

EASTERN MICHIGAN UNIVERSITY

A Contract to Charter a Public School Academy and Related Documents

Issued By

**THE BOARD OF REGENTS OF
EASTERN MICHIGAN UNIVERSITY**
(Authorizing Body)

To

GLOBAL TECH ACADEMY
(A Public School Academy)

2018

TABLE OF CONTENTS

<u>Contract Documents</u>	<u>Tab</u>
University Board Resolutions	A
Terms and Conditions of Contract	B
Contract Schedules	C
Schedule 1: Articles of Incorporation	1
Schedule 2: Bylaws	2
Schedule 3: Fiscal Agent Agreement.....	3
Schedule 4: Oversight Agreement	4
Schedule 5: Description of Staff Responsibilities	5
Schedule 6: Physical Plant Description	6
Schedule 7: Required Information for Public School Academy.....	7
Section a: Governance Structure	a
Section b: Educational Goals	b
Section c: Educational Programs	c
Section d: Curriculum	d
Section e: Method of Pupil Assessment	e
Section f: Application and Enrollment of Students	f
Section g: School Calendar and School Day Schedule	g
Section h: Age and/or Grade Range of Pupils	h

UNIVERSITY BOARD RESOLUTIONS

SECTION: 15

DATE: June 22, 2018

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

AMENDMENT TO THE CHARTER SCHOOLS BOARD OF DIRECTOR METHOD OF SELECTION POLICY

ACTION REQUESTED

It is recommended that the Board of Regents adopt the attached resolution outlining a revised method of selecting board of directors of public school academies, schools of excellence and strict discipline academies.

STAFF SUMMARY

With the passage of Public Act 277 of 2011, which amended Michigan's charter school law, authorizers of public school academies are required to pass a resolution addressing their method of selecting and appointing individuals to serve on their public school academy boards of directors. This revision represents EMU's Charter Schools Office's commitment to continuous review and improvement of its processes.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

The proposed recommendation has been revised/and is recommended for Board approval.



University Executive Officer

5/25/2018

Date

Eastern Michigan University Board of Regents

RESOLUTION

Public School Academy, School of Excellence and Strict Discipline Academy
Board of Director Method of Selection Resolution-Revised

WHEREAS, MCL 380.503 of the Revised School Code ("Code"), MCL 380.553, and MCL 380.1311e provide that an authorizing body "shall adopt a resolution establishing the method of selection, length of term, and number of members of the board of directors" of each public school academy, school of excellence, and strict discipline academy, respectively, subject to the authorizing body's jurisdiction; and

WHEREAS, the Eastern Michigan University Board of Regents (the "University Board") desires to establish a standard method of selection resolution related to appointments and service of the directors of the governing board of its authorized public school academies, schools of excellence, and strict discipline academies, and

WHEREAS, the University Board has determined that changes to the method of selection process are in the best interest of the University and that such changes be incorporated into all charter contracts issued by the University Board;

NOW, THEREFORE, BE IT RESOLVED, that the policy titled Public School Academy Board of Director Method of Selection dated June 22, 2018, is adopted; and

BE IT FURTHER RESOLVED, that these provisions shall be implemented with new charter contracts and shall be phased in for existing schools as new charter contracts are issued. As of this date, the University Board has not issued any charter contracts for schools of excellence and strict discipline academies, but the method of selection process established by this resolution shall apply to any future school that is authorized. The University's Director of the Charter Schools Office is authorized to implement changes in the terms and conditions of charter contracts to fully execute these provisions.

I, the undersigned, as Secretary of the Eastern Michigan University Board of Regents, do hereby certify the foregoing resolution was adopted by the Eastern Michigan University Board of Regents at a public meeting held on the June 22, 2018, with a vote of eight for, zero opposed, and none abstaining.

By: _____

Eastern Michigan University
Board Secretary

Public School Academy Board of Director Method of Selection

The Eastern Michigan University Board of Regents ("University Board") declares that the method of selection, length of term, number of board members and other criteria shall be as follows:

Method of Selection and Appointment

The University Board shall prescribe the methods of appointment for members of the Academy Board. The University's Director of the Charter Schools Office is authorized to develop and administer an Academy Board selection and appointment process that includes a *Public School Academy Board Member Appointment Questionnaire* and is in accord with these provisions:

1. Except as provided in paragraph 4 below, the University Board shall appoint the initial and subsequent Academy Board of Directors by formal resolution. The University's Director of the Charter Schools Office shall recommend nominees to the University Board based upon a review of the nominees' *Public School Academy Board Member Appointment Questionnaire* and resume. Each nominee shall be available for interview by the University Board or its designee. The University Board may reject any and all Academy Board nominees proposed for appointment.
2. The Academy Board, by resolution and majority vote, shall nominate its subsequent members, except as provided herein. The Academy Board shall recommend to the Director of the Charter Schools Office at least one nominee for each vacancy. Nominees shall submit the *Public School Academy Board Member Appointment Questionnaire* for review by the University's Charter Schools Office. The Director of the Charter Schools Office may or may not recommend appointment of a nominee submitted by the Academy Board. If the Director of the Charter Schools Office does not recommend the appointment of a nominee submitted by the Academy Board, he/she may select and recommend another nominee or may request the Academy Board submit a new nominee for consideration.
3. An individual appointed to fill a vacancy created other than by expiration of the term shall be appointed for the unexpired term of that vacant position.
4. Under exigent conditions, and with the approval of the University Board's Chair, the University's Director of the Charter Schools Office may appoint a qualified individual to serve as a member of the Academy Board. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. The University Board reserves the right to review, rescind, modify, ratify, or approve any appointments made under the exigent conditions provision.

Length of Term

The director of an Academy Board shall serve at the pleasure of the University Board. Terms of the initial position of an Academy's Board of Directors shall be staggered in accordance with *The Academy Board of Director Table of Staggered Terms and Appointments* established and administered by the University's Charter Schools Office. Subsequent appointments shall be for a term of office not to exceed three (3) years, except as prescribed by *The Academy Board of Director Table of Staggered Terms and Appointments*.

Number of Directors

The number of board member positions shall never be fewer than five (5) nor more than nine (9), as determined from time to time by the University Board. If the Academy Board fails to attain or maintain its full membership by making appropriate and timely nominations, the University Board or the University's Director of the Charter Schools Office may deem that failure an exigent condition.

A vacancy may be left on the initial Academy Board for a parent or guardian representative to allow sufficient time for the Academy Board to interview and identify potential nominees.

Qualifications of Members

To be qualified to serve on an Academy's Board of Directors, a person shall, among other things: (a) be a citizen of the United States; (b) be a resident of the State of Michigan; (c) submit all materials requested by the University's Charter Schools Office including, but not limited to, the *Public School Academy Board Member Appointment Questionnaire* which must include authorization to process a criminal background check of the nominee; and (d) submit annually a conflicts of interest disclosure as prescribed by the University's Charter Schools Office.

The member of the Academy Board of Directors shall include (1) at least one parent or guardian of a child attending the Academy; and (2) one professional educator, preferably a person with school administrative experience. The Academy's Board of Directors shall include representation from the local community in which the Academy serves.

The members of the Academy's Board of Directors shall not include (1) any member appointed or controlled by another profit or non-profit corporation; (2) Academy employees or independent contractors performing services for the Academy; (3) any current or former director, officer, or employee of an educational management company that contracts with the Academy; and (4) University officials or employees.

Oath of Public Office

Before beginning their service, all members of the Academy's Board of Directors shall take and sign the constitutional oath of office before a justice, judge, or clerk of a court, or before a notary public. The Academy shall cause a copy of such oath of office to be filed with the University's Charter Schools Office. No appointment shall be effective prior to the taking, signing and filing of the oath of public office.

Removal and Suspension

If at any time the University Board determines that an Academy Board member's service is no longer necessary, then the University Board may remove an Academy Board member with or without cause by notifying the affected Academy Board member. The notice shall specify the date when the Academy Board member's service ends. Any Academy Board member may also be removed by a two-thirds (2/3) vote of the Academy Board for cause.

Under exigent conditions, with the approval of the University Board Chair, the Director of the Charter Schools Office may suspend or remove a member of the Academy Board, if in his/her judgement the member's fitness for office is in question and/or the member's continued presence on the Academy Board would constitute a risk to persons or property or would significantly impair the operations of the Academy. Any suspensions or removals made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. The University Board reserves the right to review, rescind, modify, ratify, or approve any suspension or removal actions taken pursuant to this paragraph.

Tenure

Each Academy Board member shall hold office until the member's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

Resignation

Any Academy Board member may resign at any time by providing written notice to the Academy or the University's Charter Schools Office. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. Any Academy Board member who fails to attend three (3) consecutive Academy Board meetings without prior notification to the Academy Board President, may, at the option of the Academy Board, the University Board, or the University's Director of the Charter Schools Office, be deemed to have resigned, effective at a time designated in a written notice sent to the resigning Academy Board member. A successor shall be appointed as provided by the method of selection adopted by the University Board.

Board Vacancies

An Academy Board vacancy shall occur because of death, resignation, replacement, removal, failure to maintain United States citizenship or residency in the State of Michigan, disqualification, enlargement of the Academy Board, or as specified in the Code.

Compensation

Academy Board members shall serve as volunteer directors and without compensation for their respective services. By resolution of the Academy Board, the Academy Board members may be reimbursed for their reasonable expenses incidental to their duties as Academy Board members.

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 11
DATE:
April 20, 2018

RECOMMENDATION

**REISSUANCE OF CHARTER – THE JAMES AND GRACE LEE BOGGS SCHOOL
(K-8)**

REISSUANCE OF CHARTER – DETROIT PUBLIC SAFETY ACADEMY (6-12)

REISSUANCE OF CHARTER – GLOBAL TECH ACADEMY (K-5)

ACTION REQUESTED

It is recommended that the Eastern Michigan University Board of Regents issue a charter for *The James and Grace Lee Boggs School* and authorize the President of the University to execute a new seven year charter school contract which will expire June 30, 2025.

It is recommended that the Eastern Michigan University Board of Regents issue a charter for *Global Tech Academy* and authorize the president of the University to execute a new five year charter school contract which will expire June 30, 2023.

Furthermore, it is recommended that the Eastern Michigan University Board of Regents issue a charter for *Detroit Public Safety Academy* and authorize the president of the University to execute a new four year charter school contract which will expire June 30, 2022.

SCHOOL SUMMARY

The James and Grace Lee Boggs School

The James and Grace Lee Boggs School (Boggs School) opened its doors as a kindergarten to the fourth grade elementary school in 2013. The Boggs School eventually became a kindergarten to eighth grade school. The Boggs School is located in Detroit.

The mission of the Boggs School is to nurture creative, critical thinkers who contribute to the well-being of their communities. The Boggs School uses the “Place-Based Education,” model. This is a nationally renowned and research-based model, which immerses students in local heritage, cultures, landscapes, opportunities and experiences, using these as a foundation for the study of academic subjects. The Boggs School’s planning team has established a significant working relationship with EMU’s College of Education.

Global Tech Academy

Global Tech Academy (GTA) opened its doors as a kindergarten to the fifth grade elementary school in 2014. GTA is located in Ypsilanti (Willow Run). GTA serves the community by providing high quality education and meeting the basic needs of students and families with universal lunch, breakfast and the 21st Century after school program. With Eastern Michigan University's Office of Urban Education Educational Equity (OUEEE) as a partner, GTA continues in its efforts to become a professional development school for the preparation of urban teachers.

Detroit Public Safety Academy

The Detroit Public Safety Academy (DPSA) opened its doors as a ninth and tenth grade high school in 2013. DPSA eventually became a sixth to twelfth grade middle school and high school. DPSA is located in Detroit. DPSA's focus is on educating and training students who are interested in careers in the fields of law enforcement, firefighting technology, emergency medical service, and military service. DPSA continues to attract students from under-represented populations. Local, state and federal law enforcement agencies and municipal firefighters continue to assist with tutoring, mentoring and life skills development. The academy will provide school-to-university-to-career readiness, as well as teach the essential pillars of character education.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.



University Executive Officer

4/2/18
Date

Global Tech Academy

Global Tech Academy (GTA) opened its doors as a kindergarten to the fifth grade elementary school in 2014. GTA is located in Ypsilanti (Willow Run). GTA serves the community by providing high quality education and meeting the basic needs of students and families with universal lunch, breakfast and the 21st Century after school program. With Eastern Michigan University's Office of Urban Education Educational Equity (OUEEE) as a partner, GTA continues in its efforts to become a professional development school for the preparation of urban teachers.

Detroit Public Safety Academy

The Detroit Public Safety Academy (DPSA) opened its doors as a ninth and tenth grade high school in 2013. DPSA eventually became a sixth to twelfth grade middle school and high school. DPSA is located in Detroit. DPSA's focus is on educating and training students who are interested in careers in the fields of law enforcement, firefighting technology, emergency medical service, and military service. DPSA continues to attract students from under-represented populations. Local, state and federal law enforcement agencies and municipal firefighters continue to assist with tutoring, mentoring and life skills development. The academy will provide school-to-university-to-career readiness, as well as teach the essential pillars of character education.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.



University Executive Officer

4/2/18
Date

**TERMS AND CONDITIONS
OF CONTRACT**

DATED: JULY 1, 2018

ISSUED BY

THE EASTERN MICHIGAN UNIVERSITY BOARD OF REGENTS

TO

**GLOBAL TECH ACADEMY
(A PUBLIC SCHOOL ACADEMY)**

CONFIRMING THE STATUS OF

GLOBAL TECH ACADEMY

AS A

PUBLIC SCHOOL ACADEMY

TABLE OF CONTENTS

ARTICLE I
DEFINITIONS

Section 1.1.	Certain Definitions.....	1
Section 1.2.	Captions	4
Section 1.3.	Gender and Number.....	4
Section 1.4.	Statutory Definitions.....	4
Section 1.5.	Schedules	4
Section 1.6.	Application.....	4
Section 1.7.	Conflicting Contract Provisions.....	5

ARTICLE II
RELATIONSHIP BETWEEN THE ACADEMY AND THE UNIVERSITY BOARD

Section 2.1.	Constitutional Status of Eastern Michigan University.....	5
Section 2.2.	Independent Status of the Academy	5
Section 2.3.	Financial Obligations of the Academy Are Separate From the State of Michigan, University Board and the University	5
Section 2.4.	Academy Has No Power To Obligate or Bind State of Michigan, University Board or the University.....	5

ARTICLE III
ROLE OF THE UNIVERSITY BOARD AS AUTHORIZING BODY

Section 3.1.	University Board Resolutions	6
Section 3.2.	University Board as Fiscal Agent for the Academy	6
Section 3.3.	Oversight Responsibilities of the University Board	6
Section 3.4.	Reimbursement of University Board Expenses	6
Section 3.5.	University Board Approval of Condemnation.....	6
Section 3.6.	Authorization of Employment	7
Section 3.7.	Charter Schools Director Review of Certain Financing Transactions.....	7
Section 3.8.	Authorizing Body Contract Authorization Process	8
Section 3.9.	University Board’s Invitation to Academy to Apply For Conversion to Schools of Excellence.	8

ARTICLE IV
REQUIREMENT THAT THE ACADEMY ACT SOLELY AS GOVERNMENTAL ENTITY

Section 4.1.	Limitation on Actions in Performance of Governmental Functions.....	8
Section 4.2.	Other Permitted Activities	8
Section 4.3.	Academy Board Members Serve In Their Individual Capacity.....	8
Section 4.4.	Incompatible Public Offices and Conflicts of Interest Statutes	9
Section 4.5.	Prohibition of Identified Family Relationships.....	9
Section 4.6.	Dual Employment Positions Prohibited.....	10
Section 4.7.	Oath of Public Office	10

ARTICLE V
CORPORATE STRUCTURE OF THE ACADEMY

Section 5.1.	Nonprofit Corporation	10
--------------	-----------------------------	----

Section 5.2.	Articles of Incorporation.....	10
Section 5.3.	Bylaws.....	10
Section 5.4.	Quorum	11

ARTICLE VI
OPERATING REQUIREMENTS

Section 6.1.	Governance Structure.....	11
Section 6.2.	Educational Goals	11
Section 6.3.	Educational Programs	11
Section 6.4.	Curriculum	11
Section 6.5.	Method of Pupil Assessment	11
Section 6.6.	Application and Enrollment of Students.....	11
Section 6.7.	School Calendar and School Day Schedule.....	12
Section 6.8.	Age or Grade Range of Pupils	12
Section 6.9.	Collective Bargaining Agreements	12
Section 6.10.	Accounting Standards	12
Section 6.11.	Annual Financial Statement Audit.....	12
Section 6.12.	Address and Description of Physical Plant; Process for Expanding Academy’s Site Operations.....	12
Section 6.13.	Contributions and Fund Raising	13
Section 6.14.	Disqualified Organizational or Contractual Affiliations.....	13
Section 6.15.	Method for Monitoring Academy’s Compliance with Applicable Law and Performance of its Targeted Educational Outcomes	13
Section 6.16.	Matriculation Agreements	13
Section 6.17.	Postings of Accreditation Status	13
Section 6.18.	Academy Site Is Former Site of Closed Community District School; State School Reform/Redesign Officer Approval Required.....	13
Section 6.19.	New Public School Academies Located Within The Boundaries of A Community District.	14
Section 6.20.	Community District Accountability Plan.....	14

ARTICLE VII
TUITION PROHIBITED

Section 7.1.	Tuition Prohibited; Fees and Expenses.....	14
--------------	--	----

ARTICLE VIII
COMPLIANCE WITH APPLICABLE LAW

Section 8.1.	Compliance with Applicable Law	14
--------------	--------------------------------------	----

ARTICLE IX
AMENDMENT

Section 9.1.	Amendments	15
Section 9.2.	Process for Amendment Initiated by the Academy	15
Section 9.3.	Process for Amendment Initiated by the University Board.....	15
Section 9.4.	Final Approval of Amendments.....	15
Section 9.5.	Change in Existing Law	15
Section 9.6.	Emergency Action on Behalf of University Board.....	16

ARTICLE X

CONTRACT TERMINATION, SUSPENSION, AND REVOCATION

Section 10.1. Statutory Grounds for Revocation 16

Section 10.2. Other Grounds for Revocation..... 16

Section 10.3. Automatic Amendment Of Contract; Automatic Termination of Contract
If All Academy Sites Closed Or Placed In State School Reform/Redesign
District; Economic Hardship Termination..... 17

Section 10.4. Material Breach of Contract; Termination of Contract By University Board
Caused By State School Reform/Redesign Officer Order 18

Section 10.5. Grounds and Procedures for Academy Termination of Contract. The
Academy Board, by majority vote of its Directors, may, at any time and
for any reason, request termination of this Contract..... 19

Section 10.6. Grounds and Procedures for University Termination of Contract..... 19

Section 10.7. University Board Procedures for Revoking Contract 19

Section 10.8. Contract Suspension..... 22

Section 10.9. Venue; Jurisdiction 23

Section 10.10. 23

Section 10.11. Academy Dissolution Account 24

ARTICLE XI

PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1. The Academy Budget; Transmittal of Budgetary Assumptions; Budget
Deficit; Enhanced Deficit Elimination Plan. 24

Section 11.2. 26

Section 11.3. Legal Liabilities and Covenant Against Suit 34

Section 11.4. Lease or Deed for Proposed Single Site 34

Section 11.5. Occupancy and Safety Certificates 34

Section 11.6. Criminal Background and History Checks; Disclosure of Unprofessional
Conduct; Compliance with School Safety Initiative..... 34

Section 11.7. Special Education..... 35

Section 11.8. Deposit of Public Funds by the Academy..... 35

Section 11.9. Nonessential Elective Courses 35

Section 11.10. Required Provisions for ESP Agreements 35

Section 11.11. Management Agreements 37

Section 11.12. Administrator and Teacher Evaluation Systems..... 37

ARTICLE XII

GENERAL TERMS

Section 12.1. Notices 37

Section 12.2. Severability 38

Section 12.3. Successors and Assigns..... 38

Section 12.4. Entire Contract..... 38

Section 12.5. Assignment 38

Section 12.6. Non-Waiver..... 38

Section 12.7. Governing Law 38

Section 12.8. Counterparts..... 38

Section 12.9. Term of Contract..... 38

Section 12.10.	Indemnification	39
Section 12.11.	Construction.....	39
Section 12.12.	Force Majeure	39
Section 12.13.	No Third Party Rights	39
Section 12.14.	Non-agency	39
Section 12.15.	University Board or CSO General Policies on Public School Academies Shall Apply	39
Section 12.16.	Survival of Provisions.....	40
Section 12.17.	Information Available to the Public.....	40
Section 12.18.	Termination of Responsibilities.....	40
Section 12.19.	Disposition of Academy Assets Upon Termination or Revocation of Contract.....	40
Section 12.20.	Student Privacy	40
Section 12.21.	Disclosure of Information to Parents and Legal Guardians.....	401
Section 12.22.	List of Uses for Student Directory Information; Opt Out Form; Notice to Student’s Parent or Legal Guardian.....	42
Section 12.23.	Low Performance Based on State Accountability	42
Section 12.24.	Data Breach Response Plan	42

Exhibit A

Schedules

WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and

WHEREAS, all public schools are subject to the leadership and general supervision of the State Board of Education; and

WHEREAS, the Michigan Legislature has authorized an alternative form of public school designated a “public school academy” to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and

WHEREAS, the Michigan Legislature has delegated to the governing boards of state public universities, community college boards, including tribally controlled community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of public school academies; and

WHEREAS, the Eastern Michigan University Board of Regents has considered the authorization of the Academy and has approved the issuance of a contract to the Academy;

NOW, THEREFORE, pursuant to the Revised School Code, the University Board grants a contract conferring certain rights, franchises, privileges, and obligations of a public school academy and confirms the status of a public school academy in this state to the Academy. In addition, the parties agree that the granting of this Contract is subject to the following terms and conditions:

ARTICLE I DEFINITIONS

Section 1.1. Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

- (a) “Academy” means the Michigan nonprofit corporation named Global Tech Academy which is established as a public school academy pursuant to this Contract.
- (b) “Academy Board” means the Board of Directors of the Academy.
- (c) “Accountability Plan” means a Community District accountability plan established, implemented and administered by the State School Reform/ Redesign Officer under section 390 of the Code, MCL 380.390.
- (d) “Applicable Law” means all state and federal law applicable to public school academies.
- (e) “Application” means the public school academy application and supporting documentation submitted to the University Board for the establishment of the Academy

and supplemented by material submitted pursuant to the University Board's requirements for reauthorization.

(f) "Authorizing Resolution" means the Resolutions adopted by the University Board on April 20, 2018.

(g) "Charter Schools Director" means the person designated by the University Board to administer the operations of the Charter Schools Office.

(h) "Charter Schools Office" or "CSO" means the office designated by the University Board as the initial point of contact for public school academy applicants and public school academies authorized by the University Board. The Charter Schools Office is also responsible for administering the University Board's responsibilities with respect to the Contract.

(i) "Code" means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1852 of the Michigan Compiled Laws.

(j) "Community District" means a community school district created under part 5B of the Code, MCL 380.381 et seq.

(k) "Conservator" means an individual appointed by the University President in accordance with Section 10.10 of these Terms and Conditions.

(l) "Contract" means, in addition to the definition set forth in the Code, these Terms and Conditions, the Authorizing Resolution, the Resolution, the Master Calendar, the ESP Policies, the Schedules, and the Application.

(m) "Director" means a person who is a member of the Academy Board of Directors.

(n) "Educational Service Provider" or "ESP" means an educational management organization as defined under section 503c of the Code, MCL 380.503c, that has entered into a contract or agreement with the Academy Board for operation or management of the Academy, which contract has been submitted to the Charter Schools Director for review as provided in Section 11.11 and has not been disapproved by the Charter Schools Director, and is consistent with the CSO Educational Service Provider Policies, as they may be amended from time to time, and Applicable Law.

(o) "Educational Service Provider Policies" or "ESP Policies" means those policies adopted by the Charter Schools Director that apply to a Management Agreement. The Charter Schools Director may, at any time and at his or her sole discretion, amend the ESP Policies. Upon amendment, changes to the ESP Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

(p) "Fund Balance Deficit" means the Academy has more liabilities than assets at the end of any given school fiscal year, and includes any fiscal year where the Academy would have had a budget deficit but for a financial borrowing by the Academy or a

monetary contribution by an Educational Service Provider or other person or entity to the Academy. If the Academy receives a gift or grant of money or financial support from an Educational Service Provider or other person or entity that does not require repayment by the Academy, and is not conditioned upon the actions or inactions of the Academy Board, then such gift or grant shall not constitute a financial borrowing or contribution for purposes of determining a Fund Balance Deficit.

(q) “Lease Policies” means those policies adopted by the Charter Schools Director that apply to real property lease agreements entered into by the Academy. The Charter Schools Director may, at any time and at his or her sole discretion, amend the Lease Policies. Upon amendment, changes to the Lease Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

(r) “Management Agreement” or “ESP Agreement” means an agreement as defined under section 503c of the Code, MCL 380.503c, that has been entered into between an ESP and the Academy Board for the operation and/or management of the Academy, which has been submitted to the Charter Schools Director for review as provided in Section 11.11 and has not been disapproved by the Charter Schools Director.

(s) “Master Calendar” or “MCRR” means the Master Calendar of Reporting Requirements developed and administered by the Charter Schools Office setting forth a reporting time line for certain financial, administrative, facility, Academy Board and educational information relating to the Academy. The Charter Schools Director may, at any time and at his or her sole discretion, amend the Master Calendar. Upon amendment, changes to the Master Calendar shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

(t) “President” means the President of Eastern Michigan University or his or her designee.

(u) “Resolution” means the resolution adopted by the University Board on April 17, 2012 establishing the standard method of selection, length of term and number of members format for public school academies issued a Contract by the University Board, as amended from time to time.

(v) “Schedules” means the following Contract documents of the Academy: Schedule 1: Articles of Incorporation, Schedule 2: Bylaws, Schedule 3: Fiscal Agent Agreement, Schedule 4: Oversight Agreement, Schedule 5: Description of Staff Responsibilities, Schedule 6: Physical Plant Description, Schedule 7: Required Information for Public School Academies and Schedule 8: Partnership Agreement.

(w) “State Board” means the State Board of Education, established pursuant to Article 8, Section 3 of the 1963 Michigan Constitution and MCL 388.1001 et seq.

(x) “State School Reform/Redesign Office” means the office created within the Michigan Department of Technology Management and Budget by Executive

Reorganization Order 2015-02, codified at MCL 18.445, and transferred from the Michigan Department of Technology Management and Budget to the Michigan Department of Education by Executive Reorganization Order 2017-02, codified at MCL 388.1282.

(y) “State School Reform/Redesign Officer” means the officer described in Section 1280c(9) of the Code, MCL 380.1280c(9), and authorized to act as the superintendent of the State School Reform/Redesign District under Section 1280c(6)(b) of the Code, MCL 380.1280c(6)(b).

(z) “Superintendent” means the Michigan Superintendent of Public Instruction.

(aa) “Terms and Conditions” means this document entitled “Terms and Conditions of Contract, Dated July 1, 2018, issued by the Eastern Michigan University Board of Regents to Global Tech Academy confirming the status of Global Tech Academy as a public school academy.”

(bb) “University” means Eastern Michigan University, a state public university, established pursuant to Article VIII, Sections 4 and 6 of the Michigan Constitution of 1963 and MCL 390.551 et seq.

(cc) “University Board” means the Eastern Michigan University Board of Regents, an authorizing body as designated under Section 501 of the Code, MCL 380.501.

(dd) “University Board Chairperson” means the Chairperson of the Eastern Michigan University Board of Regents or his or her designee.

(ee) “University Charter Schools Hearing Panel” or “Hearing Panel” means such person(s) as designated by the University Board Chairperson.

Section 1.2. Captions. The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

Section 1.3. Gender and Number. The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

Section 1.4. Statutory Definitions. Statutory terms defined in Part 6A of the Code shall have the same meaning in this Contract.

Section 1.5. Schedules. All Schedules to this Contract are incorporated into, and made part of, this Contract.

Section 1.6. Application. The Application submitted to the University Board for the establishment of the Academy is incorporated into, and made part of, this Contract. Portions of the Applicant’s Application have been incorporated into this Contract. In the event that there is an inconsistency or dispute between materials in the Application and the Contract, the language or provisions in the Contract shall control.

Section 1.7. Conflicting Contract Provisions. In the event that there is a conflict between language contained in the provisions of this Contract, the Contract shall be interpreted as follows: (i) the Resolution shall control over any other conflicting language in the Contract; (ii) the Authorizing Resolution shall control over any other conflicting language in the Contract with the exception of language in the Resolution; (iii) the Terms and Conditions shall control over any other conflicting language in the Contract with the exception of language in the Resolution and the Authorizing Resolution; and (iv) the Articles of Incorporation shall control over any other conflicting language in the Contract with the exception of language in the Resolution, Authorizing Resolution and these Terms and Conditions.

ARTICLE II

RELATIONSHIP BETWEEN THE ACADEMY AND THE UNIVERSITY BOARD

Section 2.1. Constitutional Status of Eastern Michigan University. The University is a constitutionally established body corporate operating as a state public university. In approving this Contract, the University Board voluntarily exercises additional powers given to the University Board under the Code. Nothing in this Contract shall be deemed to be any waiver of the University Board's constitutional autonomy and powers and the Academy shall not be deemed to be a part of the University. If applicable, the University Board has provided to the State School Reform/Redesign Officer the accreditation notice required under Section 502 of the Code, MCL 380.502.

Section 2.2. Independent Status of the Academy. The Academy is a body corporate and governmental entity authorized by the Code. The Academy is organized and shall operate as a public school academy and a nonprofit corporation. The Academy is not a division or part of the University. The relationship between the Academy and the University Board is based solely on the applicable provisions of the Code and the terms of this Contract or other agreements between the University Board and the Academy, if applicable.

Section 2.3. Financial Obligations of the Academy Are Separate From the State of Michigan, University Board and the University. Any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy and a third party shall not in any way constitute an obligation, either general, special, or moral, of the State of Michigan, the University Board, or the University. Neither the full faith and credit nor the taxing power of the State of Michigan or any agency of the State, nor the full faith and credit of the University Board or the University shall ever be assigned or pledged for the payment of any Academy contract, agreement, note, mortgage, loan or other instrument of indebtedness.

Section 2.4. Academy Has No Power To Obligate or Bind State of Michigan, University Board or the University. The Academy has no authority whatsoever to enter into any contract or other agreement that would financially obligate the State of Michigan, University Board or the University, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan, University Board or the University in any way guarantee, are financially obligated, or are in any way responsible for any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy.

ARTICLE III
ROLE OF THE UNIVERSITY BOARD AS AUTHORIZING BODY

Section 3.1. University Board Resolutions. The University Board has adopted the Resolution providing for the method of selection, length of term, number of Directors and the qualification of Directors. The University Board has adopted the Authorizing Resolution which approves the issuance of this Contract. The Resolution and the Authorizing Resolution are hereby incorporated into this Contract as Exhibit A. At anytime and at its sole discretion, the University Board may amend the Resolution. Upon University Board approval, changes to the Resolution shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

Section 3.2. University Board as Fiscal Agent for the Academy. The University Board is the fiscal agent for the Academy. As fiscal agent, the University Board assumes no responsibility for the financial condition of the Academy. The University Board is not liable for any debt or liability incurred by or on behalf of the Academy, or for any expenditure approved by or on behalf of the Academy Board. Except as provided in the Oversight Agreement and Article X of these Terms and Conditions, the University Board shall promptly, within five (5) business days of receipt, forward to the Academy all state school aid funds or other public or private funds received by the University Board for the benefit of the Academy. The responsibilities of the University Board, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 3.

Section 3.3. Oversight Responsibilities of the University Board. The University Board has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. The responsibilities of the Academy and the University Board are set forth in the Oversight Agreement executed by the parties and incorporated herein as Schedule 4.

Section 3.4. Reimbursement of University Board Expenses. The Academy shall pay the University Board an administrative fee to reimburse the University Board for the expenses associated with the execution of its authorizing body and oversight responsibilities. The terms and conditions of the administrative fee are set forth in Schedule 4.

Section 3.5. University Board Approval of Condemnation. In the event that the Academy desires to acquire property pursuant to the Uniform Condemnation Procedures Act or other applicable statutes, it shall obtain express written permission for such acquisition from the University Board. The Academy shall submit a written request to the Charter Schools Director describing the proposed acquisition and the purpose for which the Academy desires to acquire the property. The Charter Schools Director will generate a recommendation for consideration by the University Board with regard to the proposed acquisition. The request and the Charter Schools Director's recommendation will be submitted by the Charter Schools Director for the University Board's consideration in accordance with the University Board's generally applicable timelines and policies for the agendas of regularly-scheduled University Board committee meetings and formal sessions of the University Board. No acquisition may be made until the approval of the University Board is obtained by resolution adopted at a formal session of the University Board.

Section 3.6. Authorization of Employment. The University Board authorizes the Academy to employ or contract directly with personnel according to the position information outlined in Schedule 5. However, the Academy Board shall prohibit any individual from being employed by the Academy, an Educational Service Provider or an employee leasing company involved in the operation of the Academy, in more than one (1) full-time position and simultaneously being compensated at a full-time rate for each of these positions. Additionally, the Academy Board shall require each individual who works at the Academy to disclose to the Academy Board any other public school or Educational Service Provider at which that individual works or to which that individual provides services. An employee hired by the Academy shall be an employee of the Academy for all purposes and not an employee of the University for any purpose. With respect to Academy employees, the Academy shall have the power and responsibility to (i) select and engage employees; (ii) pay their wages; (iii) dismiss employees; and (iv) control the employees' conduct, including the method by which the employee carries out his or her work. The Academy Board shall be responsible for carrying workers' compensation insurance and unemployment insurance for its employees. The Academy shall ensure that the term or length of any employment contract or consultant agreement does not extend beyond the term of this Contract and shall terminate in the event this Contract is revoked or terminated. In no event may an Academy employee's employment contract term, inclusive of automatic renewals, extend beyond the term of this Contract.

Section 3.7. Charter Schools Director Review of Certain Financing Transactions. If the Academy proposes to (i) finance the acquisition, by lease, purchase, or other means, of facilities or equipment, or renovation of facilities, in excess of \$150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge, assignment or direction to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., or (ii) direct that a portion of its State School Aid Payments be forwarded by the University Board to a third party account for the payment of Academy debts and liabilities, the Academy shall submit the transaction for prior review by the Charter Schools Director, as designee of the University Board, in the manner provided herein. The Academy shall, not later than thirty (30) days prior to the proposed closing date of the transaction, submit a written request to the Charter Schools Director describing the proposed transaction and the facilities or equipment to be acquired with the proceeds thereof (if any), and in the case of a transaction described in subparagraph (ii) of this Section, (a) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; (b) a copy of a State School Aid Payment Agreement and Direction document that is in a form acceptable to the University Charter Schools Office; and (c) copies of such other documentation regarding the transaction which is the subject of the proposed direct intercept as the University Charter Schools Office may request. Unless the Charter Schools Director extends the review period, within thirty (30) days of receiving a written request in compliance with this Section, the Charter Schools Director shall notify the Academy if the proposed transaction is disapproved. The Charter Schools Director may disapprove the proposed transaction if the proposed transaction violates this Contract or applicable law. If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into that is disapproved by the Charter Schools Director. By not disapproving a proposed transaction, the Charter Schools

Director is in no way giving approval of the proposed transaction, or any of the terms or conditions thereof.

Section 3.8. Authorizing Body Contract Authorization Process. Pursuant to the Code, the University Board is not required to issue a contract to the Academy. This Contract is for a fixed term and will terminate at that end of the Contract Term set forth in Section 12.9 without any further action of either the Academy or the University Board. The Academy shall seek a new contract by making a formal request to the University Board in writing at least two years prior to the end of the current Contract Term. The University Board shall provide to the Academy a description of the timeline and process by which the Academy may be considered for issuance of a new contract. The timeline and process for consideration of whether to issue a new contract to the Academy shall be solely determined by the University Board. The standards for the issuance of a new contract shall include increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria established by the University Board as the most important factor of whether to issue or not issue a new contract. The University Board, at its own discretion, may change its timeline and process for issuance of a new contract at any time, and any such changes shall take effect automatically without the need for any amendment to the Contract. Consistent with the Code, the University Board may elect, at its sole discretion, not to consider the issuance of a contract, consider reauthorization of the Academy and elect not to issue a contract, or consider reauthorization of the Academy and issue a contract for a fixed term.

Section 3.9. University Board's Invitation to Academy to Apply For Conversion to Schools of Excellence. If the University Board is interested in accepting applications to issue contracts to charter Schools of Excellence under Part 6E of the Code, and the University Board determines that the Academy meets the University Board's and the Code's eligibility criteria for applying to convert the Academy to a School of Excellence, then the University Board may invite the Academy to submit an application to apply for a contract to convert the Academy to a school of excellence. In accordance with the Code, the University Board shall establish its own competitive application process and provide the necessary forms and procedures to eligible public school academies.

ARTICLE IV REQUIREMENT THAT THE ACADEMY ACT SOLELY AS GOVERNMENTAL ENTITY

Section 4.1. Limitation on Actions in Performance of Governmental Functions. The Academy shall act exclusively as a governmental entity and shall not undertake any action inconsistent with its status as a body corporate authorized to receive state school aid funds pursuant to Section 11 of Article IX of the State Constitution of 1963.

Section 4.2. Other Permitted Activities. Consistent with the provisions of this Contract, the Academy is permitted to engage in lawful activities that are not in derogation of the Academy's mission and status of operating a public school academy or that would not jeopardize the eligibility of the Academy for state school aid funds.

Section 4.3. Academy Board Members Serve In Their Individual Capacity. All Directors of the Academy Board shall serve in their individual capacity, and not as a

representative or designee of any other person or entity. A person who does not serve in their individual capacity, or who serves as a representative or designee of another person or entity, shall be deemed ineligible to continue to serve as a Director of the Academy Board. A Director who violates this Section shall be removed from office, in accordance with the removal provisions found in the Resolution or Schedule 2: Bylaws. As set forth in the Resolution, a Director serves at the pleasure of the University Board, and may be removed with or without cause by the University Board at any time.

Section 4.4. Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, being MCL 15.181 et seq. of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, being MCL 15.321 et seq. of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited conflicts of interest for purposes of this Contract:

- (a) An individual simultaneously serving as an Academy Board member and as an owner, officer, director, employee or consultant of or independent contractor to an Educational Service Provider or an employee leasing company, or a subcontractor to an Educational Service Provider or an employee leasing company that has an ESP agreement with the Academy;
- (b) An individual simultaneously serving as an Academy Board member and an Academy employee;
- (c) An individual simultaneously serving as an Academy Board member and an independent contractor to the Academy;
- (d) An individual simultaneously serving as an Academy Board member and a member of the governing board of another public school; and
- (e) An individual simultaneously serving as an Academy Board member and a University official, employee, or paid consultant, as a representative of the University.
- (f) An individual simultaneously serving as an Academy Board member and having an ownership or financial interest in any school building leased or subleased to the Academy.

Section 4.5. Prohibition of Identified Family Relationships. The Academy Board shall prohibit specifically identified family relationships pursuant to Applicable Law and the Terms and Conditions of this Contract. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited familial relationships for the purposes of this Contract:

- (a) No person shall be appointed or reappointed to serve as an Academy Board member if the person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner:

- (i) Is employed by the Academy;
- (ii) Works at or is assigned to the Academy;
- (iii) Has an ownership, officer, policymaking, managerial, administrative non-clerical, or other significant role with the Academy's ESP or employee leasing company; or
- (iv) Has an ownership or financial interest in any school building lease or sublease agreement with the Academy.

(b) The Academy Board shall require each individual who works at the Academy to annually disclose any familial relationship with any other individual who works at, or provides services to, the Academy. For purposes of this sub-section, familial relationship means a person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner.

Section 4.6. Dual Employment Positions Prohibited. Any person working at the Academy is prohibited by law from being employed at the Academy in more than one full-time position and simultaneously being compensated for each position.

Section 4.7. Oath of Public Office. Academy Board members are public officials. Before entering upon the duties of a public school board member, each Academy Board member shall take, sign and file the constitutional oath of office with the Charter Schools Office.

ARTICLE V CORPORATE STRUCTURE OF THE ACADEMY

Section 5.1. Nonprofit Corporation. The Academy shall be organized and operated as a public school academy corporation organized under the Michigan Nonprofit Corporation Act, as amended, Act No. 162 of the Public Acts of 1982, being Sections 450.2101 to 450.3192 of the Michigan Compiled Laws. Notwithstanding any provision of the Michigan Nonprofit Corporation Act, as amended, the Academy shall not take any action inconsistent with the provisions of Part 6A of the Code or other Applicable Law.

Section 5.2. Articles of Incorporation. The Articles of Incorporation of the Academy, as set forth in Schedule 1, shall be the Articles of Incorporation of the Academy. The Restated Articles of Incorporation shall automatically be incorporated into this Contract. Any subsequent amendments to the Academy's Articles of Incorporation shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.3. Bylaws. The Bylaws of the Academy, as set forth in Schedule 2, shall be the Bylaws of the Academy. Upon Academy Board approval, the Amended Bylaws shall automatically be incorporated into this Contract. Any subsequent amendments to the Academy's Bylaws shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.4. Quorum. Notwithstanding any document in the Contract that is inconsistent with this Section, including the Academy’s Articles of Incorporation and Bylaws, a quorum of the Academy Board that is necessary to transact business and to take action shall be a majority of the Academy Board members as set by the Authorizing Resolution.

ARTICLE VI OPERATING REQUIREMENTS

Section 6.1. Governance Structure. The Academy shall be organized and administered under the direction of the Academy Board and pursuant to the Governance Structure as set forth in Schedule 7a. The Academy shall have four officers: President, Vice-President, Secretary and Treasurer. The officer positions shall be filled by persons who are members of the Academy Board. A description of their duties is included in Schedule 2.

Section 6.2. Educational Goals. The Academy shall pursue the educational goals identified in Schedule 7b. The educational goals shall include demonstrated improved pupil academic achievement for all groups of pupils.

Section 6.3. Educational Programs. The Academy shall deliver the educational programs identified in Schedule 7c.

Section 6.4. Curriculum. The Academy shall implement and follow the curriculum identified in Schedule 7d.

Section 6.5. Method of Pupil Assessment. The Academy shall evaluate pupils’ work based on the assessment strategies identified in Schedule 7e. To the extent applicable, pupil performance at the Academy shall be assessed using both the mathematics and reading portions of the Michigan Student Test of Educational Progress (“M-STEP”) or the Michigan Merit Examination (“MME”) designated under the Code. The Academy shall provide the Charter Schools Office with copies of reports, assessments and test results concerning the following:

- (a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the Charter Schools Office;
- (b) an assessment of the student performances at the end of each academic school year or at such other times as the University Board may reasonably request;
- (c) an annual education report in accordance with the Code;
- (d) an annually administered nationally recognized norm-referenced achievement test for the Academy’s grade configuration, or a program of testing approved by the Charter Schools Office; and
- (e) all tests required under Applicable Law.

Section 6.6. Application and Enrollment of Students. The Academy shall comply with the application and enrollment policies identified in Schedule 7f. With respect to the Academy’s

pupil admissions process, the Academy shall provide any documentation or information requested by the Charter Schools Office that demonstrates the following:

(a) The Academy has made a reasonable effort to advertise its enrollment efforts to all pupils; and

(b) The Academy's open enrollment period was for a duration of at least 2 weeks and permitted the enrollment of pupils at times in the evening and on weekends.

Section 6.7. School Calendar and School Day Schedule. The Academy shall comply with the school calendar and school day schedule guidelines as set forth in Schedule 7g.

Section 6.8. Age or Grade Range of Pupils. The Academy shall comply with the age and grade ranges as stated in Schedule 7h.

Section 6.9. Collective Bargaining Agreements. Collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 6.10. Accounting Standards. The Academy shall at all times comply with generally accepted public sector accounting principles and accounting system requirements that comply with the Code, this Contract, the State School Aid Act of 1979, as amended, and applicable State Board of Education and Department of Education rules.

Section 6.11. Annual Financial Statement Audit. The Academy shall conduct an annual financial statement audit prepared and reviewed by an independent certified public accountant. In accordance with timeframes set forth in the Master Calendar, the Academy shall submit one (1) copy of the annual financial statement audit, auditor's management letters and any responses to auditor's management letters to the Charter Schools Office.

Section 6.12. Address and Description of Physical Plant; Process for Expanding Academy's Site Operations. The address and description of the physical plant for the Academy is set forth in Schedule 6. With the approval of the University Board, the Academy Board may operate the same configuration of age or grade levels at more than one (1) site if each configuration of age or grade levels and each site identified in Schedule 6 are under the direction and control of the Academy Board.

The University Board's process for evaluating and approving the same configuration of age or grade levels at more than one (1) site is as follows:

By formal resolution, the Academy Board may request the authority to operate the same configuration of age or grade levels at more than one site. The Academy Board shall submit to the CSO a contract amendment, in a form and manner determined by the CSO. The contract amendment shall include all information requested by the CSO, including detailed information about the site, the Academy's proposed operations at the site and the information provided in Contract Schedules 4, 5, 6 and 7. Upon receipt of a complete contract amendment, the Charter Schools Director shall review the contract amendment and make a recommendation to the University Board on whether the Academy's request for site expansion should be approved. A positive recommendation by the Charter Schools Director of the contract amendment shall

include a determination by the Charter Schools Director that the Academy is operating in compliance with the Contract and is making measureable progress toward meeting the Academy's educational goals. The University Board may consider the Academy Board's site expansion request contract amendment following submission by the Charter Schools Director of a positive recommendation. If the University Board approves the Academy Board's site expansion request contract amendment, the Contract shall be amended in accordance with Article IX of these Terms and Conditions. The University Board reserves the right to modify, reject or approve any site expansion request contract amendment in its sole and absolute discretion.

Section 6.13. Contributions and Fund Raising. The Academy may solicit and receive contributions and donations as permitted by law. No solicitation shall indicate that a contribution to the Academy is for the benefit of the University or the University Board.

Section 6.14. Disqualified Organizational or Contractual Affiliations. The Academy shall comply with all state and federal law applicable to public schools concerning church-state issues. To the extent disqualified under the state or federal constitutions, the Academy shall not be organized by a church or other religious organization and shall not have any organizational or contractual affiliation with or constitute a church or other religious organization. Nothing in this Section shall be deemed to diminish or enlarge the civil and political rights, privileges and capacities of any person on account of his or her religious belief.

Section 6.15. Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes. The Academy shall perform the compliance certification duties required by the University Board and outlined in the Oversight Agreement set forth as Schedule 4. In addition to the University Board's oversight responsibilities and other reporting requirements set forth in this Contract, the Academy's compliance certification duties shall serve as the method for monitoring the Academy's compliance with Applicable Law and its performance in meeting its educational goals.

Section 6.16. Matriculation Agreements. Before the Academy Board approves a matriculation agreement with another public school, the Academy shall provide a draft copy of the agreement to the Charter Schools Office for review. Any matriculation agreement entered into by the Academy shall be incorporated into Schedule 7 by contract amendment pursuant to Article IX of these Terms and Conditions. Until the matriculation agreement is incorporated into the Contract, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

Section 6.17. Postings of Accreditation Status. The Academy shall post notices to the Academy's homepage of its website disclosing the accreditation status of each school as required by the Code.

Section 6.18. Academy Site Is Former Site of Closed Community District School; State School Reform/Redesign Officer Approval Required. If the Academy's proposed site is located within the geographical boundaries of a Community District and is a site that was a former site of a Community District school closed by the State School Reform/Redesign Office within the last 3 school years, then the University Board shall not issue the Contract unless (a) the new Academy

site has a substantially different leadership structure and curricular offering than the previous Community District school that operated at the site; and (b) the State School Reform/Redesign Officer has approved the Academy's use of the site. A copy of the State School Reform/Redesign Officer's approval shall be provided to the Charter Schools Office as part of the application process.

Section 6.19. New Public School Academies Located Within The Boundaries of A Community District. If the circumstances listed below in (a) and (b) or (c) apply to the Academy's site, the Academy represents to the University Board, intending that the University Board rely on such representation as a precondition to issuing this Contract, that the Academy will have a substantially different governance, leadership and curriculum than the public school previously operating at the site:

- (a) The Academy's proposed site is the same location as a public school that (i) is currently on the list under Section 1280c(1), MCL 380.1280c(1), of the public schools in this State that the State School Reform/Redesign Office has determined to be among the lowest achieving 5% of all public schools; or (ii) has been on the list during the immediately preceding 3 school years.
- (b) If an Accountability Plan has been in effect for at least 3 full school years, the Academy's proposed site is at the same location as a public school that has been assigned a grade of "F" under the Accountability Plan for 3 of the preceding 5 school years;
- (c) The Academy's proposed site is not the same location of another public school academy, urban high school academy, school of excellence or strict discipline academy whose contract was revoked or terminated by an authorizing body.

Section 6.20. Community District Accountability Plan. If any part of the Academy's proposed site is located within the geographical boundaries of a Community District, then the Academy shall comply with the Accountability Plan. This provision shall not apply if a statewide accountability system is enacted into law replacing the Accountability Plan.

ARTICLE VII TUITION PROHIBITED

Section 7.1. Tuition Prohibited; Fees and Expenses. The Academy shall not charge tuition. The Academy may impose fees and require payment of expenses for activities of the Academy where such fees and payments are not prohibited by law.

ARTICLE VIII COMPLIANCE WITH APPLICABLE LAW

Section 8.1. Compliance with Applicable Law. The Academy shall comply with all applicable state and federal laws, including, but not limited to, to the extent applicable, the Code, the State School Aid Act of 1979, the Open Meetings Act, the Freedom of Information Act ("FOIA"), the Public Employees Relation Act, the Prevailing Wage on State Contracts statute, the Uniform Budgeting and Accounting Act, the Revised Municipal Finance Act of 2001, the Elliott-Larsen Civil Rights Act, the Michigan Handicappers' Civil Rights Act, and Subtitle A of Title II

of the Americans with Disabilities Act of 1990, Public Law 101-336, 42 USC & 12101 et seq. or any successor law. Additionally, the Academy shall comply with other state and federal laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other state or federal law to the Academy.

ARTICLE IX AMENDMENT

Section 9.1. Amendments. The University Board and the Academy acknowledge that the operation and administration of a public school academy and the improvement of educational outcomes over time will require amendment of this Contract. In order to assure a proper balance between the need for independent development of the Academy and the statutory responsibilities of the University Board as an authorizing body, the parties have established a flexible process for amending this Contract.

Section 9.2. Process for Amendment Initiated by the Academy. The Academy, by a majority vote of its Board of Directors, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The proposal will be made to the University Board through its designee. Except as provided in Section 6.12 of these Terms and Conditions, the University Board delegates to the Charter Schools Director the review and approval of changes or amendments to this Contract. In the event that a proposed change is not accepted by the Charter Schools Director, the University Board shall consider and vote upon a change proposed by the Academy following an opportunity for a presentation to the University Board by the Academy.

Section 9.3. Process for Amendment Initiated by the University Board. The University Board, or an authorized designee, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The University Board delegates to the Charter Schools Director the review and approval of changes or amendments to this Contract. The Academy Board may delegate to an officer of the Academy the review and negotiation of changes or amendments to this Contract. The Contract shall be amended as requested by the University Board upon a majority vote of the Academy Board.

Section 9.4. Final Approval of Amendments. Amendments to this Contract take effect only after they have been approved by the Academy Board and by the University Board or the Charter Schools Director. If the proposed amendment conflicts with any of the University Board's general policies on public school academies, the proposed amendment shall take effect only after approval by the Academy and the University Board.

Section 9.5. Change in Existing Law. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends rights, the responsibilities or obligations of either the Academy or the University Board, this Contract shall be altered or amended to reflect the change in existing law as of the effective date of such change. To the extent possible, the responsibilities and obligations of the Academy and the University Board shall conform to and be carried out in accordance with the change in Applicable Law.

Section 9.6. Emergency Action on Behalf of University Board. Notwithstanding any other provision of this Contract to the contrary, the contents of this Section shall govern in the event of an emergency situation that arises between meetings of the University Board. An emergency situation shall be deemed to occur if the University President, in his or her sole discretion, determines that the facts and circumstances warrant that emergency action take place before the next meeting of the University Board. Upon the determination that an emergency situation exists, the University President may temporarily take action on behalf of the University Board with regard to the Academy or the Contract, so long as such action is in the best interest of the University Board and the University President consults with the University Board Chairperson prior to taking the intended actions. When acting during an emergency situation, the University President shall have the authority to act on behalf of the University Board, and such emergency action shall only be effective in the interim before the earlier of (a) rejection of the emergency action by the Chairperson of the University Board; or (b) the next meeting of the University Board. The University President shall immediately report such action to the University Board Chairperson for confirmation at the next meeting so that the emergency action continues or, upon confirmation by the University Board, becomes permanent.

ARTICLE X CONTRACT TERMINATION, SUSPENSION, AND REVOCATION

Section 10.1. Statutory Grounds for Revocation. In addition to the other grounds for revocation in Section 10.2 and the automatic revocation in Section 10.3 of these Terms and Conditions, the University Board may revoke this Contract, pursuant to the procedures set forth in Section 10.7, upon a determination that one or more of the following has occurred:

- (a) Failure of the Academy to demonstrate improved pupil academic achievement for all groups of pupils or meet the educational goals and related measures set forth in this Contract;
- (b) Failure of the Academy to comply with all Applicable Law;
- (c) Failure of the Academy to meet generally accepted public sector accounting principles and demonstrate sound fiscal stewardship; or
- (d) The existence of one or more other grounds for revocation as specified in this Contract.

Section 10.2. Other Grounds for Revocation. In addition to the statutory grounds for revocation set forth in Section 10.1 and the grounds for an automatic revocation set forth in Section 10.3, the University Board may revoke this Contract, pursuant to the procedures set forth in Section 10.7, upon a determination that one or more of the following has occurred:

- (a) The Academy fails to achieve or demonstrate measurable progress toward achieving the educational goals and related measures identified in this Contract;
- (b) The Academy fails to properly implement, consistently deliver, and support the educational programs or curriculum identified in this Contract;

- (c) The Academy is insolvent, has been adjudged bankrupt, or has operated for two or more school fiscal years with a fund balance deficit;
- (d) The Academy has insufficient enrollment to successfully operate a public school academy, or the Academy has lost more than fifty percent (50%) of its student enrollment from the previous school year;
- (e) The Academy fails to fulfill the compliance and reporting requirements or defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract or, during the term of this Contract, it is discovered by the Charter Schools Office that the Academy failed to fulfill the compliance and reporting requirements or there was a violation of a prior Contract issued by the University Board;
- (f) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services without first obtaining the Charter Schools Office's approval;
- (g) The Charter Schools Office discovers grossly negligent, fraudulent or criminal conduct by the Academy's applicant(s), directors, officers, employees or agents in relation to their performance under this Contract; or
- (h) The Academy's applicant(s), directors, officers, employees or agents have provided false or misleading information or documentation to the Charter Schools Office in connection with the University Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law.

Section 10.3. Automatic Amendment Of Contract; Automatic Termination of Contract If All Academy Sites Closed Or Placed In State School Reform/Redesign District; Economic Hardship Termination. Except as otherwise provided in this Section 10.3, if the University Board is notified by the State School Reform/Redesign Officer that either (i) an Academy site is subject to closure under section 507 of the Code, MCL 380.507 ("State's Automatic Closure Notice"), or (ii) an Academy site is being placed in the State School Reform/Redesign District ("State's Reform District Notice") pursuant to section 1280c(6) of the Code, MCL 380.1280c(6), then this Contract shall automatically be amended to eliminate the Academy's authority to operate certain age and grade levels at the site or sites identified in the State's Automatic Closure Notice or the State's Reform District Notice. If the State's Automatic Closure Notice or State's Reform District Notice includes all of the Academy's existing sites, then this Contract shall automatically be terminated at the end of the current school year in which either the State's Automatic Closure Notice or the State's Reform District Notice is received without any further action of the University Board or the Academy.

If the Charter Schools Director determines, in his or her discretion, that either the closure of one or more sites, or the placement of one or more sites in the State School Reform/Redesign District, creates a significant economic hardship for the Academy as a going concern, then the Charter Schools Director may recommend to the University Board that the Contract be terminated at the end of the current school year (hereinafter "Economic Hardship Termination").

If the University Board approves the Economic Hardship Termination recommendation, then this Contract shall terminate at the end of the current school year without any further action of the parties. The University Board's revocation procedures set forth in Section 10.7(c) do not apply to an automatic termination initiated by the State's Automatic Closure Notice, the State's Reform District Notice, or an Economic Hardship Termination under this Section 10.3.

Following receipt of the State's Automatic Closure Notice or the State's Reform District Notice, the Charter Schools Director shall forward a copy of the notice to the Academy Board and may request a meeting with the Academy Board representatives to discuss the Academy's plans and procedures for the elimination of certain age or grade levels at the identified site or sites, or if all of the Academy's existing sites are included in that notice, then wind-up and dissolution of the Academy corporation at the end of the current school year. All Academy inquiries and requests for reconsideration of the State's Automatic Closure Notice or the State's Reform District Notice, including the granting of any hardship exemption rescinding the State's Automatic Closure Notice, shall be directed to the State School Reform/Redesign Officer, in a form and manner determined by the State School Reform/Redesign Office or the Michigan Department of Technology Management and Budget.

If the State School Reform/Redesign Officer rescinds the State's Automatic Closure Notice or the State's Reform District Notice for an Academy site or sites, the Academy is not required to close the identified site(s), but shall present to the Charter Schools Office a proposed Contract amendment incorporating the State School Reform/Redesign Officer's school improvement plan, if applicable, for the identified site(s).

Section 10.4. Material Breach of Contract; Termination of Contract By University Board Caused By State School Reform/Redesign Officer Order. If the University Board receives notice that (i) an order has been issued by the State School Reform/Redesign Officer under Section 1280c(2) of the Code, MCL 380.1280c(2), placing an Academy site or sites under the supervision of the State School Reform/Redesign Officer; or (ii) an order is issued by the State School Reform/Redesign Officer appointing a Chief Executive Officer to take control of an Academy site or sites pursuant to Section 1280c(7) of the Code, MCL 380.1280c(7), the Charter Schools Director may, at his or her discretion, deem such actions a material breach of this Contract. If the Charter Schools Director determines that the issuance of such an order constitutes a material breach of this Contract, the Charter Schools Director shall notify the Academy of the material breach and request a meeting with Academy Board representatives to discuss the matter. To remedy the material breach, the Academy shall work toward the development of a corrective action plan within thirty (30) days that is acceptable to the Charter Schools Director. In addition to other matters, the corrective action plan shall include the Academy's redesign plan, if applicable, prepared pursuant to section 1280c of the Code, MCL 380.1280c.

The development of a corrective action plan under this Section 10.4 shall not in any way limit the rights of the University Board to revoke, terminate, or suspend this Contract. If the Charter Schools Director determines that the Academy is unable to develop a corrective action plan that can remedy the material breach and that is acceptable to the University, the Charter Schools Director shall recommend that the University Board terminate the Contract at the end of the current school year. If the University Board approves to terminate the Contract under this

Section 10.4, the Contract shall be terminated at the end of the current school year without any further action of either party. If this Contract is terminated pursuant to this Section 10.4, the termination and revocation procedures in Section 10.6 and Section 10.7 shall not apply.

Section 10.5. Grounds and Procedures for Academy Termination of Contract. The Academy Board, by majority vote of its Directors, may, at any time and for any reason, request termination of this Contract. The Academy Board's request for termination shall be made to the Charter Schools Director not less than six (6) calendar months in advance of the Academy's proposed effective date of termination. Upon receipt of an Academy request for termination, the Charter Schools Director shall present the Academy Board's request for termination to the University Board. A copy of the Academy Board's resolution approving of the Contract termination, including a summary of the reasons for terminating the Contract, shall be included with the Academy Board's request for termination. Upon receipt of the Academy Board's request for termination, the University Board shall consider and vote on the proposed termination request. The University Board may, in its sole discretion, waive the six (6) month advance notice requirement for terminating this Contract.

Section 10.6. Grounds and Procedures for University Termination of Contract. The University Board, in its sole discretion, reserves the right to terminate the Contract (i) for any reason or for no reason provided that such termination shall not take place less than six (6) months from the date of the University Board's action; or (ii) if there is a change in Applicable Law that the University Board, in its sole discretion, determines impairs its rights and obligations under the Contract or requires the University Board to make changes in the Contract that are not in the best interest of the University Board or the University, then such termination shall take effect at the end of the current Academy fiscal year. Following University Board approval, the Charter Schools Director shall provide notice of the termination to the Academy. If during the period between the University Board action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the Contract may be revoked or suspended sooner pursuant to this Article X. If this Contract is terminated pursuant to this Section 10.6, the revocation procedures in Section 10.7 shall not apply.

Section 10.7. University Board Procedures for Revoking Contract. The University Board's process for revoking the Contract is as follows:

(a) Notice of Intent to Revoke. The Charter Schools Director, upon reasonable belief that grounds for revocation of the Contract exist, shall notify the Academy Board of such grounds by issuing the Academy Board a Notice of Intent to Revoke for non-compliance with the Contract or Applicable Law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.

(b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the Charter Schools Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response must also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the Academy's response

includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this Section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the Charter Schools Director prior to a review of the Academy Board's response.

(c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, the Charter Schools Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the Charter Schools Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the Charter Schools Director shall develop a plan for correcting the non-compliance ("Plan of Correction") which may include reconstitution pursuant to 10.7(d) of these Terms and Conditions. In developing a Plan of Correction, the Charter Schools Director is permitted to adopt, modify or reject some or all of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be closed if the Charter Schools Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction.

(d) University Board's Contract Reconstitution Provision. The Charter Schools Director may reconstitute the Academy in an effort to improve student educational performance or to avoid interruption of the educational process. Reconstitution may include, but is not limited to, one of the following actions: (i) removal of 1 or more members of the Academy Board; (ii) termination of at-will board appointments of 1 or more Academy Board members in accordance with the Resolution; (iii) withdrawing approval of a contract under Section 506 of the Code; or (iv) the appointment of a new Academy Board of Directors or a conservator/trustee to take over operations of the Academy.

Except as otherwise provided in this subsection, reconstitution of the Academy does not restrict the State School Reform/Redesign Officer from issuing an order under section 507 of the Code, MCL 380.507, directing the automatic closure of the Academy's site(s). If, however, the Academy is located within the boundaries of a Community District and an Accountability Plan is in place, the Charter Schools Director shall notify the State School Reform/Redesign Officer that the Plan of Correction includes a reconstitution of the Academy to ensure that the Academy is not subject to automatic closure by the State School Reform/Redesign Officer under section 507 of the Code, MCL 380.507.

(e) Request for Revocation Hearing. The Charter Schools Director may initiate a revocation hearing before the University Charter Schools Hearing Panel if the Charter Schools Director determines that any of the following has occurred:

- (i) the Academy Board has failed to respond to the Notice of Intent to Revoke as set forth in Section 10.7(b);

(ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;

(iii) the Academy Board's response admits violations of the Contract or Applicable Law which the Charter Schools Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the Charter Schools Director determines that a Plan of Correction cannot be formulated;

(iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;

(v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.7(c);

(vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or

(vii) the Academy Board has been issued multiple or repeated Notices of Intent to Revoke.

The Charter Schools Director shall send a copy of the request for revocation hearing to the Academy Board at the same time the request is sent to the Hearing Panel. The request for revocation shall identify the reasons for revoking the Contract.

(f) Hearing before the University Charter Schools Hearing Panel. Within thirty (30) days of receipt of a request for revocation hearing, the Hearing Panel shall convene a revocation hearing. The Hearing Panel shall provide a copy of the notice of hearing to the Charter Schools Office and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the Charter Schools Director's request for Contract revocation, and to make a recommendation to the University Board on whether the Contract should be revoked. The revocation hearing shall be held at a location, date and time as determined by the Charter Schools Director and shall not last more than three hours. The hearing shall be transcribed and the cost shall be divided equally between the University and the Academy. The Charter Schools Director or his or her designee, and the Academy Board or its designee, shall each have equal time to make their presentation to the Hearing Panel. Although each party is permitted to submit affidavits and exhibits in support of their positions, the Hearing Panel will not hear testimony from any witnesses for either side. The Hearing Panel may, however, question the Charter Schools Director and the Academy Board. Within thirty (30) days of the revocation hearing, the Hearing Panel shall make a recommendation to the University Board concerning the revocation of the Contract. For good cause, the Hearing Panel may extend any time deadline set forth in this subsection. A copy of the Hearing Panel's recommendation shall be provided to the Charter Schools Office and the Academy Board at the same time that the recommendation is sent to the University Board.

(g) University Board Decision. If the Hearing Panel's recommendation is submitted to the University Board at least fourteen (14) days before the University Board's next regular meeting, the University Board shall consider the Hearing Panel's recommendation at its next

regular meeting and vote on whether to revoke the Contract. The University Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The University Board shall have available to it copies of the Hearing Panel's recommendation and the transcript from the hearing. The University Board may waive the fourteen (14) day submission requirement or hold a special board meeting to consider the Hearing Panel's recommendation. A copy of the University Board's decision shall be provided to the Charter Schools Office, the Academy Board and the Michigan Department of Education.

(h) Effective Date of Revocation. If the University Board votes to revoke the Contract, the revocation shall be effective on the date of the University Board's act of revocation, or at a later date as determined by the University Board.

(i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, may be withheld by the University Board or returned to the Michigan Department of Treasury upon request.

Section 10.8. Contract Suspension. The University Board's process for suspending the Contract is as follows:

(a) The Charter Schools Director Action. If the Charter Schools Director determines, in his or her sole discretion, that certain conditions or circumstances exist such that the Academy Board:

- (i) has placed staff or students at risk;
- (ii) is not properly exercising its fiduciary obligations to protect and preserve the Academy's public funds and property;
- (iii) has lost its right to occupancy of the physical facilities described in Schedule 6, and cannot find another suitable physical facility for the Academy prior to the expiration or termination of its right to occupy its existing physical facilities;
- (iv) has failed to secure or has lost the necessary fire, health, and safety approvals as required by Schedule 6;
- (v) has willfully or intentionally violated this Contract or Applicable Law; or
- (vi) has violated Section 10.2(g) or (h), then the Charter Schools Director may immediately suspend the Contract, pending completion of the procedures set forth in Section 10.7. A copy of the suspension notice, setting forth the grounds for suspension, shall be sent to the Academy Board and to the Hearing Panel. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.7 shall be expedited as much as possible.

(b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a decision by the Charter Schools Director to suspend the Contract, shall be retained by the University Board for

the Academy until the Contract is reinstated, or shall be returned to the Michigan Department of Treasury upon the State's request.

(c) Immediate Revocation Proceeding. If the Academy Board, after receiving a notice of Contract suspension from the Charter Schools Director, continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a revocation hearing in accordance with the procedures set forth in section 10.7(e) of this Contract. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided that notice of the revocation hearing shall be provided to the Charter Schools Office and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The University Board shall proceed to consider the Hearing Panel's recommendation in accordance with Sections 10.7(f) through (h).

Section 10.9. Venue; Jurisdiction. The parties agree that all actions or proceedings arising in connection with this Contract will be tried and litigated only in state or federal courts located in the State of Michigan. The parties hereby irrevocably accept for themselves and in respect of their property, generally and unconditionally, the jurisdiction of such courts. The parties irrevocably consent to the service of process out of any such courts in any such action or proceedings by the mailing of copies thereof by registered or certified mail, postage prepaid, to each such party, at its address set forth for notices in this Contract, such service to become effective ten (10) days after such mailing. The parties irrevocably waive any right they may have to assert the doctrine of forum non conveniens or to object to venue to the extent any proceedings is brought in accordance with this Section 10.9. This Section 10.9 shall not in any way be interpreted as an exception to the Academy's covenant not to sue contained in Section 11.3 of these Terms and Conditions.

Section 10.10. Conservator; Appointment By University President. Notwithstanding any other provision of the Contract, in the event that the health, safety and welfare of Academy students, property or funds are at risk, the University President, after consulting with the University Board Chairperson, may appoint a person to serve as the Conservator of the Academy. Upon appointment, the Conservator shall have all the powers of a Board of Directors of a Public School Academy and act in the place and stead of the Academy Board. The University President shall appoint the conservator for a definite term which may be extended in writing. During the appointment, the Academy Board members are suspended and all powers of the Academy Board are suspended. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. During their appointment, the Conservator shall have the following powers:

- (a) take into his or her possession all Academy property and records, including financial, board, employment and student records;
- (b) institute and defend actions by or on behalf of the Academy;
- (c) continue the business of the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of

the Academy as security for the repayment of loans. However, the power shall be subject to any provisions and restrictions in any existing credit documents;

- (d) hire, fire and discipline employees of the Academy;
- (e) settle or compromise with any debtor or creditor of the Academy, including any taxing authority;
- (f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate or settle such agreements as needed; and
- (g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under the Code or this Contract.

Section 10.11. Academy Dissolution Account. If the University Board terminates, revokes or fails to issue a new Contract to the Academy, the Charter Schools Director shall notify the Academy that, beginning thirty (30) days after notification of the University Board's decision, the University Board shall direct up to \$10,000 from each subsequent State School Aid Fund payment, not to exceed a combined total of \$30,000, to a separate Academy account ("Academy Dissolution Account") to be used exclusively to pay the costs associated with the wind up and dissolution responsibilities of the Academy. Within five (5) business days of the Charter Schools Director's notice, the Academy Board Treasurer shall provide the Charter Schools Director, in a form and manner determined by the CSO, with account detail information and authorization to direct such funds to the Academy Dissolution Account. The Academy Dissolution Account shall be under the sole care, custody and control of the Academy Board, and such funds shall not be used by the Academy to pay any other Academy debt or obligation until such time as all the wind-up and dissolution expenses have been satisfied.

ARTICLE XI PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1. The Academy Budget; Transmittal of Budgetary Assumptions; Budget Deficit; Enhanced Deficit Elimination Plan.

The Academy agrees to comply with all of the following:

- (a) The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.
- (b) Within ten (10) days after adoption by the Academy Board (but not later than July 1st) each year, the Academy Board shall submit to the Charter Schools Office a copy of its annual budget for the upcoming fiscal year. The budget must detail budgeted expenditures at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. In addition, the Academy Board is responsible for approving all revisions and amendments to the annual budget. Within 10 days after Academy Board approval, revisions or

amendments to the Academy's budget shall be submitted to the Charter Schools Office.

- (c) Unless exempted from transmitting under section 1219 of the Code, MCL 380.1219, the Academy, on or before July 7th of each school fiscal year, shall transmit to the Center for Educational Performance and Information ("CEPI") the budgetary assumptions used when adopting its annual budget pursuant to the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.
- (d) The Academy shall not adopt or operate under a deficit budget, or incur an operating deficit in a fund during any fiscal year. At any time during the term of this Contract, the Academy shall not have an existing deficit fund balance, incur a deficit fund balance, or adopt a current year budget that projects a deficit fund balance. If the Academy has an existing deficit fund balance, incurs a deficit fund balance in the most recently completed school fiscal year, or adopts a current year budget that projects a deficit fund balance, all of the following apply:
 - (i) The Academy shall notify the Superintendent and the State Treasurer immediately upon the occurrence of the circumstance, and provide a copy of the notice to the Charter Schools Office.
 - (ii) Within 30 days after making notification under subdivision (d)(i), the Academy shall submit to the Superintendent in the form and manner prescribed by the Department an amended budget for the current school fiscal year and a deficit elimination plan approved by the Academy Board, with a copy to the State Treasurer. The Academy shall transmit a copy of the amended budget and the deficit elimination plan to the Charter Schools Office.
 - (iii) After the Superintendent approves Academy's deficit elimination plan, the Academy shall post the deficit elimination plan on the Academy's website.
- (e) If the Academy is required by the State Treasurer to submit an enhanced deficit elimination plan under section 1220 of the Code, MCL 380.1220, the Academy shall do all of the following:
 - (i) The enhanced deficit elimination plan shall be approved by the Academy Board before submission.
 - (ii) After the State Treasurer approves an enhanced deficit elimination plan for the Academy, the Academy shall post the enhanced deficit elimination plan on the Academy's website.
 - (iii) As required, submit to the Superintendent and State Treasurer an enhanced monthly monitoring reports in a form and manner prescribed by the State Treasurer and post such monthly reports on the Academy's website.

Section 11.2. Insurance. The Academy Board shall secure and maintain in its own name as the “first named insured” at all times the following insurance coverages:

M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS for Public School Academies (PSA), Strict Discipline Academies (SDA) Urban High Schools (UHS) & Schools of Excellence (SOE)	
NOTE: Insurance carriers must have an AM Best Rating of "A - VII" or better	
COVERAGE	REQUIREMENTS
General or Public Liability (GL)	<p>Must be Occurrence form.</p> <p>Must include Sexual Abuse & Molestation coverage which can be Occurrence or Claims Made. If this coverage is Claims Made the Retroactive Date must be the same or before date of original University PSA/SDA/UHS/SOE contract. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.</p> <p>Must include Corporal Punishment coverage. \$1,000,000 per occurrence & \$2,000,000 aggregate.</p> <p>In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.</p> <p>University must be included as an Additional Insured with Primary and Non-Contributory Coverage.</p> <p>NOTE: SDA must also have Security/Police Professional Liability coverage with MINIMUM of \$1,000,000 limit which can be Occurrence or Claims Made. If this coverage is Claims Made, and the SDA goes out of business, the SDA needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the SDA.</p>

Errors & Omissions (E&O)	<p>Must include Employment Practices Liability. Must include Corporal Punishment coverage. Must include Sexual Abuse & Molestation coverage. Must include Directors' & Officers' coverage. Must include School Leaders' E&O. Can be Claims Made or Occurrence form. If Claims Made, retroactive date must be the same or before date of original University-PSA/SDA/UHS/SOE Charter Contract. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE. \$1,000,000 per occurrence & \$3,000,000 aggregate. In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured. University must be included as an Additional Insured with Primary and Non-Contributory Coverage.</p>
COVERAGE	REQUIREMENTS
Automobile Liability (AL) for Owned and Non-Owned Autos	<p>\$1,000,000 per accident. In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured. University must be included as Additional Insured with Primary and Non-Contributory Coverage. Higher limits are required if PSA/SDA/UHS/SOE has its own buses.</p>
Workers' Compensation	<p>Must be Occurrence form. Statutory Limits with \$1,000,000 Employers Liability Limits. Requirement for PSA/SDA/UHS/SOE when leasing employees from Educational Service Provider (ESP) or Management Firm (MF): NOTE: Must have Alternate Employer Endorsement from ESP/MF. Schedule PSA/SDA/UHS/SOE location on the ESP/MF Contract. NOTE: If PSA/SDA/UHS/SOE is leasing employees from ESP/MF and the PSA/SDA/UHS/SOE name does not have payroll, PSA/SDA/UHS/SOE still must carry Workers' Compensation coverage including Employers' Liability limits of \$1,000,000.</p>
Crime	<p>Must include Employee Dishonesty coverage. Requirement for PSA/SDA/UHS/SOE when leasing employees from Educational Service Provider (ESP) or Management Firm (MF): NOTE: If PSA/SDA/UHS/SOE is leasing employees from ESP/MF, ESP/MF crime policy must include third party coverage naming PSA/SDA/UHS/SOE. \$500,000 limit.</p>

Umbrella	<p>Can be Claims Made or Occurrence form. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.</p> <p>Umbrella is acceptable with a \$4,000,000 limit and aggregate. Also, an Umbrella policy with an unlimited aggregate is acceptable at a \$2,000,000 limit.</p> <p>If PSA/SDA/UHS/SOE has its own buses AND/OR has more than 1,000 students, must have MINIMUM \$5,000,000 per occurrence.</p> <p>If PSA/SDA/UHS/SOE purchases additional Umbrella limits to meet the \$1,000,000/\$3,000,000 for E&O then they must be in addition to the required Umbrella limit.</p> <p>In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.</p> <p>University must be included as Additional Insured with Primary and Non-Contributory Coverage.</p> <p>All coverages have to be included in the Umbrella that are in General Liability, Automobile and E&O.</p>
-----------------	--

ADDITIONAL RECOMMENDATIONS

COVERAGE	RECOMMENDATION
Property	Limits to cover replacement for PSA/SDA/UHS/SOE's property exposures, including real and personal, owned or leased.
Cyber Risk Coverage	Cyber Liability addresses the first- and third-party risks regarding Internet business, the Internet, networks and other assets. Cyber Liability Insurance coverage offers protection for exposures from Internet hacking and notification requirements.
Automobile Physical Damage	Coverage for damage to the owned or used vehicle.

DISCLAIMER: *By requiring such minimum insurance, the University and M.U.S.I.C. shall not be deemed or construed to have assessed the risks that may be applicable to every PSA/SDA/UHS/SOE's operation and related activities. Each PSA/SDA/UHS/SOE should assess its own risks and if it deems appropriate and/or prudent, maintain higher limits and/or broader coverage.*

M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS - DEFINITIONS

Insurance Term	Definition
Alternate Employer Endorsement	An endorsement to a Workers' Compensation policy that provides an entity scheduled as an alternate employer with primary workers' compensation and employer's liability coverage as if it were an insured in the policy.
Auto Liability	Coverage for bodily injury or property damage to others incurred by operation of an owned or used motor vehicle.
Auto Physical Damage	Coverage for damage to the owned or used vehicle.

Claims Made	A policy that will provide coverage for a loss that is reported while the policy is in effect (as long as the loss occurs after the Retroactive Date). Once a Claims Made policy is allowed to expire, all coverage for prior losses ceases.
Commercial General Liability (CGL)	Coverage for claims for damages due to bodily injury or personal injury to any person or for damages to tangible property of others. University should always be included as an Additional Insured for CGL.
Corporal Punishment Coverage	Coverage for the policy holder against allegations of corporal punishment (deliberate infliction of pain as retribution for an offense, or for the purpose of disciplining or reforming a wrongdoer, or to deter attitudes or behavior deemed unacceptable) to registered student(s), even when groundless, false, or frivolous.
Crime Coverage	Coverage for loss of money, securities, or inventory resulting from crime such as employee dishonesty, embezzlement, forgery, robbery, safe burglary, computer fraud, wire transfer fraud, counterfeiting and other criminal acts.
Cyber Liability	Please see below
Directors' & Officers' Errors & Omissions (D&O)	A form of E&O insurance paid on the behalf of directors and officers of a company (or paid for the company itself) to cover damages or defense costs in the event they are sued as individuals for an alleged Wrongful Act related to their organizational activities while they were with that company.
Educational Service Provider (ESP)	An ESP (a.k.a. Management Firm) is a firm hired by a PSA/SDA/UHS/SOE to manage the general operation of the PSA/SDA/UHS/SOE, including the hiring of its employees. In some cases, the PSA/SDA/UHS/SOE may obtain its employees via lease from the ESP.
Employer's Liability Insurance	Coverage for claims and damages due to bodily injury, occupational sickness, or disease or death of an employee when WC may not be an exclusive remedy.
Employment Practices Liability (EPL)	A form of broad insurance coverage that indemnifies the insured for any liability resulting from actual or alleged wrongful termination, sexual harassment, discrimination, or other employment-related claims made against the employer by employees, former employees, or potential employees. Depending on the policy, Employment Practices Liability Insurance can provide coverage for the PSA/SDA/UHS/SOE, its directors and officers, all employees, former employees, volunteers, temporary employees, applicants for employment, partners (professional firms), independent contractors, or outsourced employees.
Errors & Omissions (E&O)	A general term for liability insurance designed to indemnify the insured for an alleged wrongful act because of an error or oversight in conducting the insured's business.

First Named Insured	The person or entity listed first on the policy declarations page as an insured. This primary or first named insured is granted certain rights and responsibilities that do not apply to the policy's other named insureds.
Occurrence Form	With an "occurrence" based policy, even though the policy may have expired, provided the policy was in force at the time that the bodily injury or property damage occurred, a claim can still be made against it.
Primary & Non-Contributory Coverage	Stipulates the order in which multiple policies triggered by the same loss are to respond. For example, a PSA/SDA/UHS/SOE is required to provide liability insurance that is primary and non-contributory to the University that is named as an additional insured. This means the PSA/SDA/UHS/SOE must pay before other applicable policies (primary) and without seeking contribution from other policies that also claim to be primary (non-contributory).
Professional Liability Insurance	Coverage for claims for damages arising out of an error, omission, or negligent act in the performance of professional services.
Retroactive Date	A provision found in many Claims Made policies that eliminates coverage for injuries or damage that occurred prior to the specified Retroactive Date even if the claim is first made during the policy period.
School Leaders' Errors & Omissions	A Claims Made E&O coverage that indemnifies school entities, school boards, employees, student teachers and volunteers for school-related losses that are due to an error in oversight. Such claims could include alleged or actual breach of duty, neglect, errors, misstatements, misleading statements or omissions, including failure to educate.
Security/Police Professional Liability	Provides liability coverage for police officers and police departments, in conjunction with acts, errors, and omissions while performing their professional duties. Coverage includes such perils as false arrest and civil rights violations.
Sexual Abuse & Molestation Coverage	Coverage for the policy holder against allegations of sexual misconduct or molestation to registered student(s).
Statutory Limits (Workers' Compensation)	The minimum amount of Workers' Compensation coverage that is allowed by law.
Tail Coverage	A special liability insurance endorsement that can be purchased to extend a claims made policy beyond the end of the policy period.
Umbrella or Excess Liability	Additional coverage limits higher than (above) the limits of the primary General Liability and Auto policy limits to protect against catastrophic loss. Excess policies sometimes contain exclusions, so should be checked to ensure coverage is at least as broad as primary coverages.

Workers' Compensation (WC)	Coverage for claims under Michigan's WC Act or similar employee benefit act of any other state applicable to an employee. University should not be included as Additional Insured for WC coverage.
Wrongful Act	Any error, misstatement, misleading statement, act, omission, neglect, or breach of duty actually or allegedly committed or attempted by a director or officer, individually or otherwise, in his/her capacity as a director or officer of the PSA/SDA/UHS/SOE.

CYBER LIABILITY GUIDE

Cyber Liability addresses the first- and third-party risks regarding Internet business, the Internet, networks and other assets. Cyber Liability Insurance coverage offers protection for exposures from Internet hacking and notification requirements.

Network Security Liability: Liability to a third party as a result of a failure of your network security to protect against destruction, deletion, or corruption of a third party's electronic data, denial of service attacks against internet sites or computers; or transmission of viruses to third party computers and systems.

Privacy Liability: Liability to a third party as a result of the disclosure of confidential information collected or handled by you or under your care, custody or control. Includes coverage for your vicarious liability where a vendor loses information you had entrusted to them in the normal course of your business.

Crisis Management and Identity Theft Response Fund: Expenses to comply with privacy regulations, such as communication to and credit monitoring services for affected customers. This also includes expenses incurred in retaining a crisis management firm for a forensic investigation or for the purpose of protecting/restoring your reputation as a result of the actual or alleged violation of privacy regulations.

Cyber Extortion: Ransom or investigative expenses associated with a threat directed at you to release, divulge, disseminate, destroy, steal, or use the confidential information taken from the insured, introduce malicious code into your computer system; corrupt, damage, or destroy your computer system, or restrict or hinder access to your computer system.

Network Business Interruption: Reimbursement of your loss of income and / or extra expense resulting from an interruption or suspension of computer systems due to a failure of network security to prevent a security breach. Includes sub-limited coverage for dependent business interruption

Data Asset Protection: Recovery of costs and expenses you incur to restore, recreate, or recollect your data and other intangible assets (i.e., software applications) that are corrupted or destroyed by a computer attack.

Insurance carrier(s) must have an AM Best Rating of "A - VII" or better.

The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan. The Academy may join with other public school academies to obtain insurance if the Academy Board finds that such an association

provides economic advantages to the Academy, provided that each Academy maintains its identity as first named insured. The Academy shall have a provision included in all policies requiring notice to the University Board, at least thirty (30) days in advance, upon termination or non-renewal of the policy. In addition, the Academy shall submit within ten (10) days of insurance renewal “Acord” copies of the insurance certificate of liability insurance and public school academy insurance verification document to the Charter Schools Director, or upon request, submit copies of insurance policies binder sheets evidencing all insurance required by the Contract, and proof of naming University as additionally insured. The Academy shall properly maintain the necessary insurance certificates evidencing the insurance required by the Contract.

When changing insurance programs or carriers, the Academy must provide copies of the proposed policies to the University Board, or its designee, at least thirty (30) days prior to the proposed change. The Academy shall not cancel its existing coverage without the prior approval of the Charter Schools Office.

The Academy may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimums may be required depending upon academic offerings and program requirements.

Furthermore, if the Academy utilizes an Educational Service Provider, the following insurance requirements apply:

COVERAGE	REQUIREMENTS
General or Public Liability (GL)	Must be Occurrence form
	Must include Sexual Abuse & Molestation coverage
	Must include Corporal Punishment coverage
	\$1,000,000 per occurrence & \$2,000,000 aggregate
	PSA must be included as First Named Insured
	University must be included as Additional Insured with Primary Coverage
	NOTE: Strict Disciplinary Academies must also have Security/Police Professional Liability coverage with MINIMUM of \$1,000,000 per occurrence
COVERAGE	REQUIREMENTS
Errors & Omissions (E&O)	Must include Employment Practices Liability
	Must include Directors' and Officers' coverage
	Must include School Leaders' E&O
	Can be Claims Made or Occurrence form
	If Claims Made, Retroactive Date must be the same or before date of original University-PSA contract
	\$1,000,000 per occurrence & \$3,000,000 aggregate
	PSA must be included as First Named Insured
	University must be included as Additional Insured with Primary Coverage

COVERAGE	REQUIREMENTS
Automobile Liability (AL) for Owned and Non-Owned Autos	\$1,000,000 per accident
	PSA must be included as First Named Insured
	University must be included as Additional Insured with Primary Coverage
	Higher limits may be required if PSA has its own buses
COVERAGE	REQUIREMENTS
Workers' Compensation	Must be Occurrence Form
	Statutory Limits
	NOTE: If PSA is leasing employees from ESP, ESP must have Employers' Liability with \$1,000,000 per occurrence AND Alternate Employer Endorsement naming PSA.
	PSA must be included as First Named Insured
COVERAGE	REQUIREMENTS
Crime	Must include Employee Dishonesty coverage
	Must be Occurrence form
	\$500,000 per occurrence
	PSA must be included as First Named Insured
COVERAGE	REQUIREMENTS
Umbrella	Can be Claims Made or Occurrence form
	\$2,000,000 per occurrence & \$4,000,000 aggregate
	If PSA has its own buses AND/OR has more than 1,000 students, must have MINIMUM \$5,000,000 per occurrence
	PSA must be included as First Named Insured
	University must be included as Additional Insured with Primary Coverage
ADDITIONAL RECOMMENDATIONS	
COVERAGE	REQUIREMENTS
Property	Limits to cover replacement for PSA's property exposures, including real and personal, owned or leased
COVERAGE	REQUIREMENTS
Performance Bond (or Letter of Credit with Indemnification)	\$1,000,000 per claim/aggregate

Insurance carrier(s) must have an AM Best Rating of “A - VII” or better.

The University’s insurance carrier periodically reviews the types and amounts of insurance coverages that the Academy must secure in order for the University to maintain insurance coverage for the authorization and oversight of the Academy. In the event that the University’s insurance carrier requests additional changes in coverage identified in this Section 11.2, the Academy agrees to comply with any additional changes in the types and amounts of coverage

requested by the University's insurance carrier within thirty (30) days after notice of the insurance coverage change.

Section 11.3. Legal Liabilities and Covenant Against Suit. The Academy acknowledges and agrees that it has no authority to extend the full faith and credit of the University Board, the University or any other authorizing body, or to enter into a contract that would bind the University Board or the University. The Academy also is limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy hereby covenants not to sue the University Board, the University, or any of its Regents, officers, employees, agents or representatives for any matters that arise under this Contract. The University Board and the University do not assume any obligation with respect to any Director, employee, agent, parent, guardian, student, or independent contractor of the Academy, and no such person shall have the right or standing to bring suit against the University Board or the University, or any of its Regents, employees, agents, or independent contractors as a result of the issuing, overseeing, suspending, terminating or revoking of this Contract, or as a result of not issuing a new Contract at the end of the term of this Contract.

Section 11.4. Lease or Deed for Proposed Single Site. Prior to entering into any lease agreement for real property, the Academy shall provide to the Charter Schools Office copies of its lease or deed for the premises in which the Academy shall operate in a form and manner consistent with the Lease Policies, which are incorporated into and be deemed part of this Contract. A copy of the final executed Lease Agreement shall be included in this Contract under Schedule 6. The Charter Schools Office may, from time to time during the term of this Contract, amend the Lease Policies and such amended lease policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed lease agreement submitted by the Academy if the lease agreement is contrary to this Contract, the Lease Policies, or Applicable Law. Any subsequent amendment to a lease agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new lease agreement.

A copy of the Academy's amended lease or deed shall be incorporated into this Contract under Schedule 6. Any subsequent amendments to any Academy real estate leasing agreement shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 11.5. Occupancy and Safety Certificates. The Academy Board shall: (i) ensure that the Academy's physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy and safety certificates for the Academy's physical facilities. The Academy Board shall not conduct classes until the Academy has complied with this Section 11.5. Copies of these certificates shall be incorporated into this Contract under Schedule 6.

Section 11.6. Criminal Background and History Checks; Disclosure of Unprofessional Conduct; Compliance with School Safety Initiative. The Academy shall comply with the Code concerning criminal background and criminal history checks for its teachers, school

administrator(s), and for any other position requiring State Board approval. In addition, the Academy shall comply with the Code concerning the disclosure of unprofessional conduct by persons applying for Academy employment. This Section 11.6 shall apply to such persons irrespective of whether they are employed by the Academy or employed by an educational service provider contracting with the Academy.

Section 11.7. Special Education. Pursuant to Section 1701a of the Code, the Academy shall comply with Article III, Part 29 of the Code, MCL 380.1701 et seq., concerning the provision of special education programs and services at the Academy. Upon receipt, the Academy shall notify the Charter Schools Office of any due process or state complaint filed against the Academy.

Section 11.8. Deposit of Public Funds by the Academy. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of all public or private funds received by the Academy. Such deposit shall be made within three (3) business days after receipt of the funds by the Academy. Only Academy Board members or designated Academy employees may be a signatory on any Academy bank account.

Section 11.9. Nonessential Elective Courses. If the Academy Board elects to provide nonessential elective courses to part-time pupils at a nonpublic school building, the Academy shall comply with Section 166b of the State School Aid Act of 1979, as amended, MCL 388.1166b. Prior to providing instruction, the Academy Board shall ensure that the Academy has sufficient documentation to qualify for part-time pupil funding under the State School Aid Act. The provision of nonessential elective courses by the Academy shall be incorporated into this Contract as an amendment pursuant to Article IX of these Terms and Conditions.

Section 11.10. Required Provisions for ESP Agreements. Any Management Agreement with an ESP entered into by the Academy must contain the following provisions:

“Indemnification of Eastern Michigan University. The parties acknowledge and agree that the Eastern Michigan University Board of Regents, Eastern Michigan University and its members, officers, employees, agents or representatives (collectively referred to as “the University”) are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify, defend, and hold harmless the University from and against all claims, demands, actions, suits, causes of action, losses, judgments, damages, fines penalties, demands, forfeitures, or any other liabilities or losses of any kind, including costs, attorney fees, and related expenses imposed upon or incurred by the University, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the University, which arise out of or are in any manner connected with Eastern Michigan University Board of Regents’ approval of the Academy’s application, Eastern Michigan University Board of Regents’ consideration of or issuance of a Contract, the Academy Board’s or the [insert name of Educational Service Provider’s] preparation for and operation of the Academy, or which are incurred as a result of the reliance by the University upon information supplied by the

Academy Board or the [insert name of Educational Service Provider], or which arise out of the failure of the Academy Board or the [insert name of Education Service Provider] to perform its obligations under the Contract or Applicable Law. The parties expressly acknowledge and agree that the University, Eastern Michigan University Board of Regents and its members, and their respective officers, employees, agents or representatives, or any of them, may commence legal action against either party to enforce its rights as set forth in this Agreement.”

“Agreement Coterminous With Academy’s Contract. If the Academy’s Contract issued by the Eastern Michigan University Board of Regents is suspended, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Academy’s Contract is suspended, revoked, terminated or expires without further action of the parties.”

“Compliance with Academy’s Contract. [Insert name of Educational Service Provider] agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy’s obligations under the Academy’s Contract issued by Eastern Michigan University Board of Regents conflicting provisions contained in this Agreement.”

“Compliance with Section 503c. On an annual basis, the [insert name of ESP] agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Academy Board shall make the information available on the Academy’s website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this agreement.”

“Amendment Caused By Academy Site Closure or Reconstitution. In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued by the State School Reform/Redesign Officer under Section 507 of the Code, MCL 380.507; or (ii) to undergo a reconstitution pursuant to Section 507 of the Code, MCL 380.507, and the Contract Terms and Conditions, and such closure of an Academy site or reconstitution causes an amendment to or termination of this ESP Agreement, the parties agree that this ESP Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and [insert name of Educational Service Provider] shall have no recourse against the Academy or the University Board for implementing such site closure or reconstitution.”

“Compliance with Section 12.17 of Contract Terms and Conditions. [Insert name of Educational Service Provider] shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4 of the Contract, available to the Academy as deemed necessary by the

Academy Board in order to enable the Academy to fully satisfy its obligations under Section 12.17(a) of the Contract Terms and Conditions.”

Section 11.11. Management Agreements. The Academy may enter into a Management Agreement with an ESP to contract out its administrative and/or educational functions and personnel. For purposes of this Contract, an employee leasing agreement shall be considered a Management Agreement, and an employee leasing company shall be considered an ESP. Any ESP agreement shall state that the ESP must acquire insurance in addition to the insurance the Academy must obtain under the Contract. The coverage must be similar to the insurance coverage required for the Academy and the ESP agreement must detail the amount of such required coverage. Prior to entering any Management Agreement with an ESP, the Academy shall submit a copy of the final draft Management Agreement to the Charter Schools Office in a form and manner consistent with the ESP policies of the Charter Schools Office which are incorporated into and be deemed part of this Contract. A copy of the final executed Management Agreement shall be included in this Contract under Schedule 5. The Charter Schools Office may, from time to time during the term of this Contract, amend the ESP policies and the amended ESP policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed Management Agreement submitted by the Academy if the Management Agreement is contrary to this Contract or Applicable Law. Any subsequent amendment to a Management Agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new Management Agreement.

Section 11.12. Administrator and Teacher Evaluation Systems. The Academy Board shall adopt and implement for all individuals employed by or contracted for the Academy as teachers or school administrators a rigorous, transparent, and fair performance evaluation system that complies with Applicable Law. If the Academy enters into an agreement with an Educational Service Provider, the Academy Board shall ensure that the Educational Service Provider complies with this section.

ARTICLE XII GENERAL TERMS

Section 12.1. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon actual delivery, if delivery is by hand; or (ii) upon receipt by the transmitting party of confirmation or answer back if delivery is by facsimile or telegram; or (iii) upon delivery into United States mail if delivery is by postage paid first class mail. Each such notice shall be sent to the respective party at the address indicated below or to any other address or person as the respective party may designate by notice delivered pursuant hereto:

If to the University:	Charter Schools Office Eastern Michigan University ATTN: Director 310 Porter Building Ypsilanti, MI 48197
-----------------------	---

With a copy to: Legal Affairs
 Eastern Michigan University
 11 Welch Hall
 Ypsilanti, MI 48197

If to Academy: Global Tech Academy
 Board President Samy Ali-khodja
 2455 S. Industrial
 Ann Arbor, MI 48104

Section 12.2. Severability. If any provision in this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of Applicable Law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 12.3. Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.

Section 12.4. Entire Contract. Except as specifically provided in this Contract, this Contract sets forth the entire agreement between the University Board and the Academy with respect to the subject matter of this Contract. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 12.5. Assignment. This Contract is not assignable by either the Academy or the University Board.

Section 12.6. Non-Waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.7. Governing Law. This Contract shall be governed and controlled by the laws of the State of Michigan as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.8. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.9. Term of Contract. This Contract shall commence on the date first set forth above and shall remain in full force and effect for five (5) years until June 30, 2023, unless sooner revoked or terminated according to the terms hereof.

Section 12.10. Indemnification. As a condition to receiving a grant of authority from the University Board to operate a public school pursuant to the terms and conditions of this Contract, the Academy agrees to indemnify, defend and hold the University Board, the University and its Board of Regents members, officers, employees, agents or representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University Board's receipt, consideration or approval of the Application, the University Board's approval of the Resolution or Authorizing Resolution, legal challenges to the validity of Part 6A of the Code or actions taken by the University Board as an authorizing body under Part 6A of the Code, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance of the University Board, the University and its Board of Regents members, officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of governmental immunity provided under Section 7 of the Governmental Liability for Negligence Act, being MCL 691.1407 of the Michigan Compiled Laws.

Section 12.11. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.12. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.13. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the University Board and no other person or entity, including without limitation, the Educational Service Provider. Except as otherwise provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.14. Non-agency. It is understood that the Academy is not the agent of the University.

Section 12.15. University Board or CSO General Policies on Public School Academies Shall Apply. Notwithstanding any provision of this Contract to the contrary, and with the exception of existing University Board or CSO policies regarding public school academies which shall apply immediately, University Board or CSO general policies clarifying procedure and requirements applicable to public school academies under this Contract, as from time to time adopted or amended, will automatically apply to the Academy, provided they are not inconsistent with provisions of this Contract. Before issuing general policies under this Section, the University Board or the CSO shall provide a draft of the proposed policies to the Academy Board. The Academy Board shall have at least thirty (30) days to provide comment to the CSO on the proposed policies before such policies shall become effective.

Section 12.16. Survival of Provisions. The terms, provisions, and representations contained in Section 11.2, Section 11.3, Section 12.10, Section 12.13 and any other provisions of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

Section 12.17. Information Available to the Public.

- (a) Information to be provided by the Academy. The Academy shall make information concerning its operation and management, including without limitation the information described in Schedule 4, available to the public in the same manner and to the same extent as is required for public schools and school districts under Applicable Law.
- (b) Information to be provided by Educational Service Providers. If the Academy enters into an agreement with an Educational Service Provider for operation or management of the Academy, the Management Agreement shall contain a provision requiring the Educational Service Provider to make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under subparagraph (a).

Section 12.18. Termination of Responsibilities. Upon termination or revocation of the Contract, the University Board or its designee shall have no further obligations or responsibilities under this Contract to the Academy or any other person or persons in connection with this Contract. Upon termination or revocation of the Contract, the Academy may amend its articles of incorporation or bylaws as necessary to allow the Academy Board to: (a) take action to appoint Academy Board members in order to have a quorum necessary to take Academy Board action; or (b) effectuate a dissolution, provided that the Academy Board may not amend any provision in the Academy's articles of incorporation or bylaws regarding the disposition of assets upon dissolution.

Section 12.19. Disposition of Academy Assets Upon Termination or Revocation of Contract. Following termination or revocation of the Contract, the Academy shall follow the applicable wind-up and dissolution provisions set forth in the Academy's articles of incorporation and in accordance with Part 6A of the Code.

Section 12.20. Student Privacy. In order to protect the privacy of students enrolled at the Academy, the Academy Board shall not:

- (a) sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of a pupil's education records. This subsection does not apply to any of the following situations:
 - (i) for students enrolled in the Academy, providing such information to an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the University;

(ii) providing the information as necessary for standardized testing that measures a student's academic progress and achievement; or

(iii) providing the information as necessary to a person that is providing educational or educational support services to the student under a contract with either the Academy or an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the University.

(b) The terms "education records" and "personally identifiable information" shall have the same meaning as defined in MCL 380.1136.

Section 12.21. Disclosure of Information to Parents and Legal Guardians.

(a) Within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose without charge to the student's parent or legal guardian any personally identifiable information concerning the student that is collected or created by the Academy as part of the student's education records.

(b) Except as otherwise provided in this subsection (b) and within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose to a student's parent or legal guardian without charge any personally identifiable information provided to any person, agency or organization. The Academy's disclosure shall include the specific information that was disclosed, the name and contact information of each person, agency, or organization to which the information has been disclosed; and the legitimate reason that the person, agency, or organization had in obtaining the information. The parental disclosure requirement does not apply to information that is provided:

- (i) to the Department or CEPI;
- (ii) to the student's parent or legal guardian;
- (iii) by the Academy to the University Board, University, Charter Schools Office or to the educational management organization with which the Academy has a management agreement that has not been disapproved by the University;
- (iv) by the Academy to the Academy's intermediate school district or another intermediate school district providing services to Academy or the Academy's students pursuant to a written agreement;
- (v) to the Academy by the Academy's intermediate school district or another immediate school district providing services to pupils enrolled in the Academy pursuant to a written agreement;
- (vi) to the Academy by the University Board, University, Charter Schools Office
- (vii) to a person, agency, or organization with written consent from the student's parent or legal guardian, or from the student if the student is 18 years of age;
- (viii) to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction;

- (ix) to a person, agency, or organization as necessary for standardized testing that measures a student's academic progress and achievement; or
- (x) in the absence of, or in compliance with, a properly executed opt-out form, as adopted by the Academy in compliance with section 1136(6) of the Code, pertaining to uses for which the Academy commonly would disclose a pupil's "directory information."

(c) If the Academy considers it necessary to make redacted copies of all or part of a student's education records in order to protect personally identifiable information of another student, the Academy shall not charge the parent or legal guardian for the cost of those redacted copies.

(d) The terms "education records," "personally identifiable information," and "directory information" shall have the same meaning as defined in MCL 380.1136.

Section 12.22. List of Uses for Student Directory Information; Opt Out Form; Notice to Student's Parent or Legal Guardian.

(a) The Academy shall do all of the following:

- (i) Develop a list of uses (the "Uses") for which the Academy commonly would disclose a student's directory information.
- (ii) Develop an opt-out form that lists all of the Uses and allows a student's parent or guardian to elect not to have the student's directory information disclosed for 1 or more Uses.
- (iii) Present the opt-out form to each student's parent or guardian within the first thirty (30) days of the school year and at other times upon request.
- (iv) If an opt-out form is signed and submitted to the Academy by a student's parent or guardian, then the Academy shall not include the student's directory information in any of the Uses that have been opted out of in the opt-out form.


(b) The terms "directory information" shall have the same meaning as defined in MCL 380.1136.

Section 12.23. Low Performance Based on State Accountability. If the State of Michigan identifies the Academy as low-performing based upon then-current state accountability standards, the Academy will give notice to the Charter Schools Office of any proposed agreements between the school and the State of Michigan, or requirements imposed upon the school by the State of Michigan. Any such agreements or requirements shall be incorporated into this Contract by reference.

Section 12.24. Data Breach Response Plan. Within one year after the effective date of this Contract, the Academy Board shall design and implement a comprehensive data breach response plan. The data breach response plan should be made available to Academy personnel and any Educational Service Provider contracting with the Academy. The data breach response plan should be updated periodically by the Academy Board to address changes in data threat

assessments and changes in applicable state and federal privacy laws. As the designated representative of the Eastern Michigan University Board of Regents, I hereby issue this Contract to the Academy on the date set forth above.

**EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS**


By: 

James Smith, President
Eastern Michigan University

Date: July 1, 2018

As the authorized representative of the Academy, I hereby certify that the Academy is able to comply with the Contract and all Applicable Law, and that the Academy, through its governing board, has approved and agreed to comply with and be bound by of the terms and conditions of this Contract.

GLOBAL TECH ACADEMY

By: 

Print Name: SAMY ALI-KHODJA
Title: Board President of GTA

Date: July 1, 2018

CONTRACT SCHEDULES

Schedules

Articles of Incorporation1

Bylaws2

Fiscal Agent Agreement3

Oversight Agreement4

Description of Staff Responsibilities5

Physical Plant Description6

Required Information for Public School Academy7

CONTRACT SCHEDULE 1

Articles of Incorporation

**DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS
CORPORATIONS, SECURITIES & COMMERCIAL LICENSING BUREAU
NONPROFIT CORPORATION ANNUAL REPORT**

2017

Identification Number 71279K	Corporation Name GLOBAL TECH ACADEMY
--	--

Resident agent name and mailing address of the registered office

HUDA DAVILLIER

MI

The address of the registered office

2455 S INDUSTRIAL HWY STE A

ANN ARBOR MI 48104

Describe the purpose and activities of the corporation during the year covered by this report:

CHARTER SCHOOL K-5

Officer/Director Information

NAME	TITLE	BUSINESS OR RESIDENCE ADDRESS
SAMY ALI-KHODJA	PRESIDENT	1715 E. FOREST AVE YPSILANTI MI 48198
PAULA KAUFFMAN	SECRETARY	1715 E. FOREST AVE YPSILANTI MI 48198
ADRIAN IRAOLA	TREASURER	1715 E. FOREST AVE YPSILANTI MI 48198
DR. FRANCI MOORMAN	VICE PRESIDENT	1715 E. FOREST AVE YPSILANTI MI 48198
SAMY ALI-KHODJA	DIRECTOR	1715 E. FOREST AVE YPSILANTI MI 48198
DR. FRANCI MOORMAN	DIRECTOR	1715 E. FOREST AVE YPSILANTI MI 48198
ADRIAN IRAOLA	DIRECTOR	1715 E. FOREST AVE YPSILANTI MI 48198
PAULA KAUFFMAN	DIRECTOR	1715 E. FOREST AVE YPSILANTI MI 48198

Electronic Signature

Filed By

HUDA DAVILLIER

Title

AUTHORIZED OFFICER OR AGENT

Phone

734-369-9500



I certify that this filing is submitted without fraudulent intent and that I am authorized by the business entity to make any changes reported herein.

Payment Information

Payment Amount

\$ 20

Payment Date/Time

07/14/2017 13:36:01

Reference Nbr

71315 6800 71279K 2017

Michigan Department of Licensing and Regulatory Affairs

Filing Endorsement

This is to Certify that the RESTATED ARTICLES OF INCORPORATION - NONPROFIT

for

GLOBAL TECH ACADEMY

ID NUMBER: 71279K

received by facsimile transmission on April 15, 2013 is hereby endorsed

Filed on April 15, 2013 by the Administrator.

The document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.

In testimony whereof, I have hereunto set my hand and affixed the Seal of the Department, in the City of Lansing, this 15TH day of April, 2013.



***Alan J. Schefke, (D) Director
Corporations, Securities & Commercial Licensing Bureau***

APR-15-2013 11:13

GLOBAL EDUCATION

P.003

BCS/CD-511 (Rev. 04/11)

MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS BUREAU OF COMMERCIAL SERVICES											
Date Received	(FOR BUREAU USE ONLY)										
	This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3">Name Karey Reed</td> </tr> <tr> <td colspan="3">Address 2455 South Industrial Highway Suite A</td> </tr> <tr> <td>City Ann Arbor</td> <td>State Mi</td> <td>ZIP Code 48104</td> </tr> </table>			Name Karey Reed			Address 2455 South Industrial Highway Suite A			City Ann Arbor	State Mi	ZIP Code 48104
Name Karey Reed											
Address 2455 South Industrial Highway Suite A											
City Ann Arbor	State Mi	ZIP Code 48104									
		EFFECTIVE DATE:									

Document will be returned to the name and address you enter above.
 If left blank, document will be returned to the registered office.

RESTATED ARTICLES OF INCORPORATION
For use by Domestic Nonprofit Corporations
 (Please read information and instructions on the last page)

Pursuant to the provisions of Act 162, Public Acts of 1982, the undersigned corporation executes the following Restated Articles:

1.	The present name of the corporation is:	Global Tech Academy
2.	The identification number assigned by the Bureau is:	71279K
3.	All former names of the corporation are:	
4.	The date of filing the original Articles of Incorporation was:	3/13/2013

The following Restated Articles of Incorporation supersede the Articles of Incorporation as amended and shall be the Articles of Incorporation for the corporation:

ARTICLE I

The name of the corporation is:	see attached pages
---------------------------------	--------------------

ARTICLE II

The purpose or purposes for which the corporation is organized are:	see attached pages
---	--------------------

APR-15-2013 11:13

GLOBAL EDUCATION

P.004

ARTICLE III

- 1, The corporation is organized on a _____ basis.
(stock or nonstock)
- 2. If organized on a stock basis, the aggregate number of shares which the corporation has authority to issue is _____ If the shares are, or are to be divided into classes, the designation of each class, the number of shares in each class, and the relative rights, preferences, and limitations of the shares of each class are as follows:

- 3. If organized on a nonstock basis, the description and value of its real property assets are: (if none, insert "none")

and the description and value of its personal property assets are: (if none, insert "none")

(The valuation of the above assets was as of _____, _____)
The corporation is to be financed under the following general plan:

The corporation is organized on a _____ basis.
(membership or directorship)

ARTICLE IV

- 1. The name of the resident agent is: Karey Reed
- 2. The address of the registered office is:
2455 South Industrial Highway Suite A Ann Arbor , Michigan 48104
(Street Address) (City) (ZIP Code)
- 3. The mailing address of the registered office, if different than above:
_____, Michigan _____
(Street Address or P.O. Box) (City) (ZIP Code)

APR-15-2013 11:13

GLOBAL EDUCATION

P.005

ARTICLE V (Additional provisions, if any, may be inserted here; attach additional pages if needed.)

see attached pages

5. COMPLETE SECTION (a) IF THE RESTATED ARTICLES DO NOT FURTHER AMEND THE ARTICLES OF INCORPORATION; OTHERWISE, COMPLETED SECTION (b).

a. These Restated Articles of Incorporation were duly adopted on the _____ day of _____, _____, in accordance with the provisions of Section 642 of the Act by the Board of Directors without a vote of the members or shareholders. These Restated Articles of Incorporation only restate and **integrate and do not further amend** the provisions of the Articles of Incorporation as heretofore amended and there is no material discrepancy between those provisions and the provisions of these Restated Articles.

Signed this _____ day of _____, _____

By _____
(Signature of Authorized Officer or Agent)

(Type or Print Name)

b. These Restated Articles of Incorporation were duly adopted on the 12 day of April, 2013, in accordance with the provisions of Section 642 of the Act. These Restated Articles of Incorporation restate, integrate, and **do further amend** the provisions of the Articles of Incorporation, and: (Check one of the following)

were duly adopted by the shareholders, the members, or the directors (if organized on a nonstock directorship basis). The necessary number of votes were cast in favor of these Restated Articles of Incorporation.

were duly adopted by the written consent of **all** the shareholders or members entitled to vote in accordance with Section 407(3) of the Act.

were duly adopted by the written consent of **all** the directors pursuant to Section 525 of the Act as the corporation is organized on a directorship basis.

were duly adopted by the written consent of the shareholders or members having not less than the minimum number of votes required by statute in accordance with Section 407(1) and (2) of the Act. Written notice to shareholders or members who have not consented in writing has been given. (Note: Written consent by less than all of the shareholders or members is permitted only if such provision appears in the Articles of Incorporation).

Signed this 12 day of April, 2013

By _____
(Signature of President, Vice-President, Chairperson, or Vice-Chairperson)

Korey Reed
(Type or Print Name)

Chairperson
(Type or Print Title)

MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS BUREAU OF COMMERCIAL SERVICES		
Date Received		(FOR BUREAU USE ONLY)

Karey Reed
2455 South Industrial Highway Suite A
Ann Arbor Mi 48104

EFFECTIVE DATE:

Document will be returned to the name and address you enter above

Pursuant to the provisions of the Michigan Nonprofit Corporation Act of 1982, as amended (the "Act"), being MCL 450.2101 et seq., and Part 6A of the Revised School Code (the "Code") as amended, being Sections 380.501 et seq. of the Michigan Compiled Laws, the undersigned corporation executes the following Articles:

ARTICLE I

The name of the corporation is: **Global Tech Academy.**

The authorizing body for the corporation is: The Board of Regents of Eastern Michigan University ("University Board").

ARTICLE II

The purpose or purposes for which the corporation is organized are:

1. The corporation is organized for the purpose of operating as a public school academy in the State of Michigan pursuant to Part 6A of the Code, being Sections 380.501 to 380.507 of the Michigan Compiled Laws.

2. The corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a contract to charter a public school academy ("Contract") authorized under the Code.

APR-15-2013 11:14

GLOBAL EDUCATION

P.008

ARTICLE III

The corporation is organized on a non-stock, directorship basis.

The value of assets which the corporation possesses is: 4/1/2013

Real Property: \$0.

Personal Property: \$0

The corporation is to be financed under the following general plan:

- a. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
- b. Federal funds.
- c. Donations.
- d. Fees and charges permitted to be charged by public school academies.
- e. Other funds lawfully received.

ARTICLE IV

The address of the registered office is:
2455 South Industrial Highway Suite A
Ann Arbor Mi 48104

The mailing address of the registered office is the same. The name of the resident agent at the registered office is Karey Reed.

ARTICLE V

The corporation is a governmental entity.

ARTICLE VI

The corporation and its incorporators, board members, officers, employees, and volunteers have governmental immunity as provided in section 7 of Act No. 170 of the Public Acts of 1964, MCL 691.1407.

ARTICLE VII

Before the issuance of a Contract to the corporation by the University Board, the method of selection, length of term, and the number of members of the Board of Directors of the corporation shall be approved by a resolution of the University Board as required by the Code.

ARTICLE VIII

The Board of Directors shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation.

APR-15-2013 11:14

GLOBAL EDUCATION

P.009

ARTICLE IX

The officers of the corporation shall be a President, Vice-President, Secretary and a Treasurer, each of whom shall be a member of the Board of Directors and shall be selected by the Board of Directors. The Board of Directors may select one or more assistants to the Secretary or Treasurer, and may also appoint such other agents as it may deem necessary for the transaction of the business of the corporation.

ARTICLE X

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its directors, board, officers or other private persons, or organization organized and operated for a profit (except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in the furtherance of the purposes set forth in Article II hereof). Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by a governmental entity exempt from federal income tax under section 115 of the IRC, or comparable provisions of any successor law.

To the extent permitted by law, upon the dissolution of the corporation, the board shall after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation to the University Board for forwarding to the state school aid fund established under article IX, section 11 of the Constitution of the State of Michigan of 1963, as amended.

ARTICLE XI

These Articles of Incorporation shall not be amended except by the process provided in the Contract issued to the corporation by the University Board. This process is as follows:

The corporation, by a majority vote of its Board of Directors, may, at any time, propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revision to these Articles of Incorporation. The proposal will be made to the University Board through its designee. The University Board delegates to the Charter Schools Office Director the review and approval of changes or amendments to these Articles of Incorporation. In the event that a proposed change is not accepted by the Charter Schools Office Director, the University Board shall consider and vote upon a change proposed by the corporation following an opportunity for a written and oral presentation to the University Board by the corporation.

At any time and for any reason, the University Board or an authorized designee may propose changes to these Articles of Incorporation or may propose a meeting to discuss potential revision. The corporation's Board of Directors may delegate to an officer of the corporation the review and negotiation of changes or amendments to these Articles of Incorporation. The Articles of Incorporation shall be amended as requested by the University Board upon a majority vote of the corporation's Board of Directors.

Amendments to the Articles of Incorporation take effect only after they have been approved by the corporation's Board of Directors and by the University Board or its designee

APR-15-2013 11:14

GLOBAL EDUCATION

P.010

and filed with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services. In addition, the corporation shall file with the amendment a copy of the University Board's or its designee's approval of the amendment.

ARTICLE XII

The definitions set forth in the Terms and Conditions incorporated as part of the Contract shall have the same meaning in these Articles of Incorporation.

MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS
BUREAU OF COMMERCIAL SERVICES
CORPORATION DIVISION

MICH-ELF COVER SHEET

Fax Completed Form and Document to (517) 636-6437 -or-
email to cdfilings@michigan.gov

Submitter's MICH-ELF Filer Number


087461

Attn: (Add examiner's name if this is a replacement)			
Submitter's Name Karey Reed		Submitter's Phone Number 734-369-9460	
If there are questions about this filing, please contact: Karey Reed		Phone 734-369-9460	
Name and/or ID Number appearing on document(s) Global Tech Academy			
Title of document(s) Articles of Incorporation			
Total pages including cover sheet (if greater than 11, mail your document)	Number of pages in document(s) 5	Expected fee \$ 20.00	Approved up to \$ 50.00
Special Instructions			
<p>First time MICH-ELF users requesting expedited service must obtain a MICH-ELF filer number prior to submitting a document for expedited service. Use form BCS/CD-901 to request a filer number.</p> <p>Changes to information on MICH-ELF user's account must be submitted before requesting expedited service.</p> <p>When a document is filed by the Bureau it is endorsed with the word "Filed" and the date of filing. For documents submitted via MICH-ELF the endorsement is on an endorsement page. After filing, the document and the endorsement page are returned to the customer and should be retained as the "original" document. To request an additional copy or certificate, complete the following:</p> <p>Copies Requested (check box). Your credit card will be billed the appropriate fee. If an expedited service request is included (form BCS/CD 272) a 25% surcharge is added to the copy/certification fees for any copies and/or certificates requested.</p> <p><input type="checkbox"/> Certified Copies - minimum fee is \$16.00; seven pages or more \$1.00 additional per page.</p> <p><input type="checkbox"/> Certificate of Good Standing - \$10.00</p> <p><input type="checkbox"/> Certificate of Limited Partnership not canceled - \$10.00</p>			

**MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS
BUREAU OF COMMERCIAL SERVICES**

Date Received		(FOR BUREAU USE ONLY)

Karey Reed
2455 South Industrial Highway Suite A
Ann Arbor Mi 48104

EFFECTIVE DATE: 

Document will be returned to the name and address you enter above

**ARTICLES OF INCORPORATION
For Use by Domestic Nonprofit Corporations**

Pursuant to the provisions of the Michigan Nonprofit Corporation Act of 1982, as amended (the "Act"), being MCL 450.2101 et seq., and Part 6A of the Revised School Code (the "Code") as amended, being Sections 380.501 et seq. of the Michigan Compiled Laws, the undersigned corporation executes the following Articles:

ARTICLE I

The name of the corporation is: **Global Tech Academy.**

The authorizing body for the corporation is: The Board of Regents of Eastern Michigan University ("University Board").

ARTICLE II

The purpose or purposes for which the corporation is organized are:

1. The corporation is organized for the purpose of operating as a public school academy in the State of Michigan pursuant to Part 6A of the Code, being Sections 380.501 to 380.507 of the Michigan Compiled Laws.
2. The corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC

or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a contract to charter a public school academy ("Contract") authorized under the Code.

ARTICLE III

The corporation is organized on a non-stock, directorship basis.

The value of assets which the corporation possesses is:

Real Property: \$0.

Personal Property: \$0

The corporation is to be financed under the following general plan:

- a. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
- b. Federal funds.
- c. Donations.
- d. Fees and charges permitted to be charged by public school academies.
- e. Other funds lawfully received.

ARTICLE IV

The address of the registered office is:
2455 South Industrial Highway Suite A
Ann Arbor Mi 48104

The mailing address of the registered office is the same. The name of the resident agent at the registered office is Karey Reed.

ARTICLE V

The name and address of the incorporator is as follows:

Mohamad Issa
2455 South Industrial Highway Suite A
Ann Arbor Mi 48104

Karey Reed
2455 South Industrial Highway Suite A
Ann Arbor Mi 48104

ARTICLE VI

The corporation is a governmental entity.

ARTICLE VII

The corporation and its incorporators, board members, officers, employees, and volunteers have governmental immunity as provided in section 7 of Act No. 170 of the Public Acts of 1964, MCL 691.1407.

ARTICLE VIII

Before the issuance of a Contract to the corporation by the University Board, the method of selection, length of term, and the number of members of the Board of Directors of the corporation shall be approved by a resolution of the University Board as required by the Code.

ARTICLE IX

The Board of Directors shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation.

ARTICLE X

The officers of the corporation shall be a President, Vice-President, Secretary and a Treasurer, each of whom shall be a member of the Board of Directors and shall be selected by the Board of Directors. The Board of Directors may select one or more assistants to the Secretary or Treasurer, and may also appoint such other agents as it may deem necessary for the transaction of the business of the corporation.

ARTICLE XI

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its directors, board, officers or other private persons, or organization organized and operated for a profit (except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in the furtherance of the purposes set forth in Article II hereof). Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by a governmental entity exempt from federal income tax under section 115 of the IRC, or comparable provisions of any successor law.

To the extent permitted by law, upon the dissolution of the corporation, the board shall after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation to the University Board for forwarding to the state school aid fund established under article IX, section 11 of the Constitution of the State of Michigan of 1963, as amended.

ARTICLE XII

These Articles of Incorporation shall not be amended except by the process provided in the Contract issued to the corporation by the University Board. This process is as follows:

The corporation, by a majority vote of its Board of Directors, may, at any time, propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revision to these Articles of Incorporation. The proposal will be made to the University Board through its designee. The University Board delegates to the Charter Schools Office Director the review and approval of changes or amendments to these Articles of Incorporation. In the event that a proposed change is not accepted by the Charter Schools Office Director, the University Board shall consider and vote upon a change proposed by the corporation following an opportunity for a written and oral presentation to the University Board by the corporation.

At any time and for any reason, the University Board or an authorized designee may propose changes to these Articles of Incorporation or may propose a meeting to discuss potential revision. The corporation's Board of Directors may delegate to an officer of the corporation the review and negotiation of changes or amendments to these Articles of Incorporation. The Articles of Incorporation shall be amended as requested by the University Board upon a majority vote of the corporation's Board of Directors.

Amendments to the Articles of Incorporation take effect only after they have been approved by the corporation's Board of Directors and by the University Board or its designee and filed with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services. In addition, the corporation shall file with the amendment a copy of the University Board's or its designee's approval of the amendment.

ARTICLE XIII

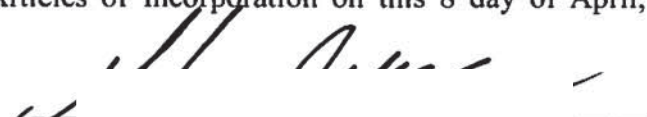
The definitions set forth in the Terms and Conditions incorporated as part of the Contract shall have the same meaning in these Articles of Incorporation.

ADOPTION OF ARTICLES

These Articles of Incorporation shall become effective upon filing. However, the corporation shall not carry out its purposes until the University Board issues a contract to operate a public school academy and the contract is executed by designated representatives of the corporation and the University Board.

The incorporator has executed these Articles of Incorporation on this 8 day of April, 2013.

By:


Mohamad Issa, Incorporator

Fax

To: KAREY REED

From: csdirfax

Fax: 17343699499

Date: March 13, 2013

Subject: Total fee collected: \$20.00

Please check your filing to determine that all pages and information are correct. If there is any problem, contact us immediately at (517) 241-6470 or fax your concern to (517) 636-6437.

MCL 450.1131, MCL 450.4104(5), and MCL 449.48 provide: A photostatic, micrographic, photographic, optical disc media, or other reproduced copy certified by the administrator, which may be sent by facsimile transmission, shall be considered an original for all purposes and is admissible in evidence in like manner as an original

Michigan Department of Licensing and Regulatory Affairs

Filing Endorsement

This is to Certify that the ARTICLES OF INCORPORATION - NONPROFIT

for

GLOBAL TECH ACADEMY

ID NUMBER: 71279K

received by facsimile transmission on March 12, 2013 is hereby endorsed

Filed on March 13, 2013 by the Administrator.

The document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.



In testimony whereof, I have hereunto set my hand and affixed the Seal of the Department, in the City of Lansing, this 13TH day of March, 2013.

AD . . .

✓ ✓

***Alan J. Schefke, Director
Corporations, Securities & Commercial Licensing Bureau***

MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS
BUREAU OF COMMERCIAL SERVICES

Date Received

This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.

Name

Karey Reed

Address

2455 South Industrial Highway Suite A

City

Ann Arbor

State

Mi

ZIP Code

48104

EFFECTIVE DATE:

[Empty box for effective date]

Document will be returned to the name and address you enter above.
If left blank, document will be returned to the registered office.

ARTICLES OF INCORPORATION
For use by Domestic Nonprofit Corporations
(Please read information and instructions on the last page)

Pursuant to the provisions of Act 162, Public Acts of 1982, the undersigned corporation executes the following Articles:

ARTICLE I

The name of the corporation is:

Global Tech Academy

ARTICLE II

The purpose or purposes for which the corporation is organized are:

Developing and researching educational programs in Michigan

ARTICLE III

1. The corporation is organized upon a non-stock basis.
(Stock or Nonstock)

2. If organized on a stock basis, the total number of shares which the corporation has authority to issue is N/A. If the shares are, or are to be, divided into classes, the designation of each class, the number of shares in each class, and the relative rights, preferences and limitations of the shares of each class are as follows:

ARTICLE III (cont.)

3. a. If organized on a nonstock basis, the description and value of its real property assets are: (if none, insert "none")

none

b. The description and value of its personal property assets are: (if none, insert "none")

none

c. The corporation is to be financed under the following general plan:

Donations, Grant Funding, Other Funds Happily Received

d. The corporation is organized on a Directorship basis.

(Membership or Directorship)

ARTICLE IV

1. The name of the resident agent at the registered office is:

Karey Reed

2. The address of its registered office in Michigan is:

2455 South Industrial Highway Suite A

(Street Address)

Ann Arbor

(City)

Michigan

48104

(ZIP Code)

3. The mailing address of the registered office in Michigan if different than above:

(Street Address or PO Box)

(City)

Michigan

(ZIP Code)

ARTICLE V

The name(s) and address(es) of the incorporator(s) is (are) as follows:

Name

Residence or Business Address

Karey Reed

2455 South Industrial Highway Suite A Ann Arbor MI

48104

Melvin Issa

2455 South Industrial Highway Suite A Ann Arbor MI 48104

Use space below for additional Articles or for continuation of previous Articles. Please identify any Article being continued or added. Attach additional pages if needed.

I, (We), the incorporator(s) sign my (our) name(s) this 7 day of December, 2012

[Signature]

[Signature]

CONTRACT SCHEDULE 2

Bylaws

BYLAWS
OF
GLOBAL TECH ACADEMY

ARTICLE I
NAME

This organization shall be called Global Tech Academy (the “Academy” or “Corporation”).

ARTICLE II
FORM OF CORPORATION

The Academy is a governmental entity, organized as a non-profit, non-stock, directorship corporation.

ARTICLE III
OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be located in the City of Ypsilanti, County of Washtenaw, State of Michigan.

Section 2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation, but in any event must be located in the State of Michigan, and be the business office of the resident agent, as required by the Michigan Nonprofit Corporation Act. Changes in the resident agent and registered address of the Academy must be filed with the Michigan Department of Licensing and Regulatory Affairs, Commercial Services and reported to the Charter Schools Office.

ARTICLE IV
BOARD OF DIRECTORS

Section 1. General Powers. The business, property and affairs of the Corporation shall be managed by the Academy Board of Directors (“Academy Board”). The Academy Board may exercise any and all of the powers granted to it under the Michigan Non-Profit Corporation Act or pursuant to Part 6A of the Revised School Code (“Code”). The Academy Board may delegate such powers to the officers and committees of the Academy Board as it deems necessary, so long as such delegation is consistent with the Articles, these Bylaws, the Contract and Applicable Law.

Section 2. University Board Resolution Establishing Method of Selection, Length of Term and Number of Academy Board Members. The method of selection and appointment, length of term, number of directors, oath of public office requirements, tenure, removal,

resignation, compensation and prerequisite qualifications for members of the Academy Board shall comply with the resolution adopted by The Board of Regents of Eastern Michigan University (the “University Board”).

ARTICLE V

MEETINGS

Section 1. Annual and Regular Meetings. The Academy Board shall hold an annual meeting each year, as well as monthly meetings thereafter. The Academy Board shall provide, by resolution, the time and place, within the State of Michigan, for the holding of regular monthly meetings. The Academy Board shall provide notice of the annual and all regular monthly and special meetings to the Charter Schools Office and as required by the Open Meetings Act.

Section 2. Special Meetings. Special meetings of the Academy Board may be called by or at the request of the Academy Board President or any Director. The person or persons authorized to call special meetings of the Academy Board may fix the place within the State of Michigan for holding any special meeting of the Academy Board called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the Corporation in the State of Michigan. The Corporation shall provide notice of all special meetings to the Charter Schools Office and as required by the Open Meetings Act.

Section 3. Quorum. In order to legally transact business, the Academy Board shall have a quorum present at a duly called meeting of the Academy Board. A “quorum” shall be defined as follows:

<u># of Academy Board positions</u>	<u># required for Quorum</u>
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

Section 4. Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 5. Open Meetings Act. All meetings and committee meetings of the Academy Board shall at all times be in compliance with the Open Meetings Act.

Section 6. Notice to Directors. The Academy Board shall provide notice of any meeting to each Director stating the time and place of the meeting, with the delivery of such notice personally, by mail, facsimile or electronic mail to each Director at the Director’s personal address or electronic mail address. Any Director may waive notice of any meeting by written statement sent by the Director to the Academy Board Secretary before or after the holding of the meeting. A Director’s attendance at a meeting constitutes a waiver of the notice of the meeting required under this Section.

Section 7. Votes By Directors. The Academy Board meeting minutes shall reflect the vote, whether in favor, in opposition or in abstention, of each Director present at the meeting.

ARTICLE VI

COMMITTEES

Section 1. Committees. The Academy Board, by resolution, may designate one or more committees, each committee to consist of one or more Directors selected by the Academy Board. As provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, the committees shall have such powers as delegated by the Academy Board, except (i) filling of vacancies on the Academy Board or in the offices of the Academy Board or committees created pursuant to this Section; (ii) amendments to the Articles of Incorporation or Bylaws; or (iii) any action the Academy Board cannot lawfully delegate under the Articles, the Contract, the Bylaws or Applicable Law. All committee meetings shall at all times be in compliance with the Open Meetings Act. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Academy Board of its activities as the Academy Board may request.

ARTICLE VII

OFFICERS OF THE BOARD

Section 1. Number. The officers of the Corporation shall be a President, Vice-President, Secretary, Treasurer, and such Assistant Treasurers and Assistant Secretaries or other officers as may be selected by the Academy Board.

Section 2. Election and Term of Office. The Academy Board shall elect its initial officers at its first duly noticed meeting. Thereafter, officers shall be elected annually by the Academy Board at the Corporation's annual meeting. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall hold office while qualified or until the officer resigns or is removed in the manner provided in Section 3.

Section 3. Removal. Any officer or agent elected or appointed by the Academy Board may be removed by a majority vote by the Academy Board whenever in its judgment the best interests of the Corporation would be served thereby.

Section 4. Vacancies. A vacancy in any office shall be filled by appointment by the Academy Board for the unexpired portion of the term of the vacating officer.

Section 5. President. The President of the Corporation shall be a member of the Academy Board. The President of the Corporation shall preside at all meetings of the Academy Board. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Academy Board attending the meeting shall preside. The President shall be an ex officio member of any standing committees and when designated by the Academy Board, Chairperson of any standing committee established by the Academy Board. The President shall, in general, perform all duties incident to the office of President of the Academy Board as may be prescribed by the Academy Board from time to time.

Section 6. Vice-President. The Vice-President of the Corporation shall be a member of the Academy Board. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Academy Board.

Section 7. Secretary. The Secretary of the Corporation shall be a member of the Academy Board. The Secretary shall: (a) keep the minutes of the Academy Board meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Meetings Act, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all authorized documents; (d) keep a register of the post office address of each Director; and (e) perform all duties incident to the office of Secretary and other duties assigned by the President or the Academy Board.

Section 8. Treasurer. The Treasurer of the Corporation shall be a member of the Academy Board. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; (b) keep accurate books and records of corporate receipts and disbursements; (c) deposit all moneys and securities received by the Corporation in such banks, trust companies or other depositories as shall be selected by the Academy Board; (d) complete all required corporate filings; (e) assure that the responsibilities of the fiscal agent of the Corporation are properly carried out; and (f) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Academy Board.

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Academy Board, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary or Treasurer or by the Academy Board. The Academy Board shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Academy Board may by resolution otherwise determine.

Section 10. Salaries. Directors of the Corporation, shall not be compensated for their services. By resolution of the Academy Board, Directors and officers of the Corporation may be reimbursed for reasonable expenses incident to their duties.

Section 11. Filling More Than One Office. Subject to the statute concerning the Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws, any two offices of the Corporation except those of President and Vice-President may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

ARTICLE VIII

CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

Section 1. Contracts. The Academy Board may authorize any officer(s), assistant(s) or acting officer(s), to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Academy Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing officers, the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto. No contract entered into, by or on behalf of the Academy Board, shall in any way bind Eastern Michigan University or impose any liability on Eastern Michigan University, the University Board, its regents, officers, employees or agents.

Section 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Academy Board. Such authority may be general or confined to specific instances. No loan, advance, overdraft or withdrawal by an officer or Director of the Corporation, other than in the ordinary and usual course of the business of the Corporation, shall be made or permitted. No loan entered into, by or on behalf of the Academy Board, shall in any way be considered a debt or obligation of Eastern Michigan University or impose any liability on Eastern Michigan University, the University Board, its regents, officers, employees or agents. To avoid creating or perpetuating circumstances in which the possibility of favoritism, conflicts of interest, or impairment of efficient operations may occur, the Corporation will not issue a debt instrument (e.g. loan agreement, promissory note, mortgage, line of credit, etc.) to any person employed by the Corporation or any person who serves on the Academy Board. This prohibition also applies to the issuance of a debt instrument to an entity owned or closely related to any Corporation employee or Academy Board member.

Section 3. Checks, Drafts, etc. 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 Academy Board.

Section 4. Deposits. Consistent with section 1221 of the Code, the Treasurer of the Academy shall deposit the funds of the Academy in a financial institution or in a joint investment authorized by the Code. All additional funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Academy Board may select, provided that such financial institution is eligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, as amended, being MCL 21.146 of the Michigan Compiled Laws.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Academy Board, any shares or other securities issued by any other

Corporation and owned or controlled by this Corporation may be voted at any meeting of security holders of such other Corporation by the President of this Corporation or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of this Corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent with respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this Corporation by the President, the Secretary or the Treasurer of this Corporation without necessity of any authorization by the Academy Board, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this Corporation shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by this Corporation the same as such shares or other securities might be voted by this Corporation. This section shall in no way be interpreted to permit the Corporation to invest any of its surplus funds in any shares or other securities issued by any other corporation. This section is intended to apply, however, to all gifts, bequests or other transfers of shares or other securities issued by any other corporation which are received by the Corporation.

Section 6. Contracts Between Corporation and Related Persons; Persons Ineligible to Serve as Directors. Pursuant to the Code, each Director, officer or employee of the Academy shall comply with the Incompatible Public Office statute, Act No. 566 of the Public Acts of 1978, being sections 15.181 to 15.185 of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being sections 15.321 to 15.330 of the Michigan Compiled Laws. The Academy Board shall ensure compliance with the Contract and Applicable Law relating to conflicts of interest.

ARTICLE IX

INDEMNIFICATION

Each person who is or was a Director, officer or member of a committee of the Corporation and each person who serves or has served at the request of the Corporation as a Director, officer, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the Corporation to the fullest extent permitted by the corporation laws of the State of Michigan as they may be in effect from time to time. The Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his status as such, whether or not the Corporation would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Academy Board, grant rights to indemnification to any employee or agent of the Corporation to the fullest extent provided under the laws of the State of Michigan as they may be in effect from time to time.

ARTICLE X

FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July in each year.

ARTICLE XI
AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining (a) the affirmative vote of a majority of the Academy Board at any regular or special meeting of the Academy Board, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for such meetings, and (b) the written approval of the changes or amendments by the University President or her designee. In the event that a proposed change is not accepted by the University President or her designee, the University Board shall consider and vote upon a change proposed by the Corporation following an opportunity for a written and oral presentation to the University Board by the Corporation. Amendments to these Bylaws take effect only after they have been approved by both the Corporation's Academy Board and by the University Board or its designee.

ARTICLE XII
CONTRACT DEFINITIONS

The definitions set forth in the Terms and Conditions incorporated as part of the Contract shall have the same meaning in these Bylaws.

CERTIFICATION

The Academy Board certifies that these Bylaws were adopted as and for the Bylaws of a Michigan corporation in an open and public meeting, by unanimous consent of the Academy Board on the 20 day of June, 2013.

D " ' "

Secretary ✓

CONTRACT SCHEDULE 3

Fiscal Agent Agreement

SCHEDULE 3

FISCAL AGENT AGREEMENT

This Agreement is part of the Contract issued by the Eastern Michigan University Board of Regents ("University Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to **Global Tech Academy**, a public school academy (the "Academy").

Preliminary Recitals

WHEREAS, pursuant to the Code and the Contract, the University Board, as authorizing body, is the fiscal agent for the Academy, and

WHEREAS, the University Board is required by law to forward to the Academy any State School Aid Payments received from the State of Michigan ("State") on behalf of the Academy,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Account" means an account established by the Academy for the receipt of State School Aid Payments at a bank, savings and loan association, or credit union which has not been deemed ineligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, being Section 21.146 of the Michigan Compiled Laws.

"Agreement" means this Fiscal Agent Agreement.

"Fiscal Agent" means the University Board or an officer or employee of Eastern Michigan University as designated by the University Board who receives State School Aid Payments on behalf of the Academy and forwards such payments to the Academy.

"Other Funds" means any other public or private funds which the Academy receives and for which the University Board voluntarily agrees to receive and transfer to the Academy.

"State School Aid Payment" means any payment of money the Academy receives from the State School Aid Fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

"State" means the State of Michigan.

"State Treasurer" means the office responsible for issuing funds to public school academies for State School Aid Payments pursuant to the School Aid Act of 1979, as amended.

ARTICLE II

FISCAL AGENT DUTIES

Section 2.01. Receipt of State School Aid Payments and Other Funds. The University Board is the Fiscal Agent for the Academy for the limited purpose of receiving State School Aid Payments and forwarding such payments to the Academy. By separate agreement, the University Board and the Academy may also agree that the University Board will receive Other Funds for transfer to the Academy. The Fiscal Agent will receive State School Aid Payments from the State, as provided in Section 3.02.

Section 2.02. Transfer to Academy. Except as provided in Article X of the Terms and Conditions and in the Oversight Agreement, the Fiscal Agent shall transfer all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within ten (10) business days of receipt or as otherwise required by the provisions of the State School Aid Act of 1979 or applicable State Board rules. The State School Aid Payments and all Other Funds shall be transferred into the Account designated by a resolution of the Board of Directors of the Academy and by a method of transfer acceptable to the Fiscal Agent.

Section 2.03. Limitation of Duties. The Fiscal Agent has no responsibilities or duties to verify the Academy's pupil membership count, as defined in the State School Aid Act of 1979, as amended, or to authorize, to approve or to determine the accuracy of the State Aid School Payments received on behalf of the Academy from the State Treasurer. The duties of the Fiscal Agent are limited to the receipt and transfer to the Academy of State School Aid Payments and Other Funds received by the University Board on behalf of the Academy. The Fiscal Agent shall have no duty to monitor or approve expenditures made by the Academy Board.

Section 2.04. Academy Board Requests for Direct Intercept of State School Aid Payments. If the Academy Board directs that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit to the Charter Schools Office: (i) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; and (ii) a copy of a State School Aid Payment Agreement and Direction document that is in a form and manner acceptable to the Fiscal Agent.

Section 2.05. Prior University Review Required for Certain Financial Transactions. The Academy is required to fully comply with Section 3.7 of this Contract's Terms and Conditions.

ARTICLE III

STATE DUTIES

Section 3.01 Eligibility for State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the eligibility of the Academy to receive State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the amount of State School Aid Payments, if any, the Academy shall be entitled to receive.

Section 3.02. Method of Payment. Each State School Aid Payment for the Academy will be made to the Fiscal Agent by the State Treasurer by issuing a warrant and delivering the warrant to the Fiscal Agent by electronic funds transfer into an account specified by the Fiscal Agent, or by such other means deemed acceptable to the Fiscal Agent. The State shall make State School Aid Payments at the times specified in the State School Aid Act of 1979, as amended.

ARTICLE IV

ACADEMY DUTIES

Section 4.01. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, an Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended.

Section 4.02. Expenditure of Funds. The Academy may expend funds that it receives from the State School Aid Fund for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 4.03. Mid-Year Transfers. Funding for students transferring into or out of the Academy during the school year shall be in accordance with the State School Aid Act of 1979 or applicable State Board rules.

Section 4.04. Repayment of Overpayment. The Academy shall be directly responsible for reimbursing the State for any overpayments of State School Aid Payments. At its option, the State may reduce subsequent State School Aid Payments by the amount of the overpayment or may seek collection of the overpayment from the Academy. In the event an overpayment of any kind is made to the Academy by the Fiscal Agent, the Academy shall be directly responsible for reimbursing the Fiscal Agent.

Section 4.05. Deposit of Academy Funds. The Academy Board agrees to comply with Section 1221 of the Revised School Code, MCL 380.1221, regarding the deposit of State School Aid Payments and Other Funds received by the Academy.

ARTICLE V

RECORDS AND REPORTS

Section 5.01. Records. The Fiscal Agent shall keep books of record and account of all transactions relating to the receipts, disbursements, allocations and application of the State School Aid Payments and Other Funds received, deposited or transferred for the benefit of the Academy, and these books shall be available for inspection at reasonable hours and under reasonable conditions by the Academy and the State.

Section 5.02. Reports. The Fiscal Agent shall prepare and make available to the Academy within thirty (30) days of September 30th, and annually thereafter, a written report dated as of September 30th, summarizing all receipts, deposits and transfers made on behalf or for the benefit of the Academy during the period beginning on the latter of the date hereof or the date of the last such written report and ending on the date of the report, including without limitation, State School Aid Payments received on behalf of the Academy from the State Treasurer and any Other Funds which the University Board receives under this Agreement.

ARTICLE VI

CONCERNING THE FISCAL AGENT

Section 6.01. Representations. The Fiscal Agent represents that it has all necessary power and authority to enter into this Agreement and undertake the obligations and responsibilities imposed upon it in this Agreement and that it will carry out all of its obligations under this Agreement.

Section 6.02. Limitation of Liability. The liability of the Fiscal Agent to transfer funds to the Academy shall be limited to the amount of State School Aid Payments as are from time to time delivered by the State for the benefit of the Academy and the amount of Other Funds as delivered by the source of those funds.

The Fiscal Agent shall not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, nor shall the Fiscal Agent be responsible for the consequences of any error of judgment; and the Fiscal Agent shall not be answerable except for its own action, neglect or default, nor for any loss unless the same shall have been through its gross negligence or willful default.

The Fiscal Agent shall not be liable for any deficiency in the State School Aid Payments received from the State Treasurer to which the Academy was properly entitled. The Fiscal Agent shall not be liable for any State School Aid overpayments made by the State Treasurer to the Academy for which the State subsequently seeks reimbursement.

Section 6.03. Withholding of State Aid Funds. Notwithstanding any other provisions contained in this Contract, at its sole discretion, Eastern Michigan University, acting in its capacity as Authorizer and Fiscal Agent, and within permissible parameters as prescribed by the Code, may elect to increase its administrative fee up to 3% of the *total* state school aid received by the Public School Academy for all or any portion of the entire school year and thereafter, whenever any amount of state school aid is withheld as a result of the Public School Academy's failure to comply with any requirements of Federal, State or Local law or regulation.

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Eastern Michigan University Board of Regents to **Ann Arbor Learning Community**.

BY: _____

_____, Director

Bureau of Bond Finance
Michigan Department of Treasury

Date: _____, 2018

CONTRACT SCHEDULE 4

Oversight Agreement

SCHEDULE 4

OVERSIGHT AGREEMENT

This Agreement is part of the Contract issued by The Board of Regents of Eastern Michigan University ("University Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to **Global Tech Academy** (the "Academy"), a public school academy.

Preliminary Recitals

WHEREAS, the University Board, subject to the leadership and general supervision of the State Board of Education over all public education, is responsible for overseeing the Academy's compliance with the Contract and all Applicable Law,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Agreement" means this Oversight Agreement.

"Compliance Certification Duties" means the Academy's duties set forth in Section 2.02 of this Agreement.

"Charter Schools Office" means the office designated by the University Board as the initial point of contact for public school academy applicants and public school academies authorized by the University Board. The Charter Schools Office is responsible for administering the Oversight Responsibilities with respect to the Contract.

"Oversight Responsibilities" means the University Board's oversight responsibilities set forth in Section 2.01 of this Schedule 4.

"State School Aid Payment" means any payment of money the Academy receives from the state school aid fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

ARTICLE II

OVERSIGHT AND COMPLIANCE CERTIFICATION RESPONSIBILITIES

Section 2.01. Oversight Responsibilities. The Charter Schools Office, as it deems necessary to fulfill the University Board's Oversight Responsibilities, may undertake the following:

- a. Conduct a review of the Academy's audited financial reports as submitted, including the auditor's management letters, and report to the University Board any exceptions as well as any failure on the part of the Academy to meet generally accepted public sector accounting principles.
- b. Conduct a review of the records, internal controls or operations of the Academy to determine compliance with the Contract and Applicable Law.
- c. Conduct a meeting annually, or as needed, between the Academy Board of Directors and a designee of the University Board to determine compliance with the Contract and Applicable Law.
- d. Institute action pursuant to the terms of the Contract to suspend, revoke or reform the Contract.
- e. Monitor the Academy's compliance with the Contract, the Code, and all other Applicable Law.
- f. Request periodic reports from the Academy regarding any aspect of its operation, including, without limitation, whether the Academy has met or is achieving its targeted educational goals and applicable academic performance standards set forth in the Contract.
- g. Request evidence that the Academy has obtained the necessary permits and certificates of compliance to operate as a public school from the applicable governmental agencies, including, without limitation, the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, and local health departments.
- h. Determine whether the Academy has failed to abide by or meet the educational goals or applicable academic performance standards as set forth in the Contract.
- i. Provide supportive services to the Academy as deemed necessary and/or appropriate by the University Board or its designee.
- j. Evaluate whether mandated assessment programs are or have been appropriately administered to the Academy's student population.

k. Perform such other duties and responsibilities, in its sole discretion, which it deems necessary in order to conduct oversight of the Academy's compliance with this Contract, the Code and other applicable law.

Section 2.02. Compliance Certification Duties. The Academy agrees to perform all of the following Compliance Certification Duties:

a. Submit information to the Charter Schools Office in accordance with the Master Calendar of Reporting Requirements and the Epicenter Compliance Calendar adopted by the Charter Schools Office. The Master Calendar or Compliance Calendar may be amended from time to time as deemed necessary by the Charter Schools Office Director.

b. Submit quarterly financial reports to the Charter Schools Office in a form and manner determined by the Charter Schools Office. Submit other financial reports as established by the Charter Schools Office.

c. Permit inspection of the Academy's records and/or premises at any reasonable time by the Charter Schools Office.

d. Report any litigation or formal proceedings alleging violation of any Applicable Law by the Academy to the CSO Director and counsel for the University Board as designated in Article XII of the Terms and Conditions.

e. Upon request, provide copies of information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, or State Board of Education to the Charter Schools Office.

f. Provide proposed Academy Board meeting agenda to the Charter Schools Office at least five (5) days prior to the Academy Board meeting. Provide approved agendas and minutes of all Academy Board of Directors' meetings to the University Charter Schools Office no later than ten (10) days after such items are approved.

g. Submit to the Charter Schools Office within ten (10) days of insurance renewal copies of the "ACORD" insurance certificate/s of liability insurance. Provide upon request by the Charter Schools Office, and in the manner requested, the Academy's insurance verification document and copies of insurance policies evidencing all insurance as required by the Contract. Provide upon request by the Charter Schools Office, or in accordance with the Epicenter Compliance Calendar, copies of all insurance required by the Contract to an independent insurance reviewer.

h. Submit to the Charter Schools Office a copy of the Academy's lease, deed or other purchase arrangement for its physical facilities as required by the Contract.

- i. Submit to the Charter Schools Office, copies of all fire, health and safety approvals required by Applicable Law for the operation of a school.

- j. Submit annually to the Charter Schools Office, the dates, times and a description of how the Academy will provide notice of the Academy's pupil application and enrollment process. The Academy's pupil application and enrollment admission process must be conducted in a fair and open manner in compliance with the Contract and the Code. At a minimum, the Academy shall make a reasonable effort to advertise its enrollment openings by newspaper, mail, media, internet or other acceptable communication process. All Academy notices of the open enrollment period must include language that the open enrollment period includes evening and weekend times for enrolling students in the Academy. In addition, the Academy must set forth in all public notices the date for the holding of a random selection drawing if such a drawing becomes necessary.

- k. Upon receipt from the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, the Academy shall submit to the Charter Schools Office a copy of any Certificate of Occupancy approval for the Academy's school facility outlined in Schedule 6. The Academy shall not occupy or use the school facility identified in Schedule 6 until such facility has been approved for occupancy by the Bureau of Construction Codes and the Bureau of Fire Services or other local authorized building department.

- l. Submit to the Charter Schools Office copies of ESP agreements, if any, in compliance with the Charter Schools Office' ESP Policies, the Contract and the Code.

- m. By July 1st of each year, the Academy Board shall provide a copy of the Academy Board's public meeting schedule for the upcoming school year. The Academy Board's public meeting schedule shall include the date, time and location of the public meetings for the upcoming school year. Within ten (10) business days of Academy Board approval, the Academy Board shall provide a copy to the Charter Schools Office of any changes to the Academy Board public meeting schedule.

- n. Prior to the issuance of this Contract, the Academy Board shall provide the Charter Schools Office with a copy of the description of staff responsibilities for employees of the Academy for inclusion in the Contract.

- o. Prior to July 1 of each year, the Academy Board shall approve and submit an operating school budget. Prior to December 31 of each year and whenever necessary thereafter, the Academy Board shall approve and submit a revised operating school budget that includes, without limitation, the following: (i) the total projected amount of state school aid revenues based on the Academy's September pupil membership count; (ii) revised personnel costs; and (iii) any start-up expenses incurred by the Academy. The Academy will prepare and adopt its operating budget and all subsequent budget revisions in a form and manner prescribed by law and the Michigan Public School Accounting Manual. Within ten (15)

days of the Academy Board approving the budget (original and amended, if applicable), the Academy shall place a copy of that budget on the Academy's website within its transparency section, accessible to the public.

p. Submit proof annually that the Academy is employing classroom teachers who meet the certification requirements set forth in Part 22 of the Revised School Code, and may only use non-certified teachers when allowed by law. Before the Academy hires non-certified teachers, it shall notify EMU in writing of its intent to do so no less than 15 days before it takes such action. The Academy shall employ certified administrators and chief business officials as required by law.

To the extent that any dates for the submission of materials by the Academy under Section 2.02 conflict with dates set forth in the Master Calendar and Epicenter Compliance Calendar, the dates in the Master Calendar and Epicenter Compliance Calendar shall control.

Section 2.03. Waiver and Delegation of Oversight Procedures. The University Board or its designee and the Academy may agree to modify or waive any of the Oversight Duties or Compliance Certification Duties. The University Board may delegate its Oversight Duties, or any portion of its Oversight Duties, to an officer of the University or other designee.

ARTICLE III

RECORDS AND REPORTS

Section 3.01. Records. The Academy will keep records in which complete and correct entries shall be made of all Compliance Certification Duties conducted, and these records shall be available for inspection at reasonable hours and under reasonable conditions by the Charter Schools Office.

ARTICLE IV

MISCELLANEOUS

Section 4.01. Administrative Fee. The Academy agrees to pay to the University Board an administrative fee of 3% of the State School Aid Payments received by the Academy. This fee shall be retained by the University Board from each State School Aid Payment received by the University Board for forwarding to the Academy. This fee shall compensate the University Board for overseeing the Academy's compliance with the Contract and all Applicable Law and other related activities for which compensation is permissible.

Section 4.02. Time of the Essence. Time shall be of the essence in the performance of obligations from time to time imposed upon the Academy and the University Board by this Agreement.

ARTICLE V

TRANSPARENCY PROVISION

Section 5.01. Information to Be Made Publicly Available by the Academy and ESP.

A. Information to Be Made Publicly Available by the Academy. The following described categories of information are specifically included within those to be made available to the public and the Charter Schools Office by the Academy in accordance with Section 12.18(a) of the Terms and Conditions:

1. Copy of the Contract
2. Copies of the executed Constitutional Oath of public office form for each serving Director
3. List of currently serving Directors with name, address, and term of office
4. Copy of the Academy Board's meeting calendar
5. Copy of public notice for all Academy Board meetings
6. Copy of Academy Board meeting agendas
7. Copy of Academy Board meeting minutes
8. Copy of Academy Board approved budget and amendments to the budget
9. Copies of bills paid for amounts of \$10,000.00 or more as submitted to the Academy Board
10. Copy of the quarterly financial reports submitted to the Charter Schools Office
11. Copy of curriculum and other educational materials given to the Charter Schools Office
12. Copy of school improvement plan (if required)
13. Copies of facility leases, mortgages, modular leases and/or deeds
14. Copies of equipment leases
15. Proof of ownership for Academy owned vehicles and portable buildings
16. Copy of Academy Board approved ESP Agreement(s)
17. Copy of Academy Board approved services contract(s)

18. Office of Fire Safety certificate of occupancy for all Academy facilities
19. MDE letter of continuous use (if required)
20. Local County Health Department food service permit (if required)
21. Asbestos inspection report and Asbestos management plan (if required)
22. Boiler inspection certificate and lead based paint survey (if required)
23. Phase 1 environmental report (if required)
24. List of current Academy teachers and school administrators with names and addresses and their individual salaries as submitted to the Registry of Educational Personnel
25. Copies of administrator and teacher certificates or permits for all current administrative and teaching staff
26. Evidence of fingerprinting, criminal back-ground and record checks and unprofessional conduct check required by the Code for all Academy teachers and administrators
27. Academy Board approved policies
28. Copy of the annual financial audit and any management letters issued to the Academy Board
29. Proof of insurance as required by the Contract
30. Any other information specifically required under the Code

B. Information to Be Made Publicly Available by the ESP. The following information is specifically included within the types of information available to the Academy by the Educational Service Provider (if any) in accordance with Section 12.18(b) of the Terms and Conditions:

1. Any information needed by the Academy in order to comply with its obligations to disclose the information listed under Section 5.01(A) above

CONTRACT SCHEDULE 5

Description of Staff Responsibilities

GLOBAL EDUCATIONAL EXCELLENCE



Position: Academic Services Coordinator / Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent Full Time

Reports to: Academy Principal

Our Compensation and Benefits: Salaries are competitive and based off both experience and education. We offer a comprehensive benefits package/options that include health, dental, 401(k) retirement plan and supplemental insurance options.

Essential Duties and Responsibilities:

Curriculum

- Works with the Principal and core classroom teachers in providing assistance and programs to students who are most at risk of failing to meet state core curriculum standards in the four core academic areas.
- Assists the staff and GEE in the development and implementation of the Academy's standards-based curriculum using differentiated instruction and the Sheltered Instruction Observation Protocol ("SIOP") Model designed to help students who are at risk of academic failure.

Professional Development

- Works with the Principal and teachers to develop and implement a professional development program for Friday afternoons that includes training on the SIOP model and follows the goals and strategies of the School Improvement Plan.
- Trains and mentors teachers and Paraprofessionals to help meet the needs of the students who are at risk of school failure in the use of the SIOP model and other training that follows the goals and strategies of the School Improvement Plan.

Assessment

- Works with teachers in analyzing assessment data from state and local tests, providing training and support.
- Reviews evaluative tools used in assessing student achievement and skill mastery.

Instruction

- Supports teachers in using standards-driven curriculum practices by applying a variety of instructional strategies/methods to classroom practices including SIOP.
- Involved in establishing goals and objectives in accord with student needs.
- Facilitates the mentoring program with the teachers through scheduled and impromptu monitoring.

Participates as an active member of the teacher assistance team, which follows the response to intervention model of tiered instructional levels and ongoing assessment and evaluation of student progress for those students who are at risk of academic failure.

QUALIFICATIONS/REQUIREMENTS:

GLOBAL EDUCATIONAL EXCELLENCE



Position: Associate Teacher - **Academy:**

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent - Full Time

Reports to: Principal

Summary: Assists teacher in teaching students academic, social, and motor skills consistent with the goals, objectives, strategies, and principles of the Academy.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Assists teacher in classroom instruction and management and, when directed by teacher, primarily responsible for instruction and management.
- Work with groups of students as directed by the teacher on specific core academic goals.

Curriculum

- Assists teacher in preparing lesson plans.
- Instructs, demonstrates, and uses audiovisual teaching aids to present subject matter to class, at the direction of the teacher.
- Assigns lessons, and hears oral presentations, at the direction of the teacher.
- Assists teacher in coordinating and supervising class field trips.
- Encourage level of learning

Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.
- Maintains order in classroom, playground, hallway and lunchroom.
- Assists teacher in maintaining classroom in a neat and clean manner.
- Counsels students when emotional or academic problems arise.
- Communicate with teachers regarding students at risk.

Other

- Assists teacher in coordinating the work of volunteers in classroom.
- Assist teacher with translations.
- Performs other duties as may be assigned

Certificates, Licenses and Registration

- Child Development Accreditation (CDA) or Child Development Associate Degree.

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race,

color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

GLOBAL EDUCATIONAL EXCELLENCE

Position: Bus Driver - Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent - Part Time

Reports to: Academy Principal



ESSENTIAL DUTIES AND RESPONSIBILITIES:

Transportation

- Picks up students at the beginning of the day and drops off students at the end of the day.
- Transports classes to field trips and other school outings.

Vehicle Maintenance

- Maintains school vehicles, performing routine maintenance. Responsible for fluids within vehicle.
- Informs administration regarding need for repairs or service.

Miscellaneous

- Transports school supplies and audio-visual equipment as needed.
- Performs other duties as may be required.

QUALIFICATIONS/REQUIREMENTS:

Satisfactory criminal background check required.

EDUCATION AND EXPERIENCE:

- High school diploma or GED preferred.
- Must have a chauffeur's/ livery license and any other permit required of bus operators.
- Minimum of two years of experience or training.
- Compliance with all requirements set forth by the MDE.
- Compliance with all Applicable Law related to school bus drivers.
- Mature adult with the ability to work independently and in excellent health.

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

GLOBAL EDUCATIONAL EXCELLENCE

Position: Kitchen Staff - **Academy:**

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent - Part Time

Reports to: Academy Principal

Summary: Provides food service within the Academy cafeteria.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Cafeteria Food Service

- Prepares and serves meals available to students in cafeteria (both breakfast and lunch).
- Cleans kitchen and dining facilities within the cafeteria.
- Assists in maintenance of necessary records and forms relating to governmental programs.

Cafeteria Maintenance

- Maintains kitchen facilities and cafeteria, including minor maintenance and repairs. Notifies administration concerning need for other repairs or additions to kitchen and cafeteria.
- Informs administration regarding misuse or destruction of cafeteria property.

Physical Demands

- Occasional heavy lifting.

QUALIFICATIONS/REQUIREMENTS:

Satisfactory criminal background check required.

EDUCATION AND EXPERIENCE:

- High school diploma or GED preferred.
- Some experience in food service industry, including institutional settings.
Mature adult, in excellent health.

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.



GLOBAL EDUCATIONAL EXCELLENCE

Position: Librarian - **Academy:**

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent - Part Time or Full Time

Reports to: Academy Principal

Summary: Provides food service within the Academy cafeteria.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Maintains and manages school library resources, including supervision of volunteer assistants. Oversees material and resource acquisition efforts.
- Provides research support to teachers and staff seeking auxiliary resources for in-class efforts to improve student reading.

Curriculum

- Provides research and resources to teachers developing reading programs, if so requested.
- Instructs, demonstrates and uses audiovisual teaching aids to present research skills to students, at the direction of the teacher.
- Assists teacher in coordinating and supervising student research projects.

Record Keeping

- Maintains a database of library resources and future initiatives.

Discipline & Counseling

- Maintains order in library and media center.
- Reports needed repairs and maintenance to the Administrative Office.
- Refers student behavior problems to teachers and Administrative Office.

Other

- Coordinates the work of volunteers in library.
- Attends staff meetings and other Academy-related events and activities.
- Participates in in-service training as assigned. Attends conferences and seminars and presents information to staff.
- Performs other duties as may be assigned.

QUALIFICATIONS/REQUIREMENTS:

Satisfactory criminal background check required.



EDUCATION AND EXPERIENCE:

- Bachelor's degree, preferably in library sciences or equivalent program.
At least four years of experience as librarian.

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

GLOBAL EDUCATIONAL EXCELLENCE

Position: Preschool Director - **Academy:**

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent - Full Time

Reports to: Early Childhood Specialist

Summary: Creates an environment and develops curriculum that fosters students' development in language and literacy, social relations, initiative, creative representation, music and movement, and logic and mathematics consistent with the goals and principles of the Michigan School Readiness Program and the Academy.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The Director is responsible for following the guidelines of the Michigan School Readiness Program as outlined by the state and making sure enrollment procedures are followed and accurate records are being kept.

- The Director should attend Interagency Meetings and conduct required Parent Advisory Committee Meetings and Parent Group Meetings.
- The Director is responsible for maintaining current licensing from the County.
- The Director is responsible for making sure that each file is complete and updating student information as needed.
- This includes proper documentation of risk factors, records of interviews and home visits with families.
- The Director is responsible for making sure that SRSD information is completed.
- The Director is responsible for maintaining high standards of quality.
- The Director must maintain positive relationships between home, school, and community.
- The Director must work with the Early Childhood Specialist to assure completion of reports for the grant.

Budget

- Final Expenditure Report
- Student Count
- Mid-Year Report
- Community Needs and Resources
- Implementation Plan
- Program Quality Assessment
- Narrative Summary

Curriculum

Prepares course objectives and curriculum for developmentally appropriate daily routines, following the Michigan School Readiness Program (MSRP) guidelines or requirements set by the Academy Board.



Coordinates class field trips.

- Classroom Management and Parental Involvement
- Maintains order in classroom and on playground.
- Maintains classrooms in a neat and clean manner.
- Discusses pupils' development, achievement, and behavior with parents.
- Provides and supervises two home visits and two parent teacher conferences during the school year
- Holds Parent Group meetings and Parent Advisory Committee Meetings as required by MSRP Grant

Other

- Coordinates the work of aides and volunteers in classroom.
- Run staff meetings and other Preschool-related events and activities.
- Participates in in-service training as assigned.
- Reports needed repairs and maintenance to the Early Childhood Specialist.
- Performs other duties as may be assigned.
- Criminal background check required.

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

GLOBAL EDUCATIONAL EXCELLENCE

Position: Preschool Teacher- **Academy:**

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent - Full Time

Reports to: Early Childhood Specialist

Summary: Creates an environment and implements curriculum that fosters students' development in language and literacy, social/emotional relations, initiative, creative representation, music and movement, logic and mathematics consistent with the goals and principles of the Michigan School Readiness Program and the Academy.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Responsible for classroom instruction and management, and the following:

Curriculum

- Prepares course objectives and outlines for courses of study, following curriculum guidelines or requirements set by the Academy Board and State of MI.
- Instructs, demonstrates and uses audiovisual teaching aids to present subject matter to class.
- Coordinates class field trips.
- Develops lesson plans and instructional materials to provide individual, small group, and large group instruction in order to adapt the curriculum to the needs of each pupil.
- Uses a variety of instructional strategies, such as inquiry, group discussion, modeling, discovery, etc.
- Translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- Communicates with parents through conferences and other means to discuss pupil progress and interpret the school program.
- Creates an effective environment for learning through functional and attractive displays, bulletin boards and interest centers.
- Selects and requisitions books and instructional aids; maintains required inventory records.
- Participates in curriculum development programs as required.

Record Keeping

- Prepares for and records anecdotal notes for assessment.
- Keeps attendance and necessary records as required by Academy.
- Evaluates the academic and social growth of pupils, keeps appropriate records and prepares Child Observation Record reports.

Discipline & Counseling

- Teaches, facilitates and models conflict resolution strategies for conduct and behavior.
- Maintains order in classroom and on outside play area.



- Maintains classroom in a neat and clean manner.
- Reports needed repairs and maintenance to the Administrative Office.
- Counsels students when emotional or academic problems arise.
- Discusses pupils' academic achievement and behavior with parents.
- Establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
- Supervises pupils in out-of-classroom activities during the assigned working day.

Other

- Coordinates the work of Associate Teachers and volunteers in classroom.
- Attends staff meetings and other program-related events and activities.
- Attends conferences and seminars and presents information to staff.
- Maintains professional competence through in-service education activities provided by the Academy and self-selected professional growth activities.
- Participates cooperatively with the appropriate administrator to develop the method by which the teacher will be evaluated in conformance with district guidelines.
- Participates in faculty committees and the sponsorship of pupil activities.
- Performs other duties as may be assigned.

QUALIFICATIONS/REQUIREMENTS:

Satisfactory criminal background check required.

EDUCATION AND EXPERIENCE:

Bachelor's degree from four-year college or university in education or related field.

CERTIFICATES, LICENSES, REGISTRATIONS:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for Early Childhood
- Shall possess a valid Bachelor's degree from four-year college or university in education or related field

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

GLOBAL EDUCATIONAL EXCELLENCE

Position: Reading Specialist - **Academy:**

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent - Full Time

Reports to: Principal



Summary: Design effective instructional programs to teach students with reading difficulties. Assist teachers in designing a variety of individualized and group instructional interventions or programs for students with reading problems.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide intensive one-on-one literacy support to students. Also provide literacy support to students through small group instruction and co-teaching in classrooms based on the identified needs of students.
- Develop and maintain daily written lesson plans based on student's needs, interests and abilities administering tests to random sample students
- Develop and maintain accurate records of student progress indicative of an ongoing evaluation process as required by the Reading Program.
- Interact and communicate with the classroom teachers of students participating in solving classroom and school problems and seeking resolutions through appropriate channels.
- Perform other duties and responsibilities incidental to the position or as assigned by the principal.

Record Keeping

- Develop and maintain accurate records of student progress indicative of an ongoing evaluation process as required by the Reading Program
- Complete required teacher/administrative reports promptly and accurately.

Discipline & Counseling

- Teach and enforce Academy rules of conduct and behavior.
- Maintain order in classroom.
- Maintain classroom in a neat and clean manner.
- Report needed repairs and maintenance to the Administrative Office.

Other

- Attend staff meetings and other Academy-related events and activities.
- Participate in in-service training as assigned. Attend conferences and seminars and present information to staff.

EDUCATION AND EXPERIENCE:

Bachelor's degree (B.A.) from four-year college or university (or equivalent combination of education and experience).

CERTIFICATES, LICENSES, REGISTRATION:

Appropriate endorsement(s) in education. Criminal background check and criminal history check required.

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

GLOBAL EDUCATIONAL EXCELLENCE

Position: Special Education Teacher - **Academy:**

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent - Full Time

Reports to: Principal

Summary: Special Education Teachers work with children and youth who have a variety of disabilities.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Works with children with mild to moderate disabilities, using the general education curriculum, or modifying it, to meet the child's individual needs.
- Assists in the development of IEPs for each special education student.
- Coordinates the work of teachers, Paraprofessionals and related contracted personnel, such as therapists and Social Worker, to meet the individualized needs of the students within inclusive special education programs.
- Participates in Child Study Team meetings.

Record Keeping

- Keeps attendance and progress records as required by the MDE.
- Attends and participates in IEP/504 meetings.
- Reviews the IEP with the student's parents, school administrators and the student's general education teacher.
- Works closely with parents to inform them of their child's progress and suggests techniques to promote learning at home.

Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.
- Maintains order in classroom.
- Maintains classroom in a neat and clean manner.
- Counsels students when emotional or academic problems arise.

Other

- When students need special accommodations in order to take a test, ensures that appropriate ones are provided.
- Designs and teaches appropriate curricula; assigns work geared toward each student's needs and abilities; grades papers and homework assignments.
- Assists general educators in the adaption of curriculum materials and teaching techniques to meet the needs of students with disabilities.
- Attends staff meetings and other Academy-related events and activities.
- Participates in in-service training as assigned. Attends conferences and seminars and presents information to staff.
- Performs other duties as may be assigned.



QUALIFICATIONS/REQUIREMENTS:

Satisfactory criminal background check required.

EDUCATION AND EXPERIENCE:

Bachelor's degree from four-year college or university with a degree in special education.

CERTIFICATES, LICENSES, REGISTRATION:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

GLOBAL EDUCATIONAL EXCELLENCE

Position: Technology Support - **Academy:**

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent - Part Time or Full Time

Reports to: Academy Principal

Summary: Provides and maintains the network and technology and software at the school.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Informs the Principal and GEE of the software and networking needs of the school.
- Assists in long-range planning.
- Provides on-site service of the equipment and network.
- Assists staff and students with operational problems.
- Installs and supports all software.
- Serves as the liaison for all network support and service from vendors.
- Maintains up-to-date inventory.
- Maintains the security and integrity of district networks.
- Communicates in an appropriate and timely manner.
- Continuous professional development for self and staff.
- Additional duties as may be assigned by the Principal.

QUALIFICATIONS/REQUIREMENTS:

- Ability to work in a team environment.
- Self-starter.
- Ability to accept direction from others.
- Continued professional growth.
- Satisfactory criminal background check required.

EDUCATION AND EXPERIENCE:

Bachelor's degree in computer science preferred; two-year technical school degree or equivalent training in computer science.

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information,



disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

GLOBAL EDUCATIONAL EXCELLENCE

Position: Academic Teacher / Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent Full Time

Reports to: Academy Principal

Our Compensation and Benefits: Salaries are competitive and based off both experience and education. We offer a comprehensive benefits package/options that include health, dental, 401(k) retirement plan and supplemental insurance options.

Essential Duties and Responsibilities:

Responsible for classroom instruction and management, and the following:

Curriculum

- Prepares course objectives and outlines for courses of study, following curriculum guidelines or requirements set by the Academy Board and state.
- Instructs, demonstrates and uses audiovisual teaching aids to present subject matter to class.
- Coordinates class field trips.
- Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil.
- Uses a variety of instructional strategies, such as inquiry, group discussion, lecture, discovery, etc.
- Translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- Communicates with parents through conferences and other means to discuss pupil progress and interpret the school program.
- Creates an effective environment for learning through functional and attractive displays, bulletin boards and interest centers.
- Selects and requisitions books and instructional aids; maintains required inventory records.
- Participates in curriculum development programs as required.

Record Keeping

- Prepares, administers and corrects tests, recording results.
- Keeps attendance and grade records as required by Academy.
- Administers group standardized tests in accordance with school and state testing program.
- Evaluates the academic and social growth of pupils, keeps appropriate records and prepares progress reports.

Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.
- Maintains order in classroom and on playground.
- Maintains classroom in a neat and clean manner.
- Reports needed repairs and maintenance to the Administrative Office.



- Counsels students when emotional or academic problems arise.
- Discusses pupils' academic achievement and behavior with parents.
- Establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
- Supervises pupils in out-of-classroom activities during the assigned working day.

Other

- Coordinates the work of Paraprofessionals and volunteers in classroom.
- Attends staff meetings and other Academy-related events and activities.
- Attends conferences and seminars and presents information to staff.
- Maintains professional competence through in-service education activities provided by the Academy and self-selected professional growth activities.
- Participates cooperatively with the appropriate administrator to develop the method by which the teacher will be evaluated in conformance with district guidelines.
- Participates in faculty committees and the sponsorship of pupil activities.
- Performs other duties as may be assigned.

Education and Experience:

- Bachelor's degree from four-year college or university in education.

QUALIFICATIONS/REQUIREMENTS:

- Satisfactory criminal background check required.

Certificates, Licenses, Registrations:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

GLOBAL EDUCATIONAL EXCELLENCE

Position: Administrative Assistant or Office Staff / Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent Part Time

Reports to: Academy Principal



ESSENTIAL DUTIES AND RESPONSIBILITIES:

SUMMARY: Performs secretarial and administrative functions for the Academy staff and community consistent with the goals and principles of the Academy.

State and Federal Requirements

- Maintains Next K12 attendance and grades.
- Maintain the MSDS.
- Updates and monitors the CA-60s

Clerical

- Primarily responsible for administrative office procedures and operations such as typing, bookkeeping, preparation of payroll, flow of correspondence, phone answering, filing, copying, requisition of supplies and other clerical services.
- Evaluates office procedures, revises procedures or devises material to improve efficiency of work flow; submits suggestions for improvements to Principal.
- Performs such duties as may be necessary to insure the safe and efficient operation of the Academy.

Miscellaneous

- Implements school communications with parents through mailings, newsletters, etc.
- Contacts parents by 9:00am if their student is unexcused absent for that school day.
- Performs such other duties as may be assigned by the Principal or the Academy Board.

QUALIFICATIONS/REQUIREMENTS:

Satisfactory criminal background check required.

EDUCATION AND EXPERIENCE:

- High school diploma or general education degree ("GED").
- At least two years of experience as an administrative assistant, preferably in a school setting.
- Proficiency in word processing, spread sheets and database maintenance.

QUALIFICATIONS/REQUIREMENTS:

- Satisfactory criminal background check required.

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

GLOBAL EDUCATIONAL EXCELLENCE

Position: Arabic - Paraprofessional / Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent Part Time

Reports to: Academy Principal

Essential Duties and Responsibilities:

Responsible for classroom instruction and management, and the following:

Curriculum

- Assigns lessons, correct papers and listens to oral presentations.
- Coordinates class field trips.
- Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil.
- Uses a variety of instruction strategies, such as inquiry, group discussion, lecture, discovery, etc.
- Translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- Communicates with parents through conferences and other means to discuss pupil progress and interpret the school program.
- Creates an effective environment for learning through functional and attractive displays, bulletin boards and interest centers.
- Maintains required inventory records.
- Participates in curriculum development programs as required.

Record Keeping

- Prepares, administers and corrects tests, recording results.
- Keeps attendance and grade records as required by Academy.
- Evaluates the academic and social growth of pupils, keeps appropriate records and prepares progress reports.

Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.
- Maintains order in classroom.
- Maintains classroom in a neat and clean manner.
- Reports needed repairs and maintenance to the Administrative Office.
- Discusses pupils' academic achievement and behavior with parents.
- Establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude and learning problems.
- Supervises pupils in out-of-classroom activities during the assigned working day.



Other

- Attends staff meetings and other Academy-related events and activities.
- Participates in in-service training as assigned. Attends conferences and seminars and presents information to staff.
- Performs other duties as may be assigned.
- Maintains professional competence through in-service education activities provided by the school and self-selected professional growth activities.
- Participates cooperatively with the appropriate administrator to develop the method by which the teacher will be evaluated in conformance with district guidelines.
- Participates in faculty committees and the sponsorship of pupil activities.

Education and Experience:

Complete at least two years of study at an institution of higher education (equal to 60 semester hours); or obtain an associate's degree (or higher); or meet a rigorous standard of quality and demonstrate, through a formal state or local academic assessment:

- Knowledge of, and the ability to assist in, instructing reading, writing, and mathematics; or
- Knowledge of and the ability to assist in, instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.

QUALIFICATIONS/REQUIREMENTS:

- Satisfactory criminal background check required.

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

GLOBAL EDUCATIONAL EXCELLENCE

Position: Maintenance/Janitor/Custodian - Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent Part Time

Reports to: Academy Principal



ESSENTIAL DUTIES AND RESPONSIBILITIES:

SUMMARY: Maintains building, performing maintenance and minor repairs, and other related maintenance activities.

- Informs administration regarding misuse or destruction of property.
- Notifies administration concerning need for repairs or additions to lighting, heating and ventilating equipment or other areas of the building or grounds.
- Other duties as assigned

QUALIFICATIONS/REQUIREMENTS:

Satisfactory criminal background check required.

EDUCATION AND EXPERIENCE:

- High school diploma or general education degree ("GED").

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

GLOBAL EDUCATIONAL EXCELLENCE

Position: English as a Second Lang. (ESL) Teacher / Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...



Job Type: Permanent Full Time

Reports to: Academy Principal

Our Compensation and Benefits: Salaries are competitive and based off both experience and education. We offer a comprehensive benefits package/options that include health, dental, 401(k) retirement plan and supplemental insurance options.

Essential Duties and Responsibilities:

- Carries out assessments of students' needs using the ELPA test and ELPA screener.
- Assesses students' progress based on classroom and teacher observations.
- Participates in Child Study Team meetings.
- Provides mainstream language support in the child's classroom.
- Co-operates with bilingual Paraprofessionals in working with the child in the mainstream classroom.
- Facilitates home/school liaison between staff and parents.
- Drafts and reviews institutional policies relating to the education of students with English as a second language.

Record Keeping

- Works with enrollment staff in proper identification of Limited English Proficiency students.
- Maintains records of individual student's progress during their three years in the ESL Program.

Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.
- Maintains order in classroom.
- Maintains classroom in a neat and clean manner.
- Reports needed repairs and maintenance to the Administrative Office.

Other

- Attends staff meetings and other Academy-related events and activities.
- Participates in in-service training as assigned. Attends conferences and seminars and presents information to staff.
- Performs other duties as may be assigned.

Education and Experience:

- Bachelor's degree from four-year college or university in education.

QUALIFICATIONS/REQUIREMENTS:

- Satisfactory criminal background check required.

Certificates, Licenses, Registrations:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

GLOBAL EDUCATIONAL EXCELLENCE

Position: Paraprofessional / Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent Part Time

Reports to: Academy Principal



Essential Duties and Responsibilities:

- Assists teacher in classroom instruction and management and, when directed by teacher, primarily responsible for instruction and management.
- Works with groups of students as directed by the teacher on specific core academic goals.

Curriculum

- Assists teacher in preparing lesson plans.
- Instructs, demonstrates and uses audiovisual teaching aids to present subject matter to class, at the direction of the teacher.
- Assigns lessons and listens to oral presentations, at the direction of the teacher.
- Assists teacher in coordinating and supervising class field trips.
- Assists students with test preparation.
- Encourages level of learning.

Record Keeping

- Assists teacher in preparing and administering.

Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.
- Maintains order in classroom, playground, hallway and lunchroom.
- Assists teacher in maintaining classroom in a neat and clean manner.
- Reports needed repairs and maintenance to the Administrative Office.
- Counsels students when emotional or academic problems arise.
- Communicates with teachers regarding students at risk.
-

Other

- Assists teacher in coordinating the work of volunteers in classroom.
- Assist teacher with translations.
- Attends staff meetings and other Academy-related events and activities.
- Participates in in-service training as assigned. Attends conferences and seminars and presents information to staff.
- Performs other duties as may be assigned.

Education and Experience:

Complete at least two years of study at an institution of higher education (equal to 60 semester hours); or obtain an associate's degree (or higher); or meet a rigorous standard of quality and demonstrate, through a formal state or local academic assessment:

- Knowledge of, and the ability to assist in, instructing reading, writing, and mathematics; or
- Knowledge of and the ability to assist in, instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.

QUALIFICATIONS/REQUIREMENTS:

- Satisfactory criminal background check required.

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

GLOBAL EDUCATIONAL EXCELLENCE

Position: Principal / Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent Full Time

Our Compensation and Benefits: Salaries are competitive and based off both experience and education. We offer a comprehensive benefits package/options that include health, dental, 401(k) retirement plan and supplemental insurance options.

Summary: Directs the activities of the Academy to provide for the proper instruction and supervision of students in accordance with the stated mission and goals of the Academy, by performing the following duties:

Instruction

- Serves as the educational leader for the Academy by developing, supervising and evaluating the Academy's instructional programs and recommending such changes and improvements as may be needed, including the formulation of curriculum objectives and selection, development and revision of curriculum materials.
- Reviews all curriculum guides and materials to be distributed among instructional staff, parents, etc.
- Supervises scheduling of the curriculum, facilities, personnel and students.
- Plans, develops and supervises testing programs within the Academy to measure the effectiveness of the total educational program.

Staff

- Assists in the recruitment of qualified personnel. Recommends hiring, placement and transfer of personnel. Supervises orientation and pre-service training of new personnel.
- Provides for effective communication and relations between the administration and staff and for building staff morale. Plans and conducts staff meetings.
- Supervises and evaluates the performance of the staff and makes recommendations to the Academy Board regarding promotion, transfer and retention of staff.
- Supervises the activities of the office administration in the areas of office management, transportation, facility and maintenance and personnel administration.
- Plays a significant leadership role in fostering professional growth and providing professional assistance to staff as required.

Students

- Develops and supervises the implementation of an Academy-wide code of conduct and behavior to ensure the safety, proper discipline and conduct of students at all times.
- Plans and carries out an effective guidance and counseling program to meet the goals of the Academy.
- Organizes and supervises new pupil registration.
- Plans, develops and coordinates Academy-wide system of health services, including scheduling physical examinations of visual, hearing and other health-related concerns.
- Establishes effective liaisons with the various offices, agencies and institutions within the community that may provide specialized or professional help to students and their parents.
- Supervises the maintenance of accurate student and personnel records, including attendance, grades, etc.



- Ensures adequate communications with parents regarding student performance and conduct, Academy policies and procedures, activities, etc., through report cards, conferences, newsletters and other means.
- Reviews and evaluates Academy programs, facilities and activities to ensure compliance with state and local regulations.
- Assists in the development and monitoring of Academy policies and administrative rules and procedures.
- Oversees the activities and operation of the Academy's Parent Organization.

Miscellaneous

- Provides the Academy Board with a Principal's report at every Academy Board meeting and any other reports requested by the Academy Board.
- Performs such other duties as may be assigned.

Supervisory/Responsibilities

- Carries out supervisory responsibilities in accordance with the policies of the Academy Board and applicable law. These responsibilities include, but are not limited to, interviewing, hiring and training employees; planning, assigning and directing work; appraising staff performance; rewarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATIONS/REQUIREMENTS:

- Satisfactory criminal background check required.

Education and Experience:

- Master's Degree in educational administration, curriculum and development or related field.
- Minimum of five years of experience in teaching, administration or supervision.
- Such alternatives to the above qualifications as the Academy Board may find appropriate and acceptable.

Certificates, Licenses, Registrations:

To the extent this position is deemed to be an administrator of instructional programs (including the supervisor of certified teachers) and/or a chief business official, this position is required to meet one of the following: (1) if the individual held a school administrator position before January 4, 2010, then evidence of maintaining continuing education is required; or (2) if the individual was hired as school administrator after January 4, 2010, then either: (a) an Administrator Certificate is required; OR (b) enrollment in an MDE-approved Principal Preparation Program within 6 months of employment (and completion within 3 years) is required. [Public Act 205 section 380.1246].

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

GLOBAL EDUCATIONAL EXCELLENCE

Position: Special Education Teacher / Academy:

Please complete your application and employee profile online at careers.gee-edu.com

Begin your career with GEE...

Job Type: Permanent Full Time

Reports to: Academy Principal

Our Compensation and Benefits: Salaries are competitive and based off both experience and education. We offer a comprehensive benefits package/options that include health, dental, 401(k) retirement plan and supplemental insurance options.

Essential Duties and Responsibilities:

- Works with children with mild to moderate disabilities, using the general education curriculum, or modifying it, to meet the child's individual needs.
- Assists in the development of IEPs for each special education student.
- Coordinates the work of teachers, Paraprofessionals and related contracted personnel, such as therapists and Social Worker, to meet the individualized needs of the students within inclusive special education programs.
- Participates in Child Study Team meetings.

Record Keeping

- Keeps attendance and progress records as required by the MDE.
- Attends and participates in IEP/504 meetings.
- Reviews the IEP with the student's parents, school administrators and the student's general education teacher.
- Works closely with parents to inform them of their child's progress and suggests techniques to promote learning at home.

Discipline & Counseling

- Teaches and enforces Academy rules of conduct and behavior.
- Maintains order in classroom.
- Maintains classroom in a neat and clean manner.
- Counsels students when emotional or academic problems arise.

Other

- When students need special accommodations in order to take a test, ensures that appropriate ones are provided.
- Designs and teaches appropriate curricula; assigns work geared toward each student's needs and abilities; grades papers and homework assignments.
- Assists general educators in the adaption of curriculum materials and teaching techniques to meet the needs of students with disabilities.
- Attends staff meetings and other Academy-related events and activities.



- Participates in in-service training as assigned. Attends conferences and seminars and presents information to staff.
- Performs other duties as may be assigned.

QUALIFICATIONS/REQUIREMENTS:

Satisfactory criminal background check required.

EDUCATION AND EXPERIENCE:

Bachelor's degree from four-year college or university with a degree in special education.

CERTIFICATES, LICENSES, REGISTRATION:

- Shall possess a valid State of Michigan Teaching Certificate with the appropriate endorsement(s) for all subject area(s) being taught.
- Must have evidence of meeting highly qualified requirements, as defined by No Child Left Behind.

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

Satisfactory criminal background check required.

Education and Experience:

- Master's degree in curriculum and development or related field.
- Minimum of three years of experience in teaching, administration or supervision.
- Such alternatives to the above qualifications as the Academy Board may find appropriate and acceptable.

Certificates, Licenses, Registrations:

To the extent this position is deemed to be an administrator of instructional programs (including the supervisor of certified teachers) and/or a chief business official, this position is required to meet one of the following: (1) if the individual held a school administrator position before January 4, 2010, then evidence of maintaining continuing education is required; or (2) if the individual was hired as school administrator after January 4, 2010, then either: (a) an Administrator Certificate is required; OR (b) enrollment in an MDE-approved Principal Preparation Program within 6 months of employment (and completion within 3 years) is required. [Public Act 205 section 380.1246].

Global Educational Excellence provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, GEE complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. GEE expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of GEE's employees to perform their job duties may result in discipline up to and including discharge.

**SERVICE
AGREEMENT**

This Service Agreement is made and entered into effective as of July 1, 2018, by and between Global Educational Excellence, L.L.C. (the “Contractor”), a Michigan limited liability company, and Global Tech Academy, through its Board of Directors (the “Board”), a Michigan public school academy and non-profit corporation (the “Academy”).

RECITALS

A. The Academy is a charter school, organized as a public school academy under the Revised School Code (the “Code”). The Academy is operating as a public school academy pursuant to a Contract to Charter a Public School Academy dated July 1, 2013 issued by the Eastern Michigan University Board of Regents to the Academy which expires on June 30, 2018, together with all schedules attached thereto, and as the same may be modified from time to time, shall be known herein as the “Contract” with the Board of Regents of Eastern Michigan University (“EMU”), with EMU as the authorizing body. This contract is not to exceed the length of the charter contract.

B. The Contractor specializes in providing public schools with a variety of management and educational services and product, including business services, assessment, curriculums, educational programs, teacher training, and assistive technology. Contractor's products and services are designed to serve the needs of the Academy's diverse student population with effective strategies for the needs of all members of its community.

C. Whereby the Academy and Contractor will work together to bring educational excellence and innovation to the operation of the Academy, based on Contractor's school design, institutional principles and management methodologies.

D. In order to facilitate the continuation of the school activities throughout the term of this Agreement and to implement an innovative educational program at the school, the parties, desire to establish this arrangement for the management and operation of certain of the Academy's educational and administrative activities or functions.

Therefore, it is mutually agreed as follows:

**ARTICLE I
TERM**

A. Term. Subject to the provisions of Paragraph B of this Article I and Paragraph D of Article VIII, this Agreement shall expire on _____. If the Academy's Contract issued by the Eastern Michigan University Board of Regents is suspended, revoked or terminated, or a new charter contract is not issued to the Academy

Global Tech Academy

after expiration of the Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Academy's Contract is suspended, revoked, terminated or expires without further action of the parties.

- B. Review by EMU.** The parties acknowledge that this Agreement is subject to the review of EMU and shall be subject to termination pursuant to Article VIII, Paragraph D in the event that EMU disapproves this Agreement.

ARTICLE II **CONTRACTUAL RELATIONSHIP**

- A. Authority.** The Academy represents that it is authorized by law and the Contract to contract with a private entity and for that entity to provide educational and management services. The Board is authorized by EMU to supervise and control the Academy, and vested with all powers within applicable law for carrying out the educational program contemplated in this Agreement.
- B. Contract.** Acting under and in the exercise of such authority, the Board hereby contracts with Contractor to the extent permitted by law, to provide all functions relating to the provision of educational services and the management and operation of the Academy in accordance with the terms of this Agreement and the Contract.
- C. Status of the Parties.** Contractor is a for-profit entity, and is not a division or a part of the Academy. The Academy is a body corporate and governmental entity authorized by the Code, and is not a division or part of Contractor. The relationship between Contractor and the Academy is based solely on the terms of this Agreement, and the terms of any other agreements between Contractor and the Academy. Notwithstanding the foregoing, the Academy designates employees of Contractor as agents of the Academy for the limited purposes of having a legitimate educational interest such that they are entitled to access educational records under 20 U.S.C. Section 1232g, the Family Educational Rights and Privacy Act.

ARTICLE III **FUNCTIONS TO BE PERFORMED BY CONTRACTOR**

- A. Responsibility.** Contractor shall be responsible, and accountable to the Board, for the administration, operation and performance of the Academy, in accordance with appropriate sections of the Code and the Contract. Contractor shall use its best efforts to perform the obligations and responsibilities of the Academy under the Code and the Contract on behalf of the Academy or to assist the Academy in performing those obligations and responsibilities. No provision of this Agreement shall be deemed to interfere with the Board's exercise of its statutory, contractual and fiduciary responsibilities governing the operation of the Academy, or prohibit

Global Tech Academy

the Board from acting as an independent, self-governing public body, *or* allow public decisions to be made other than in compliance with the Open Meetings Act.

- B. Educational Program.** The educational program and the program of instruction shall be implemented by the Contractor as set forth in the Contract. The education program and program of instruction may be adapted and modified from time to time in accordance with the specifications of the Contract and with prior Board approval. Notwithstanding the foregoing, the Board shall have the right to approve material changes to the educational program and programs of instruction necessitated by the failure of the Academy to meet the goals identified in the Contract or otherwise abide by the terms of the Contract. The parties acknowledge that changes to the educational program may require an amendment to the Contract, and EMU non-disapproval, prior to implementation.
- C. Strategic Planning.** Under direction of the Academy Board, the Contractor shall design strategic plans for the continuing educational and financial benefit of the Academy.
- D. Public Relations.** Under direction of the Academy Board, the Contractor shall design an ongoing public relations strategy for the development of beneficial and harmonious relationships with other organizations and the community, for implementation by the Academy as Board.
- E. Specific Functions.** Under direction of the Academy Board, the Contractor shall be responsible for the management, operation, administration, and provision of educational and custodial activities at the Academy. Such functions may include, but are not limited to:
1. implementation and administration of the Educational Program, including the recommendation and acquisition of instructional materials, equipment and supplies (subject to the right of the Board to approve text books), and the administration of any and all extra and co-curricular activities and programs as approved by the Academy Board;
 2. management of all personnel functions, including professional development for the Principal, all instructional personnel and other staff, and the personnel functions outlined in Article I;
 3. maintenance and operation of the school building and installation of technology for educational or operational purposes;

Global Tech Academy

4. all aspects of the business administration of the Academy;
5. all business, educational, and community partnering programs;
6. all fund raising and grant development programs and strategies;
7. any other function necessary or expedient for the administration of the Academy, or as may be required under the Code, the Contract, or by EMU.

Contractor and the Board acknowledge that the school building is currently leased from Mid-West Creative Properties, one or more of whose principals has or may have an interest in Contractor, and that the Academy will be responsible for compliance with the tenant's obligations thereunder, the expense of which shall be borne by the Board. Contractor shall identify to the Board those tenant obligations it performs on behalf of the Academy. The parties acknowledge that nothing contained herein shall affect the respective obligations of the landlord and tenant under the lease of the school building.

- F. Subcontracts.** Contractor may, with prior Academy Board approval, subcontract services (major renovations, speech pathologist services, psychological services, physical therapy and social work) it agrees to provide to the Academy in connection with this Agreement, including, without limitation, special education services, food services or transportation.
- G. Place of Performance.** Contractor reserves the right to perform functions other than instruction, such as purchasing, professional development and administrative functions, off-site, unless prohibited by state or local law.
- H. Materials Purchased.** All equipment, materials and supplies purchased by Contractor on behalf or as the agent of the Academy shall be and remain property of the Academy. If Contractor purchases equipment, material and supplies for the Academy, it shall comply with the Code (including, but not limited to, sections 1267 and 1274) as if the Academy were making all such purchases directly from a third party supplier. In no event shall Contractor charge an additional fee or charge to the cost of equipment, materials and supplies purchased from third parties.
- I. Student Recruitment.** Contractor and the Board shall be jointly responsible for the recruitment of students, subject to the Board's direction on general recruitment and admission policies and the Contract. Application by or for students shall be voluntary, and shall be in writing. Students shall be selected in accordance with the procedures set forth in the Contract and in compliance with the Code and other applicable law.
- J. Due Process Hearings.** Contractor shall provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to record, consistent with the

Global Tech Academy

Academy's own obligations and policy.

- K. Legal Requirements.** Contractor shall provide educational programs that meet federal, state, and local laws and regulations, and the requirements imposed under the Code and the Contract, unless such requirements are or have been waived.
- L. Rules and Procedures.** Contractor shall recommend reasonable rules, regulations, and procedures applicable to the Academy and is authorized and directed to enforce those rules, regulations and procedures adopted by the Academy Board.
- M. School Year and School Day.** Contractor shall establish a school year and school day calendar based on the Contract subject to the requirements under law and as determined annually by the Board.
- N. Additional Grades and Student Population.** Contractor shall make recommendations to the Board concerning limiting, increasing, or decreasing the number of grades offered and the number of students served per grade or in total, within the limits provided for by the Contract. In the event the Board seeks to expand the Academy to a new grade level, the Board shall involve Contractor in such efforts as early as possible. Upon receipt of such notice from the Board, Contractor will notify EMU as soon as possible in order seek an amendment to the Contract to such end.
- O. Material Breach of Agreement.** Failure of Contractor to reasonably perform these functions, unless prevented from doing so by the Academy, its Board or circumstances beyond Contractor's control, shall be considered a material breach of this Agreement.
- P. Proprietary Information.** The Academy owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the Academy; or (ii) were developed by Contractor at the direction of the Board with Academy funds dedicated for the specific purpose of developing such curriculum or materials. Contractor owns all proprietary rights over curriculum or educational materials previously developed or copyrighted by Contractor, or curriculum or educational materials that are developed by Contractor using funds from the Academy that are not dedicated for the specific purpose of developing Academy curriculum or educational materials. Contractor's educational materials and teaching techniques used by the Academy are subject to disclosure under the Code and the Freedom of Information Act.
- Q. Compliance with the Academy's Contract.** Contractor agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent

Global Tech Academy

with the Academy's obligations under the Academy's Contract issued by EMU. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement. The Contractor shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4 of the Contract, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations Section 12. I 7(a) of the Contract Terms and Conditions

- R. Compliance with Section 503c.** On an annual basis, Contractor agrees to provide the Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this Agreement.
- S. Information to be Provided by ESP.** Contractor shall make information concerning the operation and management of the Academy, including without limitations the information described in Schedule 4 of the Academy's Contract with its Authorizer, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under the law.

ARTICLE IV OBLIGATIONS OF THE BOARD

- A. Oversight.** The Board shall have the obligation and authority to oversee the performance of the duties of the Contractor under this Agreement.
- B. Policies.** The Board shall be responsible for adopting budgets and policies for the Academy to be implemented by the Contractor in accordance with this Agreement. The Board shall exercise good faith in considering the recommendations of Contractor, including but not limited to, Contractor's recommendations concerning policies, rules, Regulations, procedures, curriculum, budgets, fund raising, public relations, and school entrepreneurial affairs. The Academy's failure to adopt Contractor's reasonable recommendations (editor's note - "reasonable" standard is an objective one---what would any "reasonable" person think of the recommendation made by Contractor to the Board) concerning functions to be performed by Contractor shall be considered a material breach of this Agreement. If the Board determines in good faith that a recommendation of Contractor is contrary to the Code, the Contract, or policies adopted by the Board not otherwise contrary to this Agreement, its failure or refusal to adopt a recommendation of Contractor shall not be deemed to be a material default of this Agreement.

Global Tech Academy

- C. **Immunity.** The Board, in its sole discretion, shall determine whether to assert, or not assert, waive, or not waive, its governmental immunity.
- D. **Deposits.** The Board shall determine the depository institution of all funds received by the Academy. All funds received by the Academy shall be deposited in the Academy's depository account. Signatories on the depository account shall solely be Board members and/or properly designated Academy employees. All interest or investment earnings on Academy deposits shall accrue to the Academy.
- E. **Auditor and Legal Counsel.** The Board shall retain independent legal counsel and an independent auditor.

ARTICLE V **FINANCIAL ARRANGEMENTS**

- A. **Capitation Fee.** The Academy shall pay Contractor an annual capitation fee, in an amount not to exceed nine and one-half percent (9.5%) for five years of the moneys, grants, fees and credits received by the Academy from all sources in connection with the enrollment of students at the Academy, including, but not limited to, government funding, except to the extent prohibited by law or grant restrictions, or those amounts exempted by EMU) (the "Fee"). Said amounts may change during the term of this Agreement according to overall changes in the state grants, moneys, or services provided by other governmental agencies, and the extent of other revenue sources. The Fee shall be paid to Contractor as and when state payments, or funds from other state agencies or other revenue sources, are received by the Academy. The Fee will not preclude the payment of additional compensation if additional compensation is permitted or specified elsewhere in this Agreement or in any other agreements between the parties ("Additional Compensation", and together with the Fee, the "Management Fee"). Notwithstanding anything to the contrary contained herein, the parties agree that state payments shall be made directly to the Academy, and that the Management Fee and other charges under this Agreement shall be paid to Contractor, upon availability of funds.
- B. **Other Revenue Sources.** In order to supplement and enhance the state school aid payments, improve the quality of education at the Academy, and fulfill the mission of the Academy, Contractor shall develop and pursue a program for obtaining and producing revenue supplemental to state aid and grants, shall seek Board approval prior to accepting grant revenues, and shall report to the Board on a consistent basis regarding the status of its efforts in this area.
- C. **Payment of Costs.** In addition to the Management Fee, the Academy shall reimburse Contractor for all costs reasonably incurred in providing the educational program at the Academy other than Contractor overhead costs. Such costs shall include, but shall not be limited to, curriculum materials, professional development, textbooks,

Global Tech Academy

library books, costs for computer and other equipment, software, supplies utilized at the Academy for educational purposes, services provided pursuant to subcontract, building payments, maintenance, utilities, capital improvements, costs for personnel provided at the Academy either by Contractor or through an entity with which Contractor subcontracts for staff, and marketing and development costs. Marketing, development, and personnel costs paid by or charged to the Academy shall be limited to those costs specific to the Academy program, and shall not include any costs for the marketing and development of the Contractor. The Board must be informed of and approve the level of compensation and fringe benefits provided to employees of Contractor assigned to the Academy. The Board shall reimburse Contractor monthly for approved fees and expenses upon properly presented documentation and approval by the Board. At its option, the Board may advance funds to Contractor for the fees and expenses associated with the Academy's operation provided that documentation for the fees and expenses are provided for Board ratification within thirty (30) days. In paying costs on behalf of the Academy, Contractor shall not charge an added fee. Any costs reimbursed to Contractor that are determined by the independent audit not to be reasonably incurred on behalf of the educational program of the Academy shall be promptly returned to the Academy by Contractor. Contractor may, in order to gain various economies and efficiencies, elect to incur certain of such costs directly and, in such event, the Academy shall reimburse Contractor for budgeted items upon presentation of supporting documentation at a duly convened meeting of the Board. No corporate costs of the Contractor shall be charged to, or reimbursed by, the Academy.

- D. Advancement of Funds.** Contractor may advance funds to the Academy relating to recruiting, selecting, and pre-service training of staff members; or cleaning, fixing, renovating and equipping of the Academy building and related capital facilities, all pending receipt by the Academy of its subsequent school aid payments. The Academy shall reimburse Contractor such funds upon receipt of such state school aid payments, to the extent that it is able to do so consistent with the Code and the Contract. The parties shall enter into a separate agreement regarding the terms and conditions of any advance and its repayment before funds are disbursed by Contractor to or for the benefit of the Academy.
- E. Other Public School Academies.** The Academy acknowledges that Contractor may enter into similar management agreements with other public school academies. Contractor shall separately account for reimbursable expenses incurred on behalf of the Academy and other public school academies, and only charge the Academy for expenses incurred on behalf of the Academy. If Contractor incurs reimbursable expenses on behalf of the Academy and other public school academies which are incapable of precise allocation between such academies then Contractor shall allocate such expenses among all such academies, including the Academy, on a pro rata basis based upon the number of students enrolled at such academies, or upon such other equitable basis as is acceptable to the parties.
- F. Financial Reporting.** Contractor shall provide the Board with:

Global Tech Academy

1. a projected annual budget (in compliance with P.A. 493 of the 2000 Uniform Budget and Accounting Act) by May 1 of each year of the term of this Agreement.
 2. on not less than a monthly basis, Contractor shall provide the Board with financial statements not more than forty-five (45) days in arrears. Financial statements shall include a balance sheet, cash flow statement and an object-level detailed statement of revenue, expenditures and changes in fund balance, detailing the status of the budget to actual revenues and a detailed schedule of expenditures at an object level for review and approval by the Board. A written report shall explain any variances from the approved budget, shall contain recommendations for necessary budget corrections and shall be prepared at least five (5) calendar days in advance of the Board meeting to be available for Board packets sent to Board members in preparation for Board meetings;
 3. all its finance and other records related to the Academy available to the Academy's independent auditor upon reasonable notice. The Board shall be solely responsible for selecting and retaining the Academy's independent auditor;
 4. an annual report showing the Academy is in compliance with state law and Regulations showing the manner in which funds are spent at the Academy;
 5. reports on Academy operations and student performance, upon Board request, but not less frequently than four (4) times per year; and other information on a periodic basis to enable the board to monitor Contractor's educational performance and the efficiency of its operation of the Academy;
 6. Contractor shall make information concerning the operation and management of the Academy, including but not limited to, information in the Contract, including all exhibits, schedules, and the like, available to the Academy as deemed necessary by the Board in order to enable the Academy to fully satisfy its obligations under the Contract.
- G. **Expenditure Reserve.** Notwithstanding anything to the contrary contained herein, an amount not less than five percent (5%) of the projected state aid payments for the school year in question shall be set aside each year as a contingency reserve. The Board shall have exclusive control of such reserve.
- H. **Other Financial Relationships.** Any lease, promissory notes or other negotiable instruments, lease-purchase agreements or other financing agreements between the Academy and Contractor shall be contained in a document separate from this Agreement. Contractor does not enter this Agreement with an interest in entering into promissory notes or other financing agreements and is not expected by the Academy to serve as guarantor for

Global Tech Academy

promissory notes or other financing agreements through other lenders.

ARTICLE VI **PERSONNEL & TRAINING**

Subject to recommendation by Contractor and approval of the Board:

- A. **Principal.** The Academy, consistent with state law, will select, hire and supervise the Principal, establish employment terms consistent with the Board-approved budget, and hold him or her accountable for the success of the Academy.

- B. **Teachers.** Contractor shall recommend the number of teachers, and the applicable grade levels and subjects, required for the operation of the Academy consistent with the Board-approved budget. Contractor shall provide the Academy with such teachers, qualified in the grade levels and subjects required, as are required by the Academy and establish employment terms. These teachers may, at the discretion of Contractor, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, such teachers may also work at other schools operated by Contractor. Each teacher assigned to the Academy shall hold a valid teaching certificate issued by the state board of education under the Code to the extent required under the Code and be highly qualified, or meet Code provisions for non-certified teachers. Contractor will have the authority to select the teachers in the Academy and to hold them accountable. Unless otherwise agreed, teachers shall not be employees of the Academy.

- C. **Support Staff.** Contractor shall recommend the number and functions of support staff required for the operation of the Academy consistent with the Board- approved budget and establish employment terms. Contractor shall provide the Academy with such support staff, qualified in the areas required, as are required by the Academy. Such support staff may, at the discretion of Contractor, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, such support staff may also work at other schools operated by Contractor.

- D. **Employer of Personnel.** Unless otherwise agreed or required by law or the Contract, except for the Principal, staff and personnel at the Academy will be employees or subcontractors of Contractor. Compensation of all employees of the Academy shall be paid by the Academy. The Academy shall reimburse Contractor for the compensation Contractor pays its employees or subcontractors of Contractor in the performance of services on behalf of the Academy. For purposes of this Agreement, compensation shall include salary, fringe benefits and training, including without limitation retirement planning, and state and federal tax withholdings. Contractor will inform the Academy Board of the level of compensation and fringe benefits provided to the employees of the Contractor. Contractor, in consultation with the Principal, shall be responsible for selection, evaluation, discipline, and termination. Contractor shall also be responsible for conducting criminal background checks and unprofessional conduct checks on its employees as if it were a public school academy under the Code.

Global Tech Academy

During the term of this Agreement, Contractor shall not enter into any agreement with the Academy or any Contractor employee restricting or prohibiting the Academy from hiring such person, and any such agreement shall, for the purpose of this Agreement, be of no force or effect.

- E. Training.** Contractor shall provide training in its Board-approved curriculum, program, and technology, to all teaching personnel on a regular and continuous basis. Instructional personnel shall receive such training as required under the Code. Non-instructional personnel shall receive such training as Contractor determines reasonable and necessary under the circumstances.
- F. Background and Unprofessional Conduct Checks.** Contractor acknowledges and agrees that unless the Academy notifies it that it is not subject to the provisions of Michigan Public Act 84 of 2006, as amended (hereafter “PA 84 of 2006”), Contractor will have its agents, employees, representatives, or agents, employees or representatives of its subcontractor, who will be regularly and continuously performing services on the Academy's premises, fingerprinted and subjected to criminal history and background checks through the Michigan State Police and Federal Bureau of Investigation, as detailed in PA 84 of 2006, within the timelines required by law. Contractor further agrees to provide the Academy with a copy of all fingerprinting and criminal history background reports promptly upon receipt of same. Additionally, unless notified it is not subject to PA 84 of 2006, Contractor represents and warrants to the Academy that it will at all times during the term of this Agreement comply with the provisions of PA 84 of 2006, including, but not limited to, reporting to the Academy within 3 business days of when it, or any of its agents, employees, representatives, or subcontractors' employees who will be regularly and continuously employed on the Academy's premises, is/are charged with a crime listed in Section 1535a(1) or 1539b(1) of the Code, being MCL 380.1535a(1) and 380.1539b(1), a substantially similar law, or other crimes required to be reported under PA 84 of 2006, and to immediately report to the Academy if that person is subsequently convicted, pleads guilty or pleads no contest to that crime.
- G. Employee Leasing.** If Contractor leases employees to the Academy, Contractor must ensure that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the Academy or working on Academy operations. Legal confirmation must be provided to the Board that the employment structure qualifies as employee leasing.

ARTICLE VII **ADDITIONAL PROGRAMS**

The services provided by Contractor to the Academy under this Agreement consist of the educational program during the school year and school day, and age and grade level, as set forth in the Contract, as such school year, school day, and age and grade level may change from time to time. Contractor may, in its discretion but subject to prior approval of the Board, provide additional programs, such as adult and community education, which are not a part of the Academy's program as of the effective date of this Agreement. In such cases, the Contractor and the Board shall enter into a separate agreement governing the provision of these programs.

ARTICLE VIII **TERMINATION OF AGREEMENT**

- A. Termination by Contractor.** Contractor may terminate the Agreement with cause prior to the end of the term specified in Article II in the event the Academy fails to remedy a material breach of this Agreement within sixty (60) days after notice from Contractor. A material breach may include, but is not limited to, failure to make payments to Contractor as required by this Agreement, or unreasonable failure to adhere to the personnel, curriculum, program, or similar material recommendations of Contractor. Upon such termination, Contractor shall have the option to reclaim any usable property or equipment (e g., copy machines, personal computers) installed by Contractor and not paid for by the Academy, or to reclaim the depreciated cost of such equipment.
- B. Termination by the Academy.** The Academy may terminate this Agreement with cause prior to the end of the term in the event that Contractor should fail to remedy a material breach of this Agreement within sixty (60) days after notice from the Academy; provided, however, that in the event such breach cannot be cured within such sixty day period, Contractor may have an additional amount of time reasonably necessary to effect such cure, so long as Contractor commences such cure within the initial sixty day period and diligently pursues said cure thereafter. Material breach may include, but is not limited to, failure to account for its expenditures or to pay operating costs (providing funds are available to do so) or unreasonable failure to meet performance standards where such failure resulted from circumstances within its control. Any action or inaction by the Contractor that is not cured within 60 days of notice thereof which causes the Charter Contract to be revoked, terminated, suspended or which causes the Charter Contract to be put in jeopardy of revocation, termination or suspension by Eastern Michigan University is a material breach.
- C. Revocation or Termination of Contract.** If the Academy's Contract issued by EMU is revoked, terminated or a new charter contract is not issued to the Academy after expiration of the Academy's Contract, this Agreement shall automatically terminate on the same date as the Academy's Contract is revoked, terminated or expires without further action of the parties.

Global Tech Academy

- D. Minor Breaches.** A breach of this Agreement that would otherwise not be material may become material if the breaching party does not act in good faith to cure the breach after notice, or if multiple breaches occur in a time period or under such circumstances that lack of good faith is indicated.
- E. Change in Law.** If any federal, state, or local law or regulation, or court decision, or any requirement properly imposed by EMU under the Code or the Contract has a material adverse impact on the ability of either party to carry out its obligations under this Agreement, then either party, upon written notice, may request renegotiation of the Agreement; and if the parties are unable or unwilling to renegotiate the terms within 90 days after the notice, the party requiring the renegotiation may terminate this Agreement on 120 days further written notice.
- F. Effective Date of Termination.** In the event this Agreement is terminated by either party prior to the end of the term specified in Article I, absent unusual and compelling circumstances the termination will not become effective until the end of the school year following the notice of termination.
- G. Right to Reclaim.** Upon expiration of this Agreement at the completion of the contract term where there is no renewal, or when this Agreement is terminated, whether with or without cause, Contractor shall have the right to reclaim any usable property or equipment (e.g., copy machines, personal computers) it provided the Academy at Contractor's expense or the depreciated cost of such equipment.
- H. Effect of Termination.** Upon termination, Contractor, and any subcontractor shall, without charge (a) close the books on the then-current fiscal quarter; (b) organize and prepare the Academy's records for transition to the new management company; (c) organize and prepare student records for transition to the new management company; and (d) provide for the orderly transition of employee compensation and benefits to the new management company without disruption to staffing. All contracts entered into by Contractor with another subcontractor for services at the Academy shall provide as such.
- I. Transition.** In the event of termination of this Agreement for any reason by either party prior to the end of the Agreement's term, Contractor shall provide the Academy reasonable assistance for up to 90 days after the effective date of the termination to allow a transition to another management company, provided the Academy pays Contractor a reasonable per-diem rate negotiated at the time of transition.

ARTICLE IX **INDEMNIFICATION**

- A. Indemnification of Contractor.** To the extent permitted by law, without waiving any privilege or immunity, the Academy shall indemnify and save and hold Contractor and all of its employees, officers, members, subcontractors, and agents

Global Tech Academy

harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of the negligence of the Academy or its Board, employees, subcontractors or agents, or any noncompliance by the Academy with any agreements, covenants, warranties, or undertakings of the Academy contained in or made pursuant to this Agreement. In addition, the Academy shall reimburse Contractor for all reasonable expenses and costs (including legal) associated with the defense of any such claim, demand, or suit. Notwithstanding the foregoing provisions of this Article IX, Paragraph A, the Academy shall not be required to waive its governmental immunity or to indemnify Contractor in circumstances where doing so would constitute a waiver of governmental immunity.

- B. Indemnification of Academy.** Contractor shall indemnify and save and hold the Academy and its Board and all of its employees, subcontractors and agents harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, the negligence of the Contractor or any of its agents, employees or subcontractors or any noncompliance by the Contractor with any agreements, covenants, warranties, or undertakings of the Contractor contained in or made pursuant to this Agreement. In addition, Contractor shall reimburse the Academy for all reasonable expenses and costs (including legal) associated with the defense of any such claim, demand, or suit.
- C. Indemnification of Eastern Michigan University.** The parties acknowledge and agree that Eastern Michigan University, its Board of Regents, and its members, officers, employees, agents or representatives (collectively “University”) are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the Contractor hereby promises to indemnify, defend and hold harmless the University from and against all demands, claims, actions, suits, causes of action, losses, judgments, liabilities, damages, fines, penalties, demands, forfeitures, or any other liabilities or losses of any kind whatsoever, including costs and expenses (not limited to reasonable attorney fees, expert and other professional fees), of settlement and prosecution imposed upon or incurred by the University, and not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University Board’s approval of the Academy’s application, the University Board’s consideration of or issuance of a Contract, the Contractor’s preparation for or operation of the Academy, or which are incurred as a result of the reliance by the University upon information supplied by the Contractor, or which arise out of the Contractor’s failure to comply with the Contract or applicable law. The parties expressly acknowledge and agree that the University may commence legal action against the Contractor to enforce its rights as set forth in this section of the Agreement.
- D. Waiver of Subrogation.** Each party to this Agreement waives all rights and claims against each other for all losses covered by their respective insurance policies, and to the extent permitted by their respective policies, waives all rights of subrogation of their respective insurers. The parties agree that their respective

Global Tech Academy

insurance policies are now, or shall be, endorsed so that such waivers of subrogation shall not affect their respective rights to recover there under.

ARTICLE X **INSURANCE**

- A. Academy Insurance.** The Academy shall maintain insurance in the amounts required by the Contract, with Contractor listed as an additional insured. Contractor shall comply with any information or reporting requirements applicable to the Academy under the Academy's policy with its insurer(s), to the extent practicable. The Academy shall, upon request, present evidence to Contractor that it maintains the requisite insurance in compliance with the provisions of this Article.
- B. Contractor Insurance.** Contractor shall maintain such policies of insurance as required by the Contract and the Michigan Universities Self-Insurance Corporation ("M.U.S.I.C."). In the event that EMU or M.U.S.I.C. request any change in coverage by management companies, Contractor agrees to comply with any change in the type of or amount or coverage, as requested, within thirty (30) days after notice of the insurance coverage change. Contractor's insurance is separate from and in addition to the insurance the Board is required to obtain under the Contract. Contractor shall ensure that the Academy and EMU are named as additional insureds on each such policy. Such policies shall not be changed, revoked or modified absent thirty (30) days' notice to EMU. The Academy shall comply with the information and for reporting requirements under the terms and conditions of each of the aforesaid policies of insurance. Contractor shall, upon request, present evidence to the Academy that it maintains the required insurance in compliance with the provisions of this Article.

ARTICLE XI **WARRANTIES AND REPRESENTATIONS**

The Academy and Contractor each represent that it has the authority under law to execute, deliver, and perform this Agreement, and to incur the obligations provided for under this Agreement, that its actions have been duly and validly authorized, and that it will take all steps reasonably required to implement this Agreement. The Academy and Contractor mutually warrant to the other that there are no pending actions, claims, suits, or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XII **RECORDS AND OTHER PROPERTY OF THE ACADEMY**

Contractor acknowledges that all financial, educational and student records relating to the Academy are and shall remain property of the Academy, and that such may be subject

Global Tech Academy

to disclosure under Michigan's Freedom of Information Act. Contractor agrees to keep such records on location at the Academy and to permit, upon reasonable notice and at reasonable times, the Board or anyone appointed by the Board to inspect such records and obtain copies thereof. Throughout the term of this Agreement, Contractor shall be deemed a temporary custodian of these records, and shall be responsible for the safeguarding of said records, unless the Board provides otherwise. In the event of any termination of this Agreement, Contractor shall deliver said records to the Board or its agents. Contractor shall keep such records available to the public in accordance with the Code and other applicable law. Except as permitted under the Contract and applicable law, Contractor shall not restrict EMU's, the Academy's, or the public's access to the Academy's records.

The Contractor shall obligate each of its employees to sign an agreement pledging their obligation to keep confidential any and all records of the Academy, unless otherwise required by law. The Contractor shall further obligate each of its employees to acknowledge that all educational materials developed on behalf of the Academy during the term of this Agreement shall be the property of the Academy. Upon the reasonable request of the Board, the Contractor shall make available to the Board copies of all educational materials prepared by the Contractor or its employees in connection with the undertakings described herein.

ARTICLE XIII **ALTERNATIVE DISPUTE RESOLUTION PROCEDURE**

Any and all disputes between the parties concerning any alleged breach of this Agreement or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement that are unable to be resolved through discussion and negotiation shall be resolved by arbitration, and such an arbitration procedure shall be the sole and exclusive remedy for such matters. The arbitrator shall be selected from a panel provided by and in accordance with the rules of the American Arbitration Association. The arbitration shall be conducted in accordance with the rules of the American Arbitration Association, with such variations as the parties and the arbitrator unanimously accept. Any arbitration hearing shall be conducted in southeastern Michigan as mutually agreed by the parties. A judgment on the award rendered by the arbitrators may be entered in any court having appropriate jurisdiction. The arbitrator shall be required to issue a cause opinion as to the final decision. EMU shall be notified of said decision and, upon EMU's request, the cause opinion shall be made available to EMU. The cost of arbitration, not including attorney fees, shall be split by the parties. Each party shall pay its own attorney fees and costs of experts.

ARTICLE XIV **INTERPRETATION**

The parties are entering into this Agreement to enable the Academy to carry out its obligations under the Code and the Contract in an efficient and economical manner. Accordingly, this Agreement shall in all respects be subject to, and construed in accordance with, the Code and the Contract. In the event of any conflict between the provisions of this Agreement and the requirements of the Code or the Contract, the Code

Global Tech Academy

or the Contract, as the case may be, shall govern and shall be deemed to be incorporated by reference into this Agreement. The parties also acknowledge that the Academy has qualified for exemption for federal income taxation under Section 501(c)(3) of the Internal Revenue Code. Subject to the foregoing provisions of this Article **XIV**, this Agreement shall be interpreted in a manner that is consistent with the Academy's status as an exempt organization. Nothing in this Agreement shall be interpreted as delegating the Board's ultimate authority and responsibility with respect to the operation and management of the Academy to the Contractor.

ARTICLE XV **MISCELLANEOUS**

- A. Sole Agreement; Severability.** This Agreement supersedes and replaces any and all prior agreements and understandings between the Academy and Contractor. The invalidity of any of the covenants, phrases, or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phrase, or clause had not been contained in this Agreement.
- B. Force Maieure.** Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered, or otherwise made impracticable, or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident, or any other casualty, or cause beyond either part's control, and which cannot be overcome by reasonable diligence and without unusual expense.
- C. Notice.** All notices, demands, requests, and consents under this Agreement shall be in writing, shall be delivered to each party, and shall be effective when received by the parties or mailed to the parties at their respective addresses set forth below, or at such other address as may be furnished by a party to the other party:

If to Contractor:
Global Educational Excellence
2455 S Industrial Hwy, Suite A
Ann Arbor, Michigan 48104

With a copy to:
James M. Toner
2171 Georgetown Blvd.
Ann Arbor, Michigan 48105

If to Academy:
Global Tech Academy
2459 S. Industrial Hwy.

Global Tech Academy

Ann Arbor, MI 48104
Attention: Board President

With a copy to:
George P. Butler, III
Dickinson Wright PLLC
500 Woodward Ave, Suite 4000
Detroit, Michigan 48226

- D. Successors and Assigns.** This Agreement shall be binding upon, and inure to the benefit of the parties and their respective successors and assigns.
- E. Entire Agreement.** This Agreement is the entire agreement between the parties relating to the services provided, and the compensation for such services. This Agreement may not be amended except by a writing signed by both parties after submission to EMU in accordance with EMU's ESP Policies and the Contract's amendment process identified in the Contract's Terms and Conditions.
- F. Non-Waiver.** No failure of a party in exercising any right, power, or privilege under this Agreement shall affect such right, power, or privileges, nor shall any single or partial exercise thereof preclude any further exercise thereof or the exercise of any other right, power, or privilege. The rights and remedies of the parties under this Agreement are cumulative and not exclusive of any rights or remedies which any of them may otherwise have.
- G. Assignment.** Subject to Section III.F1, this Agreement shall not be assigned by either party without the prior written consent of the other party and without prior notification to EMU. Any assignable party shall be considered an educational service provider, as defined by EMU's ESP Policies. As such, any assignable party shall follow the requirements set forth in EMU's ESP Policies.
- H. Survival of Termination.** All representations, warranties, and indemnities made herein shall survive termination of this Agreement.

Global Tech Academy



I. Governing Law. This Agreement shall be governed by and enforced in accordance with the law of the State of Michigan.

IN WITNESS WHEREOF, the parties have entered into this Service Agreement as of the date set forth above.

GLOBAL TECH ACADEMY

**GLOBAL EDUCATIONAL
EXCELLENCE**


By: 
Chair Board of Directors


Member 

EASTERN

MICHIGAN UNIVERSITY

Charter Schools

Exhibit B

Educational Service Provider Information Sheet

Pursuant to Section A., Academy Board Due Diligence, of the Educational Service Provider ("ESP") Policies established by the Eastern Michigan University Charter Schools Office ("CSO"), prior to executing an agreement with an ESP the Academy Board shall perform sufficient due diligence to establish that the ESP has the appropriate financial resources, educational services, and managerial experience to provide the contracted services. Prior to contracting with an ESP, the Academy Board shall obtain sufficient information to conclude that the ESP agreement is in the best financial and educational interest of the Academy. At a minimum, and prior to the execution of an ESP agreement, the Academy Board shall provide the following information to the CSO:

ESP Name: Global Educaitonal Excellence

Contact Person: Kevin Whelan

Address: 2455 S. Industrial Hwy

City: Ann Arbor **State:** MI **Zip:** 48104

Email whelan@gee-edu.com

Telephone: 734-369-9500 **Fax:** _____

In the spaces below (or on a separate sheet), please list the names of all ESP owners, shareholders, directors and or officers.

Name:	Phone Number:	Address:
<u>Mohamad Issa</u>	<u>734-369-9500</u>	<u>2455 S. Industrial Hwy., Ann Arbor, MI</u>
<u>Said Issa</u>	<u>734-369-9500</u>	<u>2455 S. Industrial Hwy., Ann Arbor, MI</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Indicate the organizational structure of the ESP:

- For Profit
- Non-Profit
- Limited Liability Corporation
- Other:

State of Incorporation:
Has the ESP obtained authorization to do business
in Michigan? Yes No

In the space below, provide the following information on the ESP's primary banking institution:

Bank Name: Old National Bank

Contact Person: _____

Address: 2723 S. State St

City: Ann Arbor **State:** MI **Zip:** 48104

Telephone: 734-887-2600

In the space below, provide the following information on the ESP's legal counsel:

Firm Name: Dickinson Wright

Contact Person: George Butler

Address: 500 Woodward Ave Suite 4000

City: Detroit **State:** MI **Zip:** 48226

Telephone: 313-223-3134

In the space below, provide the following information on the firm providing accounting or auditing services to the ESP:

Firm Name: Plante Moran

Contact Person: Anthony Sasinowski

Address: 1000 Oakbrook Dr. Suite 400

City: Ann Arbor **State:** MI **Zip:** 48104

Telephone: 734-302-6420

CONTRACT SCHEDULE 6

Physical Plant Description

LEASE

This Lease (hereinafter called the "*Lease*"), entered into as of July 1, 2018, by and between Midwest Creative Investments L.L.C , of 341 E. Huron, Ann Arbor, Michigan 48104 ("*Lessor*") and Global Tech Academy, of 1715 E. Forest Ave., Ypsilanti, MI 48198 ("*Lessee*").

WITNESSETH:

This Lease is entered into in reliance on and is subject to the performance, compliance with and observance by Lessor and Lessee of the following terms and conditions, all of which terms and conditions Lessor and Lessee hereby covenant and agree to faithfully perform, comply with and abide by:

1. The Leased Premises:

The Lessor hereby does let, demise and lease to Lessee the land and property and building (the "*Leased Premises*"), and more particularly described in attached Exhibit A and depicted on the site plan attached Exhibit B.

2. Occupancy:

The Lessee is to have full and exclusive occupancy and the right to quiet enjoyment of the Leased Premises during the Lease Term (as hereinafter defined), free from all other tenancies.

3. Utilities/ Maintenance:

(a) **Utilities.** Lessee shall pay to the utility providers, on or before the same become due or bear interest or penalties, all charges for gas, water, sewer, electricity and heating and all other utility services provided to the Leased Premises.

(b) Building Maintenance.

(i) **Lessor's Responsibilities.** Lessor, at its expense, shall be responsible for the structural repair, maintenance, and, if necessary, replacement of the exterior walls, interior load bearing walls and roof.

(ii) **Lessee's Responsibilities.** Lessee, at its expense, shall be responsible for all repair and maintenance of the building except as provided in paragraph 3(b)(i) above. Lessee's responsibilities shall include, but not be limited to repair, and if necessary, replacement of components of the HVAC, electrical and plumbing systems serving the Leased Premises.

(c) Outside Maintenance. Lessee shall, at its cost, maintain and repair the exterior areas of the Leased Premises, as necessary to keep the same in good order, condition and repair, including, without limitation, (i) mowing, watering and upkeep of lawns and planted and landscaped areas, (ii) sweeping, cleaning and removing snow and ice from the playground, parking areas and service drives, (iii) repairing potholes, and repairing, replacing, re-marking and re-striping, and resealing the parking areas and service drives; and (iv) replacing bulbs and repairing and maintaining lighting during hours of darkness at times agreed between Lessor and Lessee. Lessee also shall perform routine maintenance on any playground or recreational equipment installed by Lessee. Lessor shall be responsible for the resurfacing of the parking area and service drives and the replacement of light poles or other capital equipment

4. Lease Term:

(a) Primary Term. Subject to Paragraph 26, the initial term of the Lease begins on July 1, 2018 (the "*Commencement Date*"), and ends on June 30, 2022 (the "*Primary Term*"). The terms, "*Lease Term*" or the "*term of this Lease*" or similar phrase shall mean the Primary Term and, if exercised by Lessee, the term under Paragraph 4.b. below.

(b) Option to Renew. Provided Lessee is not in default of any of the provisions of this Lease beyond applicable cure periods, Lessee shall have three (3) options to extend the term of this Lease beyond the Primary Term for additional five (5) year periods from and after the expiration of the Primary Term or the preceding option term. Lessee may exercise each option by giving Lessor, in accordance with Paragraph 18, written notice of the intention to extend no later than 90 days prior to the end of the term then in effect. Each extended term will be on the same terms and conditions as the Primary Term.

5. Use:

The Leased Premises is to be used and occupied for the purposes of *operating* a school thereon and for general educational purposes, and all uses and purposes related thereto, including, without limitation, sporting and extracurricular events, concerts, plays, hobby and educational clubs, student and parent organizations and meetings, school board meetings and functions, and office, storage and maintenance uses and purposes related thereto. Lessee also may make the Leased Premises available for meetings and activities of community groups and organizations at times when the School is not in session.

6. Compliance with Laws and Agreements:

The parties recognize that Global Tech Academy is a public school academy chartered by Eastern Michigan University ("Eastern Michigan") and, as such, is subject to part 6A of the Revised School Code (the "Code") and the Agreement between the Academy and Eastern Michigan dated _____ (the "Contract").

Accordingly, in the event of any conflict between the terms and conditions of this Lease and the Code or the Contract, the Code or Contract, as the case may be, shall be controlling, and this Lease shall be deemed to be amended to the extent necessary to comply with the applicable requirements of the Code or the Contract; provided, however, that, except as provided herein, any capital or operating expenditure required in order to achieve such compliance shall be borne by the Lessee.

7. Rent:

(a) **Rent.** The Rent throughout the term of this Lease shall be thirteen (13%) percent of the annual per pupil enrollment grant amount received by Global Tech. Rent payments shall be made by Lessee within 10 days after grant payments are received from the State of Michigan. Lessee represents that the first annual grant payment normally is received on or about October 20 of each academic year based on an enrollment census taken in September. Thereafter, payments are received on or about the 20th day of each month for the next 10 months. Monthly payments may be adjusted following a second student census taken in February of each academic year. At Lessor's request, Lessee will provide relevant information regarding Global Tech's student census and grant payments to Lessor.

(b) **Taxes.** Lessee shall pay as additional rent all property taxes assessed against the Leased Premises. Lessor shall promptly provide copies of all tax statements to Lessee and Lessee shall pay the amounts due prior to the date on which the taxes become delinquent. At Lessee's request, Lessor will protest any tax assessment which Lessee believes is excessive

(c) **Maximum Rent.** Lessor and Lessee believe that the rent payable by Lessee to Lessor under this Lease is, and will remain, equal to or less than the fair market rent for equivalent property; rent not to exceed \$9.00 per square foot. Nevertheless, the parties agree that in no event may the rent charged in any year exceed the fair market rent in that year. If the parties cannot agree on the amount of the fair market rent for any year, or if Eastern Michigan notifies the parties that, in its opinion, the rent provided in this Lease exceeds the fair market rent, the fair market rent shall be determined by an appraiser selected by agreement of the parties and the parties shall equally divide the fee charged by the appraiser.

(d) **Payment.** Unless otherwise agreed, all base rent and reimbursable expenses shall be paid by check mailed or delivered to Lessor at the address shown in Paragraph 18.

8. Lessee's Obligations:

The Lessee covenants and agrees to use and occupy the Leased Premises only for the purposes permitted under this Lease and in accordance with applicable laws and regulations.

9. **Lessor's Obligations:**

The Lessor covenants and agrees that:

(a) The Lessee, on payment of the Rent and other charges hereunder at the time and in the manner aforesaid and performing all the foregoing covenants, shall and may peacefully and quietly have, hold and enjoy the Leased Premises for the Lease Term aforesaid, free from molestation or hindrance by any person or entity.

(b) Lessor shall, at its cost, comply with any Laws which: (i) require structural or capital alterations, additions, improvements or repairs to the Leased Premises; or (ii) remedy any violation of or non-compliance with Laws by the Leased Premises as of the Commencement Date.

10. **Insurance:**

(a) Lessee's Indemnification/Liability.

(i) The Lessee agrees to defend, indemnify and hold harmless the Lessor from any claim, demand or liability for damages to any person or property arising as a result of the acts or omissions of Lessee, its agents, employees, contractors, subtenants, students, licensees or invitees, in, on, or about the Leased Premises from any cause whatsoever, other than damages arising from the negligent or intentional acts or omissions of Lessor, its agents, employees, contractors, tenants, licensees and invitees.

(ii) The Lessee will procure and keep in effect during the Lease Term general commercial liability and property damage insurance issued by a company reasonably acceptable to Lessor, for benefit of the Lessor, covering the acts and omissions described in **Paragraph 10(a)(i)** above, which policy, at the Lessee's option, will be either: (i) a Two Million and no/100 Dollars (\$2,000,000.00), combined single limit policy, or (ii) in the amount of no less than Five Hundred Thousand and no/100 Dollars (\$500,000.00), for damages resulting to one person, One Million and no/100 Dollars (\$1,000,000.00) for damages resulting from one casualty, and One Hundred Thousand and no/100 Dollars (\$100,000.00) for property damage resulting from any one occurrence. Said policy shall name the Lessee and the Lessor as an additional named insured. Lessee shall deliver a Certificate of Insurance to the Lessor. Lessee shall provide Lessor with a certificate evidencing the existence and payment of premium for such insurance.

(b) **Lessor's Indemnification.** The Lessor agrees to defend, indemnify and hold harmless the Lessee from any claim, demand or liability for damages to any person or property arising as a result of the acts or omissions of Lessor, its agents, employees, contractors, subtenants, parishioners, licensees or invitees from any cause whatsoever, other than damages arising from the negligent or intentional acts or omissions of

Lessee, its agents, employees, contractors, tenants, parishioners, licensees and invitees.

(c) **Fire.** During all times during the Lease Term, Lessee shall obtain and maintain a policy of insurance insuring the School Building and all other permanent improvements on the Leased Premises against damage or destruction by fire, tornado, ice or wind storm, smoke damage, vandalism, malicious mischief and such other risks as are customarily included in extended coverage endorsements in Washtenaw County, Michigan. Such insurance shall cover: (A) the Leased Premises in an amount equal to eighty percent (80%) of the replacement cost of the Leased Premises above the foundations, and (B) other improvements on the Leased Premises in an amount equal to one hundred percent (100%) of the replacement cost thereof excluding below ground structures and improvements. Lessor shall deliver a Certificate of Insurance to the Lessee.

(d) **Contents/Lessee Improvements.** Lessee shall be responsible for securing any insurance on contents and tenant improvements within the School Building or on the Land or for business interruption and Lessor shall have no liability with respect to any loss which might have been covered by such insurance. Lessee shall deliver a Certificate of Insurance to the Lessor.

11. **Alterations:**

(a) **Alterations.** Subject to Paragraph 11(b) below, the Lessee may make no alterations, additions, or improvements to the Leased Premises without the Lessor's prior written consent; except that the Lessee may make interior, non-structural alterations and improvements without Lessor's consent. Lessor's consent shall not be unreasonably withheld or conditioned. Lessor shall respond with reasonably detailed comments to plans and specifications for any alterations, additions, or improvements (which require Lessor's consent) within ten (10) business days of the Lessor's receipt of notice thereof (given in accordance with **Paragraph 18**). If Lessee's notice states the deadline for response and the consequence for untimely response, then Lessor's failure to respond within such 10-day period shall be conclusively deemed Lessor's approval of such plans and specifications. All such alterations, additions and improvements shall be at the expense of the Lessee and Lessee hereby indemnifies and holds Lessor harmless from all costs, liability and loss of any kind and all claims of loss or liability, in any way arising out of or by reason of any such alterations, additions or improvements. Upon vacation of the Leased Premises, said improvements, additions or alterations which cannot be removed without damage to the Leased Premises or which are left by Lessor upon expiration of the Lease Term shall become the property of the Lessor. All furnishings and equipment which are not attached or affixed to the Leased Premises made or placed by Lessee upon the Leased Premises shall be the property of the Lessee and the Lessee shall be permitted to remove the same at the expiration of the term of this Lease, or within thirty (30) days of termination date but only if such removal causes no damage or injury to the Leased Premises or the School Building (which is not repaired by Lessee within such 30-day period).

(b) **Code Compliance.** Lessor acknowledges that Lessee may be obligated to adapt the Leased Premises to meet Code requirements for the use of the Leased Premises as a public school academy and to meet the needs of the students that will be enrolled by Global Tech. Lessee shall provide Lessor with copies of plans and specifications for any such alterations when they become available. Lessee shall be responsible for the first \$50,000.00 of all costs incurred for meeting Code requirements. Lessor shall be responsible for all such costs in excess of \$50,000.00.

(c) **Cooperation.** Lessor shall cooperate with and assist Lessee to obtain all governmental and private permits, consents, approvals, licenses and certificates which may be necessary for Lessee to use the Leased Premises as a public school academy and related purposes and to make alterations, additions and improvements on or to the Leased Premises, including, without limitation, Lessor applying, in its own name, for such permits, consents, approvals, licenses and certificates.

12. **Eminent Domain:**

(a) In the event of a taking or condemnation of the entire Leased Premises during the term of this Lease by a proceeding in eminent domain, this Lease shall terminate on the date of vesting of title in such condemnation authority. If any portion (but less than all) of the Leased Premises or more than ten percent (10%) of the Land is taken or condemned by a proceeding in eminent domain, Lessee shall have the option to terminate this Lease by giving notice to Lessor at any time within thirty (30) days after such taking or condemnation.

(b) If Lessee does not terminate this Lease, the Lessor shall restore the Leased Premises as near as practicable to its condition immediately prior to such taking or condemnation. Lessor shall complete such restoration promptly and, in any event, within one hundred fifty (150) days of such damage or destruction, taking or condemnation, subject to delay due to reasons beyond the reasonable control of the Lessor (other than lack of funds). The obligation of the Lessee to pay the quarterly Rent and other charges under this Lease shall be abated during the time the Leased Premises is rendered untenable by such restoration and shall be partially abated during the time the Leased Premises is partially untenable by such restoration. Following completion of such restoration, the Rent shall be permanently reduced by a fraction, the numerator of which shall be the square footage of the Leased Premises which was taken or condemned and the denominator of which shall be the square footage of the Leased Premises immediately prior to such taking or condemnation.

(c) All awards payable as a result of the taking or condemnation of any portion of the Land shall be the sole property of Lessor, except that Lessee shall be entitled to any award made for the Lessee's relocation expenses or the loss of Lessee's property, improvements, revenues or business, if any.

13. Assignment and Subletting:

(a) Lessee covenants that it will not assign, sell, mortgage or in any manner transfer or encumber this Lease or any interest herein or sublet the Leased Premises or any part or parts thereof or grant any concession or license or otherwise permit occupancy of all or any part thereof by others without in each case first obtaining the prior written consent of Lessor, which consent shall not be unreasonably withheld or conditioned. If Lessee's notice requesting such consent states the deadline for response and the consequence for untimely response, then Lessors failure to respond within thirty (30) days of Lessors receipt of such notice (given in accordance with **Paragraph 18**) shall be conclusively deemed Lessor's consent.

(b) The consent by Lessor to an assignment or subletting shall not in any way be construed to release Lessee from obtaining the express consent of the Lessor to any further assignment or subletting of any part of the Leased Premises nor shall the collection of Rent by Lessor from any assignee, subtenant or other occupancy be deemed a waiver of this covenant or the acceptance of the assignee, subtenant or occupant as a tenant hereunder or a release of Lessee from the further performance by Lessee of the covenants in this Lease on Lessee's part to be performed. Whether or not Lessor's consent shall be required or obtained, Lessee shall remain liable to Lessor for the payment and performance of all of the terms, conditions and covenants of this Lease.

14. Default:

Lessee shall be in default under this Lease upon the occurrence of any of the following events:

(a) Default in the payment of any required installment of Rent or other charges under this Lease if such default continues for ten (10) days after mailing of notice thereof by Lessor to Lessee, mailed in accordance with **Paragraph 18** of this Lease; or

(b) Default in the performance of any other covenant of Lessee under this lease if such default continues for thirty (30) days after mailing of notice thereof by Lessor to Lessee, mailed in accordance with **Paragraph 18** of this Lease (provided that if the default cannot reasonably be cured within 30 days, then Lessee shall not be in default if it commences to cure within such 30-day period and proceeds diligently and in good faith thereafter to cure such default and does cure such default within a reasonable time).

15. Remedies:

Upon the occurrence of any of the events of default described in **Paragraph 14** above, in addition to any other remedies which may be available to it, Lessor may, at its option, after providing to Lessee any notice required under Michigan law, do one or more of the following:

- (a) Terminate this Lease; or
- (b) Whether or not this Lease is terminated, take possession of the Leased Premises; or
- (c) Re-enter into, repossess the Leased Premises, and remove and put out the Lessee and each and every occupant.

16. Controlling Law: No Other Lease or Representation:

This Lease shall be governed by the laws of the State of Michigan. There are no understandings, agreements, representations, or warranties, expressed or implied, other than those set forth in a written addendum or supplement executed simultaneously herewith, or as herein set forth fully or incorporated by specific reference, respecting this Lease or any real or personal property leased hereunder.

17. Non-Waiver Modifications:

No waiver of any provision of this Lease, or a breach thereof, shall be construed as a continuing waiver, nor shall it constitute a waiver of any other provision of breach. The acceptance of part (but not all) of a Rent installment(s) due Lessor hereunder shall not constitute a waiver of default hereunder for nonpayment of Rent. The acceptance of all or part of a Rent installment(s) due Lessor hereunder shall not constitute a waiver of any other type of default hereunder. No modification, alteration and/or amendment of this Lease shall be binding upon the other party hereto, unless the same shall be reduced to writing and signed by the party against whom it is sought to be enforced.

18. Notices:

Whenever under this Lease provision is made for notice of any kind, unless otherwise expressly herein provided, it shall be in writing and shall be served personally or sent by registered or certified mail, with postage prepaid, to the address of Lessor or Lessee, as the case may be, as stated below, or such other address as either of the parties may subsequently designate in writing by notice to the other party in the manner required hereunder:

To the Lessor at:

Midwest Creative Investments, L.L.C.
Attn: Raed Issa
341 E. Huron
Ann Arbor, MI 4810

To the Lessee at:

Global Tech Academy
Attn: Board President
1715 E. Forest Ave.
Ypsilanti, MI 48198

19. Surrender:

The Lessee shall return the Leased Premises, together with all alterations, additions, or improvements thereto, peaceably and promptly to the Lessor at the end of the term of this Lease, or at any earlier termination thereof, in as good condition as the same are now in or may hereafter to be put in, except for ordinary wear and tear, damage by fire or other casualty or condemnation, and damage caused by Lessor's failure to maintain and repair the Land and School Building as herein required.

20. Casualty Restoration; Option to Terminate:

(a) If the Leased Premises shall become wholly untenable through damage or destruction, then this Lease shall, at Lessee's election, terminate as of the date of such damage or destruction. If the Leased Premises shall become partially untenable through damage or destruction to the extent of twenty-five percent (25%) or more of Lessee's premises in the School Building, then Lessee shall have the option of canceling this Lease by giving notice to Lessor at any time within thirty (30) days after such damage or destruction (given in accordance with **Paragraph 18**). If Lessee does not terminate this Lease, the Lessor shall restore the School Building and permanent improvements on the Land covered by insurance. The obligation of the Lessee to pay the Rent (but not other charges) under this Lease shall be abated during the time the School Building is being restored in the percentage in which the School Building is untenable.

(b) In case the Leased Premises and/or the entrances, passageways, hallways and/or lavatories shall be sufficiently damaged so as to unreasonably impede Lessee's use of the Leased Premises for a period likely to exceed sixty (60) days, Lessee may, at its option, terminate this Lease forthwith by written notice to the Lessor, in which event any advance Rents and other charges forthwith upon Lessee's surrendering the Leased Premises shall be repaid to Lessee.

21. Successors and Assigns:

This Lease and each of the covenants, conditions, and agreements contained herein shall be binding upon each of the parties and upon their respective successors, representatives and assigns, and the benefits shall inure to each of the parties and to their respective permitted successors, representatives and assigns.

22. No Representations:

Lessee acknowledges that no representation, verbal or written, has been made by any broker, agent or employee of Lessor regarding the condition of the improvements on the Leased Premises. This Lease is not made in reliance upon any representation whatsoever.

23. Hold Over:

It is hereby agreed that in the event the Lessee herein holds over after the termination of this Lease, that thereafter the tenancy will be from month-to-month in the absence of a written agreement to the contrary. All terms of the previous Lease will remain the same, except that the Rent amount shall be increased to 150% of the previous Rent amount.

24. Headings:

The headings of this Lease are for purposes of reference only and shall not limit or define the meaning of any provisions of this Lease.

25. Lessor's Warranties:

(a) As of the Commencement Date, Lessor warrants and represents to Lessee that, as of the date hereof: (i) Lessor is the owner of the Leased Premises and has no actual knowledge of any restriction or encumbrance which would prevent or hinder the use of the Leased Premises as a public school academy; (ii) Lessor has not received written notice of any violation by the Leased Premises of any code, ordinance, statute, law, rule or regulation, including, without limitation, those relating to environmental and occupational safety; and (iii) Lessor has not received written notice of any release, discharge, spill, generation from or onto or transportation from the Land or the School Building of any hazardous or toxic substance or material, petrochemical, PCBs, asbestos or asbestos-containing materials, or any other material, substance or waste regulated under the federal Toxic Substance Control Act or the federal Resource Conservation and Recovery Act, as amended, or the rules and regulations promulgated thereunder, except for asbestos which may be contained in floor and ceiling tile and floor and roof mastics of the School Building. If Lessor breaches any of the foregoing representations or warranties, then, in addition to any other rights or remedies which Lessee may have under this Lease or at law or equity, Lessee may immediately terminate this Lease. If this Lease is not terminated, Lessor shall perform any remediation or clean up related to such breached representation or warranty which may be required under Law. Such remediation shall be performed promptly in accordance with a remediation plan approved by Lessee.

26. Conditions:

Lessee's obligations under this Lease are contingent upon and subject to the issuance by Eastern Michigan of an amendment to the Contract authorizing Global Tech to use the Leased Premises for its public school academy and receipt of all required governmental approvals necessary for the operation of the public school academy on the Leased Premises. If the amendment to Global Tech's Charter and all requisite governmental approvals are not obtained prior to the start date of the initial term, Lessee may terminate this agreement by written notice to Lessor pursuant to Paragraph 18 without further obligation to Lessor. In addition, if Lessee's Contract is terminated for any reason, Lessee may terminate this Lease on 90 days written notice to Lessor.

27. Arbitration:

In the event of any disputes arising under or related to this Agreement and any transactions between the parties, including, but not limited to, disputes arising under Paragraphs 3(d) and 10(c)(ii), the parties will attempt to resolve the dispute by good faith negotiations between the appropriate officers of each party. If such negotiations are unsuccessful, either party may submit the dispute to arbitration under the Commercial Arbitration Rules of the American Arbitration Association as then in effect. Unless otherwise agreed, arbitration proceedings shall be held in the offices of the American Arbitration Association in Southfield, Michigan. The arbitrator(s) shall have authority to grant equitable relief, if appropriate, and may award costs, including reasonable legal fees, to the prevailing party. Judgment may be granted upon the award of the arbitrator(s) by any court having jurisdiction.

IN WITNESS WHEREOF, the parties hereto have executed this Lease the day and year first written above.

IN THE PRESENCE OF:

C

LESSOR:
Midwest Creative Investments L.L.C.

By: _____
Raed Issa, President

LESSEE:

C

By: _____
Board President

PHYSICAL PLANT DESCRIPTION

1. Applicable Law requires that a public school academy application and contract must contain a description of and the address for the proposed physical plant in which the public school academy will be located. See, MCL 380.502(3)(j); 380.503(5)(d).

2. The address and a description of the proposed physical plant (the “Proposed Site”) of Global Tech Academy (“Academy”) is as follows:

Address: 1715 East Forest Ave., Ypsilanti Mi 48198

Description:

Proposed Physical Facility – Floor Plan

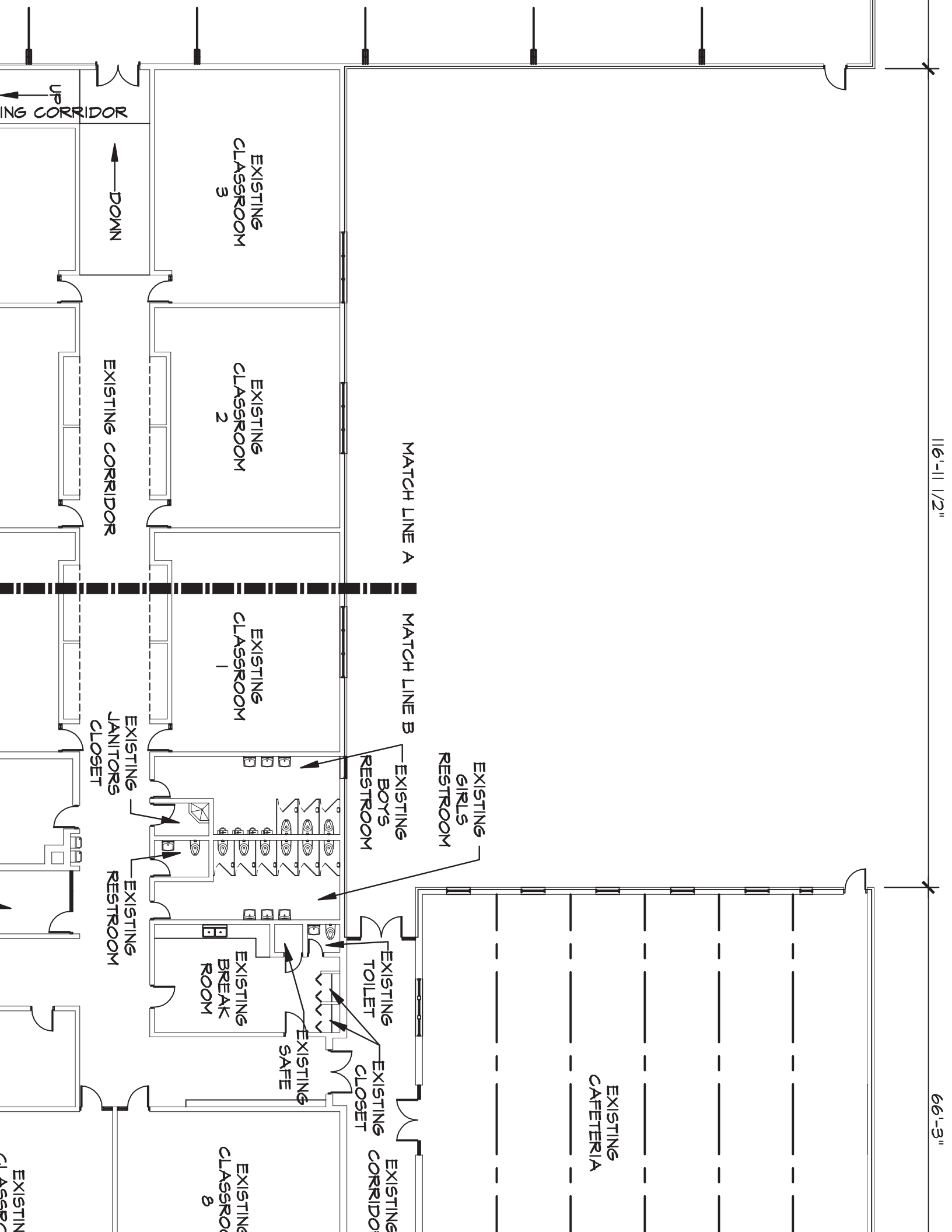
- See attached blue prints

Description of the Facility

Site Specifics

Fire, Health and Safety Approvals – The fire marshal and other entities will be contacted upon approval of the Phase Two Application. The building is currently licensed for child care and is in use currently as a child care center. Therefore it will be move in ready for fall 2013.

Term of Use: Term of Attached Lease



116'-11 1/2"

66'-3"

UP
CORRIDOR

DOWN

EXISTING
CLASSROOM
3

EXISTING
CLASSROOM
2

EXISTING
CLASSROOM
1

MATCH LINE A

MATCH LINE B

EXISTING
GIRLS
RESTROOM

EXISTING
BOYS
RESTROOM

EXISTING
JANITORS
CLOSET

EXISTING
RESTROOM

EXISTING
BREAK
ROOM

EXISTING
SAFE

EXISTING
TOILET

EXISTING
CLOSET

EXISTING
CORRIDOR

EXISTING
CAFETERIA

EXISTING
CLASSROOM
8

EXISTING
CLASSROOM

125'-0"

EXISTING
CLASSROOM
3

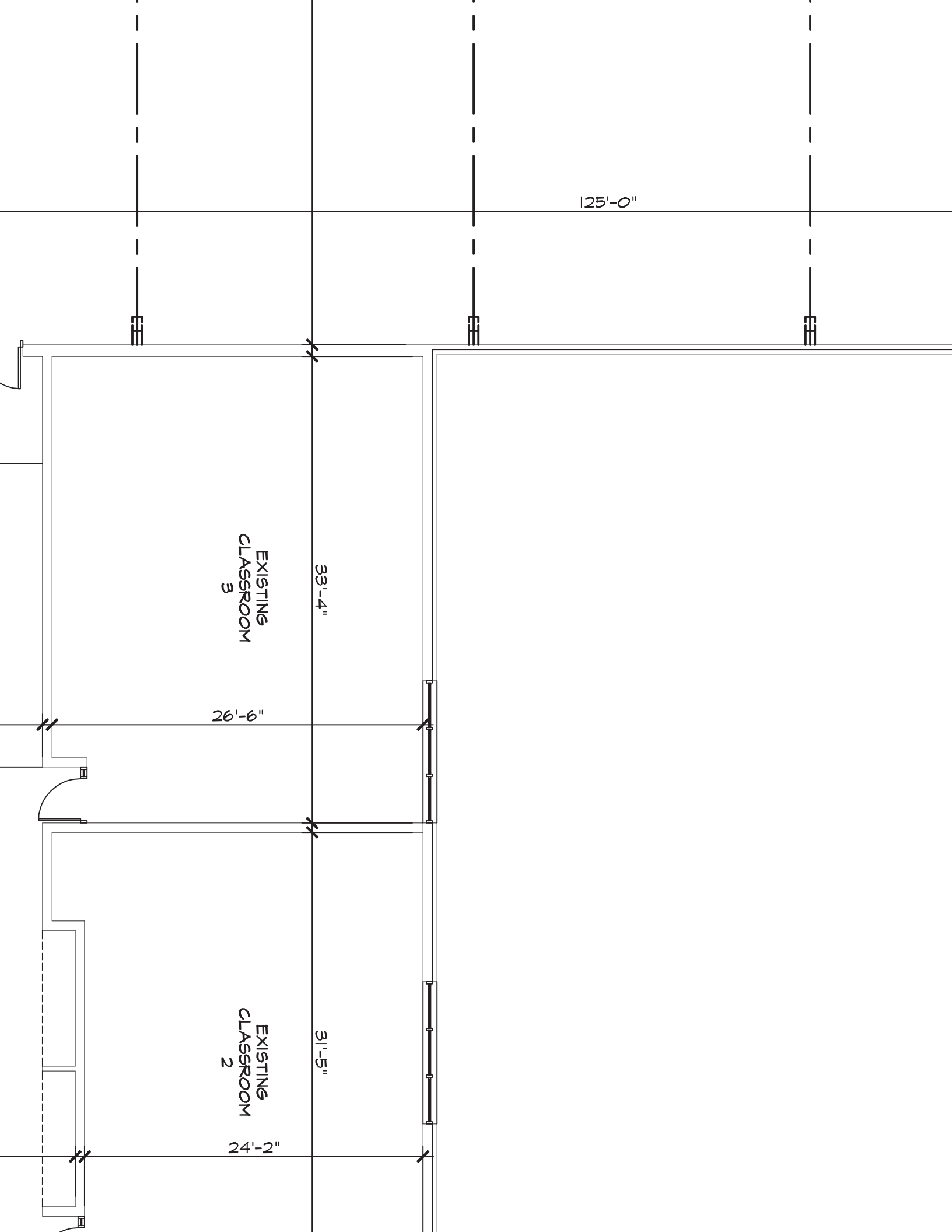
33'-4"

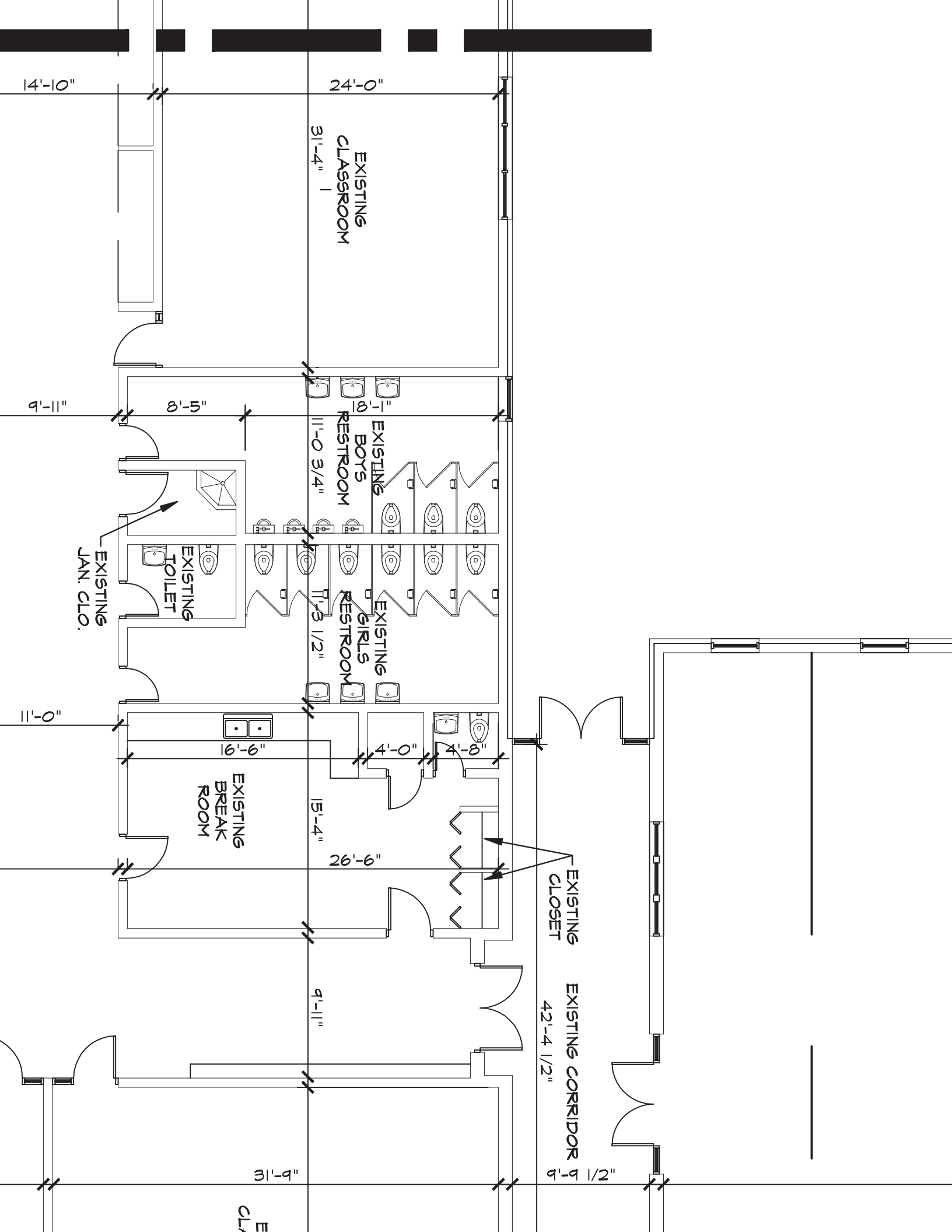
26'-6"

EXISTING
CLASSROOM
2

31'-5"

24'-2"





14'-10"

24'-0"

EXISTING CLASSROOM
31'-4"

9'-11"

8'-5"

EXISTING BOYS RESTROOM
11'-0 3/4"

EXISTING JAN. CLO.

EXISTING TOILET

EXISTING GIRLS RESTROOM
11'-3 1/2"

11'-0"

6'-6"

4'-0"

4'-8"

EXISTING BREAK ROOM

15'-4"

26'-6"

EXISTING CLOSET

EXISTING CORRIDOR
42'-4 1/2"

9'-11"

31'-9"

5' 1/2"

EXISTING CL.

CONTRACT SCHEDULE 7

Required Information for Public School Academy

SCHEDULE 7

REQUIRED INFORMATION FOR PUBLIC SCHOOL ACADEMY

Required Information for Public School Academy. This Schedule contains information required by the Code. Every public school academy contract shall include the information contained in this Schedule 7.

- Section a. **Governance Structure**

- Section b. **Educational Goals**

- Section c. **Educational Programs**

- Section d. **Curriculum**

- Section e. **Method of Pupil Assessment**

- Section f. **Application and Enrollment of Students**

- Section g. **School Calendar and School Day Schedule**

- Section h. **Age and/or Grade Range of Pupils**

SECTION a
Governance Structure

GOVERNANCE STRUCTURE – Section 7a

WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and all public schools are subject to the leadership and general supervision of the State Board of Education; and the Legislature has authorized an alternative form of public school designated a "public school academy" to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and the Legislature has delegated to the governing boards of state public universities, community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of public school academies; and the University Board has approved the issuance of a contract conferring certain rights, franchises, privileges, and obligations of a public school academy to the Academy Board.

The Academy is incorporated as a Michigan nonprofit corporation, organized on a non-stock, directorship basis for the purpose of operating as a Michigan public school academy. The Academy shall conduct its affairs as a governmental entity exempt from federal income taxes under Section 115 of the United States Internal Revenue Code or any successor law. The Academy is a body corporate and is not a division or part of Eastern Michigan University. The relationship between the Academy and the University Board is based solely on the applicable provisions of the Code and the terms of this Contract.

The Academy Board shall have at least five (5), but no more than nine (9) members, as determined by the University Board. Academy Board members shall be appointed according to the terms of the Method of Selection, Appointment and Removal Resolution adopted by the University Board. The Academy Board has all the powers and duties permitted by law to manage the business, property and affairs of the Academy and for adopting policies by which the Academy shall be governed. The Academy Board is responsible for assuring that the Academy operates according to the Terms and Conditions of this Contract and Applicable Law. Contract Schedule 2: Bylaws, set forth a further description of the Academy Board's governance structure.

Academy Board members shall serve in their individual capacity, and not as a representative or designee of any other person or entity. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest and prohibited familial relationships, including Article IV, Sections 4.4 and 4.5 of this Contract.

Pursuant to applicable law and the Terms and Conditions of this Contract, including Article III Section 3.6, the Academy Board may employ or contract for personnel according to the position information outlined in Schedule 5. Before entering into an agreement with an educational service provider or an employee leasing company to provide services or to provide personnel to perform services or work at the Academy, the Academy Board must first comply with the Educational Service Provider Policies issued by the Eastern Michigan University Charter Schools Office.

The Global Tech Academy Board members currently serving will continue as Global Tech Academy Board members under this renewal contract. Nominations and appointments of subsequent Global Tech Academy Board members shall be made in accordance with this Contract. Vacancies in offices shall be determined and filled pursuant to the provisions set forth in the Bylaws. The current Global Tech Academy Board members are as follows:

Samy Ali-Khodja

Theron Kersey

Term Expires: 2019

Term Expires: 2021

Paula Kauffman

Adrian Iraola

Term Expires: 2019

Term Expires: 2021

Francis Moorman

Rebecca Domegan

Term Expires: 2019

SECTION b
Educational Goals

Educational Goals – Section 7b

In accordance with the applicable law and the charter contract Terms and Conditions, including Article VI, Section 6.2, the Academy shall achieve or demonstrate measurable progress towards the achievement of the educational goals identified in this Section. Additionally, the Academy is expected to meet the State of Michigan’s accreditation standards pursuant to state and federal law.

Measure 1: Performance on State of Michigan’s standardized assessment(s)

- The Academy will demonstrate improved pupil academic achievement for all grades and groups of pupils as assessed on the Michigan standardized assessments.

Measure 2: Student Growth

- Year over year academic growth for each grade tested will reflect a Median Growth Percentile of 50 or higher. Students enrolled at the Academy are expected to grow equal to or greater than 50 percent of their academic peers.

Measure 3: Student Achievement

- The Academy will demonstrate improved academic achievement for all grades and groups of pupils towards meeting/exceeding grade level proficiency targets (50th percentile for achievement) as set by the normative computer adaptive assessment required by the Authorizer.
- Students enrolled for three or more years will on average meet/exceed grade level proficiency targets as noted by the normative assessment required by the Authorizer.

SECTION c
Educational Programs

APPROACHES TO STUDENT LEARNING

Program Delivery

In order to develop independent learners capable of solving the intricate problems of the twenty-first century, the Academy implements an integrated, inquiry-based approach to the Michigan Academic Standards (“MAS”). Academy coursework design meets the demands of being both college and career ready. Students’ academic work, as well as all Academy-related non-classroom activities, reinforces the interrelated skills and techniques that promote learning across all disciplines to prepare learners for the rigorous demands of the global workplace. Assignments encourage students to draw upon past experiences and develop real problem-solving skills that are cross-disciplinary in nature.

The Academy strives to cultivate a family environment in which students can grow and explore learning. Students learn from each other and recognize an individual’s unique gifts and qualities.

The Academy is designing and implementing curriculum, instructional strategies and assessments responsive to the needs, background, interests and abilities of students through differentiated instruction (Tomlinson & Allan, 2000). Through smaller class settings, student-centered learning and various research-based practices, the Academy creates engaged and committed learners. Differentiated instruction supports and incorporates many effective traditional methods and strategies as well as combines aspects of critical thinking, interdisciplinary instruction and several non-linguistic representations.

In addition, the Academy uses a variety of instructional strategies such as reader’s and writer’s workshop, cooperative learning, individualized instruction and the use of inquiry-based learning. Another research-based practice the Academy utilizes to support the needs of diverse learners is the Sheltered Instructional Observational Protocol (“SIOP”) model, which identifies instructional features of high-quality lessons (Echevarria, Vogt, & Short, 2012). The theory behind this model is that language acquisition is enhanced through meaningful use and interaction with the English language. Through the study of content, students interact with English in a meaningful way with material that is relevant to the students’ schooling. All content lessons incorporate activities in the language processes; listening, speaking, reading and writing. The teachers make the content comprehensible for all students through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary, adapted texts, cooperative learning, peer tutoring and native language support.

The curriculum for all content areas is based on the research done by Grant Wiggins’ Backwards by Design and Heidi Hayes and Jacobs’ Curriculum Mapping. The units contain the Big Ideas, Essential Questions, Vocabulary, Objectives, Student Friendly Learning Targets, Common Local Assessments and Model Activities based on the MAS. The tenets of backwards by design in practice for student learning are; all students should consistently experience curricula rooted in the important ideas of a discipline that require them to make meaning of information and think at high levels; students need opportunities to learn the basics and opportunities to apply them in meaningful ways; and balance for student construction of meaning and teacher guidance. The units are in an online system developed by the Rubicon Company called Atlas, which allows for teachers to access this information in school and at home. The curriculum is supported by textbooks and

other resources needed to be successful, but the primary goal of the curriculum is mastery of the MAS using materials from a variety of resources.

The start of effective teaching begins with teachers who have high subject knowledge and are able to convey the knowledge to all levels of learners. In addition, the teachers create a positive learning environment where every child feels safe to learn. To accomplish this task, the Academy has a three-step hiring process, and additional professional development is provided through experts in both differentiated instruction and Champs. The lessons developed for the teachers to use are modeled by instructional coaches as they work with teachers and referenced in the curriculum system, Atlas. The lessons are specific in objective—not only the content objective, but the language objective as well—as it is critical that the students become proficient in both language and content. Each unit has a sequential model of lessons with flexibility built in to fit the needs of the teachers’ specific students – whether whole class, individual or group work.

Character Education

The Academy places an emphasis on character development and cultural awareness on a global scale. Students learn about the values of respect, responsibility, integrity, commitment, appreciation, cooperation, creativity, curiosity, empathy and tolerance, which are integrated into the curriculum.

CURRICULUM GOALS, INSTRUCTION AND ASSESSMENT

The Academy implements a curriculum aligned to the MAS for math, English language arts (“ELA”), science and social studies. The curriculum is enhanced by extracurricular activities such as arts offerings to cater to the holistic needs of students in the 21st Century. Technology is also central to Academy pedagogy. Teachers utilize computer and smart board-based strategies to prepare students for the technological demands of the future. The Academy seamlessly integrates technology to enhance the student learning experience.

The Academy curriculum follows the MAS with a clear intention to maintain academic rigor to provide the knowledge and skills required to be college and career ready. By achieving state benchmarks, the Academy teaching methodology embeds character values with academic training to develop student competency as well as curiosity. All stakeholders review the curriculum annually, and modifications are made on the continuum to meet both standardized requirements as well as individual student needs.

Academic Excellence

The Academy is committed to teaching and enforcing high-quality academic standards. It is the goal of the Academy’s academic program to encourage each student to reach his/her maximum learning potential in all subject areas. The Academy will achieve this level of excellence by providing an instructional program that directly meets the needs of every student.

Curriculum Goals

Curriculum, instruction and assessment are continuously strengthened to enable students to be:

- ❖ intellectually, physically and emotionally healthy
- ❖ globally competitive
- ❖ engaged, responsible and informed citizens
- ❖ college and career ready
- ❖ able to demonstrate persistence and effort, a passion for lifelong learning

To accomplish these ends, the program is designed so learners seamlessly transition from one level to another and adapts to each child’s developmental phase and readiness. The curriculum follows the high Standards of Quality, Key Developmental Indicators and aligns with the MAS. Curriculum maps are used by the teaching staff to guide daily planning and the development of lessons and activities.

It is important for students to think critically and develop excellent communication skills. The Academy focuses on creating inquiry-based lessons and engaging in activities with a trans-disciplinary curriculum that involves an important element: guided inquiry. Through inquiry, the student learns to negotiate the world around them. Students’ imagination and creativity flourish as they question and think while learning how the world works. Through a fine-tuned balance of academics and creativity, the Academy students become equipped with 21st Century learning skills and prepared to conquer the challenges that lie ahead.

The Rubicon Atlas (“Atlas”) curriculum mapping tool is utilized to store, organize and assess the written curriculum for Science Atlas provides a curriculum course map, outlines and activities for each unit and provides the scope and sequence of each grade level curriculum. The standards are aligned for each course both vertically and horizontally. Teachers access the Atlas site to develop, implement and guide daily instruction.

Academy teachers will ultimately be accessing digital curriculum for all curricula as the academy moves forward with a curriculum Review and Renewal process.

English Language Arts

The ELA program of the Academy embraces the philosophy and premise of the Michigan Department of Education (“MDE”) and the MAS.

The Academy’s goals for ELA are to educate students who are able to:

1. Read and analyze a variety of classic and contemporary literature and other texts for a variety of purposes and learn about literary history and theory. In addition, vocabulary is enhanced through text-based study while independent reading is encouraged through the Accelerated Reader program.
2. Investigate universal truths, enduring issues and recurring themes as a means to define and investigate important issues and problems, using both primary texts from history and science in addition to informational texts from a variety of print, visual and electronic media.
3. Write in a variety of contexts and genres for different audiences using the writing process while developing an understanding that writing is a recursive process that occurs in a variety of contexts and for a variety of purposes.
4. Engage intelligently in collaborative discourse and debate as well as presentations that encourage students to think critically and argue effectively using cited source material to frame arguments about matters of universal concern.
5. Master the tools and practices of inquiry and research by writing formal research papers with correct documentation as required by the intellectual demands of being both college and career ready.
6. The goal of the Academy’s ELA program is to develop individuals who are effective communicators with the ability to express ideas and make important contributions to the world.

K-5 ELA

Benchmark Literacy program is a comprehensive, research-proven program that empowers both experienced and beginning teachers with best-practice tools for vertically aligned K-5 reading, writing, speaking, listening and language instruction:

- ❖ 30 weeks of comprehension-focused instruction
- ❖ Pre-, ongoing, and post-assessment
- ❖ Gradual-release mini-lessons with built-in choice
- ❖ High-quality informational, narrative, and opinion/argument texts
- ❖ Complex texts for close reading applying text-dependent strategies
- ❖ Differentiated support for English learners and special needs students
- ❖ Customized professional development services
- ❖ State-of-the-art interactive technology
- ❖ Builds foundational skills—such as phonics, word study and fluency—to produce proficient readers
- ❖ Scaffolds ALL students to access complex informational and literary texts during whole-group
 - lessons during weeks 1 and 2
- ❖ Guides students to use text evidence in close reading
- ❖ Provides opportunities for students to develop collaborative conversations
- ❖ Develops writers by teaching writing process and writing to sources

Reading and writing are emphasized using the Readers and Writers workshop allowing flexibility to differentiate instruction as well as providing teachers with time needed to work with students in small group when needed.

Mathematics

The advances of technology have profoundly influenced society. The world today increasingly depends upon information processing to solve problems. These developments in technology create professions requiring abilities and skills in mathematics, problem-solving and decision-making. To meet these needs, the Academy provides a comprehensive curriculum that teaches the fundamentals of mathematics, develops critical thinking and nurtures logical reasoning.

The overall goal of the mathematics program is to establish a solid foundation on which to develop skills for students at each grade level. The program strives to have students become mathematical problem solvers and develop mathematical reasoning skills. The curriculum includes a broad range of content, focusing on the knowledge of concepts and the ability to apply concepts to real-world situations.

The course sequencing is designed to produce mathematically literate people who:

1. Value mathematics.
2. Have confidence in the ability to do mathematics, demonstrating conceptual understanding and proficiency in operating skills.
3. Apply conceptual understandings, operational skills and technological tools to problem solving.
4. Communicate mathematical ideas orally and in writing.
5. Reason mathematically.
6. Understanding mathematical vocabulary.
7. Practice with real world situations.

K-5 Mathematics

The mathematics program lays the groundwork for mathematical literacy at an early age. The students are introduced to strands in algebra, data and probability, geometry, measurement, numeration, patterns and functions. The instruction is structured to provide multiple exposures to topics and frequent opportunities to review and practice skills.

Social Studies

The social studies program focuses on building skills and competent knowledge in areas such as the Core Democratic Values, broad geographic perspectives based on the Five Themes of Geography (i.e. location, place, human environmental interactions, movement and regions), as well as an in-depth understanding of national and world history. The Academy is committed to the development of information processing, critical thinking skills, persuasive argument and research abilities.

The content and literacy standards of the MAS are incorporated into the social studies program. The social studies curriculum utilizes both textbooks and primary source documents that are intended to be models for articulating desired results and assessment processes.

The Academy's goals for social studies are to educate students who are able to:

1. Use knowledge of the past to construct meaningful understanding of diverse cultural heritage and inform civic judgments.
2. Utilize spatial patterns on earth to understand processes that shape human environments and make decisions about society.
3. Apply the knowledge of American government and politics to make informed decisions about governing communities.
4. Evaluate how the production, distribution and consumption of goods and services are used to make personal and societal decisions about the use of scarce resources.
5. Incorporate the use of social science investigation to answer complex questions about how and why members of society act and react to events of both the past and present and how those decisions impact the future.
6. Analyze public issues and construct and express thoughtful positions on these issues using textual evidence from primary sources as evidence in both written and spoken arguments.

K-5 Social Studies

The elementary social studies curriculum is a spiraled approach that develops the child's sense of the surrounding world from an ever-widening perspective. This begins with an emphasis on family and relationships and then moves into community development. The curriculum then progresses onto the State of Michigan, U.S. regions and then to early U.S. history. The middle school social studies curriculum continues with further exploration of U.S. history to the Reconstruction period and explores each of the world hemispheres to develop global perspectives.

Science

The science program embraces the philosophy and premise of the MAS and the Next Generation Science Standards (“NGSS”).

The Academy’s goals for science are to educate students who are able to:

1. Experience the richness and excitement of understanding the natural world and doing science as scientists.
2. Use appropriate habits of mind and understandings of the nature of science and scientific principles in making personal decisions.
3. Engage intelligently in public discourse and debate about matters of scientific and technological concern.
4. Increase understanding of economic productivity and personal responsibility through knowledge and skills.

K-5 TCI Science

The elementary science program engages students in scientific inquiry. Students use inquiry to develop questions and apply skills to plan how to find answers to the questions. This leads to opportunities such as conducting investigations through research, experiments and interviews with experts. Students then reflect on the learning and share the outcomes of discoveries.

Arabic Language

The Academy has developed a comprehensive kindergarten through eleventh grade standards-based Arabic curriculum focused on Michigan’s 5 Cs (i.e. Communication, Cultures, Connections, Comparisons and Communities). The Arabic language courses provide students with the tools necessary to communicate in real-life situations, to enhance cultural awareness and to inspire lifelong learning in a global society.

Arabic is provided and offered as a mandatory foreign language to all students on a daily basis. Proficiency levels are based on American Council of the Foreign Languages’ (“ACTFL”) pyramid beginning with novice (e.g., low, mid and high), continuing on to intermediate (e.g., low, mid and high) and ending with pre-advanced (e.g., low, mid and high).

Arabic thematic unit materials have been developed and are used in the classrooms. One theme per month is covered for eight consecutive months, allowing the month of June for review. Arabic language skills are developed sequentially and progressively from letters to words, phrases, sentences, paragraphs and final essay compositions. Unit assessments are teacher-made assessments and used with every unit. Furthermore, two proficiency assessments are given to measure annual progress in listening, reading and writing language skills.

The Arabic language curriculum:

1. Provides assessment goals at each proficiency level aligned with national and state standards.
2. Provides a progression of communicative functions in the target language.
3. Recommends opportunities for authentic practice in communication.
4. Provides resources on a variety of cultural topics.
5. Promotes divergent and critical thinking.
6. Identifies cross-curricular activities.
7. Supports academic achievement in other disciplines.
8. Reinforces skills in the students’ first language (reading comprehension, grammar/mechanics and writing/speaking).
9. Promotes awareness of a diverse multicultural society.
10. Provides opportunities for interpersonal interaction using the target language with native speakers.
11. Prepares the students to be global citizens by broadening the students’ understanding of the world.

Curriculum Programs and Resources:

Our K-5 curriculum utilizes the following resources to ensure each individual student reaches his/her maximum learning potential in all subject areas:

Curriculum Resource	Online/Print	Grade Levels
English Language Arts		
<i>Benchmark Literacy Program</i>	Print / online	K-5
<i>Lexia</i>	Online	K-5
Mathematics		
<i>Bridges Mathematics</i>	Print/Online	K-5
Science		
<i>TCI- Teacher Curriculum Institute</i>	Print/Online	K-5
Social Studies		
Oakland ISD	Print	K-5
ELL Supplementary		
Let’s Go!/ Inside Phonics	Print	K-5
Arabic		
GEE Arabic Curriculum	Print/Online	K-5
Art		
Abrakadoodle	Print	K-5
PE/Hygiene		
Michigan Model		K-5

Extra-curricular activities to be offered

Co-curricular and the extra-curricular programs are integral parts of the Academy and provide a rich variety of activities for children to participate in after the academic program has finished, and during school hours. Sports teams, Robotics clubs and other engaging educational activities are encouraged to enhance the personal, social and physical skills of students as well as to support students while exploring various global cultures and strengthening cognitive skills.

Technology

The Academy's guidelines for technology instruction are designed to equip students with the technology skills to use 21st Century tools to develop learning skills. The Academy has identified key computer technology topics with which students demonstrate proficiency as students' progress through the grades:

- ❖ Use technology for creative self-expression
- ❖ Create original drawings
- ❖ Produce creative writing (fiction, poetry, personal experiences)
- ❖ Locate, organize, analyze, evaluate, synthesize & use information
- ❖ Use keywords & phrases to search the library catalogue, online databases, or the Internet
- ❖ Gather reference material from an online database.
- ❖ Capture, save and credit graphics
- ❖ Capture & transfer text from an online source to a word processor
- ❖ Process data and report results
- ❖ Create a graphic organizer for research notes
- ❖ Report research results through a variety of means
- ❖ Insert data in a data table
- ❖ Create graph of data (bar, line, or circle graph; glyph)
- ❖ Create a data table
- ❖ Communicate conclusions, solutions, or decisions based on data
- ❖ Understand/adhere to district & school procedures
- ❖ Practice safe searching and communications techniques
- ❖ Work cooperatively and collaboratively with others when using technology
- ❖ Demonstrate proper usage of equipment (computers and peripherals)
- ❖ Describe uses of technology in society
- ❖ Collaborate in pairs or larger groups on presentations
- ❖ Collaborate globally on projects
- ❖ Publish & share original creative work - Create a brochure, newsletter, book, or flyer
- ❖ Publish & share research results with audience of peers and others
- ❖ Learn about other cultures through the Internet (Library of Congress, Wikipedia)
- ❖ Interact with other cultures through collaborative web-based applications (skype, email, FaceTime)
- ❖ Turn on/off a computer properly
- ❖ Save/retrieve work from desktop files
- ❖ Identify parts of the computer
- ❖ Handle CDs and storage devices properly
- ❖ Launch/close applications on hard drive & CD/DVDs

- ❖ Use computer terms: menu, icon, scroll bar, cursor, etc.
- ❖ Use mouse skills (single, double, right/left clicks).
- ❖ Locate/use basic keyboard pads (enter, space bar, shift, backspace, tab...)
- ❖ Keyboard awareness: correct side of keyboard, home row
- ❖ Keyboard awareness: correct fingering, posture, touch typing
- ❖ Save/retrieve work on a network
- ❖ Understand appropriate use of 'save' and 'save as'
- ❖ Log in with account name and password
- ❖ Undo/redo
- ❖ Enter/delete text
- ❖ Select text/format with font options
- ❖ Edit alignment/justification, line spacing, and margins
- ❖ Understand a site is a collection of related pages
- ❖ Understand basic components of a web browser
- ❖ Standard website navigation (links, icons, menus)
- ❖ Access/use drawing program (tools, text, animations)
- ❖ Manipulate a graphic
- ❖ Use Netiquette at all times
- ❖ Cyberbullying - identify instances and solutions
- ❖ Start/open and plan a presentation
- ❖ Add text and graphics
- ❖ Add appropriate transitions and/or animations
- ❖ Add appropriate sound effects and/or video/music
- ❖ Troubleshoot basic technology problems (reboot, check power, etc.)

Physical Education/Health Education Curriculum

The physical education curriculum is based on Michigan’s physical education content expectations. The Academy uses the Exemplary Physical Education Curriculum™ (“EPEC™”). EPEC is aligned to national and state standards. This curriculum is developed to instruct students in physical education and promote lifelong physical activity. The health education program includes requirements set forth by the State of Michigan. The Academy uses the Michigan Model for Health™, which has been developed by Michigan educators to meet the state requirements for teaching health.

Art Curriculum

The art curriculum follows the MAS for Visual Arts, Music, Dance and Theatre for credit guidelines. To ensure students have a foundation and experience in the creative/artistic process, the units are developed as either stand-alone units or units that are incorporated into the core content curriculum. Each unit includes opportunities to engage in the dynamic artistic process using questions, problems, reflections and revisions to craft and shape the artistic vision. Students explore the history of artistic expression from a variety of time periods and cultures to develop a critical stance. Additionally, students use a variety of mediums (e.g., sculpture, painting, photography, calligraphy, graphic arts and textile design) to draft preliminary designs and revise/edit the preliminary work to meet the demands of a particular technique or concept. Students also engage in collaborative discussion and critiques to better refine creative work.

Special Populations

Literacy is the cornerstone of academic achievement at the Academy. The Academy develops and nurtures all students to attain the proficiency necessary for success in all academic areas. The Academy expects that for some students, English constitutes a second language. As such, the curriculum's emphasis on multi-faceted learning is ideal for such a student. The Academy has additional resources in place for English Language Learners ("ELL"). The Academy utilizes the SIOP model to organize instruction to support ELL in the acquisition of the knowledge and skills needed to be college and career ready. The Academy follows the Response to Intervention ("RtI") process to meet the needs of at-risk, ELL and special education students. In order to service special populations, the Academy collects data from teacher input, parental input, district/state assessment scores, reading specialist summaries, grade level test scores, student work samples and outside agency input and records the strengths/weaknesses of the student. To meet the needs of gifted and talented students, the Academy offers dual enrollment and AP opportunities.

Special Education

When making educational placement decisions for students with disabilities, the Academy will ensure that parents are contributing members of the Individualized Educational Program ("IEP") team, and together the team will make decisions that are subject to requirements regarding provision of the least-restrictive environment. When determining how services will be delivered to students with disabilities, the Academy will follow all Special Education Rules as issued by the MDE. If a child with a current IEP enrolls in the Academy, the Academy will implement the existing IEP to the extent possible or will provide an interim IEP agreed upon by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Educational Improvement Act ("IDEIA") and state law and regulations.

The Academy will fully comply with federal laws and regulations governing children with disabilities as follows:

1. The Academy is responsible for providing a free, appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.
2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in the Michigan Special Education Rules and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.
3. When a multidisciplinary team determines that a special education student requires Special Education programs and services, the Academy will ensure that the IEP is fully implemented in accordance with IDEIA and reviewed on an annual basis or more frequently as determined by the IEP team.

Educational Assessment Plan

Grade Level	Assessment	When Administered
K-5	Northwest Evaluation Association™ (“NWEA™”) Measures of Academic Progress® (“MAP®”) reading and math	fall and spring
3-5	State Assessment	Spring
K-5	WIDA	spring
K-5	Unit Common Assessments	throughout the year

Assessments are used to guide instruction for teachers, students and parents to plan learning throughout the school year. Each assessment provides teachers, students and parents with targets that prepare students for the challenges of college, work and life. The assessments are given at designated times throughout the school year and students receive regular feedback on academic progress. The Academy-based summative and formative assessments include developed pre- and post-unit assessments for all core content areas to determine students’ progress in mastering the MAS. In addition, teachers meet biweekly in data teams to review students’ progress toward the mastery of standards and develop tiered instruction to meet the needs of both struggling students and students who need to be challenged. Finally, grade level lead teachers report progress of students on a month basis in building data teams to ensure adequate measures are taken to ensure students’ growth.

The NWEA MAP assessment is the primary diagnostic and interim assessment used to determine the academic strengths and weaknesses of students. The detailed reports inform the administrator, teacher, parent and student of the areas of strength as well as areas where academic support is needed. Teachers and students develop an individual learning plan with annual goals for each student after the administration of the NWEA MAP assessment. The NWEA MAP assessment assists teachers and students in determining the focused areas of study for improvement during the year. Students are then assessed in the spring of the same school year to determine academic progress. This data is also used in the classroom and with online programs, such as Study Island® and Accelerated Reader™. The online programs, accessed both at Academy and home, are used to improve mastery of concepts on specific standards.

In addition to standardized assessments and teacher-created formative and/or summative assessments, students are encouraged to ask questions, to inquire, explore and research in order to develop a broader sense of the world. With the support of instructional staff, students are able to make connections between the theoretical learning of the classroom and the application required in the community outside the Academy.

Educational Programs Evaluation

The Purpose and Focus of Curriculum Development and Review/Renewal

Curriculum development and renewal is a dynamic and continuous process in which the Curriculum and Instruction team plans with a content committee representing teachers, instructional coaches, administrators, curriculum directors and academic coordinators. The team evaluates the educational programs in a systematic and data-driven way. This process helps ensure that the curricula expectations for the academy are rigorous, relevant and transparent. In addition, it guarantees that the curriculum is aligned with state and national standards. Preparing and inspiring students to realize their potential and to prepare them to be ready to enhance the global community is the primary focus of the work.

The academy strives to establish and implement a five-year review process grounded in the following research and best practices. Five characteristics of an effective curriculum are that it is meaningful, coherent, articulated, aligned, and promotes high standards for all students:

- ❖ A meaningful curriculum focuses on the rigor derived through the development of fundamental knowledge and skills necessary to succeed in a changing society and world.
- ❖ A coherent curriculum provides opportunities at each grade level to develop student cognitive skills through rich tasks that demand critical thinking.
- ❖ In an articulated curriculum, learning at different grade levels is appropriately sequenced and related.
- ❖ An aligned curriculum connects the written curriculum, what is taught and learned in classrooms, and the assessment practices.
- ❖ High standards for student learning include public knowledge of learning goals and sharing criteria and models of success.

SECTION d
Curriculum



GLOBAL TECH ACADEMY K-5 CURRICULUM

2455 S. Industrial Hwy. Ann Arbor, MI 48104

P: (734) 369-9500 F: (734) 369-9499

www.gee-edu.com

MISSION STATEMENT

The Academy's mission is to promote lifelong learning by nurturing academic excellence, positive character and an appreciation of cultures.

BELIEFS

- ❖ All students are entitled to reach their highest potential and must be encouraged to strive for excellence through a meaningful educational experience.
- ❖ Academic work must be challenging for all students, taking them above and beyond state standards and tapping into their diverse learning styles.
- ❖ The Academy should provide an environment where students are comfortable with their unique heritage regardless of their ethnicity, religion, race or background.
- ❖ Learning is enhanced by diversity and the Academy must promote multicultural awareness.
- ❖ To be effective, the Academy must provide a safe, orderly and positive learning environment.
- ❖ Parents are partners in the learning process and educational success is most often achieved when parents seize opportunities for involvement and support.
- ❖ The Academy and community should be in a partnership that shares the responsibility of educating its citizens.
- ❖ Learning is a lifelong process.

TABLE OF CONTENTS

<u>Approaches to Student Learning</u>	<u>0</u>
<u>Approaches to Student Learning</u>	<u>0</u>
<u>Approaches to Student Learning</u>	<u>0</u>
<u>Curriculum Goals, Instruction and Assessment Approaches to Student Learning.....</u>	<u>0</u>
<u>Mission Statement</u>	<u>1</u>
<u>Beliefs</u>	<u>1</u>
<u>Approaches to Student Learning</u>	<u>4</u>
Character Education.....	6
<u>Curriculum Goals, Instruction and Assessment</u>	<u>7</u>
Academic Excellence.....	8
Curriculum Goals.....	8
English Language Arts.....	9
K-5 ELA	10
Mathematics.....	11
K-5 Mathematics.....	11
Social Studies.....	12
K-5 Social Studies	12
Science.....	13
K-5 TCI Science	13
Arabic Language.....	13
Curriculum Programs and Resources:	14
Extra-curricular activities to be offered	15
Technology	15
Educational Assessment Plan	18
Educational Programs Evaluation.....	19
The Purpose and Focus of Curriculum Development and Review/Renewal.....	19
<u>CURRICULUM.....</u>	<u>20</u>
Overview.....	21
LANGUAGE ARTS.....	22
Benchmark Advance Grade K Strategies and Skill	23
Benchmark Ready to Advance: Correlation to the MAS ELA Standards for Grade K.....	33
Benchmark Advance Grade 1 Strategies and Skill	42
Benchmark Advance: Correlation to the MAS ELA Standards for Grade 1	52
Benchmark Advance Grade 2 Strategies and Skills	62
Benchmark Advance: Correlation to the MAS ELA Standards for Grade 2.....	72
Benchmark Advance Grade 3 Strategies and Skills	83
Benchmark Ready to Advance: Correlation to the MAS ELA Standards for Grade 3.....	93

Benchmark Advance Grade 4 Strategies and Skills	104
Benchmark Ready to Advance: Correlation to the MAS ELA Standards for Grade 4.....	114
Benchmark Advance Grade 5 Strategies and Skills	124
Benchmark Ready to Advance: Correlation to the MAS ELA Standards for Grade 5.....	134
MATH CURRICULUM	143
Kindergarten Bridges in Mathematics Second Edition	144
Kindergarten Number Corner Second Edition.....	145
Grade 1 Bridges in Mathematics Second Edition.....	146
Grade 1 Number Corner Second Edition.....	147
Grade 2 bridges in Mathematics Second Edition.....	148
Grade 2 Number Corner Second Edition.....	149
Grade 3 Bridges in Mathematics Second Edition.....	150
Grade 3 Number Corner Second Edition.....	151
Grade 4 Bridges in Mathematics Second Edition.....	152
Grade 4 Number Corner Second Edition.....	153
Grade 5 Bridges in Mathematics Second Edition.....	154
Grade 5 Number Corner Second Edition.....	155
<u>Science.....</u>	<u>156</u>
BRING SCIENCE ALIVE! KINDERGARTEN.....	157
BRING SCIENCE ALIVE! GRADE 1	159
BRING SCIENCE ALIVE! GRADE 2	161
BRING SCIENCE ALIVE! GRADE 3	163
BRING SCIENCE ALIVE! GRADE 4	165
BRING SCIENCE ALIVE! GRADE 5	167
<u>Spanish Curriculum</u>	<u>169</u>
<u>Scope and Sequence Summary: Standards and Benchmarks</u>	<u>169</u>
The Spanish Curriculum K-5.....	170
NCSSFL-ACTFL Global Can-Do Benchmarks	171
Spanish Curriculum Competency Expectations.....	171
DESCUBRE EL ESPAÑOL– ANTOLOGÍA GRADE K-1 SCOPE AND SEQUENCE.....	174
DESCUBRE EL ESPAÑOL– ANTOLOGÍA GRADE 2 SCOPE AND SEQUENCE.....	180
DESCUBRE EL ESPAÑOL– ANTOLOGÍA GRADE 3 SCOPE AND SEQUENCE.....	185
DESCUBRE EL ESPAÑOL– ANTOLOGÍA GRADE 4 SCOPE AND SEQUENCE.....	191
DESCUBRE EL ESPAÑOL– ANTOLOGÍA GRADE 5 SCOPE AND SEQUENCE.....	196
<u>MI Model for Health.....</u>	<u>201</u>
<u>MI Model for Health.....</u>	<u>201</u>

APPROACHES TO STUDENT LEARNING

Program Delivery

In order to develop independent learners capable of solving the intricate problems of the twenty-first century, the Academy implements an integrated, inquiry-based approach to the Michigan Academic Standards (“MAS”). Academy coursework design meets the demands of being both college and career ready. Students’ academic work, as well as all Academy-related non-classroom activities, reinforces the interrelated skills and techniques that promote learning across all disciplines to prepare learners for the rigorous demands of the global workplace. Assignments encourage students to draw upon past experiences and develop real problem-solving skills that are cross-disciplinary in nature.

The Academy strives to cultivate a family environment in which students can grow and explore learning. Students learn from each other and recognize an individual’s unique gifts and qualities.

The Academy is designing and implementing curriculum, instructional strategies and assessments responsive to the needs, background, interests and abilities of students through differentiated instruction (Tomlinson & Allan, 2000). Through smaller class settings, student-centered learning and various research-based practices, the Academy creates engaged and committed learners. Differentiated instruction supports and incorporates many effective traditional methods and strategies as well as combines aspects of critical thinking, interdisciplinary instruction and several non-linguistic representations.

In addition, the Academy uses a variety of instructional strategies such as reader’s and writer’s workshop, cooperative learning, individualized instruction and the use of inquiry-based learning. Another research-based practice the Academy utilizes to support the needs of diverse learners is the Sheltered Instructional Observational Protocol (“SIOP”) model, which identifies instructional features of high-quality lessons (Echevarria, Vogt, & Short, 2012). The theory behind this model is that language acquisition is enhanced through meaningful use and interaction with the English language. Through the study of content, students interact with English in a meaningful way with material that is relevant to the students’ schooling. All content lessons incorporate activities in the language processes; listening, speaking, reading and writing. The teachers make the content comprehensible for all students through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary, adapted texts, cooperative learning, peer tutoring and native language support.

The curriculum for all content areas is based on the research done by Grant Wiggins’ Backwards by Design and Heidi Hayes and Jacobs’ Curriculum Mapping. The units contain the Big Ideas, Essential Questions, Vocabulary, Objectives, Student Friendly Learning Targets, Common Local Assessments and Model Activities based on the MAS. The tenets of backwards by design in practice for student learning are; all students should consistently experience curricula rooted in the important ideas of a discipline that require them to make meaning of information and think at high levels; students need opportunities to learn the basics and opportunities to apply them in meaningful ways; and balance for student construction of meaning and teacher guidance. The units are in an online system developed by the Rubicon Company called Atlas, which allows for teachers to access this information in school and at home. The curriculum is supported by textbooks and

other resources needed to be successful, but the primary goal of the curriculum is mastery of the MAS using materials from a variety of resources.

The start of effective teaching begins with teachers who have high subject knowledge and are able to convey the knowledge to all levels of learners. In addition, the teachers create a positive learning environment where every child feels safe to learn. To accomplish this task, the Academy has a three-step hiring process, and additional professional development is provided through experts in both differentiated instruction and Champs. The lessons developed for the teachers to use are modeled by instructional coaches as they work with teachers and referenced in the curriculum system, Atlas. The lessons are specific in objective—not only the content objective, but the language objective as well—as it is critical that the students become proficient in both language and content. Each unit has a sequential model of lessons with flexibility built in to fit the needs of the teachers’ specific students – whether whole class, individual or group work.

Character Education

The Academy places an emphasis on character development and cultural awareness on a global scale. Students learn about the values of respect, responsibility, integrity, commitment, appreciation, cooperation, creativity, curiosity, empathy and tolerance, which are integrated into the curriculum.

CURRICULUM GOALS, INSTRUCTION AND ASSESSMENT

The Academy implements a curriculum aligned to the MAS for math, English language arts (“ELA”), science and social studies. The curriculum is enhanced by extracurricular activities such as arts offerings to cater to the holistic needs of students in the 21st Century. Technology is also central to Academy pedagogy. Teachers utilize computer and smart board-based strategies to prepare students for the technological demands of the future. The Academy seamlessly integrates technology to enhance the student learning experience.

The Academy curriculum follows the MAS with a clear intention to maintain academic rigor to provide the knowledge and skills required to be college and career ready. By achieving state benchmarks, the Academy teaching methodology embeds character values with academic training to develop student competency as well as curiosity. All stakeholders review the curriculum annually, and modifications are made on the continuum to meet both standardized requirements as well as individual student needs.

Academic Excellence

The Academy is committed to teaching and enforcing high-quality academic standards. It is the goal of the Academy’s academic program to encourage each student to reach his/her maximum learning potential in all subject areas. The Academy will achieve this level of excellence by providing an instructional program that directly meets the needs of every student.

Curriculum Goals

Curriculum, instruction and assessment are continuously strengthened to enable students to be:

- ❖ intellectually, physically and emotionally healthy
- ❖ globally competitive
- ❖ engaged, responsible and informed citizens
- ❖ college and career ready
- ❖ able to demonstrate persistence and effort, a passion for lifelong learning

To accomplish these ends, the program is designed so learners seamlessly transition from one level to another and adapts to each child’s developmental phase and readiness. The curriculum follows the high Standards of Quality, Key Developmental Indicators and aligns with the MAS. Curriculum maps are used by the teaching staff to guide daily planning and the development of lessons and activities.

It is important for students to think critically and develop excellent communication skills. The Academy focuses on creating inquiry-based lessons and engaging in activities with a trans-disciplinary curriculum that involves an important element: guided inquiry. Through inquiry, the student learns to negotiate the world around them. Students’ imagination and creativity flourish as they question and think while learning how the world works. Through a fine-tuned balance of academics and creativity, the Academy students become equipped with 21st Century learning skills and prepared to conquer the challenges that lie ahead.

The Rubicon Atlas (“Atlas”) curriculum mapping tool is utilized to store, organize and assess the written curriculum for Science Atlas provides a curriculum course map, outlines and activities for each unit and provides the scope and sequence of each grade level curriculum. The standards are aligned for each course both vertically and horizontally. Teachers access the Atlas site to develop, implement and guide daily instruction.

Academy teachers will ultimately be accessing digital curriculum for all curricula as the academy moves forward with a curriculum Review and Renewal process.

English Language Arts

The ELA program of the Academy embraces the philosophy and premise of the Michigan Department of Education (“MDE”) and the MAS.

The Academy’s goals for ELA are to educate students who are able to:

1. Read and analyze a variety of classic and contemporary literature and other texts for a variety of purposes and learn about literary history and theory. In addition, vocabulary is enhanced through text-based study while independent reading is encouraged through the Accelerated Reader program.
2. Investigate universal truths, enduring issues and recurring themes as a means to define and investigate important issues and problems, using both primary texts from history and science in addition to informational texts from a variety of print, visual and electronic media.
3. Write in a variety of contexts and genres for different audiences using the writing process while developing an understanding that writing is a recursive process that occurs in a variety of contexts and for a variety of purposes.
4. Engage intelligently in collaborative discourse and debate as well as presentations that encourage students to think critically and argue effectively using cited source material to frame arguments about matters of universal concern.
5. Master the tools and practices of inquiry and research by writing formal research papers with correct documentation as required by the intellectual demands of being both college and career ready.
6. The goal of the Academy’s ELA program is to develop individuals who are effective communicators with the ability to express ideas and make important contributions to the world.

K-5 ELA

Benchmark Literacy program is a comprehensive, research-proven program that empowers both experienced and beginning teachers with best-practice tools for vertically aligned K-5 reading, writing, speaking, listening and language instruction:

- ❖ 30 weeks of comprehension-focused instruction
- ❖ Pre-, ongoing, and post-assessment
- ❖ Gradual-release mini-lessons with built-in choice
- ❖ High-quality informational, narrative, and opinion/argument texts
- ❖ Complex texts for close reading applying text-dependent strategies
- ❖ Differentiated support for English learners and special needs students
- ❖ Customized professional development services
- ❖ State-of-the-art interactive technology
- ❖ Builds foundational skills—such as phonics, word study and fluency—to produce proficient readers
- ❖ Scaffolds ALL students to access complex informational and literary texts during whole-group
 - lessons during weeks 1 and 2
- ❖ Guides students to use text evidence in close reading
- ❖ Provides opportunities for students to develop collaborative conversations
- ❖ Develops writers by teaching writing process and writing to sources

Reading and writing are emphasized using the Readers and Writers workshop allowing flexibility to differentiate instruction as well as providing teachers with time needed to work with students in small group when needed.

Mathematics

The advances of technology have profoundly influenced society. The world today increasingly depends upon information processing to solve problems. These developments in technology create professions requiring abilities and skills in mathematics, problem-solving and decision-making. To meet these needs, the Academy provides a comprehensive curriculum that teaches the fundamentals of mathematics, develops critical thinking and nurtures logical reasoning.

The overall goal of the mathematics program is to establish a solid foundation on which to develop skills for students at each grade level. The program strives to have students become mathematical problem solvers and develop mathematical reasoning skills. The curriculum includes a broad range of content, focusing on the knowledge of concepts and the ability to apply concepts to real-world situations.

The course sequencing is designed to produce mathematically literate people who:

1. Value mathematics.
2. Have confidence in the ability to do mathematics, demonstrating conceptual understanding and proficiency in operating skills.
3. Apply conceptual understandings, operational skills and technological tools to problem solving.
4. Communicate mathematical ideas orally and in writing.
5. Reason mathematically.
6. Understanding mathematical vocabulary.
7. Practice with real world situations.

K-5 Mathematics

The mathematics program lays the groundwork for mathematical literacy at an early age. The students are introduced to strands in algebra, data and probability, geometry, measurement, numeration, patterns and functions. The instruction is structured to provide multiple exposures to topics and frequent opportunities to review and practice skills.

Social Studies

The social studies program focuses on building skills and competent knowledge in areas such as the Core Democratic Values, broad geographic perspectives based on the Five Themes of Geography (i.e. location, place, human environmental interactions, movement and regions), as well as an in-depth understanding of national and world history. The Academy is committed to the development of information processing, critical thinking skills, persuasive argument and research abilities.

The content and literacy standards of the MAS are incorporated into the social studies program. The social studies curriculum utilizes both textbooks and primary source documents that are intended to be models for articulating desired results and assessment processes.

The Academy's goals for social studies are to educate students who are able to:

1. Use knowledge of the past to construct meaningful understanding of diverse cultural heritage and inform civic judgments.
2. Utilize spatial patterns on earth to understand processes that shape human environments and make decisions about society.
3. Apply the knowledge of American government and politics to make informed decisions about governing communities.
4. Evaluate how the production, distribution and consumption of goods and services are used to make personal and societal decisions about the use of scarce resources.
5. Incorporate the use of social science investigation to answer complex questions about how and why members of society act and react to events of both the past and present and how those decisions impact the future.
6. Analyze public issues and construct and express thoughtful positions on these issues using textual evidence from primary sources as evidence in both written and spoken arguments.

K-5 Social Studies

The elementary social studies curriculum is a spiraled approach that develops the child's sense of the surrounding world from an ever-widening perspective. This begins with an emphasis on family and relationships and then moves into community development. The curriculum then progresses onto the State of Michigan, U.S. regions and then to early U.S. history. The middle school social studies curriculum continues with further exploration of U.S. history to the Reconstruction period and explores each of the world hemispheres to develop global perspectives.

Science

The science program embraces the philosophy and premise of the MAS and the Next Generation Science Standards (“NGSS”).

The Academy’s goals for science are to educate students who are able to:

1. Experience the richness and excitement of understanding the natural world and doing science as scientists.
2. Use appropriate habits of mind and understandings of the nature of science and scientific principles in making personal decisions.
3. Engage intelligently in public discourse and debate about matters of scientific and technological concern.
4. Increase understanding of economic productivity and personal responsibility through knowledge and skills.

K-5 TCI Science

The elementary science program engages students in scientific inquiry. Students use inquiry to develop questions and apply skills to plan how to find answers to the questions. This leads to opportunities such as conducting investigations through research, experiments and interviews with experts. Students then reflect on the learning and share the outcomes of discoveries.

Arabic Language

The Academy has developed a comprehensive kindergarten through eleventh grade standards-based Arabic curriculum focused on Michigan’s 5 Cs (i.e. Communication, Cultures, Connections, Comparisons and Communities). The Arabic language courses provide students with the tools necessary to communicate in real-life situations, to enhance cultural awareness and to inspire lifelong learning in a global society.

Arabic is provided and offered as a mandatory foreign language to all students on a daily basis. Proficiency levels are based on American Council of the Foreign Languages’ (“ACTFL”) pyramid beginning with novice (e.g., low, mid and high), continuing on to intermediate (e.g., low, mid and high) and ending with pre-advanced (e.g., low, mid and high).

Arabic thematic unit materials have been developed and are used in the classrooms. One theme per month is covered for eight consecutive months, allowing the month of June for review. Arabic language skills are developed sequentially and progressively from letters to words, phrases, sentences, paragraphs and final essay compositions. Unit assessments are teacher-made assessments and used with every unit. Furthermore, two proficiency assessments are given to measure annual progress in listening, reading and writing language skills.

The Arabic language curriculum:

1. Provides assessment goals at each proficiency level aligned with national and state standards.
2. Provides a progression of communicative functions in the target language.
3. Recommends opportunities for authentic practice in communication.
4. Provides resources on a variety of cultural topics.
5. Promotes divergent and critical thinking.
6. Identifies cross-curricular activities.
7. Supports academic achievement in other disciplines.
8. Reinforces skills in the students’ first language (reading comprehension, grammar/mechanics and writing/speaking).
9. Promotes awareness of a diverse multicultural society.
10. Provides opportunities for interpersonal interaction using the target language with native speakers.
11. Prepares the students to be global citizens by broadening the students’ understanding of the world.

Curriculum Programs and Resources:

Our K-5 curriculum utilizes the following resources to ensure each individual student reaches his/her maximum learning potential in all subject areas:

Curriculum Resource	Online/Print	Grade Levels
English Language Arts		
<i>Benchmark Literacy Program</i>	Print / online	K-5
<i>Lexia</i>	Online	K-5
Mathematics		
<i>Bridges Mathematics</i>	Print/Online	K-5
Science		
<i>TCI- Teacher Curriculum Institute</i>	Print/Online	K-5
Social Studies		
Oakland ISD	Print	K-5
ELL Supplementary		
Let’s Go!/ Inside Phonics	Print	K-5
Arabic		
GEE Arabic Curriculum	Print/Online	K-5
Art		
Abakadoodle	Print	K-5
PE/Hygiene		
Michigan Model		K-5

Extra-curricular activities to be offered

Co-curricular and the extra-curricular programs are integral parts of the Academy and provide a rich variety of activities for children to participate in after the academic program has finished, and during school hours. Sports teams, Robotics clubs and other engaging educational activities are encouraged to enhance the personal, social and physical skills of students as well as to support students while exploring various global cultures and strengthening cognitive skills.

Technology

The Academy's guidelines for technology instruction are designed to equip students with the technology skills to use 21st Century tools to develop learning skills. The Academy has identified key computer technology topics with which students demonstrate proficiency as students' progress through the grades:

- ❖ Use technology for creative self-expression
- ❖ Create original drawings
- ❖ Produce creative writing (fiction, poetry, personal experiences)
- ❖ Locate, organize, analyze, evaluate, synthesize & use information
- ❖ Use keywords & phrases to search the library catalogue, online databases, or the Internet
- ❖ Gather reference material from an online database.
- ❖ Capture, save and credit graphics
- ❖ Capture & transfer text from an online source to a word processor
- ❖ Process data and report results
- ❖ Create a graphic organizer for research notes
- ❖ Report research results through a variety of means
- ❖ Insert data in a data table
- ❖ Create graph of data (bar, line, or circle graph; glyph)
- ❖ Create a data table
- ❖ Communicate conclusions, solutions, or decisions based on data
- ❖ Understand/adhere to district & school procedures
- ❖ Practice safe searching and communications techniques
- ❖ Work cooperatively and collaboratively with others when using technology
- ❖ Demonstrate proper usage of equipment (computers and peripherals)
- ❖ Describe uses of technology in society
- ❖ Collaborate in pairs or larger groups on presentations
- ❖ Collaborate globally on projects
- ❖ Publish & share original creative work - Create a brochure, newsletter, book, or flyer
- ❖ Publish & share research results with audience of peers and others
- ❖ Learn about other cultures through the Internet (Library of Congress, Wikipedia)
- ❖ Interact with other cultures through collaborative web-based applications (skype, email, FaceTime)
- ❖ Turn on/off a computer properly
- ❖ Save/retrieve work from desktop files
- ❖ Identify parts of the computer
- ❖ Handle CDs and storage devices properly
- ❖ Launch/close applications on hard drive & CD/DVDs

- ❖ Use computer terms: menu, icon, scroll bar, cursor, etc.
- ❖ Use mouse skills (single, double, right/left clicks).
- ❖ Locate/use basic keyboard pads (enter, space bar, shift, backspace, tab...)
- ❖ Keyboard awareness: correct side of keyboard, home row
- ❖ Keyboard awareness: correct fingering, posture, touch typing
- ❖ Save/retrieve work on a network
- ❖ Understand appropriate use of 'save' and 'save as'
- ❖ Log in with account name and password
- ❖ Undo/redo
- ❖ Enter/delete text
- ❖ Select text/format with font options
- ❖ Edit alignment/justification, line spacing, and margins
- ❖ Understand a site is a collection of related pages
- ❖ Understand basic components of a web browser
- ❖ Standard website navigation (links, icons, menus)
- ❖ Access/use drawing program (tools, text, animations)
- ❖ Manipulate a graphic
- ❖ Use Netiquette at all times
- ❖ Cyberbullying - identify instances and solutions
- ❖ Start/open and plan a presentation
- ❖ Add text and graphics
- ❖ Add appropriate transitions and/or animations
- ❖ Add appropriate sound effects and/or video/music
- ❖ Troubleshoot basic technology problems (reboot, check power, etc.)

Physical Education/Health Education Curriculum

The physical education curriculum is based on Michigan's physical education content expectations. The Academy uses the Exemplary Physical Education Curriculum™ ("EPEC™"). EPEC is aligned to national and state standards. This curriculum is developed to instruct students in physical education and promote lifelong physical activity. The health education program includes requirements set forth by the State of Michigan. The Academy uses the Michigan Model for Health™, which has been developed by Michigan educators to meet the state requirements for teaching health.

Art Curriculum

The art curriculum follows the MAS for Visual Arts, Music, Dance and Theatre for credit guidelines. To ensure students have a foundation and experience in the creative/artistic process, the units are developed as either stand-alone units or units that are incorporated into the core content curriculum. Each unit includes opportunities to engage in the dynamic artistic process using questions, problems, reflections and revisions to craft and shape the artistic vision. Students explore the history of artistic expression from a variety of time periods and cultures to develop a critical stance. Additionally, students use a variety of mediums (e.g., sculpture, painting, photography, calligraphy, graphic arts and textile design) to draft preliminary designs and revise/edit the preliminary work to meet the demands of a particular technique or concept. Students also engage in collaborative discussion and critiques to better refine creative work.

Special Populations

Literacy is the cornerstone of academic achievement at the Academy. The Academy develops and nurtures all students to attain the proficiency necessary for success in all academic areas. The Academy expects that for some students, English constitutes a second language. As such, the curriculum's emphasis on multi-faceted learning is ideal for such a student. The Academy has additional resources in place for English Language Learners ("ELL"). The Academy utilizes the SIOP model to organize instruction to support ELL in the acquisition of the knowledge and skills needed to be college and career ready. The Academy follows the Response to Intervention ("RtI") process to meet the needs of at-risk, ELL and special education students. In order to service special populations, the Academy collects data from teacher input, parental input, district/state assessment scores, reading specialist summaries, grade level test scores, student work samples and outside agency input and records the strengths/weaknesses of the student. To meet the needs of gifted and talented students, the Academy offers dual enrollment and AP opportunities.

Special Education

When making educational placement decisions for students with disabilities, the Academy will ensure that parents are contributing members of the Individualized Educational Program ("IEP") team, and together the team will make decisions that are subject to requirements regarding provision of the least-restrictive environment. When determining how services will be delivered to students with disabilities, the Academy will follow all Special Education Rules as issued by the MDE. If a child with a current IEP enrolls in the Academy, the Academy will implement the existing IEP to the extent possible or will provide an interim IEP agreed upon by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Educational Improvement Act ("IDEIA") and state law and regulations.

The Academy will fully comply with federal laws and regulations governing children with disabilities as follows:

1. The Academy is responsible for providing a free, appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.
2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in the Michigan Special Education Rules and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.
3. When a multidisciplinary team determines that a special education student requires Special Education programs and services, the Academy will ensure that the IEP is fully implemented in accordance with IDEIA and reviewed on an annual basis or more frequently as determined by the IEP team.

Educational Assessment Plan

Grade Level	Assessment	When Administered
K-5	Northwest Evaluation Association™ (“NWEA™”) Measures of Academic Progress® (“MAP®”) reading and math	fall and spring
3-5	State Assessment	Spring
K-5	WIDA	spring
K-5	Unit Common Assessments	throughout the year

Assessments are used to guide instruction for teachers, students and parents to plan learning throughout the school year. Each assessment provides teachers, students and parents with targets that prepare students for the challenges of college, work and life. The assessments are given at designated times throughout the school year and students receive regular feedback on academic progress. The Academy-based summative and formative assessments include developed pre- and post-unit assessments for all core content areas to determine students’ progress in mastering the MAS. In addition, teachers meet biweekly in data teams to review students’ progress toward the mastery of standards and develop tiered instruction to meet the needs of both struggling students and students who need to be challenged. Finally, grade level lead teachers report progress of students on a month basis in building data teams to ensure adequate measures are taken to ensure students’ growth.

The NWEA MAP assessment is the primary diagnostic and interim assessment used to determine the academic strengths and weaknesses of students. The detailed reports inform the administrator, teacher, parent and student of the areas of strength as well as areas where academic support is needed. Teachers and students develop an individual learning plan with annual goals for each student after the administration of the NWEA MAP assessment. The NWEA MAP assessment assists teachers and students in determining the focused areas of study for improvement during the year. Students are then assessed in the spring of the same school year to determine academic progress. This data is also used in the classroom and with online programs, such as Study Island® and Accelerated Reader™. The online programs, accessed both at Academy and home, are used to improve mastery of concepts on specific standards.

In addition to standardized assessments and teacher-created formative and/or summative assessments, students are encouraged to ask questions, to inquire, explore and research in order to develop a broader sense of the world. With the support of instructional staff, students are able to make connections between the theoretical learning of the classroom and the application required in the community outside the Academy.

Educational Programs Evaluation

The Purpose and Focus of Curriculum Development and Review/Renewal

Curriculum development and renewal is a dynamic and continuous process in which the Curriculum and Instruction team plans with a content committee representing teachers, instructional coaches, administrators, curriculum directors and academic coordinators. The team evaluates the educational programs in a systematic and data-driven way. This process helps ensure that the curricula expectations for the academy are rigorous, relevant and transparent. In addition, it guarantees that the curriculum is aligned with state and national standards. Preparing and inspiring students to realize their potential and to prepare them to be ready to enhance the global community is the primary focus of the work.

The academy strives to establish and implement a five-year review process grounded in the following research and best practices. Five characteristics of an effective curriculum are that it is meaningful, coherent, articulated, aligned, and promotes high standards for all students:

- ❖ A meaningful curriculum focuses on the rigor derived through the development of fundamental knowledge and skills necessary to succeed in a changing society and world.
- ❖ A coherent curriculum provides opportunities at each grade level to develop student cognitive skills through rich tasks that demand critical thinking.
- ❖ In an articulated curriculum, learning at different grade levels is appropriately sequenced and related.
- ❖ An aligned curriculum connects the written curriculum, what is taught and learned in classrooms, and the assessment practices.
- ❖ High standards for student learning include public knowledge of learning goals and sharing criteria and models of success.

CURRICULUM

Overview

The Academy has adopted Academy written curriculum housed in Rubicon Atlas, Benchmark Advance English language arts and TCI™ science for grades K-5, Bridges To Mathematics for grades K-5, Exemplary Physical Education Curriculum™ (“EPEC™”), Michigan Model for Health™ as a curriculum. The curriculum for all subjects and courses identified in this schedule is available electronically and accessible at the following links:

- ❖ **Rubicon Atlas:** <https://gee-academies-public.rubiconatlas.org/Atlas/Public/View/Default>
- ❖ **Benchmark Advance Education Company:** <https://gee-edu.benchmarkuniverse.com/>
- ❖ **Bridges to Mathematics:** Will be available soon
- ❖ **TCI:** https://subscriptions.teachtci.com/staff/sign_in
- ❖ **Michigan Model for Health:** http://www.michigan.gov/mdhhs/0,5885,7-339-73971_4911_4912_74286---,00.html
- ❖ **EPEC:** <http://www.michiganfitness.org/epec/>

The Academy contracts with Abrakadoodle®, Inc. for art instruction and curriculum for the grade levels identified in the table below. Abrakadoodle Inc. provides instructors as well the proprietary “Art in Our World” curriculum. Access to view samples of the proprietary curriculum can be granted upon request. The curriculum has been reviewed and approved by the Center.

The following subjects/courses are offered at the Academy.

Course	K	1	2	3	4	5
English Language Arts	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X
Science (TCI)	X	X	X	X	X	X
Social Studies	X	X	X	X	X	X
Health (MI Model)	X	X	X	X	X	X
Physical Education (EPEC)	X	X	X	X	X	X
Art	X	X	X	X	X	X
Technology						
Spanish (Descubre el Espanol)	X	X	X	X	X	X

LANGUAGE ARTS

Benchmark Advance Grade K Strategies and Skill

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
1. Rules at Home and School	1	Ask Questions	<ul style="list-style-type: none"> Listen and Retell Key Details Identify the Main Topic Identify Characters in a Story Describe the Relationship Between the Photographs and the Text Describe the Relationships Between Illustrations and the Story Compare and Contrast Informational Text and Realistic Fiction 	N/A	Daily Writing to Sources	Use Nouns	<ul style="list-style-type: none"> Number of Words Return Sweep 	<ul style="list-style-type: none"> Recognize Rhyme Syllable Blending Recognize and Produce Rhyme Phoneme Isolation 	Letter Recognition	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	N/A	sea	<ul style="list-style-type: none"> Nouns to Name Things Action Verbs Sentences Nouns Action Verbs
	2	Ask Questions	<ul style="list-style-type: none"> Listen and Retell Key Details Identify the Author's Reasons Identify Parts of a Book Use Text Features: Glossary Make Connections Between Illustrations and Text Compare and Contrast Two Texts on the Same Topic 	N/A	Daily Writing to Sources	Use Verbs	<ul style="list-style-type: none"> Punctuation Left-to-Right Progression 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Categorization 	m/m/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	I	pay attention, listen carefully	<ul style="list-style-type: none"> Verbs to Show School Rules Nouns to Name Things Nouns Plural Nouns Action Verbs
	3	Ask Questions	<ul style="list-style-type: none"> Listen and Retell Key Events Identify the Author and Illustrator and Define Their Roles Identify Characters in a Story Make Connections Between Illustrations and Events in the Text Compare and Contrast a Story and an Informational Text 	N/A	Daily Writing to Sources	<ul style="list-style-type: none"> Use Nouns Use Verbs 	<ul style="list-style-type: none"> Words Separated by Spaces One-to-One Match 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending 	a/a/	<ul style="list-style-type: none"> Read on-level text with expression. Expression—Dramatic Expression* Inflection / Intonation — Pitch* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	I, like	jumping	<ul style="list-style-type: none"> Nouns Nouns and Verbs Verbs Verbs to Complete a Sentence Multiple Verbs in a Sentence

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
2. Every Story Has Characters	1	Visualize	<ul style="list-style-type: none"> Listen and Retell Key Events Identify Genre: Fable Identify and Describe Story Characters Identify Major Story Events Compare and Contrast Adventures 	Shades of Meaning	Daily Writing to Sources	Form Regular Plural Nouns	<ul style="list-style-type: none"> Left-to-Right Progression Return Sweep 	<ul style="list-style-type: none"> Phoneme Isolation Blend Onset and Rime 	s/s/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	the, we	laughed, shouted, crawled, raced, roared, cried, whispered, walked, skipped, shoe, trousers, pants, shirt, blouse, jeans, skirt, socks, belt, hat, coat	<ul style="list-style-type: none"> Plural Nouns Action Verbs Sorting Nouns Into Categories Nouns: Clothing Words Action Verbs
	2	Visualize	<ul style="list-style-type: none"> Listen and Retell Key Events Identify and Describe Story Characters Identify Story Events Compare 	Shades of Meaning	Daily Writing to Sources	Understand and Use Question Words	<ul style="list-style-type: none"> First Word Last Word 	<ul style="list-style-type: none"> Phoneme Isolation Blend Onset and Rime 	t/t/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to 	go, see	running, walk, growled, grumbled, cried, run, whispered, argued, apple, pie, plate	<ul style="list-style-type: none"> Verbs Nouns to Name Things Nouns Adjectives Sequence of Events
	3	Visualize	<ul style="list-style-type: none"> Listen and Retell Key Events Describe Story Characters Identify Story Events Compare and Contrast Characters 	Shades of Meaning	Daily Writing to Sources	<ul style="list-style-type: none"> Form Regular Plural Nouns Understand and Use Question Words 	<ul style="list-style-type: none"> Uppercase and Lowercase Letters Words Separated By Spaces 	<ul style="list-style-type: none"> Phoneme Isolation Blend Onset and Rime 	n/n/	<ul style="list-style-type: none"> Read on-level text with expression. Expression—Characterization/Feelings* Inflection/Intonation—Stress* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	go, I, like, see, the, we	asked, quacked, barked, meowed, grunted, said, walk, run, crawl, jog, sheep, cows, pigs, horses, goats, chickens, ducks	<ul style="list-style-type: none"> Action Verbs The Article "The" Question Word "Who" Opposites Verbs Relating to Food

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
3. Plants and Animals Have Needs	1	Determine Text Importance	<ul style="list-style-type: none"> Listen and Retell Key Details Identify and Describe the Sequence of Events Make Connections Between Illustrations and Events in the Text Identify Author's Reasons 	Use Context Clues	Daily Writing to Sources	Capitalization	<ul style="list-style-type: none"> Punctuation First Word, Last Word 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Substitution 	i/i/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	can, she	fertile, space, ripe, spring, summer	<ul style="list-style-type: none"> Adjectives Question Word: What Verbs Plural Nouns Sequence Words
	2	Determine Text Importance	<ul style="list-style-type: none"> Listen and Retell Key Details Identify and Describe the Sequence of Events Make Connections Between Illustrations and Events in the Text Identify Author's Reasons Use Text 	Use Context Clues	Daily Writing to Sources	Capitalization	<ul style="list-style-type: none"> End Punctuation First/Last Letter in a Word 	<ul style="list-style-type: none"> Phoneme Isolation Distinguish Syllables in Spoken Words Phoneme Segmentation 	f/f/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	a, is	space, sunlight, sugar, seeds, sprout	<ul style="list-style-type: none"> Verbs Nouns to Name Things Nouns Relating to Plants Plural Nouns Sentences
	3	Determine Text Importance	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Author's Reasons Use Text Features: Labels Compare and Contrast Two Texts on the Same Topic 	N/A	Daily Writing to Sources	<ul style="list-style-type: none"> Capitalization Produce Complete Sentences 	<ul style="list-style-type: none"> Punctuation in a Title Left-to-Right Progression 	<ul style="list-style-type: none"> Phoneme Isolation Distinguish Syllables in Spoken Words Phoneme Substitution 	p/p/	<ul style="list-style-type: none"> Read on-level text with expression. Pausing—Full Stop* Inflection/ Intonation—Full Stress* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get 	a, can, go, is, see, she, the, we	food, shelter, water, space, survive, food, grow	<ul style="list-style-type: none"> Plural Nouns Nouns and Verbs Sentences Nouns: Categories Nouns: Shelter Words

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
4. Writers Tell Many Stories	1	Make Inferences/ Predictions	<ul style="list-style-type: none"> Listen and Retell Key Events Make, Confirm, and Revise Predictions Compare and Contrast the Adventures of Two Characters 	<ul style="list-style-type: none"> Inflections Clarify New Meanings for Familiar Words 	Daily Writing to Sources	Use Prepositions	<ul style="list-style-type: none"> Identify Period and Question Mark Identify First and Last Letters in Words 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending 	o/o/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	he, has	right, itsy, bitsy, big, large, huge, giant	<ul style="list-style-type: none"> Nouns and Adjectives Action Verbs Prepositions Action Verbs Conjunctions and and but
	2	Make Inferences/ Predictions	<ul style="list-style-type: none"> Listen and Retell Key Events Make, Confirm, and Revise Predictions Compare and Contrast Two Fictional Texts Identify Story Elements Identify the Role of Author and Illustrator 	<ul style="list-style-type: none"> Use Inflections to Understand Word Meaning Identify Real- Life Connections Between Words and Their Use 	Daily Writing to Sources	Recognize and Name End Punctuation	<ul style="list-style-type: none"> Identify Exclamation Marks Spoken Words Represented in Written Language 	<ul style="list-style-type: none"> Phoneme Isolation Blend Onset and Rime 	c/k/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	little, play	white, brown, gray, red, pink, mop, broom, sponge, sweeper, vacuum, pail, brush, soap	<ul style="list-style-type: none"> Verbs Question Words Color Words End Punctuation Verbs with -ed
	3	Make Inferences/ Predictions	<ul style="list-style-type: none"> Listen and Retell Key Events Compare and Contrast Two Stories Identify Story Elements Identify the Role of Author and Illustrator 	Clarify New Meanings for Familiar Words	Process Writing: Narrative	<ul style="list-style-type: none"> Use Prepositions Recognize and Name End Punctuation 	<ul style="list-style-type: none"> Story Title and Beginning of Text Return Sweep 	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Isolation Blend Onset and Rime 	h/h/	<ul style="list-style-type: none"> Read on-level text with expression. Expression— Characterization/ Feelings* Inflection/ Intonation— Stress* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	a, has, his, he, little, play, she	pool, trumpeted, reached, girl, toad, home	<ul style="list-style-type: none"> Verbs Nouns Sequence Sentences Opposites

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
5. Technology at Home and School	1	Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Details Illustrations and Captions Identify Story Characters and Events Use Illustrations to Compare and Contrast Story Characters and Setting Compare and Contrast an Informational Text and Story 	Identify New Meanings for Familiar Words	Shared Writing	Use Noun	<ul style="list-style-type: none"> Words Are Separated by Spaces First Word, Last Word 	<ul style="list-style-type: none"> Phoneme Isolation Distinguish Syllables Phoneme Addition 	b/b/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	and, you	fly, trip, Mars, Earth	<ul style="list-style-type: none"> Understand End Punctuation Verbs Opposites Preposition On Nouns
	2	Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Details Illustrations and Captions Identify Author's Reasons Compare and Contrast a Story and an Informational Text Make Connections Between Information in the Text and the Photos 	<ul style="list-style-type: none"> Relate Words to Their Opposites Identify New Meanings for Familiar Words 	Shared Writing	Use Verbs	<ul style="list-style-type: none"> Read Left to Right Upper- and Lowercase Letters 	<ul style="list-style-type: none"> Phoneme Isolation Distinguish Syllables in Spoken Words Phoneme Addition 	u/u/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	big, with	watch, tag, Mars, Earth	<ul style="list-style-type: none"> Time Words Nouns: Technology in the Home Nouns: Technology in the Home Verbs in a Sentence Verbs: Past and Present
	3	Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Events Identify Story Characters and Events Describe the Relationship Between Story Illustrations and Text Compare and Contrast Two Texts on the Same Topic 	Sort Objects Into Categories	Process Writing: Opinion	<ul style="list-style-type: none"> Use Nouns Use Verbs 	<ul style="list-style-type: none"> Punctuation Words Are Separated by Spaces 	<ul style="list-style-type: none"> Phoneme Isolation Distinguish Syllables in Spoken Words Phoneme Substitution 	r/r/	<ul style="list-style-type: none"> Read on-level text with expression. Pausing— Full Stop* Expression — Dramatic Expression* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	and, big, has, he, little, play, with, you	computer, TV, phone, hopscotch, ringtoss, swing, slide, past, future, present	<ul style="list-style-type: none"> Proper Nouns Prepositions Sequence Events Sort Words Into Categories Write to Sources: Opinion

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
6. Stories Have a Message	1	Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Events Identify Story Elements Identify the Central Message Listen and Retell Story Elements Make Connections Between Illustrations and Events Make Inferences About Characters Compare and Contrast Experiences of Characters 	<ul style="list-style-type: none"> Relate Words to Their Opposites Shades of Meaning 	Shared Writing	Form Regular Plural Nouns	<ul style="list-style-type: none"> Identify Exclamation Marks One-To-One Match 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending 	e/c/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	for, no	open, close, small, big, indoors, outdoors, laughed, cried, sunny, rainy, happy, sad	<ul style="list-style-type: none"> End Punctuation Action Verbs Nouns Nouns and Conjunctions Verbs to Express Action
	2	Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Events Find Text Evidence: Central Message Find Text Evidence Using Illustrations and Events Find Text Evidence About Characters Compare and Contrast Characters 	<ul style="list-style-type: none"> Relate Words to Their Opposites Use Inflections to Understand Word Meaning 	Writing: Author Study	Understand and Use Question Words	<ul style="list-style-type: none"> Left to Right and Top to Bottom Progression Uppercase Letters 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Substitution Blend Onset and Rime 	g/g/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	jump, one	peeped, huffed, puffed, slammed, knocked, looked, shouted, up, down, little, big, strong, weak, inside, outside, quiet, noisy, whispered, shouted, under, over, good, better, best	<ul style="list-style-type: none"> Verbs Ordinal Numbers to Express Sequence Singular and Plural Nouns Feeling Words Verbs That Show Action
	3	Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Events Find Text Evidence: Story Elements Find Text Evidence: Central Message Compare and Contrast Characters 	Identify New Meanings for Familiar Words	Writing: Author Study	<ul style="list-style-type: none"> Form Regular Plural Nouns Understand and Use Question Words 	<ul style="list-style-type: none"> Title and Beginning of Text Spoken Words Represented in Written Language 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Blend Onset and Rime 	d/d/	<ul style="list-style-type: none"> Read on-level text with expression. Expression — Characterization/ Feelings* Inflection/ Intonation— Volume* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	and, jump, one, you	letter, grew, play, shaking, toys, money, toast, honey, milk, cookies	<ul style="list-style-type: none"> End Punctuation Question Words Question Words Noun Categories Past Tense Verbs

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
7. Holidays and Celebrations	1	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> • Listen and Retell Key Details • Identify Cause and Effect Relationships • Listen and Retell Key Details • Identify Opinions and Reasons • Use Text Evidence: Captions and Labels • Compare and Contrast Informational Texts 	<ul style="list-style-type: none"> • Relate Adjectives to Their Opposites • Use Context Clues 	Daily Writing to Sources	Use Prepositions	Story Title	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Blending • Phoneme Substitution 	w/w/	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	are, have	fast, cold, hot, different, same, weak, strong, sick, healthy, big, phonograph, movies, inventor, noon, midnight	<ul style="list-style-type: none"> • End Punctuation • Verbs to Show Action • Nouns: People, Places, and Things • End Punctuation • Proper Nouns
	2	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> • Listen and Retell Key Details • Identify Cause and Effect • Describe the Relationship Between Text and Illustrations • Find Text Evidence: Author's Reasons • Compare and Contrast: Informational Text 	<ul style="list-style-type: none"> • Use Inflections to Understand Word Meaning • Use Context Clues 	Process Writing: Personal Narrative	Produce Complete Sentences	<ul style="list-style-type: none"> • First/Last Letter in a Word • Return Sweep 	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Blending • Phoneme Addition • Phoneme Substitution 	l/l/	Read on-level text with expression.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	said, two	ended, explained, invented, helped, believed, wanted, saved, lived, worked, enslaved, veterans, war, holidays, celebrate, honor, courage	<ul style="list-style-type: none"> • Verbs • Adjectives to Describe • Proper Nouns: People • Sentences • Proper Nouns: People, Places, and Things
	3	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> • Listen and Retell Key Details • Describe Relationships Between Text and Illustrations • Identify Author's Purpose • Compare and Contrast Two Nonfiction Texts 	Sort Words Into Categories	Process Writing: Personal Narrative	<ul style="list-style-type: none"> • Use Prepositions • Produce Complete Sentences 	<ul style="list-style-type: none"> • Upper- and Lowercase Letters • Return Sweep 	<ul style="list-style-type: none"> • Phoneme Isolation • Phoneme Blending • Distinguish Syllables in Spoken Words • Phoneme Substitution 	i/j/	<ul style="list-style-type: none"> • Read on-level text with expression. • Inflection/ Intonation— Volume • Expression— Characterization/ Feelings 	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Ask and Answer Questions to Confirm Understanding • Ask and Answer Questions to Seek Help, Get Information, or Clarify 	are, for, have, jump, no, one, said, two	baseball, football, helmet, soccer, ball, people, places, events, birthday, fireworks, sunshine, cupcake, football, bathtub, raindrop	<ul style="list-style-type: none"> • Pronoun "I" • Plural Nouns • Verbs Relating to Celebrations • Action Verbs • Sentences

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
8. Weather and Seasons	1	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Details Listen to and Identify Cause and Effect Identify the Setting Use Illustrations and Text to Understand Story Events Compare and Contrast Selections 	<ul style="list-style-type: none"> Sort Words Into Categories Identify New Meaning for Familiar Words Use Context Clues 	Daily Writing to Sources	Capitalization	<ul style="list-style-type: none"> Question Marks Words Separated by Spaces 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Addition Blend Onset and Rime 	k/k/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	look, me	alike, different, struggled, trudged, howled, sugar, beautiful, blanketed, peering, sun, rain, wind, clouds, snow, storm, thunder, lightning	<ul style="list-style-type: none"> Nouns End Punctuation Adjectives: Weather Words Nouns: Clothing Words Verbs to Name Things
	2	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Details Cause and Effect Main Topic and Key Details Describe the Connection Between Pieces of Information in the Text Compare and Contrast Two Informational Texts 	<ul style="list-style-type: none"> Sort Words Into Categories Use Context Clues 	Process Writing: Informative	Recognize and Name End Punctuation	<ul style="list-style-type: none"> One-to-One Match First Word, Last Word 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Substitution Blend Onset and Rime 	y/y/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help. Get Information, or Clarify 	come, here	ice, cold, hockey, snow, seasons, activities, summer, seasons, hiking, fall, football, winter, spring, skiing, baseball, blizzard, temperature,	<ul style="list-style-type: none"> Adjectives to Describe Weather Nouns Nouns: Clothing Words Sentences Verbs
	3	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Events Describe Sequence of Events Compare and Contrast Two Nonfiction Texts 	Identify New Meaning for Familiar Words	Process Writing: Informative	<ul style="list-style-type: none"> Capitalization Recognize and Name End Punctuation 	<ul style="list-style-type: none"> Return Sweep Spoken Words Represented by Written Language 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Blend Onset and Rime 	v/v/, q/kw/	<ul style="list-style-type: none"> Read on-level text with expression. Inflection/ Intonation— Volume Expression— Characterization/ Feeling 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	are, come, have, here, look, me, said, two	play, fall, better, quietly, down, frown	<ul style="list-style-type: none"> Nouns: Clothing Words End Punctuation Nouns Sentences Nouns

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
9. Meeting Our Needs and Wants	1	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Details Make Connections Between Illustrations and Text Listen and Retell Story Events Identify Text Structure: Problem and Solution Make Inferences About Characters Compare and Contrast: Make Text-to-Text Connections 	Sort Words Into Categories	Daily Writing to Sources	Expand Complete Sentences	<ul style="list-style-type: none"> Spaces Between Words First Word, Last Word 	<ul style="list-style-type: none"> Phoneme Isolation Syllable Blending Phoneme Substitution Phoneme Blending 	x/ks/, z/z/	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	my, to	uniforms, helmets, jackets, lights, sirens, hoses, ladders, before, after, great, best, hot, huge, short, easy	<ul style="list-style-type: none"> Action Verbs Nouns Nouns: Jobs Sequence of Events Verbs to Show Jobs
	2	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Details Find Text Evidence: Compare and Contrast Text Structure Find Text Evidence: Make Connections Between Illustrations and Text Find Text Evidence: Text Features Compare and Contrast Realistic Fiction and Informational Text 	<ul style="list-style-type: none"> Context Clues Antonyms 	Process Writing: Opinion Text	Understand and Use Question Words	<ul style="list-style-type: none"> Left-to-Right Progression Upper- and Lowercase Letters 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Addition Phoneme Substitution 	Long o (final -e)	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	of, what	needs, wants, shelter, afford, first, last, hot, cold, easier, harder, different, up, down, everything, nothing, homes, food, clothing	<ul style="list-style-type: none"> Verbs Related to Needs Nouns Related to Needs Nouns: Needs and Wants Sentences Nouns
	3	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Listen and Retell Story Events Find Text Evidence: Identify Problem-Solution Text Structure Find Text Evidence: Make Inferences About Characters Compare and Contrast Informational Text and Fiction 	Sort Words Into Categories	Process Writing: Opinion Text	<ul style="list-style-type: none"> Expand Complete Sentences Understand and Use Question Words 	<ul style="list-style-type: none"> Punctuation Spaces Separate Words 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Addition Phoneme Substitution 	Long o (final -e)	<ul style="list-style-type: none"> Read on-level text with expression. Pausing— Full Stop* Expression— Characterization/ Feelings* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	come, here, look, me, my, of, to, what	jeans, sweater, newspaper, hat, flowers, apples, blackberry, lawn, melons, posters, too, two, no, know, blue, blew, red, read	<ul style="list-style-type: none"> Nouns to Show Needs and Wants End Punctuation Nouns to Name Things Verbs Sentences

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Concepts of Print	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
10. Forces and Motion	1	Ask Questions, Determine Text Importance, Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Listen and Retell Key Details Use Graphic Features: Locate Information in Maps Describe the Relationship Between Images and Text Identify Relationships in a Text: Cause and Effect Use Text Features: Captions and Labels Compare and Contrast Two Texts 	Relate Adjectives to Their Opposites	Daily Writing to Sources	Expand Complete Sentences	<ul style="list-style-type: none"> Word and Letter Names Title and Beginning of Text 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Addition Phoneme Substitution 	Long i (final -e)	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	put, want	<ul style="list-style-type: none"> up, down, rise, easy, hard, woman, basket, moon, person, broom, cobwebs, sky 	<ul style="list-style-type: none"> Plural Nouns Verbs to Show Movement Opposites Nouns Verbs Relating to Transportation
	2	Ask Questions, Determine Text Importance, Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Listen and Retell Key Details Find Text Evidence: Identify and Describe Cause and Effect Relationships Find Text Evidence: Make Connections Between Illustrations and Text Use Text Features Compare and Contrast Two Informational Texts 	<ul style="list-style-type: none"> Identify Real-Life Connections Between Words and Their Use Relate Words to Their Opposites 	Process Writing: Informative Text	Use Prepositions	<ul style="list-style-type: none"> Punctuation Written Language 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Addition Phoneme Substitution 	Long u (final -e)	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	saw, this	<ul style="list-style-type: none"> push, pull, opposites, antonyms, away, toward, up, down, big, small, take, outside, inside 	<ul style="list-style-type: none"> Verbs Nouns Opposites Sentences Adjectives
	3	Ask Questions, Determine Text Importance, Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Listen and Retell Key Details Use Text Structure: Cause and Effect Use Text Features: Table of Contents Find Text Evidence: Describe Relationships Between Illustrations and Text Compare and Contrast Two Informational Texts 	N/A	Process Writing: Informative Text	<ul style="list-style-type: none"> Expand Complete Sentences Use Prepositions 	<ul style="list-style-type: none"> Return Sweep Upper- and Lowercase Letters 	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Addition Phoneme Substitution 	Long e (final -e, e)	<ul style="list-style-type: none"> Read on-level text with expression. Pausing— Full Stop* Inflection/ Intonation— Pitch* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions to Confirm Understanding Ask and Answer Questions to Seek Help, Get Information, or Clarify 	my, of, put, saw, this, to, want, what	<ul style="list-style-type: none"> across, around, up 	<ul style="list-style-type: none"> Prepositions Prepositions: Positive Words Sentence Structure Direction Words Sentences

Benchmark Ready to Advance: Correlation to the MAS ELA Standards for Grade K

READING STANDARDS FOR LITERATURE		
Key Ideas and Details		Benchmark Ready to Advance
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 28–29, 81, 89, 90–91, 96, 97, 101 Unit 2: 136–137, 143, 165, 166–167, 173, 174–175, 180–181, 203, 211, 224–225 Unit 3: 65, 101 Unit 4: 127, 128–129, 158–159, 165, 180–181, 186–187, 204–205 Unit 5: 21, 22–23, 29, 89 Unit 6: 120–121, 127, 128–129, 136, 143, 158–159, 165, 166–167, 174–175, 180–181, 190–191, 211 Unit 8: 135, 137, 141, 179, 195, 196–197, 202, 210, 215 Unit 9: 22–23, 27, 28–29, 82–83, 89, 90–91, 97</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Backpack</i> (A/1) Unit 2: <i>King Midas's Gold</i> (A/1), <i>The Elves and the Shoemaker</i> (A/1), <i>The Enormous Turnip</i> (A/1), <i>Peter and the Wolf</i> (A/1), <i>We Fish</i> (B/2) Unit 4: <i>The Three Tates</i> (A/1), <i>I Like</i> (B/2), <i>Wishing With Pennies</i> (B/2), <i>Sam Sleeps</i> (C/4) Unit 6: <i>The Ant and the Grasshopper</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Fox and the Crow</i> (B/2), <i>Stone Soup</i> (C/3), <i>Why the Sea is Salty</i> (C/3), <i>The Crow and the Pitcher</i> (C/4), <i>Rikki-Tikki-Tavi</i> (D/6) Unit 7: <i>Costume Party</i> (C/3), <i>A Party for Rabbit</i> (C/3) Unit 9: <i>Can We Have a Pet?</i> (C/4) Unit 10: <i>Up and Down the Hill</i> (C/3), <i>Magnets</i> (C/3), <i>Little Cat Goes Fast</i> (D/5), <i>Hickory Dickory Dock</i> (D/6)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 16 Unit 2: 22, 28, 31 Unit 3: 40 Unit 4: 46 Unit 5: 64 Unit 6: 70, 76, 78 Unit 7: 88, 90 Unit 8: 100, 102 Unit 9: 112, 114 Unit 10: 124, 126</p>
RL.K.2	With prompting and support, retell familiar stories, including key details.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 21, 82–83 Unit 2: 119, 120–121, 126, 134, 147, 158–159, 172, 196–197, 204–205 Unit 4: 120–121, 135, 196–197 Unit 5: 21, 82–83, 88, 96 Unit 6: 120–121, 128–129, 156, 158–159, 194, 196–197, 204–205 Unit 8: 135, 196–197, 211 Unit 9: 21, 81, 82–83</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Backpack</i> (A/1) Unit 2: <i>King Midas's Gold</i> (A/1), <i>The Elves and the Shoemaker</i> (A/1), <i>The Enormous Turnip</i> (A/1), <i>Peter and the Wolf</i> (A/1), <i>We Fish</i> (B/2), <i>Goldilocks and the Three Bears</i> (B/2), <i>Tim's Trip</i> (B/2), <i>Jin and Pedro Get to Work!</i> (C/4) Unit 4: <i>Going Bananas for Apples</i> (A/1), <i>The Three Tates</i> (A/1), <i>Hat Day at the Zoo</i> (B/2), <i>I Like</i> (B/2), <i>Two Owls in Paris</i> (B/2), <i>Frank in a Tank</i> (C/3), <i>Sam Sleeps</i> (C/4) Unit 6: <i>Mouse and Lion</i> (A/1), <i>The Ant and the Grasshopper</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Fox and the Crow</i> (B/2), <i>Stone Soup</i> (C/3), <i>Why the Sea is Salty</i> (C/3), <i>The Crow and the Pitcher</i> (C/4), <i>Rikki-Tikki-Tavi</i> (D/6) Unit 7: <i>Jin and Pedro Celebrate</i> (B/2), <i>Costume Party</i> (C/3), <i>A Party for Rabbit</i> (C/3), <i>The Best Thanksgiving Ever</i> (D/5) Unit 8: <i>Sam Can't Sleep</i> (C/3), <i>Rainy Day</i>, <i>Sunny Day</i> (D/5) Unit 9: <i>The Yard Sale</i> (D/6) Unit 10: <i>Up and Down the Hill</i> (C/3), <i>Little Cat Goes Fast</i> (D/5), <i>Hickory Dickory Dock</i> (D/6), <i>Jack Be Nimble</i> (D/6)</p> <p>READER'S THEATER HANDBOOK: Unit 6: 75, 77 Unit 7: 87, 89 Unit 8: 99, 101 Unit 9: 111, 113 Unit 10: 123, 125</p>
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 42, 80, 97 Unit 2: 128–129, 135, 136–137, 143, 148–149, 156, 158–159, 165, 166–167, 174–175, 194, 202, 204–205, 210, 211, 215, 221 Unit 3: 27 Unit 4: 126, 135, 136–137, 148–149, 156, 157, 166–167, 172, 194, 202, 204–205, 210 Unit 5: 22–23, 27, 80, 81, 90–91 Unit 6: 119, 126, 127, 134, 135, 136, 142, 157, 164, 180–181, 194, 196–197, 211 Unit 7: 27 Unit 8: 136, 194, 204–205 Unit 9: 27, 28–29, 80, 81, 88, 96</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Backpack</i> (A/1) Unit 2: <i>King Midas's Gold</i> (A/1), <i>The Elves and the Shoemaker</i> (A/1), <i>The Enormous Turnip</i> (A/1), <i>Peter and the Wolf</i> (A/1), <i>We Fish</i> (B/2), <i>Goldilocks and the Three Bears</i> (B/2), <i>Tim's Trip</i> (B/2), <i>Jin and Pedro Get to Work!</i> (C/4) Unit 4: <i>Going Bananas for Apples</i> (A/1), <i>The Three Tates</i> (A/1), <i>Hat Day at the Zoo</i> (B/2), <i>I Like</i> (B/2), <i>Two Owls in Paris</i> (B/2), <i>Wishing With Pennies</i> (B/2), <i>Sam Sleeps</i> (C/4) Unit 6: <i>Mouse and Lion</i> (A/1), <i>The Ant and the Grasshopper</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Fox and the Crow</i> (B/2), <i>Stone Soup</i> (C/3), <i>Why the Sea is Salty</i> (C/3), <i>Rikki-Tikki-Tavi</i> (D/6) Unit 7: <i>My Day at the Capital</i> (B/2), <i>Jin and Pedro Celebrate</i> (B/2), <i>The Best Thanksgiving Ever</i> (D/5) Unit 8: <i>Sam Can't Sleep</i> (C/3), <i>Rainy Day</i>, <i>Sunny Day</i> (D/5) Unit 9: <i>The Yard Sale</i> (D/6) Unit 10: <i>Up and Down the Hill</i> (C/3), <i>Little Cat Goes Fast</i> (D/5), <i>Jack Be Nimble</i> (D/6)</p> <p>READER'S THEATER HANDBOOK: Unit 2: 21, 22, 28, 31 Unit 3: 40 Unit 4: 46 Unit 6: 75, 77 Unit 7: 87, 89 Unit 8: 99, 101 Unit 9: 111, 113 Unit 10: 123, 125</p>

Craft and Structure		Benchmark Ready to Advance
RL.K.4	Ask and answer questions about unknown words in a text.	TEACHER RESOURCE SYSTEM: Unit 1: 27, 33, 88, 107 Unit 2: 142 Unit 3: 33, 71 Unit 4: 142–143, 173, 203 Unit 6: 137, 143 Unit 7: 33 Unit 8: 136–137, 143, 194, 203 Unit 9: 33 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>King Midas's Gold</i> (A/1), <i>The Elves and the Shoemaker</i> (A/1), <i>The Enormous Turnip</i> (A/1), <i>Peter and the Wolf</i> (A/1), <i>We Fish</i> (B/2), <i>Goldilocks and the Three Bears</i> (B/2) Unit 4: <i>Going Bananas for Apples</i> (A/1), <i>The Three Tates</i> (A/1), <i>Hat Day at the Zoo</i> (B/2), <i>I Like</i> (B/2), <i>Two Owls in Paris</i> (B/2), <i>Wishing With Pennies</i> (B/2), <i>Frank in a Tank</i> (C/3), <i>Sam Sleeps</i> (C/4) Unit 5: <i>On the Playground</i> (B/2), <i>Clock Watch</i> (C/3) Unit 6: <i>Mouse and Lion</i> (A/1), <i>The Ant and the Grasshopper</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Blind Men and the Elephant</i> (B/2), <i>The Fox and the Crow</i> (B/2), <i>Stone Soup</i> (C/3), <i>Why the Sea is Salty</i> (C/3), <i>The Crow and the Pitcher</i> (C/4), <i>Rikki-Tikki-Tavi</i> (D/6) Unit 7: <i>Jin and Pedro Celebrate</i> (B/2), <i>Costume Party</i> (C/3), <i>A Party for Rabbit</i> (C/3) Unit 8: <i>Rainy Day</i> , <i>Sunny Day</i> (D/5) Unit 9: <i>Can We Have a Pet?</i> (C/4), <i>The Yard Sale</i> (D/6) Unit 10: <i>Up and Down the Hill</i> (C/3), <i>Little Cat Goes Fast</i> (D/5), <i>Hickory Dickory Dock</i> (D/6), <i>Jack Be Nimble</i> (D/6) READER'S THEATER HANDBOOK: Unit 6: 77 Unit 7: 89 Unit 8: 101 Unit 9: 113 Unit 10: 125
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	TEACHER RESOURCE SYSTEM: Unit 1: 21 Unit 2: 127, 135, 156, 180–181 Unit 3: 27, 65 Unit 4: 135, 141, 147, 179, 196–197 Unit 5: 21, 27, 65 Unit 6: 158–159, 197, 215 Unit 8: 135 Unit 9: 21, 22–23, 90–91, 97, 101 Unit 10: 141 LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>Hat Day at the Zoo</i> (B/2) Unit 7: <i>A Party for Rabbit</i> (C/3), <i>The Best Thanksgiving Ever</i> (D/5) Unit 9: <i>Can We Have a Pet?</i> (C/4)
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	TEACHER RESOURCE SYSTEM: Unit 1: 90–91 Unit 2: 158–159 Unit 4: 174–175, 194, 211 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Tim's Trip</i> (B/2) Unit 4: <i>Two Owls in Paris</i> (B/2), <i>Frank in a Tank</i> (C/3) Unit 8: <i>Rainy Day</i> , <i>Sunny Day</i> (D/5) Unit 10: <i>Jack Be Nimble</i> (D/6)
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RL.K.7	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).	TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 24–25, 42, 80, 88, 89, 98–99, 104–105 Unit 3: 33, 107 Unit 4: 119, 128–129, 134, 141, 156, 164, 174–175, 179, 180–181, 195, 211, 215 Unit 5: 28, 33, 80, 97 Unit 6: 118, 119, 136, 141, 156, 174–175, 195, 202, 215 Unit 8: 136, 141, 142, 144–145, 179, 195, 202 Unit 9: 4, 27, 30–31 Unit 10: 141, 215 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Families Have Rules</i> (C/3) Unit 2: <i>King Midas's Gold</i> (A/1), <i>The Enormous Turnip</i> (A/1), <i>Goldilocks and the Three Bears</i> (B/2), <i>Jin and Pedro Get to Work!</i> (C/4) Unit 4: <i>Going Bananas for Apples</i> (A/1), <i>Wishing With Pennies</i> (B/2) Unit 6: <i>Mouse and Lion</i> (A/1), <i>The Crow and the Pitcher</i> (C/4) Unit 7: <i>Costume Party</i> (C/3) Unit 8: <i>Sam Can't Sleep</i> (C/3) Unit 9: <i>Jobs in a Community</i> (D/6), <i>The Yard Sale</i> (D/6) Unit 10: <i>How Animals Move</i> (C/3), <i>Hickory Dickory Dock</i> (D/6) READER'S THEATER HANDBOOK: Unit 1: 16 Unit 2: 22, 28 Unit 3: 40 Unit 4: 46 Unit 6: 70 Unit 7: 88, 90 Unit 8: 100
RL.K.8	(Not applicable to literature)	
RL.K.9	With prompting and support, compare and contrast the	TEACHER RESOURCE SYSTEM: Unit 1: 36–37, 102–103 Unit 2: 148–149, 186–187, 216–217 Unit 4: 148–149, 186–187, 216–217 Unit 6: 148–149, 186–187, 216–217 Unit 8: 216–217
Range of Reading and Level of Text		Benchmark Ready to Advance
RL.K.10	Actively engage in group reading activities with purpose and understanding.	TEACHER RESOURCE SYSTEM: Unit 1: 21, 82–83 Unit 2: 120–121, 196–197, 224–225 Unit 4: 120–121, 158–159 Unit 5: 82–83 Unit 6: 118, 120–121, 152–153, 190–191, 196–197, 224–225 Unit 8: 135, 196–197, 224–225 Unit 9: 82–83
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		Benchmark Ready to Advance
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	TEACHER RESOURCE SYSTEM: Unit 1: 5, 20, 50, 51, 52–53, 58, 59, 65, 66–67, 71, 72–73, 76–77, 110–111 Unit 3: 14–15, 20, 22–23, 29, 38–39, 51, 52–53, 59, 60–61, 66–67, 72–73, 90–91, 97 Unit 5: 6–7, 20, 52–53 Unit 7: 20, 21, 38–39, 50, 58, 101 Unit 8: 126, 134, 164 Unit 9: 6–7, 13, 14–15, 20, 44–45, 51, 52–53, 59, 66–67, 72–73 Unit 10: 127, 128–129, 136–137, 166–167, 173, 180–181, 203, 204–205, 211 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Good Citizens Can Help</i> (A/1) Unit 3: <i>Animal Colors</i> (A/1), <i>Animal Treats</i> (C/4) Unit 5: <i>People Use Tools</i> (A/1), <i>Let's Go</i> (B/2), <i>Old and New</i> (B/2), <i>On the Playground</i> (B/2) Unit 7: <i>The Flag</i> (B/2) Unit 8: <i>A Week of Weather</i> (B/2), <i>Let's Look Outside</i> (B/2), <i>Life With Our Sun</i> (C/3) Unit 9: <i>Clothes</i> (C/3), <i>Do We Need It? Do We Want It?</i> (E/7) Unit 10: <i>How Animals Move</i> (C/3), <i>What Is Slow? What Is Fast?</i> (D/5), <i>Using Magnets</i> (E/8) READER'S THEATER HANDBOOK: Unit 1: 10 Unit 3: 34, 37 Unit 4: 52 Unit 5: 58 Unit 7: 82 Unit 8: 94 Unit 6: 106 Unit 10: 118

RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 13, 44–45 Unit 3: 6–7, 12, 21, 43, 44–45, 50, 58, 82–83, 88, 96 Unit 5: 6–7, 44–45, 58, 101 Unit 7: 6–7, 21, 44–45, 82–83 Unit 8: 120–121, 156, 166–167 Unit 9: 6–7, 42, 44–45, 58 Unit 10: 120–121, 134, 135, 158–159, 164, 196–197, 210</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>I Follow Rules at School</i> (A/1), <i>My Book</i> (A/1), <i>Playing Sports</i> (B/2), <i>Day Camp</i> (B/2), <i>Eating Well</i> (B/2), <i>Families Have Rules</i> (C/3) Unit 3: <i>Animal Colors</i> (A/1), <i>The Best Things in Nature Are Blue</i> (A/1), <i>My Bird-Watching Journal</i> (A/1), <i>Look at the Animals</i> (C/4), <i>Animal Treats</i> (C/4), <i>A Plant Has Parts</i> (C/4) Unit 5: <i>People Use Tools</i> (A/1), <i>Old and New</i> (B/2), <i>On the Playground</i> (B/2), <i>Clock Watch</i> (C/3), <i>Making a House</i> (C/4), <i>Technology Brings Us Together</i> (D/6) Unit 7: <i>The Flag</i> (B/2), <i>My Day at the Capital</i> (B/2), <i>At the Birthday Party</i> (C/3), <i>Thanksgiving Then and Now</i> (C/3) Unit 8: <i>A Week of Weather</i> (B/2), <i>Let's Look Outside</i> (B/2), <i>Life With Our Sun</i> (C/3), <i>All Weather Is Fun!</i> (C/3), <i>My Weather Log</i> (C/3), <i>The Seasons</i> (D/5) Unit 9: <i>Saturday with Dad</i> (B/2), <i>Clothes</i> (C/3), <i>Needs and Wants</i> (C/4), <i>Jobs at School</i> (C/4), <i>Can We Have a Pet?</i> (C/4), <i>Jobs in a Community</i> (D/6), <i>Do We Need It? Do We Want It?</i> (E/7) Unit 10: <i>How Animals Move</i> (C/3), <i>Magnets</i> (C/3), <i>What Is Slow? What Is Fast?</i> (D/5), <i>Using Magnets</i> (E/8)</p> <p>READER'S THEATER HANDBOOK: Unit 8: 97</p>
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 13, 42, 51 Unit 5: 12, 60–61 Unit 7: 14–15, 42, 52–53, 65 Unit 8: 174–175, 180–181 Unit 9: 42 Unit 10: 156, 166–167, 203</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Good Citizens Can Help</i> (A/1), <i>My Book</i> (A/1), <i>Playing Sports</i> (B/2), <i>Day Camp</i> (B/2), <i>Eating Well</i> (B/2) Unit 3: <i>Animal Homes</i> (B/2), <i>At the Pond</i> (B/2), <i>Look at the Animals</i> (C/4) Unit 5: <i>Old and New</i> (B/2), <i>Schools Then and Now</i> (B/2), <i>On the Playground</i> (B/2), <i>Clock Watch</i> (C/3), <i>Making a House</i> (C/4) Unit 7: <i>Thanksgiving Then and Now</i> (C/3) Unit 8: <i>My Weather Log</i> (C/3) Unit 9: <i>Saturday with Dad</i> (B/2), <i>Clothes</i> (C/3), <i>Can We Have a Pet?</i> (C/4), <i>Jobs in a Community</i> (D/6), <i>Do We Need It? Do We Want It?</i> (E/7) Unit 10: <i>How Animals Move</i> (C/3), <i>Magnets</i> (C/3), <i>What Is Slow? What Is Fast?</i> (D/5)</p>
Craft and Structure		Benchmark Ready to Advance
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 71 Unit 3: 28, 59, 89 Unit 5: 107 Unit 7: 29, 59, 71, 107 Unit 8: 173 Unit 9: 13, 51 Unit 10: 136–137, 165</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>I Follow Rules at School</i> (A/1), <i>Good Citizens Can Help</i> (A/1), <i>My Book</i> (A/1), <i>Playing Sports</i> (B/2), <i>Day Camp</i> (B/2), <i>Families Have Rules</i> (C/3) Unit 3: <i>Animal Colors</i> (A/1), <i>The Best Things in Nature Are Blue</i> (A/1), <i>My Bird-Watching Journal</i> (A/1), <i>Animal Homes</i> (B/2), <i>At the Pond</i> (B/2), <i>Look at the Animals</i> (C/4), <i>Animal Treats</i> (C/4), <i>A Plant Has Parts</i> (C/4) Unit 5: <i>People Use Tools</i> (A/1), <i>Let's Go</i> (B/2), <i>Old and New</i> (B/2), <i>Schools Then and Now</i> (B/2), <i>Making a House</i> (C/4) Unit 7: <i>The Flag</i> (B/2), <i>My Day at the Capital</i> (B/2), <i>At the Birthday Party</i> (C/3), <i>Thanksgiving Then and Now</i> (C/3) Unit 8: <i>A Week of Weather</i> (B/2), <i>Let's Look Outside</i> (B/2), <i>The Seasons</i> (D/5) Unit 9: <i>Clothes</i> (C/3), <i>Needs and Wants</i> (C/4), <i>Jobs at School</i> (C/4), <i>Jobs in a Community</i> (D/6), <i>Do We Need It? Do We Want It?</i> (E/7) Unit 10: <i>How Animals Move</i> (C/3), <i>Magnets</i> (C/3), <i>What Is Slow? What Is Fast?</i> (D/5), <i>Using Magnets</i> (E/8)</p>
RI.K.5	Identify the front cover, back cover, and title page of a book.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 51, 59, 66–67 Unit 3: 29 Unit 5: 14–15 Unit 7: 6–7, 28 Unit 10: 135, 143, 180–181, 194, 196–197, 204–205</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Look at the Animals</i> (C/4) Unit 5: <i>Making a House</i> (C/4) Unit 7: <i>The Flag</i> (B/2) Unit 8: <i>Let's Look Outside</i> (B/2)</p>
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 51 Unit 7: 22–23</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Book</i> (A/1), <i>Playing Sports</i> (B/2), <i>Day Camp</i> (B/2) Unit 3: <i>Animal Homes</i> (B/2) Unit 7: <i>At the Birthday Party</i> (C/3) Unit 9: <i>Clothes</i> (C/3), <i>Needs and Wants</i> (C/4), <i>Jobs at School</i> (C/4)</p> <p>READER'S THEATER HANDBOOK: Unit 6: 81 Unit 7: 81, 82</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RI.K.7	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).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 4, 13, 16–17, 43, 60–61, 68–69 Unit 3: 5, 14–15, 21, 42, 43, 60–61, 66–67, 81, 97 Unit 5: 4, 5, 16–17, 43 Unit 7: 4, 5, 14–15, 30–31, 43, 60–61, 97 Unit 8: 118, 119, 157, 172 Unit 9: 14–15, 42, 43, 60–61, 65 Unit 10: 119, 128–129, 156, 157, 174–175, 179, 194, 195, 211</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>I Follow Rules at School</i> (A/1), <i>Good Citizens Can Help</i> (A/1), <i>Eating Well</i> (B/2), <i>Families Have Rules</i> (C/3), <i>My Bird-Watching Journal</i> (A/1) Unit 3: <i>At the Pond</i> (B/2), <i>Animal Treats</i> (C/4), <i>A Plant Has Parts</i> (C/4) Unit 5: <i>People Use Tools</i> (A/1), <i>Let's Go</i> (B/2), <i>Schools Then and Now</i> (B/2), <i>Clock Watch</i> (C/3) Unit 7: <i>At the Birthday Party</i> (C/3) Unit 8: <i>A Week of Weather</i> (B/2), <i>Life With Our Sun</i> (C/3), <i>All Weather Is Fun!</i> (C/3), <i>My Weather Log</i> (C/3), <i>The Seasons</i> (D/5) Unit 9: <i>Saturday with Dad</i> (B/2) Unit 10: <i>Using Magnets</i> (E/8)</p> <p>READER'S THEATER HANDBOOK: Unit 3: 34 Unit 5: 58 Unit 8: 94</p>

RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	TEACHER RESOURCE SYSTEM: Unit 1: 52–53 Unit 3: 22–23, 52–53, 80, 90–91 Unit 5: 66–67 Unit 7: 22–23, 42, 66–67, 80, 90–91 Unit 8: 128–129, 156 LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>The Best Things in Nature Are Blue</i> (A/1) Unit 5: <i>Technology Brings Us Together</i> (D/6) Unit 8: <i>All Weather Is Fun!</i> (C/3) Unit 9: <i>Needs and Wants</i> (C/4) READER'S THEATER HANDBOOK: Unit 8: 94
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TEACHER RESOURCE SYSTEM: Unit 1: 34–35, 72–73 Unit 3: 34–35, 72–73, 102–103 Unit 5: 34–35, 72–73, 102–103 Unit 7: 34–35, 72–73, 102–103 Unit 8: 148–149, 186–187 Unit 9: 34–35, 52–53, 72–73, 102–103 Unit 10: 148–149, 186–187, 216–217
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RI.K.10	Actively engage in group reading activities with purpose and understanding	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 13, 44–45, 76–77, 110–111 Unit 3: 6–7, 21, 38–39, 44–45, 82–83 Unit 5: 6–7, 44–45 Unit 7: 4, 5, 6–7, 12, 21, 38–39, 43, 44–45, 81, 82–83, 88 Unit 8: 120–121, 128–129, 158–159 Unit 9: 5, 6–7, 12, 13, 44–45, 50 Unit 10: 120–121, 135, 158–159, 196–197, 216–217
READING STANDARDS: FOUNDATIONAL SKILLS		
Print Concepts		Benchmark Ready to Advance
RF.K.1	Demonstrate understanding of the organization and basic features of print	TEACHER RESOURCE SYSTEM: Unit 4: 119, 157, 195 Unit 6: 119, 141, 195 Unit 10: 157, 179
RF.K.1a	Follow words from left to right, top to bottom, and page by page.	TEACHER RESOURCE SYSTEM: Unit 1: 5, 27, 34–35, 60–61, 65, 81, 97, 101, 102–103, 107 Unit 2: 119, 141 Unit 3: 5, 12, 20, 27, 34–35, 43, 50, 58, 65, 71, 81, 96, 101, 107 Unit 4: 152–153, 215 Unit 5: 43, 50, 76–77, 81, 90–91, 96, 107 Unit 6: 135, 142, 148–149, 152–153, 157, 190–191, 204–205, 211, 224–225 Unit 7: 14–15, 21, 22–23, 27, 33, 38–39, 43, 58, 60–61, 65, 71, 76–77, 81, 90–91, 96, 97, 101, 107, 110–111 Unit 8: 128–129, 166–167, 174–175, 195, 204–205, 221 Unit 9: 5, 12, 20, 21, 33, 43, 50, 65, 81, 90–91, 97, 101, 107 Unit 10: 153, 158–159, 195, 211, 224 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Families Have Rules</i> (C/3) Unit 9: <i>Jobs at School</i> (C/4), <i>Can We Have a Pet?</i> (C/4), <i>Jobs in a Community</i> (D/6) READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	TEACHER RESOURCE SYSTEM: Unit 3: 65, 101 Unit 4: 179 Unit 8: 157, 215 READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 3, 649, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73 Unit 7: 81, 82, 83, 84, 85 Unit 8: 93, 94, 95, 96, 97 Unit 9: 105, 106, 107, 108, 109 Unit 10: 117, 118, 119, 120, 121
RF.K.1c	Understand that words are separated by spaces in print.	TEACHER RESOURCE SYSTEM: Unit 1: 81 Unit 2: 215 Unit 5: 5, 101 Unit 8: 141 Unit 9: 5, 101 READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73 Unit 7: 81, 82, 83, 84, 85 Unit 8: 93, 94, 95, 96, 97 Unit 9: 105, 106, 107, 108, 109 Unit 10: 117, 118, 119, 120, 121
RF.K.1d	Recognize and name all upper- and lowercase letters of the	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 12, 18–19, 20, 26, 38–39, 96 Unit 2: 195 Unit 4: 141 Unit 5: 65 Unit 6: 179, 81 Unit 10: 215
Phonological Awareness		Benchmark Ready to Advance
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	TEACHER RESOURCE SYSTEM: Unit 2: 157 Unit 8: 221
RF.K.2a	Recognize and produce rhyming words.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 18–19, 26, 27, 33, 38–39, 43, 71, 101 Unit 3: 65, 71 Unit 4: 141, 147, 179, 185 Unit 6: 179, 215, 221 Unit 7: 107 Unit 8: 179, 185 Unit 9: 101 Unit 10: 141
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 18–19 Unit 3: 64, 100 Unit 4: 147 Unit 5: 26, 64, 100 Unit 7: 26, 100 Unit 8: 214
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken	TEACHER RESOURCE SYSTEM: Unit 1: 86–87, 94–95 Unit 2: 132–133, 152–153, 190–191, 224–225 Unit 3: 10–11, 38–39, 48–49, 50, 56–57, 86–87, 94–95 Unit 4: 190–191, 224–225 Unit 6: 190–191, 224–225 Unit 8: 152–153, 190–191, 214, 224–225 Unit 9: 56–57, 94–95 Unit 10: 132–133, 170–171

RF.K.2d	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/.)	TEACHER RESOURCE SYSTEM: Unit 1: 38–39, 48–49, 50, 56–57, 64, 76–77, 86–87, 94–95, 100 Unit 2: 124–125, 132–133, 140, 162–163, 170–171, 178, 185, 190–191, 200–201, 202, 208–209, 214 Unit 3: 10–11, 12, 18–19, 26, 48–49, 56–57, 64, 86–87, 88, 94–95 Unit 4: 124–125, 132–133, 140, 147, 152–153, 162–163, 164, 170–171, 178, 190–191, 200–201, 208–209, 214, 221 Unit 5: 10–11, 12, 18–19, 33, 48–49, 50, 56–57, 71, 86–87, 88, 94–95, 107 Unit 6: 124–125, 126, 132–133, 140, 152–153, 162–163, 170–171, 185, 200–201, 208–209, 214 Unit 7: 10–11, 12, 18–19, 33, 48–49, 50, 56–57, 86–87, 94–95 Unit 8: 124–125, 132–133, 152–153, 162–163, 170–171, 178, 185, 190–191, 200–201, 208–209, 224–225 Unit 9: 10–11, 18–19, 48–49, 86–87, 88, 107 Unit 10: 124–125, 162–163, 200–201, 208–209
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	TEACHER RESOURCE SYSTEM: Unit 1: 110–111 Unit 2: 221 Unit 3: 76–77, 110–111 Unit 5: 38–39, 50, 76–77, 110–111 Unit 6: 126, 178 Unit 7: 38–39, 64, 71, 76–77, 110–111 Unit 8: 140, 147, 178 Unit 9: 26, 64, 76–77, 100, 110–111 Unit 10: 140, 147, 152–153, 178, 185, 190–191, 214, 224–225
Phonics and Word Recognition		Benchmark Ready to Advance
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.	TEACHER RESOURCE SYSTEM: Unit 1: 32, 48–49, 50, 56–57, 64, 70, 76–77, 86–87, 94–95, 100, 106, 110–111 Unit 2: 124–125, 126, 132–133, 140, 146, 152–153, 162–163, 170–171, 178, 184, 190–191, 200–201, 208–209, 214, 220, 224–225 Unit 3: 10–11, 18–19, 26, 32, 38–39, 48–49, 50, 56–57, 64, 70, 71, 86–87, 94–95, 100, 106 Unit 4: 124–125, 132–133, 140, 146, 162–163, 170–171, 178, 184, 185, 200–201, 202, 208–209, 214, 220 Unit 5: 10–11, 18–19, 26, 32, 33, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 88, 94–95, 100, 106, 110–111 Unit 6: 124–125, 132–133, 140, 146, 152–153, 162–163, 164, 170–171, 178, 184, 190–191, 200–201, 202, 208–209, 214, 220, 224–225 Unit 7: 10–11, 12, 18–19, 26, 32, 38–39, 48–49, 50, 56–57, 64, 70, 76–77, 86–87, 88, 94–95, 100, 106 Unit 8: 124–125, 126, 132–133, 140, 146, 162–163, 164, 170–171, 178, 184, 200–201, 202, 208–209, 214, 220, 224–225 Unit 9: 10–11, 12, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 100, 106, 110–111 Unit 10: 124–125, 132–133, 140, 146, 152–153, 162–163, 170–171, 178, 184, 200–201, 208–209, 214, 220
RF.K.3b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	TEACHER RESOURCE SYSTEM: Unit 1: 32, 70, 88, 106, 107 Unit 2: 146, 164, 184, 220 Unit 3: 32, 33, 70, 107 Unit 4: 124–125, 126, 132–133, 140, 146, 152–153, 170–171, 178, 184, 200–201, 208–209, 214, 220 Unit 5: 32, 48–49, 50, 56–57, 64, 70, 71, 76–77, 106 Unit 6: 124–125, 132–133, 140, 146, 147, 152–153, 184 Unit 7: 32, 70, 106 Unit 8: 132–133, 140, 146, 184, 220 Unit 9: 32, 48–49, 50, 56–57, 70, 71, 86–87, 88, 94–95, 106 Unit 10: 124–125, 126, 132–133, 146, 162–163, 164, 170–171, 184, 185, 200–201, 202, 208–209, 220
RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	TEACHER RESOURCE SYSTEM: Unit 1: 32, 48–49, 56–57, 58, 64, 70, 76–77, 100, 106, 110–111 Unit 2: 124–125, 134, 140, 146, 152–153, 162–163, 170–171, 172, 178, 184, 190–191, 200–201, 208–209, 210, 214, 220, 224–225 Unit 3: 18–19, 20, 26, 32, 38–39, 58, 64, 70, 76–77, 96, 100, 110–111 Unit 4: 124–125, 132–133, 134, 140, 146, 152–153, 162–163, 172, 178, 184, 200–201, 208–209, 210, 214, 220, 224–225 Unit 5: 10–11, 18–19, 20, 26, 32, 38–39, 48–49, 56–57, 58, 64, 70, 76–77, 86–87, 94–95, 96, 100, 106, 110–111 Unit 6: 124–125, 132–133, 134, 140, 146, 152–153, 162–163, 170–171, 172, 178, 184, 190–191, 200–201, 208–209, 210, 214, 220, 224–225 Unit 7: 10–11, 18–19, 20, 26, 32, 38–39, 48–49, 56–57, 58, 64, 70, 76–77, 86–87, 94–95, 96, 100, 106, 110–111 Unit 8: 124–125, 132–133, 134, 140, 146, 152–153, 162–163, 170–171, 172, 178, 184, 190–191, 200–201, 208–209, 210, 214, 220, 224–225 Unit 9: 10–11, 18–19, 20, 26, 32, 38–39, 48–49, 56–57, 58, 64, 70, 76–77, 86–87, 94–95, 96, 100, 106, 110–111 Unit 10: 124–125, 132–133, 134, 140, 146, 152–153, 162–163, 170–171, 172, 178, 184, 190–191, 200–201, 208–209, 210, 214, 220, 224–225 READER'S THEATER HANDBOOK: Unit 1: 10, 11, 12, 13, 16, 17, 18, 19 Unit 2: 22, 23, 24, 25, 28, 29, 30, 31 Unit 3: 34, 35, 36, 37, 40, 41, 42, 43 Unit 4: 46, 47, 48, 49, 52, 53, 54, 55 Unit 5: 58, 59, 60, 61, 64, 65, 66, 67 Unit 6: 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	TEACHER RESOURCE SYSTEM: Unit 1: 32, 70, 106 Unit 2: 146, 184, 220 Unit 3: 32, 70, 106 Unit 4: 146, 184, 220 Unit 5: 32, 70, 106 Unit 6: 146, 184 Unit 7: 32, 38–39, 70, 76–77, 106 Unit 8: 178, 220 Unit 9: 26, 32, 76–77, 106, 110 Unit 10: 126, 146, 152–153, 184, 190–191, 220, 224–225
Fluency		Benchmark Ready to Advance
RF.K.4	Read emergent-reader texts with purpose and understanding.	TEACHER RESOURCE SYSTEM: Unit 1: 12, 33, 43, 50, 58, 65, 71, 76–77, 81, 96, 101, 107, 110–111 Unit 2: 119, 126, 134, 141, 147, 152–153, 157, 164, 172, 179, 185, 190–191, 195, 210, 215, 221, 224–225 Unit 3: 5, 12, 20, 27, 33, 38–39, 43, 58, 65, 71, 76–77, 81, 88, 96, 101, 107, 110–111 Unit 4: 119, 126, 134, 152–153, 164, 172, 179, 185, 190–191, 195, 202, 210, 215, 221, 224–225 Unit 5: 5, 20, 27, 33, 38–39, 43, 58, 65, 71, 76–77, 81, 88, 96, 101, 110–111 Unit 6: 119, 126, 134, 141, 147, 157, 164, 172, 179, 185, 190–191, 195, 202, 210, 215, 221, 224–225 Unit 7: 20, 27, 33, 38–39, 43, 50, 65, 71, 76–77, 107, 110–111 Unit 8: 134, 147, 152–153, 185, 190–191, 215, 221, 224–225 Unit 9: 5, 12, 27, 38–39, 50, 58, 65, 71, 76–77, 81, 88, 96, 101, 107 Unit 10: 119, 126, 147, 152–153, 157, 164, 172, 179, 185, 190–191, 195, 202, 210, 215, 220, 224–225 READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127, 110–111

WRITING STANDARDS

Types and Purposes		Benchmark Ready to Advance
W.K.1	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 book is . . .).	TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 54–55, 92–93, 108–109 Unit 2: 130–131, 188–189 Unit 3: 24–25, 54–55 Unit 4: 150–151, 176–177 Unit 5: 30–31, 68–69, 84–85, 92–93, 98–99, 104–105, 108–109 Unit 6: 138–139, 150–151 Unit 7: 24–25 Unit 8: 150–151 Unit 9: 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105, 108–109 Unit 10: 150–151
W.K.2	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.	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 16–17, 36–37, 46–47, 68–69, 74–75, 84–85 Unit 2: 122–123, 138–139, 150–151, 160–161, 168–169, 182–183 Unit 3: 8–9, 36–37, 46–47, 62–63, 74–75, 84–85, 92–93, 98–99, 104–105, 108–109 Unit 4: 122–123, 144–145, 160–161, 168–169, 188–189 Unit 5: 8–9, 36–37, 46–47, 54–55, 62–63 Unit 6: 122–123 Unit 7: 8–9, 16–17, 36–37 Unit 8: 122–123, 130–131, 138–139, 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223 Unit 9: 8–9, 16–17, 24–25 Unit 10: 122–123, 138–139, 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223
W.K.3	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.	TEACHER RESOURCE SYSTEM: Unit 1: 24–25, 62–63, 98–99, 104–105 Unit 2: 144–145, 176–177, 198–199, 206–207, 212–213, 218–219, 222–223 Unit 3: 16–17, 30–31, 68–69 Unit 4: 130–131, 138–139, 182–183, 198–199, 206–207, 212–213, 218–219, 222–223 Unit 5: 16–17, 24–25, 74–75 Unit 6: 130–131, 144–145, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223 Unit 7: 30–31, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105, 108–109 Unit 8: 144–145 Unit 9: 30–31 Unit 10: 130–131, 144–145
Production and Distribution of Writing		Benchmark Ready to Advance
W.K.4	(Begins in grade 3)	
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	TEACHER RESOURCE SYSTEM: Unit 7: 84–85, 92–93, 98–99 Unit 8: 198–199, 206–207, 212–213 Unit 9: 84–85, 92–93, 98–99 Unit 10: 188–189, 198–199, 206–207, 212–213
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	TEACHER RESOURCE SYSTEM: Unit 7: 104–105 Unit 8: 218–219 Unit 9: 104–105 Unit 10: 218–219
Research to Build and Present Knowledge		Benchmark Ready to Advance
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	TEACHER RESOURCE SYSTEM: Unit 6: 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223 Unit 8: 168–169 Unit 9: 54–55 Unit 10: 168–169
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 16–17, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 84–85, 98–99, 104–105 Unit 3: 16–17, 46–47, 98–99 Unit 4: 122–123 Unit 5: 16–17, 30–31, 46–47 Unit 6: 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223 Unit 7: 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105 Unit 8: 122–123, 130–131, 138–139, 144–145, 150–151, 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219 Unit 9: 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105 Unit 10: 122–123, 130–131, 138–139, 144–145, 150–151, 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219
W.K.9	(Begins in grade 4)	

Range of Writing		Benchmark Ready to Advance
W.K.10	(Begins in grade 3)	
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		Benchmark Ready to Advance
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	TEACHER RESOURCE SYSTEM: Unit 1: 112–113 Unit 5: 112–113 Unit 6: 216–217 Unit 7: 112–113
SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	TEACHER RESOURCE SYSTEM: Unit 1: 4, 5, 12, 20, 27, 43, 51, 58, 60–61, 65, 66–67, 71, 80, 81, 88, 96, 97, 101, 102–103 Unit 2: 118, 141, 148–149, 157, 165, 172, 194, 222–223 Unit 3: 5, 20, 21, 42, 43, 58, 80, 81, 96, 108–109 Unit 4: 118, 119, 120–121, 126, 147, 148–149, 164, 172, 174–175, 185, 194, 222–223, 226–227 Unit 5: 20, 34–35, 43, 58, 60–61, 81, 108–109 Unit 6: 135, 142, 203, 204–205, 211 Unit 7: 4, 6–7, 42, 46–47, 54–55, 60–61, 80, 82–83, 84–85 Unit 8: 118, 120–121, 135, 147, 158–159, 166–167, 174–175, 194 Unit 9: 5, 6–7, 21, 42, 44–45, 52–53, 60–61, 80, 82–83, 90–91 Unit 10: 118, 119, 126, 134, 135, 141, 165, 166–167, 172, 174–175, 179, 186–187, 194, 195, 216–217, 220, 226–227
SL.K.1b	Continue a conversation through multiple exchanges.	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 21, 42, 44–45, 60–61, 66–67, 80, 82–83 Unit 2: 118, 134, 135, 156, 185, 194, 210 Unit 3: 4, 6–7, 42, 44–45, 80 Unit 4: 118, 120–121, 134, 156, 157, 158–159, 194, 195, 202, 206–207, 210, 215, 221, 226–227 Unit 5: 4, 6–7, 21, 28, 34–35, 42, 44–45, 60–61, 80, 82–83, 90–91 Unit 6: 118, 119, 120–121, 126, 127, 141, 147, 164, 172, 179, 185, 194, 195 Unit 7: 4, 6–7, 42, 46–47, 54–55, 60–61, 80, 82–83, 84–85 Unit 8: 118, 120–121, 135, 147, 158–159, 166–167, 174–175, 194 Unit 9: 5, 6–7, 21, 42, 44–45, 52–53, 60–61, 80, 82–83, 90–91 Unit 10: 118, 119, 126, 134, 135, 141, 165, 166–167, 172, 174–175, 179, 186–187, 194, 195, 216–217, 220, 226–227
SL.K.2	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.	TEACHER RESOURCE SYSTEM: Unit 1: 4, 28–29, 66–67, 80, 112–113 Unit 2: 118, 120–121, 127, 128–129, 158–159, 216–217, 226–227 Unit 3: 4, 12, 82–83 Unit 4: 118, 136–137, 166–167, 196–197, 203, 226–227 Unit 5: 4, 28–29, 44–45, 82–83, 89, 90–91, 97, 102–103, 112–113 Unit 6: 118, 128–129, 148–149, 156, 158–159, 166–167, 180–181, 186–187, 216–217, 226–227 Unit 7: 4, 12, 20, 62–63, 65, 80, 88, 90–91, 96, 101 Unit 8: 118, 119, 120–121, 126, 128–129, 134, 141, 148–149, 156, 157, 164, 172, 179, 186–187, 194, 195, 196–197, 202, 210, 211, 215 Unit 9: 4, 80, 83, 112–113 Unit 10: 118, 120–121, 127, 128–129, 136–137, 142–143, 148–149, 156, 203
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	TEACHER RESOURCE SYSTEM: Unit 1: 13, 34–35, 44–45, 50, 72–73, 89, 90–91, 97, 112–113 Unit 2: 127, 128–129, 174–175, 180–181, 186–187, 196–197, 204–205, 211, 216–217, 226–227 Unit 3: 4, 29, 34–35, 44–45, 51, 52–53, 60–61, 66–67, 72–73, 89, 97, 102–103, 112–113 Unit 4: 136–137, 158–159, 166–167, 173, 203, 204–205, 211, 216–217, 226–227 Unit 5: 13, 14–15, 22–23, 51, 52–53, 59, 66–67, 72–73, 82–83, 97, 102–103, 112–113 Unit 6: 128–129, 136, 148–149, 166–167, 173, 174–175, 180–181, 186–187, 196–197, 216–217, 226–227 Unit 7: 5, 21, 27, 34–35, 43, 50, 58, 65, 72–73, 81, 82–83, 96, 101, 112–113 Unit 8: 137, 148–149, 158–159, 186–187, 196–197, 216–217, 226–227 Unit 9: 72–73, 83, 112–113 Unit 10: 128–129, 158–159, 180–181, 196–197, 211, 216–217, 226–227
Presentation of Knowledge and Ideas		Benchmark Ready to Advance
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	TEACHER RESOURCE SYSTEM: Unit 1: 72–73, 112–113 Unit 2: 119, 126, 164, 179, 186–187, 195, 198–199, 206–207, 215, 226–227 Unit 3: 28, 50, 72–73, 84–85, 88, 92–93, 112–113 Unit 4: 186–187, 198–199, 206–207, 226–227 Unit 5: 12, 50, 72–73, 84–85, 92–93, 112–113 Unit 6: 186–187, 226–227 Unit 7: 44–45, 72–73, 112–113 Unit 8: 186–187, 196–197, 226–227 Unit 9: 12, 50, 72–73, 112–113 Unit 10: 186–187, 226–227
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	TEACHER RESOURCE SYSTEM: Unit 1: 66–67, 112–113 Unit 2: 202, 226–227 Unit 3: 27, 65, 101, 112–113 Unit 4: 158–159, 226–227 Unit 5: 27, 65, 72–73, 101, 112–113 Unit 6: 134, 157, 172, 202, 210, 215, 221, 226–227 Unit 7: 44–45, 62–63, 72–73, 112–113 Unit 8: 147, 185, 221, 226–227 Unit 9: 65, 101, 112–113 Unit 10: 164, 180–181, 186–187, 202, 210, 226–227 READER'S THEATER HANDBOOK: Unit 1: 13, 19 Unit 2: 21, 25, 31 Unit 3: 37, 42, 43 Unit 4: 49, 55 Unit 5: 61, 67 Unit 6: 73 Unit 7: 85, 90 Unit 8: 97, 100 Unit 9: 109 Unit 10: 121

LANGUAGE STANDARDS

Conventions of Standard English		Benchmark Ready to Advance
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	
L.K.1a	Print many upper- and lowercase letters.	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 16–17, 46–47, 54–55, 62–63, 68–69, 74–75, 76–77, 84–85, 86–87, 92–93, 94–95, 98–99, 104–105, 108–109, 110–111 Unit 2: 122–123, 130–131, 138–139, 144–145, 150–151, 152–153, 160–161, 162, 168–169, 170, 176–177, 182–183, 188–189, 200–201, 208–209, 211, 218–219, 224–225 Unit 3: 8–9, 10–11, 18–19, 24–25, 30–31, 36–37, 38–39, 46–47, 48–49, 54–55, 56–57, 62–63, 68–69, 74–75, 76–77, 98–99, 104–105, 110–111 Unit 4: 122–123, 124–125, 130–131, 138–139, 144–145, 150–151, 160–161, 162–163, 168–169, 176–177, 182–183, 188–189, 190–191, 198–199, 212–213, 218–219 Unit 5: 24–25, 30–31, 36–37, 38–39, 46–47, 48–49, 54–55, 62–63, 68–69, 74–75, 92–93, 98–99, 104–105 Unit 6: 122–123, 130–131, 138–139, 144–145, 150–151, 152–153, 162–163, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223, 224–225 Unit 7: 8–9, 16–17, 24–25, 30–31, 36–37, 38–39, 46–47, 54–55, 68–69, 74–75, 76–77, 84–85, 92–93, 98–99, 104–105, 110–111 Unit 8: 122–123, 130–131, 138–139, 144–145, 150–151, 160–161, 168–169, 176–177, 182–183, 188–189, 190–191, 198–199, 206–207, 212–213, 218–219 Unit 9: 8–9, 16–17, 24–25, 30–31, 36–37, 38–39, 46–47, 54–55, 62–63, 68–69, 74–75, 76–77, 84–85, 92–93, 98–99, 104–105 Unit 10: 122–123, 130–131, 138–139, 144–145, 150–151, 160–161, 168–169, 176–177, 182–183, 198–199, 206–207, 218–219 LANGUAGE MINI-LESSONS HANDBOOK: 2-3 (Use Capital Letters), Language BLM 1
L.K.1b	Use frequently occurring nouns and verbs.	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 16–17, 24–25, 30–31, 36–37, 47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105, 108–109 Unit 4: 221 Unit 5: 9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>At the Birthday Party (C/3)</i> LANGUAGE MINI-LESSONS HANDBOOK: 4-5 (Use Nouns and Verbs), Language BLM 2
L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	TEACHER RESOURCE SYSTEM: Unit 2: 122–123, 130–131, 138–139, 144–145, 150–151, 198–199, 206–207 Unit 6: 122–123, 130–131, 138–139, 144–145, 150–151, 152–153, 199, 206–207 Unit 9: 33 LANGUAGE MINI-LESSONS HANDBOOK: 6-7 (Form Regular Plural Nouns), Language BLM 3
L.K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	TEACHER RESOURCE SYSTEM: Unit 2: 160–161, 168–169, 176–177, 182–183, 188–189, 211, 218–219 Unit 6: 160–161, 168–169, 176–177, 182–183, 188–189, 212–213, 218–219 Unit 8: 119 Unit 9: 47, 54–55, 62–63, 68–69, 74–75, 98–99, 104–105 READER'S THEATER HANDBOOK: Unit 1: 9 Unit 2: 27 LANGUAGE MINI-LESSONS HANDBOOK: 8-9 (Use Question Words), Language BLM 4
L.K.1e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	TEACHER RESOURCE SYSTEM: Unit 4: 123, 130–131, 138–139, 144–145, 150–151, 198–199, 206–207 Unit 7: 9, 16–17, 24–25, 30–31, 36–37, 84–85, 92–93 Unit 10: 161, 168–169, 176–177, 182–183, 188–189, 212–213, 218–219 LANGUAGE MINI-LESSONS HANDBOOK: 10-11 (Use Prepositions), Language BLM 5
L.K.1f	Produce and expand complete sentences in shared language activities.	TEACHER RESOURCE SYSTEM: Unit 3: 54–55, 62–63, 68–69, 74–75, 98–99, 104–105 Unit 7: 47, 54–55, 62–63, 68–69, 74–75, 98–99, 104–105 Unit 9: 9, 16–17, 24–25, 30–31, 36–37, 84–85, 92–93 Unit 10: 122–123, 130–131, 138–139, 144–145, 150–151, 198–199, 206–207 LANGUAGE MINI-LESSONS HANDBOOK: 12-13 (Produce Complete Sentences), 14-15 (Expand Complete Sentences), Language BLM 6, Language BLM 7
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.K.2a	Capitalize the first word in a sentence and the pronoun I.	TEACHER RESOURCE SYSTEM: Unit 3: 9, 16–17, 24–25, 30–31, 36–37, 85, 92–93 Unit 8: 123, 130–131, 138–139, 144–145, 150–151, 206–207 LANGUAGE MINI-LESSONS HANDBOOK: 2-3 (Use Capital Letters), Language BLM 1
L.K.2b	Recognize and name end punctuation.	TEACHER RESOURCE SYSTEM: Unit 3: 43, 81 Unit 4: 119, 157, 160–161, 168–169, 176–177, 182–183, 188–189, 212–213, 218–219 Unit 5: 5, 12 Unit 7: 98–99 Unit 8: 119, 161, 168–169, 176–177, 182–183, 188–189, 195, 212–213, 218–219 Unit 9: 5, 43 Unit 10: 119, 157 READER'S THEATER HANDBOOK: Unit 1: 9, 11, 12, 15, 17, 18 Unit 2: 27 Unit 3: 33, 35, 36 Unit 7: 81, 83, 84, 88 Unit 8: 93, 94, 95, 96 LANGUAGE MINI-LESSONS HANDBOOK: 16-17 (Use End Punctuation), Language BLM 8
L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	TEACHER RESOURCE SYSTEM: Unit 1: 32, 70, 106 Unit 2: 146, 184, 220 Unit 3: 32, 70, 106 Unit 4: 146, 184, 220 Unit 5: 32, 70, 106 Unit 6: 146, 184, 220 Unit 7: 32, 70, 106 Unit 8: 220 Unit 9: 32, 70, 106 Unit 10: 146, 184, 220 LANGUAGE MINI-LESSONS HANDBOOK: 18-19 (Spell Words), Language BLM 9
L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	TEACHER RESOURCE SYSTEM: Unit 1: 32, 70, 106 Unit 2: 146, 184, 220 Unit 3: 32, 70, 106 Unit 4: 146, 184, 220 Unit 5: 32, 38–39, 70, 106 Unit 6: 146, 184, 220 Unit 7: 32, 38–39, 70, 106 Unit 8: 146, 184, 220 Unit 9: 32, 38–39, 70, 106 Unit 10: 146, 184, 220 LANGUAGE MINI-LESSONS HANDBOOK: 18-19 (Spell Words), Language BLM 9

Knowledge of Language		Benchmark Ready to Advance
L.K.3	(Begins in grade 2)	
Vocabulary Acquisition and Use		Benchmark Ready to Advance
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	TEACHER RESOURCE SYSTEM: Unit 3: 28 Unit 7: 59 Unit 8: 173 Unit 9: 51
L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	TEACHER RESOURCE SYSTEM: Unit 4: 142–143, 203 Unit 5: 13, 42, 59 Unit 6: 203 Unit 8: 143, 203 LEVELED TEXT TEACHER'S GUIDES: Unit 2: King Midas's Gold (A/1), We Fish (B/2), Jin and Pedro Get to Work! (C/4) Unit 4: Going Bananas for Apples (A/1), The Three Tates (A/1) Unit 5: On the Playground (B/2) Unit 6: The Fox and the Crow (B/2), Why the Sea is Salty (C/3), Rikki-Tikki-Tavi (D/6) Unit 8: The Seasons (D/5) Unit 9: Jobs at School (C/4), Jobs in a Community (D/6) Unit 10: Magnets (C/3), Jack Be Nimble (D/6)
L.K.4b	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.	TEACHER RESOURCE SYSTEM: Unit 4: 127, 165 Unit 6: 165 Unit 7: 51 LEVELED TEXT TEACHER'S GUIDES: Unit 1: Families Have Rules (C/3) Unit 2: The Elves and the Shoemaker (A/1), Tim's Trip (B/2) Unit 4: Frank in a Tank (C/3) Unit 6: Stone Soup (C/3) Unit 7: Thanksgiving Then and Now (C/3) Unit 8: Rainy Day, Sunny Day (D/5) Unit 9: Jobs at School (C/4)
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	TEACHER RESOURCE SYSTEM: Unit 5: 42
L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	TEACHER RESOURCE SYSTEM: Unit 2: 147 Unit 4: 185 Unit 5: 29, 89 Unit 7: 89 Unit 8: 127, 165, 185 Unit 9: 13, 71, 89 Unit 10: 147 LEVELED TEXT TEACHER'S GUIDES: Unit 1: Good Citizens Can Help (A/1), Eating Well (B/2) Unit 2: Peter and the Wolf (A/1), Goldilocks and the Three Bears (B/2) Unit 3: Animal Colors (A/1), My Bird-Watching Journal (A/1), Animal Homes (B/2), At the Pond (B/2), Look at the Animals (C/4), Animal Treats (C/4) Unit 4: I Like (B/2) Unit 5: Let's Go (B/2), Technology Brings Us Together (D/6) Unit 6: The Blind Men and the Elephant (B/2) Unit 7: The Flag (B/2), A Party for Rabbit (C/3), The Best Thanksgiving Ever (D/5) Unit 8: A Week of Weather (B/2) Unit 9: Clothes (C/3), Can We Have a Pet? (C/4), Do We Need It? Do We Want It? (E/7) Unit 10: Up and Down the Hill (C/3), What Is Slow? What Is Fast? (D/5)
L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	TEACHER RESOURCE SYSTEM: Unit 4: 147 Unit 5: 51 Unit 6: 137, 143, 173 Unit 7: 13 Unit 8: 221 Unit 9: 33, 59 Unit 10: 142, 173, 185 LEVELED TEXT TEACHER'S GUIDES: Unit 4: Sam Sleeps (C/4) Unit 5: Clock Watch (C/3) Unit 8: All Weather Is Fun! (C/3) Unit 10: Little Cat Goes Fast (D/5)
L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	TEACHER RESOURCE SYSTEM: Unit 2: 185, 221 Unit 3: 89 Unit 4: 173 Unit 6: 147, 221 Unit 10: 165, 220 LEVELED TEXT TEACHER'S GUIDES: Unit 1: I Follow Rules at School (A/1), My Backpack (A/1), Playing Sports (B/2), Day Camp (B/2) Unit 3: A Plant Has Parts (C/4) Unit 5: People Use Tools (A/1), Schools Then and Now (B/2), Making a House (C/4) Unit 6: The Crow and the Pitcher (C/4) Unit 7: My Day at the Capital (B/2), At the Birthday Party (C/3), Costume Party (C/3) Unit 8: Sam Can't Sleep (C/3) Unit 9: Saturday with Dad (B/2), Needs and Wants (C/4)
L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	TEACHER RESOURCE SYSTEM: Unit 2: 142, 173, 203 LEVELED TEXT TEACHER'S GUIDES: Unit 7: Jin and Pedro Celebrate (B/2) Unit 8: Let's Look Outside (B/2) Unit 10: Hickory Dickory Dock (D/6), Using Magnets (E/8)
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	TEACHER RESOURCE SYSTEM: Unit 2: 142, 173 Unit 3: 28, 59 Unit 4: 127, 142–143, 165 Unit 5: 29, 51, 59, 89 Unit 6: 137, 143, 165, 173, 185, 202, 203, 210 Unit 8: 126, 127, 137, 141, 143, 147, 164, 172, 202, 210, 215, 221 Unit 9: 51, 59, 89 Unit 10: 142, 147, 165, 172, 173, 202, 220 LEVELED TEXT TEACHER'S GUIDES: Unit 1: My Book (A/1) Unit 2: The Enormous Turnip (A/1) Unit 3: The Best Things in Nature Are Blue (A/1) Unit 4: Two Owls in Paris (B/2) Unit 5: Old and New (B/2) Unit 6: Mouse and Lion (A/1), The Ant and the Grasshopper (B/2) Unit 8: Life With Our Sun (C/3), My Weather Log (C/3) Unit 9: The Yard Sale (D/6) Unit 10: How Animals Move (C/3) READER'S THEATER HANDBOOK: Unit 1: 13, 19 Unit 2: 25, 31 Unit 3: 37, 43 Unit 4: 49, 55 Unit 5: 61, 67 Unit 6: 73, 78-79 Unit 7: 85, 90-91 Unit 8: 97, 102, 103 Unit 9: 109, 114-115 Unit 10: 121, 126-127

Benchmark Advance Grade 1 Strategies and Skill

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
1. Being a Good Community Member	1	Ask Questions	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Reasons That Support Key Points Use Illustrations and Photos to Describe Key Ideas Text Structure: Cause and Effect Ask and Answer Questions for Clarification Compare and Contrast Two Informational Texts 	N/A	Daily Writing to Sources	Use Common and Proper Nouns	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Recognize and Produce Rhyme Phoneme Blending Phoneme Segmentation Phoneme Substitution 	Short a	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	bake, black, can, had, has, pack, ran, see, she, track	roots, flowers, fruits	<ul style="list-style-type: none"> Use Nouns to Name Things Nouns to Name People Kinds of Nouns Use Simple Sentences Use Proper Nouns
	2	Ask Questions	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Reasons That Support Key Points Use Illustrations and Photos to Describe Key Ideas Use Text Features: Table of Contents Compare and Contrast Two Informational Texts 	Use Context Clues	Daily Writing to Sources	Verb Tenses	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Segmentation Phoneme Addition 	Short i	Read on-level text at an appropriate pace.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	big, him, hit, kick, kids, lids, little, slip, win, you	citizen, honest, respect, rule, decisions, responsible, money, dollar	<ul style="list-style-type: none"> Use Verbs in Story: Present Continuous Understand Subject and Verb Agreement Use Verbs: Inside/Outside and Present Continuous Use Question Marks Use Simple Sentences
	3	Ask Questions	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Reasons That Support Key Points Use Illustrations and Photos to Describe Key Ideas Find Text Evidence: Cause and Effect Use Text Features: Glossary Compare and Contrast Two Informational Texts Compare and Contrast an Informational Text and a Biography 	N/A	Daily Writing to Sources	<ul style="list-style-type: none"> Use Common and Proper Nouns Verb Tenses 	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Recognize and Produce Rhyme Phoneme Blending Phoneme Substitution Phoneme Segmentation 	Short o	<ul style="list-style-type: none"> Read on-level text with accuracy. Expression/Characterization/Feelings* Inflection/Intonation—Pitch* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	box, doll, hot, job, jump, lock, mop, one, rock, top	work, together	<ul style="list-style-type: none"> Use Pronouns: He/She Use Proper Nouns Use Past Tense Verbs Use Pronouns: He/She/It/They Use Simple Past

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
2. Many Kinds of Characters	1	Visualize	<ul style="list-style-type: none"> Listen and Retell Key Details Describe Characters Identify and Describe Characters Describe Major Events in a Story Compare and Contrast a Character in a Fairy Tale and a Fable 	Shades of Meaning Among Verbs	Daily Writing to Sources	Singular Nouns with Matching Verbs	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Recognize and Produce Rhyme Phoneme Blending Phoneme Segmentation Phoneme Substitution 	Short e	Read on-level text with expression and appropriate pacing.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	ten, jet, fed, neck, let, mess, bed, next, look, are	yelled, replied, wailed, demanded, explained, run, walk, skip, castle, knight, dragon	<ul style="list-style-type: none"> Adjectives Related to the Story Simple Past Noun and Verb Agreement Plural Nouns Adjectives: Color and Size
	2	Visualize	<ul style="list-style-type: none"> Listen and Retell Key Details Describe Setting Describe Character Use Illustrations to Describe Characters Describe Major Events in a Story Compare and Contrast Two Fairy Tales 	Multiple-Meaning Words	Daily Writing to Sources	Use Articles and Demonstratives	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Recognize and Produce Rhyme Phoneme Blending Phoneme Segmentation Phoneme Substitution 	Short u	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	come, cup, cut, duck, dull, here, nut, pull, rug, truck	longed, hard, bat, tortoise, fur	<ul style="list-style-type: none"> Adjectives Pronouns Nouns Sounds Words Prepositions
	3	Visualize	<ul style="list-style-type: none"> Listen and Retell Key Details Listen and Retell Key Story Events Identify Sensory Words and Phrases Describe Characters Describe Major Events in a Story Compare and Contrast Two Fairy Tales 	Shades of Meaning Among Verbs	Daily Writing to Sources	<ul style="list-style-type: none"> Articles and Demonstratives Singular and Plural Nouns with Matching Verbs 	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution 	l-Blends	<ul style="list-style-type: none"> Read on-level text at appropriate rate and phrasing. Pausing—Short Pause* Speed/Pacing—Fast* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	class, clock, flag, flat, glad, glass, plan, plant, put, what	cried, said, called, barked, meowed, shouted, whispered, dog, sits, begs, gives a paw, follows	<ul style="list-style-type: none"> Pronouns Sequence Signal Words Verbs Nouns Comparison Words

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
3. Plants and Animals Grow and Change	1	Determine Text Importance	<ul style="list-style-type: none"> Listen and Retell Key Details Listen and Retell Story Events Make Inferences About Characters Describe Author's Purpose Using Illustrations and Events Compare and Contrast an Informational Text and a Folktale 	Make Connections Between Words and Their Use	Daily Writing to Sources	Singular and Plural Nouns	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Segmentation 	r-Blends: br, cr, dr, fr, gr, pr, tr	Read on-level text with appropriate expression and rate.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	dress, brim, drill, crab, press, grab, trick, trim, which, went	breathe, shrink, caterpillar, butterfly, spin	<ul style="list-style-type: none"> Sequence Words Simple Past Verbs Adjectives Pronouns
	2	Determine Text Importance	<ul style="list-style-type: none"> Listen and Retell Key Ideas Analyze Author's Purpose Describe Sequence of Events Compare and Contrast Informational and Narrative Texts Use a Flowchart 	Make Connections Between Words and Their Use	Daily Writing to Sources	Personal, Possessive, and Indefinite Pronouns	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Segmentation 	s-Blends: sk, sl, sm, sn, sp, st, sw	Read on-level text with appropriate phrasing and expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	last, skip, step, sleep, skin, smell, fast, stop, out, was	tree, order, grow, sunflower, seeds, ground	<ul style="list-style-type: none"> Singular and Plural Nouns: Domain-Specific (Science) Singular and Plural Nouns: Domain-Specific (Life Cycle) Noun and Verb Agreement Prepositions Sequence Words
	3	Determine Text Importance	<ul style="list-style-type: none"> Listen and Retell Key Story Events Describe Story Events Use Illustrations to Understand Story Events Compare and Contrast Informational and Narrative Texts 	Define Words by Category	Process Writing: Narrative	Personal, Possessive, and Indefinite Pronouns	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Recognize and Produce Rhyme Phoneme Substitution 	Final Consonant Blends: nd, nk, nt, mp, st	<ul style="list-style-type: none"> Read on-level text with appropriate intonation and accuracy. Phrasing— High-Frequency Word Phrases* Expression— Characterization/ Feelings* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	jump, and, pink, hand, nest, went, sink, bump, who, good	duck, duckling, fluffy, swan, Eagle, chicken, canary, ducklings, bugs, plants	<ul style="list-style-type: none"> Noun and Verb Agreement Questions with Can Adjectives Color Words Opposites

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
4. Stories Have a Narrator	1	Make Inferences/Predictions	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Who Is Telling the Story Describe Major Events in the Story Understanding Sensory Language Draw Inferences About Characters Compare and Contrast the Adventures of Two Characters 	N/A	Daily Writing to Sources	Use Adjectives	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Identity Phoneme Blending Phoneme Substitution Phoneme Segmentation 	Consonant Digraphs th, sh, ng	Read on-level text with appropriate pacing and rhythm.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	bath, bring, our, ship, shop, shut, sing, these, thing, wish	quiet, delicious, crunch, crack, dark, bright, neighbors	<ul style="list-style-type: none"> Pronouns Sentence Structure Verbs Adjectives Descriptive Words
	2	Make Inferences/Predictions	<ul style="list-style-type: none"> Describe Major Events in the Story Identify Words and Phrases That Appeal to the Senses Draw Inferences About Characters Compare and Contrast Stories Describe Setting Listen and Retell Key Ideas 	Use Context Clues	Daily Writing to Sources	Use Commas in Dates and in a Series	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Addition Phoneme Segmentation 	Consonant Digraphs ch, tch, wh	Reread for accuracy.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	chop, lunch, while, catch, white, check, watch, bunch, hurl, once	admiring, feasting, sly, vet, dog, farm	<ul style="list-style-type: none"> Verbs Questions Proper Nouns Sound Words Verb Tense
	3	Make Inferences/Predictions	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Who Is Telling the Story Draw Inferences About Character Compare and Contrast Characters Identify Setting 	Context Clues	Process Writing: Informational Text	<ul style="list-style-type: none"> Use Adjectives Use Commas in Dates and in a Series 	N/A	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Substitution Phoneme Segmentation 	Three-Letter Blends scr, spl, spr, squ, str	<ul style="list-style-type: none"> Read on-level text with expression and appropriate phrasing. Inflection/Intonation—Pitch* Expression—Dramatic Expression* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	split, strap, scrub, squid, spring, stretch, scratch, splash, because, when	stealthily, perched, rafters, wriggled, washed, went, brought, baked, fetched, sat, told	<ul style="list-style-type: none"> Verb Tense Rhyming Words Pronouns Describing Words Prepositions

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
5. Technology at Work	1	Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Details Use Photographs to Identify Key Details Describe Sequence of Events Understand the Connections Between Details Compare and Contrast Real and Imaginary Robots 	Sort Words Into Categories	Daily Writing to Sources	Different Kinds of Sentences	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Isolation 	Long a (final - e)	Read with appropriate phrasing and expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	take, made, came, plate, brave, game, trade, plane, right, start	small computers, wheels, hands, face, move, hold, lift, deliver, job, chores	<ul style="list-style-type: none"> Verb Tenses: Present Tense Verbs Technology Words Verb Tenses: Past Tense Adjectives
	2	Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Ideas Use Photographs to Describe Work Settings Describe Sequence of Events Compare and Contrast Two Informational Texts Use Sidebars 	<ul style="list-style-type: none"> Sort Words Into Categories Affixes 	Daily Writing to Sources	Use Prepositions	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Isolation 	Long o (final - e)	Read with appropriate intonation and expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	home, broke, rode, those, spoke, hole, nose, rope, how, under	work, teacher, cartoonists, firefighters, pilots, computer, flight controls, wheel, headsets, radios, phone, tablet	<ul style="list-style-type: none"> Adjectives Pronouns Verbs Technology Words Verb and Noun Agreement
	3	Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Details Use Details to Describe Setting Make Inferences Compare and Contrast An Informational Text and a Rhyming Story Explain Author's Word Choice 	Distinguish Shades of Meaning Among Verbs	Process Writing: Opinion Text	<ul style="list-style-type: none"> Use Different Kinds of Sentences Use Prepositions 	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Segmentation 	Soft c, g	<ul style="list-style-type: none"> Read with appropriate pacing and intonation. Inflection/ Intonation— Volume* Expression— Anticipation/ Mood* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	gem, cent, race, page, dance, strange, face, cage, far, try	cries, says, said, cried, screamed, e- mail, text message	<ul style="list-style-type: none"> Sentence Structure: Subject + Verb + Object Commands Use Verbs Sentence Structure: Prepositional Phrase + Subject + Verb Use Rhyming Words

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
6. Stories Teach Many Lessons	1	Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Details Describe Character Describe Sequence of Events Understand the Central Message Compare and Contrast Characters in Two Literary Texts 	Use Context Clues	Daily Writing to Sources	Use Simple and Compound Sentences	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Isolation 	Long i (final -e)	Read on-level text with appropriate phrasing.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	mine, nice, line, ride, time, white, slice, bike, after, call	flock, village, graze, scolded, tugboat, ship, small, big, ant, crumb	<ul style="list-style-type: none"> Pronouns Adjectives: Adjective + Noun Describing Words Adjectives: Superlatives Adjectives: Be + Adjective
	2	Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Ideas Describe Character Describe Sequence of Events Understand the Central Message Compare and Contrast Characters and Central Message in Two Literary Texts 	<ul style="list-style-type: none"> Use Context Clues Use Affixes to Clarify Word Meaning 	Process Writing: Personal Narrative	Use Conjunctions	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Isolation 	Long e (final -e)	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	these, use, cute, Pete, Steve, flute, tune, huge, long, off	lucky, shiny, greedy, gaze, look, reflections, peer, groom, trots, growls, barks	<ul style="list-style-type: none"> Adjectives with Too Adjectives to Describe Characters Nouns Seasons Verb Tenses
	3	Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Story Events Describe Characters Describe Sequence of Events Identify the Central Message Compare and Contrast the Central Message in Two Literary Texts 	Inflected Endings	Process Writing: Personal Narrative	<ul style="list-style-type: none"> Use Conjunctions Use Simple and Compound Sentences 	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Segmentation 	Long a Vowel Teams (ai, ay)	<ul style="list-style-type: none"> Read on-level text with expression. Inflection/ Intonation— Stress* Phrasing— Prepositional Phrases* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	stay, paint, mail, way, rain, spray, trail, pay, year, live	telling, hiding, listening, walking, spots, stripes	<ul style="list-style-type: none"> Opposites Verbs: Describe Actions in a Story Sentence Structure Verbs: Animal Movements Plurals

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
7. Past, Present, and Future	1	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Listen and Retell Key Details Listen and Retell Key Story Events Describe Key Ideas Identify Text Structure: Sequence Use Text Features: Captions Use Text Features: Time Line Compare and Contrast Two Informational Texts 	N/A	Daily Writing to Sources	Possessive Nouns	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Categorization Phoneme Substitution 	Long o Vowel Teams and Single Letters	Read on-level text with appropriate phrasing and expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	soap, go, coat, no, road, flows, show, grow, found, your	wheel, car, horse	<ul style="list-style-type: none"> Verb Tense Compound Sentences Education Words Pronouns Prepositions
	2	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Listen and Retell Key Details Distinguish Between Information in Pictures and Text Find Text Evidence: Sequence of Events Use Text Features: Glossary Find Text Evidence: Time Lines Compare and Contrast Two Informational Texts 	Use Context Clues to Define Unfamiliar Words	Process Writing: Informational Text	Singular and Plural Nouns with Matching Verbs	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Segmentation Phoneme Substitution 	Long e Vowel Teams and Single Letters	Read on-level text with appropriate phrasing and rate.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	brief, each, field, fleas, need, people, seat, we, wheels, where	events, astronauts, future, past, toys, games	<ul style="list-style-type: none"> Prepositions Sentence Structure Time Words Verb Tense: Past and Future Verb Tense: Past Tense
	3	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Listen and Retell Key Details Distinguish Between Information in Pictures and Text Describe Connections Between Ideas Find Text Evidence: Captions Compare and Contrast Two Informational Texts 	Use Context Clues	Process Writing: Informational Text	<ul style="list-style-type: none"> Possessive Nouns Singular and Plural Nouns with Matching Verbs 	N/A	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Segmentation Phoneme Substitution 	Long i Vowel Teams and Single Letters	<ul style="list-style-type: none"> Read on-level text with appropriate pacing, expression and intonation. Pausing– Full Stop* Rate: Speed/Pacing– Varied* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	sky, tie, find, high, why, bright, pies, sly, right, country	independence, memorial, laws, presidents, George Washington, Thomas Jefferson, Theodore Roosevelt, Abraham Lincoln	<ul style="list-style-type: none"> Proper Nouns Related to Washington Monument Proper Nouns Related To Washington, D.C. Proper Nouns Related to Memorials and Historic Places Capital Letters Noun and Verb Agreement

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
8. Observing the Sky	1	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Details Describe Major Events in a Story Distinguish Between Information from Pictures and Text Describe Connections Between Events Compare and Contrast a Folktale and an Informational Text 	Multiple-Meaning Words	Daily Writing to Sources	Use Pronouns	Recognize the distinguishing features of a sentence.	<ul style="list-style-type: none"> Phoneme Identity Phoneme Blending Phoneme Substitution Phoneme Segmentation 	r-Controlled Vowel: /är/	Read on-level text with appropriate phrasing.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	hard, start, park, farm, sharp, yard, dark, part, boy, four	room, rose, bat, stamp, seal, robot, rover, eyes, arm, body, brain	<ul style="list-style-type: none"> Quotation Marks Adjectives Sky Words Conjunctions Sequence Words
	2	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Ideas Distinguish Between Information from Pictures and Text Describe Connections Between Events Compare and Contrast Two Informational Texts Identify Text Structure 	<ul style="list-style-type: none"> Use Context Clues Sensory Words 	Process Writing: Opinion Text	Verb Tense	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Substitution Phoneme Segmentation 	r-Controlled Vowel: /ör/	Read on-level text with appropriate phrasing.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	short, door, born, store, soar, fork, thorn, more, move, change	round, rocky, hot, rough, surface, planets, rotates, wind, clouds	<ul style="list-style-type: none"> Pronouns Adjectives Comparing Words Opposites Verb Tense
	3	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Listen and Retell Key Story Events Describe Major Events in a Story Determine Central Message Compare and Contrast an Informational Text and a Fable 	<ul style="list-style-type: none"> Multiple-Meaning Words Distinguish Shades of Meaning Among Verbs 	Process Writing: Opinion Text	<ul style="list-style-type: none"> Verb Tense Use Pronouns 	N/A	<ul style="list-style-type: none"> Phoneme Identity Phoneme Blending Phoneme Substitution Phoneme Segmentation 	/ûr/	<ul style="list-style-type: none"> Read on-level text with appropriate pacing. Rate: Speed/Pacing — Slow* Expression—Characterization/ Feelings* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	turn, first, bird, clerk, nurse, serve, shirt, hurt, earth, every	watch, harder, steps, boasted, argued, said, replied, agreed, energy, heat, light	<ul style="list-style-type: none"> Verbs: Past, Present, Future Nouns Adjectives Verbs Related to the Story Rhyming Words

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
9. We Use Goods and Services	1	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Details Make Connections Between Events in a Text Identify Author's Purpose Identify Author's Reasons Compare and Contrast an Informational Text and an Opinion Text 	Understand Multiple-Meaning Words	Process Writing: Informational Text	Use Commas	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Segmentation Phoneme Substitution 	Vowel Pattern /ou/	Read on-level text with appropriate pacing and intonation.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	loud, how, down, count, round, frown, sprout, brown, before, done	milk, good, gate, farmer, cow	<ul style="list-style-type: none"> Verbs Verb Tense Sequence Signal Words Pronouns Sentence Structure
	2	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Ideas Identify Author's Reasons Make Connections Between Information in a Text Describe the Connection Between Individuals Compare and Contrast Opinion Texts 	<ul style="list-style-type: none"> Root Words and Their Inflectional Endings Multiple-Meaning Words 	Process Writing: Informational Report	Adjectives	N/A	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Categorization Phoneme Addition 	Vowel Pattern /oi/	Read on-level text with appropriate expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	join, toy, coin, boy, spoil, joy, point, moist, walk, buy	Eating, Helping, Saving, Using, making, riding, having, work, take, bring, grab, well, dentist, office, teeth	<ul style="list-style-type: none"> Sentence Structure Multiple Meaning Words Categories Noun and Verb Agreement Nouns
	3	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Listen and Retell Key Events Use Illustrations to Describe Characters Describe Characters Use Illustrations To Describe Events Identify the Central Message Compare and Contrast an Opinion Text and a Story 	Use Context Clues	Process Writing: Informational Report	<ul style="list-style-type: none"> Use Commas Adjectives 	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Segmentation Phoneme Subtraction 	Vowel Pattern /ōō/, /ō o /	<ul style="list-style-type: none"> Read on-level text with appropriate expression. Prosody: Phrasing- Subject/Predicate* Speed/Pacing- Fast* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	soon, hook, good, bloom, smooth, wood, shook, tooth, does, another	vegetarians, vegetables, meat, fish, eggs, plants	<ul style="list-style-type: none"> Prepositions: to, at Punctuation Transition Words Describing Words Prepositions: in, on

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Print Concepts	Phonological Awareness	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
10. Exploring Sound and Light	1	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Words and Phrases That Appeal to the Senses Draw Inferences About Elements in a Poem Use Illustrations To Understand Text Compare and Contrast a Poem and an Informational Text 	Use Context Clues	Process Writing: Sensory Poem	N/A	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Segmentation Phoneme Addition 	Silent Letters	Read on-level text with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	gnat, knight, knob, know, sign, wrap, wrist, wrong	create, wiggle, animal, frog, goose, duck, bear, mouse	<ul style="list-style-type: none"> Sound Words Sentence Structure: Complex Sentences Cause-and-Effect Signal Words Pronouns Sentence Structure: Commands
	2	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Listen and Retell Key Details Identify Words and Phrases That Appeal to the Senses Draw Inferences About Story Elements Identify Compare and Contrast Text Structure Compare and Contrast a Rhyming Narrative and a Poem 	Multiple-Meaning Words	Process Writing: Acrostic Poem	N/A	N/A	<ul style="list-style-type: none"> Phoneme Categorization Phoneme Blending Phoneme Segmentation Phoneme Substitution 	Vowel Sound /ô/	Read dialogue with expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	caught, chalk, draw, father, fault, never, small, taught, yawn	right, clear, blue, glasses, thunder, crashing, swishing, tapping, band	<ul style="list-style-type: none"> Contractions Adjectives Sound Words Sentence Patterns Verbs
	3	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Listen and Retell Key Details Use Text Features to Locate Key Facts Use Illustrations to Understand Text Compare and Contrast a Rhyming Narrative and an Informational Text 	Use Context Clues	Reflect on Writing	N/A	N/A	<ul style="list-style-type: none"> Phoneme Isolation Phoneme Blending Phoneme Categorization Phoneme Subtraction 	Long e Spelled -y, -ey	Read on-level text with appropriate phrasing and expression.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Ask and Answer Questions About Key Details Ask and Answer Questions to Get Information or to Clarify 	lucky, valley, windy, hockey, easy, turkey, penny, chimney	objects, things. solid, shiny, mirrors, snowy, cloudy, shadow, light	<ul style="list-style-type: none"> Verb Tense Opposites Adjectives Compound Nouns Sentence Patterns

Benchmark Advance: Correlation to the MAS ELA Standards for Grade 1

READING STANDARDS FOR LITERATURE		
Key Ideas and Details		Benchmark Ready to Advance
RL.1.1	Ask and answer questions about key details in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 65, 96, 103 Unit 2: 160–161, 198–199 Unit 3: 81, 96 Unit 4: 168–169, 214–215 Unit 5: 21, 80, 90–91 Unit 6: 168–169 Unit 7: 27, 65, 103 Unit 8: 121, 128, 136, 181, 197, 204, 212 Unit 9: 98–99</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Remember the Rules</i> (E/7) Unit 2: <i>A Tug of War</i> (C/3), <i>Poor Turkey Girl</i> (C/4), <i>Hansel and Gretel</i> (D/5), <i>Neighbors at Play</i> (D/6), <i>Clean Up! Our Earth Day Project</i> (E/7), <i>The Princess and the Pea</i> (E/7), <i>City Mouse and Country Mouse</i> (F/10) Unit 3: <i>Johnny Appleseed</i> (D/5), <i>A Frog Someday</i> (F/9), <i>Little Lion</i> (F/9), <i>How Raven Became Black...</i> (F/10) Unit 4: <i>The Fourth! Our Show</i> (E/7), <i>Who Will Bell the Cat?</i> (E/8), <i>Old MacDonald</i> (F/10), <i>A New Friend</i> (G/11), <i>Mutt in Michigan</i> (G/11) Unit 6: <i>The Milkmaid and Her Pail</i> (F/10), <i>The Boy Who Cried Wolf</i> (G/11), <i>The Emperor's New Clothes</i> (G/11), <i>Dog and His Reflection</i> (G/12), <i>The Tiger, the Brahmin, and the Jackal</i> (H/14) Unit 7: <i>The Old Gray Mare</i> (G/12) Unit 8: <i>Ready for Fall</i> (F/10), <i>The Courageous Soldier</i> (G/12), <i>Star Light, Star Bright</i> (H/13), <i>Demeter and Persephone</i> (H/13), <i>Stormy Stuart</i> (I/16) Unit 9: <i>Choices Choices</i> (G/12), <i>The Farm Stand Mystery</i> (H/14)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 10, 12, 15, 19 Unit 2: 22, 24, 27, 31 Unit 3: 34, 36, 39, 43 Unit 4: 46, 48, 51, 55 Unit 5: 58, 60, 63, 67 Unit 6: 70, 72–73, 75, 79 Unit 7: 82, 84, 87, 91 Unit 8: 94, 96, 99, 103 Unit 9: 106, 108, 111, 115 Unit 10: 118, 120, 123, 127</p>
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 27 Unit 2: 122–123, 137, 160–161, 198–199 Unit 3: 21, 28–29, 82–83, 89 Unit 4: 121, 122–123, 128, 137, 143, 159, 160–161, 166, 174, 197, 198–199, 204, 212, 219 Unit 5: 21, 27, 65, 82–83, 103 Unit 6: 121, 122–123, 137, 144–145, 158, 160–161, 182–183, 196, 198–199, 206–207, 214–215 Unit 8: 122–123, 198–199, 214–215 Unit 9: 82–83, 98–99 Unit 10: 122–123, 143, 159, 160–161, 174, 181, 219</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Remember the Rules</i> (E/7) Unit 2: <i>A Tug of War</i> (C/3), <i>Poor Turkey Girl</i> (C/4), <i>Hansel and Gretel</i> (D/5), <i>Hercules and the Stables</i> (D/5), <i>Chicken Little</i> (D/5), <i>Neighbors at Play</i> (D/6), <i>Issun Boshi</i> (D/6), <i>Clean Up! Our Earth Day Project</i> (E/7), <i>The Princess and the Pea</i> (E/7), <i>Cinderella</i> (E/8), <i>City Mouse and Country Mouse</i> (F/10), <i>The Little Red Hen</i> (F/10) Unit 3: <i>Johnny Appleseed</i> (D/5), <i>Baby Bumblebee</i> (E/8), <i>A Frog Someday</i> (F/9), <i>Little Lion</i> (F/9), <i>How Raven Became Black...</i> (F/10) Unit 4: <i>How the Camel Got Its Hump</i> (D/5), <i>The Fourth! Our Show</i> (E/7), <i>Who Will Bell the Cat?</i> (E/8), <i>Tim and Maya in China</i> (E/8), <i>Liam's Library</i> (F/9), <i>The Crowded Hut</i> (F/9), <i>Old MacDonald</i> (F/10), <i>A New Friend</i> (G/11), <i>Mutt in Michigan</i> (G/11), <i>Albert's Nest</i> (G/11), <i>The Gingerbread Man</i> (H/14) Unit 6: <i>A Wolf, A Girl, and Her Grandma</i> (E/8), <i>The Wind and the Sun</i> (F/9), <i>The Milkmaid and Her Pail</i> (F/10), <i>How Bear Lost His Tail</i> (F/10), <i>The Emperor's New Clothes</i> (G/11), <i>The Ugly Duckling</i> (G/12), <i>Dog and His Reflection</i> (G/12), <i>The Tiger, the Brahmin, and the Jackal</i> (H/14), <i>The Owl Has Big Eyes and Rabbit Hops</i> (H/14), <i>How Elephant Made Peanut Butter</i> (I/15), <i>Why Is Hummingbird So Tiny?</i> (I/15) Unit 7: <i>The Old Gray Mare</i> (G/12), <i>A Throne for the King</i> (I/16) Unit 8: <i>The Courageous Soldier</i> (G/12), <i>Hurricane Diary</i> (G/12), <i>Demeter and Persephone</i> (H/13), <i>Stormy Stuart</i> (I/16), <i>Why the Sky Is Far Away</i> (J/18) Unit 9: <i>Choices Choices</i> (G/12), <i>Shopping with the Nicholas Family</i> (H/13), <i>The Farm Stand Mystery</i> (H/14), <i>How I Started a Clothing Drive</i> (I/15) Unit 10: <i>Oops! Why Do I Do That?</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 11 Unit 2: 21, 23 Unit 3: 33, 35 Unit 4: 45, 47</p>
RL.1.3	Describe characters, settings, and major events in a story, using key details.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 130–131, 138–139, 145, 158, 167, 168–169, 176–177, 182–183, 196, 206–207, 214–215 Unit 3: 22–23, 27, 65, 81, 88, 90–91, 96 Unit 4: 138–139, 158, 168–169, 176–177, 182–183, 196, 206–207, 214–215 Unit 5: 22–23, 27, 28–29, 65, 103 Unit 6: 130–131, 138–139, 158, 168–169, 176–177, 196, 213 Unit 8: 130–131, 206–20 Unit 9: 89, 90–91 Unit 10: 130–131, 158, 169, 182–183</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>A Tug of War</i> (C/3), <i>Hansel and Gretel</i> (D/5), <i>Hercules and the Stables</i> (D/5), <i>Chicken Little</i> (D/5), <i>Neighbors at Play</i> (D/6), <i>Issun Boshi</i> (D/6), <i>The Princess and the Pea</i> (E/7), <i>Cinderella</i> (E/8), <i>City Mouse and Country Mouse</i> (F/10), <i>The Little Red Hen</i> (F/10) Unit 3: <i>Johnny Appleseed</i> (D/5), <i>Baby Bumblebee</i> (E/8), <i>A Frog Someday</i> (F/9), <i>How Raven Became Black...</i> (F/10) Unit 4: <i>How the Camel Got Its Hump</i> (D/5), <i>The Fourth! Our Show</i> (E/7), <i>Who Will Bell the Cat?</i> (E/8), <i>Tim and Maya in China</i> (E/8), <i>Liam's Library</i> (F/9), <i>The Crowded Hut</i> (F/9), <i>Mojave Mutt</i> (F/10), <i>Mutt in Michigan</i> (G/11), <i>Albert's Nest</i> (G/11), <i>The Gingerbread Man</i> (H/14) Unit 6: <i>A Wolf, A Girl, and Her Grandma</i> (E/8), <i>The Wind and the Sun</i> (F/9), <i>The Milkmaid and Her Pail</i> (F/10), <i>How Bear Lost His Tail</i> (F/10), <i>The Boy Who Cried Wolf</i> (G/11), <i>The Emperor's New Clothes</i> (G/11), <i>The Ugly Duckling</i> (G/12), <i>Dog and His Reflection</i> (G/12), <i>The Tiger, the Brahmin, and the Jackal</i> (H/14), <i>The Owl Has Big Eyes and Rabbit Hops</i> (H/14), <i>How Elephant Made Peanut Butter</i> (I/15), <i>Why Is Hummingbird So Tiny?</i> (I/15) Unit 7: <i>The Old Gray Mare</i> (G/12), <i>A Throne for the King</i> (I/16) Unit 8: <i>Ready for Fall</i> (F/10), <i>The Courageous Soldier</i> (G/12), <i>Star Light, Star Bright</i> (H/13), <i>Demeter and Persephone</i> (H/13), <i>Stormy Stuart</i> (I/16), <i>Why the Sky Is Far Away</i> (J/18) Unit 9: <i>Choices Choices</i> (G/12), <i>The Farm Stand Mystery</i> (H/14) Unit 10: <i>Oops! Why Do I Do That?</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 11, 15, 17, 18 Unit 2: 21, 23, 29, 30 Unit 3: 33, 35, 39, 41, 42 Unit 4: 45, 47, 51, 53, 54 Unit 5: 57, 59, 63, 64–65, 66 Unit 6: 69, 71, 77, 78 Unit 7: 81, 83, 87, 89, 90, Unit 8: 93, 95, 100–101 102 Unit 9: 105, 107, 111, 112–113, 114 Unit 10: 117, 119,</p>

Craft and Structure		Benchmark Ready to Advance
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 205, 213 Unit 4: 144–145, 158, 167 Unit 5: 97 Unit 10: 129, 158, 167</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Working Together</i> (C/3) Unit 2: <i>Poor Turkey Girl</i> (C/4), <i>Hansel and Gretel</i> (D/5), <i>Hercules and the Stables</i> (D/5), <i>Chicken Little</i> (D/5), <i>Neighbors at Play</i> (D/6), <i>Issun Boshi</i> (D/6), <i>City Mouse and Country Mouse</i> (F/10), <i>The Little Red Hen</i> (F/10) Unit 3: <i>Baby Bumblebee</i> (E/8), <i>A Frog Someday</i> (F/9), <i>Little Lion</i> (F/9), <i>How Raven Became Black...</i> (F/10), <i>Watch a Butterfly Grow</i> (H/13) Unit 4: <i>How the Camel Got Its Hump</i> (D/5), <i>Who Will Bell the Cat?</i> (E/8), <i>Liam's Library</i> (F/9), <i>The Crowded Hut</i> (F/9), <i>Mojave Mutt</i> (F/10), <i>Old MacDonald</i> (F/10), <i>A New Friend</i> (G/11), <i>Albert's Nest</i> (G/11) Unit 6: <i>The Wind and the Sun</i> (F/9), <i>The Milkmaid and Her Pail</i> (F/10), <i>The Boy Who Cried Wolf</i> (G/11), <i>The Emperor's New Clothes</i> (G/11), <i>The Ugly Duckling</i> (G/12), <i>Dog and His Reflection</i> (G/12), <i>The Tiger, the Brahmin, and the Jackal</i> (H/14), <i>The Owl Has Big Eyes and Rabbit Hops</i> (H/14), <i>How Elephant Made Peanut Butter</i> (I/15), <i>Why Is Hummingbird So Tiny?</i> (I/15) Unit 7: <i>The Old Gray Mare</i> (G/12), <i>A Throne for the King</i> (I/16) Unit 8: <i>Ready for Fall</i> (F/10), <i>Hurricane Diary</i> (G/12), <i>Star Light, Star Bright</i> (H/13), <i>Demeter and Persephone</i> (H/13), <i>Stormy Stuart</i> (I/16), <i>Why the Sky Is Far Away</i> (J/18) Unit 9: <i>Shopping with the Nicholas Family</i> (H/13), <i>Dollars and Cents</i> (H/14), <i>The Farm Stand Mystery</i> (H/14), <i>Peaches All the Time</i> (I/16) Unit 10: <i>Oops! Why Do I Do That?</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 2: 27 Unit 4: 47 Unit 5: 59 Unit 6: 75 Unit 8: 95 Unit 9: 107 Unit 10: 119</p>
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 198–199 Unit 3: 28–29, 34–35, 72–73, 104–105 Unit 8: 220–221, 230–231 Unit 9: 104–105 Unit 10: 220–221</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Chicken Little</i> (D/5), <i>Issun Boshi</i> (D/6), <i>Cinderella</i> (E/8) Unit 4: <i>The Crowded Hut</i> (F/9), <i>Mojave Mutt</i> (F/10) Unit 6: <i>The Ugly Duckling</i> (G/12), <i>The Owl Has Big Eyes and Rabbit Hops</i> (H/14)</p>
RL.1.6	Identify who is telling the story at various points in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 4: 129, 196, 205 Unit 10: 160–161</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Little Red Hen</i> (F/10) Unit 3: <i>How Raven Became Black...</i> (F/10) Unit 4: <i>A New Friend</i> (G/11) Unit 6: <i>The Emperor's New Clothes</i> (G/11) Unit 10: <i>Oops! Why Do I Do That?</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 55 Unit 5: 67</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 33 Unit 2: 121, 128, 136, 143, 159, 166, 174, 176–177, 181, 182–183, 197, 204, 212, 219 Unit 3: 89, 98–99 Unit 4: 130–131, 176–177, 178–179, 182–183, 206–207 Unit 5: 98–99 Unit 6: 138–139, 143, 159, 166, 174, 181, 197, 204, 212, 219 Unit 9: 27, 65, 88, 89, 96, 96, 97 Unit 10: 169</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Poor Turkey Girl</i> (C/4), <i>Hercules and the Stables</i> (D/5) Unit 3: <i>Baby Bumblebee</i> (E/8) Unit 4: <i>How the Camel Got Its Hump</i> (D/5), <i>Tim and Maya in China</i> (E/8), <i>Old MacDonald</i> (F/10), <i>Albert's Nest</i> (G/11), <i>The Gingerbread Man</i> (H/14) Unit 6: <i>A Wolf, A Girl, and Her Grandma</i> (E/8), <i>The Wind and the Sun</i> (F/9), <i>How Bear Lost His Tail</i> (F/10), <i>How Elephant Made Peanut Butter</i> (I/15), <i>Why Is Hummingbird So Tiny?</i> (I/15) Unit 8: <i>Hurricane Diary</i> (G/12), <i>Why the Sky Is Far Away</i> (J/18) Unit 9: <i>Shopping with the Nicholas Family</i> (H/13)</p> <p>READER'S THEATER HANDBOOK: Unit 3: 33</p>
RL.1.8	(Not applicable to literature)	
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 150–151, 188–189, 220–221 Unit 4: 150–151, 152–153, 188–189, 220–221 Unit 6: 150–151, 188–189, 220–221 Unit 10: 188–189</p> <p>READER'S THEATER HANDBOOK: Unit 3: 40 Unit 7: 91</p>
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 149 Unit 10: 124–125, 132–133, 162–163, 170–171</p>

READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		Benchmark Ready to Advance
RI.1.1	Ask and answer questions about key details in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 5, 12, 13, 21, 43, 44–45, 50, 51, 58, 81, 88 Unit 3: 20, 52–53, 58 Unit 7: 5, 12, 20, 21, 43, 50, 58, 81, 88, 96 Unit 8: 143, 159, 160–161, 166, 219 Unit 9: 5, 12, 20, 22–23, 50, 60–61, 66–67, 80, 103 Unit 10: 137</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Working Together</i> (C/3), <i>Helping Friends</i> (C/4), <i>Leaders Can Help</i> (D/5), <i>Rules at School</i> (E/7), <i>Doing Jobs Together</i> (E/8), <i>Helping Animals</i> (E/8), <i>We Have Rules</i> (F/9), <i>Rules</i> (F/10) Unit 3: <i>Ducklings Grow Up</i> (D/5), <i>A Seed Needs Help</i> (E/8), <i>Penguins in Antarctica</i> (E/8), <i>Watch a Frog Grow</i> (F/9), <i>How Does a Cactus Grow?</i> (G/11) Unit 5: <i>Communication Then and Now</i> (E/7), <i>People Who Use Magnets at Work</i> (E/8), <i>Jacques Cousteau</i> (G/11), <i>Water Works</i> (G/12), <i>Communication</i> (H/13) Unit 7: <i>My Time Box</i> (G/11), <i>Matthew Henson</i> (G/12), <i>Writing About America</i> (H/13), <i>Great People Make America Great</i> (H/13), <i>A Seat on the Bus</i> (I/15) Unit 8: <i>Predicting the Weather</i> (G/11), <i>The Sun and the Seasons</i> (J/18) Unit 9: <i>Providing Services</i> (G/12), <i>Dollars and Cents</i> (H/14), <i>Peaches All the Time</i> (I/16) Unit 10: <i>Heat</i> (G/11), <i>Sounds</i> (G/12), <i>Life in the City</i> (H/13), <i>Around the World with Music</i> (H/14), <i>Our Sun</i> (I/16)</p> <p>READER'S THEATER HANDBOOK: Unit 8: 95</p>
RI.1.2	Identify the main topic and retell key details of a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 13, 20, 21, 44–45, 60–61, 82–83, 98–99 Unit 3: 5, 6–7, 12, 14–15, 20, 43, 44–45, 50, 58, 103 Unit 4: 181 Unit 5: 5, 6–7, 12, 20, 43, 44–45, 50, 58, 81, 88, 96 Unit 7: 6–7, 21, 44–45, 82–83 Unit 8: 137, 168–169 Unit 9: 6–7, 21, 44–45 Unit 10: 121, 136, 137, 197, 198–199, 204, 212</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Working Together</i> (C/3), <i>Helping Friends</i> (C/4), <i>Our Families Help</i> (C/4), <i>Leaders Can Help</i> (D/5), <i>The School Day</i> (D/5), <i>Vote!</i> (D/6), <i>Rules at School</i> (E/7), <i>Doing Jobs Together</i> (E/8), <i>Helping Animals</i> (E/8), <i>We Have Rules</i> (F/9), <i>Rules</i> (F/10) Unit 3: <i>Ducklings Grow Up</i> (D/5), <i>Every Tree Has a Life Cycle</i> (D/6), <i>A Seed Needs Help</i> (E/8), <i>Penguins in Antarctica</i> (E/8), <i>Watch a Frog Grow</i> (F/9), <i>How Does a Cactus Grow?</i> (G/11), <i>Watch a Butterfly Grow</i> (H/13) Unit 5: <i>Communication Then and Now</i> (E/7), <i>People Who Use Magnets at Work</i> (E/8), <i>Build Your Own Library</i> (F/9), <i>What Pushes? What Pulls?</i> (F/10), <i>Ellen Ochoa</i> (F/10), <i>Jacques Cousteau</i> (G/11), <i>Water Works</i> (G/12), <i>Wind</i> (G/12), <i>Technology Today</i> (G/12), <i>Communication</i> (H/13), <i>Make a Sundial</i> (H/14) Unit 7: <i>Then and Now</i> (F/10) <i>Famous Landmarks</i> (F/10), <i>Growing Older</i> (G/11), <i>My Time Box</i> (G/11), <i>Matthew Henson</i> (G/12), <i>Writing About America</i> (H/13), <i>Early American Portrait Artists</i> (H/13), <i>Clothes Long Ago</i> (I/15), <i>A Seat on the Bus</i> (I/15) Unit 8: <i>Summer to Fall</i> (F/10), <i>Predicting the Weather</i> (G/11), <i>Thunderstorms Are the Best Storms</i> (I/16), <i>Storms</i> (I/16), <i>The Sun and the Seasons</i> (J/18) Unit 9: <i>What Are Goods?</i> (G/11), <i>Providing Services</i> (G/12), <i>Dollars and Cents</i> (H/14), <i>From Farm to Table</i> (I/15), <i>Peaches All the Time</i> (I/16), <i>Using Resources to Build</i> (I/16), <i>Firefighters Need Our Support</i> (J/18), <i>Clothes Then and Now</i> (K/20) Unit 10: <i>Light</i> (F/10), <i>Heat</i> (G/11), <i>Sounds</i> (G/12), <i>Life in the City</i> (H/13), <i>Around the World with Music</i> (H/14), <i>Carver and Edison: Two American Inventors</i> (I/15), <i>Electricity Makes the World Better</i> (I/15), <i>Our Sun</i> (I/16), <i>Looking Into Space</i> (I/16), <i>Benjamin Franklin</i> (J/18), <i>Color</i> (L/24)</p>
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 80, 90–91 Unit 3: 14–15, 42, 52–53 Unit 5: 42, 52–53 Unit 7: 22–23, 42, 51, 90–91 Unit 8: 144–145, 158, 168–169, 182–183, 196 Unit 9: 6–7, 14–15, 42, 60–61, 66–67</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Our Families Help</i> (C/4), <i>The School Day</i> (D/5), <i>Rules at School</i> (E/7) Unit 3: <i>Every Tree Has a Life Cycle</i> (D/6), <i>Watch a Frog Grow</i> (F/9), <i>Watch a Butterfly Grow</i> (H/13) Unit 5: <i>Communication Then and Now</i> (E/7), <i>Farther and Faster</i> (F/9), <i>Build Your Own Libr+C33ary</i> (F/9), <i>Ellen Ochoa</i> (F/10), <i>Water Works</i> (G/12), <i>Wind</i> (G/12), <i>Technology Today</i> (G/12), <i>Communication</i> (H/13), <i>Make a Sundial</i> (H/14) Unit 7: <i>Then and Now</i> (F/10), <i>Famous Landmarks</i> (F/10), <i>Growing Older</i> (G/11), <i>Matthew Henson</i> (G/12), <i>Writing About America</i> (H/13), <i>Great People Make America Great</i> (H/13), <i>Early American Portrait Artists</i> (H/13), <i>Clothes Long Ago</i> (I/15) Unit 8: <i>Summer to Fall</i> (F/10), <i>Predicting the Weather</i> (G/11), <i>Thunderstorms Are the Best Storms</i> (I/16), <i>Storms</i> (I/16), <i>The Sun and the Seasons</i> (J/18) Unit 9: <i>What Are Goods?</i> (G/11), <i>From Farm to Table</i> (I/15), <i>How I Started a Clothing Drive</i> (I/15), <i>Using Resources to Build</i> (I/16), <i>Clothes Then and Now</i> (K/20) Unit 10: <i>Sounds</i> (G/12), <i>Life in the City</i> (H/13), <i>Electricity Makes the World Better</i> (I/15), <i>Color</i> (L/24)</p>
Craft and Structure		Benchmark Ready to Advance
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 59 Unit 7: 59, 97 Unit 8: 167, 175</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Our Families Help</i> (C/4), <i>Doing Jobs Together</i> (E/8), <i>We Have Rules</i> (F/9), <i>Rules</i> (F/10) Unit 2: <i>A Tug of War</i> (C/3) Unit 3: <i>Ducklings Grow Up</i> (D/5), <i>Every Tree Has a Life Cycle</i> (D/6), <i>Watch a Frog Grow</i> (F/9), <i>How Does a Cactus Grow?</i> (G/11) Unit 5: <i>People Who Use Magnets at Work</i> (E/8), <i>Farther and Faster</i> (F/9), <i>Build Your Own Library</i> (F/9), <i>What Pushes? What Pulls?</i> (F/10), <i>Ellen Ochoa</i> (F/10), <i>Jacques Cousteau</i> (G/11), <i>Water Works</i> (G/12), <i>Wind</i> (G/12), <i>Technology Today</i> (G/12), <i>Communication</i> (H/13), <i>Make a Sundial</i> (H/14) Unit 7: <i>Then and Now</i> (F/10), <i>Famous Landmarks</i> (F/10), <i>Growing Older</i> (G/11), <i>My Time Box</i> (G/11), <i>Matthew Henson</i> (G/12), <i>Writing About America</i> (H/13), <i>Great People Make America Great</i> (H/13), <i>Early American Portrait Artists</i> (H/13), <i>Clothes Long Ago</i> (I/15), <i>A Seat on the Bus</i> (I/15) Unit 8: <i>Summer to Fall</i> (F/10), <i>Predicting the Weather</i> (G/11), <i>The Courageous Soldier</i> (G/12), <i>Thunderstorms Are the Best Storms</i> (I/16), <i>Storms</i> (I/16), <i>The Sun and the Seasons</i> (J/18) Unit 9: <i>What Are Goods?</i> (G/11), <i>From Farm to Table</i> (I/15), <i>How I Started a Clothing Drive</i> (I/15), <i>Using Resources to Build</i> (I/16), <i>Firefighters Need Our Support</i> (J/18), <i>Clothes Then and Now</i> (K/20) Unit 10: <i>Light</i> (F/10), <i>Heat</i> (G/11), <i>Sounds</i> (G/12), <i>Life in the City</i> (H/13), <i>Around the World with Music</i> (H/14), <i>Carver and Edison: Two American Inventors</i> (I/15), <i>Electricity Makes the World Better</i> (I/15), <i>Our Sun</i> (I/16), <i>Looking Into Space</i> (I/16), <i>Benjamin Franklin</i> (J/18)</p>

RI.1.5	Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 66–67, 90–91, 97 Unit 3: 50, 60–61, 80 Unit 5: 66–67 Unit 7: 13, 22–23, 28–29, 34–35, 42, 44–45, 52–53, 60–61, 72–73, 82–83, 89 Unit 9: 44–45 Unit 10: 198–199, 206–207 LEVELED TEXT TEACHER'S GUIDES: Unit 5: <i>Make a Sundial</i> (H/14) Unit 7: <i>Growing Older</i> (G/11), <i>My Time Box</i> (G/11) Unit 8: <i>Thunderstorms Are the Best Storms</i> (I/16), <i>The Sun and the Seasons</i> (J/18) Unit 9: <i>Using Resources to Build</i> (I/16), <i>Clothes Then and Now</i> (K/20) Unit 10: <i>Carver and Edison: Two American Inventors</i> (I/15), <i>Benjamin Franklin</i> (J/18)
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	TEACHER RESOURCE SYSTEM: Unit 3: 5, 80 Unit 7: 52–53, 67, 80, 98–99 Unit 8: 138–139, 158, 176–177 Unit 10: 138–139 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Working Together</i> (C/3), <i>Our Families Help</i> (C/4) Unit 3: <i>A Seed Needs Help</i> (E/8) Unit 5: <i>People Who Use Magnets at Work</i> (E/8), <i>Farther and Faster</i> (F/9), <i>Build Your Own Library</i> (F/9), <i>What Pushes? What Pulls?</i> (F/10), <i>Ellen Ochoa</i> (F/10), <i>Jacques Cousteau</i> (G/11), <i>Water Works</i> (G/12) Unit 7: <i>Great People Make America Great</i> (H/13), <i>Early American Portrait Artists</i> (H/13), <i>A Seat on the Bus</i> (I/15) Unit 8: <i>Storms</i> (I/16) Unit 9: <i>What Are Goods?</i> (G/11), <i>Providing Services</i> (G/12), <i>Dollars and Cents</i> (H/14), <i>From Farm to Table</i> (I/15), <i>Peaches All the Time</i> (I/16) Unit 10: <i>Looking Into Space</i> (I/16)
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 52–53, 80, 89 Unit 3: 66–67, 80 Unit 5: 6–7, 14–15, 42, 60–61 Unit 7: 14–15, 98–99 Unit 8: 160–161 Unit 9: 5, 12, 20, 43, 44–45, 58 Unit 10: 138–139, 196, 214–215 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Have Rules</i> (F/9) Unit 5: <i>Wind</i> (G/12) Unit 7: <i>Then and Now</i> (F/10), <i>Famous Landmarks</i> (F/10) Unit 8: <i>Summer to Fall</i> (F/10), <i>Predicting the Weather</i> (G/11) Unit 9: <i>How I Started a Clothing Drive</i> (I/15), <i>Firefighters Need Our Support</i> (J/18) Unit 10: <i>Light</i> (F/10), <i>Heat</i> (G/11), <i>Carver and Edison: Two American Inventors</i> (I/15), <i>Our Sun</i> (I/16), <i>Benjamin Franklin</i> (J/18), <i>Color</i> (L/24)
RI.1.8	Identify the reasons an author gives to support points in a text.	TEACHER RESOURCE SYSTEM: Unit 1: 14–15, 60–61, 98–99 Unit 9: 21, 22–23, 28–29, 42, 50, 52–53 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Helping Friends</i> (C/4), <i>Leaders Can Help</i> (D/5), <i>Vote!</i> (D/6), <i>Rules</i> (F/10) Unit 7: <i>Great People Make America Great</i> (H/13) Unit 9: <i>Firefighters Need Our Support</i> (J/18) Unit 10: <i>Electricity Makes the World Better</i> (I/15)
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TEACHER RESOURCE SYSTEM: Unit 1: 34–35, 72–73, 104–105 Unit 3: 34–35, 71, 72–73, 104–105 Unit 5: 34–35, 72–73, 104–105 Unit 7: 34–35, 72–73, 104–105 Unit 8: 150–151, 188–189 Unit 9: 34–35, 72–73, 80 Unit 10: 150–151, 220–221 READER'S THEATER HANDBOOK: Unit 1: 19 Unit 2: 31 Unit 6: 79
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	
READING STANDARDS: FOUNDATIONAL		
Print Concepts		Benchmark Ready to Advance
RF.1.1	Demonstrate understanding of the organization and basic features of print.	
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TEACHER RESOURCE SYSTEM: Unit 1: 8, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 100–101, 106–107 Unit 2: 124–125, 132–133, 140–141, 146–147, 162–163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209, 216–217, 222–223, 226–227 Unit 3: 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85 Unit 4: 124–125, 132–133, 140–141, 146–147, 152–153, 162–163, 170–171, 178–179, 184–185, 190–191 Unit 5: 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75 Unit 6: 124–125, 132–133, 140–141, 146–147, 152–153 Unit 7: 8–9, 16–17, 24–25, 30–31, 36–37 Unit 8: 124–125, 132–133, 140–141, 146–147, 152–153 LEVELED TEXT TEACHER'S GUIDES: Unit 9: <i>What Are Goods?</i> (G/11) READER'S THEATER HANDBOOK: Unit 1: 10–11, 12–13 Unit 2: 21, 22, 24–25 Unit 3: 33, 34–35, 36–37 Unit 4: 45, 46–47, 48–49 Unit 5: 57, 58–59, 60–61 Unit 6: 69, 70–71, 72 Unit 7: 81, 82–83, 84–85 Unit 8: 93, 94, 96–97 Unit 9: 105, 106–107, 108–109 Unit 10: 117, 118–119, 120–121
Phonological Awareness		Benchmark Ready to Advance
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	TEACHER RESOURCE SYSTEM: Unit 1: 48–49, 112–113 Unit 5: 10–11, 26, 38–39, 48–49, 56–57, 64, 76–77 Unit 6: 126–127, 142, 154–155, 164–165, 180, 202–203, 218 Unit 7: 10–11, 26, 38–39, 48–49, 76–77, 86–87, 112–113

RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 18–19, 26, 56–57, 76–77, 94–95, 102, 112–113 Unit 2: 126–127, 134–135, 164–165, 172–173, 192–193, 202–203, 210–211, 218, 228–229 Unit 3: 18–19, 26, 56–57, 64, 94–95 Unit 4: 134–135, 142, 172–173, 180, 210–211, 218 Unit 5: 18–19, 38–39, 56–57, 94–95, 102 Unit 6: 134–135, 172–173, 210–211 Unit 7: 18–19, 38–39, 56–57, 76–77, 94–95, 112–113 Unit 8: 134–135, 142, 154–155, 172–173, 180, 210–211, 218 Unit 9: 18–19, 38–39, 56–57, 76–77, 94–95 Unit 10: 126–127, 134–135, 154–155, 172–173, 210–211
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 18–19, 38–39, 48–49, 56–57, 86–87, 94–95, 102, 112–113 Unit 2: 126–127, 142, 154–155, 164–165, 180, 202–203, 210–211, 218, 228–229 Unit 3: 10–11, 38–39, 48–49, 76–77, 86–87, 114–115 Unit 4: 164–165, 202–203, 218 Unit 5: 10–11, 38–39, 48–49, 86–87 Unit 6: 126–127, 142, 154–155, 164–165, 180, 192–193, 202–203 Unit 7: 10–11, 48–49, 102 Unit 8: 126–127, 142, 164–165, 202–203, 210–211, 218 Unit 9: 10–11, 48–49, 56–57, 64, 86–87, 112–113 Unit 10: 126–127, 154–155, 164–165, 180, 192–193, 202–203, 218, 228–229
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	TEACHER RESOURCE SYSTEM: Unit 1: 26, 64, 112–113 Unit 2: 142, 180, 218, 228–229 Unit 3: 114–115 Unit 4: 154–155, 192–193, 228–229 Unit 5: 112–, 113 Unit 6: 228–229 Unit 7: 64, 102 Unit 8: 154–155, 192–193, 228–229 Unit 9: 10–11, 26, 76–77, 102 Unit 10: 142, 180
Phonics and Word Recognition		Benchmark Ready to Advance
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.	
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.	TEACHER RESOURCE SYSTEM: Unit 2: 224 Unit 4: 126–127, 142, 148, 154–155, 164–165, 180, 186, 192–193 Unit 10: 128
RF.1.3b	Decode regularly spelled one-syllable words.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 Unit 2: 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 Unit 3: 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 114–115 Unit 4: 126–127, 134–135, 142, 148, 154–155, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 Unit 5: 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 76–77, 86–87, 94–95, 102, 108, 112–113 Unit 6: 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 Unit 7: 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 Unit 8: 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 Unit 9: 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 Unit 10: 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.	TEACHER RESOURCE SYSTEM: Unit 5: 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 94–95, 112–113 Unit 6: 126–127, 134–135, 142, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 Unit 7: 86–87, 94–95, 102, 112–113 Unit 9: 12 READER'S THEATER HANDBOOK: Unit 4: 45, 46–47, 48–49 Unit 5: 57, 58–59, 60–61 Unit 9: 105, 106–107, 108–109 Unit 10: 117, 118–119, 120–121
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	TEACHER RESOURCE SYSTEM: Unit 4: 192–193 Unit 6: 134–135 Unit 7: 112–113 Unit 8: 192–193, 210–211, 228–229 Unit 9: 94–95, 112–113 Unit 10: 172–173, 210–211
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	TEACHER RESOURCE SYSTEM: Unit 4: 172–173 Unit 6: 134–135, 154–155 Unit 7: 94–95, 112–113 Unit 8: 134–135, 154–155, 210–211, 228–229 Unit 9: 18–19, 38–39, 76–77, 94–95, 112–113 Unit 10: 172–173, 192–193, 210–211
RF.1.3f	Read words with inflectional endings.	TEACHER RESOURCE SYSTEM: Unit 2: 172–173, 192–193 Unit 6: 172–173, 192–193, 210–211, 228–229 Unit 9: 18–19, 38–39 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Have Rules</i> (F/9) Unit 7: <i>My Time Box</i> (G/11), <i>Writing About America</i> (H/13) Unit 9: <i>The Farm Stand Mystery</i> (H/14), <i>Using Resources to Build</i> (I/16)
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 18–19, 26, 38–39, 48–49, 56–57, 64, 76–77, 86–87, 94–95, 102, 112–113 Unit 2: 126–127, 134–135, 142, 154–155, 164–165, 172–173, 180, 192–193, 202–203, 210–211, 218, 228–229 Unit 3: 10–11, 18–19, 26, 38–39, 48–49, 56–57, 64, 76–77, 86–87, 94–95, 102, 114–115 Unit 4: 126–127, 134–135, 142, 154–155, 164–165, 172–173, 180, 192–193, 202–203, 210–211, 218, 228–229 Unit 5: 10–11, 18–19, 26, 38–39, 48–49, 56–57, 64, 76–77, 86–87, 94–95, 102, 112–113 Unit 6: 126–127, 134–135, 142, 154–155, 164–165, 172–173, 180, 192–193, 202–203, 210–211, 218, 228–229 Unit 7: 10–11, 18–19, 26, 38–39, 48–49, 56–57, 64, 76–77, 86–87, 94–95, 102, 112–113 Unit 8: 126–127, 134–135, 142, 154–155, 164–165, 172–173, 180, 192–193, 202–203, 210–211, 218, 228–229 Unit 9: 10–11, 18–19, 26, 38–39, 48–49, 56–57, 64, 76–77, 86–87, 94–95, 102, 112–113 Unit 10: 126–127, 128, 134–135, 142, 154–155, 164–165, 172–173, 180, 192–193, 202–203, 210–211, 218, 228–229

Fluency		Benchmark Ready to Advance
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	TEACHER RESOURCE SYSTEM: Unit 10: 143
RF.1.4a	Read on-level text with purpose and understanding.	TEACHER RESOURCE SYSTEM: Unit 1: 5, 12, 20, 27, 32, 33, 58, 65, 70, 71, 81, 88, 96, 103, 108, 109, 112–113 Unit 2: 121, 128, 136, 143, 148, 149, 159, 166, 174, 181, 186, 187, 192–193, 197, 204, 212, 219, 224, 225, 228–229 Unit 3: 5, 20, 27, 32, 33, 43, 50, 58, 65, 70, 71, 81, 88, 96, 108, 111 Unit 4: 121, 136, 143, 148, 149, 159, 181, 186, 187, 197, 204, 212, 219, 225 Unit 5: 5, 12, 20, 27, 32, 33, 43, 50, 58, 65, 70, 71, 81, 88, 96, 103, 108, 109 Unit 6: 121, 128, 136, 143, 148, 149, 159, 166, 174, 181, 186, 187, 197, 204, 212, 219, 224, 225 Unit 7: 5, 12, 20, 27, 32, 33, 38–39, 43, 50, 58, 65, 70, 71, 76–77, 81, 88, 96, 103, 108, 109 Unit 8: 121, 128, 136, 143, 148, 149, 159, 166, 174, 181, 186, 187, 197, 204, 212, 219, 224, 225 Unit 9: 27, 32, 33, 43, 50, 58, 65, 70, 71, 81, 88, 96, 103, 108, 109 Unit 10: 121, 128, 136, 148, 149, 154–155, 159, 166, 181, 186, 204, 219, 224, 225 READER'S THEATER HANDBOOK: Unit 1: 10, 12–13, 15, 16–17, 18 Unit 2: 21, 22–23, 24–25, 27, 28–29, 30–31 Unit 3: 33, 34, 35, 37, 39, 40–41, 42–43 Unit 4: 45, 46–47, 48–49, 51, 52–53, 54–55 Unit 5: 57, 58–59, 60–61, 63, 64–65, 66–67 Unit 6: 69, 70–71, 72–73, 75, 76–77, 78–79 Unit 7: 81, 82–83, 84–85, 87, 88, 89, 90–91, 93, 94–95, 96, 97, 99, 100–101, 102, 103 Unit 9: 105, 106–107, 108–109, 111, 112–113, 114–115 Unit 10: 117, 118–119, 120–121, 123, 124–125, 126–127
RF.1.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	TEACHER RESOURCE SYSTEM: Unit 1: 5, 12, 20, 33, 43, 50, 58, 65, 71, 76–77, 81, 88, 96, 103, 109, 112–113 Unit 2: 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 Unit 3: 5, 12, 20, 27, 33, 38–39, 43, 50, 58, 65, 71, 76–77, 81, 88, 96, 103, 111, 114–115 Unit 4: 121, 128, 136, 143, 149, 154–155, 159, 174, 181, 187, 192–193, 197, 204, 212, 219, 225 Unit 5: 12, 20, 27, 33, 38–39, 43, 50, 58, 65, 71, 76–77, 81, 88, 96, 103, 109, 112–113 Unit 6: 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 Unit 7: 5, 12, 20, 27, 33, 38–39, 43, 50, 58, 65, 71, 76–77, 81, 88, 96, 103, 109, 112–113 Unit 8: 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 Unit 9: 5, 12, 20, 27, 33, 38–39, 43, 50, 58, 65, 71, 76–77, 81, 96, 103, 109, 112–113 Unit 10: 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 READER'S THEATER HANDBOOK: Unit 1: 9, 15, 16–17, 18 Unit 2: 21, 22–23, 24–25, 27, 28–29, 30–31 Unit 3: 34–35, 36, 39, 40–41, 42–43 Unit 4: 51, 52–53, 54–55 Unit 5: 63, 64–65, 66–67 Unit 6: 69, 70–71, 72–73, 75, 76–77, 78–79 Unit 7: 81, 82–83, 84–85, 87, 88–89, 90–91, 93, 94–95, 96–97, 99, 100–101, 102–103 Unit 9: 111, 112–113, 114–115 Unit 10: 123, 124–125, 126–127
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TEACHER RESOURCE SYSTEM: Unit 1: 59, 88 Unit 2: 212 Unit 4: 175, 213 Unit 6: 129, 174, 175 Unit 8: 174, 175, 204 Unit 10: 136, 144–145, 174, 175, 205 READER'S THEATER HANDBOOK: Unit 1: 15, 16–17, 18, 27, 28–29 Unit 3: 39, 40–41, 42–43 Unit 4: 51, 52–53, 54–55 Unit 5: 63, 64–65, 66–67 Unit 6: 69, 70–71, 72–73, 75, 76–77, 78–79 Unit 7: 81, 82–83, 84–85, 87, 88–89, 90–91, 93, 94–95, 96–97, 99, 100–101, 102–103 Unit 9: 111, 112–113, 114–115 Unit 10: 123, 124–125, 126–127, 212
WRITING STANDARDS		
Types and Purposes		Benchmark Ready to Advance
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	TEACHER RESOURCE SYSTEM: Unit 1: 68–69, 92–93 Unit 2: 152–153, 170–171, 200–201, 208–209, 216–217, 222–223, 226–227 Unit 3: 30–31, 62–63 Unit 4: 152–153, 184–185 Unit 5: 16–17, 74–75, 84–85, 92–93, 100–101, 106–107, 110–111 Unit 6: 146–147 Unit 8: 162–163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209, 216–217, 222–223, 226–227 Unit 10: 216–217
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 16–17, 30–31, 36–37, 46–47, 54–55, 74–75, 100–101, 110–111 Unit 2: 124–125, 132–133, 162–163, 178–179, 190–191 Unit 3: 8–9, 24–25, 36–37, 46–47, 84–85, 92–93, 100–101, 106–107, 112–113 Unit 4: 124–125, 140–141, 162–163, 178–179, 190–191 Unit 5: 8–9, 36–37, 46–47, 54–55, 62–63 Unit 6: 124–125, 152–153 Unit 7: 8–9, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 100–101, 106–107, 110–111 Unit 8: 124–125, 132–133, 140–141, 152–153 Unit 9: 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 100–101, 106–107, 110–111 Unit 10: 208–209
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	TEACHER RESOURCE SYSTEM: Unit 1: 24–25, 62–63, 84–85, 106–107 Unit 2: 140–141, 146–147, 184–185 Unit 3: 16–17, 54–55, 68–69, 74–75 Unit 4: 132–133, 146–147, 170–171, 200–201, 208–209, 216–217, 222–223, 226–227 Unit 5: 24–25, 30–31, 68–69 Unit 6: 132–133, 140–141, 162–163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209, 216–217, 222–223, 226–227 Unit 7: 16–17 Unit 8: 146–147 Unit 10: 200–201
Production and Distribution of Writing		Benchmark Ready to Advance
W.1.4	(Begins in grade 3)	
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	TEACHER RESOURCE SYSTEM: Unit 2: 222–223 Unit 3: 84–85, 92–93, 100–101, 106–107, 112–113 Unit 4: 226–227 Unit 5: 106–107 Unit 6: 200–201, 208–209, 216–217 Unit 9: 16–17, 36–37, 74, 84–85 Unit 10: 132–133, 140–141, 146–147, 152–153, 170–171, 178–179, 184–185, 190–191, 222–223

W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TEACHER RESOURCE SYSTEM: Unit 1: 114–115 Unit 2: 230–231 Unit 3: 116–117 Unit 6: 222–223 Unit 7: 114–115 Unit 8: 222–223 Unit 9: 114–115 Unit 10: 152–153, 190–191, 230–231
Research to Build and Present Knowledge		Benchmark Ready to Advance
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	TEACHER RESOURCE SYSTEM:
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TEACHER RESOURCE SYSTEM: Unit 4: 230–231 Unit 5: 114–115 Unit 7: 114–115 Unit 9: 24–25, 30–31, 114–115
W.1.9	(Begins in grade 4)	
Range of Writing		Benchmark Ready to Advance
W.1.10	(Begins in grade 3)	
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		Benchmark Ready to Advance
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	TEACHER RESOURCE SYSTEM: Unit 2: 230–231 Unit 8: 170–171, 178–179
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	TEACHER RESOURCE SYSTEM: Unit 1: 5, 81, 88, 96, 103, 114–115 Unit 2: 121, 128, 136, 143, 159, 166, 174, 181, 197, 204, 212, 219, 226–227, 230–231 Unit 3: 5, 6–7, 20, 27, 43, 44–45, 50, 58, 65, 81, 88, 89, 96, 116–117 Unit 4: 120, 121, 174, 226–227, 230–231 Unit 5: 6–7, 20, 114–115 Unit 6: 143, 174, 197, 198–199, 226–227, 230–231 Unit 7: 58, 114–115 Unit 8: 136, 181, 184–185, 230–231 Unit 9: 4, 58, 81, 114–115 Unit 10: 230–231 READER'S THEATER HANDBOOK: Unit 1: 13 Unit 2: 25 Unit 3: 37 Unit 4: 49 Unit 5: 61 Unit 6: 73 Unit 7: 85 Unit 8: 97 Unit 9: 109 Unit 10: 121
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 44–45, 82–83, 114–115 Unit 2: 120, 122–123, 160–161 Unit 3: 4, 6–7, 44–45, 116–117 Unit 4: 120, 160–161 Unit 5: 4, 6–7, 110–111, 114–115 Unit 6: 120, 230–231 Unit 7: 6–7, 114–115 Unit 8: 120, 230–231 Unit 9: 4, 21, 110–111, 114–115 Unit 10: 230–231 READER'S THEATER HANDBOOK: Unit 1: 13 Unit 2: 25 Unit 3: 37 Unit 4: 49 Unit 5: 61 Unit 6: 73 Unit 7: 85 Unit 8: 97 Unit 9: 109 Unit 10: 121
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.	TEACHER RESOURCE SYSTEM: Unit 1: 51 Unit 5: 110–111 READER'S THEATER HANDBOOK: Unit 1: 13 Unit 2: 25 Unit 3: 37 Unit 4: 49 Unit 5: 61 Unit 6: 73 Unit 7: 85 Unit 8: 97 Unit 9: 109 Unit 10: 121
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	TEACHER RESOURCE SYSTEM: Unit 1: 4, 5, 42, 51, 80, 82–83, 114–115 Unit 2: 120, 122–123, 158, 160–161, 230–231 Unit 3: 4 Unit 4: 120, 230–231 Unit 5: 4, 21 Unit 6: 120, 198–199, 230–231 Unit 7: 4, 21, 114–115 Unit 8: 120, 162–163 Unit 9: 4, 110–111, 114–115 Unit 10: 120, 122–123, 230–231
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	TEACHER RESOURCE SYSTEM: Unit 2: 230–231 Unit 4: 230–231 Unit 7: 114–115 Unit 10: 122–123

Presentation of Knowledge and Ideas		Benchmark Ready to Advance
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	TEACHER RESOURCE SYSTEM: Unit 1: 74–75, 132–133 Unit 2: 146–147, 162–163, 190–191 Unit 6: 230–231 Unit 10: 208–209, 216–217, 226–227
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	TEACHER RESOURCE SYSTEM:
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 114–115 Unit 8: 190–191
LANGUAGE STANDARDS		
Conventions of Standard English		Benchmark Ready to Advance
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.1.1a	Print all upper- and lowercase letters.	TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 56–57, 92–93, 100–101, 106–107, 110–111 Unit 2: 146–147 LEVELED TEXT TEACHER'S GUIDES: Unit 9: <i>Clothes Then and Now</i> (K/20) LANGUAGE MINI-LESSONS HANDBOOK: 2–3 (Use Common and Proper Nouns), Language BLM 1
L.1.1b	Use common, proper, and possessive nouns.	TEACHER RESOURCE SYSTEM: Unit 1: 9, 16–17, 24–25, 30–31, 36–37, 76–77, 84–85, 92–93 Unit 2: 140–141, 152–153, 163 Unit 3: 18–19, 24–25, 38–39 Unit 7: 9, 16–17, 24–25, 30–31, 36–37, 106–107 LANGUAGE MINI-LESSONS HANDBOOK: 2–3 (Use Common and Proper Nouns), 4–5 (Use Possessive Nouns), Language BLM 1, Language BLM 2
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	TEACHER RESOURCE SYSTEM: Unit 2: 125, 132–133, 140–141, 146–147, 172–173, 192–193, 216–217, 222–223 Unit 3: 9, 16–17, 30–31, 36–37, 100–101, 106–107 Unit 4: 210–211, 228–229 Unit 7: 47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 100–101 LANGUAGE MINI-LESSONS HANDBOOK: 6–7 (Use Subject-Verb Agreement), Language BLM 3
L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	TEACHER RESOURCE SYSTEM: Unit 3: 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93 Unit 8: 125, 132–133, 140–141, 146–147, 152–153, 216–217, 222–223 LANGUAGE MINI-LESSONS HANDBOOK: 8–9 (Use Pronouns), Language BLM 4
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	TEACHER RESOURCE SYSTEM: Unit 1: 47, 54–55, 62–63, 68–69, 74–75, 100–101, 106–107, 110–111 Unit 4: 134–135, 154–155 Unit 8: 162–163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209 LANGUAGE MINI-LESSONS HANDBOOK: 10–11 (Use Past, Present, and Future Tense), Language BLM 5
L.1.1f	Use frequently occurring adjectives.	TEACHER RESOURCE SYSTEM: Unit 4: 124–125, 132–133, 140–141, 146–147, 152–153, 216–217, 222–223 Unit 8: 167 Unit 9: 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 90–91, 100–101, 106–107 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Helping Animals</i> (E/8) Unit 3: <i>Johnny Appleseed</i> (D/5) Unit 6: <i>A Wolf, A Girl, and Her Grandma</i> (E/8) LANGUAGE MINI-LESSONS HANDBOOK: 12–13 (Use Adjectives), Language BLM 6
L.1.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	TEACHER RESOURCE SYSTEM: Unit 4: 220–221 Unit 6: 132–133, 140–141, 146–147, 152–153, 163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209, 222–223 LANGUAGE MINI-LESSONS HANDBOOK: 14–15 (Produce Complete Compound Sentences), 16–17 (Expand Complete Compound Sentences), 18–19 (Use Conjunctions), Language BLM 7, Language BLM 8, Language BLM 9
L.1.1h	Use determiners (e.g., articles, demonstratives).	TEACHER RESOURCE SYSTEM: Unit 2: 163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209 LANGUAGE MINI-LESSONS HANDBOOK: 20–21 (Use Determiners), Language BLM 10

L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).	TEACHER RESOURCE SYSTEM: Unit 5: 47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93 LANGUAGE MINI-LESSONS HANDBOOK: 22–23 (Use Prepositions), Language BLM 11
L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	TEACHER RESOURCE SYSTEM: Unit 5: 30–31, 36–37, 100–101, 106–107 Unit 6: 124–125, 132–133, 140–141, 146–147, 152–153, 163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209, 216–217, 222–223 LANGUAGE MINI-LESSONS HANDBOOK: 14-15 (Produce Complete Compound Sentences), 16- 17 (Expand Complete Compound Sentences), 24-25 (Produce Simple Sentences), 26-27 (Expand Simple Sentences), Language BLM 7, Language BLM 8, Language BLM 12, Language BLM 13
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TEACHER RESOURCE SYSTEM: Unit 9: 36–37
L.1.2a	Capitalize dates and names of people.	TEACHER RESOURCE SYSTEM: Unit 1: 84–85, 92–93 Unit 2: 152–153 Unit 6: 216–217 LANGUAGE MINI-LESSONS HANDBOOK: 2–3 (Use Common and Proper Nouns), Language BLM 1
L.1.2b	Use end punctuation for sentences.	TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 100–101, 106–107 Unit 5: 9, 16–17, 24–25, 30–31, 36–37, 100–101, 106–107 Unit 8: 216–217 LANGUAGE MINI-LESSONS HANDBOOK: 14-15 (Produce Complete Compound Sentences), 16- 17 (Expand Complete Compound Sentences), 24-25 (Produce Simple Sentences), 26-27 (Expand Simple Sentences), Language BLM 7, Language BLM 8, Language BLM 12, Language BLM 13
L.1.2c	Use commas in dates and to separate single words in a series.	TEACHER RESOURCE SYSTEM: Unit 4: 163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209 Unit 9: 9, 16–17, 24–25, 30–31, 92–93, 100–101 LANGUAGE MINI-LESSONS HANDBOOK: 28-29 (Use Commas), Language BLM 14
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	TEACHER RESOURCE SYSTEM: Unit 1: 32, 70, 108 Unit 2: 148, 186, 224 Unit 3: 18–19, 32, 56–57, 70, 86–87, 94–95, 108 Unit 4: 134–135, 148, 172–173, 186, 210–211 Unit 5: 18–19, 32, 56–57, 70, 94–95, 108 Unit 6: 134–135, 148, 172–173, 186, 210–211, 224 Unit 7: 32, 70, 94–95, 108, 112–113 Unit 8: 142, 148, 186, 224 Unit 9: 18–19, 32, 56–57, 70, 94–95, 108 Unit 10: 134–135, 148, 172–173, 186, 210–211, 224 LANGUAGE MINI-LESSONS HANDBOOK: 30-31 (Use Spelling Strategies), Language BLM 15
L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	TEACHER RESOURCE SYSTEM: Unit 1: 32, 70, 108 Unit 2: 148, 186, 224 Unit 3: 32, 70, 108 Unit 4: 148, 186, 224 Unit 5: 32, 70, 108 Unit 6: 148, 186, 224 Unit 7: 32, 70, 94–95, 108 Unit 8: 148, 186, 224 Unit 9: 32, 70, 108 Unit 10: 148, 186, 224 LANGUAGE MINI-LESSONS HANDBOOK: 30-31 (Use Spelling Strategies), Language BLM 15
Knowledge of Language		Benchmark Ready to Advance
L.1.3	(Begins in grade 2)	
Vocabulary Acquisition and Use		Benchmark Ready to Advance
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	TEACHER RESOURCE SYSTEM: Unit 1: 33, 59, 71, 109 Unit 2: 149, 175, 187, 225 Unit 3: 33, 71, 111 Unit 4: 149, 175, 187, 213, 225 Unit 5: 33, 71, 109 Unit 6: 129, 149, 175, 187, 225 Unit 7: 33, 59, 71, 80, 97, 109 Unit 8: 129, 149, 175, 187, 196, 205, 225 Unit 9: 13, 59, 71, 109 Unit 10: 144–145, 149, 175, 187, 196, 205, 225 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Our Families Help</i> (C/4), <i>Rules</i> (F/10) Unit 2: <i>Poor Turkey Girl</i> (C/4), <i>Hansel and Gretel</i> (D/5), <i>The Little Red Hen</i> (F/10) Unit 4: <i>A New Friend</i> (G/11), <i>Mutt in Michigan</i> (G/11), <i>Albert's Nest</i> (G/11) Unit 5: <i>People Who Use Magnets at Work</i> (E/8), <i>Farther and Faster</i> (F/9), <i>Build Your Own Library</i> (F/9), <i>What Pushes? What Pulls?</i> (F/10), <i>Ellen Ochoa</i> (F/10), <i>Water Works</i> (G/12), <i>Wind</i> (G/12), <i>Communication</i> (H/13) Unit 6: <i>The Wind and the Sun</i> (F/9), <i>The Boy Who Cried Wolf</i> (G/11), <i>The Ugly Duckling</i> (G/12), <i>The Tiger, the Brahmin, and the Jackal</i> (H/14) Unit 7: <i>Then and Now</i> (F/10), <i>Matthew Henson</i> (G/12), <i>Early American Portrait Artists</i> (H/13), <i>A Throne for the King</i> (I/16) Unit 8: <i>Summer to Fall</i> (F/10), <i>Ready for Fall</i> (F/10), <i>Predicting the Weather</i> (G/11), <i>Hurricane Diary</i> (G/12), <i>Demeter and Persephone</i> (H/13), <i>Storms</i> (I/16), <i>The Sun and the Seasons</i> (J/18) Unit 9: <i>What Are Goods?</i> (G/11), <i>Choices Choices</i> (G/12), <i>Providing Services</i> (G/12), <i>Shopping with the Nicholas Family</i> (H/13), <i>Dollars and Cents</i> (H/14), <i>Peaches All the Time</i> (I/16), <i>Firefighters Need Our Support</i> (J/18) Unit 10: <i>Light</i> (F/10), <i>Around the World with Music</i> (H/14), <i>Electricity Makes the World Better</i> (I/15), <i>Our Sun</i> (I/16), <i>Benjamin Franklin</i> (J/18) READER'S THEATER HANDBOOK: Unit 1: 11, 12, 15 Unit 2: 23, 24, 27 Unit 3: 35, 36, 39 Unit 4: 48, 51 Unit 5: 60, 63 Unit 6: 71, 72, 75 Unit 7: 83, 84, 87 Unit 8: 95, 96, 99 Unit 9: 107, 108, 111 Unit 10: 120, 123

L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.	TEACHER RESOURCE SYSTEM: Unit 5: 51 Unit 6: 167 Unit 7: 56–57, 76–77 Unit 10: 213 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Have Rules</i> (F/9) Unit 2: <i>A Tug of War</i> (C/3), <i>Neighbors at Play</i> (D/6), <i>Clean Up! Our Earth Day Project</i> (E/7) Unit 3: <i>Ducklings Grow Up</i> (D/5), <i>A Frog Someday</i> (F/9), <i>How Raven Became Black...</i> (F/10), <i>Watch a Butterfly Grow</i> (H/13) Unit 4: <i>The Fourth! Our Show</i> (E/7), <i>Who Will Bell the Cat?</i> (E/8), <i>Liam's Library</i> (F/9) Unit 6: <i>The Emperor's New Clothes</i> (G/11), <i>Why Is Hummingbird So Tiny?</i> (I/15) Unit 7: <i>The Old Gray Mare</i> (G/12), <i>Writing About America</i> (H/13), <i>A Seat on the Bus</i> (I/15) Unit 8: <i>Star Light, Star Bright</i> (H/13), <i>Why the Sky Is Far Away</i> (J/18) Unit 10: <i>Carver and Edison: Two American Inventors</i> (I/15)
L.1.4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	TEACHER RESOURCE SYSTEM: Unit 6: 205 Unit 9: 50, 71 LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>The Crowded Hut</i> (F/9) Unit 7: <i>My Time Box</i> (G/11) Unit 9: <i>The Farm Stand Mystery</i> (H/14), <i>Using Resources to Build</i> (I/16)
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	TEACHER RESOURCE SYSTEM: Unit 4: 144–145 Unit 5: 13, 59 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>City Mouse and Country Mouse</i> (F/10) Unit 3: <i>Penguins in Antarctica</i> (E/8), <i>Watch a Frog Grow</i> (F/9) Unit 4: <i>How the Camel Got Its Hump</i> (D/5) Unit 5: <i>Jacques Cousteau</i> (G/11) Unit 8: <i>Stormy Stuart</i> (I/16) Unit 10: <i>Sounds</i> (G/12)
L.1.5b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	TEACHER RESOURCE SYSTEM: Unit 3: 97 LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>Old MacDonald</i> (F/10) Unit 5: <i>Technology Today</i> (G/12) Unit 6: <i>The Milkmaid and Her Pail</i> (F/10), <i>The Owl Has Big Eyes and Rabbit Hops</i> (H/14) Unit 7: <i>Growing Older</i> (G/11) READER'S THEATER HANDBOOK: Unit 10: 119
L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	TEACHER RESOURCE SYSTEM: Unit 3: 13, 42, 59 Unit 10: 176–177 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Helping Friends</i> (C/4), <i>Vote!</i> (D/6), <i>Rules at School</i> (E/7), <i>Doing Jobs Together</i> (E/8) Unit 2: <i>Hercules and the Stables</i> (D/5) Unit 3: <i>Baby Bumblebee</i> (E/8), <i>A Seed Needs Help</i> (E/8) Unit 4: <i>Mojave Mutt</i> (F/10) Unit 7: <i>Famous Landmarks</i> (F/10) Unit 8: <i>Thunderstorms Are the Best Storms</i> (I/16) Unit 10: <i>Oops! Why Do I Do That?</i> (J/18) READER'S THEATER HANDBOOK: Unit 4: 47 Unit 5: 59
L.1.5d	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.	TEACHER RESOURCE SYSTEM: Unit 2: 129, 196, 205 Unit 5: 89 Unit 8: 213 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Leaders Can Help</i> (D/5), <i>Remember the Rules</i> (E/7) Unit 2: <i>Issun Boshi</i> (D/6) Unit 6: <i>How Bear Lost His Tail</i> (F/10), <i>Dog and His Reflection</i> (G/12), <i>How Elephant Made Peanut Butter</i> (I/15) Unit 10: <i>Heat</i> (G/11) READER'S THEATER HANDBOOK: Unit 4: 47
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	TEACHER RESOURCE SYSTEM: Unit 2: 129, 130–131, 138–139, 168–169, 175, 206–207, 216–217 Unit 3: 13, 59, 97 Unit 4: 175 Unit 5: 59 Unit 6: 129, 167, 175, 205 Unit 8: 129, 205, 213 Unit 9: 13 Unit 10: 176–177 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Working Together</i> (C/3) Unit 2: <i>Chicken Little</i> (D/5) Unit 3: <i>How Does a Cactus Grow?</i> (G/11) Unit 5: <i>Make a Sundial</i> (H/14) Unit 7: <i>Writing About America</i> (H/13), <i>Great People Make America Great</i> (H/13), <i>Clothes Long Ago</i> (I/15) Unit 8: <i>The Courageous Soldier</i> (G/12) Unit 10: <i>Life in the City</i> (H/13), <i>Looking Into Space</i> (I/16) READER'S THEATER HANDBOOK: Unit 1: 12–13 Unit 2: 24–25 Unit 3: 36–37 Unit 4: 48–49 Unit 5: 60–61 Unit 7: 84–85 Unit 8: 96–97 Unit 9: 108–109 Unit 10: 120–121

Benchmark Advance Grade 2 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain	English Language Development
1. Government at Work	1	Ask Questions	<ul style="list-style-type: none"> Identify the Main Topic of a Text Identify Author's Purpose Recount Story Events Describe the Overall Structure of a Story Acknowledge Differences in the Points of View of Characters Compare and Contrast Key Points in Two Texts on the Same Topic 	Determine the Meaning of Words and Phrases	Writing to Sources: Personal Letter	Understand Collective Nouns	Short Vowels, Initial Blends, Final Blends, Consonant Digraphs	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	run, him, box, flag, jump, stand, wet, this, chest, shop	smoke jumper, rough terrain, parachute, equipment, gear, citizens, symbol	<ul style="list-style-type: none"> Identify Nouns Ask Questions to Understand Narrative Write to Sources Express Events in Sequence with Past Tense Verbs Use Number Adjectives
	2	Ask Questions	<ul style="list-style-type: none"> Identify the Main Topic of a Text Identify Author's Purpose Compare and Contrast Key Points in Two Texts on the Same Topic Describe the Connection Between a Series of Events 	Determine the Meaning of Words and Phrases	Performance Task Practice	Produce Complete Simple Sentences	Closed and Open Syllables	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	go, we, hi, no, she, napkin, dentist, problem, open, silent	government, laws, fine, court, decision, judge	<ul style="list-style-type: none"> Use Adjectives Subjects and Verbs Subject-Verb Agreement Use Collective Nouns Use Prepositional Phrases
	3	Ask Questions	<ul style="list-style-type: none"> Recount Story Events Acknowledge Differences in the Points of View of Characters Compare and Contrast Key Points in Two Texts on the Same Topic 	Distinguish Shades of Meaning	Performance Task Practice	Use Reflexive Pronouns	Long a (ai, a, ea, ay)	<ul style="list-style-type: none"> Expression: Dramatic Expression* Expression: Characterization/Feelings* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	day, rain, mail, play, paint, stay, break, great, chain, say	dangerous, worried, badly, surprise, eager, sad, bothered, dreadfully, unexpected, risky, excited, scorching, miserable, gloomy, heartbroken, attack, code, defeat	<ul style="list-style-type: none"> Identify Verb and Verb Phrases Identify and Use Pronouns Form and Use Regular Past Tense Verbs Use Linking Words Form and Use Irregular Past Tense Verbs

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
2. Characters Facing Challenges	1	Visualize	<ul style="list-style-type: none"> • Recount Story Events • Determine the Central Message • Describe How Characters Respond to Major Events and Challenges • Compare and Contrast Two Versions of the Same Story 	Distinguish Shades of Meaning Among Related Adjectives	Process Writing: Personal Narrative	Form and Use the Past Tense of Irregular Verbs	Long o: oa, o, oe, ow	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Recount or Describe Key Details • Ask and Answer Questions to Gather Information or to Clarify 	float, grow, cold, loaf, going, roast, bow, both, throw, soap	plain, drab, mean, great, beautiful, tall, towering, dingy, good, greeted, mistreaded, palace, pledged	<ul style="list-style-type: none"> • Use Pronouns to Recount • Use Adjectives to Describe • Narrative Process Writing • Use Signal Words to Connect Ideas • Use “and” to Link Verbs
	2	Visualize	<ul style="list-style-type: none"> • Recount Story Events • Describe How Characters Respond to Major Events and Challenges • Answer Questions to Demonstrate Understanding of Key Details • Use Illustrations and Text to Demonstrate Understanding of Characters, Setting, or Plot • Determine the Central Message 	Distinguish Shades of Meaning Among Related Verbs	Process Writing: Personal Narrative	Form and Use Adverbs	Long e: ee, ea, e, e_e, y, ey, ie	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Recount or Describe Key Details • Ask and Answer Questions to Gather Information or to Clarify 	tree, need, clean, read, key, happy, funny, leaf, queen, piece	cried, said, yelled, roared, shouted, screamed, rushed, giggle, cackle, plenty, tumbled	<ul style="list-style-type: none"> • Use Words to Link Ideas in a Sentence • Identify Prepositional Phrases in a Sentence • Form and Use Contractions • Use Verbs With Shades of Meaning • Use Regular and Irregular Past Tense Verbs
	3	Visualize	<ul style="list-style-type: none"> • Recount Story Events • Determine the Central Message • Compare and Contrast Two Versions of the Same Story 	Distinguish Shades of Meaning Among Related Verbs	Process Writing: Personal Narrative	<ul style="list-style-type: none"> • Use the Past Tense of Irregular Verbs • Use of Reflexive Pronouns 	Long i: ie, i, y, igh)	<ul style="list-style-type: none"> • Expression: Anticipation/ Mood* • Prosody: Inflection/Intonation– Volume* 	<ul style="list-style-type: none"> • Participate in Collaborative Conversations • Recount or Describe Key Details • Ask and Answer Questions to Gather Information or to Clarify 	child, high, kind, cried, sky, tired, night, light, dry, bright	yelled, cried, roared, said, knocked, sip, drink, gulp, diploma, fierce, guarded	<ul style="list-style-type: none"> • Use Adverbs to Describe Verbs • Use a Verb to Indicate a Command • Use Adjectives • Understand Descriptive Adverbs • Use Adverbs that End In “-ly”

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
3. Plants and Animals in Their Habitats	1	Determine Text Importance	<ul style="list-style-type: none"> Identify the Main Topic of a Text Explain How Images Contribute to and Clarify a Text Use Text Evidence to Draw Inferences Recount Key Story Events Describe the Overall Structure of a Story Compare and Contrast Key Points in Two Texts on the Same Topic 	Distinguish Shades of Meaning Among Related Adjectives	Writing to Sources: Informative Report	Produce Complete Compound Sentences	Long u: ew, ue, u, u_e	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	use, few, cute, huge, cube, music, rescue, menu, fuel, January	big, gigantic, huge, large, enormous, delicious, tasty, cold, freezing, chilly, hot, dry, tired, exhausted, drowsy, sleepy, barren, desert, fragile, harsh, huddle	<ul style="list-style-type: none"> Apply Subject-Verb Agreement Use Prepositions and Prepositional Phrases Informative Write to Sources Use Adjectives to Add Details Use Singular and Plural Nouns
	2	Determine Text Importance	<ul style="list-style-type: none"> Identify the Main Topic of a Text Explain how Images Contribute to and Clarify a Text Use Text Evidence to Draw Inferences Compare and Contrast Key Points in Two Texts on the Same Topic to Make Connections Across Texts 	Determine the Meaning of Words and Phrases	Writing to Sources: Informative Report	Capitalize Holidays and Geographic Names	r- Controlle d Vowel ar	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	car, star, march, smart, hard, farm, large, shark, garden, yard	habitat, grasslands, prairie, savanna, blubber, tundra, coral, shallow, thaws	<ul style="list-style-type: none"> Use Proper Nouns Condense Ideas and Sentences Use Pronouns Use Proper Nouns to Describe Use Adjectives to Add Details
	3	Determine Text Importance	<ul style="list-style-type: none"> Recount Story Events Describe the Overall Structure of a Story Compare and Contrast Key Points in Two Texts on the Same Topic 	Distinguish Shades of Meaning Among Related Adjectives	Writing to Sources: Informative Report	<ul style="list-style-type: none"> Create Compound Sentences Check and Correct Capitalization 	r- Controlle d Vowels er, ir, ur	<ul style="list-style-type: none"> Prosody: Speed/Pacing– Varied* Inflection and Intonation –Stress* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	bird, hurt, her, nurse, girl, shirt, burn, third, never, winter	loud, earsplitting, freezing, cool, quiet, silent, hushed, peaceful, hungry, scaring, happy, delighted, afraid, terrified, silly, goofy, hot, fled, peered, terror	<ul style="list-style-type: none"> Use Prepositional Phrases to Describe Time Use Pronouns Recognize Shades of Meaning in Verbs Linking Words Use Prepositional Phrases to Add Details

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
4. Many Characters, Many Points of View	1	Make Inferences/Predictions	<ul style="list-style-type: none"> Recount Story Events Describe the Overall Structure of a Story Acknowledge Differences in the Points of View of Characters Describe How Characters Respond to Major Events and Challenges Compare and Contrast Two Folktales 	Describe How Words and Phrases Supply Rhythm and Meaning in a Story	Writing to Sources: Opinion Essay	Use Adjectives Correctly	r-Controlled Vowel or, oar, ore	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	fork, born, more, store, oars, roar, horn, before, sports, wore	happily, suddenly, admired, boasted, unique	<ul style="list-style-type: none"> Use Pronouns Understand Prepositional Phrases Opinion Write to Sources Use Adjectives to Describe Characters Use Comparative Adjectives and Adverbs
	2	Make Inferences/Predictions	<ul style="list-style-type: none"> Recount Story Events Describe the Overall Structure of a Story Describe How Characters Respond to Major Events and Challenges Compare and Contrast the Central Message in Two Stories 	Identify Real-Life Connections Between Words and Their Uses	Writing to Sources: Opinion Essay	Form and Use Contractions	r-Controlled Vowels ear, eer, ere	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	year, deer, near, clear, here, cheer, fear, ears, hear, steer	stir, mix, swirl, sniff, smell, breathe in, taste, sample, sip, share, dropped, whispered, rubbed, tasty, delicious, begged, begged, feast, spare	<ul style="list-style-type: none"> Use Time Words and Phrases Use Adjectives to Describe Use Time Words to Order Events Use Coordinating Conjunctions Analyze Contractions
	3	Make Inferences/Predictions	<ul style="list-style-type: none"> Recount Story Events Acknowledge Differences in the Points of View of Characters Compare and Contrast Two Versions of the Same Story 	Describe How Words and Phrases Supply Rhythm and Meaning in a Story	Writing to Sources: Opinion Essay	<ul style="list-style-type: none"> Descriptive Words Correct Use of Contractions 	r-Controlled Vowels air, are, ear, ere	<ul style="list-style-type: none"> Inflection and Intonation: Pitch* Expression: Dramatic Expression* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	where, hair, pear, care, share, stairs, square, bear, wear, chair	side, rose, plus, sign, direction, deal, lot, encouragement, insulted, rubble, tidy	<ul style="list-style-type: none"> Irregular Past Tense Verbs Identify Verbs Phrases Use Adjectives to Describe Use Adverbs to Describe Analyze Compound Nouns

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
5. Solving Problems Through Technology	1	Summarize/Synthesize	<ul style="list-style-type: none"> Identify the Main Topic of a Text Identify Author's Purpose Explain How Images Contribute to a Text Use Text Evidence to Draw Inferences Compare and Contrast Key Points in Two Biographies About Inventors 	Determine the Meaning of Compound Words	Process Writing: Opinion Essay	Expand Simple and Compound Sentences	Vowel-Consonant and Consonant-Syllables	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	apple, baseball, hope, inside, little, mistake, purple, shape, table, useful	staircase, outside, streetcar, windshield, forever, snowstorm, headlights, overcoat, accident, grip, noticed	<ul style="list-style-type: none"> Use Possessive Adjective and Possessive Pronouns Use Adjectives Opinion Process Writing Understand Possessive Nouns Use Serial Commas
	2	Summarize/Synthesize	<ul style="list-style-type: none"> Identify the Main Topic of a Text Explain How Images Contribute to a Text Use Text Evidence to Draw Inferences Compare and Contrast Key Points in Two Texts 	Determine the Meaning of Multiple-Meaning Words	Process Writing: Opinion Essay	Consult Reference Materials to Spell Words Correctly	Vowel Teams /oi/: oi, oy	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	boy, toy, boil, coin, join, enjoy, joyful, point, noise, voice	slide, ring, big, stood, letter, for, benefited, communication, benefited, communication, improvements, tutor	<ul style="list-style-type: none"> Use Past Tense Verbs Identify Nouns and Noun Phrases Use Prepositional Phrases Understand and Use Multiple-Meaning Words Use Irregular Past Tense Verbs
	3	Summarize/Synthesize	<ul style="list-style-type: none"> Identify the Main Topic of a Text Identify Author's Purpose Compare and Contrast Key Points in Two Texts on the Same Topic 	Determine the Meaning of Compound Words	Process Writing: Opinion Essay	<ul style="list-style-type: none"> Check and Correct Spelling Use of Collective Nouns 	Vowel Teams /ou/: ou, ow	<ul style="list-style-type: none"> Phrasing: Subject/Predicate* Speed/Pacing: Short Pause* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	out, count, round, now, brown, town, mouth, owl, house, cow	classroom, hallway, everything, birthday, treehouse, sunshine, blueberry, assignments, lonely, signal	<ul style="list-style-type: none"> Use Irregular Comparative and Superlative Adjectives Use "And" to Connect Ideas Understand Subject and Object Pronouns Use Technology Nouns Use Adjectives

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
6. Tales to Live By	1	Make Connections	<ul style="list-style-type: none"> Recount Story Events Describe the Overall Structure of a Story Determine the Central Message Acknowledge Differences in the Points of View of Characters Use Text Evidence to Draw Inferences Compare and Contrast the Central Message in Two Stories 	N/A	Writing to Sources: Fictional Diary Entry	Rearrange Simple and Compound Sentences	Vowel Teams /oo/: oo, ui, ew, ue, u, ou, oe	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	new, truth, grew, shoe, July, blue, too, soon, fruit, true	greedy, precious, scrumptious	<ul style="list-style-type: none"> Use Adjectives to Describe Use Irregular Past Tense Verbs Narrative Write to Sources Use Pronouns and Their Antecedents Use Linking Words
	2	Make Connections	<ul style="list-style-type: none"> Recount Story Events Acknowledge Differences in the Points of View of Characters Draw Inferences About Characters Compare and Contrast the Central Message in Two Texts 	Identify Real-Life Connections Between Words and Their Uses	Writing to Sources: Fictional Diary Entry	Choose Between Adjectives and Adverbs	Vowel Teams /oo/: oo, ou	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	book, look, cook, foot, stood, good, shook, could, would, should	wise, selfish, delicious, tasty, healthful, crispy, refreshing, bitter, yummy, bitter, refreshing, selfish	<ul style="list-style-type: none"> Use Adjectives to Compare Identify Idioms Use Serial Commas Use Multiple Adjectives Use Third Person Pronouns
	3	Make Connections	<ul style="list-style-type: none"> Recount Story Events Compare and Contrast Central Messages in Two Stories 	Use a Dictionary to Clarify the Meaning of Unfamiliar Words	Writing to Sources: Fictional Diary Entry	<ul style="list-style-type: none"> Improve Sentence Fluency by Rearranging Sentences Edit for Correct Adjective and Adverb Use 	Vowel Teams /ô/: al, aw, au, (w)	<ul style="list-style-type: none"> Expression: Anticipation/Mood* Phrasing: High-Frequency Words* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	ball, small, straw, draw, fault, tall, walk, talk, salt, launch	pummeled, snickered, dismounted, dodged, stumbled, uneven	<ul style="list-style-type: none"> Use Informal English Use Adverbs Link Verbs with "and" Use Compound Nouns Use Prepositional Phrases

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
7. Investigating the Past	1	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify the Main Topic of a Text Explain How Images Contribute to and Clarify a Text Describe the Connections Between a Series of Events or Ideas Compare and Contrast the Most Important Points in Texts on the Same Topic 	<ul style="list-style-type: none"> Compare Formal and Informal Uses of Language Distinguish Shades of Meaning Among Related Verbs 	Process Writing: Informative Report	Form and Use Past Tense Irregular Verbs	Compound Words	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	railroad, moonlight, cowboy, bathroom, toothbrush, birthday, doorknob, seashell, snowball, starfish	ambitious, element, ambitious, exhausted, herd	<ul style="list-style-type: none"> Use Proper Nouns Use Cause and Effect Signal Words Informative Write to Sources Understand Prepositional Phrases Use Compound Words
	2	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify the Main Topic of a Text Explain How Images Contribute to and Clarify a Text Describe Connections Between a Series of Events or Ideas Use Key Details in Two Texts to Demonstrate Understanding 	Compare Formal and Informal Uses of Language	Process Writing: Informative Report	Understand Formal Uses of English	Inflectional Endings with Spelling Changes	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	running, hopped, sitting, making, using, taking, liked, raked, winning, smiled	you, your, formal, informal, captured, honor, record, research	<ul style="list-style-type: none"> Use Verbs Use Conjunctions to Link Nouns Use Pronouns Use Multiple Meaning Words Use Technology Words
	3	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify the Main Topic of a Text Describe the Connections Between a Series of Events or Ideas Compare and Contrast the Most Important Points in Two Texts on the Same Topic 	Distinguish Shades of Meaning Among Related Adjectives	Process Writing: Informative Report	<ul style="list-style-type: none"> Edit for Correct Use of Irregular Past Tense Verbs Edit for Formal Use of English 	Related Root Words	<ul style="list-style-type: none"> Speed/Pacing: Slow Phrasing: Compound Sentences 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	add, addition, move, movers, moving, work, worked, forgot, forgotten, forgetful	huge, big, wonderful, amazing, great, break, crush, large, good, record, gigantic, discovery, fossils, protect	<ul style="list-style-type: none"> Use Compound Words Use Irregular Past Tense Verbs Use Pronouns Use Adjectives to Describe Identify and Use Proper Nouns

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
8. Wind and Water Change Earth	1	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Identify the Main Topic of a Text Describe the Connections Between a Series of Events or Ideas Analyze How Reasons Support Specific Points in a Text Compare and Contrast the Most Important Points in Two Texts on the Same Topic 	<ul style="list-style-type: none"> Distinguish Shades of Meaning Compare Formal and Informal Uses of Language 	Process Writing: Informative Essay	Form and Use Irregular Plurals	Irregular Plural Nouns	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	feet, teeth, lives, five, sheep, men, women, shelves, children, people	damage, destroy, tears, uproot, toss, level, demolish, spoil, worried, afraid, scared, nervous, terrified, damage, debris, opinion, pollution, unpredictable	<ul style="list-style-type: none"> Use Subject-Verb Agreement Use Nouns Informative Write to Sources Identify and Use Proper Nouns Use Contractions to Explain
	2	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Identify the Main Topic of a Text Describe the Connections Between a Series of Events or Ideas Compare and Contrast the Most Important Points in the Two Texts on the Same Topic 	Compare Formal and Informal Uses of Language	Process Writing: Informative Essay	Form and Use Possessives	Words with -er or -or Endings	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	farmer, teacher, visitor, actor, sailor, baker, writer, doctor, dancer, inventor	our, us, canyons, surrounding	<ul style="list-style-type: none"> Use Prepositions with Objects Use Conjunctions to Link Ideas Recognize Adverbs Use Adjectives to Describe Understand First- and Third- Person Pronouns
	3	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Identify the Main Topic of a Text Analyze How Reasons Support Specific Points in a Text 	Distinguish Shades of Meaning Among Related Verbs	Process Writing: Informative Essay	<ul style="list-style-type: none"> Edit to Check Form and Use of Irregular Plurals Edit for Correct Form and Use of Possessives 	Comparatives - er, -est	Inflection/Intonation: Pitch Phrasing-Compound Sentences	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	faster, fastest, slower, slowest, newer, newest, colder, coldest, taller, tallest	said, shouted, yelled, answered, argued, cried, exclaimed, insisted, objected, stated, whispered, debate, historic, residents	<ul style="list-style-type: none"> Analyze Adverbs Use Singular and Plural Pronouns Use Text Features Use Nouns Use Prepositional Phrases to Explain

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
9. Buyers and Sellers	1	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Identify the Main Topic of a Text Identify the Main Purpose of a Text Describe the Overall Structure of a Story Use Information in the Text to Draw Inferences Recount Story Events Compare and Contrast the Most Important Points in Two Texts on the Same Topic 	Predict the Meaning of Compound Words	Process Writing: Multimedia Presentation	N/A	Words with -y or -ly Endings	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	happy, slowly, lucky, neatly, funny, likely, messy, quickly, rainy, friendly	handmade, indoors, strawberries, nearby, sidewalk, backpack, sunshine, declared, delectable, delighted, factory	<ul style="list-style-type: none"> Using Singular and Plural Nouns Use Adjectives to Describe Multimedia Writing Use Irregular Past Tense Verbs Use Number Adjectives
	2	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Identify the Main Topic of a Text Describe the Connections Between a Series of Events or Ideas Identify the Main Purpose of a Text Compare and Contrast the Most Important Points in Two Texts on the Same Topic 	Identify Real-Life Connections Between Words and Their Use	Process Writing: Multimedia Presentation	N/A	Schwa	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	above, ago, about, ahead, away, alone, alike, awake, along, again	product, resources, taste, cardboard	<ul style="list-style-type: none"> Use Conjunctions to Link Ideas Use Pronouns "You" and "Your" Use Serial Commas Use Nouns Use Words to Signal Steps in a Process
	3	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Recount Story Events Use Information in the Text to Draw Inferences Compare and Contrast the Most Important Points in Two Texts on the Same Topic 	Predict the Meaning of Compound Words	Process Writing: Multimedia Presentation	N/A	Silent Letters	<ul style="list-style-type: none"> Pausing–Full Stop* Rate: Speed/Pacing-Slow* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	sign, know, write, thumb, comb, gnat, knock, whiteboard, knife, wrong, climb	erie, impressed, raid, towered, snowman, newspapers, birdhouse, homework, whiteboard, overnight, classroom, footprint	<ul style="list-style-type: none"> Analyze Irregular Verbs Use Prepositional Phrases to Add Details Use Irregular Past Tense Verbs Analyze Words That Signal Steps in a Process Use End Punctuation

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics	Fluency	Speaking and Listening	Spelling Words	Academic and Domain Specific Vocabulary	English Language Development
10. States of Matter	1	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify the Main Topic of a Text Identify the Main Purpose of a Text Explain How Images Contribute to and Clarify a Text Describe the Steps in a Technical Procedure Describe the Features of Two Procedural Texts 	Use Known Root Words as a Clue to Word Meanings	Process Writing: Acrostic Poem	N/A	Possessives	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	cat's, Mom's, house's, sun's, tree's, boys', doctors', dogs', classes', children's	Useable, reuse, sculptors, sculpture, competition, compete, construction, use, create, knowledge, know, creations, scrapers, ancient, construct, mixture, transformed	<ul style="list-style-type: none"> Analyze Text Features Use Conjunctions Poetry Identify Reflexive Pronouns Use Verbs
	2	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify the Main Topic of a Text Explain How Images Contribute to and Clarify a Text Use Information from the Text to Draw Inferences Use Information from Two Texts to Answer a Question 	Use Known Root Words as a Clue to Word Meanings	Process Writing: Acrostic Poem	N/A	Prefixes un-, re-, dis-	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	unsafe, unlock, rehear, reuse, unhappy, unpack, dislike, disagree, reread, distrust	addition, shredding, container, smaller, transformed, severe, transferring	<ul style="list-style-type: none"> Use Serial Commas Use Verbs to Start Sentences Use Pronouns Use the Conjunction "And" to Connect Ideas Use Prefixes Re- and Un-
	3	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify the Main Topic of a Text Describe the Steps in a Technical Procedure Compare and Contrast the Most Important Points in Two Texts on the Same Topic 	Identify Real-Life Connections Between Words and Their Uses	Reflect on Writing	N/A	Suffixes -ful, -less	<ul style="list-style-type: none"> Inflection/Intonation-Pitch* Speed/Pacing-Variation* 	<ul style="list-style-type: none"> Participate in Collaborative Conversations Recount or Describe Key Details Ask and Answer Questions to Gather Information or to Clarify 	careful, useful, helpful, painless, fearless, spotless, colorful, speechless, priceless	mountain, sculpture, attraction, government officials, attraction, jagged, peaks, ruin	<ul style="list-style-type: none"> Use Multiple-Meaning Words Use Common and Proper Nouns Introduce Proper Adjectives Use Past Tense Verbs Use Adjectives to Describe

Benchmark Advance: Correlation to the MAS ELA Standards for Grade 2

READING STANDARDS FOR LITERATURE	
Key Ideas and Details	Benchmark Advance
RL.2.1	<p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 24–25, 50–51, 58–59, 62–63, 66–67, 72–73, 86–87, 88–89, 94–95, 96–97, 100–101, 102–103, 104–105, 110–111, 113 Unit 2: 128–129, 144–145, 157, 168–169, 176–177, 196–197 Unit 3: 24–25, 30–31, 86–87, 94–95, 102–103, 113 Unit 4: 124–125, 128–129, 144–145, 157, 158–159, 168–169, 176–177, 184–185, 190–191, 195, 196–197, 206–207, 214–215, 222–223, 228–229, 233 Unit 6: 124–125, 128–129, 152–153, 158–159, 184–185, 195, 214–215, 222–223, 228–229 Unit 8: 142–143, 182–183, 220–221 Unit 9: 24–25, 32–33, 84–85, 86–87, 94–95, 102–103 Unit 10: 142–143, 157</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Brer Rabbit Hears a Noise</i> (J/18), <i>Arachne the Weaver</i> (J/18), <i>Pinocchio</i> (K/20) Unit 3: <i>How Chipmunk Got Its Stripes</i> (K/20) Unit 4: <i>Cat in Boots</i> (H/13), <i>The Three Billy Goats Gruff</i> (I/16), <i>The Dog and the Wolf</i> (N/NA) Unit 5: <i>The Friendship Bridge</i> (K/20) Unit 6: <i>The Three Little Pigs</i> (H/13), <i>How the Turtle Cracked Its Shell</i> (I/15), <i>The Prince and the Pauper</i> (J/18), <i>Androcles and the Lion</i> (K/20), <i>The Bremen Town Musicians</i> (L/24) Unit 7: <i>A Bowl of Dust</i> (J/18) Unit 9: <i>Simple Simon</i> (H/NA)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 15, 19 Unit 2: 21, 27 Unit 3: 33 Unit 7: 81, 82, 83, 84, 85 Unit 8: 99, 100 Unit 9: 105, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127</p>
RL.2.2	<p>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>TEACHER RESOURCE SYSTEM: Unit 1: 24–25, 86–87, 94–95 Unit 2: 128–129, 136–137, 144–145, 168–169, 176–177, 206–207, 214–215, 222–223 Unit 4: 158–159, 196–197 Unit 5: 29, 69, 107 Unit 6: 128–129, 136–137, 144–145, 158–159, 168–169, 176–177, 196–197, 204–205, 222–223, 228–229, 233 Unit 9: 24–25</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Alice's Trial</i> (L/24) Unit 2: <i>Turkey Girl</i> (H/14), <i>Pandora's Box</i> (I/15), <i>Brer Rabbit Hears a Noise</i> (J/18), <i>Arachne the Weaver</i> (J/18), <i>Pinocchio</i> (K/20), <i>John Henry</i> (K/NA) Unit 3: <i>The Ants Have a Picnic</i> (F/9), <i>My First Aquarium</i> (F/10), <i>How Chipmunk Got Its Stripes</i> (K/20) Unit 4: <i>Rapunzel</i> (H/14), <i>Cat in Boots</i> (H/13), <i>The Three Billy Goats Gruff</i> (I/16), <i>Horseshoe Soup</i> (J/18), <i>Winter Carnival</i> (J/18), <i>The Dog and the Wolf</i> (N/NA) Unit 5: <i>The Friendship Bridge</i> (K/20) Unit 6: <i>The Three Little Pigs</i> (H/13), <i>How the Turtle Cracked Its Shell</i> (I/15), <i>The Prince and the Pauper</i> (J/18), <i>The Lion and the Mouse</i> (J/NA), <i>Androcles and the Lion</i> (K/20), <i>The Bremen Town Musicians</i> (L/24), <i>Why Mosquitoes Buzz in People's Ears</i> (M/28) Unit 7: <i>Charlie's Museum Adventure</i> (I/15), <i>A Bowl of Dust</i> (J/18), <i>William's Journal</i> (L/24) Unit 8: <i>Paul Bunyan</i> (J/NA), <i>Neptune and Minerva</i> (M/NA) Unit 9: <i>A Trip to the Market</i> (G/12) Unit 9: <i>Simple Simon</i> (H/NA) Unit 10: <i>Maggie Makes Macaroni</i> (H/14)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 15, 19 Unit 2: 21, 25, 27, 29, 30, 31 Unit 3: 33, 35, 36, 37, 39, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 8: 93, 94, 95, 96, 97 Unit 9: 111, 112, 113, 114, 115</p>
RL.2.3	<p>Describe how characters in a story respond to major events and challenges.</p> <p>TEACHER RESOURCE SYSTEM: Unit 1: 68 Unit 2: 148, 150–151, 184–185, 226 Unit 3: 68, 106 Unit 4: 152–153, 158–159, 188, 190–191, 222–223, 226 Unit 5: 107 Unit 6: 134–135, 148, 184–185 Unit 8: 188</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Alice's Trial</i> (L/24) Unit 2: <i>Dolley Madison Saves George Washington</i> (H/13), <i>Turkey Girl</i> (H/14), <i>Pandora's Box</i> (I/15), <i>Brer Rabbit Hears a Noise</i> (J/18), <i>Arachne the Weaver</i> (J/18), <i>Pinocchio</i> (K/20) Unit 3: <i>The Ants Have a Picnic</i> (F/9), <i>How Chipmunk Got Its Stripes</i> (K/20) Unit 4: <i>Rapunzel</i> (H/14), <i>Horseshoe Soup</i> (J/18), <i>Winter Carnival</i> (J/18) Unit 5: <i>The Friendship Bridge</i> (K/20) Unit 6: <i>The Three Little Pigs</i> (H/13), <i>How the Turtle Cracked Its Shell</i> (I/15), <i>The Prince and the Pauper</i> (J/18), <i>The Lion and the Mouse</i> (J/NA), <i>Androcles and the Lion</i> (K/20), <i>The Bremen Town Musicians</i> (L/24), <i>Why Mosquitoes Buzz in People's Ears</i> (M/28) Unit 7: <i>William's Journal</i> (L/24) Unit 8: <i>Paul Bunyan</i> (J/NA) Unit 9: <i>A Trip to the Market</i> (G/12), <i>Simple Simon</i> (H/NA) Unit 10: <i>Maggie Makes Macaroni</i> (H/14)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 15, 17, 18 Unit 2: 21, 23, 24, 25, 27, 29, 30, 31 Unit 3: 33, 35, 36, 37, 39, 41, 42, 43 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 87, 88, 89, 90, 91 Unit 8: 99, 100 Unit 9: 105 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127</p>
Craft and Structure	Benchmark Advance
RL.2.4	<p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>TEACHER RESOURCE SYSTEM: Unit 1: 22–23 Unit 2: 220–221 Unit 3: 22–23, 32–33, 100–101 Unit 4: 149, 150–151, 227 Unit 5: 22–23, 29, 62–63 Unit 6: 227 Unit 7: 22–23, 29, 75 Unit 10: 130–131</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Dolley Madison Saves George Washington</i> (H/13), <i>Pandora's Box</i> (I/15), <i>Brer Rabbit Hears a Noise</i> (J/18), <i>Arachne the Weaver</i> (J/18), <i>Pinocchio</i> (K/20), <i>John Henry</i> (K/NA) Unit 3: <i>How Chipmunk Got Its Stripes</i> (K/20) Unit 4: <i>Rapunzel</i> (H/14), <i>Cat in Boots</i> (H/13), <i>The Three Billy Goats Gruff</i> (I/16), <i>Horseshoe Soup</i> (J/18), <i>Winter Carnival</i> (J/18), <i>The Dog and the Wolf</i> (N/NA) Unit 5: <i>The Friendship Bridge</i> (K/20) Unit 6: <i>The Three Little Pigs</i> (H/13), <i>How the Turtle Cracked Its Shell</i> (I/15), <i>The Prince and the Pauper</i> (J/18), <i>The Lion and the Mouse</i> (J/NA), <i>Androcles and the Lion</i> (K/20), <i>The Bremen Town Musicians</i> (L/24), <i>Why Mosquitoes Buzz in People's Ears</i> (M/28) Unit 7: <i>Charlie's Museum Adventure</i> (I/15), <i>Finding Fossils</i> (I/15), <i>William's Journal</i> (L/24) Unit 8: <i>Paul Bunyan</i> (J/NA) Unit 9: <i>A Trip to the Market</i> (G/12), <i>Simple Simon</i> (H/NA) Unit 10: <i>Measure Up!</i> (H/13), <i>Maggie Makes Macaroni</i> (H/14)</p> <p>READER'S THEATER HANDBOOK: Unit 3: 33, 35, 36, 37 Unit 8: 93, 94, 95, 96, 97 Unit 9: 111, 112, 113, 114, 115</p>

RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 30–31 Unit 2: 126–127 Unit 3: 24–25, 30–31, 86–87, 94–95, 102–103 Unit 4: 128–129, 144–145, 158–159, 168–169, 176–177, 184–185, 206–207, 214–215 Unit 5: 100–101 Unit 6: 134–135, 206–207, 214–215 Unit 9: 30–31, 86–87, 94–95</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Alice's Trial</i> (L/24) Unit 2: <i>Brer Rabbit Hears a Noise</i> (J/18) Unit 4: <i>Cat in Boots</i> (H/13), <i>Horseshoe Soup</i> (J/18), <i>Winter Carnival</i> (J/18) Unit 7: <i>William's Journal</i> (L/24) Unit 10: <i>Maggie Makes Macaroni</i> (H/14)</p> <p>READER'S THEATER HANDBOOK: Unit 5: 63, 64, 65, 66, 67</p>
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 32–33, 102–103 Unit 2: 227 Unit 4: 136–137, 222–223 Unit 6: 149, 150–151, 190–191</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>John Henry</i> (K/NA), <i>Androcles and the Lion</i> (K/20) Unit 6: <i>Why Mosquitoes Buzz in People's Ears</i> (M/28) Unit 7: <i>Charlie's Museum Adventure</i> (I/15)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 19 Unit 2: 23, 25, 31 Unit 3: 33, 35, 36, 37, 39 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 6: 75, 76, 77, 78, 79 Unit 7: 87, 88, 89, 90, 91 Unit 8: 99, 100 Unit 9: 105, 107, 108, 109 Unit 10: 117, 118, 119, 120, 121</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 190–191, 196–197 Unit 3: 102–103</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Dolley Madison Saves George Washington</i> (H/13), <i>John Henry</i> (K/NA) Unit 4: <i>Rapunzel</i> (H/14), <i>The Three Billy Goats Gruff</i> (I/16) Unit 5: <i>The Friendship Bridge</i> (K/20) Unit 6: <i>The Bremen Town Musicians</i> (L/24) Unit 7: <i>Charlie's Museum Adventure</i> (I/15), <i>A Bowl of Dust</i> (J/18) Unit 8: <i>Paul Bunyan</i> (J/NA) Unit 9: <i>A Trip to the Market</i> (G/12)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 15 Unit 2: 27, 30 Unit 3: 33, 43 Unit 4: 51, 52, 53, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 7: 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100 Unit 10: 117, 118, 119, 120, 121</p>
RL.2.8	(Not applicable to literature)	
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 158–159, 228–229 Unit 4: 158–159, 228–229</p> <p>READER'S THEATER HANDBOOK: Unit 2: 21 Unit 4: 45, 46, 49 Unit 5: 67 Unit 6: 79 Unit 7: 85, 91 Unit 8: 97 Unit 9: 111, 112, 113, 114, 115</p>
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>TEACHER RESOURCE SYSTEM: Unit 10: 138–139</p> <p>GRADE 2 TEXTS FOR CLOSE READING: The literature selections in these units reflect the range of genres students will read in the grades 2–3 text complexity band.</p> <p>Unit 1: Government at Work (poetry, historical fiction, realistic fiction, fantasy) Unit 2: Characters Face Many Challenges (fantasy, fairy tales, poetry, fable, fourquoi tale)</p> <p>Unit 3: Plants and Animals in Their Habitat (poetry, fantasy, realistic fiction) Unit 4: Many Characters, Many Points of View (fables, poetry, folktales, pourquoi tale, fractured folktale)</p> <p>Unit 5: Solving Problems through Technology (poetry, realistic fiction) Unit 6: Tales to Live By (fables, myths, pourquoi tales, trickster tale, realistic fiction, poetry) Unit 7: Investigating the Past (poetry, realistic fiction) Unit 8: Wind and Water Change Earth (poetry, realistic fiction, folktale) Unit 9: Buyers and Sellers poetry, fantasy, folktale, realistic fiction) Unit 10: States of Matter (poetry)</p>

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details		Benchmark Ready to Advance
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 8–9, 28, 37, 38–39, 47, 48–49, 56–57, 64–65, 70–71, 75, 76–77, 85, 106, 108–109 Unit 3: 8–9, 16–17, 37, 48–49, 56–57, 64–65, 70–71, 75, 76–77, 108–109 Unit 5: 8–9, 24–25, 32–33, 48–49, 56–57, 70–71, 75, 76–77, 86–87, 94–95, 108–109, 113 Unit 7: 8–9, 48–49, 56–57, 70–71, 76–77, 86–87, 94–95, 102–103, 106, 108–109 Unit 8: 126–127, 128–129, 144–145, 157, 168–169, 176–177, 184–185, 195, 205, 214–215, 228–229, 233 Unit 9: 4–5, 8–9, 16–17, 113 Unit 10: 126–127, 128–129, 144–145, 148, 157, 167, 168–169, 176–177, 182, 184–185, 188, 190–191, 195, 196–197, 205, 220, 233</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Mom, Our Mayor</i> (H/13) Unit 3: <i>Plants and Animals in Different Seasons</i> (J/18) Unit 4: <i>The Dog and the Wolf</i> (N/NA) Unit 5: <i>George Washington Carver</i> (I/15) Unit 7: <i>Finding Fossils</i> (I/15) Unit 9: <i>Simple Simon Is So Simple!</i> (G/12), <i>Supply and Demand</i> (K/20), <i>The Cost of Dinner</i> (M/28) Unit 10: <i>Measure Up!</i> (H/13), <i>The States of Matter</i> (H/14), <i>The States of Matter</i> (I/NA)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9</p>
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 48–49, 56–57 Unit 3: 8–9, 48–49, 56–57 Unit 5: 8–9, 14, 24–25, 37, 48–49, 54–55, 56–57, 86–87, 92–93, 94–95 Unit 7: 8–9, 14, 24–25, 48–49, 56–57, 86–87, 94–95 Unit 8: 128–129, 144–145, 168–169, 176–177, 206–207, 214–215 Unit 9: 8–9, 48–49, 56–57 Unit 10: 128–129, 144–145, 168–169, 176–177, 206–207, 214–215</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>The Power to Vote</i> (F/10), <i>My Mom, Our Mayor</i> (H/13), <i>All Work, No Play</i> (G/11), <i>Who Makes the Rules?</i> (J/18), <i>The Job of the President of the USA</i> (L/24), <i>Enforcing Rules</i> (M/28) Unit 2: <i>Dolley Madison Saves George Washington</i> (H/13) Unit 3: <i>Food in the Forest</i> (F/9), <i>Living in Joshua Tree</i> (F/10), <i>Plants and Animals in Different Seasons</i> (J/18), <i>Polar Habitats</i> (M/28) Unit 4: <i>Laura's Story</i> (L/24) Unit 5: <i>Jenner and Fleming: Two Heroes of Medicine</i> (I/15), <i>Push, Pull, Lift</i> (I/16), <i>George Washington Carver</i> (I/15), <i>Simple Machines</i> (K/20), <i>Bridges</i> (K/20), <i>Taking Photographs</i> (M/28) Unit 7: <i>Finding Fossils</i> (I/15), <i>Getting Around the Wild West</i> (J/18), <i>George Catlin</i> (J/18), <i>The Underground Railroad</i> (L/24) Unit 8: <i>Let's Look at the Dinosaurs</i> (G/11), <i>Earth's Surface</i> (H/14), <i>Erosion</i> (J/18), <i>Mountains</i> (K/20), <i>Twisters</i> (L/24) Unit 9: <i>People Work in Our Community</i> (G/11), <i>Simple Simon Is So Simple!</i> (G/12), <i>Supply and Demand</i> (K/20), <i>Where Does Food Come From?</i> (M/28), <i>The Cost of Dinner</i> (M/28) Unit 10: <i>Water All Around</i> (F/10), <i>Measure Up!</i> (H/13), <i>The States of Matter</i> (H/14), <i>The States of Matter</i> (I/NA), <i>What Is Matter?</i> (J/18), <i>Four Faces in Rock</i> (J/18)</p>
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 70–71 Unit 7: 16–17, 70–71, 102–103 Unit 8: 136–137, 184–185 Unit 9: 64–65 Unit 10: 152–153, 158–159, 222–223</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Who Makes the Rules?</i> (J/18) Unit 3: <i>Food in the Forest</i> (F/9), <i>Living in Joshua Tree</i> (F/10), <i>My First Aquarium</i> (F/10), <i>Polar Habitats</i> (M/28) Unit 4: <i>Laura's Story</i> (L/24) Unit 5: <i>Jenner and Fleming: Two Heroes of Medicine</i> (I/15), <i>Taking Photographs</i> (M/28) Unit 7: <i>The Underground Railroad</i> (L/24) Unit 8: <i>Let's Look at the Dinosaurs</i> (G/11), <i>Earth's Surface</i> (H/14), <i>Erosion</i> (J/18), <i>Twisters</i> (L/24), <i>Neptune and Minerva</i> (M/NA) Unit 9: <i>People Work in Our Community</i> (G/11), <i>Supply and Demand</i> (K/20), <i>The Cost of Dinner</i> (M/28) Unit 10: <i>Water All Around</i> (F/10), <i>Measure Up!</i> (H/13), <i>What Is Matter?</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9 Unit 5: 63, 64</p>
Craft and Structure		Benchmark Ready to Advance
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 15, 63 Unit 3: 63 Unit 5: 15 Unit 7: 101 Unit 8: 135, 221 Unit 9: 15, 107</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Mom, Our Mayor</i> (H/13), <i>All Work, No Play</i> (G/11), <i>Who Makes the Rules?</i> (J/18), <i>The Job of the President of the USA</i> (L/24) Unit 3: <i>Plants and Animals in Different Seasons</i> (J/18) Unit 4: <i>Laura's Story</i> (L/24) Unit 5: <i>George Washington Carver</i> (I/15), <i>Simple Machines</i> (K/20), <i>Bridges</i> (K/20), <i>Taking Photographs</i> (M/28) Unit 7: <i>Getting Around the Wild West</i> (J/18), <i>George Catlin</i> (J/18), <i>The Underground Railroad</i> (L/24) Unit 8: <i>Let's Look at the Dinosaurs</i> (G/11), <i>Earth's Surface</i> (H/14), <i>Erosion</i> (J/18), <i>Mountains</i> (K/20), <i>Twisters</i> (L/24), <i>Neptune and Minerva</i> (M/NA) Unit 9: <i>People Work in Our Community</i> (G/11), <i>Supply and Demand</i> (K/20), <i>The Cost of Dinner</i> (M/28) Unit 10: <i>Water All Around</i> (F/10), <i>The States of Matter</i> (H/14), <i>The States of Matter</i> (I/NA), <i>What Is Matter?</i> (J/18), <i>Four Faces in Rock</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13</p>

RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 14–15, 16–17, 64–65 Unit 5: 102–103</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>The Power to Vote</i> (F/10) Unit 5: <i>Jenner and Fleming: Two Heroes of Medicine</i> (I/15), <i>Simple Machines</i> (K/20) Unit 7: <i>Finding Fossils</i> (I/15), <i>Getting Around the Wild West</i> (J/18) Unit 8: <i>Erosion</i> (J/18), <i>Neptune and Minerva</i> (M/NA) Unit 10: <i>Measure Up!</i> (H/13), <i>The States of Matter</i> (I/NA), <i>What Is Matter?</i> (J/18)</p>
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 16–17, 64–65 Unit 5: 16–17, 70–71, 102–103 Unit 8: 190–191 Unit 9: 16–17, 70–71 Unit 10: 134–135</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>The Power to Vote</i> (F/10), <i>The Job of the President of the USA</i> (L/24), <i>Enforcing Rules</i> (M/28) Unit 3: <i>Food in the Forest</i> (F/9), <i>My First Aquarium</i> (F/10), <i>Polar Habitats</i> (M/28) Unit 4: <i>Laura's Story</i> (L/24) Unit 5: <i>George Washington Carver</i> (I/15), <i>Simple Machines</i> (K/20), <i>Bridges</i> (K/20) Unit 7: <i>Getting Around the Wild West</i> (J/18)</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 14–15, 64–65 Unit 5: 30–31, 64–65, 84–85 Unit 7: 15, 64–65 Unit 10: 136–137, 184–185</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>The Job of the President of the USA</i> (L/24) Unit 3: <i>Plants and Animals in Different Seasons</i> (J/18) Unit 5: <i>Simple Machines</i> (K/20), <i>Bridges</i> (K/20), <i>Push, Pull, Lift</i> (I/16), <i>Taking Photographs</i> (M/28) Unit 7: <i>Getting Around the Wild West</i> (J/18), <i>George Catlin</i> (J/18), <i>The Underground Railroad</i> (L/24) Unit 8: <i>Let's Look at the Dinosaurs</i> (G/11), <i>Earth's Surface</i> (H/14), <i>Mountains</i> (K/20), <i>Twisters</i> (L/24) Unit 9: <i>People Work in Our Community</i> (G/11), <i>Where Does Food Come From?</i> (M/28) Unit 10: <i>Water All Around</i> (F/10), <i>Four Faces in Rock</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 10, 12, 13</p>
RI.2.8	Describe how reasons support specific points the author makes in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 16–17, 64–65 Unit 5: 16–17 Unit 7: 84 Unit 8: 152–153, 222–223, 228–229</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Mom, Our Mayor</i> (H/13) Unit 7: <i>George Catlin</i> (J/18) Unit 9: <i>Simple Simon Is So Simple!</i> (G/12)</p>
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 38–39, 76–77, 108–109 Unit 3: 38–39, 76–77, 108–109 Unit 5: 38–39, 76–77, 108–109 Unit 7: 38–39, 108–109 Unit 8: 158–159, 196–197, 228–229 Unit 9: 38–39, 76–77, 108–109 Unit 10: 196–197, 228–229</p>
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>TEACHER RESOURCE SYSTEM:</p> <p>GRADE 2 TEXTS FOR CLOSE READING: The informational texts in these units reflect the range of informational genres students will read in the grades 2–3 text complexity band.</p> <p>Unit 1: Government at Work (informational social studies, technical/procedural text, interview) Unit 2: Characters Face Many Challenges (informational social studies) Unit 3: Plants and Animals in Their Habitat (informational science) Unit 5: Solving Problems through Technology (informational social studies, informational science, biography) Unit 6: Tales to Live By (informational social studies) Unit 7: Investigating the Past (informational social studies, journal entry, diary, biography,) Unit 8: Wind and Water Change Earth (opinion pieces, news articles, informational science,) Unit 9: Buyers and Sellers (informational social studies, technical/procedural texts) Unit 10: States of Matter (informational science, technical/procedural</p>

READING STANDARDS: FOUNDATIONAL SKILLS	
Phonics and Word Recognition	Benchmark Ready to Advance
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one- syllable words. TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 12–13, 14, 20–21, 28, 29, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 85, 90–91, 100, 116–117 Unit 2: 132–133, 172–173, 200–201, 210–211, 236–237 Unit 3: 12–13, 20–21, 42–43 Unit 7: 22–23 Unit 8: 142–143, 149 READER'S THEATER HANDBOOK: Unit 6: 69
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams. TEACHER RESOURCE SYSTEM: Unit 1: 90–91, 92–93, 98–99, 106, 107, 112, 116–117 Unit 2: 126–127, 132–133, 134–135, 140–141, 142–143, 149, 156, 162–163, 167, 172–173, 174–175, 180–181, 188, 189, 194, 200–201, 205, 210–211, 212–213, 218–219, 226, 227, 232, 236–237 Unit 3: 12–13, 20–21, 28, 29, 36, 42–43, 47, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 4: 132–133, 140–141, 142–143, 148, 156, 162–163, 172–173, 180–181, 188, 189, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 5: 22–23, 52–53, 54–55, 60–61, 68, 69, 74, 80–81, 85, 90–91, 92–93, 98–99, 106, 112, 116–117 Unit 6: 132–133, 140–141, 148, 156, 162–163, 167, 172–173, 174–175, 180–181, 188, 189, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 7: 47, 60–61 Unit 8: 149 Unit 10: 142–143
RF.2.3c	Decode regularly spelled two-syllable words with long vowels. TEACHER RESOURCE SYSTEM: Unit 1: 52–53, 60–61, 68, 74, 80–81, 106, 112, 116–117 Unit 2: 148, 156, 162–163, 188, 194, 200–201, 232, 236–237 Unit 3: 12–13, 20–21, 28, 36, 42–43, 68, 74, 80–81, 106, 112, 116–117 Unit 4: 140–141, 148, 156, 162–163, 188, 194, 200–201, 226, 232, 236–237 Unit 5: 12–13, 14, 20–21, 28, 36, 42–43, 80–81, 100, 106, 116–117 Unit 6: 194, 200–201 Unit 7: 28, 52–53, 60–61, 74, 80–81 Unit 8: 172–173, 180–181, 188, 194, 200–201 Unit 9: 52–53, 112, 116–117 Unit 10: 162–163 READER'S THEATER HANDBOOK: Unit 5: 57, 58
RF.2.3d	Decode words with common prefixes and suffixes. TEACHER RESOURCE SYSTEM: Unit 1: 37, 112 Unit 2: 162–163 Unit 3: 22–23, 36, 37, 74, 112, 116–117 Unit 4: 156, 162–163, 194, 200–201, 232, 236–237 Unit 5: 37, 54–55 Unit 6: 194 Unit 7: 37, 90–91, 98–99, 106, 112, 116–117 Unit 8: 172–173, 180–181, 188, 194, 200–201, 210–211, 226, 232, 236–237 Unit 9: 12–13, 20–21, 28, 36, 42–43, 100 Unit 10: 172–173, 180–181, 188, 189, 194, 200–201, 205, 210–211, 212–213, 218–219, 220, 226, 227, 232, 236–237 LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Plants and Animals in Different Seasons (J/18)</i> READER'S THEATER HANDBOOK: Unit 5: 57, 58
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences. TEACHER RESOURCE SYSTEM: Unit 1: 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 2: 172–173, 180–181 Unit 3: 12–13, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 4: 132–133, 140–141, 148, 156, 162–163, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 5: 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 6: 132–133, 140–141, 148, 156, 162–163, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 7: 52–53, 60–61, 68, 74 Unit 8: 132–133, 140–141, 148, 156, 162–163, 172–173, 180–181, 188, 194, 200–201 Unit 9: 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 Unit 10: 126–127, 132–133, 140–141, 148, 156, 162–163 READER'S THEATER HANDBOOK: Unit 5: 57 Unit 7: 81, 82
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words. TEACHER RESOURCE SYSTEM: Unit 1: 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 107, 112, 116–117 Unit 2: 218–219 Unit 3: 12–13, 14, 28, 36, 42–43, 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 Unit 4: 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 212–213, 218–219, 226, 232, 236–237 Unit 5: 12–13, 14, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 6: 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 7: 20–21, 28, 36, 42–43, 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 8: 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 9: 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 Unit 10: 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 180–181, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 READER'S THEATER HANDBOOK: Unit 6: 75, 76
Fluency	Benchmark Ready to Advance
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.

RF.2.4a	Read on-level text with purpose and understanding.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 Unit 2: 126–127, 134–135, 142–143, 149, 174–175, 182, 189, 205 Unit 3: 14, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 Unit 4: 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 Unit 5: 6–7, 54–55, 69, 85, 92–93, 107 Unit 6: 126–127, 134, 142–143, 149, 167, 174–175, 189, 205, 212–213, 220, 227, 233 Unit 7: 6–7, 22–23, 47, 54–55, 62, 69, 85, 92–93, 100, 107, 113 Unit 8: 126–127, 142–143, 149, 174–175, 182, 189, 205, 212–213, 220 Unit 9: 6–7, 14, 22–23, 29, 37, 85, 92–93, 100, 107 Unit 10: 126–127, 134, 142–143, 167, 174–175, 182, 189</p> <p>READER'S THEATER HANDBOOK: Unit 1: 10, 11, 12, 13, 16, 17, 18, 19 Unit 2: 22, 23, 24, 25, 28, 29, 30, 31 Unit 3: 34, 35, 36, 37 Unit 4: 45, 46, 49, 51, 52, 53, 54, 55 Unit 5: 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 100, 101, 102, 103 Unit 9: 106, 107, 108, 109, 112, 113, 114, 115 Unit 10: 118, 119, 120, 121, 124, 125, 127</p>
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 14, 22–23, 28, 29, 47, 54–55, 62, 68, 69, 75, 85, 92–93, 100, 106, 107 Unit 2: 126–127, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 233 Unit 3: 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 75, 85, 92–93, 100, 107, 113 Unit 4: 126–127, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 233 Unit 5: 14, 22–23, 29, 37, 47, 62, 69, 75, 85, 92–93, 100, 107, 113 Unit 6: 126–127, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233 Unit 7: 6–7, 14, 22–23, 29, 37, 47, 54–55, 62, 69, 85, 92–93, 100, 107, 113 Unit 8: 126–127, 134, 142–143, 149, 157, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233 Unit 9: 6–7, 14, 22–23, 29, 37, 54–55, 62, 69, 75, 85, 92–93, 100, 107 Unit 10: 126–127, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233</p> <p>READER'S THEATER HANDBOOK: Unit 1: 10, 11, 12, 13, 16, 17, 18, 19 Unit 2: 22, 23, 24, 25, 28, 29, 30, 31 Unit 3: 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 47, 48 Unit 5: 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 100, 101, 102, 103 Unit 9: 106, 107, 108, 109, 112, 113, 114, 115 Unit 10: 118, 119, 120, 121, 124, 125, 127</p>
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 47, 54–55, 62, 69, 85, 92–93, 100, 107 Unit 2: 134–135, 167, 182, 212–213, 220 Unit 3: 6–7, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 Unit 4: 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 Unit 5: 47, 62, 69, 107 Unit 6: 126–127, 167, 174–175, 182, 189 Unit 7: 47, 54–55, 69 Unit 8: 126–127, 174–175, 227 Unit 9: 54–55, 62, 92–93, 107 Unit 10: 126–127, 167, 174–175, 182, 189, 227</p> <p>READER'S THEATER HANDBOOK: Unit 1: 10, 11, 12, 13, 16, 17, 18, 19 Unit 2: 22, 23, 24, 25, 28, 29, 30, 31 Unit 3: 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 51 Unit 5: 58, 59, 60, 61 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 100, 101, 102, 103 Unit 9: 106, 107, 108, 109, 112, 113, 114, 115 Unit 10: 118, 119, 120, 121, 124, 125, 127</p>

WRITING STANDARDS

Types and Purposes		Benchmark Ready to Advance
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<p>TEACHER RESOURCE SYSTEM: Unit 4: 208–209, 216–217, 234–235 Unit 5: 18–19, 26–27, 34–35, 50–51, 58–59, 66–67, 72–73, 88–89, 96–97, 110–111, 114–115 Unit 10: 224–225</p>
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 88–89, 96–97, 114–115 Unit 7: 72–73, 114–115 Unit 8: 130–131, 138–139, 146–147, 154–155, 170–171, 178–179, 186–187, 192–193 Unit 10: 216–217</p> <p>WRITING AND LANGUAGE HANDBOOK: 90–99 (Informative/Explanatory Writing to Sources); Informational Reports BLM A-E, 108–117 (Writing to Multiple Narrative Sources); Realistic Fiction BLM A-K</p>
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 34–35 Unit 2: 154–155, 170–171, 178–179, 186–187, 192–193 Unit 6: 154–155, 192–193, 208–209, 216–217, 224–225, 230–231, 234–235 Unit 9: 50–51, 58–59, 66–67, 88–89 Unit 10: 208–209</p> <p>WRITING AND LANGUAGE HANDBOOK: 72–81 (Narrative Writing to Sources); Personal Narratives BLM A-E</p>

Production and Distribution of Writing		Benchmark Ready to Advance
W.2.4	(Begins in grade 3)	
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 26–27 Unit 2: 130–131, 138–139, 146–147, 154–155, 208–209, 216–217, 224–225, 230–231 Unit 3: 10–11, 18–19, 50–51, 72–73 Unit 4: 130–131, 138–139, 154–155, 170–171, 186–187, 192–193 Unit 5: 10–11, 18–19, 26–27, 34–35, 72–73, 96–97, 104–105, 110–111 Unit 6: 130–131, 146–147, 170–171, 192–193, 216–217, 224–225, 230–231, 234–235 Unit 7: 10–11, 18–19, 26–27, 34–35, 50–51, 66–67, 88–89, 96–97, 104–105, 110–111 Unit 8: 130–131, 146–147, 154–155, 170–171, 178–179, 186–187, 192–193, 208–209, 216–217, 224–225, 230–231 Unit 9: 10–11, 18–19, 34–35, 40–41 Unit 10: 146–147, 154–155, 160–161, 170–171, 178–179, 186–187, 192–193, 198–199 WRITING AND LANGUAGE HANDBOOK: 24-37 (Model The Writing Process; Author’s Craft), 38-39 (Use a Checklist to Edit a Draft); Opinion Checklist, 40-41 (Use Keyboarding Skills to Publish an Opinion), 58-59, 62-63 (Revise and Edit a Response 1-2); Opinion Checklist, 80-81 (Revise and Edit a Response to a Prompt), 98-99, 116-117, 140-141 (Revise and Edit a Response)
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with	TEACHER RESOURCE SYSTEM: Unit 1: 118–119 Unit 2: 234–235 Unit 3: 118–119 Unit 4: 238–239 Unit 5: 114–115, 118–119 Unit 6: 238–239 Unit 7: 118–119 Unit 8: 234–235, 238–239 Unit 9: 118–119 Unit 10: 198–199, 238–239
Research to Build and Present Knowledge		Benchmark Ready to Advance
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	TEACHER RESOURCE SYSTEM:
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 58–59, 66–67, 88–89, 96–97 Unit 2: 130–131, 138–139, 146–147, 154–155 Unit 3: 26–27, 34–35, 58–59, 66–67 Unit 4: 146–147, 178–179 Unit 6: 138–139, 178–179, 186–187 Unit 7: 58–59 Unit 8: 138–139, 146–147 Unit 9: 26–27 WRITING AND LANGUAGE HANDBOOK: 20-21 (Organize an Opinion Using a Planning Chart); Opinion BLM F, 22-23 (State Your Opinion and Reasons Clearly), 28-29 (Choose Words from Texts to Support Your Opinion), 30-31 (Write a Concluding Statement or Section), 32-33 (Write About Literature in the Present Tense), 96-97, 114-115 (Draft a Response); Informational Report Checklist, 136-139 (Model Writing to Sources); Opinion Checklist
W.2.9	(Begins in grade 4)	
Range of Writing		
W.2.10	(Begins in grade 3)	
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		Benchmark Ready to Advance
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger	
SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways listening to others with care, speaking one at a time about the topics and texts under discussion).	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 46, 84, 118–119 Unit 2: 124–125, 166, 204, 238–239 Unit 3: 4–5, 38–39, 46, 48–49, 56–57, 64–65, 70–71, 76–77, 84, 102–103, 108–109, 118–119 Unit 4: 124–125, 136–137, 152–153, 166, 168–169, 176–177, 184–185, 190–191, 196–197, 204, 206–207, 238–239 Unit 5: 4–5, 38–39, 64–65, 70–71, 76–77, 86–87, 102–103, 108–109, 118–119 Unit 6: 166, 184–185, 190–191, 196–197, 238–239 Unit 7: 4–5, 24–25, 38–39, 64–65, 70–71, 76–77, 118–119 Unit 8: 124–125, 158–159, 176–177, 184–185, 190–191, 196–197, 204, 222–223, 238–239 Unit 9: 64–65, 70–71, 76–77, 102–103, 108–109, 110–111, 114–115, 118–119 Unit 10: 124–125, 158–159, 184–185, 190–191, 196–197, 238–239 READER'S THEATER HANDBOOK: Unit 1: 9

SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 46, 84, 118–119 Unit 2: 124–125, 166, 238–239 Unit 3: 4–5, 38–39, 46, 48–49, 56–57, 64–65, 70–71, 76–77, 84, 102–103, 108–109, 118–119 Unit 4: 124–125, 136–137, 152–153, 166, 168–169, 176–177, 184–185, 190–191, 196–197, 204, 206–207, 238–239 Unit 5: 4–5, 24–25, 30–31, 38–39, 76–77, 108–109, 118–119 Unit 6: 124–125, 166, 196–197, 238–239 Unit 7: 4–5, 76–77, 118–119 Unit 8: 124–125, 158–159, 196–197, 206–207, 238–239 Unit 9: 4–5, 48–49, 56–57, 76–77, 108–109, 118–119 Unit 10: 124–125, 158–159, 222–223, 228–229, 238–239 READER'S THEATER HANDBOOK: Unit 1: 9
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 15, 29, 54–55, 69, 92–93, 107, 118–119 Unit 2: 238–239 Unit 3: 38–39, 48–49, 56–57, 76–77, 102–103, 118–119 Unit 4: 136–137, 152–153, 168–169, 176–177, 184–185, 190–191, 196–197, 206–207, 238–239 Unit 5: 38–39, 76–77, 102–103, 118–119 Unit 6: 238–239 Unit 7: 64–65, 76–77, 118–119 Unit 8: 158–159, 184–185, 190–191, 196–197, 206–207, 222–223 Unit 9: 48–49, 56–57, 64–65, 70–71, 118–119 Unit 10: 158–159, 238–239 READER'S THEATER HANDBOOK: Unit 8: 99, 100
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 37, 46, 64–65, 84, 113, 118–119 Unit 2: 124–125, 204, 233, 238–239 Unit 3: 4–5, 15, 37, 46, 64–65, 70–71, 75, 76–77, 84, 86–87, 94–95, 102–103, 113, 118–119 Unit 4: 124–125, 128–129, 136–137, 144–145, 152–153, 157, 158–159, 166, 184–185, 196–197, 204, 214–215, 222–223, 228–229, 233, 238–239 Unit 5: 4–5, 24–25, 32–33, 46, 48–49, 56–57, 64–65, 75, 76–77, 102–103, 113, 118–119 Unit 6: 124–125, 128–129, 135, 136–137, 144–145, 150–151, 152–153, 158–159, 168–169, 176–177, 184–185, 204, 206–207, 214–215, 222–223, 228–229, 238–239 Unit 7: 4–5, 38–39, 46, 48–49, 56–57, 64–65, 70–71, 76–77, 84, 86–87, 94–95, 102–103, 108–109, 118–119 Unit 8: 124–125, 152–153, 157, 166, 168–169, 176–177, 184–185, 190–191, 195, 196–197, 204, 214–215, 233, 238–239 Unit 9: 4–5, 8–9, 16–17, 24–25, 30–31, 32–33, 38–39, 46, 84, 86–87, 94–95, 108–109, 113, 118–119 Unit 10: 124–125, 144–145, 152–153, 158–159, 166, 168–169, 176–177, 184–185, 190–191, 196–197, 204, 206–207, 214–215, 222–223, 228–229, 238–239 READER'S THEATER HANDBOOK: Unit 1: 15 Unit 2: 21, 24, 25, 27, 30, 31 Unit 3: 33, 36, 37 Unit 7: 87, 88, 89, 90, 91 Unit 9: 105, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 37, 46, 64–65, 84, 113, 118–119 Unit 2: 124–125, 238–239 Unit 3: 37, 46, 64–65, 70–71, 75, 76–77, 84, 86–87, 94–95, 102–103, 113, 118–119 Unit 4: 124–125, 128–129, 144–145, 157, 158–159, 166, 196–197, 204, 214–215, 222–223, 228–229, 233, 238–239 Unit 5: 4–5, 64–65, 75, 102–103, 113, 118–119 Unit 6: 124–125, 184–185, 196–197, 238–239 Unit 7: 4–5, 76–77, 118–119 Unit 8: 124–125, 168–169, 184–185, 190–191, 195, 196–197, 222–223, 233, 238–239 Unit 9: 4–5, 16–17, 38–39, 64–65, 70–71, 76–77, 118–119 Unit 10: 124–125, 144–145, 158–159, 222–223, 228–229, 238–239
Presentation of Knowledge and Ideas		Benchmark Ready to Advance
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	TEACHER RESOURCE SYSTEM: Unit 9: 104–105, 110–111, 114–115 Unit 10: 208–209, 216–217, 224–225, 230–231, 234–235 READER'S THEATER HANDBOOK: Unit 2: 24, 29, 30 Unit 3: 35, 36 Unit 8: 99, 100 Unit 10: 126
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	TEACHER RESOURCE SYSTEM: Unit 1: 118–119 Unit 2: 238–239 Unit 3: 118–119 Unit 4: 238–239 Unit 9: 72–73, 78–79, 96–97, 110–111, 114–115
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	TEACHER RESOURCE SYSTEM: Unit 1: 118–119 Unit 3: 76–77, 86–87, 94–95, 118–119 Unit 4: 228–229, 238–239 Unit 5: 48–49, 64–65 Unit 6: 190–191 Unit 7: 38–39 Unit 8: 168–169, 176–177, 196–197 Unit 9: 76–77, 104–105 Unit 10: 158–159, 214–215, 228–229, 238–239

LANGUAGE STANDARDS		
Conventions of Standard English		Benchmark Ready to Advance
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.2.1a	Use collective nouns (e.g., group).	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 40–41, 78–79, 113 Unit 5: 110–111 Unit 8: 198–199 READER'S THEATER HANDBOOK: Unit 6: 75 WRITING AND LANGUAGE HANDBOOK: 152-153 (Use Collective Nouns), Language BLM 1
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	TEACHER RESOURCE SYSTEM: Unit 5: 110–111, 113 Unit 8: 132–133, 134, 140–141, 148, 156, 160–161, 162–163, 205, 224–225 WRITING AND LANGUAGE HANDBOOK: 154-157 (Form/Use Irregular Plural Nouns), Language BLM 2-3
L.2.1c	Use reflexive pronouns (e.g., myself, ourselves).	TEACHER RESOURCE SYSTEM: Unit 1: 40–41, 78–79, 114–115 Unit 2: 230–231 Unit 8: 160–161, 224–225 Unit 10: 126–127, 157 READER'S THEATER HANDBOOK: Unit 4: 45 WRITING AND LANGUAGE HANDBOOK: 158-159 (Use Reflexive Nouns), Language BLM 4
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	TEACHER RESOURCE SYSTEM: Unit 2: 160–161, 195, 208–209, 233 Unit 7: 40–41, 104–105 Unit 10: 233 READER'S THEATER HANDBOOK: Unit 2: 21 Unit 7: 81 WRITING AND LANGUAGE HANDBOOK: 160-163 (Form/Use Irregular Past Tense Verbs), Language BLM 5-6
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	TEACHER RESOURCE SYSTEM: Unit 2: 198–199, 216–217, 224–225 Unit 3: 75 Unit 4: 149, 160–161, 195, 224–225, 227 Unit 5: 22–23 Unit 6: 157, 198–199, 208–209, 230–231, 234–235 Unit 8: 157, 189, 233 Unit 9: 69 READER'S THEATER HANDBOOK: Unit 5: 63 WRITING AND LANGUAGE HANDBOOK: 164-165 (Use Adjective), 166-167 (Use Adverbs), 168-169 (Choose Between Adjectives and Adverbs), Language BLM 7, Language BLM 8, Language BLM 9
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	TEACHER RESOURCE SYSTEM: Unit 1: 78–79 Unit 3: 40–41, 104–105 Unit 5: 40–41, 88–89 Unit 6: 160–161, 224–225, 234–235 READER'S THEATER HANDBOOK: Unit 7: 87, 88 WRITING AND LANGUAGE HANDBOOK: 170-171 (Produce Complete Simple Sentences), 172-173 (Expand and Rearrange Complete Simple Sentences), 174-175 (Produce Complete Compound Sentences), 176-177 (Expand and Rearrange Complete Compound Sentences), Language BLM 10, Language BLM 11, Language BLM 12, Language BLM 13
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TEACHER RESOURCE SYSTEM:
L.2.2a	Capitalize holidays, product names, and geographic names.	TEACHER RESOURCE SYSTEM: Unit 3: 78–79, 107, 110–111 Unit 7: 69 Unit 8: 212–213 Unit 9: 75 READER'S THEATER HANDBOOK: Unit 1: 19 Unit 7: 87 Unit 9: 109 WRITING AND LANGUAGE HANDBOOK: 178-179 (Capitalize Holidays, Products, and Geographic Names), Language BLM 14

L.2.2b	Use commas in greetings and closings of letters.	TEACHER RESOURCE SYSTEM: Unit 1: 34–35 Unit 6: 192–193, 216–217 WRITING AND LANGUAGE HANDBOOK: 180-181 (Use Commas in Greetings and Closing of Letters), Language BLM 15
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	TEACHER RESOURCE SYSTEM: Unit 2: 157 Unit 3: 69 Unit 4: 157, 98–199, 230–231 Unit 5: 62 Unit 7: 113 Unit 8: 198–199, 200–201, 230–231 Unit 9: 37, 92–93, 113 Unit 10: 132–133, 134, 140–141, 148, 156, 162–163 WRITING AND LANGUAGE HANDBOOK: 182-183 (Use Apostrophes in Contractions), 184- 185 (Use Apostrophes in Possessives), Language BLM 16, Language BLM 17
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boil).	TEACHER RESOURCE SYSTEM: Unit 1: 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 2: 140–141, 148, 160–161, 198–199, 210–211, 218–219, 226, 232 Unit 3: 12–13, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 4: 132–133, 140–141, 148, 162–163, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 5: 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 Unit 6: 172–173, 180–181, 188, 194, 200–201 Unit 7: 52–53, 60–61, 68, 74, 80–81 Unit 8: 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 Unit 9: 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 116–117 Unit 10: 140–141, 148, 156, 162–163, 218–219, 226, 236–237 READER'S THEATER HANDBOOK: Unit 8: 93 WRITING AND LANGUAGE HANDBOOK: 186-187 (Use Spelling Patterns), Language BLM 18-19
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TEACHER RESOURCE SYSTEM: Unit 2: 160–161, 224–225 Unit 5: 78–79, 104–105 Unit 8: 224–225 READER'S THEATER HANDBOOK: Unit 2: 27 Unit 3: 33 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127 WRITING AND LANGUAGE HANDBOOK: 188-189 (Use Spelling References), Language BLM 20
Knowledge of Language		Benchmark Ready to Advance
L.2.3	Use knowledge of language and its conventions	
L.2.3a	Compare formal and informal uses of English.	TEACHER RESOURCE SYSTEM: Unit 4: 198–199, 230–231 Unit 7: 30–31, 63, 78–79, 96–97, 110–111 Unit 8: 150–151, 183 READER'S THEATER HANDBOOK: Unit 1: 9 Unit 2: 27 Unit 7: 87 Unit 8: 99, 100, 101 Unit 9: 105, 107, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127 WRITING AND LANGUAGE HANDBOOK: 190-191 (Use Formal and Informal English); Language BLM 21
Vocabulary Acquisition and Use		Benchmark Ready to Advance
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing	
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	TEACHER RESOURCE SYSTEM: Unit 1: 15, 63 Unit 3: 63 Unit 4: 233 Unit 5: 63, 75 Unit 6: 180–181 Unit 8: 227 Unit 9: 107 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Mom, Our Mayor</i> (H/13), <i>All Work, No Play</i> (G/11), <i>Alice's Trial</i> (L/24) Unit 2: <i>Pandora's Box</i> (I/15), <i>Brer Rabbit Hears a Noise</i> (J/18), <i>John Henry</i> (K/NA) Unit 3: <i>The Ants Have a Picnic</i> (F/9), <i>My First Aquarium</i> (F/10) Unit 4: <i>Rapunzel</i> (H/14), <i>The Dog and the Wolf</i> (N/NA) Unit 5: <i>Jenner and Fleming: Two Heroes of Medicine</i> (I/15), <i>George Washington Carver</i> (I/15), <i>Simple Machines</i> (K/20) Unit 6: <i>How the Turtle Cracked Its Shell</i> (I/15), <i>Androcles and the Lion</i> (K/20) Unit 7: <i>Charlie's Museum Adventure</i> (I/15), <i>Finding Fossils</i> (I/15) Unit 8: <i>Earth's Surface</i> (H/14), <i>Erosion</i> (J/18) Unit 9: <i>A Trip to the Market</i> (G/12), <i>Simple Simon Is So Simple!</i> (G/12), <i>Where Does Food Come From?</i> (M/28) Unit 10: <i>Maggie Makes Macaroni</i> (H/14), <i>What Is Matter?</i> (J/18) READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13 Unit 3: 39 Unit 8: 99, 100, 101, 102, 103 Unit 9: 105, 111, 112, 113, 114, 115 WRITING AND LANGUAGE HANDBOOK: 192-193 (Use Context Clues); Language BLM 22
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	TEACHER RESOURCE SYSTEM: Unit 5: 37 Unit 6: 227 Unit 10: 172–173, 174–175, 180–181, 188, 194, 200–201, 205, 218–219 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>The Power to Vote</i> (F/10) Unit 2: <i>Turkey Girl</i> (H/14) Unit 3: <i>Food in the Forest</i> (F/9) Unit 4: <i>Laura's Story</i> (L/24) Unit 5: <i>The Friendship Bridge</i> (K/20) Unit 9: <i>People Work in Our Community</i> (G/11) WRITING AND LANGUAGE HANDBOOK: 194-195 (Use Prefixes); Language BLM 23

L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	<p>TEACHER RESOURCE SYSTEM: Unit 3: 22–23 Unit 5: 54–55 Unit 7: 90–91, 92–93, 98–99, 106, 107, 112, 116–117 Unit 10: 150–151, 183, 212–213, 227</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Arachne the Weaver</i> (J/18) Unit 3: <i>Plants and Animals in Different Seasons</i> (J/18) Unit 4: <i>Cat in Boots</i> (H/13) Unit 5: <i>Taking Photographs</i> (M/28) Unit 6: <i>The Lion and the Mouse</i> (J/NA), <i>The Bremen Town Musicians</i> (L/24) Unit 7: <i>The Underground Railroad</i> (L/24) Unit 8: <i>Neptune and Minerva</i> (M/NA) Unit 10: <i>The States of Matter</i> (H/14), <i>Four Faces in Rock</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 5: 57 Unit 6: 69</p> <p>WRITING AND LANGUAGE HANDBOOK: 196-197 (Use Root Words); Language BLM 24</p>
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	<p>TEACHER RESOURCE SYSTEM: Unit 3: 113 Unit 5: 6–7, 15, 84, 101 Unit 6: 142–143, 195 Unit 7: 12–13, 14, 20–21, 28, 36, 42–43, 75 Unit 8: 126–127, 156, 195 Unit 9: 15, 84</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Enforcing Rules</i> (M/28) Unit 4: <i>Winter Carnival</i> (J/18) Unit 7: <i>A Bowl of Dust</i> (J/18)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 51</p> <p>WRITING AND LANGUAGE HANDBOOK: 198-199 (Use Compound Words); Language BLM 25</p>
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 63</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Who Makes the Rules?</i> (J/18), <i>The Job of the President of the USA</i> (L/24) Unit 5: <i>Bridges</i> (K/20) Unit 6: <i>The Prince and the Pauper</i> (J/18) Unit 7: <i>Getting Around the Wild West</i> (J/18) Unit 8: <i>Twisters</i> (L/24) Unit 10: <i>Water All Around</i> (F/10)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 12 Unit 2: 27 Unit 5: 63 Unit 8: 102 Unit 10: 117, 118, 119, 120, 121</p> <p>WRITING AND LANGUAGE HANDBOOK: 200-201 (Use Glossaries and Dictionaries); Language BLM 26</p>
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	
L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<p>TEACHER RESOURCE SYSTEM: Unit 9: 63 Unit 10: 220–221</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Living in Joshua Tree</i> (F/10) Unit 4: <i>Horseshoe Soup</i> (J/18) Unit 6: <i>The Three Little Pigs</i> (H/13) Unit 7: <i>William's Journal</i> (L/24) Unit 8: <i>Let's Look at the Dinosaurs</i> (G/11), <i>Paul Bunyan</i> (J/NA) Unit 9: <i>Simple Simon</i> (H/NA)</p> <p>WRITING AND LANGUAGE HANDBOOK: 202-203 (Make Real-Life Connections); Language BLM 27</p>
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 101 Unit 2: 152–153, 183, 195, 221 Unit 3: 32–33, 101 Unit 7: 32–33, 101 Unit 8: 135, 221</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Dolley Madison Saves George Washington</i> (H/13), <i>Pinocchio</i> (K/20) Unit 3: <i>Polar Habitats</i> (M/28) Unit 7: <i>George Catlin</i> (J/18) Unit 10: <i>The States of Matter</i> (I/NA)</p> <p>WRITING AND LANGUAGE HANDBOOK: 204-205 (Use Shades of Meaning); Language BLM 28</p>
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	<p>TEACHER RESOURCE SYSTEM: Unit 10: 178–179</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>The Three Billy Goats Gruff</i> (I/16), <i>Winter Carnival</i> (J/18) Unit 5: <i>Push, Pull, Lift</i> (I/16) Unit 6: <i>Why Mosquitoes Buzz in People's Ears</i> (M/28) Unit 8: <i>Mountains</i> (K/20) Unit 9: <i>The Cost of Dinner</i> (M/28) Unit 10: <i>Measure Up!</i> (H/13)</p> <p>WRITING AND LANGUAGE HANDBOOK: 164-165 (Use Adjective); Language BLM 7 166-167 (Use Adverbs); Language BLM 8, 168-169 (Choose Between Adjectives and Adverbs); Language BLM 9</p>

Benchmark Advance Grade 3 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
1. Government for the People	1	Ask questions	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Use Information Gained from Graphic Features: Maps, Photos, and Captions Describe Sequential Text Connections Compare and Contrast Key Details in Two Texts on the Same Topic 	Determine the Meaning of Domain-Specific Vocabulary and Phrases	Writing to Sources: Narrative	Form and Use Concrete and Abstract Nouns	Short Vowels	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	conflict, example, helpful, imagine, plans, printed, problems, upset	polls, candidate, candidate, ballot, campaign, suffrage, predicted, volunteers, amendment	<ul style="list-style-type: none"> Use Singular and Plural Nouns Understand the Language of Cause and Effect Writing to Sources: Personal Letter Understand Prepositions that Express Time Analyze Word Relationships
	2	Ask questions	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Use Text Evidence to Draw Inferences Use Information Gained from Graphic Features to Demonstrate Understanding Compare and Contrast Key Details in Two Texts on the Same Topic 	N/A	Performance Task Practice	Regular Verbs and Verb Tenses	Long a (VcE, ai, ay, a)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	favored, explained, separate, plain, became, swayed, raised, vain	bold, organize, boarded, released, inspired	<ul style="list-style-type: none"> Use Concrete and Abstract Nouns Understand Verbs and Verb Phrases Use Regular and Irregular Verbs in the Simple Past Tense Understand the Language of Cause and Effect Interpret Multiple Meaning Words
	3	Ask questions	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Interpret Information Presented Visually Describe Sequential Text Connections Compare and Contrast Key Details in Two Texts on the Same Topic 	Determine the Meaning of Domain-Specific Vocabulary and Phrases	Performance Task Practice	<ul style="list-style-type: none"> Form and Use Concrete and Abstract Nouns Regular Verbs and Verb Tenses 	<ul style="list-style-type: none"> Introduce Long o (VcE, oa, ow, o) Long u (VcE, ue, ew, u) 	<ul style="list-style-type: none"> Inflection/Intonation – Volume* Expression – Dramatic Expression* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	united, amendment, used, told, obeying, arrows, broken, contribution, new	citizens, amendment, suffrage, insisted, denied	<ul style="list-style-type: none"> Understand Subject/Verb Agreement of Past-Tense Verbs Use Conjunctions to Connect Ideas Form and Use Irregular Verbs Analyze Word Roots Understand Subject/Verb Agreement

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
2. Ways Characters Shape Stories	1	Visualize	<p>Recount Story Details</p> <ul style="list-style-type: none"> Describe Characters' Traits, Motivations, and Feelings Explain How Characters' Actions Contribute to Events Refer to Poems to Ask and Answer Questions Explain How Illustrations Contribute to Mood and Character Compare and Contrast the Plots of Two Fables by Aesop 	Distinguish Literal from Nonliteral Language—Similes	Process Writing: Fable	Use Adjectives and Adverbs	Long e (Vc, ea, ee, ey, y, ie, e)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	honey, hungry, even, freedom, hungry, leave, pieces, queens, screamed	noble, anonymous, forge, attitudes	<ul style="list-style-type: none"> Use Regular and Irregular Past Tense Verbs Use Adjectives and Similes to Add Detail Process Writing: Fable Use Adjectives to Describe Recognize Shades of Meaning
	2	Visualize	<ul style="list-style-type: none"> Recount Story Details Explain How Characters' Actions Contribute to Events Compare and Contrast the Plots of Stories with Similar Characters 	<ul style="list-style-type: none"> Distinguish Shades of Meaning Among Related Words Distinguish Literal From Nonliteral Language 	Process Writing: Fable	Regular Past Tense Verbs	Long i (i_e, igh, y, ie, i)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	cried, fighting, island, might, myself, provided, sacrifice, unwind	thought, wondered, believed, knew, exactly, muttered, strolled	<ul style="list-style-type: none"> Use Similes to Describe Present, Past, and Future Verbs Use Coordinating Conjunctions to Connect Ideas Use Adjectives and Similes to Add Detail Use Context Clues and Graphic Features to Build Vocabulary
	3	Visualize	<ul style="list-style-type: none"> Recount Story Details Describe Characters' Traits, Motivations, and Feelings Analyze How Illustrations Contribute to a Story Compare and Contrast Characters 	Determine the Meaning of Academic Vocabulary	Process Writing: Fable	<ul style="list-style-type: none"> Regular Past Tense Verbs Use Adjectives and Adverbs 	Compound Words	<ul style="list-style-type: none"> Inflection/Intonation—Volume* Phrasing—Units of Meaning in Complex Sentences* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	firelight, heartbeat, hillside, mountaintop, thunderclap, treetops, underwater, woodstove	exquisite, wistfully, modeled, kindhearted, companions, reluctantly, vanished	<ul style="list-style-type: none"> Form and Use the Past and Future Tenses Use Subordinating Conjunctions to Connect Ideas Recognize verbs with Different Shades of Meaning Use Adverbs to Describe Verbs Analyze Compound Words

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
3. Animal Adaptations	1	Determine Text Importance	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Use Information from Illustrations (Photographs) Use Information Gained from Illustrations (Charts) Describe Text Connections: Compare and Contrast Compare and Contrast Two Texts on the Same Topic 	Determine the Meaning of Domain-Specific Vocabulary Using Context Clues	Writing to Sources: Informative Report	Form and Use Possessives	r-controlled Vowels (/är/, /ör/)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	sharks, sharp, arctic, carnivores, born, forward, form, forests	survive, behave, adaptation, undetected, reptiles, frigid, detect, environment, formulate,	<ul style="list-style-type: none"> Use Relative Clauses to Add Detail Identify Words That Signal Context Clues Writing to Sources: Informative Report Identify and Understand Adverbial Phrases Understand and Use Descriptive Words
	2	Determine Text Importance	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Describe Compare/Contrast Text Connections Compare and Contrast Information from Two Texts on the Same Topic Use Text Evidence to Make Inferences Refer Explicitly to the Text to Ask and Answer Questions 	N/A	Writing to Sources: Informative Report	Pronouns and Pronoun-Antecedent Agreement	r-Controlled Vowels (- er, -ir, -ur)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	caterpillar, butterfly, dangerous, deter, birds, curl, furry, survive	durable, moist, shed	<ul style="list-style-type: none"> Understand and Use the Language of Compare and Contrast Identify and Use Adverbial Phrases Understand and Use Adverbial Phrases Understand the Language of Compare and Contrast Analyze Vocabulary
	3	Determine Text Importance	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Use Information Gained from Charts and Photographs Compare and Contrast Two Texts on the Same Topic Refer Explicitly to the Text to Draw Inferences 	Determine the Meaning of Domain-Specific Vocabulary	Writing to Sources: Informative Report	<ul style="list-style-type: none"> Use Pronouns Form and Use Possessives 	Closed Syllable Pattern	<ul style="list-style-type: none"> Pausing– Short Pauses* Phrasing– Dependent Clauses* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	black, better, blended, sticky, munching, quickly, predators, suddenly	structural adaptations, projections, blubber, frigid, projections, camouflage, gland, determines, excess, exterior	<ul style="list-style-type: none"> Use Coordinating Conjunctions to Condense Ideas Understand and Use Demonstrative Adjectives Distinguish Plurals from Possessives Use Synonyms and Antonyms to Define Words Understand Pronoun-Antecedent Agreement

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
4. Comparing Points of View	1	Make Inferences/Predictions	<ul style="list-style-type: none"> Recount Key Story Details Recount Key Details in a Drama Distinguish Reader's Point of View from That of the Narrator Describe How Each Part of a Drama Builds on Previous Parts Compare and Contrast Plots by the Same Author About the Same Characters 	<ul style="list-style-type: none"> Distinguish Literal from Nonliteral Language: Hyperbole Distinguish Literal from Nonliteral Language: Idioms 	Writing to Sources: Opinion Essay	Form and Use Comparative and Superlative Adjectives	Open Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	apron, began, briars., lady, music, replied, potatoes, vocabulary	compose, detestable, toil	<ul style="list-style-type: none"> Use Prepositional Phrases to Add Detail * Form and Use Irregular Verbs Writing to Sources: Opinion Essay Understand and Use Synonyms Analyze Vocabulary
	2	Make Inferences/Predictions	<ul style="list-style-type: none"> Recount Key Story Details Distinguish Reader's Point of View from That of the Narrator Distinguish Reader's Point of View from That of Characters in a Story Compare and Contrast Points of View 	N/A	Writing to Sources: Opinion Essay	Use Reference Materials to Check Spelling	Consonant -le Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	able, bicycle, fable, gentle, gobble, purple, single, terrible	bargain, broad, dashed, snatched	<ul style="list-style-type: none"> Use Pronouns to Identify Point of View Use Conjunctions to Connect and Condense Ideas Use Prepositional Phrases to Add Detail Form and Use Irregular Verbs Identify Adjectives and Adverbs
	3	Make Inferences/Predictions	<ul style="list-style-type: none"> Explain How Illustrations Affect Mood and Reader's Point of View Recount Key Details in a Drama Compare and Contrast Plots About the Same Characters Develop Fluency: Read with Characterization and Feeling 	Distinguish Literal from Nonliteral Language	Writing to Sources: Opinion Essay	N/A	Vowel Team Syllable Pattern	<ul style="list-style-type: none"> Read on-level text characterization and feeling. • Inflection/Intonation–Stress* • Read with Short Pauses* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	beans, green, week, feet, too, sprouted, boasted, shook	claims, essentially, impulsive	<ul style="list-style-type: none"> Use Pronouns to Identify Point of View Use Verb Tenses to Convey Time Use Conjunctions to Connect and Condense Ideas Understand Comparative and Superlative Adjectives Analyze Vocabulary

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
5. Advancements in Technology	1	Summarize/Synthesize	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Describe the Logical Connection Between Parts of a Text Use Information Gained from Illustrations and Words Compare and Contrast Important Points in Two Texts on the Same Topic Describe the Logical Connection Between Parts of a Text (Direct Quotations) 	Use Context Clues to Define Domain-Specific Vocabulary	Process Writing: Opinion Essay	Use Coordinating Conjunctions/ Produce Compound Sentences	VCe Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	telephone, arrive, whole, June, huge, broke, celebrated, wire	sound waves, telegraphs, patent, revolutionary, established, distant, technology	<ul style="list-style-type: none"> Use Demonstrative Pronouns and Adjectives Use Sequential Language Process Writing: Opinion Essay Understand and Use Modal Auxiliaries Analyze Word Relationships
	2	Summarize/Synthesize	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Describe the Logical Connection Between Parts of a Text Use Information Gained from Illustrations and Words Compare and Contrast the Important Points in Two Texts on the Same Topic 	Identify Real-Life Connections Between Words and Their Use	Process Writing: Opinion Essay	Use Subordinating Conjunctions/ Produce Complex Sentences	Vowel-r Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	clerk, over, smaller, coworkers, performed, various, mother, simpler	important, curious, device, innovative, obtained	<ul style="list-style-type: none"> Understand and Use Modal Auxiliaries Use Adverbial Phrases to Indicate Sequence Form and Use Irregular Verbs Analyze Word Roots Identify and Understand Multiple Text Structures
	3	Summarize/Synthesize	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Describe the Logical Connection Between Parts of a Text Compare and Contrast the Important Points in Two Texts on the Same Topic Use Sequential Text Connections to Draw Inferences 	Determine the Meaning of Domain-Specific Vocabulary	Process Writing: Opinion Essay	Edit for Correct Use of Coordinating and Subordinating Conjunctions	Inflectional Endings -ed, -ing	<ul style="list-style-type: none"> Speed/Pacing– Varied* Read with Full Stops* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	carrie, introduced, taking, changed, relied, using, creating, sharing	stereo, cassette, CD, MP3, soared, amplified, commonplace	<ul style="list-style-type: none"> Understand Pronouns and Antecedents Use Conjunctions to Connect and Condense Ideas Understand Demonstrative Pronouns and Adjectives Organize Verbs by Category Use Sequential Language

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
6. Making Decisions	1	Make Connections	<ul style="list-style-type: none"> Recount Key Story Events Explain How Characters' Actions Influence Story Events Determine the Central Message or Lesson in a Story Compare and Contrast Themes in Stories by the Same Author 	Determine or Clarify the Meaning of Unknown Words and Phrases	Writing to Sources: Narrative Journal Entry	Form and Use Irregular Verbs	Irregular Plurals	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	geese, people, themselves, grass, sheep, wolves, lives, teeth	cackled, wail, piteously, vigorous, anticipation, appealed, spin, flax, treadle, cackle, piteous, spins, spinning, anticipation, eldest, commence	<ul style="list-style-type: none"> Understand Verb Tense Use Adjectives and Adverbs to Add Details Writing to Sources: Fictional Diary Entry Understand Adverbials That Indicate Time Explore Multiple-Meaning Words
	2	Make Connections	<ul style="list-style-type: none"> Recount Key Story Events Analyze How a Character's Actions Influence Story Events Explain How a Character's Actions Influence Story Events Compare and Contrast Themes in Stories by the Same Author Distinguish Reader's Point of View from That of a Character 	N/A	Writing to Sources: Narrative Journal Entry	Form and Use Comparative and Superlative Adverbs	Long oo and Short oo	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	choose, good, took, food, looked, wooden, foolish, rooster	advice, magnificent, bellowed, nudged	<ul style="list-style-type: none"> Use Conjunctions to Connect Ideas Understand the Language of Sequence Understand Modal Auxiliaries Link Pronouns and Antecedents Use Context Clues to Define Vocabulary
	3	Make Connections	<ul style="list-style-type: none"> Recount Key Story Events Explain How Characters' Actions Contribute to Events Determine the Central Message or Lesson in a Story Compare and Contrast Themes in Stories by the Same Author 	Determine or Clarify the Meaning of Unknown Words and Phrases	Writing to Sources: Narrative Journal Entry	Edit Irregular Verbs and Nouns	/ou/ as in How and Out	<ul style="list-style-type: none"> Speed/Pacing-Fast* Expression-Characterization/Feelings* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	brown, growls, sound, down, howl, waterfowl, found, snout	chanced, suits, idle, inclined, tanned, grimaced, devoured, measly	<ul style="list-style-type: none"> Use Conjunctions to Connect Ideas Use Adverbs to Add Details Use Coordinating Conjunctions to Create Compound Sentences Use Prepositional Phrases to Add Detail Analyze Word Relationships

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
7. Communities Then and Now	1	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Distinguish Reader's Point of View from That of the Author Recount Story Details Explain How Characters' Actions Contribute to Events Explain How a Text's Illustrations Contribute to the Story Compare and Contrast Key Points in Two Texts on the Same Topic 	Use Context Clues to Define Vocabulary	Process Writing: Informative Report	Form and Use Irregular Verbs	Suffixes -er, -or	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	bakers, painters, owner, players, visitors, sculptors, vendors, actors	community, wetland, founded, settlers, tourists, unpredictable, grateful	<ul style="list-style-type: none"> Combine and Condense Ideas Use Prepositional Phrases to Add Details about Place Writing to Sources: News Report Recognize Shifts in Verb Tense Use Words with Suffixes -er and -or
	2	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Distinguish Reader's Point of View From That of the Author Compare and Contrast Key Points in Two Texts on the Same Topic Use Text Features to Locate Information Relevant to a Topic Use Information Gained from Illustrations and Words 	N/A	Process Writing: Informative Report	Agreement Review	Homophones	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	past, passed, so, sew, eight, ate, where, wear	traditions, diverse, sprawling, immigrant	<ul style="list-style-type: none"> Combine and Condense Ideas Understand Pronoun and Antecedent Agreement Use Prepositional Phrases to Add Details about Time Analyze Homophones Identify Connections Within a Text
	3	Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Recount Story Details Explain How Characters' Actions Contribute to Events Explain How a Text's Illustrations Contribute to the Story Compare and Contrast Key Points in Two Texts on the Same Topic Refer to and Describe how Successive Parts of a Story Build on Earlier Sections 	N/A	Process Writing: Informative Report	<ul style="list-style-type: none"> Edit for Correct Use of Irregular Verbs Correct Subject-Verb/ Pronoun-Antecedent Agreement 	Variant Vowel /ô/	<ul style="list-style-type: none"> Inflection/Intonation-Pitch* Speed/Pacing-Variation* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	walls, called, stalks, awful, dawn, thawing, taught, pause	demanding, tucked, scattered, gathered	<ul style="list-style-type: none"> Understand and Use Appositives Use Prepositional Phrases to Indicate Place Form and Use Irregular Verbs Analyze Vocabulary Combine Prepositional Phrases to Add Detail

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
8. Weather and Climate	1	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Read and Respond to a Poem Use Text Features to Locate Information (Footnotes) Recount Key Details and Determine Main Idea Describe the Cause and Effect Relationship Between a Series of Scientific Ideas Compare and Contrast Key Points in Two Texts on the Same Topic 	<ul style="list-style-type: none"> Determine the Meaning of Domain Specific Vocabulary and Phrase Distinguish Literal from Nonliteral Language: Metaphors 	Process Writing: Informative Report	Form and Use the Future Tense	Hard and Soft c	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	fierce, affect, covered, Connecticut, certain, crucial, recommended, computers	weather, climate, measure, temperature, elevation, measurement, billowing, factors	<ul style="list-style-type: none"> Use Adjectives to Add Details Understand Nonliteral Language: Metaphor Process Writing: Informative Report Use Comparatives and Superlatives Analyze Domain-Specific Vocabulary
	2	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Recount Story Details Analyze Text Features Identify Genre Features: Realistic Fiction Compare and Contrast Key Points in Two Texts on the Same Topic 	Distinguish Literal from Nonliteral Language	Process Writing: Informative Report	Produce Simple, Complex, and Compound Sentences	Hard and Soft g	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	gathered, grateful, garden, green, good, again, generous, germinated	perpetually, exceptionally, quell, resolutely, conserve	<ul style="list-style-type: none"> Use Concrete and Abstract Nouns Use Prepositional Phrases to Add Details Use Conjunctions to Join Sentence Parts Use the Language of Sequence Use Context Clues to Define Vocabulary
	3	Ask Questions, Determine Text Importance, Summarize/Synthesize	<ul style="list-style-type: none"> Use Information Gained from Graphic Features Recount Key Details and Determine Main Idea Describe the Cause and Effect Relationship Between a Series of Scientific Ideas Compare and Contrast Key Points in Two Texts on the Same Topic 	N/A	Process Writing: Informative Report	<ul style="list-style-type: none"> Edit for Correct Use of Verb Tenses Edit to Correct Coordinating and Subordinating Conjunctions 	N/A	<ul style="list-style-type: none"> Expression-Characterization/Feelings* Expression-Dramatic Expression* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	cloud, moisture, soil, showers, south, point, downpour, cloudiness, southern, south	imbalance, distinguished, prevail	<ul style="list-style-type: none"> Use Comparative and Superlative Adjectives Add Details with Adjectives Use the Language of Comparison Analyze Words with Latin Roots Conjunctions

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
9. Spending Time and Money	1	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Use Abstract Nouns Describe Procedural Text Connections Compare and Contrast Key Details in Two Texts on the Same Topic 	Determine the Meaning of General Academic Vocabulary	Process Writing: Multimedia Presentation	Distinguish Literal from Nonliteral Language (Proverbs)	Suffixes: -able, -ful, -less	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	profitable, valuable, sizable, fanciful, delightful, tearful, countless, penniless,	annual, proverbs, moral, annual, consumer, values	<ul style="list-style-type: none"> Simple Present Tense in Proverbs and Adages Use Concrete and Abstract Nouns Process Writing: Multimedia Presentation Use Reporting Verbs Use Words with Suffixes -less, -ful, -able
	2	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Explain How Illustrations Convey Character Determine the Central Message or Lesson in a Story Distinguish Literal from Nonliteral Language Recount Story Details 	Distinguish Literal from Nonliteral Language (Idioms)	Process Writing: Multimedia Presentation	N/A	Prefixes (dis-, un-)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	disappeared, unrivaled, disassembled, unblemished, displeasure, unhappy, disbelief, unsalted	employment, dilemma, exchange	<ul style="list-style-type: none"> Use Pronouns to Identify Point of View Use Regular and Irregular Verbs in the Simple Past Tense How Nouns and Pronouns Refer Back in a Text Use the Language of Time and Sequence Use Prefixes dis-, un-
	3	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Recount Key Details and Determine Main Idea Identify Real-Life Connections Between Words and Their Use Describe Procedural Text Connections Compare and Contrast Key Details in Two Texts on the Same Topic Use Text Features to Locate Information Relevant to a Topic 	N/A	Process Writing: Multimedia Presentation	N/A	Prefixes pre-, re-	<ul style="list-style-type: none"> Phrasing–High-Frequency Word Phrases* Inflection/Intonation–Stress* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	prearrange, prekindergarten, preorder, prepackaged, reconsider, recycled, restock, rethink	homemade, transport, technique, organic, preference	<ul style="list-style-type: none"> Use Simple Predicate Nominative Constructions Use Simple Present Tense to Describe Processes Form Complex Sentences Use Words with Prefixes Re- and Pre- Subordinating Conjunctions

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific	English Language Development
10. Forces and Interactions	1	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Read and Respond to Poems Refer to and Describe Parts of a Poem Recount Key Details and Determine Main Idea Describe the Relationship Between a Series of Steps in a Procedure Compare and Contrast Key Details in Two Texts on the Same Topic 	<ul style="list-style-type: none"> Distinguish Literal from Nonliteral Language Determine the Meaning of Words in a Text 	Process Writing: Haiku Poem	N/A	Compound Words	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	jumping jacks, wagon, trains, gold miners, dump truck, able-bodied, short-lived, quick-witted, know-how	gorces, gravity, friction, balanced, predicted	<ul style="list-style-type: none"> Use Descriptive Language Use Prepositional Phrases to Add Detail Writing: Haiku Poems Understand Pronoun-Antecedent Agreement Understand Compound Words
	2	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Use Text Evidence to Draw Inferences Use Evidence from Two Texts to Answer a Question Distinguish Literal from Nonliteral Language Recount Key Story Details Distinguish Shades of Meaning Among Related Words That Describe States of Mind 	N/A	Process Writing: Haiku Poem	N/A	Derivational Suffixes (-ing, -ment, -ness)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	amazement, happiness, scrambling, cleverness, leading, slyness, contentment, sadness, warning	chewed, chomped, shouted, boomed, loomed, plunged, scampered, spluttered, bounded, clutched	<ul style="list-style-type: none"> Understand the Language of Cause and Effect Use Prepositional Phrases to Add Detail About Place Identify Pronoun and Antecedent Agreement Understand the Language of Sequence Use Comparative and Superlative Adjectives
	3	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> Identify Multiple Text Formats Use Evidence from Two Texts to Answer a Question Recount Key Details and Determine Main Idea Describe the Relationship Between a Series of Steps in a Procedure Draw Inferences from a Procedural Text 	N/A	Writing Reflection	N/A	Introduce Related Words	<ul style="list-style-type: none"> Inflection/Intonation–Pitch* Expression–Anticipation/Mood* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker 	inventor, invention, problem, solve, solution, problematic, transform, transformation, solved, inventions, problems, transforms	observed, affixed	<ul style="list-style-type: none"> Use Conjunctions to Connect and Condense Ideas Identify Subject-Verb Agreement Distinguish Sequential Text from Procedural Text Analyze Related Words Vocabulary

Benchmark Ready to Advance: Correlation to the MAS ELA Standards for Grade 3

READING STANDARDS FOR LITERATURE		
Key Ideas and Details		Benchmark Ready to Advance
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 48–49, 54–55, 60–61, 74–75, 80–81, 86–87 Unit 2: 114–115, 154–155, 160–161 Unit 4: 148–149, 154–155, 160–161, 186–187, 192–193 Unit 6: 108–109, 148–149, 154–155, 180–181, 186–187 Unit 7: 16, 82–83, 88–89 Unit 8: 144–145, 148–149, 154–155, 160–161 Unit 9: 6–7, 40–41, 56–57, 62–63 Unit 10: 104–105, 108–109, 148–149, 154–155, 160–161</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Little Hero of Haarlem</i> (I/16), <i>Tom Sawyer Becomes a Pirate</i> (I/15), <i>The Tale of Rip Van Winkle</i> (M/28), <i>Jack and the Beanstalk</i> (L/24), <i>Pinocchio and Peter Pan</i> (Q/40) Unit 4: <i>Little Red Riding Hood</i> (P/NA), <i>I Dance</i> (M/28) Unit 5: <i>The Idea Machine: My Inventor's Journal</i> (R/40) Unit 6: <i>Kanchil and the Crocodiles</i> (O/NA), <i>King Midas and the Golden Touch</i> (P/NA), <i>Echo and Narcissus</i> (R/40), <i>Yeh-Shen, The Toad Bridegroom</i> (O/34) Unit 7: <i>Survival at Plymouth; A Helping Hand in New Amsterdam</i> (P/38), <i>Stable Boy at the Alamo & Monitor v. Merrimack</i> (U/50) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 9: <i>Ben Franklin, Apprentice Printer; The Education of Abigail Adams</i> (R/40) Unit 10: <i>Pete Discovers Gravity</i> (M/28)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 13, 15, 19 Unit 2: 21, 25, 27, 31 Unit 3: 33, 37, 39, 43 Unit 4: 45, 49, 51, 55 Unit 5: 57, 61, 63, 67 Unit 6: 69, 73, 75, 79 Unit 7: 81, 85, 87, 91 Unit 8: 93, 97, 99, 103 Unit 9: 105, 109, 111, 115 Unit 10: 117, 121, 123, 127</p>
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 42–43 Unit 2: 104–105, 138–139, 142–143, 170–171, 174–175 Unit 4: 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 Unit 6: 104–105, 114–115, 126–127, 138–139, 142–143, 170–171, 174–175, 192–193 Unit 7: 16–17, 72–73, 76–77 Unit 8: 104–105, 138–139, 142–143, 144–145 Unit 9: 6–7, 40–41, 44–45, 62–63 Unit 10: 104–105, 108–109, 138–139, 142–143, 154–155, 160–161</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Susan B. Casts a Ballot</i> (H/13) Unit 2: <i>The Little Hero of Haarlem</i> (I/16), <i>Tom Sawyer Becomes a Pirate</i> (I/15), <i>The Tale of Rip Van Winkle</i> (M/28), <i>Jack and the Beanstalk</i> (L/24), <i>Pandora</i> (P/NA), <i>The Ugly Duckling</i> (P/NA), <i>Pinocchio and Peter Pan</i> (Q/40) Unit 3: <i>How Rabbit Lost Its Tail</i> (N/NA), <i>Why Hummingbirds Drink Nectar</i> (O/NA), <i>Ostrich's Long Neck</i> (M/28), <i>Amazing Animal Senses!</i> (H/NA) Unit 4: <i>Tom Sawyer Paints the Fence</i> (M/28), <i>Ruby Bridges</i> (L/24), <i>Medusa</i> (M/NA), <i>Little Red Riding Hood</i> (P/NA), <i>I Dance</i> (M/28) Unit 5: <i>The Idea Machine: My Inventor's Journal</i> (R/40) Unit 6: <i>Kanchil and the Crocodiles</i> (O/NA), <i>Iktomi and his Blanket</i> (M/28), <i>King Midas and the Golden Touch</i> (P/NA), <i>Echo and Narcissus</i> (R/40), <i>The Milkmaid and Her Pails, Sun and Wind, the Bundle of Sticks</i> (Q/40), <i>Yeh-Shen, The Toad Bridegroom</i> (O/34), <i>Father, Son, and Donkey & The Miser and His Gold</i> (R/40) Unit 7: <i>Survival at Plymouth; A Helping Hand in New Amsterdam</i> (P/38), <i>Ponce de Leon and the True Fountain of Youth; Sail On, Columbus!</i> (R/40), <i>Stable Boy at the Alamo & Monitor v. Merrimack</i> (U/50) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 9: <i>Ben Franklin, Apprentice Printer; The Education of Abigail Adams</i> (R/40) Unit 10: <i>Pete Discovers Gravity</i> (M/28)</p> <p>READER'S THEATER HANDBOOK: Unit 2: 31 Unit 9: 109, 115</p>
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 108–109, 110–111, 128–129, 154–155, 160–161, 186–187, 192–193 Unit 6: 108–109, 128–129, 148–149, 154–155, 180–181, 186–187, 186–187 Unit 7: 22–23, 88–89 Unit 9: 50–51 Unit 10: 154–155</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Susan B. Casts a Ballot</i> (H/13) Unit 2: <i>Tom Sawyer Becomes a Pirate</i> (I/15), <i>Jack and the Beanstalk</i> (L/24), <i>Pandora</i> (P/NA), <i>Pinocchio and Peter Pan</i> (Q/40) Unit 3: <i>How Rabbit Lost Its Tail</i> (N/NA), <i>Why Hummingbirds Drink Nectar</i> (O/NA), <i>Ostrich's Long Neck</i> (M/28) Unit 4: <i>Tom Sawyer Paints the Fence</i> (M/28), <i>Ruby Bridges</i> (L/24), <i>Medusa</i> (M/NA), <i>Little Red Riding Hood</i> (P/NA) Unit 5: <i>The Idea Machine: My Inventor's Journal</i> (R/40) Unit 6: <i>Kanchil and the Crocodiles</i> (O/NA), <i>King Midas and the Golden Touch</i> (P/NA), <i>Echo and Narcissus</i> (R/40), <i>Yeh-Shen, The Toad Bridegroom</i> (O/34), <i>Father, Son, and Donkey & The Miser and His Gold</i> (R/40) Unit 7: <i>Survival at Plymouth; A Helping Hand in New Amsterdam</i> (P/38), <i>Ponce de Leon and the True Fountain of Youth; Sail On, Columbus!</i> (R/40), <i>Stable Boy at the Alamo & Monitor v. Merrimack</i> (U/50) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 9: <i>Ben Franklin, Apprentice Printer; The Education of Abigail Adams</i> (R/40) Unit 10: <i>Pete Discovers Gravity</i> (M/28)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 11, 12, 15, 17, 18 Unit 2: 21, 23, 24, 25, 27, 29, 30, 31, 29 Unit 3: 33, 35, 36, 39, 41, 42 Unit 4: 45, 47, 48, 49, 51, 53, 54 Unit 5: 57, 59, 60, 63, 65, 66 Unit 6: 69, 71, 72, 75, 77, 78 Unit 7: 81, 83, 84, 89, 90 Unit 8: 93, 95, 96, 99, 101, 102, 103 Unit 9: 107, 108, 109, 111, 113, 114, 115 Unit 10: 119, 120, 125, 126</p>

Craft and Structure		Benchmark Ready to Advance
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 102–103, 126–127, 148–149, 176–177 Unit 4: 110–111, 126–127, 180–181 Unit 6: 110–111, 120–121, 176–177 Unit 8: 110–111, 154–155 Unit 9: 12–13, 46–47, 56–57 Unit 10: 110–111, 148–149</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Tale of Rip Van Winkle</i> (M/28), <i>Jack and the Beanstalk</i> (L/24), <i>Pandora</i> (P/NA), <i>The Ugly Duckling</i> (P/NA), <i>Pinocchio and Peter Pan</i> (Q/40) Unit 3: <i>How Rabbit Lost Its Tail</i> (N/NA), <i>Why Hummingbirds Drink Nectar</i> (O/NA), <i>Ostrich's Long Neck</i> (M/28), <i>Amazing Animal Senses!</i> (H/NA) Unit 4: <i>Tom Sawyer Paints the Fence</i> (M/28), <i>Ruby Bridges</i> (L/24), <i>Medusa</i> (M/NA), <i>Little Red Riding Hood</i> (P/NA), <i>I Dance</i> (M/28) Unit 6: <i>Kanchil and the Crocodiles</i> (O/NA), <i>King Midas and the Golden Touch</i> (P/NA), <i>The Milkmaid and Her Pails, Sun and Wind, the Bundle of Sticks</i> (Q/40), <i>Father, Son, and Donkey & The Miser and His Gold</i> (R/40) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 10: <i>Pete Discovers Gravity</i> (M/28)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 15 Unit 2: 21, 27 Unit 3: 33, 39 Unit 4: 45, 51 Unit 5: 57, 63 Unit 6: 69, 75 Unit 7: 81, 87 Unit 8: 93, 99 Unit 9: 105, 111 Unit 10: 117, 123</p>
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<p>TEACHER RESOURCE SYSTEM: Unit 4: 120–121 Unit 7: 78–79 Unit 10: 108–109, 110–111</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Amazing Animal Senses!</i> (H/NA) Unit 7: <i>Survival at Plymouth; A Helping Hand in New Amsterdam</i> (P/38) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24)</p>
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	<p>TEACHER RESOURCE SYSTEM: Unit 4: 108–109, 128–129, 144–145, 148–149, 154–155, 160–161, 180–181, 186–187, 192–193 Unit 6: 144–145</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Ugly Duckling</i> (P/NA) Unit 4: <i>Ruby Bridges</i> (L/24) Unit 6: <i>The Milkmaid and Her Pails, Sun and Wind, the Bundle of Sticks</i> (Q/40), <i>Father, Son, and Donkey & The Miser and His Gold</i> (R/40)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 55</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<p>TEACHER RESOURCE SYSTEM: Unit 2: 120–121, 180–181 Unit 4: 186–187 Unit 7: 28–29, 82–83 Unit 9: 50–51</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Little Hero of Haarlem</i> (U/16), <i>The Tale of Rip Van Winkle</i> (M/28), <i>The Ugly Duckling</i> (P/NA) Unit 6: <i>Echo and Narcissus</i> (R/40), <i>The Milkmaid and Her Pails, Sun and Wind, the Bundle of Sticks</i> (Q/40), <i>Father, Son, and Donkey & The Miser and His Gold</i> (R/40) Unit 7: <i>Ponce de Leon and the True Fountain of Youth; Sa il On, Columbus!</i> (R/40), <i>Stable Boy at the Alamo & Monitor v. Merrimack</i> (U/50) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 10: <i>Pete Discovers Gravity</i> (M/28)</p>
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<p>TEACHER RESOURCE SYSTEM: Unit 2: 128–129, 160–161, 192–193 Unit 4: 128–129, 192–193 Unit 6: 128–129, 160–161, 192–193 Unit 10: 128–129</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Ostrich's Long Neck</i> (M/28) Unit 6: <i>Echo and Narcissus</i> (R/40) Unit 7: <i>Survival at Plymouth; A Helping Hand in New Amsterdam</i> (P/38), <i>Ponce de Leon and the True Fountain of Youth; Sail On, Columbus!</i> (R/40) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 9: <i>Ben Franklin, Apprentice Printer; The Education of Abigail Adams</i> (R/40) Unit 10: <i>Pete Discovers Gravity</i> (M/28)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 19 Unit 2: 25, 31 Unit 4: 49, 55 Unit 5: 67 Unit 6: 73, 79 Unit 7: 91 Unit 9: 109, 115</p>
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<p>LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 10: <i>Pete Discovers Gravity</i> (M/28)</p>

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details		Benchmark Ready to Advance
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 46–47, 50–51, 56–57, 62–63, 82–83, 88–89, 95 Unit 3: 46–47, 50–51, 56–57, 82–83, 88–89 Unit 5: 50–51, 56–57, 62–63, 88–89 Unit 7: 50–51, 56–57, 62–63 Unit 8: 129, 180–181, 186–187 Unit 9: 6–7, 22–23, 82–83, 88–89, 94–95 Unit 10: 176–177, 180–181, 186–187, 192–193</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Need to Play! We Need to Park!</i> (H/13), <i>Citizens Who Made a Difference</i> (O/34), <i>Our Government</i> (P/38), <i>We Need a Class Constitution</i> (L/24), <i>My Vote Counts!</i> (R/40), <i>Opinions About the Voting Age</i> (R/40) Unit 3: <i>Habitats of South America</i> (O/34), <i>Why Polar Bears Like Snow</i> (N/30) Unit 4: <i>Tom Sawyer Paints the Fence</i> (M/28), <i>My Trip to Greece</i> (P/38), <i>Mayhoua Moua</i> (Q/40) Unit 5: <i>Louis Pasteur</i> (K/20), <i>The Wright Brothers</i> (I/14), <i>Robert Ballard</i> (P/38), <i>Medical Pioneers</i> (O/34), <i>The Chicago World's Fair of 1893</i> (N/40) Unit 7: <i>Three Ancient Communities</i> (N/30), <i>Three Immigrant Communities</i> (P/38) Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 9: <i>Cesar Chavez</i> (L/24), <i>The Northeast</i> (Q/40), <i>Money</i> (M/24), <i>Organic Farming</i> (R/40), <i>From Mexico and Slovakia</i> (R/40), <i>Gold Rush!</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)</p>
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 3: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 5: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 7: 6–7, 40–41, 44–45 Unit 8: 114–115, 170–171, 174–175 Unit 9: 6–7, 22–23, 72–73, 76–77 Unit 10: 114–115, 170–171, 174–175</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Need to Play! We Need to Park!</i> (H/13), <i>Citizens Who Made a Difference</i> (O/34), <i>Our Government</i> (P/38), <i>We Need a Class Constitution</i> (L/24), <i>My Vote Counts!</i> (R/40), <i>Opinions About the Voting Age</i> (R/40) Unit 3: <i>Habitats of Africa</i> (N/30), <i>Habitats of South America</i> (O/34), <i>Why Polar Bears Like Snow</i> (N/30) Unit 4: <i>My Trip to Greece</i> (P/38), <i>Mayhoua Moua</i> (Q/40) Unit 5: <i>Louis Pasteur</i> (K/20), <i>The Wright Brothers</i> (I/14), <i>Robert Ballard</i> (P/38), <i>Medical Pioneers</i> (O/34), <i>The Chicago World's Fair of 1893</i> (N/40), <i>Telling Time Through the Ages</i> (N/30) Unit 7: <i>Three Ancient Communities</i> (N/30), <i>Three Immigrant Communities</i> (P/38), <i>Three Historical Communities of North America</i> (P/38), <i>The Community of Washington DC</i> (O/34) Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 9: <i>Cesar Chavez</i> (L/24), <i>The Northeast</i> (Q/40), <i>Money</i> (M/24), <i>Organic Farming</i> (R/40), <i>From Mexico and Slovakia</i> (R/40), <i>Gold Rush!</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)</p>
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 22–23, 46–47, 50–51, 82–83 Unit 3: 22–23, 46–47, 56–57, 88–89 Unit 5: 22–23, 82–83, 88–89 Unit 8: 126–127, 180–181 Unit 9: 28–29, 82–83, 88–89 Unit 10: 126–127, 176–177, 180–181, 186–187</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Citizens Who Made a Difference</i> (O/34) Unit 4: <i>My Trip to Greece</i> (P/38), <i>Mayhoua Moua</i> (Q/40) Unit 5: <i>The Wright Brothers</i> (I/14), <i>Robert Ballard</i> (P/38), <i>Medical Pioneers</i> (O/34), <i>The Chicago World's Fair of 1893</i> (N/40), <i>Telling Time Through the Ages</i> (N/30) Unit 7: <i>Three Ancient Communities</i> (N/30), <i>The Community of Washington DC</i> (O/34) Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 9: <i>Cesar Chavez</i> (L/24), <i>The Northeast</i> (Q/40), <i>Money</i> (M/24), <i>From Mexico and Slovakia</i> (R/40), <i>Gold Rush!</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)</p>
Craft and Structure		Benchmark Ready to Advance
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 78–79 Unit 3: 10–11, 78–79 Unit 5: 12–13, 46–47, 78–79 Unit 7: 10–11, 52–53 Unit 8: 120–121 Unit 9: 10–11, 78–79 Unit 10: 120–121</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>My Vote Counts!</i> (R/40) Unit 5: <i>Louis Pasteur</i> (K/20), <i>The Wright Brothers</i> (I/14), <i>The Chicago World's Fair of 1893</i> (N/40) Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 9: <i>Cesar Chavez</i> (L/24), <i>Money</i> (M/24) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)</p>
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 28–29 Unit 7: 46–47 Unit 8: 108–109, 148–149, 176–177 Unit 9: 88–89</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Habitats of Africa</i> (N/30), <i>Habitats of South America</i> (O/34) Unit 5: <i>The Wright Brothers</i> (I/14), <i>Telling Time Through the Ages</i> (N/30) Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 9: <i>Cesar Chavez</i> (L/24), <i>Organic Farming</i> (R/40), <i>From Mexico and Slovakia</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)</p>
RI.3.6	Distinguish their own point of view from that of the author of a text.	<p>TEACHER RESOURCE SYSTEM: Unit 7: 12–13, 56–57 Unit 9: 94–95</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 5: <i>Louis Pasteur</i> (K/20), <i>Robert Ballard</i> (P/38) Unit 7: <i>Three Historical Communities of North America</i> (P/38), <i>The Community of Washington DC</i> (O/34) Unit 9: <i>Gold Rush!</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)</p>

Integration of Knowledge and Ideas		Benchmark Ready to Advance
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	TEACHER RESOURCE SYSTEM: Unit 1: 12–13, 88–89 Unit 3: 12–13, 28–29, 62–63, 82–83 Unit 5: 26–27, 56–57 Unit 7: 50–51 Unit 8: 176–177 Unit 9: 88–89 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Our Government</i> (P/38), <i>We Need a Class Constitution</i> (L/24), <i>My Vote Counts!</i> (R/40) Unit 3: <i>Habitats of Africa</i> (N/30), <i>Habitats of South America</i> (O/34), <i>Why Polar Bears Like Snow</i> (N/30) Unit 4: <i>My Trip to Greece</i> (P/38) Unit 5: <i>Louis Pasteur</i> (K/20), <i>Medical Pioneers</i> (O/34), <i>Telling Time Through the Ages</i> (N/30) Unit 7: <i>Three Ancient Communities</i> (N/30), <i>Three Immigrant Communities</i> (P/38), <i>Three Historical Communities of North America</i> (P/38), <i>The Community of Washington DC</i> (O/34) Unit 8: <i>Global Alert</i> (P/28), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 9: <i>The Northeast</i> (Q/40), <i>Money</i> (M/24), <i>Organic Farming</i> (R/40), <i>From Mexico and Slovakia</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38)
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 22–23, 50–51, 82–83 Unit 3: 22–23, 50–51 Unit 5: 10–11, 22–23, 50–51, 82–83, 88–89 Unit 8: 126–127, 180–181 Unit 9: 28–29, 82–83 Unit 10: 126–127, 176–177 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Need to Play! We Need to Park!</i> (H/13), <i>Citizens Who Made a Difference</i> (O/34), <i>Opinions About the Voting Age</i> (R/40) Unit 3: <i>Amazing Animal Senses!</i> (H/NA), <i>Habitats of Africa</i> (N/30), <i>Habitats of South America</i> (O/34), <i>Why Polar Bears Like Snow</i> (N/30) Unit 5: <i>Medical Pioneers</i> (O/34), <i>Telling Time Through the Ages</i> (N/30) Unit 7: <i>Three Immigrant Communities</i> (P/38), <i>Three Historical Communities of North America</i> (P/38), <i>The Community of Washington DC</i> (O/34) Unit 8: <i>The Southwest</i> (R/40) Unit 9: <i>The Northeast</i> (Q/40), <i>Money</i> (M/24), <i>Gold Rush!</i> (R/40) Unit 10: <i>Our "Current" World</i> (P/38)
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 62–63, 94–95 Unit 3: 30–31, 62–63, 94–95 Unit 5: 30–31, 62–63, 94–95 Unit 7: 30–31, 62–63, 94–95 Unit 8: 128–129, 160–161, 192–193 Unit 9: 6–7, 30–31, 94–95 Unit 10: 128–129, 160–161, 192–193 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Our Government</i> (P/38), <i>My Vote Counts!</i> (R/40) Unit 8: <i>The Everglades</i> (K/20) Unit 9: <i>Organic Farming</i> (R/40), <i>From Mexico and Slovakia</i> (R/40) Unit 10: <i>Gravity</i> (M/28) READER'S THEATER HANDBOOK: Unit 1: 13 Unit 3: 37, 43 Unit 5: 61 Unit 7: 85 Unit 8: 97, 103
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28)
READING STANDARDS: FOUNDATIONAL SKILLS		
Phonics and Word Recognition		Benchmark Ready to Advance
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	TEACHER RESOURCE SYSTEM: Unit 6: 150–151, 156–157, 182–183, 188–189 Unit 7: 90–91 Unit 10: 116–117, 122–123
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	TEACHER RESOURCE SYSTEM: Unit 5: 84–85, 90–91 Unit 7: 18–19, 24–25 Unit 9: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 10: 150–151, 156–157, 182–183, 188–189 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 10: <i>Pete Discovers Gravity</i> (M/28)
RF.3.3b	Decode words with common Latin suffixes.	TEACHER RESOURCE SYSTEM: Unit 7: 18–19, 24–25 Unit 9: 18–19, 24–25, 84–85, 90–91 Unit 10: 156–157
RF.3.3c	Decode multi-syllable words.	TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 2: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 3: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 4: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 Unit 5: 18–19, 24–25, 52–53, 58–59 Unit 8: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28)
RF.3.3d	Read grade-appropriate irregularly spelled words.	TEACHER RESOURCE SYSTEM: Unit 4: 116–117, 124–125 Unit 6: 116–117, 124–125 Unit 7: 52–53, 58–59, 84–85

Fluency		Benchmark Ready to Advance
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	TEACHER RESOURCE SYSTEM: Unit 10: 116–117, 122–123
RF.3.4a	Read on-level text with purpose and understanding.	TEACHER RESOURCE SYSTEM: READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TEACHER RESOURCE SYSTEM: Unit 4: 176–177 Unit 8: 104–105 Unit 10: 104–105 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm (L/24), The Everglades (K/20)</i> Unit 10: <i>Gravity (M/28), Pete Discovers Gravity (M/28)</i> READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TEACHER RESOURCE SYSTEM: Unit 7: 58–59 Unit 10: 120–121 READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127

WRITING STANDARDS

Types and Purposes		Benchmark Ready to Advance
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	TEACHER RESOURCE SYSTEM: Unit 10: 184–185 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert (P/38), Mondo and Gordo Weather the Storm (L/24), The Everglades (K/20)</i> Unit 10: <i>Gravity (M/28), Pete Discovers Gravity (M/28)</i>
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	TEACHER RESOURCE SYSTEM: Unit 4: 172–173, 194–195 Unit 5: 42–43
W.3.1b	Provide reasons that support the opinion.	TEACHER RESOURCE SYSTEM: Unit 4: 178–179, 194–195 Unit 5: 48–49
W.3.1c	Use linking words and phrases (e.g., <i>because</i> , <i>therefore</i> , <i>since</i> , <i>for example</i>) to connect opinion and reasons.	TEACHER RESOURCE SYSTEM: Unit 5: 54–55
W.3.1d	Provide a concluding statement or section.	TEACHER RESOURCE SYSTEM: Unit 4: 194–195 Unit 5: 60–61
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	TEACHER RESOURCE SYSTEM: Unit 10: 178–179 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Stormy Weather (N/30), The Pacific Northwest (R/40), Earth: The Water Planet (U/50), Mondo and Gordo Weather the Storm (L/24), The Everglades (K/20)</i> Unit 10: <i>Gravity (M/28), Pete Discovers Gravity (M/28)</i>

W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	TEACHER RESOURCE SYSTEM: Unit 3: 26–27, 74–75, 96–97 Unit 7: 60–61, 96–97 Unit 8: 140–141, 194–195 Unit 9: 42–43, 60–61, 64–65, 80–81 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30)
W.3.2b	Develop the topic with facts, definitions, and details.	TEACHER RESOURCE SYSTEM: Unit 3: 74–75, 80–81, 96–97 Unit 8: 146–147 Unit 9: 48–49 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30)
W.3.2c	Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.	TEACHER RESOURCE SYSTEM: Unit 8: 152–153 Unit 9: 74–75 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30)
W.3.2d	Provide a concluding statement or section.	TEACHER RESOURCE SYSTEM: Unit 3: 96–97 Unit 8: 158–159 Unit 9: 54–55 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30)
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	TEACHER RESOURCE SYSTEM: Unit 1: 90–91 Unit 10: 172–173 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24), <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28), <i>Pete Discovers Gravity</i> (M/28)
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 140–141 Unit 6: 122–123, 172–173, 194–195 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) Unit 10: <i>Our "Current" World</i> (P/38)
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 146–147, 152–153 Unit 6: 122–123, 178–179, 194–195 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) Unit 10: <i>Our "Current" World</i> (P/38)
W.3.3c	Use temporal words and phrases to signal event order.	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 178–179 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) Unit 10: <i>Our "Current" World</i> (P/38)
W.3.3d	Provide a sense of closure.	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 158–159 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) Unit 10: <i>Our "Current" World</i> (P/38)
Production and Distribution of Writing		Benchmark Ready to Advance
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 20–21 Unit 2: 112–113, 118–119, 124–125 Unit 3: 8–9, 26–27, 42–43, 60–61 Unit 4: 106–107, 112–113, 122–123, 140–141, 152–153, 158–159 Unit 5: 8–9, 26–27 Unit 6: 106–107, 112–113, 140–141, 146–147, 158–159 Unit 7: 8–9, 14–15, 26–27, 42–43, 54–55, 74–75 Unit 8: 107–108, 122–123 Unit 9: 8–9, 14–15, 26–27, 32–33 Unit 10: 106–107, 112–113, 118–119, 124–125, 130–131, 140–141, 146–147, 152–153, 158–159
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	TEACHER RESOURCE SYSTEM: Unit 1: 20–21 Unit 2: 106–107, 112–113, 118–119, 124–125, 172–173, 178–179, 184–185, 190–191 Unit 3: 8–9, 26–27, 42–43, 60–61, 86–87, 92–93 Unit 4: 106–107, 112–113, 122–123, 140–141, 146–147, 152–153, 158–159 Unit 5: 26–27, 80–81, 86–87, 92–93 Unit 6: 106–107, 112–113, 140–141, 146–147, 158–159, 184–185, 190–191 Unit 7: 8–9, 14–15, 26–27, 42–43, 54–55, 74–75, 80–81, 86–87, 92–93, 96–97 Unit 8: 107–108, 122–123, 172–173, 178–179, 184–185, 190–191 Unit 9: 8–9, 14–15, 26–27, 32–33 Unit 10: 106–107, 112–113, 118–119, 124–125, 130–131, 152–153, 158–159 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24)

W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	TEACHER RESOURCE SYSTEM: Unit 2: 194–195 Unit 5: 96–97 Unit 8: 194–195 Unit 10: 162–163 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50)
Research to Build and Present Knowledge		Benchmark Ready to Advance
W.3.7	Conduct short research projects that build knowledge about a topic.	TEACHER RESOURCE SYSTEM: Unit 5: 14–15 Unit 8: 112–113 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50), <i>The Everglades</i> (K/20) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Gravity</i> (M/28)
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	TEACHER RESOURCE SYSTEM: Unit 1: 14–15, 74–75, 80–81 Unit 2: 112–113, 118–119 Unit 3: 14–15, 20–21, 48–49, 54–55, 96–97 Unit 4: 118–119, 152–153 Unit 5: 8–9, 14–15, 20–21 Unit 6: 118–119, 152–153 Unit 7: 20–21, 48–49 Unit 8: 118–119 Unit 9: 20–21, 60–61 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38), <i>Pete Discovers Gravity</i> (M/28)
Range of Writing		Benchmark Ready to Advance
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 12–13, 22–23, 30–31, 50–51, 54–55, 56–57, 62–63, 82–83, 86–87, 88–89, 92–93, 94–95 Unit 3: 96–97 Unit 4: 194–195 Unit 6: 194–195 Unit 7: 12–13 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38)
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		Benchmark Ready to Advance
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	TEACHER RESOURCE SYSTEM: Unit 9: 92–93, 96–97 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert</i> (P/38), <i>Stormy Weather</i> (N/30), <i>The Southwest</i> (R/40), <i>The Pacific Northwest</i> (R/40), <i>Earth: The Water Planet</i> (U/50) Unit 10: <i>From Axes to Zippers: Simple Machines</i> (N/30), <i>Our "Current" World</i> (P/38)
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 38–39, 70–71 Unit 2: 102–103, 136–137, 168–169 Unit 3: 4–5, 38–39, 70–71 Unit 4: 102–103, 136–137, 168–169 Unit 5: 4–5, 38–39, 70–71 Unit 6: 102–103, 136–137, 168–169 Unit 7: 4–5, 38–39, 70–71 Unit 8: 102–103, 136–137, 168–169 Unit 9: 4–5, 22–23, 38–39, 40–41, 70–71 Unit 10: 102–103, 136–137, 168–169 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24), <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28), <i>Pete Discovers Gravity</i> (M/28)
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 38–39, 71 Unit 2: 102–103, 168–169 Unit 3: 4–5, 38–39, 46–47, 70–71 Unit 4: 102–103, 136–137, 168–169 Unit 5: 4–5, 38–39, 70–71 Unit 6: 102–103, 136–137, 168–169 Unit 7: 4–5, 38–39, 70–71 Unit 8: 102–103, 136–137, 168–169 Unit 9: 4–5, 38–39, 70–71 Unit 10: 102–103, 136–137, 168–169 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24), <i>The Everglades</i> (K/20) Unit 10: <i>Gravity</i> (M/28), <i>Pete Discovers Gravity</i> (M/28)

SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 30–31, 38–39, 71 Unit 2: 102–103, 128–129, 136–137, 168–169, 186–187 Unit 3: 4–5, 38–39, 70–71 Unit 4: 102–103, 136–137, 168–169 Unit 5: 4–5, 6–7, 20–21, 26–27, 30–31, 38–39, 70–71 Unit 6: 102–103, 136–137, 138–139, 168–169 Unit 7: 4–5, 12, 28–29, 30–31, 38–39, 70–71 Unit 8: 102–103, 128–129, 136–137, 168–169 Unit 9: 4–5, 16–17, 30–31, 38–39, 70–71 Unit 10: 102–103, 110–111, 136–137, 168–169 LEVELED TEXT TEACHER'S GUIDES: Unit 8: Mondo and Gordo Weather the Storm (L/24), The Everglades (K/20) Unit 10: Gravity (M/28), Pete Discovers Gravity (M/28)
SL.3.1d	Explain their own ideas and understanding in light of the discussion.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 30–31, 38–39, 70–71 Unit 2: 102–103, 128–129, 136–137, 168–169 Unit 3: 4–5, 38–39, 70–71 Unit 4: 102–103, 136–137, 168–169 Unit 5: 4–5, 6–7, 16–17, 20–21, 26–27, 30–31, 38–39, 70–71 Unit 6: 102–103, 136–137, 138–139, 168–169 Unit 7: 4–5, 12, 28–29, 30–31, 38–39, 70–71 Unit 8: 102–103, 128–129, 136–137, 168–169 Unit 9: 4–5, 16–17, 22–23, 30–31, 38–39, 40–41, 70–71 Unit 10: 102–103, 136–137, 168–169
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5 Unit 2: 102–103 Unit 3: 4–5, 20–21 Unit 4: 102–103 Unit 5: 4–5 Unit 6: 102–103 Unit 7: 4–5 Unit 8: 102–103 Unit 9: 4–5 Unit 10: 102–103 LEVELED TEXT TEACHER'S GUIDES: Unit 8: Global Alert (P/38), Stormy Weather (N/30), The Southwest (R/40), The Pacific Northwest (R/40), Earth: The Water Planet (U/50), Mondo and Gordo Weather the Storm (L/24), The Everglades (K/20) Unit 10: From Axes to Zippers: Simple Machines (N/30), Our "Current" World (P/38), Pete Discovers Gravity (M/28)
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	TEACHER RESOURCE SYSTEM: Unit 9: 92–93, 96–97 Unit 10: 128–129 LEVELED TEXT TEACHER'S GUIDES: Unit 8: Global Alert (P/38), Stormy Weather (N/30), The Southwest (R/40), The Pacific Northwest (R/40), Earth: The Water Planet (U/50), Mondo and Gordo Weather the Storm (L/24) Unit 10: From Axes to Zippers: Simple Machines (N/30), Our "Current" World (P/38)
Presentation of Knowledge and Ideas		Benchmark Ready to Advance
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5 Unit 9: 86–87, 92–93, 96–97 Unit 10: 172–173, 178–179, 184–185, 190–191, 194–195 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert (P/38), Stormy Weather (N/30), The Southwest (R/40), The Pacific Northwest (R/40), Earth: The Water Planet (U/50)</i> Unit 10: <i>From Axes to Zippers: Simple Machines (N/30), Our "Current" World (P/38)</i>
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	TEACHER RESOURCE SYSTEM: Unit 4: 176–177 Unit 10: 104–105
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	TEACHER RESOURCE SYSTEM: Unit 1: 39 Unit 2: 168–169 Unit 3: 38–39 Unit 4: 168–169 Unit 5: 38–39, 70–71 Unit 6: 136–137, 168–169 Unit 7: 70–71 Unit 8: 136–137, 168–169 Unit 9: 38–39, 70–71, 86–87 Unit 10: 136–137, 168–169 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest (R/40)</i> Unit 10: <i>From Axes to Zippers: Simple Machines (N/30), Our "Current" World (P/38), Pete Discovers Gravity (M/28)</i>

LANGUAGE STANDARDS		
Conventions of Standard English		Benchmark Ready to Advance
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	TEACHER RESOURCE SYSTEM: Unit 1: 32–33, 64–65, 96–97 Unit 2: 130–131, 162–163, 184–185, 190–191 Unit 3: 64–65, 86–87, 96–97 Unit 4: 130–131, 184–185, 194–195 Unit 6: 130–131, 162–163, 190–191, 194–195 Unit 7: 32–33, 64–65, 96–97 Unit 9: 16–17 WRITING AND LANGUAGE HANDBOOK: 158-159 (Use Parts of Speech), BLM 1
L.3.1b	Form and use regular and irregular plural nouns.	TEACHER RESOURCE SYSTEM: Unit 1: 32–33, 96–97 Unit 6: 116–117, 124–125, 190–191, 194–195 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Global Alert (P/38), The Everglades (K/20)</i> WRITING AND LANGUAGE HANDBOOK: 160-161 (Use Irregular Plural Nouns), 162-163 (Use Regular Plural Nouns), BLM 2, BLM 3
L.3.1c	Use abstract nouns (e.g., <i>childhood</i>).	TEACHER RESOURCE SYSTEM: Unit 1: 32–33 Unit 9: 16–17 WRITING AND LANGUAGE HANDBOOK: 164-165 (Use Abstract Nouns), BLM 4
L.3.1d	Form and use regular and irregular verbs.	TEACHER RESOURCE SYSTEM: Unit 1: 64–65, 96–97 Unit 2: 162–163, 184–185 Unit 6: 190–191, 194–195 Unit 7: 32–33, 64–65, 86–87, 96–97 Unit 8: 130–131, 184–185 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm (L/24)</i> WRITING AND LANGUAGE HANDBOOK: 166-167 (Use Regular and Irregular Verbs), BLM 5
L.3.1e	Form and use the simple (e.g., <i>I walked ; I walk ; I will walk</i>) verb tenses.	TEACHER RESOURCE SYSTEM: Unit 1: 64–65 Unit 2: 162–163, 184–185 Unit 5: 84–85, 90–91 Unit 7: 32–33, 86–87, 96–97 Unit 8: 130–131, 185 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Mondo and Gordo Weather the Storm (L/24)</i> WRITING AND LANGUAGE HANDBOOK: 168-169 (Use Simple Verb Tenses), BLM 6
L.3.1f	Ensure subject–verb and pronoun–antecedent agreement.*	TEACHER RESOURCE SYSTEM: Unit 1: 96–97 Unit 3: 64–65, 86–87, 96–97 Unit 7: 64–65, 92–93, 96–97 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Pacific Northwest (R/40)</i> Unit 10: <i>From Axes to Zippers: Simple Machines (N/30)</i> WRITING AND LANGUAGE HANDBOOK: 170-171 (Use Pronoun Antecedent Agreement), 172-173 (Use Subject- Verb Agreement), BLM 7, BLM 8, BLM 9
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	TEACHER RESOURCE SYSTEM: Unit 4: 130–131, 184–185, 194–195 Unit 6: 162–163, 194–195 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>Stormy Weather (N/30)</i> WRITING AND LANGUAGE HANDBOOK: 174-175 (Use Use Comparatives and Superlatives), BLM 10
L.3.1h	Use coordinating and subordinating conjunctions.	TEACHER RESOURCE SYSTEM: Unit 5: 32–33, 64–65, 74–75, 92–93 Unit 8: 152–153, 162–163, 172–173, 190–191 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Pacific Northwest (R/40), Earth: The Water Planet (U/50)</i> Unit 10: <i>Our "Current" World (P/38)</i> WRITING AND LANGUAGE HANDBOOK: 176-177 (Use Coordinating Conjunctions), 178-179 (Use Subordinating Conjunctions), BLM 11, BLM 12, BLM 13, BLM 14
L.3.1i	Produce simple, compound, and complex sentences.	TEACHER RESOURCE SYSTEM: Unit 1: 96–97 Unit 5: 32–33, 64–65, 74–75, 92–93 Unit 8: 152–153, 162–163, 172–173, 190–191 WRITING AND LANGUAGE HANDBOOK: 178-179 (Use Subordinating Conjunctions), BLM 13, BLM 14
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.3.2a	Capitalize appropriate words in titles.	TEACHER RESOURCE SYSTEM: Unit 2: 194–195 Unit 5: 96–97 WRITING AND LANGUAGE HANDBOOK: 180-181 (Capitalize Titles), BLM 15, BLM 16

L.3.2b	Use commas in addresses.	TEACHER RESOURCE SYSTEM: Unit 1: 20–21, 26–27 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) WRITING AND LANGUAGE HANDBOOK: 182-183 (Use Commas in Addresses), BLM 17
L.3.2c	Use commas and quotation marks in dialogue.	TEACHER RESOURCE SYSTEM: Unit 2: 152–153 Unit 6: 184–185 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Southwest</i> (R/40) WRITING AND LANGUAGE HANDBOOK: 184-185 (Use Commas and Quotation Marks in Dialogue), BLM 18
L.3.2d	Form and use possessives.	TEACHER RESOURCE SYSTEM: Unit 3: 32–33, 64–65, 92–93, 96–97 Unit 6: 130–131, 190–191 WRITING AND LANGUAGE HANDBOOK: 186-187 (Use Possessives), BLM 19
L.3.2e	Use conventional spelling for high–frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>).	TEACHER RESOURCE SYSTEM: Unit 1: 32–33, 64–65 Unit 2: 130–131, 184–185, 190–191 Unit 4: 184–185, 190–191 Unit 5: 84–85, 90–91 Unit 6: 124–125 Unit 7: 18–19, 24–25, 52–53 Unit 8: 130–131, 184–185 Unit 9: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 10: 150–151, 156–157 WRITING AND LANGUAGE HANDBOOK: 188-189 (Use Suffixes), BLM 20
L.3.2f	Use spelling patterns and generalizations (e.g., word families, position–based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 2: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 3: 18–19, 24–25, 32–33, 52–53, 58–59, 84–85, 90–91, 96–97 Unit 4: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 Unit 5: 18–19, 24–25, 52–53, 58–59 Unit 6: 116–117, 124–125, 130–131, 150–151, 156–157, 182–183, 188–189 Unit 7: 32–33, 84–85, 90–91 Unit 8: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 Unit 9: 84–85, 90–91 Unit 10: 116–117, 122–123, 182–183, 188–189 WRITING AND LANGUAGE HANDBOOK: 190-191 (Use Spelling Patterns), BLM 21, BLM 22
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TEACHER RESOURCE SYSTEM: Unit 4: 130–131, 162–163, 190–191 Unit 6: 162–163, 190–191 Unit 7: 32–33, 86 Unit 10: 120–121 WRITING AND LANGUAGE HANDBOOK: 192-193 (Use Spelling Reference Materials), BLM 23
Knowledge of Language		Benchmark Ready to Advance
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.3.3a	Choose words and phrases for effect.*	TEACHER RESOURCE SYSTEM: Unit 2: 172–173 Unit 4: 184–185, 194–195 Unit 8: 178–179 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Pinocchio and Peter Pan</i> (Q/40) WRITING AND LANGUAGE HANDBOOK: 194-195 (Use Words and Phrases for Effect), BLM 24
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.	TEACHER RESOURCE SYSTEM: Unit 5: 70, 80–81 Unit 6: 172–173 Unit 7: 80–81 Unit 8: 178–179 WRITING AND LANGUAGE HANDBOOK: 196-197 (Use Standard English), BLM 25, BLM 26
Vocabulary Acquisition and Use		Benchmark Ready to Advance
L.3.4	Determine or clarify the meaning of unknown and multiple–meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly	TEACHER RESOURCE SYSTEM: Unit 2: 103 Unit 3: 4–5 Unit 4: 102–103 Unit 5: 4–5 Unit 7: 4–5 Unit 8: 102–103 Unit 9: 4–5 Unit 10: 102–103

L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 78–79 Unit 2: 176–177 Unit 3: 10–11, 78–79 Unit 5: 12–13, 78–79 Unit 7: 10–11, 58–59 Unit 8: 120–121 Unit 9: 10–11</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: Susan B. Casts a Ballot (H/13) Unit 2: The Tale of Rip Van Winkle (M/28) Unit 3: Why Hummingbirds Drink Nectar (O/NA), Amazing Animal Senses! (H/NA) Unit 4: Tom Sawyer Paints the Fence (M/28) Unit 5: Louis Pasteur (K/20) Unit 8: Global Alert (P/38), Stormy Weather (N/30), The Southwest (R/40), The Pacific Northwest (R/40), Earth: The Water Planet (U50) Unit 9: Cesar Chavez (L/24) Unit 10: From Axes to Zippers: Simple Machines (N/30), Our "Current" World (P/38), Gravity (M/28), Pete Discovers Gravity (M/28)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9 Unit 2: 21 Unit 3: 33 Unit 6: 69 Unit 7: 81 Unit 9: 105</p> <p>WRITING AND LANGUAGE HANDBOOK: 198-199 (Use Context Clues), BLM 27, BLM 28</p>
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	<p>TEACHER RESOURCE SYSTEM: Unit 7: 18–19, 24–25 Unit 9: 18–19, 24–25, 52–53, 58–59 Unit 10: 182–183, 188–189</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: The Little Hero of Harlem (I/16), Pandora (P/NA) Unit 5: The Wright Brothers (I/14) Unit 8: Stormy Weather (N/30), The Pacific Northwest (R/40) Unit 9: Money (M/24)</p> <p>WRITING AND LANGUAGE HANDBOOK: 200-201 (Use Root Words and Affixes), BLM 29</p>
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	<p>TEACHER RESOURCE SYSTEM: Unit 10: 182–183, 188–189</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 4: Medusa (M/NA), I Danc e (M/28) Unit 6: Iktomi and his Blanket (M/28) Unit 8: The Pacific Northwest (R/40), Earth: The Water Planet (U/50), The Everglades (K/20)</p> <p>WRITING AND LANGUAGE HANDBOOK: 200-201 (Use Root Words and Affixes), BLM 29</p>
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 78–79 Unit 2: 176–177 Unit 3: 10–11, 78–79 Unit 5: 12–13, 78–79 Unit 6: 110–111, 120–121, 176–177 Unit 7: 10–11 Unit 8: 120–121 Unit 9: 10–11 Unit 10: 120–121</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: We Need a Class Constitution (L/24), My Vote Counts! (R/40) Unit 4: Little Red Riding Hood (P/NA)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 15 Unit 2: 27 Unit 4: 45 Unit 5: 57 Unit 6: 75 Unit 7: 87</p> <p>WRITING AND LANGUAGE HANDBOOK: 202-203 (Use Glossaries and Dictionaries), BLM 30, BLM 31</p>
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	
L.3.5a	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).	<p>TEACHER RESOURCE SYSTEM: Unit 2: 126–127, 148–149 Unit 4: 110–111, 126–127, 180–181 Unit 8: 110–111, 154–155 Unit 9: 12–13, 46–47, 56–57 Unit 10: 110–111, 148–149</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 6: <i>Kanchil and the Crocodiles</i> (O/NA), <i>King Midas and the Golden Touch</i> (P/NA)</p> <p>READER'S THEATER HANDBOOK: Unit 3: 39 Unit 5: 51, 63 WRITING AND LANGUAGE HANDBOOK: 204-205 (Use Literal and Nonliteral Meanings), BLM 32</p>
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	<p>TEACHER RESOURCE SYSTEM: Unit 5: 46–47 Unit 9: 78–79</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>How Rabbit Lost Its Tail</i> (N/NA) WRITING AND LANGUAGE HANDBOOK: 206-207 (Make Real-Life Connections), BLM 33</p>
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	<p>TEACHER RESOURCE SYSTEM: Unit 2: 144–145 Unit 10: 144–145</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>We Need to Play! We Need to Park!</i> (H/13) Unit 2: <i>Tom Sawyer Becomes a Pirate</i> (I/15), <i>Jack and the Beanstalk</i> (L/24) Unit 3: <i>Ostrich's Long Neck</i> (M/28) Unit 8: <i>Mondo and Gordo Weather the Storm</i> (L/24) Unit 10: <i>Gravity</i> (M/28), <i>Pete Discovers Gravity</i> (M/28)</p> <p>WRITING AND LANGUAGE HANDBOOK: 208-209 (Use Shades of Meaning), BLM 34</p>
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	<p>TEACHER RESOURCE SYSTEM: Unit 2: 126–127, 144–145 Unit 3: 10–11, 78–79 Unit 5: 12–13, 38, 78–79 Unit 6: 102–103, 110–111, 120–121, 176–177 Unit 7: 10–11 Unit 8: 120–121, 146–147, 178–179</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Ugly Duckling</i> (P/NA) Unit 4: <i>Ruby Bridges</i> (L/24)</p> <p>READER'S THEATER HANDBOOK: Unit 8: 93, 99 Unit 9: 111</p> <p>WRITING AND LANGUAGE HANDBOOK: 210-211 (Use Spatial and Temporal Signal Words and Phrases), BLM 35, BLM 36</p>

Benchmark Advance Grade 4 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
1. Government in Action	1	Ask Questions	<ul style="list-style-type: none"> Summarize the Text Explain How an Author Uses Reasons and Evidence Interpret Information Presented Visually: Sidebars, Charts, and Photos Identify Key Details and Determine Main Idea Refer to Details and Examples in a Text to Draw Inferences Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Words and Phrases in a Text	Writing to Sources: Personal Letter	Form and Use the Present Progressive Tense	Long a (VCe, ai, ay, ei, ea) and Short a	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	trails, spray, national, maintain, locate, staff, natural, greatly	emerged, feeble, misfortune, enforce, federal, initiative, devastated, possessions, maintain	<ul style="list-style-type: none"> Compound Subjects Use Prepositional Phrases Narrative Write to Sources Understand Narrative Text Structure Use Suffixes
	2	Ask Questions	<ul style="list-style-type: none"> Explain How an Author Uses Reasons and Evidence Interpret Information Presented Visually to Answer a Question Identify Key Details and Determine Main Idea Refer to Details and Examples in a Text to Draw Inferences Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	N/A	Performance Task Practice	Correct Capitalization	Long e (VCe, ea, ee, ey, y, ie, e) and Short e	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	representatives, these, everyone, centuries, residents, easy, geography, overseas	financial	<ul style="list-style-type: none"> Use Quotation Marks Understand Plural Nouns Use Present Tense Verbs Use Subject-Verb Agreement Use Feature Analysis to Clarify Word Meanings
	3	Ask Questions	<ul style="list-style-type: none"> Summarize the Text Refer to Details and Examples in a Text to Draw Inferences Integrate Information from Two Texts to Speak Knowledgeably 	Determine the Meaning of Words and Phrases to Explain Story Events	Performance Task Practice	Produce Complete Sentences	Long o (VCe, oa, ow, oe, o) and Short o	<ul style="list-style-type: none"> Inflection/ Intonation– Pitch* Phrasing– Units of Meaning in Complex Sentences* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	most, from, dome, floating, bowl, goes, shopping, governor	jurisdiction, pursuant, apparently, authority, confined	<ul style="list-style-type: none"> Identify Relative Pronouns Recognize and Understand Idioms Expand Sentences Using Adverbs Use Past and Present Verb Tenses Distinguish Among Homophones

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
2. Characters' Actions and Reactions	1	Visualize	<ul style="list-style-type: none"> Explain Key Details and Summarize Describe a Character in Depth Make Connections Between a Story and a Read-Aloud Play Compare and Contrast Fables and Fairy Tales 	<ul style="list-style-type: none"> Understand and Use Words That Signal States of Being Understand Figurative Language—Similes 	Process Writing: Fairy Tale	Correct Comma Usage	Long i (VCe, igh, y, ie, i) and Short i	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	crocodile, terrified, gigantic, sixty-six, lying, admitted, ordinary, right	disturbed, defeated, proud, miserable, pardon, arrogant, envy, pity	<ul style="list-style-type: none"> Use Past Tense Verbs Use Adjectives to Signal State of Being Narrative Process Writing Use Interrogative Pronouns Use Context Clues
	2	Visualize	<ul style="list-style-type: none"> Identify Key Events and Summarize Describe a Character in Depth Make Connections Between a Text and a Visual Presentation of the Text Compare and Contrast the Treatment of Similar Events in Stories 	Understand and Use Words That Signal States of Being	Process Writing: Fairy Tale	Form and Use the Past Progressive Tense	Long u (VCe, ue, ew, u) and Short u	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	used, adults, continued, communicate, usually, refused, uncover, abundant, adult	alarmed, contemptuously, alarm, indifferent	<ul style="list-style-type: none"> Describe Similes Verb Tense Noun-Pronoun Agreement Connect Ideas by Combining Clauses Understand Homographs
	3	Visualize	<ul style="list-style-type: none"> Identify Key Details and Summarize Make Connections Between a Text and a Movie Make Connections Between a Story and a Visual Presentation Compare and Contrast the Treatment of Similar Events in Stories 	Understand Figurative Language	Process Writing: Fairy Tale	<ul style="list-style-type: none"> Correct Comma Usage Form and Use the Progressive Tenses 	Closed Syllable Patterns	<ul style="list-style-type: none"> Speed/Pacing—Fast* Pausing—Short Pause* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	princess, spunky, mixture, enchanted, chicken, fifteen, invented, fantasy	earnestly, obliged, puzzled, tedious	<ul style="list-style-type: none"> Condense Ideas Understand Past Continuous Verbs Use Adverbials to Add Details Describe with Similes Use Modal Auxiliaries

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
3. Observing Nature	1	Determine Text Importance	<ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea Describe the Structure of Part of a Text Summarize the Text Read with Accuracy, Appropriate Rate, and Expression Compare and Contrast First Person Narrative Points of View 	<ul style="list-style-type: none"> Analyze Figurative Language Recognize and Explain the Meaning of Idioms 	Writing to Sources: Informative Report	Order Adjectives within Sentences	Open Syllable Patterns	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	brazenly, nature, decided, deter, prevent, local, location, noticed	disposed, perch, solitary	<ul style="list-style-type: none"> Use Past Tense Verbs and Verb Phrases Use Prepositional Phrases about Place Informative Write to Sources Understand Pronouns and Their Antecedents Use Base Words and Suffixes
	2	Determine Text Importance	<ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea Analyze a First Person Point of View Integrate Information from Two Texts 	<ul style="list-style-type: none"> Analyze Figurative Language Recognize and Explain the Meaning of Idioms 	Writing to Sources: Informative Report	Recognize and Correct Inappropriate Fragments	Vowel Team Syllable Patterns	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	eagerly, creature, proclaimed, because, believed, people, groundhog, cloudy	interactions, reap, occupy, territory, crouched, clean, pert, dapper, nervous	<ul style="list-style-type: none"> Add Detail with Adjectives Use Connecting Words and Phrases Condense Ideas into a Single Sentence Use Transition Words and Phrases to Connect Events Use the Prefixes pre- and pro-
	3	Determine Text Importance	<ul style="list-style-type: none"> Read with Accuracy, Appropriate Rate, and Expression Refer to Poems to Ask and Answer Questions Make Connections Between a Poem and a Photograph Explain Differences Between Prose and Poetry 	Understand Figurative Language to Determine the Theme	Writing to Sources: Informative Report	<ul style="list-style-type: none"> Order Adjectives to Add Detail Edit to Correct Inappropriate Fragments 	Vowel-r Syllable Patterns	<ul style="list-style-type: none"> Expression-Characterization/Feelings* Speed/Pacing-Variation* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	charcoal, coverings, waterproof, birches, forests, Northeast, important, sturdy	grant, strife	<ul style="list-style-type: none"> Use Commas to Better Understand the Text Understand Abstract and Emotional Verbs Use Metaphors Understand Words Using Context Clues Use Compound Words

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
4. Understanding Different Points of View	1	Make Inferences/Predictions	<ul style="list-style-type: none"> • Explain Key Events and Summarize • Analyze First Person Narrative Point of View • Analyze Third Person Narrative Point of View • Compare and Contrast First Person and Third Person Narrations • Draw Inferences About a Character • Draw Inferences About Characters in a Third Person Narrative 	N/A	Writing to Sources: Opinion Essay	Use Modal Auxiliaries to Express Necessity	Compound Words	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	narrow-minded, worn out, first-rate, three-quarters, mind-boggling, post office, high school, hot dogs	skidded, thrashing, contentment	<ul style="list-style-type: none"> • Noun-Pronoun Agreement • Describe Characters in Depth • Opinion Write to Sources • Describe Characters' Actions with Adverbs • Multiple-Meaning Words
	2	Make Inferences/Predictions	<ul style="list-style-type: none"> • Explain Key Events and Summarize • Analyze Third Person Point of View • Compare and Contrast First Person and Third Person Narrations • Draw Inferences About a Character 	Demonstrate Understanding of Figurative Language: Metaphors	Writing to Sources: Opinion Essay	Use Frequently Confused Words/Use Reference Materials to Check Spelling	Vowel-Consonant-e Syllable Patterns	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	raced, named, navigate, bravely, safely, despite, arrived, disease	aristocrat, subjects, abandon, endure, proceeded, sustained	<ul style="list-style-type: none"> • Use Progressive Verb Tenses • Expand Noun Phrases with Adjectives • Connect Ideas with Conjunctions • Precise Language to Describe • Common Suffixes
	3	Make Inferences/Predictions	<ul style="list-style-type: none"> • Explain Key Events and Summarize • Analyze First Person Point of View • Draw Inferences About a Character • Compare and Contrast the Treatment of Similar Topics in Two Texts 	Determine or Clarify the Meaning of Unknown Words in a Text	Writing to Sources: Opinion Essay	<ul style="list-style-type: none"> • Use Modal Auxiliaries to Strengthen Your Position • Check/Correct Frequently Confused Words 	Consonant-le Syllable Patterns	<ul style="list-style-type: none"> • Expression-Anticipation/Mood* • Speed/Pacing-Slow* 	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	purple, remarkable, startle, wiggled, simple, gobble, single, struggled	chaise, harness, blinkers, examine, coaxing, accustomed	<ul style="list-style-type: none"> • Connect Words that Link • Condense Ideas • The Language of Sequence • Use Compound Words • Use Sense Imagery to Describe

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
5. Technology for a Green Future	1	Summarize/ Synthesize	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea Describe the Overall Structure of Events in a Text Describe the Overall Structure of an Opinion Text Explain How an Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Domain-Specific Words and Phrases	Process Writing: Opinion Essay	Form and Use Prepositional Phrases	Hard and Soft c, g	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	carbon, electricity, importance, substance, energy, gallon, gasoline, generate	power plant, solar power, fossil fuels, economy, statistics, evidence	<ul style="list-style-type: none"> Use Reasons to Support Opinions Use Quotation Marks in Dialogue Opinion Process Writing Expand Noun Phrases with Adjectives Understand Content Specific Words in Context
	2	Summarize/ Synthesize	<ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea Describe the Overall Structure of an Opinion Text Explain How an Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Domain-Specific Words and Phrases	Process Writing: Opinion Essay	Form and Use the Future Progressive Verb Tense	r-Controlled Vowels (ar, or, oar, ore)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	start, charted, according, fortunately, victory, roared, stored, before	biodiesel fuel, dependence, encouraged, minimum, experimental, eliminate	<ul style="list-style-type: none"> Connect Ideas with Coordinating Conjunctions Understand Noun-Pronoun Agreement Use Prepositions and Prepositional Phrase Condense Ideas with Relative Pronouns Use Words with Greek and Latin Elements
	3	Summarize/ Synthesize	<ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea Explain How an Author Uses Reasons and Evidence to Support Points in a Text Evaluate an Author's Evidence Compare Arguments and Evidence Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	N/A	Process Writing: Opinion Essay	<ul style="list-style-type: none"> Revise to Include Prepositional Phrases to Add Detail Edit for Correct Form and Use of Progressive Verb Tenses 	r-Controlled Vowels (er, ir, ur)	<ul style="list-style-type: none"> Pausing-Full Stop* Expression-Anticipation/Mood* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	quarter, meters, percent, thirteen, first, thirds, curb, surrounding	emit, compensate, emitted	<ul style="list-style-type: none"> Use Compound Adjectives to Expand Noun Phrases Use Plural Nouns in Generalizations Link Ideas with Connecting Words Form Nouns from Verbs Use Words with Suffixes

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
6. Confronting Challenges	1	Make Connections	<ul style="list-style-type: none"> • Explain Key Events and Summarize • Refer to Details and Examples in a Text to Draw Inferences • Determine a Story's Theme • Describe the Characters, Setting, and Events in a Quest Story • Use Text Evidence to Compare and Contrast the Treatment of Similar Themes 	Determine the Meaning of Words and Phrases in a Text	Writing to Sources: Narrative Journal Entry	Form and Use Prepositional Phrases	Adverb Suffixes -ly, -ily, -ways, -wise	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	barely, disdainfully, wildly, peacefully, speedily, sideways, clockwise, counterclockwise	unhidden, embroidered, nimble, contemptuously, ragamuffin, deceive, attracted, resolved	<ul style="list-style-type: none"> • Understand Noun-Pronoun Agreement • Use the Language of Sequence • Narrative Write to Sources • Use Verb Tense • Use Suffixes (-ful, -ly, and -ness)
	2	Make Connections	<ul style="list-style-type: none"> • Explain Key Events and Summarize • Refer to Details and Examples in a Text to Answer a Question • Describe the Characters, Setting, and Events in a Quest Story • Describe a Character Using Details in the Text • Compare and Contrast the Treatment of Similar Themes 	N/A	Writing to Sources: Narrative Journal Entry	Order Adjectives Within Sentences	/ōō/ and /ō o/ (oo, ew, ould, ull)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	looked, could, pulling, would, soon, troop, doomed, blew	dreadful, managed	<ul style="list-style-type: none"> • Use Prepositional Phrases • Use Connecting Words • Use Descriptive Nouns • Use Commonly Confused Words • Analyze Homophones
	3	Make Connections	<ul style="list-style-type: none"> • Explain Key Events and Summarize • Refer to Details and Examples in a Text to Draw Inferences • Compare and Contrast the Treatment of Similar Themes in Texts from Different Cultures 	Determine the Meaning of Words and Phrases in a Text (Mythological Allusions)	Writing to Sources: Narrative Journal Entry	Correct Adjective Order in Sentences	Adjective Suffixes -ful, -ous, -ible, -able, -some	<ul style="list-style-type: none"> • Inflection/ Intonation- Pitch* • Read with Expression- Dramatic Expression* 	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	painful, resourceful, famous, dangerous, invincible, honorable, troublesome, fearsome	Hercules, Titans, Olympus, Herculean, titanic, Olympian, burden, hesitated, accomplished, perceive	<ul style="list-style-type: none"> • Condense Ideas • Organize Events with Transition Words • Use Noun Phrases to Enrich Meaning • Identify and Use Synonyms and Antonyms • Produce Complete Sentences

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
7. Developing a Nation	1	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea Describe the Overall Structure of a Text (Chronological) Interpret Information Presented Visually: Time Lines Explain How an Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Explain the Meaning of Similes and Metaphors	Writing to Sources: News Report	Recognize and Correct Run-on Sentences	/ou/ and /oi/	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	county, brown, pounded, account, outside, destroyed, soil, boiling	simile, metaphor, extremely, region	<ul style="list-style-type: none"> Use Past Tense Verbs and Verb Phrases Use Subordinate Clauses in Sentences Informative Write to Sources Use Sequence Words Combine Words into Compound Nouns
	2	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea Describe the Overall Structure of a Text (Compare/Contrast) Draw an Inference from a Chronological Text Interpret Information Presented Visually Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	N/A	Writing to Sources: News Report	Relative Pronouns	Prefixes trans- , pro- , sub- , super- , inter-	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	transport, transcontinental, proclaimed, progress, substituted, intervals, interfered, superstars	dependence, encouraged, minimum, experimental, eliminate	<ul style="list-style-type: none"> Connect a Sequence of Events Use Linking Verbs Condense Ideas Use Pronouns to Refer to Nouns Acquire Content Area Vocabulary
	3	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea Explain How an Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic Explain Events in a Historical Text 	Understand Words Using Synonyms	Writing to Sources: News Report	<ul style="list-style-type: none"> Edit to Correct Run-on Sentences Edit for Correct Use of Relative Pronouns 	Homophones	<ul style="list-style-type: none"> Pausing– Short Pause* Speed/ Pacing– Varied* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	blew, to, two, there, their, blue, week, too, dear, rained, side, wait, deer, reigned, sighed, weak, weight	appearance, charting, surveying, venture	<ul style="list-style-type: none"> Answer "When" Questions with Prepositional Phrases Understand Ellipsis Use Adjectives to Add Details Use Synonyms and Antonyms Expand Sentences with Adverbs

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
8. Earth Changes	1	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Refer to Details and Examples in a Text to Answer Questions Describe the Overall Structure of Events in a Text (Cause/Effect) Interpret Information Presented Visually: Maps, Diagrams, Photos Summarize the Text Identify Genre Features: Firsthand Accounts Compare and Contrast a Firsthand and Secondhand Account of the Same Topic 	Determine the Meaning of Domain-Specific Words and Phrases	Process Writing: Informative Report	Use Modal Auxiliaries to Express Possibility	Negative Prefixes de-, un-, in-, im-, dis-	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	unbelievable, unaware, unprepared, destruction, disappeared, impossible, incredibly, insignificant	magnitude, seismograph, tectonic plates, destruction, collided, vibrations	<ul style="list-style-type: none"> Identify Nouns and Noun Phrases Express Cause and Effect Informative Process Writing Use First Person Pronouns Use Prefixes -in, -un, -im, and dis-
	2	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Describe the Overall Structure of Events in a Text Summarize the Text Refer to Details and Examples in a Text to Draw Inferences Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine and Clarify the Meanings of Multiple-Meaning Words	Process Writing: Informative Report	Use Relative Adverbs	Greek and Latin Roots geo-, archae-, rupt-	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	archaeologists, geological, geologists, geology, disrupted, erupt, erupted, eruption	crust, plates, core, sleeping, ring, scalding, structure, boundary, global	<ul style="list-style-type: none"> Use Adverbials to Add Detail Use Prepositional Phrases to Modify Verbs Understand the Subordinate Conjunction "Because" Use Nouns with Multiple Meanings Use Words with Latin Roots
	3	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Interpret Information Presented Visually Summarize the Text Review Genre Features: Firsthand Accounts Compare and Contrast a Firsthand and Secondhand Account of the Same Topic Refer to Details and Examples in a Text to Draw Inference 	N/A	Process Writing: Informative Report	<ul style="list-style-type: none"> Edit for Correct Use of Modal Auxiliaries Edit for Correct Use of Relative Adverbs 	Variant Vowel / ô / (au, al, aw)	<ul style="list-style-type: none"> Inflection/ Intonation– Volume* Expression– Dramatic Expression* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	August, causing, pause, chalky, fall, stall, talking, dawn	elder, trembling, revealed	<ul style="list-style-type: none"> Use Adjectives and Adverbs to Describe Use Descriptive Language Describe with Adjectives and Similes Use Synonyms to Understand Vocabulary Simple and Compound Sentences

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
9. Resources and Their Impact	1	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea Describe the Overall Structure of Events in a Text (Cause and Effect) Explain How an Author Uses Reasons and Evidence to Support Points in a Text Read and Respond to Poetry Refer to the Structural Elements of Poems Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Foreign Language Phrases in a Text	Process Writing: Multimedia Presentation	N/A	Noun Suffixes - dom , - ity , - tion , - ment , - ness	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	wisdom, community, equality, organization, registration, employment, agreement, kindness	pan dulce, campesinos, peregrinación, rapid, founded, recovered, clinging	<ul style="list-style-type: none"> Identify Synonyms Use the Language of Time Multimedia Writing Expand Sentences Using Adjectives Understand the Suffixes -er and -ist
	2	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea Describe the Overall Structure of Events in a Text (Cause and Effect) Explain How an Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Domain-Specific Vocabulary	Process Writing: Multimedia Presentation	N/A	Introduce Latin Roots mis (“send”), agri (“field”), duc/duct (“lead”), man (“hand”)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	agriculture, introduced, manual, intermission, missiles, manipulate, manufactured, produced, produce	agriculture, mission, quota, missions, disrupted, functioned, harvest, contributors	<ul style="list-style-type: none"> Use Context Clues Use Conjunctions to Connect Ideas Condense Ideas Use the Language of Cause and Effect Identify Homophones
	3	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Explain Key Events and Summarize Refer to the Structural Elements of Poems Compare and Contrast the Treatment of Similar Themes in Two Poems 	Understand Figurative Language (Simile and Personification)	Process Writing: Multimedia Presentation	N/A	Variant Vowel / âr / (air , are , ear)	<ul style="list-style-type: none"> Inflection/ Intonation– Stress* Phrasing– Units of Meaning in Complex Sentences* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Paraphrase Information Identify the Reasons and Evidence a Speaker Provides 	carefully, declares, prepare, despair, repaired, forbearance, tears, wears	simile, personification, drought, searing	<ul style="list-style-type: none"> Summarize a Poem Identify Noun-Pronoun Agreement Describe with Similes and Metaphors Identify Multiple-Meaning Words Use Adjectives and Verbs to Convey Emotion

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
10. The Power of Electricity	1	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> • Explain Key Events and Summarize • Identify Key Details and Determine Main Idea • Explain How an Author Uses Reasons and Evidence to Support Points in a Text • Explain Events, Ideas, or Concepts in a Scientific Text • Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Analyze Author's Word Choice	Process Writing: Cinquain Poem	N/A	Adding Endings with Spelling Changes	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	grabbed, resumed, humming, stifling, snagged, whined, emergencies, unluckier	snarled, stranded, plunged, demand, massive, restored, suspended	<ul style="list-style-type: none"> • Express Cause and Effect • Use Plural Nouns • Poetry Writing • Identify Irregular Past Tense Verbs • Identify Synonyms and Antonyms
	2	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> • Identify Key Details and Determine the Main Idea • Explain How an Author Uses Reasons and Evidence to Support Points in a Text • Explain Events, Ideas, or Concepts in a Scientific Text • Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Domain-Specific Words and Phrases	Process Writing: Cinquain Poem	N/A	Words with Final /əɪ/ and /əʊ/ Sounds	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	kitchen, chemical, fossil, chemical, controversial, essential, travels, barren, metropolitan	protons, neutrons, movement, stationary, conductors, malfunctions, obstructed, cease, estimated, preserve, convert, complex, transmission	<ul style="list-style-type: none"> • Form Complete Sentences • Use Prepositional Phrases • Use Connecting Words to Link Events in a Sequence • Use Apostrophes to Form Possessive Nouns • Identify Words with Greek and Latin Roots
	3	Ask Questions, Determine Text Importance, Use Fix-Up/Monitoring Strategies	<ul style="list-style-type: none"> • Explain Key Details and Summarize • Identify Key Details and Determine Main Idea • Explain How an Author Uses Reasons and Evidence to Support Points in a Text • Explain Events, Ideas, or Concepts in a Scientific Text • Integrate Information from Two Texts to Speak Knowledgeably on a Topic 	Determine the Meaning of Domain-Specific Words	Reflect on Writing	N/A	Introduce Latin and Greek Roots ven (come), migr (move), graph (write), mit (send), aud (hear)	<ul style="list-style-type: none"> • Expression–Characterization/Feelings* • Inflection/Intonation–Volume* 	<ul style="list-style-type: none"> • Engage Effectively in a Range of Collaborative Discussions • Paraphrase Information • Identify the Reasons and Evidence a Speaker Provides 	inventor, venue, emigrated, autograph, shadowgraphs, transmitting, audibly, audience, audiences	revolutionary, visionary, showman, account, devoted	<ul style="list-style-type: none"> • Identify Subject-Verb Agreement • Identify Noun-Pronoun Agreement • Expand Sentences with Prepositional Phrases • Understand Content-Area Vocabulary Words • Regular and Irregular Past Tense Verbs

Benchmark Ready to Advance: Correlation to the MAS ELA Standards for Grade 4

READING STANDARDS FOR LITERATURE		
Key Ideas and Details		Benchmark Ready to Advance
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 16–17, 28–29, 48–49, 54–55, 60–61, 72–73, 74–75, 76–77, 78–79, 80–81, 86–87, 88–89 Unit 2: 104–105, 108–109, 110–111, 114–115, 138–139, 142–143, 144–145, 148–149, 160–161, 170–171, 174–175, 176–177 Unit 3: 16–17, 28–29, 72–73, 76–77 Unit 4: 104–105, 108–109, 110–111, 114–115, 120–121, 126–127, 128–129, 138–139, 142–143, 148–149, 170–171, 174–175, 186–187, 192–193 Unit 6: 104–105, 108–109, 110–111, 114–115, 126–127, 128–129, 138–139, 142–143, 144–145, 148–149, 154–155, 160–161, 170–171, 174–175, 180–181, 186–187, 192–193 Unit 7: 16–17 Unit 9: 72–73, 76–77</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Hats off to the President: A White House Mystery</i> (P/38), <i>Opinions About Workers' Rights</i> (S/44) Unit 2: <i>Treasure Island: My Sea Adventure</i> (Q/40), <i>The Legend of Sleepy Hollow</i> (R/40), <i>Coyote Brings Fire to the People...</i> (R/40), <i>Alice in Wonderland</i> (S/44), <i>Storm scenes from Two Classic Works of Children's Literature: The Wizard of Oz and The Cay</i> (T/44) Unit 3: <i>Haiku</i> (NA) Unit 4: <i>Opinions About Two Fairy Tales</i> (O/34), <i>Wally Smithers and the Germ Squad</i> (Q/40) Unit 6: <i>Opinions About Odysseus</i> (N/30), <i>Odysseus and the Cyclops</i>, <i>Circe Enchants Odysseus</i>, <i>The Call of the Sirens</i> (S/44), <i>Hercules' 11th Labor</i> (T/44)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 13, 15, 19 Unit 2: 21, 25, 27, 31 Unit 3: 33, 37, 39, 43 Unit 4: 45, 49, 51, 55 Unit 5: 57, 61, 63, 67 Unit 6: 69, 73, 75, 79 Unit 7: 81, 85, 87, 91 Unit 8: 93, 97, 99, 103 Unit 9: 105, 109, 111, 115 Unit 10: 117, 121, 123, 127</p>
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 16–17, 28–29, 42–43, 54–55, 60–61, 72–73, 74–75, 76–77, 80–81, 86–87 Unit 2: 104–105, 114–115, 128–129, 138–139, 142–143, 170–171, 174–175 Unit 3: 16–17, 76–77, 88–89 Unit 4: 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 Unit 6: 104–105, 110–111, 114–115, 128–129, 138–139, 142–143, 160–161, 170–171, 174–175, 192–193 Unit 7: 16–17 Unit 9: 16–17, 72–73, 76–77</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Opinions About Workers' Rights</i> (S/44) Unit 2: <i>Treasure Island: My Sea Adventure</i> (Q/40), <i>The Black Stallion</i> (R/40), <i>The Legend of Sleepy Hollow</i> (R/40), <i>Coyote Brings Fire to the People...</i> (R/40), <i>Alice in Wonderland</i> (S/44), <i>Storm scenes from Two Classic Works of Children's Literature: The Wizard of Oz and The Cay</i> (T/44), Unit 3: <i>Opinions about Weather Scenes</i> (R/40), <i>Haiku</i> (NA) Unit 4: <i>The Secret Life of Wally Smithers</i> (O/34), <i>Opinions About Two Fairy Tales</i> (O/34), <i>Wally Smithers and the Germ Squad</i> (Q/40), <i>The Strong and the Weak</i> (W/60) Unit 5: <i>Dino-Pals are Dino-Mite; Earth Is All the Home We Have</i> (U/50) Unit 6: <i>Opinions About Odysseus</i> (N/30), <i>Hansel and Gretel; Rumpelstiltskin</i> (Q/40), <i>Hercules' 11th Labor</i> (T/44), <i>The Rumor Report</i>, <i>The Big Jump</i> (V/60) Unit 7: <i>Davy Crockett, John Henry, Keelboat Annie</i> (P/38), <i>Casey Jones, Pecos Bill and Sluefoot Sue</i> (Q/40)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 49 Unit 9: 106, 109, 115 Unit 10: 121</p>
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 48–49, 54–55, 60–61, 88–89 Unit 2: 108–109, 148–149, 160–161, 186–187 Unit 4: 110–111, 120–121, 148–149, 180–181, 186–187, 192–193 Unit 6: 108–109, 126–127, 128–129, 144–145, 154–155, 180–181 Unit 9: 82–83</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Treasure Island: My Sea Adventure</i> (Q/40), <i>Coyote Brings Fire to the People...</i> (R/40) Unit 3: <i>Haiku</i> (NA) Unit 6: <i>Odysseus and the Cyclops</i>, <i>Circe Enchants Odysseus</i>, <i>The Call of the Sirens</i> (S/44), <i>The Rumor Report</i>, <i>The Big Jump</i> (V/60) Unit 7: <i>Davy Crockett, John Henry, Keelboat Annie</i> (P/38), <i>Casey Jones, Pecos Bill and Sluefoot Sue</i> (Q/40)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 15 Unit 2: 21, 27 Unit 3: 33, 39 Unit 4: 45, 51 Unit 5: 57, 63 Unit 6: 69, 75 Unit 7: 81, 87 Unit 8: 93, 99 Unit 9: 105, 111 Unit 10: 117, 123</p>
Craft and Structure		Benchmark Ready to Advance
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 82–83 Unit 2: 110–111, 144–145 Unit 3: 46–47, 88–89 Unit 4: 176–177 Unit 6: 120–121, 176–177 Unit 9: 22–23</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Treasure Island: My Sea Adventure</i> (Q/40), <i>Coyote Brings Fire to the People...</i> (R/40) Unit 3: <i>Haiku</i> (NA) Unit 6: <i>Odysseus and the Cyclops</i>, <i>Circe Enchants Odysseus</i>, <i>The Call of the Sirens</i> (S/44), <i>The Rumor Report</i>, <i>The Big Jump</i> (V/60) Unit 7: <i>Davy Crockett, John Henry, Keelboat Annie</i> (P/38), <i>Casey Jones, Pecos Bill and Sluefoot Sue</i> (Q/40)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9, 15 Unit 2: 21, 27 Unit 3: 33, 39 Unit 4: 45, 51 Unit 5: 57, 63 Unit 6: 69, 75 Unit 7: 81, 87 Unit 8: 93, 99 Unit 9: 105, 111 Unit 10: 117, 123</p>
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue,	<p>TEACHER RESOURCE SYSTEM: Unit 2: 120–121 Unit 3: 94–95 Unit 9: 28–29, 30–31, 82–83</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 6: <i>Hansel and Gretel; Rumpelstiltskin</i> (Q/40)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9 Unit 6: 75</p>

RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	TEACHER RESOURCE SYSTEM: Unit 3: 30–31, 50–51 Unit 4: 108–109, 120–121, 128–129, 154–155, 160–161, 180–181 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>The Legend of Sleepy Hollow</i> (R/40) Unit 4: <i>The Secret Life of Wally Smithers</i> (O/34) Unit 5: <i>Dino-Pals are Dino-Mite; Earth Is All the</i>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	TEACHER RESOURCE SYSTEM: Unit 2: 120–121, 154–155, 176–177, 180–181 Unit 3: 82–83 LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Opinions about Weather Scenes</i> (R/40), <i>Haiku</i> (NA) Unit 4: <i>The Strong and the Weak</i> (W/60) Unit 5: <i>Dino-Pals are Dino-Mite; Earth Is All the Home We Have</i> (U/50) Unit 6: <i>Hansel and Gretel; Rumpelstiltskin</i> (Q/40), <i>Odysseus and the Cyclops, Circe Enchants Odysseus, The Call of the Sirens</i> (S/44), <i>Hercules' 11th Labor</i> (T/44), <i>The Rumor Report, The Big Jump</i> (V/60) Unit 7: <i>Casey Jones, Pecos Bill and Sluefoot Sue</i> (Q/40)
RL.4.8	NA	
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	TEACHER RESOURCE SYSTEM: Unit 2: 128–129, 160–161, 192–193 Unit 4: 128–129, 160–161, 192–193 Unit 6: 128–129, 160–161 Unit 9: 94–95 LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Haiku</i> (NA/NA) Unit 6: <i>Hansel and Gretel; Rumpelstiltskin</i> (Q/40), <i>Frederick Douglass, Sojourner Truth</i> (U/50) READER'S THEATER HANDBOOK: Unit 2: 25, 31 Unit 4: 55 Unit 6: 73, 79 Unit 8: 97 Unit 9: 109, 115 Unit 10: 121, 127
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band	TEACHER RESOURCE SYSTEM: Unit 2: 128–129 Unit 4: 108–109 READER'S THEATER HANDBOOK: Unit 8: 98-103 Unit 10: 122-127
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		Benchmark Ready to Advance
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 40–41, 44–45, 46–47, 62–63, 94–95 Unit 3: 6–7, 40–41, 44–45, 62–63 Unit 5: 6–7, 16–17, 22–23, 28–29, 30–31, 40–41, 44–45, 46–47, 50–51, 56–57, 62–63, 72–73, 76–77, 78–79, 82–83, 88–89 Unit 7: 6–7, 16–17, 40–41, 44–45, 50–51, 72–73, 76–77 Unit 8: 104–105, 110–111, 120–121, 138–139, 142–143, 148–149, 154–155, 160–161, 170–171, 174–175, 176–177, 180–181, 186–187, 192–193 Unit 9: 40–41, 44–45 Unit 10: 104–105, 114–115, 126–127, 138–139, 142–143, 160–161, 170–171, 174–175, 186–187, 192–193 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>After the Earthquake</i> (R/40), <i>My Trip to Historic Boston</i> (S/44) Unit 2: <i>Storm scenes from Two Classic Works of Children's Literature: The Wizard of Oz and The Cay</i> (T/44) Unit 3: <i>My Whale of a Tale</i> (O/34), <i>Doomed to Disappear? Endangered Species</i> (R/40), <i>Opinions About Ocean Health</i> (R/40), <i>Opinions about Weather Scenes</i> (R/40) Unit 4: <i>A Day in the Life of a Chicken Wrangler</i> (Q/40), <i>I Am Deaf and I Dance</i> (S/44) Unit 5: <i>Bridges: Ecological Disasters</i> (R/40), <i>Bridges: Advances in Genetics</i> (R/40), <i>Bridges: Protecting Our Oceans</i> (Q/40) Unit 7: <i>Western Legends</i> (X/60), <i>Settling the West</i> (V/60), <i>Coming to America</i> (X/60), <i>Cowhands and Cattle Trails</i> (R/40) Unit 8: <i>Earth: Slow Changes</i> (Q/40), <i>Earth: Fast Changes</i> (Q/40), <i>Earth: Measuring Its Changes</i> (R/40), <i>Tsunamis</i> (S/44) Unit 9: <i>The Southeast</i> (Q/40), <i>The Midwest States</i> (Q/40), <i>Along the 21st Century Silk Road</i> (X/60) Unit 10: <i>Working with Electricity and Magnetism</i> (U/50), <i>Electricity Adds Up</i> (S/44), <i>Electrifying Personalities</i> (T/44), <i>Great Inventions and Where They Came</i>
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 10–11, 40–41, 44–45 Unit 3: 6–7, 40–41, 44–45 Unit 5: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 7: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 8: 104–105, 120–121, 138–139, 142–143, 170–171, 174–175 Unit 9: 6–7, 40–41, 44–45 Unit 10: 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>George Washington, Abraham Lincoln</i> (N/38), <i>Colonial Times</i> (Q/40), <i>After the Earthquake</i> (R/40), <i>My Trip to Historic Boston</i> (S/44) Unit 3: <i>My Whale of a Tale</i> (O/34), <i>Animal Migration</i> (P/38), <i>Doomed to Disappear? Endangered Species</i> (R/40), <i>Opinions About Ocean Health</i> (R/40) Unit 4: <i>A Day in the Life of a Chicken Wrangler</i> (Q/40), <i>I Am Deaf and I Dance</i> (S/44) Unit 5: <i>Bridges: Ecological Disasters</i> (R/40), <i>Bridges: Advances in Genetics</i> (R/40), <i>Bridges: Protecting Our Oceans</i> (Q/40), <i>Science at Sea</i> (U/50) Unit 5: <i>Energy Resources Around the World</i> (X/60) Unit 6: <i>Odysseus and the Cyclops, Circe Enchants Odysseus, The Call of the Sirens</i> (S/44), <i>Frederick Douglass, Sojourner Truth</i> (U/50) Unit 7: <i>Western Legends</i> (X/60), <i>Settling the West</i> (V/60), <i>Coming to America</i> (X/60), <i>Cowhands and Cattle Trails</i> (R/40) Unit 8: <i>Earth: Slow Changes</i> (Q/40), <i>Earth: Fast Changes</i> (Q/40), <i>Earth: Measuring Its Changes</i> (R/40), <i>Tsunamis</i> (S/44), <i>The Seven Natural Wonders</i> (N/30), <i>Trackers of Dynamic Earth</i> (U/50) Unit 9: <i>The Western States</i> (Q/40), <i>The Southeast</i> (Q/40), <i>Gold</i> (T/44), <i>The Midwest States</i> (Q/40), <i>The Great Depression by the Numbers</i> (W/60), <i>Along the 21st Century Silk Road</i> (X/60) Unit 10: <i>Looking at Light</i> (Q/40), <i>Working with Electricity and Magnetism</i> (U/50), <i>Electricity Adds Up</i> (S/44), <i>Electrifying Personalities</i> (T/44), <i>Snap, Crackle, and Flow</i> (R/40), <i>Great Inventions and Where They Came From</i> (O/34)

RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<p>TEACHER RESOURCE SYSTEM: Unit 5: 40–41, 44–45, 72–73, 76–77 Unit 7: 10–11, 12–13, 46–47, 50–51, 82–83 Unit 8: 104–105, 110–111, 148–149, 154–155, 160–161 Unit 9: 10–11, 50–51 Unit 10: 126–127, 148–149, 180–181</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>George Washington, Abraham Lincoln</i> (N/38), <i>Colonial Times</i> (Q/40), <i>My Trip to Historic Boston</i> (S/44) Unit 2: <i>Storm scenes from Two Classic Works of Children's Literature: The Wizard of Oz and The Cay</i> (T/44) Unit 3: <i>My Whale of a Tale</i> (O/34), <i>Animal Migration</i> (P/38) Unit 4: <i>I Am Deaf and I Dance</i> (S/44) Unit 5: <i>Bridges: Ecological Disasters</i> (R/40), <i>Bridges: Advances in Genetics</i> (R/40), <i>Bridges: Protecting Our Oceans</i> (Q/40), <i>Science at Sea</i> (U/50), <i>Energy Resources Around the World</i> (X/60) Unit 7: <i>Western Legends</i> (X/60), <i>Settling the West</i> (V/60), <i>Coming to America</i> (X/60), <i>Cowhands and Cattle Trails</i> (R/40) Unit 8: <i>Earth: Fast Changes</i> (Q/40), <i>Tsunamis</i> (S/44), <i>Trackers of Dynamic Earth</i> (U/50) Unit 9: <i>The Western States</i> (Q/40), <i>The Southeast</i> (Q/40), <i>The Great Depression by the Numbers</i> (W/60), <i>Along the 21st Century Silk Road</i> (X/60) Unit 10: <i>Looking at Light</i> (Q/40), <i>Working with Electricity and Magnetism</i> (U/50), <i>Electricity Adds Up</i> (S/44), <i>Snap, Crackle, and Flow</i> (R/40), <i>Great Inventions and Where They Came From</i> (O/34)</p>
Craft and Structure		Benchmark Ready to Advance
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area .	<p>TEACHER RESOURCE SYSTEM: Unit 3: 12–13, 56–57 Unit 5: 10–11, 50–51 Unit 7: 22–23 Unit 8: 108–109, 116–117, 124–125, 144–145 Unit 9: 46–47, 78–79, 88–89 Unit 10: 144–145, 176–177</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>My Whale of a Tale</i> (O/34) Unit 4: <i>A Day in the Life of a Chicken Wrangler</i> (Q/40)</p>
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 10–11 Unit 5: 12–13, 22–23, 46–47 Unit 7: 10–11, 46–47, 50–51 Unit 8: 110–111, 128–129, 148–149 Unit 9: 10–11, 50–51</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>George Washington, Abraham Lincoln</i> (N/38), <i>Colonial Times</i> (Q/40), <i>After the Earthquake</i> (R/40) Unit 3: <i>Opinions About Ocean Health</i> (R/40) Unit 4: <i>A Day in the Life of a Chicken Wrangler</i> (Q/40) Unit 5: <i>Bridges: Ecological Disasters</i> (R/40), <i>Bridges: Advances in Genetics</i> (R/40), <i>Science at Sea</i> (U/50), <i>Energy Resources Around the World</i> (X/60) Unit 6: <i>Frederick Douglass, Sojourner Truth</i> (U/50) Unit 7: <i>Settling the West</i> (V/60), <i>Cowhands and Cattle Trails</i> (R/40) Unit 8: <i>Earth: Slow Changes</i> (Q/40), <i>The Seven Natural Wonders</i> (N/30), <i>Trackers of Dynamic Earth</i> (U/50) Unit 9: <i>The Southeast</i> (Q/40), <i>The Midwest States</i> (Q/40), <i>The Great Depression by the Numbers</i> (W/60), <i>Along the 21st Century Silk Road</i> (X/60) Unit 10: <i>Looking at Light</i> (Q/40), <i>Working with Electricity and Magnetism</i> (U/50), <i>Electricity Adds Up</i> (S/44), <i>Snap, Crackle, and Flow</i> (R/40), <i>Great Inventions and Where They Came From</i> (O/34)</p>
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<p>TEACHER RESOURCE SYSTEM: Unit 8: 126–127, 128–129, 176–177, 192–193</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Doomed to Disappear? Endangered Species</i> (R/40) Unit 7: <i>Western Legends</i> (X/60) Unit 8: <i>Earth: Fast Changes</i> (Q/40), <i>Tsunamis</i> (S/44) Unit 9: <i>Gold</i> (T/44) Unit 10: <i>Great Inventions and Where They Came From</i> (O/34)</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 12–13, 56–57 Unit 5: 82–83 Unit 7: 12–13, 28–29, 56–57, 88–89 Unit 8: 114–115, 180–181</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>After the Earthquake</i> (R/40), <i>My Trip to Historic Boston</i> (S/44) Unit 3: <i>Animal Migration</i> (P/38), <i>Doomed to Disappear? Endangered Species</i> (R/40) Unit 5: <i>Bridges: Ecological Disasters</i> (R/40), <i>Science at Sea</i> (U/50), <i>Energy Resources Around the World</i> (X/60) Unit 7: <i>Western Legends</i> (X/60), <i>Coming to America</i> (X/60) Unit 8: <i>Earth: Slow Changes</i> (Q/40), <i>Tsunamis</i> (S/44), <i>The Seven Natural Wonders</i> (N/30), <i>Trackers of Dynamic Earth</i> (U/50) Unit 9: <i>The Western States</i> (Q/40), <i>The Southeast</i> (Q/40), <i>Gold</i> (T/44), <i>The Midwest States</i> (Q/40), <i>The Great Depression by the Numbers</i> (W/60) Unit 10: <i>Looking at Light</i> (Q/40), <i>Electricity Adds Up</i> (S/44), <i>Snap, Crackle, and Flow</i> (R/40)</p>
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 50–51 Unit 5: 28–29, 30–31, 56–57, 78–79, 82–83, 88–89, 94–95 Unit 7: 28–29, 88–89 Unit 9: 12–13, 56–57 Unit 10: 108–109, 120–121, 126–127, 148–149, 154–155, 180–181, 186–187, 192–193</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>George Washington, Abraham Lincoln</i> (N/38), <i>Opinions About Workers' Rights</i> (S/44), <i>Colonial Times</i> (Q/40) Unit 3: <i>Animal Migration</i> (P/38), <i>Doomed to Disappear? Endangered Species</i> (R/40), <i>Opinions About Ocean Health</i> (R/40), <i>Opinions about Weather Scenes</i> (R/40) Unit 4: <i>Opinions About Two Fairy Tales</i> (O/34) Unit 5: <i>Bridges: Protecting Our Oceans</i> (Q/40) Unit 6: <i>Opinions About Odysseus</i> (N/30), <i>Frederick Douglass, Sojourner Truth</i> (U/50) Unit 7: <i>Settling the West</i> (V/60), <i>Coming to America</i> (X/60) Unit 8: <i>Earth: Slow Changes</i> (Q/40), <i>Earth: Measuring Its Changes</i> (R/40), <i>The Seven Natural Wonders</i> (N/30), <i>Trackers of Dynamic Earth</i> (U/50) Unit 9: <i>Gold</i> (T/44), <i>The Midwest States</i> (Q/40), <i>The Great Depression by the Numbers</i> (W/60), <i>Along the 21st Century Silk Road</i> (X/60) Unit 10: <i>Working with Electricity and Magnetism</i> (U/50), <i>Electrifying Personalities</i> (T/44), <i>Snap, Crackle, and Flow</i> (R/40)</p>

RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 62–63, 94–95 Unit 3: 62–63 Unit 5: 30–31, 62–63, 88–89, 94–95 Unit 7: 30–31, 62–63, 94–95 Unit 8: 160–161 Unit 9: 30–31, 62–63 Unit 10: 128–129, 160–161, 192–193 LEVELED TEXT TEACHER'S GUIDES: Unit 6: Frederick Douglass, Sojourner Truth (U/50) READER'S THEATER HANDBOOK: Unit 1: 13, 19 Unit 3: 37, 43 Unit 4: 49 Unit 5: 61, 67 Unit 7: 85, 91 Unit 8: 103
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band	
READING STANDARDS: FOUNDATIONAL SKILLS		
Phonics and Word Recognition		Benchmark Ready to Advance
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 2: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 3: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 4: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 5: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 6: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 7: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 8: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 Unit 9: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 10: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 READER'S THEATER HANDBOOK: 11, 17, 23
Fluency		Benchmark Ready to Advance
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.4.4a	Read grade-level text with purpose and understanding.	READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TEACHER RESOURCE SYSTEM: Unit 3: 22–23, 78–79 READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 22–23, 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119, 120, 121, 123, 124, 125, 126, 127 RTTH: 10, 16, 22
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 82–83 Unit 2: 110–111 Unit 3: 12–13, 22–23 Unit 4: 150–151, 176–177 Unit 5: 10–11 Unit 6: 120–121, 176–177 Unit 7: 84–85, 90–91 Unit 8: 108–109, 144–145 Unit 9: 46–47 READER'S THEATER HANDBOOK: Unit 1: 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 Unit 2: 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 Unit 3: 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 Unit 4: 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 Unit 5: 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 Unit 6: 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 Unit 7: 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 Unit 8: 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 Unit 9: 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 Unit 10: 117, 118, 119,
WRITING STANDARDS		
Types and Purposes		Benchmark Ready to Advance
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	TEACHER RESOURCE SYSTEM: Unit 4: 172–173 Unit 5: 42–43 WRITING AND LANGUAGE HANDBOOK: 22

W.4.1b	Provide reasons that are supported by facts and details.	TEACHER RESOURCE SYSTEM: Unit 4: 178–179 Unit 5: 48–49 WRITING AND LANGUAGE HANDBOOK: 22, 24
W.4.1c	Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>).	TEACHER RESOURCE SYSTEM: Unit 5: 54–55 WRITING AND LANGUAGE HANDBOOK: 26, 28
W.4.1d	Provide a concluding statement or section related to the opinion presented.	TEACHER RESOURCE SYSTEM: Unit 4: 178–179 Unit 5: 60–61 WRITING AND LANGUAGE HANDBOOK: 30
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and	TEACHER RESOURCE SYSTEM: Unit 3: 74–75 Unit 7: 60–61 Unit 8: 140–141, 194–195 Unit 9: 42–43, 60–61, 64–65, 80–81
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information	TEACHER RESOURCE SYSTEM: Unit 3: 80–81 Unit 8: 146–147 Unit 9: 48–49
W.4.2c	Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> ,	TEACHER RESOURCE SYSTEM: Unit 8: 152–153 Unit 9: 74–75
W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	TEACHER RESOURCE SYSTEM: Unit 8: 158–159
W.4.2e	Provide a concluding statement or section related to the information or	TEACHER RESOURCE SYSTEM: Unit 3: 80–81 Unit 8: 158–159 Unit 9: 54–55
W.4.3	Write narratives to develop real or im	
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 124–125, 140–141 Unit 6: 124–125, 172–173, 194–195
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 146–147, 152–153 Unit 6: 178–179, 194–195
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.	TEACHER RESOURCE SYSTEM: Unit 2: 172–173
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	TEACHER RESOURCE SYSTEM: Unit 2: 178–179
W.4.3e	Provide a conclusion that follows from the narrated experiences or	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 124–125, 158–159

Production and Distribution of Writing		Benchmark Ready to Advance
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 20–21 Unit 2: 106–107, 112–113, 118–119, 124–125 Unit 3: 8–9, 42–43, 60–61 Unit 4: 106–107, 118–119, 124–125, 140–141, 152–153, 158–159 Unit 5: 8–9, 26–27 Unit 6: 106–107, 112–113, 140–141, 158–159, 194–195 Unit 7: 8–9, 14–15, 20–21, 26–27, 42–43, 54–55, 92–93, 96–97 Unit 8: 106–107, 122–123 Unit 9: 8–9, 14–15, 20–21, 26–27, 32–33 Unit 10: 106–107, 112–113, 118–119, 122–123, 130–131, 140–141, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)	TEACHER RESOURCE SYSTEM: Unit 1: 20–21 Unit 2: 112–113, 118–119, 124–125, 172–173, 178–179, 190–191 Unit 3: 14–15, 26–27, 42–43, 60–61, 96–97 Unit 4: 106–107, 118–119, 124–125, 140–141, 152–153, 158–159, 194–195 Unit 5: 26–27, 74–75, 80–81, 86–87, 92–93 Unit 6: 106–107, 112–113, 124–125, 140–141, 158–159, 184–185, 190–191, 194–195 Unit 7: 8–9, 14–15, 20–21, 26–27, 42–43, 54–55, 74–75, 80–81, 92–93, 96–97 Unit 8: 122–123, 172–173, 178–179 Unit 9: 8–9, 14–15, 20–21, 26–27, 32–33 Unit 10: 146–147, 152–153, 158–159
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient	TEACHER RESOURCE SYSTEM: Unit 2: 194–195 Unit 5: 74–75, 96–97 Unit 8: 194–195 Unit 10: 162–163
Research to Build and Present Knowledge		Benchmark Ready to Advance
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of	TEACHER RESOURCE SYSTEM: Unit 5: 14–15 Unit 8: 106–107, 112–113
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of	TEACHER RESOURCE SYSTEM: Unit 3: 14–15, 20–21, 48–49, 54–55 Unit 4: 112–113, 146–147 Unit 5: 20–21 Unit 6: 118–119, 146–147, 152–153, 194–195 Unit 7: 20–21, 48–49 Unit 8: 112–113, 118–119 Unit 9: 20–21, 26–27, 60–61
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.4.9a	Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific	TEACHER RESOURCE SYSTEM: Unit 1: 14–15 Unit 4: 138–139 Unit 6: 192–193
W.4.9b	Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and	TEACHER RESOURCE SYSTEM: Unit 5: 56–57

Range of Writing		Benchmark Ready to Advance
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 50–51, 56–57, 62–63, 82–83, 88–89, 92–93, 94–95 Unit 2: 110–111, 144–145, 148–149, 154–155, 160–161, 180–181, 192–193 Unit 3: 50–51, 56–57, 78–79, 82–83, 88–89, 94–95 Unit 4: 128–129, 144–145, 148–149, 154–155, 160–161, 180–181, 186–187, 192–193 Unit 5: 12–13, 56–57, 62–63, 88–89, 94–95 Unit 6: 128–129, 148–149, 154–155, 160–161, 180–181, 186–187, 192–193 Unit 7: 28–29, 50–51, 82–83 Unit 8: 110–111, 114–115, 126–127, 128–129, 148–149, 154–155, 180–181, 186–187 Unit 9: 56–57, 62–63 Unit 10: 106–107, 112–113, 118–119, 122–123, 130–131, 140–141, 146–147, 152–153, 158–159, 160–161, 162–163, 172–173, 178–179, 184–185, 186–187, 190–191, 192–193, 194–195
SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		Benchmark Ready to Advance
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on	
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 12–13, 14–15, 20–21, 26–27, 32–33, 38, 46–47, 50–51, 56–57, 58–59, 62–63, 64–65, 70, 78–79, 82–83, 88–89, 90–91, 94–95, 96–97 Unit 2: 102–103, 106–107, 112–113, 118–119, 120–121, 122–123, 124–125, 128–129, 130–131, 136, 137, 140–141, 146–147, 148–149, 152–153, 154–155, 156–157, 158–159, 160–161, 162–163, 168, 169, 172–173, 176–177, 178–179, 180–181, 184–185, 186–187, 188–189, 190–191, 192–193, 194–195 Unit 3: 4–5, 8–9, 14–15, 20–21, 24–25, 26–27, 30–31, 38, 39, 48–49, 50–51, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 70, 71, 78–79, 80–81, 82–83, 86–87, 88–89, 90–91, 92–93, 94–95 Unit 4: 102–103, 108–109, 110–111, 120–121, 122–123, 126–127, 136, 137, 144–145, 148–149, 154–155, 156–157, 160–161, 168, 169, 180–181, 186–187, 188–189, 192–193 Unit 5: 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 20–21, 22–23, 26–27, 32–33, 38, 39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 70, 71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 86–87, 88–89, 92–93, 94–95, 96–97 Unit 6: 102–103, 104–105, 106–107, 108–109, 112–113, 114–115, 118–119, 120–121, 124–125, 126–127, 128–129, 130–131, 136, 137, 138–139, 142–143, 144–145, 146–147, 148–149, 152–153, 154–155, 156–157, 158–159, 160–161, 162–163, 168, 169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 184–185, 186–187, 190–191, 192–193 Unit 7: 4–5, 6–7, 8–9, 10–11, 14–15, 16–17, 20–21, 22–23, 24–25, 26–27, 30–31, 32–33, 38, 39, 40–41, 44–45, 46–47, 48–49, 50–51, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 70, 71, 72–73, 74–75, 76–77, 80–81, 82–83, 88–89, 90–91, 92–93, 94–95 Unit 8: 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 118–119, 122–123, 124–125, 126–127, 128–129, 130–131, 136, 137, 138–139, 140–141, 142–143, 144–145, 148–149, 152–153, 154–155, 156–157, 158–159, 160–161, 168, 169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 184–185, 186–187, 188–189, 190–191, 192–193, 194–195 Unit 9: 4–5, 6–7, 10–11, 12–13, 16–17, 22–23, 24–25, 28–29, 30–31, 38, 39, 40–41, 44–45, 46–47, 50–51, 56–57, 58–59, 62–63, 70, 71, 72–73, 76–77, 78–79, 82–83, 88–89, 90–91, 94–95 Unit 10: 102–103, 104–105, 108–109, 110–111, 114–115, 120–121, 124–125, 126–127, 128–129, 136, 137, 138–139, 142–143, 144–145,
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 70, 71 Unit 2: 102–103, 137 Unit 3: 4–5, 50–51 Unit 4: 102–103, 108–109, 169 Unit 5: 4–5, 38, 62–63, 94–95 Unit 6: 102–103, 160–161, 186–187, 192–193 Unit 7: 4–5, 94–95 Unit 8: 102–103, 108–109, 128–129, 160–161, 176–177, 186–187, 192–193 Unit 9: 4–5, 62–63 Unit 10: 102–103, 108–109, 126–127, 128–129, 169, 186–187, 192–193
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 10–11, 16–17, 30–31, 38, 39, 40–41, 46–47, 56–57, 70, 71, 72–73, 76–77, 82–83 Unit 2: 102–103, 137, 148–149, 154–155, 160–161, 168, 170–171 Unit 3: 4–5, 30–31, 38, 50–51, 56–57, 70, 82–83, 88–89, 94–95 Unit 4: 102–103, 108–109, 120–121, 126–127, 128–129, 144–145, 169 Unit 5: 4–5, 10–11, 16–17, 40–41, 56–57, 76–77, 88–89 Unit 6: 104–105, 114–115, 138–139, 142–143, 180–181, 186–187, 192–193 Unit 7: 4–5, 30–31, 50–51, 56–57, 88–89 Unit 8: 102–103, 114–115, 126–127, 128–129, 154–155, 168, 176–177 Unit 9: 4–5, 28–29, 56–57, 82–83 Unit 10: 102–103, 168, 169
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 28–29, 39, 56–57, 70, 71, 78–79, 82–83 Unit 2: 102–103, 108–109, 136, 168, 169 Unit 3: 4–5, 22–23, 38, 39, 50–51, 56–57, 70, 71, 94–95 Unit 4: 102–103, 108–109, 110–111, 120–121, 136, 137, 144–145, 169, 176–177 Unit 5: 4–5, 16–17, 39, 40–41, 44–45, 71, 72–73, 76–77, 88–89 Unit 6: 136, 180–181 Unit 7: 4–5, 38, 39, 50–51, 70, 71, 88–89 Unit 8: 102–103, 136, 154–155, 176–177 Unit 9: 4–5, 38, 40–41, 44–45, 56–57, 70 Unit 10: 102–103, 126–127, 128–129, 136, 137, 168, 169
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats,	TEACHER RESOURCE SYSTEM: Unit 1: 4–5 Unit 2: 102–103, 120–121 Unit 3: 4–5, 38, 39, 70 Unit 4: 102–103, 169 Unit 5: 4–5 Unit 6: 102–103, 136, 137, 168, 169 Unit 7: 4–5, 38, 39 Unit 8: 102–103, 136, 137 Unit 9: 4–5, 38, 39, 70, 71 Unit 10: 102–103, 136, 137, 168
SL.4.3	Identify the reasons and evidence a speaker provides to support	

Presentation of Knowledge and Ideas		Benchmark Ready to Advance
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,	TEACHER RESOURCE SYSTEM: Unit 9: 86–87, 92–93, 96–97 Unit 10: 190–191, 194–195
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the	
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English	TEACHER RESOURCE SYSTEM: Unit 1: 38, 39, 70 Unit 2: 136 Unit 3: 39, 71 Unit 4: 168, 169 Unit 5: 38, 39 Unit 7: 70 Unit 8: 136, 137 Unit 9: 86–87, 92–93 Unit 10: 126–127, 136
LANGUAGE STANDARDS		
Conventions of Standard English		Benchmark Ready to Advance
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	TEACHER RESOURCE SYSTEM: Unit 7: 64–65, 92–93 Unit 8: 162–163, 190–191 WRITING AND LANGUAGE HANDBOOK: 164-165 (Use Relative Adjectives), 166-167 (Use Relative Pronouns), Language BLM 1 (Use Relative Adjectives), Language BLM 2 (Use Relative Pronouns)
L.4.1b	Form and use the progressive (e.g., <i>I was walking</i> ; <i>I am walking</i> ; <i>I will be walking</i>) verb tenses.	TEACHER RESOURCE SYSTEM: Unit 1: 32–33 Unit 2: 162–163, 190–191 Unit 5: 64–65, 92–93 WRITING AND LANGUAGE HANDBOOK: 168-169 (Use Progressive Verb Tenses),
L.4.1c	Use modal auxiliaries (e.g., <i>can</i> , <i>may</i> , <i>must</i>) to convey various conditions.	TEACHER RESOURCE SYSTEM: Unit 4: 130–131, 184–185 Unit 8: 130–131, 184–185 WRITING AND LANGUAGE HANDBOOK: 170-171 (Use Modal Auxiliaries) BLM 4 (Use Modal Auxiliaries)
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	TEACHER RESOURCE SYSTEM: Unit 3: 32–33, 86–87 Unit 6: 162–163, 190–191, 194–195 WRITING AND LANGUAGE HANDBOOK: 172-173 (Order Adjectives within Sentences),
L.4.1e	Form and use prepositional phrases.	TEACHER RESOURCE SYSTEM: Unit 5: 32–33, 80–81 Unit 6: 130–131, 184–185, 194–195 WRITING AND LANGUAGE HANDBOOK: 174-175 (Use Prepositional Phrases), Language BLM 7 (Use Prepositional Phrases)
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. *	TEACHER RESOURCE SYSTEM: Unit 1: 96–97 Unit 3: 64–65, 92–93 Unit 7: 32–33 WRITING AND LANGUAGE HANDBOOK: 176-177 (Use Complete Sentences), Language BLM 8 (Use Complete Sentences)
L.4.1g	Correctly use frequently confused words (e.g., <i>to</i> , <i>too</i> , <i>two</i> ; <i>there</i> , <i>their</i>). *	TEACHER RESOURCE SYSTEM: Unit 4: 162–163, 190–191 Unit 7: 84–85, 90–91 Unit 9: 74–75 Unit 10: 158–159 WRITING AND LANGUAGE HANDBOOK: 178-179 (Use Frequently Confused Words), Language BLM 9 (Use Frequently Confused Words)
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

L.4.2a	Use correct capitalization.	TEACHER RESOURCE SYSTEM: Unit 1: 64–65 Unit 2: 194–195 Unit 8: 194–195 WRITING AND LANGUAGE HANDBOOK: 180-181 (Use Correct Capitalization), Language BLM 10 (Use Correct Capitalization)
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	TEACHER RESOURCE SYSTEM: Unit 2: 130–131, 152–153, 184–185 Unit 6: 172–173 WRITING AND LANGUAGE HANDBOOK: 182-183 (Use Commas and Quotation Marks), Language BLM 11 (Use Commas and Quotation Marks)
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.	TEACHER RESOURCE SYSTEM: Unit 2: 130–131, 184–185 Unit 7: 32–33 WRITING AND LANGUAGE HANDBOOK: 184-185 (Use Commas in Compound Sentences), Language BLM 12 (Use Commas in Compound Sentences)
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 2: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 3: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 4: 116–117, 122–123, 150–151, 156–157, 162–163, 182–183, 188–189, 190–191 Unit 5: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 6: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 7: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 8: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 Unit 9: 18–19, 24–25, 52–53, 58–59, 74–75, 84–85, 90–91 Unit 10: 116–117, 124–125, 150–151, 156–157, 158–159, 182–183, 188–189 WRITING AND LANGUAGE HANDBOOK: 186-187 (Use Spelling Reference Materials), Language BLM 13 (Use Spelling Reference Materials)
Knowledge of Language		Benchmark Ready to Advance
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.4.3a	Choose words and phrases to convey ideas precisely. *	TEACHER RESOURCE SYSTEM: Unit 2: 146–147 Unit 3: 86–87 Unit 8: 178–179 WRITING AND LANGUAGE HANDBOOK: 188-189 (Use Precise Words and Phrases) Language BLM 14
L.4.3b	Choose punctuation for effect. *	TEACHER RESOURCE SYSTEM: Unit 6: 172–173 Unit 7: 80–81 Unit 9: 80–81 WRITING AND LANGUAGE HANDBOOK: 190–191 (Use Punctuation for Effect) Language BLM 15
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group).	TEACHER RESOURCE SYSTEM: Unit 1: 38 Unit 3: 64–65 Unit 7: 80–81 Unit 8: 136 Unit 9: 86–87, 92–93 WRITING AND LANGUAGE HANDBOOK: 192–192 (Use Formal and Informal English) Language BLM 16
Vocabulary Acquisition and Use		Benchmark Ready to Advance
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	TEACHER RESOURCE SYSTEM: Unit 1: 22–23, 82–83 Unit 2: 110–111, 144–145 Unit 3: 12–13, 56–57 Unit 4: 176–177 Unit 5: 10–11 Unit 6: 120–121, 176–177 Unit 8: 108–109, 144–145 Unit 9: 22–23, 46–47 Unit 10: 144–145 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Treasure Island: My Sea Adventure</i> (Q/40) Unit 3: <i>My Whale of a Tale</i> (O/34) Unit 6: <i>The Rumor Report, The Big Jump</i> (V/60) Unit 7: <i>Davy Crockett, John Henry, Keelboat Annie</i> (P/38) READER'S THEATER HANDBOOK: Unit 1: 15 Unit 3: 33 Unit 5: 57 Unit 6: 69 Unit 7: 87 Unit 8: 99 Unit 9: 105 WRITING AND LANGUAGE HANDBOOK: 194–195 (Use Context Clues) Language BLM 18
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	TEACHER RESOURCE SYSTEM: Unit 7: 52–53, 58–59 Unit 8: 116–117, 124–125, 150–151, 156–157 Unit 9: 52–53, 58–59 Unit 10: 182–183, 188–189 READER'S THEATER HANDBOOK: Unit 3: 39 WRITING AND LANGUAGE HANDBOOK: 196–197 (Use Greek and Latin Roots and Affixes) Language BLM 19

L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 22–23 Unit 2: 110–111, 144–145 Unit 4: 176–177 Unit 5: 10–11 Unit 6: 120–121, 176–177 Unit 7: 78–79 Unit 8: 108–109, 144–145 Unit 9: 22–23 Unit 10: 144–145, 176–177</p> <p>READER'S THEATER HANDBOOK: Unit 1: 9 Unit 2: 21 Unit 4: 45 Unit 6: 75 Unit 9: 111 Unit 10: 117</p> <p>WRITING AND LANGUAGE HANDBOOK: 198–199 (Use Dictionaries, Glossaries, and Thesauruses) Language BLM 20</p>
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 126–127, 186–187 Unit 3: 28–29, 46–47 Unit 4: 144–145 Unit 7: 22–23 Unit 9: 78–79, 88–89</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 3: <i>Opinions about Weather Scenes</i> (R/40) Unit 6: <i>Odysseus and the Cyclops, Circe Enchants Odysseus, The Call of the Sirens</i> (S/44)</p> <p>READER'S THEATER HANDBOOK: Unit 7: 81 Unit 8: 93 Unit 10: 123</p> <p>WRITING AND LANGUAGE HANDBOOK: 200–201 (use Similies and Metaphors) Language BLM 21</p>
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 104–105 Unit 3: 12–13, 56–57</p> <p>READER'S THEATER HANDBOOK: Unit 4: 51 Unit 5: 63 Unit 9: 105 Unit 10: 123</p> <p>WRITING AND LANGUAGE HANDBOOK: 202–203 (Use Idioms, Adages, and Proverbs) Language BLM 22</p>
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<p>TEACHER RESOURCE SYSTEM: Unit 7: 78–79</p> <p>READER'S THEATER HANDBOOK: Unit 2: 27</p> <p>WRITING AND LANGUAGE HANDBOOK: 204–205 (Use Synonyms and Antonyms)</p>
L.4.6	Acquire and use accurately grade–appropriate general academic and domain–specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and	<p>TEACHER RESOURCE SYSTEM: Unit 2: 110–111, 144–145 Unit 6: 176–177 Unit 9: 46–47 Unit 10: 110–111</p> <p>WRITING AND LANGUAGE HANDBOOK: 206–207 (Use Domain-Specific Words) Language BLM 24</p>

Benchmark Advance Grade 5 Strategies and Skills

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
1. The U.S. Constitution Then and Now	1	Ask questions	<ul style="list-style-type: none"> Determine Main Idea and Explain How Key Details Support It Explain the Relationships Between Events in a Text: Chronological Use Text Evidence to Draw Inferences Compare and Contrast the Overall Structure of Concepts in Two Texts Explain How an Author Uses Reasons and Evidence Integrate Information from Two Texts: Informative and Persuasive 	N/A	Writing to Sources: Personal Letter	Verb Tenses	Short Vowels a, e, ea, i, o, u	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	amendments, activists, benefited, citizens, insults, impressive, topics, public	compromise, denial, dignity, legislation, evolve, laws, rights	<ul style="list-style-type: none"> Use Simple Past and Past Perfect Verb Tenses Understand the Language of Chronology Narrative Write to Sources Understand Modal Auxiliaries Use Facts and Examples to Explore Word Meaning
	2	Ask questions	<ul style="list-style-type: none"> Determine Main Ideas and Explain How Key Details Support Them Explain the Relationship Between Chronological Events in a Text Use Text Evidence to Draw Inferences Compare and Contrast the Overall Structure of Concepts in Two Texts 	Use Context Clues to Define Domain-Specific Words	Performance Task Practice	Rules for Comma Usage	Long Vowels	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	contained, nation, freedom, reason, replied, rights, devoted, future	banned, inevitable, tensions, secession, splitting, Supreme Court, appealed	<ul style="list-style-type: none"> Understand Pronoun-Antecedent Agreement Use Appositives Use Irregular Verbs Use Past and Past Perfect Verb Tenses Use Prefixes and Suffixes
	3	Ask questions	<ul style="list-style-type: none"> Determine Main Ideas and Explain How Key Details Support Them Explain the Relationship Between Chronological Events in a Text Analyze Graphic Features: Photos, Captions, and Footnotes Explain How an Author Uses Reasons and Evidence Integrate Information from Multiple Texts on the Same Topic 	N/A	Performance Task Practice	Produce Complete Sentences	r-Controlled Vowels er, ir, ur (er, ear, ere, ir, ur, ure)	<ul style="list-style-type: none"> Inflection/ Intonation-Volume* Inflection/ Intonation-Stress* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	person, liberty, determination, earned, thirty, first, turned, cultures	integrated, restricting, tolerated	<ul style="list-style-type: none"> Use Subordinating Conjunctions Condense Ideas Combine Sentences to Connect Ideas Analyze Verbs and Verb Phrases Use Regular and Irregular Verbs

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
2. Developing Characters' Relationships	1	Visualize	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Two Characters in a Story Compare and Contrast Varieties of English (Dialect) Analyze How Multimedia Elements Contribute to Meaning and Tone Compare and Contrast Two Texts to Understand Character 	Determine the Meaning of Words and Phrases	Process Writing: Realistic Fiction	Form and Use the Past Perfect Tense	r-Controlled Vowels / <i>är/</i> , / <i>är/</i> , / <i>ör/</i> (air, are; ar; or, our, ore)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	participate, horseback, forth, sword, chores, forever, spare	cautiously, mischievous, rollicking, admire, compassion, perseverance, giddy, mar, throng, laden	<ul style="list-style-type: none"> Use Adverbials to Add Details Verb Tenses and Contractions Narrative Process Writing Understand Literary Language Analyze New Words
	2	Visualize	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Two Characters Compare and Contrast Varieties of English Quote Accurately from a Text When Drawing Inferences Compare and Contrast How Two Novel Excerpts Approach the Same Theme 	N/A	Process Writing: Realistic Fiction	Develop Realistic Dialogue	Closed Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	swimming, campers, forget, capture, discussed, except, summit, distance	distinct, expedition, peculiar, regrets	<ul style="list-style-type: none"> Understand and Use Interjections Condense Clauses Understand and Use Verb Tenses Use Adverbials to Describe Manner Categorize Words
	3	Visualize	<ul style="list-style-type: none"> Identify Key Events and Summarize Analyze How Multimedia Elements Contribute to Meaning and Tone Analyze How Visual Elements Contribute to Meaning and Mood Quote Accurately from a Text When Drawing Inferences Compare and Contrast How Two Novel Excerpts Approach the Same Topic 	N/A	Process Writing: Realistic Fiction	<ul style="list-style-type: none"> Revise to Develop Characters' Voices Edit for Correct Form and Use of the Past Perfect Tense 	Open Syllable Pattern	<ul style="list-style-type: none"> Expression: Anticipation/ Mood* Expression: Characterization/ Feelings* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	become, beloved, events, secret, famous, museum, pirates, readers	accomplice, occurred, vague	<ul style="list-style-type: none"> Use Prepositional Phrases Use Interjections Use Imperatives Understand Verb Tenses Use Compound Words

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
3. Cultivating Natural Resources	1	Determine Text Importance	<ul style="list-style-type: none"> Determine Two or More Main Ideas in a Text Explain Cause and Effect Relationships in a Text Identify and Analyze an Author's Objective Point of View Identify and Analyze an Author's Subjective Point of View Analyze Multiple Points of View on the Same Topic Draw on Information from Multiple Sources: Charts and Graphs 	N/A	Writing to Sources: Informative Report	Explain the Function of Conjunctions	Vowel-r Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	covered, kernels, forests, scorching, farmers, burst, thirteen	consumption, cultivated, depleting, emergence, generate, develop, landscape, resource	<ul style="list-style-type: none"> Use Shifts in Verb Tense to Explain Express Cause and Effect Informative Write to Sources Use Infinitives as Adverbials Analyze Words in Context
	2	Determine Text Importance	<ul style="list-style-type: none"> Determine Two or More Main Ideas in a Text Explain Cause and Effect Relationships in a Text Draw on Information from Multiple Sources Integrate Information from Two Texts on the Same Topic 	Determine the Meaning of Domain-Specific Vocabulary	Writing to Sources: Informative Report	Combine Sentences for Meaning, Interest, and Style	Vowel Team Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	explained, realized, rejoiced, enjoyed, throughout, thoughtful, approached, replied	beneficial, principles, surplus, symbiosis, integrity, rotation, hybrid, staple	<ul style="list-style-type: none"> Recognize Prepositional Phrases Use Prepositional Phrases to Indicate Location Understand Temporal Language Connect Two Ideas in a Sentence Use Multiple-Meaning Words
	3	Determine Text Importance	<ul style="list-style-type: none"> Determine Two or More Main Ideas in a Text Analyze Multiple Points of View on a Topic Draw on Information from Multiple Sources (Line Graphs) Integrate Information from Several Texts on the Same Topic Explain How an Author Uses Reasons and Evidence 	N/A	Writing to Sources: Informative Report	<ul style="list-style-type: none"> Improve Sentence Fluency by Combining Sentences Edit to Correct Conjunction Usage 	Consonant-le Syllable Pattern	<ul style="list-style-type: none"> Inflection/ Intonation: Pitch* Prosody: Expression-Characterization/ Feelings* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	castle, example, incredible, puzzle, unforgettable, nibble, available, principles	diversify, dominate	<ul style="list-style-type: none"> Understand Shifts in Verb Tense Understand Subject- Verb Agreement Use the Past and Present Verb Tenses Identify Words Related to Art Use Adverbs to Describe Verbs and Adjectives

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
4. Recognizing Author's Point of View	1	Make Inferences/Predictions	<ul style="list-style-type: none"> Read and Summarize Two Poems Describe How a Narrator's Point of View Influences How Events Are Described Identify Key Events and Summarize Explain How a Series of Sections Provide the Overall Structure of a Story Compare and Contrast Themes in Two Stories in the Same Genre 	<ul style="list-style-type: none"> Determine the Meaning of Words and Phrases as They Are Used in a Text Determine the Meaning of Figurative Language (Similes) 	Writing to Sources: Opinion Essay	Form and Use Perfect Verb Tenses	Vowel-Consonant-e Syllable Pattern	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	ashamed, scraped, bravely, blithe, excited, survive, those, contribute	implement, melodious, perspective, interpretation, perspectives, evaluate, blithe, delicious, mason, robust, melodious, simile, like, as	<ul style="list-style-type: none"> Use Present Participles Use Adverbials to Describe Time Opinion Write to Sources Use Prepositions to Describe Location Identify Multiple-Meaning Words
	2	Make Inferences/Predictions	<ul style="list-style-type: none"> Describe How a Narrator's Point of View Influences How Events Are Described Compare and Contrast How Two Narrators' Points of View Influence How Events Are Described Identify Key Events and Summarize 	<ul style="list-style-type: none"> Determine the Meaning of Figurative Language Determine the Meaning of Figurative Language (Idioms) 	Writing to Sources: Opinion Essay	Link Ideas Using Words, Phrases, and Clauses	Homographs	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	novel, left, bound, story, rare, kind, till, down	confront, justice, reassuring, solitude, idiom, adage, proverb, consequently, specifically, in contrast, because, next	<ul style="list-style-type: none"> Understand the Language of Comparison Use Question Words Recognize Differences in Verb Tenses Use Conjunctions to Connect Ideas Analyze Homographs
	3	Make Inferences/Predictions	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Themes in Two Stories in the Same Genre Develop Fluency: Read with Characterization and Feeling Quote Accurately From a Text When Drawing Inferences 	Determine the Meaning of Figurative Language	Writing to Sources: Opinion Essay	<ul style="list-style-type: none"> Link Opinions with Reasons Using Words, Phrases, and Clauses Correct Form and Use of the Present Perfect Tense 	Variant Vowels /ōō/ and /ō o / (oo, ew, ould, ull)	<ul style="list-style-type: none"> Rate: Speed/Pacing-Varied* Prosody: Inflection/Intonation-Stress* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	afternoon, food, flew, goodness, took, shook, pulled, couldn't	optimism, privilege, unrelenting, but, also, because, adages, proverbs, idioms, similes	<ul style="list-style-type: none"> Form and Use Irregular Verbs Understand Phrasal Verbs Understand Pronoun- Antecedent Agreement Use Modal Auxiliaries Explore Multiple-Meaning Words

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
5. Technology's Impact on Society	1	Summarize/Synthesize	<ul style="list-style-type: none"> Read and Respond to Poems Explain How Parts of a Text Fit Together to Provide the Overall Structure Determine Main Idea and Explain How Key Details Support It Explain the Relationship Between Events in a Historical Text Integrating Information from Multiple Sources to Speak Knowledgeably About a Topic 	Consult Reference Materials to Define the Precise Meaning of Words and Phrases	Process Writing: Opinion Essay	Understand Modifying Phrases	Noun Suffixes (-ology, -ant, -er, -or, -ery)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by 	technology, tenants, observant, immigrant, laborer, educator, author, machinery	lucrative, network, radically, Industrial Revolution, rural, urban, technology, shuttle, loom, belt, gearing	<ul style="list-style-type: none"> Understand the Structure of Poetry Use Verb Phrases Opinion Process Writing Use Prepositional Phrases Use Words with Noun Suffixes -er, -or
	2	Summarize/Synthesize	<ul style="list-style-type: none"> Explain How Parts of a Poem Fit Together to Provide the Overall Structure Determine Main Idea and Explain How Key Details Support It Develop Fluency: Read with Dramatic Expression Compare and 	N/A	Process Writing: Opinion Essay	Understand Modal Auxiliaries	Latin Roots (spec, liter, vent, struct)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information 	unexpected, respect, spectacular, literary, adventure, structure, invention, construction	alter, mingle, task	<ul style="list-style-type: none"> Use Adverbs to Specify Frequency Condense Ideas Use Prepositional Phrases Use Verb Tense to Convey Times Analyze Word Relationships
	3	Summarize/Synthesize	<ul style="list-style-type: none"> Determine Main Idea and Explain How Key Details Support It Explain the Relationship Between Events in a Historical Text Integrate Information from Multiple Sources to Speak Knowledgeably About a Topic 	Determine the Meaning of Domain-Specific Vocabulary	Process Writing: Opinion Essay	Revise to Strengthen Opinion Using Modal Auxiliaries	Homophones	Short Pauses*	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain 	course, died, feat, hire, missed, sent, steel, would	affordable, available, manual, urban, card, mined, gin, contraption, innovative	<ul style="list-style-type: none"> Connect Ideas Link Ideas and Events with Connecting Words Use Context Clues to Understand Vocabulary Recognize and Distinguish Between Homophones Analyze Words with Greek and Latin Roots

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/ Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
6. Up Against the Wild	1	Make Connections	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Two Characters in a Text Determine How Characters in a Drama Respond to Challenges Explain the Overall Structure of a Text (One-Act Drama) Compare and Contrast Two Stories with Similar Themes 	Determine the Meaning of Words and Phrases as They Are Used in a Text	Process Writing: Narrative Journal Entry	Understand the Function of Prepositions	Variant Vowel /ô/ (al, alk, all, au, aw)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	always, awesome, because, fawned, installment, jaws, launched, stalk	chaos, evacuate, priorities, inspiring, elements, compel, public spectacle, ravenous, bounding, fawned, pardoned	<ul style="list-style-type: none"> Understand Verb Tense Use Adjectives to Signal States of Being Narrative Write to Sources Understand the Structure of a Play Use Words with Suffixes -ly and -ily
	2	Make Connections	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Two Characters in a Text Compare and Contrast Two Stories with Similar Themes Quote Accurately from a Text When Drawing Inferences 	Determine the Meaning of Words and Phrases as They Are Used in a Text	Process Writing: Narrative Journal Entry	Form and Use the Future Perfect Tense	Noun Suffixes (-tion, -ty, -sion, -ness, -ment)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	apprehension, government, astonishment, illness, conditions, provisions, exhaustion, visibility	ascended, peril, vicarious, antagonist, bristling, assailants, disconsolate	<ul style="list-style-type: none"> Use Adverbs and Adverb Phrases Recognize Pronouns and Antecedents Recognize and Use Connecting Words Form Adverbs from Adjectives Use Synonyms to Understand Meaning
	3	Make Connections	<ul style="list-style-type: none"> Identify Key Events and Summarize Determine How Characters in a Story Respond to Challenges Compare and Contrast Two Texts with Similar Themes Quote Accurately From a Text When Drawing Inferences 	Determine the Meaning of Words and Phrases as They Are Used in a Text	Process Writing: Narrative Journal Entry	<ul style="list-style-type: none"> Revise to Add Details Using Prepositional Phrases Edit for Correct Form and Use of Verb Tenses 	Compound Words (Hyphenated, Open)	<ul style="list-style-type: none"> Phrasing—Units of Meaning in Complex Sentences* Pausing: Short Pause* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	each other, far- flung, half-moon, ocean liner, polar region, ready-made, super-wolf, well- being	adjusted, bolted, hostile, marveled, pen, change, pack, safe, bare(d), desolate, sensitive, swell	<ul style="list-style-type: none"> Combine Clauses to Connect Ideas Condense Ideas Use Prepositional Phrases Use Sense Imagery to Describe Understand Domain-Specific Words

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
7. Conflicts That Shaped a Nation	1	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Analyze the Overall Structure of Events in a Text Explain How Authors Use Reasons and Evidence to Support Particular Points Identify and Understand Dialect in a Text Compare and Contrast the Overall Structure of Events in Two or More Texts 	Determine the Meaning of Domain-Specific Vocabulary	Writing to Sources: Informative Report	Reduce Sentences for Meaning, Interest, and Style	Words with Final /əɪ/ and /ər/	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	another, honor, battle, hospital, doctors, medical	adversaries, colonies, rebellion, resented, conflict, political upheaval, home front, enlisted, siege, batteries, bayonets, detachment	<ul style="list-style-type: none"> Understand the Structure of a Diary Understand the Language of Sequence Informative Write to Sources Connect Ideas Analyze Domain-Specific Words
	2	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Explain How an Author Uses Reasons and Evidence to Support Particular Points Quote Accurately from a Text to Explain and Draw Inferences Integrate Information from Several Texts on the Same Topic 	N/A	Writing to Sources: Informative Report	Use Correlative Conjunctions	Prefixes (re-, pre-, dis-, mis-)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	dissatisfy, precaution, reunited, disease, reaction, misguided, recollect	allies, militias, population, repercussions, sacrifice	<ul style="list-style-type: none"> Form and Use Irregular Verbs Use Verb Tenses to Convey Time Condense Ideas Use Adverbials to Add Details about Time Use Synonyms and Antonyms
	3	Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Identify and Understand Dialect in a Text Integrate Information from Several Texts on the Same Topic to Speak Knowledgeably on a Topic Identify and Summarize Key Events Explain How Parts of a Text Fit Together to Provide the Overall Structure 	Determine the Meaning of Figurative Language (Similes)	Writing to Sources: Informative Report	<ul style="list-style-type: none"> Revise to Improve Sentence Fluency by Reducing Sentences Edit for Correct Use of Correlative Conjunctions 	Silent Letters kn, wr, gh, gn, wh	<ul style="list-style-type: none"> Rate: Speed/Pacing– Varied* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	assignment, whole, eighteen, written, know	regiment, like, as	<ul style="list-style-type: none"> Use Conjunctions to Connect Ideas Use Prepositional Phrases Use Connecting Words to Link Ideas Understand and Use Figurative Language: Similes Build Vocabulary Relating to Young Patriots

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
8. Water: Fact and Fiction	1	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Characters in a Story Determine Two or More Main Ideas in a Text Explain How an Author Uses Reasons and Evidence Integrate Information from Two Texts to Speak Knowledgeably About a Topic 	<ul style="list-style-type: none"> Determine the Meaning of Figurative Language (Similes) Determine Meaning of Domain-Specific Vocabulary 	Process Writing: Informative Report	Expand Sentences for Meaning, Interest, and Style	/ou/ and /oi/	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	outlandish, mountain, powerful, showered, exploit, moisture, hoisted, joyously	obliterated, scarce, temporary, abundant, precious, revered, element, simile, like, as, desert, reservoirs, xeriscaping, yarrow, horticulture	<ul style="list-style-type: none"> Understand the Text Structure of Myths Use Similes Informative Process Writing Use Verb Tense Use Comparative and Superlative Suffixes
	2	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Identify Key Events and Summarize Compare and Contrast Characters in a Story Explain How Parts of a Text Fit Together to Provide the Overall Structure Compare and Contrast Two Texts with Similar Themes 	Determine the Meaning of Figurative Language	Process Writing: Informative Report	Sentences with Multiple Tenses	Latin Roots (aud, vis, form, cede)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	audiences, audible, visualize, transformed, recede, proceed, vision, uniform	myriads, pursuit, receded, tranquil, vast, like, as	<ul style="list-style-type: none"> Understand Problem and Solution Text Structure Link Events with Connecting Words Understand Noun and Pronoun Agreement Use the Language of Sequence of Events Use Suffixes -ly, -ily,
	3	Ask Questions, Determine Text Importance, Summarize/ Synthesize	<ul style="list-style-type: none"> Determine Two or More Main Ideas in a Text Explain How an Author Uses Reasons and Evidence Integrate Information from Two Texts on the Same Topic Explain the Relationship Between Events in a Scientific Text 	N/A	Process Writing: Informative Report	<ul style="list-style-type: none"> Revise to Improve Sentences by Expanding Sentences Edit for Correct Form and Use of Verb Tenses 	Adjective Suffixes (-y, -ent, -ive, -ic, -ful)	<ul style="list-style-type: none"> Prosody: Expression-Dramatic Expression* Prosody: Expression-Anticipation/Mood* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	sandy, impressive, optimistic, dependent, cumulative, peaceful, confident, historic	distribute, problematic, irrigation, distribute, puts, aims, right, directly, runoff, pollution, harmful	<ul style="list-style-type: none"> Condense Ideas Use Adjectives to Expand Sentences Use the Language of Cause and Effect Use Words with Suffixes -al, -ity, -ic Use Simple, Compound, and Complex Sentences

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
9. The Economic Development of Cities	1	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Draw on Information from Multiple Sources Explain How an Author Uses Reasons and Evidence Draw on Information from Multiple Print Sources Integrate Information from Two Texts on the Same Topic 	Determine or Clarify the Meaning of Multiple-Meaning Words	Process Writing: Multimedia Presentation	N/A	Irregular Past Tense Verbs	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	grew, threw, knew, blew, thought, brought, spent, rang, stood	decline, estimated, ethnic, incorporated, economic development, densely populated, urban, change, earth, found, mission, mouth, post	<ul style="list-style-type: none"> Use Past Tense Verbs Use Noun Phrases to Add Detail Multimedia Writing Switch Between Verb Tense Use Context to Explore Word Meaning
	2	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Draw on Information from Multiple Sources Explain How an Author Uses Reasons and Evidence Integrate Information from Two Texts on the Same Topic 	Determine the Meaning of Domain-Specific Words and Phrases	Process Writing: Multimedia Presentation	N/A	Inflectional Endings with Spelling Changes (-ed, -ing)	Read on-level text with purpose and understanding	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	exploded, required, referred, ratified, popping, assembling, inflating, creating	obstacles, opportunities, emigrant, incentive, droves, seaboard, vibrancy	<ul style="list-style-type: none"> Use Irregular Nouns Form Complex Sentences Use Contractions Combine Clauses to Condense Ideas Explore Words to Build Vocabulary
	3	Visualize, Make Inferences/Predictions, Make Connections	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Compare and Contrast the Overall Structure of Events in Two or More Texts Explain How an Author Uses Reasons and Evidence Draw on Information from Multiple Sources Integrate Information from Several Texts on the Same Topic 	N/A	Process Writing: Multimedia Presentation	N/A	Prefixes that Describe Where (pro-, em-, en-, per-, im-)	<ul style="list-style-type: none"> Intonation Inflection– Stress* Rate: Speed/Pacing– Varied* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	produced, program, embarked, energy, percent, permitted, permanently, imminent	entrepreneurs, incentives, prosperity, revitalize	<ul style="list-style-type: none"> Condense Ideas By Listing Nouns Use Verb Tense to Convey Time Use Introductory Prepositional Phrases to Establish Time Analyze Unfamiliar Vocabulary Use Commas in a Series

Unit	Week	Metacognitive Strategy	Reading Strategies	Vocabulary Strategies	Writing	Conventions of English	Phonics, Word Study & Vocabulary	Fluency	Speaking and Listening	Spelling/Word Study Words	Academic and Domain Specific Vocabulary	English Language Development
10. Transforming Matter	1	Ask Questions, Determine Text Importance, Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Explain the Relationship Between Individuals, Concepts, and Events in a Text Draw on Information from Multiple Sources to Locate an Answer Explain the Relationship Between Individuals, Concepts, and Events in a Text Draw on Information from Multiple Sources Integrate Information from Several Texts on the Same Topic 	N/A	Process Writing: Poetry	N/A	Plurals: Spelling Changes/Irregulars	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	sketches, people, benches, theories, teeth, feet, children, bodies	composed, compressed, fixed, principle, properties, proposed	<ul style="list-style-type: none"> Switch Between Present and Past Tense Expand Noun Phrases Poetry Writing Use Prepositional Phrases Analyze Precise Words
	2	Ask Questions, Determine Text Importance, Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Draw on Information from Multiple Sources Explain the Relationship Between Individuals, Concepts, and Events in a Text Integrate Information from Several Texts on the Same Topic 	Determine the Meaning of Domain-Specific Words	Process Writing: Poetry	N/A	Science Roots (se, mech, cycle, phys, chem)	Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	inseparable, mechanized, mechanic, mechanism, physiotherapy, chemist, recycling	condenses, dissolves, property, size, shape, texture, solution, particles, reactants, state	<ul style="list-style-type: none"> Understand the Language of Cause and Effect Understand the Structure of an Informational Essay Understand Sequencing Language Switch Between Present and Future Tense Understand and Use Words with Science Roots
	3	Ask Questions, Determine Text Importance, Use Fix-Up/ Monitoring Strategies	<ul style="list-style-type: none"> Determine Two or More Main Ideas and Explain How Key Details Support Them Explain the Relationship Between Individuals, Concepts, and Events in a Text Use Text Evidence to Draw Inferences Integrate Information from Several Texts on the Same Topic 	Determine the Meaning of Domain-Specific Words and Phrases	Writing Reflection	N/A	Prefixes (re-, bio-, im-, ex-, micro-)	<ul style="list-style-type: none"> Phrasing—Units of Meaning in Complex Sentences* Prosody: Expression—Dramatic Expression* 	<ul style="list-style-type: none"> Engage Effectively in a Range of Collaborative Discussions Summarize Information Explain how a Speaker's Claim is Supported by Reasons and Evidence 	biologist, biochemistry, reaction, postdoctoral, immigrant, microbiologist	devoured, facilitate, enzymes, postdoctoral research, metabolism	<ul style="list-style-type: none"> Use Adjectives to Provide Detail Understand New Vocabulary Use Relative Clauses to Describe Nouns Analyze Related Words Cause-and-Effect Language

Benchmark Ready to Advance: Correlation to the MAS ELA Standards for Grade 5

READING STANDARDS FOR LITERATURE		
Key Ideas and Details		Benchmark Ready to Advance
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 48–49, 54–55, 60–61 Unit 2: 104–105, 108–109, 144–145, 176–177, 180–181, 186–187 Unit 4: 144–145, 180–181, 186–187, 192–193 Unit 5: 6–7, 30–31, 40–41, 44–45, 50–51, 56–57, 62–63, 94–95 Unit 6: 104–105, 108–109, 114–115, 120–121, 126–127, 128–129, 138–139, 142–143, 148–149, 154–155, 160–161, 170–171, 174–175, 180–181, 186–187, 192–193 Unit 7: 62–63, 72–73, 76–77, 82–83, 88–89 Unit 8: 104–105, 108–109, 110–111, 138–139, 142–143, 144–145, 154–155</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>American Beginnings</i> (R/40) Unit 2: <i>Atlanta's Race, King Midas and the Golden Touch, The Flight of Daedalus and Icarus</i> (R/40), <i>Daniel Boone, Sal Fink, and Paul Bunyan</i> (R/40), <i>A Tail for a Tail</i> (U/50), <i>Abimanyu, Mulan</i> (V/60), <i>Courage</i> (V/60), <i>Robin Hood Saves Will Stutely</i> (S/44) Unit 4: <i>The Secret Language of Elephants</i> (T/44), <i>Interpreting Our Dreams</i> (U/50), <i>The Trouble with Northrup...</i> (T/44) Unit 6: <i>The Wall</i> (U/50), <i>The Red-Tail Angels</i> (U/50), <i>Oliver Twist</i> (A Play Adaptation) (W/60)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 8–9, 13, 14–15, 19 Unit 2: 20–21, 25, 26–27, 31 Unit 3: 32–33, 37, 38–39, 43 Unit 4: 44–45, 49, 50–51, 53, 55 Unit 5: 56–57, 61, 62–63, 67 Unit 6: 68–69, 73, 74–75, 79 Unit 7: 80–81, 85, 86–87, 91 Unit 8: 92–93, 97, 98–99, 103 Unit 9: 104–105, 109, 110–111, 115 Unit 10: 116–117, 121, 122–123</p>
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 42–43 Unit 2: 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 Unit 4: 104–105, 110–111, 114–115, 138–139, 142–143, 170–171, 174–175 Unit 5: 6–7, 40–41, 44–45, 56–57, 62–63 Unit 6: 104–105, 114–115, 120–121, 128–129, 138–139, 142–143, 148–149, 154–155, 160–161, 170–171, 174–175, 180–181, 186–187, 192–193 Unit 7: 62–63, 72–73, 76–77 Unit 8: 104–105, 138–139, 142–143, 154–155</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>American Beginnings</i> (R/40) Unit 2: <i>Atlanta's Race, King Midas and the Golden Touch, The Flight of Daedalus and Icarus</i> (R/40), <i>Daniel Boone, Sal Fink, and Paul Bunyan</i> (R/40), <i>A Tail for a Tail</i> (U/50), <i>Abimanyu, Mulan</i> (V/60), <i>Courage</i> (V/60) Unit 4: <i>The Secret Language of Elephants</i> (T/44), <i>The Dog Did My Homework; Bigger</i> (Q/40), <i>Interpreting Our Dreams</i> (U/50), <i>The Trouble with Northrup...</i> (T/44) Unit 5: <i>Homework from the Future; The Encouragement App</i> (U/50) Unit 6: <i>Mere Moments; The Day the Towers Fell</i> (X/60), <i>The Lewis and Clark Expedition; Building the Transcontinental Railroad</i> (S/44), <i>The Wall</i> (U/50), <i>The Red-Tail Angels</i> (U/50), <i>Oliver Twist</i> (A Play Adaptation) (W/60)</p> <p>READER'S THEATER HANDBOOK: Unit 2: 20–21 Unit 4: 49, 50–51, 55 Unit 5: 56–57, 61 Unit 8: 98–99</p>
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<p>TEACHER RESOURCE SYSTEM: Unit 2: 108–109, 148–149, 180–181 Unit 6: 108–109, 128–129, 148–149, 154–155 Unit 8: 108–109, 144–145, 148–149</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>American Beginnings</i> (R/40) Unit 2: <i>Atlanta's Race, King Midas and the Golden Touch, The Flight of Daedalus and Icarus</i> (R/40), <i>Daniel Boone, Sal Fink, and Paul Bunyan</i> (R/40), <i>A Tail for a Tail</i> (U/50), <i>Abimanyu, Mulan</i> (V/60), <i>Courage</i> (V/60), <i>Robin Hood Saves Will Stutely</i> (S/44) Unit 4: <i>The Secret Language of Elephants</i> (T/44), <i>The Dog Did My Homework; Bigger</i> (Q/40), <i>The Trouble with Northrup...</i> (T/44) Unit 5: <i>Homework from the Future; The Encouragement App</i> (U/50) Unit 6: <i>Mere Moments; The Day the Towers Fell</i> (X/60), <i>The Lewis and Clark Expedition; Building the Transcontinental Railroad</i> (S/44), <i>The Wall</i> (U/50), <i>The Red-Tail Angels</i> (U/50), <i>Oliver Twist</i> (A Play Adaptation) (W/60)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 11, 12, 14–15, 16, 17, 18 Unit 2: 20–21, 23, 24, 29, 30 Unit 3: 35, 36, 41, 42 Unit 4: 44–45, 47, 48, 49, 50–51, 53, 54, 55 Unit 5: 56–57, 59, 60, 62–63, 65, 66, 67 Unit 6: 68–69, 71, 72, 73, 74–75, 77, 78, 79 Unit 7: 83, 84, 85, 89, 90 Unit 8: 95, 96, 101, 102 Unit 9: 110–111, 113, 114 Unit 10: 119, 120, 125, 126</p>
Craft and Structure		Benchmark Ready to Advance
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 110–111 Unit 4: 108–109, 126–127, 144–145, 148–149, 186–187 Unit 5: 12–13 Unit 6: 110–111, 144–145, 176–177 Unit 7: 88–89 Unit 8: 110–111, 154–155</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>The Trouble with Northrup...</i> (T/44)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 8–9, 14–15 Unit 2: 20–21, 26–27 Unit 3: 32–33, 38–39 Unit 4: 44–45, 50–51 Unit 5: 56–57, 62–63 Unit 6: 68–69, 74–75, 77, 78 Unit 7: 80–81, 86–87 Unit 8: 92–93, 98–99 Unit 9: 104–105, 110–111 Unit 10: 116–117, 122–123</p>
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<p>TEACHER RESOURCE SYSTEM: Unit 2: 128–129, 160–161, 192–193 Unit 4: 120–121 Unit 5: 10–11, 50–51, 56–57 Unit 6: 126–127 Unit 7: 78–79 Unit 8: 144–145</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>American Beginnings</i> (R/40) Unit 2: <i>Daniel Boone, Sal Fink, and Paul Bunyan</i> (R/40), <i>A Tail for a Tail</i> (U/50)</p>

RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	TEACHER RESOURCE SYSTEM: Unit 4: 110–111, 154–155, 160–161 Unit 6: 180–181 LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>The Dog Did My Homework; Bigger</i> (Q/40), <i>The Trouble with Northrup...</i> (T/44) Unit 5: <i>Homework from the Future; The Encouragement App</i> (U/50) Unit 6: <i>Mere Moments; The Day the Towers Fell</i> (X/60) READER'S THEATER HANDBOOK: Unit 3: 38–39 Unit 4: 47, 48 Unit 5: 61 Unit 6: 74–75
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	TEACHER RESOURCE SYSTEM: Unit 2: 126–127, 176–177, 180–181 Unit 4: 104–105 Unit 6: 180–181 Unit 9: 14–15 Unit 10: 162–163 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Daniel Boone, Sal Fink, and Paul Bunyan</i> (R/40) Unit 4: <i>The Dog Did My Homework; Bigger</i> (Q/40), <i>The Trouble with Northrup...</i> (T/44) Unit 5: <i>Homework from the Future; The Encouragement App</i> (U/50) Unit 6: <i>Mere Moments; The Day the Towers Fell</i> (X/60), <i>The Lewis and Clark Expedition; Building the Transcontinental Railroad</i> (S/44)
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	TEACHER RESOURCE SYSTEM: Unit 1: 74–75, 80–81, 86–87 Unit 2: 128–129, 160–161, 192–193 Unit 4: 128–129, 160–161, 192–193 Unit 5: 62–63 Unit 6: 128–129, 160–161, 192–193 Unit 7: 62–63 Unit 8: 160–161 LEVELED TEXT TEACHER'S GUIDES: Unit 2: <i>Robin Hood Saves Will Stutely</i> (S/44) Unit 4: <i>The Dog Did My Homework; Bigger</i> (Q/40) Unit 5: <i>Homework from the Future; The Encouragement App</i> (U/50) READER'S THEATER HANDBOOK: Unit 5: 61, 67 Unit 6: 73, 79 Unit 7: 85 Unit 8: 97
Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and	TEACHER RESOURCE SYSTEM: Unit 2: 104–105, 142–143, 174–175 Unit 4: 104–105, 138–139, 142–143, 170–171
READING STANDARDS FOR INFORMATIONAL TEXT		
Key Ideas and Details		Benchmark Ready to Advance
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TEACHER RESOURCE SYSTEM: Unit 1: 46–47, 56–57, 76–77, 78–79, 88–89, 94–95 Unit 3: 10–11, 12–13 Unit 5: 16–17, 22–23, 28–29, 30–31, 72–73, 76–77, 82–83, 88–89, 94–95 Unit 7: 6–7, 16–17, 40–41, 44–45, 46–47, 50–51, 56–57 Unit 8: 170–171, 174–175, 180–181, 186–187, 192–193 Unit 9: 6–7, 10–11, 16–17, 40–41, 44–45, 56–57, 72–73, 76–77, 82–83, 88–89 Unit 10: 104–105, 114–115, 128–129, 138–139, 142–143, 154–155, 160–161, 170–171, 174–175, 186–187, 192–193 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Shaping the Constitution</i> (S/44), <i>Opinions About Freedom of Speech</i> (U/50), <i>Amending the Constitution</i> (T/44), <i>Women Justices of the Supreme Court</i> (R/40), <i>Math in a Democracy</i> (U/50) Unit 3: <i>What Makes a Plant a Plant?</i> (Q/40), <i>Cells</i> (V/60), <i>Plant Atlas</i> (Q/40), <i>Plants We Use</i> (S/44), <i>Growing a Kitchen Garden</i> (N/30) Unit 4: <i>The Trail of Tears</i> (V/60) Unit 5: <i>Opinions About Putting Humans in Space: Worth the Cost</i> (S/44) Unit 6: <i>Narrative of the Life of Frederick Douglass</i> (X/60) Unit 7: <i>People of the American Revolution</i> (U/50), <i>Pocahontas; Squanto</i> (R/40), <i>John Adams; Abigail Adams</i> (U/50) Unit 8: <i>Catastrophic Storms</i> (T/44), <i>The Sky Is Green</i> (R/40), <i>Weather on Earth</i> (W/60), <i>Antarctica: A Year in Science</i> (R/40) Unit 9: <i>The Dust Bowl</i> (V/60), <i>Gold and the Settling of the West</i> (Z/80), <i>Establishing the U.S. Economy</i> (U/50), <i>The Formation of the U.S. Economy 1700-1861</i> (X/60) Unit 10: <i>Diamonds</i> (S/44) READER'S THEATER HANDBOOK: Unit 4: 49
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 3: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 5: 16–17, 72–73, 76–77 Unit 7: 6–7, 16–17, 40–41, 44–45, 50–51 Unit 8: 114–115, 170–171, 174–175 Unit 9: 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 Unit 10: 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Shaping the Constitution</i> (S/44), <i>Opinions About Freedom of Speech</i> (U/50), <i>Amending the Constitution</i> (T/44), <i>Women Justices of the Supreme Court</i> (R/40), <i>Math in a Democracy</i> (U/50) Unit 2: <i>A Tail for a Tail</i> (U/50) Unit 3: <i>What Makes a Plant a Plant?</i> (Q/40), <i>Cells</i> (V/60), <i>Plant Atlas</i> (Q/40), <i>Plants We Use</i> (S/44), <i>Growing a Kitchen Garden</i> (N/30), <i>Plant Genetics</i> (T/44) Unit 4: <i>The Trail of Tears</i> (V/60), <i>Perspectives of the American Revolution</i> (T/44) Unit 5: <i>Technology and the Civil War</i> (T/44), <i>Disasters of Technology</i> (W/60), <i>Lasers</i> (R/40), <i>The Transcontinental Railroad</i> (S/44), <i>Opinions About Putting Humans in Space: Worth the Cost</i> (S/44) Unit 6: <i>Narrative of the Life of Frederick Douglass</i> (X/60) Unit 7: <i>People of the American Revolution</i> (U/50), <i>Pocahontas; Squanto</i> (R/40), <i>John Adams; Abigail Adams</i> (U/50) Unit 8: <i>Catastrophic Storms</i> (T/44), <i>The Sky Is Green</i> (R/40), <i>Weatherworks</i> (S/44), <i>Weather on Earth</i> (W/60), <i>Antarctica: A Year in Science</i> (R/40), <i>Severe Weather</i> (W/60) Unit 9: <i>The New England Colonies</i> (Y/70), <i>The Dust Bowl</i> (V/60), <i>Gold and the Settling of the West</i> (Z/80), <i>Establishing the U.S. Economy</i> (U/50), <i>The U.S. Economy 1861-1941</i> (X/60), <i>The Formation of the U.S. Economy 1700-1861</i> (X/60) Unit 10: <i>Diamonds</i> (S/44)

RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 12–13, 22–23, 50–51, 56–57, 78–79, 82–83, 94–95 Unit 3: 10–11, 50–51, 56–57 Unit 5: 22–23, 28–29, 82–83, 88–89 Unit 8: 176–177, 186–187 Unit 9: 6–7 Unit 10: 108–109, 120–121, 154–155, 160–161</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Shaping the Constitution</i> (S/44), <i>Amending the Constitution</i> (T/44), <i>Women Justices of the Supreme Court</i> (R/40), <i>Math in a Democracy</i> (U/50) Unit 3: <i>What Makes a Plant a Plant?</i> (Q/40), <i>Cells</i> (V/60), <i>Plant Atlas</i> (Q/40) Unit 4: <i>The Trail of Tears</i> (V/60) Unit 5: <i>Disasters of Technology</i> (W/60), <i>Lasers</i> (R/40), <i>The Transcontinental Railroad</i> (S/44) Unit 7: <i>Pocahontas; Squanto</i> (R/40), <i>John Adams; Abigail Adams</i> (U/50) Unit 8: <i>Catastrophic Storms</i> (T/44), <i>Antarctica: A Year in Science</i> (R/40), <i>Severe Weather</i> (W/60) Unit 9: <i>The New England Colonies</i> (Y/70), <i>The Dust Bowl</i> (V/60), <i>Establishing the U.S. Economy</i> (U/50), <i>The U.S. Economy 1861-1941</i> (X/60), <i>The Formation of the U.S. Economy 1700-1861</i> (X/60) Unit 10: <i>Diamonds</i> (S/44)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 44–45, 49 Unit 7: 86–87 Unit 9: 104–105, 107, 108</p>
Craft and Structure		Benchmark Ready to Advance
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	<p>TEACHER RESOURCE SYSTEM: Unit 1: 46–47 Unit 3: 46–47 Unit 5: 78–79 Unit 7: 12–13, 28–29 Unit 8: 126–127 Unit 9: 12–13, 46–47 Unit 10: 144–145, 176–177</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas; Squanto</i> (R/40) Unit 8: <i>Weather on Earth</i> (W/60) Unit 9: <i>The U.S. Economy 1861-1941</i> (X/60), <i>The Formation of the U.S. Economy 1700-1861</i> (X/60) Unit 10: <i>Diamonds</i> (S/44)</p>
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 12–13, 22–23, 62–63 Unit 5: 22–23, 88–89 Unit 7: 10–11, 30–31 Unit 8: 192–193 Unit 9: 78–79 Unit 10: 128–129</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Shaping the Constitution</i> (S/44) Unit 3: <i>What Makes a Plant a Plant?</i> (Q/40), <i>Cells</i> (V/60), <i>Plant Atlas</i> (Q/40), <i>Growing a Kitchen Garden</i> (N/30) Unit 5: <i>Technology and the Civil War</i> (T/44), <i>Disasters of Technology</i> (W/60), <i>Lasers</i> (R/40), <i>The Transcontinental Railroad</i> (S/44) Unit 8: <i>Catastrophic Storms</i> (T/44), <i>Weatherworks</i> (S/44), <i>Weather on Earth</i> (W/60) Unit 9: <i>Gold and the Settling of the West</i> (Z/80)</p>
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<p>TEACHER RESOURCE SYSTEM: Unit 3: 12–13, 22–23, 30–31, 88–89 Unit 5: 30–31, 94–95 Unit 7: 56–57 Unit 8: 128–129</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Amending the Constitution</i> (T/44), <i>Women Justices of the Supreme Court</i> (R/40) Unit 3: <i>Plant Genetics</i> (T/44) Unit 5: <i>Disasters of Technology</i> (W/60), <i>The Transcontinental Railroad</i> (S/44) Unit 6: <i>Narrative of the Life of Frederick Douglass</i> (X/60) Unit 7: <i>Pocahontas; Squanto</i> (R/40) Unit 9: <i>The New England Colonies</i> (Y/70)</p> <p>READER'S THEATER HANDBOOK: Unit 4: 44–45, 49</p>
Integration of Knowledge and Ideas		Benchmark Ready to Advance
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 78–79 Unit 3: 28–29, 78–79 Unit 5: 28–29 Unit 9: 10–11, 28–29, 39, 50–51, 88–89 Unit 10: 110–111, 126–127, 148–149, 180–181, 192–193</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Amending the Constitution</i> (T/44) Unit 3: <i>What Makes a Plant a Plant?</i> (Q/40), <i>Plants We Use</i> (S/44), <i>Growing a Kitchen Garden</i> (N/30), <i>Plant Genetics</i> (T/44) Unit 4: <i>Perspectives of the American Revolution</i> (T/44) Unit 5: <i>Technology and the Civil War</i> (T/44), <i>Disasters of Technology</i> (W/60), <i>Lasers</i> (R/40), <i>The Transcontinental Railroad</i> (S/44) Unit 7: <i>Pocahontas; Squanto</i> (R/40) Unit 8: <i>Catastrophic Storms</i> (T/44), <i>Weatherworks</i> (S/44), <i>Severe Weather</i> (W/60) Unit 10: <i>Diamonds</i> (S/44)</p>
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<p>TEACHER RESOURCE SYSTEM: Unit 1: 28–29, 94–95 Unit 3: 82–83 Unit 7: 22–23, 46–47 Unit 8: 120–121, 180–181, 186–187 Unit 9: 22–23, 56–57, 82–83 Unit 10: 110–111</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 1: <i>Opinions About Freedom of Speech</i> (U/50) Unit 3: <i>Cells</i> (V/60), <i>Plants We Use</i> (S/44), <i>Plant Genetics</i> (T/44) Unit 4: <i>The Trail of Tears</i> (V/60), <i>Perspectives of the American Revolution</i> (T/44) Unit 5: <i>Technology and the Civil War</i> (T/44), <i>The Transcontinental Railroad</i> (S/44), <i>Opinions About Putting Humans in Space: Worth the Cost</i> (S/44) Unit 7: <i>People of the American Revolution</i> (U/50) Unit 8: <i>The Sky Is Green</i> (R/40) Unit 9: <i>Establishing the U.S. Economy</i> (U/50), <i>The U.S. Economy 1861-1941</i> (X/60) Unit 10: <i>Diamonds</i> (S/44)</p>
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<p>TEACHER RESOURCE SYSTEM: Unit 1: 30–31, 94–95 Unit 3: 62–63, 94–95 Unit 5: 30–31, 94–95 Unit 7: 62–63, 94–95 Unit 8: 128–129, 192–193 Unit 9: 28–29, 30–31, 39, 62–63, 94–95 Unit 10: 128–129, 160–161, 192–193</p> <p>LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>Perspectives of the American Revolution</i> (T/44) Unit 5: <i>Opinions About Putting Humans in Space: Worth the Cost</i> (S/44)</p> <p>READER'S THEATER HANDBOOK: Unit 1: 13, 19 Unit 2: 31 Unit 3: 37, 43 Unit 7: 91 Unit 8: 103 Unit 9: 109, 115 Unit 10: 121</p>

Range of Reading and Level of Text Complexity		Benchmark Ready to Advance
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical	TEACHER RESOURCE SYSTEM: Unit 1: 40–41, 44–45, 72–73, 76–77 Unit 3: 44–45, 76–77
READING STANDARDS: FOUNDATIONAL SKILLS		
Phonics and Word Recognition		Benchmark Ready to Advance
RF.5.3	Know and apply grade–level phonics and word analysis skills in decoding words.	
RF.5.3a	Use combined knowledge of all letter–sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 2: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 3: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 4: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 5: 18–19, 26–27, 52–53, 58–59, 84–85, 90–91 Unit 6: 118–119, 124–125, 150–151, 156–157, 182–183, 188–189 Unit 7: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 8: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 9: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 10: 116–117, 124–125, 150–151, 156–157, 182–183, 188–189
Fluency		Benchmark Ready to Advance
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.5.4a	Read on–level text with purpose and understanding.	TEACHER RESOURCE SYSTEM: Unit 1: 6–7, 40–41, 44–45, 72–73, 76–77 Unit 2: 104–105, 114–115, 138–139 Unit 3: 6–7, 16–17, 44–45, 72–73, 76–77 Unit 4: 104–105, 114–115, 138–139, 142–143, 170–171 READER'S THEATER HANDBOOK: Unit 1: 8–9, 10, 11, 12, 13, 14–15, 16, 17, 18, 19 Unit 2: 20–21, 22, 23, 24, 25, 26–27, 28, 29, 30, 31 Unit 3: 32–33, 34, 35, 36, 37, 38–39, 40, 41, 42, 43 Unit 4: 44–45, 46, 47, 48, 49, 50–51, 52, 53, 54, 55 Unit 5: 56–57, 58, 59, 60, 61, 62–63, 64, 65, 66, 67 Unit 6: 68–69, 70, 71, 72, 73, 74–75, 76, 77, 78, 79 Unit 7: 80–81, 82, 83, 84, 85, 86–87, 88, 89, 90, 91 Unit 8: 92–93, 94, 95, 96, 97, 98–99, 100, 101, 102, 103 Unit 9: 104–105, 106, 107, 108, 109, 110–111, 112, 113, 114, 115 Unit 10: 116–117, 118, 119, 120, 121, 122–123, 124, 125, 126
RF.5.4b	Read on–level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TEACHER RESOURCE SYSTEM: Unit 4: 176–177 Unit 5: 46–47 READER'S THEATER HANDBOOK: Unit 1: 8–9, 10, 11, 12, 13, 14–15, 16, 17, 18, 19 Unit 2: 20–21, 22, 23, 24, 25, 26–27, 28, 29, 30, 31 Unit 3: 32–33, 34, 35, 36, 37, 38–39, 40, 41, 42, 43 Unit 4: 44–45, 46, 47, 48, 49, 50–51, 52, 53, 54, 55 Unit 5: 56–57, 58, 59, 60, 61, 62–63, 64, 65, 66, 67 Unit 6: 68–69, 70, 71, 72, 73, 74–75, 76, 77, 78, 79 Unit 7: 80–81, 82, 83, 84, 85, 86–87, 88, 89, 90, 91 Unit 8: 92–93, 94, 95, 96, 97, 98–99, 100, 101, 102, 103 Unit 9: 104–105, 106, 107, 108, 109, 110–111, 112, 113, 114, 115 Unit 10: 116–117, 118, 119, 120, 121, 122–123, 124, 125, 126
RF.5.4c	Use context to confirm or self–correct word recognition and understanding, rereading as necessary.	TEACHER RESOURCE SYSTEM: Unit 1: 46–47 Unit 4: 176–177 Unit 5: 46–47 Unit 9: 46–47 READER'S THEATER HANDBOOK: Unit 1: 8–9, 10, 11, 12, 13, 14–15, 16, 17, 18, 19 Unit 2: 20–21, 22, 23, 24, 25, 26–27, 28, 29, 30, 31 Unit 3: 32–33, 34, 35, 36, 37, 38–39, 40, 41, 42, 43 Unit 4: 44–45, 46, 47, 48, 49, 50–51, 52, 53, 54, 55 Unit 5: 56–57, 58, 59, 60, 61, 62–63, 64, 65, 66, 67 Unit 6: 68–69, 70, 71, 72, 73, 74–75, 76, 77, 78, 79 Unit 7: 80–81, 82, 83, 84, 85, 86–87, 88, 89, 90, 91 Unit 8: 92–93, 94, 95, 96, 97, 98–99, 100, 101, 102, 103 Unit 9: 104–105, 106, 107, 108, 109, 110–111, 112, 113, 114, 115 Unit 10: 116–117, 118, 119, 120, 121, 122–123, 124, 125, 126
WRITING STANDARDS		
Types and Purposes		Benchmark Ready to Advance
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and	LEVELED TEXT TEACHER'S GUIDES: Unit 7: Pocahontas; Squanto (R/40)
W.5.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	TEACHER RESOURCE SYSTEM: Unit 4: 172–173 Unit 5: 42–43 Unit 9: 26–27, 32–33, 42–43, 64–65 LEVELED TEXT TEACHER'S GUIDES: Unit 10: Diamonds (S/44)

W.5.1b	Provide logically ordered reasons that are supported by facts and details.	TEACHER RESOURCE SYSTEM: Unit 4: 146–147, 178–179, 194–195 Unit 5: 48–49 Unit 9: 26–27, 32–33 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)
W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).	TEACHER RESOURCE SYSTEM: Unit 4: 162–163, 184–185 Unit 5: 54–55 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)
W.5.1d	Provide a concluding statement or section related to the opinion presented.	TEACHER RESOURCE SYSTEM: Unit 5: 60–61 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information	TEACHER RESOURCE SYSTEM: Unit 3: 26–27
W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include	TEACHER RESOURCE SYSTEM: Unit 3: 8–9, 74–75 Unit 6: 184–185 Unit 7: 14–15, 60–61 Unit 8: 140–141, 194–195 Unit 9: 8–9, 60–61, 74–75, 80–81
W.5.2b	Develop the topic with facts, definitions, concrete details,	TEACHER RESOURCE SYSTEM: Unit 3: 14–15, 80–81 Unit 7: 14–15, 48–49 Unit 8: 146–147 Unit 9: 48–49
W.5.2c	Link ideas within and across categories of information using	TEACHER RESOURCE SYSTEM: Unit 8: 152–153
W.5.2d	Use precise language and domain-specific vocabulary to	TEACHER RESOURCE SYSTEM: Unit 8: 178–179
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.	TEACHER RESOURCE SYSTEM: Unit 3: 80–81 Unit 8: 158–159 Unit 9: 54–55
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details,	TEACHER RESOURCE SYSTEM: Unit 2: 106–107, 140–141
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 6: 194–195
W.5.3b	Use narrative techniques, such as dialogue, description, and	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 146–147, 152–153 Unit 6: 172–173, 194–195
W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	TEACHER RESOURCE SYSTEM: Unit 2: 172–173
W.5.3d	Use concrete words and phrases and sensory details to	
W.5.3e	Provide a conclusion that follows from the narrated	TEACHER RESOURCE SYSTEM: Unit 1: 26–27 Unit 2: 158–159 Unit 6: 178–179

Production and Distribution of Writing		Benchmark Ready to Advance
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 20–21, 74–75, 80–81, 86–87, 92–93 Unit 2: 112–113, 118–119, 124–125 Unit 3: 42–43, 60–61 Unit 4: 140–141, 152–153 Unit 5: 8–9, 24–25, 74–75 Unit 6: 140–141, 158–159 Unit 7: 42–43, 54–55, 60–61 Unit 8: 106–107, 172–173 Unit 9: 20–21 Unit 10: 106–107, 112–113, 118–119, 122–123, 128–129, 130–131, 140–141, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas; Squanto</i> (R/40)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a	TEACHER RESOURCE SYSTEM: Unit 1: 8–9, 20–21, 92–93 Unit 2: 112–113, 118–119, 124–125, 172–173, 178–179, 184–185, 190–191 Unit 3: 8–9, 14–15, 20–21, 60–61 Unit 4: 106–107, 112–113, 118–119, 124–125, 152–153, 158–159, 194–195 Unit 5: 24–25, 74–75 Unit 6: 106–107, 112–113, 116–117, 122–123, 158–159 Unit 7: 8–9, 14–15, 20–21, 26–27, 54–55, 74–75, 80–81, 86–87, 92–93 Unit 8: 106–107, 124–125, 172–173 Unit 9: 20–21 Unit 10: 146–147, 152–153, 158–159
W.5.6	With some guidance and support from adults, use technology, including the	TEACHER RESOURCE SYSTEM: Unit 2: 194–195 Unit 5: 96–97 Unit 8: 194–195 Unit 10: 162–163
Research to Build and Present Knowledge		Benchmark Ready to Advance
W.5.7	Conduct short research projects that use several sources to build knowledge	TEACHER RESOURCE SYSTEM: Unit 3: 80–81 Unit 5: 14–15 Unit 8: 112–113 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas; Squanto</i> (R/40) Unit 10: <i>Diamonds</i> (S/44)
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize	TEACHER RESOURCE SYSTEM: Unit 1: 14–15 Unit 3: 14–15, 20–21, 26–27, 48–49, 54–55 Unit 4: 146–147, 194–195 Unit 5: 14–15, 20–21 Unit 6: 146–147, 152–153 Unit 7: 20–21, 48–49 Unit 8: 118–119 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas; Squanto</i> (R/40) Unit 10: <i>Diamonds</i> (S/44)
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.5.9a	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama,	TEACHER RESOURCE SYSTEM: Unit 1: 74–75, 80–81, 86–87 Unit 4: 194–195
W.5.9b	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying	TEACHER RESOURCE SYSTEM: Unit 4: 118–119 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)
Range of Writing		Benchmark Ready to Advance
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TEACHER RESOURCE SYSTEM: Unit 1: 10–11, 12–13, 22–23, 28–29, 50–51, 54–55, 56–57, 62–63, 74–75, 80–81, 82–83, 86–87, 88–89, 92–93, 94–95 Unit 2: 126–127, 148–149, 176–177, 180–181, 186–187, 192–193 Unit 3: 30–31, 78–79, 82–83, 88–89, 94–95, 96–97 Unit 4: 110–111, 114–115, 126–127, 128–129, 142–143, 148–149, 154–155, 160–161, 174–175, 180–181, 186–187 Unit 5: 30–31, 62–63, 82–83, 88–89 Unit 6: 128–129, 180–181, 186–187, 192–193, 194–195 Unit 7: 42–43, 96–97 Unit 10: 106–107, 112–113, 118–119, 122–123, 130–131, 140–141, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration		Benchmark Ready to Advance
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and</i>	TEACHER RESOURCE SYSTEM: Unit 7: 10–11, 50–51 Unit 8: 114–115, 142–143 Unit 10: 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)
SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 38, 39, 70, 71 Unit 2: 102–103, 136, 137, 168, 169 Unit 3: 4–5, 38, 70, 71 Unit 4: 102–103, 136, 137, 168, 169 Unit 5: 4–5, 6–8, 10–11, 16–17, 38, 39, 40–41, 44–45, 46–47, 50–51, 56–57, 70, 71, 72–73, 76–77 Unit 6: 102–103, 104–105, 110–111, 120–121, 136, 137, 138–139, 142–143, 160–161, 168, 169 Unit 7: 4–5, 6–7, 16–17, 38, 39, 40–41, 44–45, 70, 71 Unit 8: 102–103, 120–121, 126–127, 136, 137, 144–145, 148–149, 168, 169, 176–177 Unit 9: 6–7, 16–17, 28–29, 38, 40–41, 44–45, 70, 71, 72–73, 76–77, 88–89, 94–95 Unit 10: 102–103, 126–127, 136, 137, 168, 169
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 38, 39, 70, 71 Unit 2: 102–103, 136, 137, 168, 169 Unit 3: 4–5, 38, 70, 71 Unit 4: 102–103, 136, 137, 168, 169 Unit 5: 4–5, 38, 39, 70, 71 Unit 6: 102–103, 110–111, 136, 137, 168, 169 Unit 7: 4–5, 30–31, 38, 39, 46–47, 56–57, 70, 71 Unit 8: 102–103, 108–109, 128–129, 136, 137, 168, 169 Unit 9: 4–5, 22–23, 38, 56–57, 70, 71, 82–83 Unit 10: 102–103, 110–111, 120–121, 136, 137, 168, 169, 176–177, 180–181, 186–187
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 38, 39, 70, 71 Unit 2: 102–103, 136, 137, 168, 169 Unit 3: 4–5, 38, 70, 71 Unit 4: 102–103, 136, 137, 168, 169 Unit 5: 4–5, 6–8, 10–11, 38, 39, 50–51, 70, 71 Unit 6: 102–103, 114–115, 126–127, 136, 137, 148–149, 168, 169, 174–175 Unit 7: 4–5, 22–23, 38, 39, 70, 71, 82–83, 88–89, 94–95 Unit 8: 102–103, 108–109, 120–121, 128–129, 136, 137, 144–145, 148–149, 168, 169 Unit 9: 4–5, 30–31, 38, 70, 71, 78–79 Unit 10: 102–103, 108–109, 110–111, 120–121, 136, 137, 148–149, 154–155, 168, 169
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 38, 39, 70, 71 Unit 2: 102–103, 136, 137, 168, 169 Unit 3: 4–5, 38, 70, 71 Unit 4: 102–103, 136, 137, 168, 169 Unit 5: 4–5, 38, 39, 40–41, 44–45, 56–57, 70, 71 Unit 6: 102–103, 104–105, 108–109, 136, 137, 138–139, 142–143, 154–155, 168, 169, 170–171 Unit 7: 4–5, 6–7, 16–17, 28–29, 38, 39, 40–41, 44–45, 70, 71 Unit 8: 102–103, 104–105, 136, 137, 138–139, 160–161, 168, 169, 170–171, 174–175 Unit 9: 4–5, 6–7, 10–11, 16–17, 38, 40–41, 44–45, 50–51, 62–63, 70, 71, 72–73, 76–77 Unit 10: 102–103, 136, 137, 168, 169
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TEACHER RESOURCE SYSTEM: Unit 1: 4–5, 38, 39, 70, 71 Unit 2: 136, 137, 168, 169, 176–177 Unit 3: 4–5, 28–29, 38, 70, 71 Unit 4: 102–103, 136, 137, 168, 169 Unit 5: 4–5, 38, 39, 70, 71 Unit 6: 102–103, 136, 137, 168, 169 Unit 7: 4–5, 38 Unit 8: 102–103, 136, 137, 168, 169 Unit 9: 4–5, 8–9, 14–15, 38 Unit 10: 102–103, 136, 137
SL.5.3	Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and	TEACHER RESOURCE SYSTEM: Unit 8: 180–181 Unit 9: 38 LEVELED TEXT TEACHER'S GUIDES: Unit 10: <i>Diamonds</i> (S/44)
Presentation of Knowledge and Ideas		Benchmark Ready to Advance
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support	TEACHER RESOURCE SYSTEM: Unit 2: 168 Unit 7: 39, 70, 71, 78–79 Unit 8: 137 Unit 9: 8–9, 70, 71 Unit 10: 168, 169 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas: Squanto</i> (R/40) Unit 10: <i>Diamonds</i> (S/44)
SL.5.5	Include multimedia components (e.g., graphics,	TEACHER RESOURCE SYSTEM: Unit 9: 8–9, 32–33, 42–43, 60–61, 64–65, 74–75, 86–87, 92–93
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for	TEACHER RESOURCE SYSTEM: Unit 1: 38, 39, 70, 71 Unit 2: 136, 137, 168, 169 Unit 3: 38, 70, 71 Unit 4: 136, 137, 168, 169 Unit 5: 38, 39, 70, 71 Unit 6: 136, 137, 168, 169 Unit 7: 38, 39, 70 Unit 8: 136, 137, 168, 169 Unit 9: 70, 71, 96–97 Unit 10: 136, 137, 168, 169 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas: Squanto</i> (R/40) Unit 10: <i>Diamonds</i> (S/44)

LANGUAGE STANDARDS

Conventions of Standard English		Benchmark Ready to Advance
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	TEACHER RESOURCE SYSTEM: Unit 2: 162–163, 178–179 Unit 3: 32–33, 86–87, 92–93 Unit 7: 12–13 Unit 6: 130–131, 184–185 WRITING AND LANGUAGE HANDBOOK: 160-161 (Use Conjunctions), 162-163 (Use Interjections), 164-165 (Use Prepositions), Language BLM 1, Language BLM 2, Language BLM 3
L.5.1b	Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.	TEACHER RESOURCE SYSTEM: Unit 2: 130–131, 184–185 Unit 4: 130–131, 190–191 Unit 6: 162–163, 190–191 Unit 8: 162–163, 184–185 WRITING AND LANGUAGE HANDBOOK: 166-167 (Use Perfect Verb Tenses), 168-169 (Use Appropriate Verb Tense), Language BLM 4, Language BLM 5
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.	TEACHER RESOURCE SYSTEM: Unit 1: 32–33 Unit 2: 130–131, 184–185 Unit 4: 130–131, 190–191 Unit 5: 64–65, 80–81 Unit 6: 162–163, 190–191 Unit 8: 162–163, 184–185 WRITING AND LANGUAGE HANDBOOK: 166-167 (Use Perfect Verb Tenses), 168-169 (Use Appropriate Verb Tense), Language BLM 4, Language BLM 5
L.5.1d	Recognize and correct inappropriate shifts in verb tense.*	TEACHER RESOURCE SYSTEM: Unit 2: 130–131, 184–185 Unit 4: 190–191 Unit 6: 162–163, 190–191 Unit 7: 92–93 Unit 8: 162–163, 184–185 WRITING AND LANGUAGE HANDBOOK: 168-169 (Use Appropriate Verb Tense), Language BLM 5
L.5.1e	Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	TEACHER RESOURCE SYSTEM: Unit 3: 32–33, 92–93 Unit 5: 92–93 Unit 7: 64–65, 86–87
L.5.2	Demonstrate command of the conventions of standard English capitalization,	TEACHER RESOURCE SYSTEM: Unit 10: 116–117, 124–125
L.5.2a	Use punctuation to separate items in a series.*	TEACHER RESOURCE SYSTEM: Unit 1: 64–65 Unit 2: 190–191 Unit 5: 74–75, 86–87 Unit 8: 130–131, 172–173 READER'S THEATER HANDBOOK: Unit 2: 22, 23, 24 WRITING AND LANGUAGE HANDBOOK: 170-171 (Use Commas), Language BLM 6
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.	TEACHER RESOURCE SYSTEM: Unit 2: 190–191 Unit 3: 92–93 Unit 5: 32–33, 86–87 READER'S THEATER HANDBOOK: Unit 2: 22, 23, 24 Unit 5: 58 WRITING AND LANGUAGE HANDBOOK: 170-171 (Use Commas), Language BLM 6
L.5.2c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct	TEACHER RESOURCE SYSTEM: Unit 2: 162–163, 178–179, 190–191 LEVELED TEXT TEACHER'S GUIDES: Unit 7: Pocahontas; Squanto (R/40) WRITING AND LANGUAGE HANDBOOK: 170-171 (Use Commas), Language BLM 6
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.	TEACHER RESOURCE SYSTEM: Unit 2: 194–195 Unit 3: 26–27 Unit 8: 194–195 WRITING AND LANGUAGE HANDBOOK: 172-173 (Punctuate Titles of Works), Language BLM 7
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.	TEACHER RESOURCE SYSTEM: Unit 1: 18–19, 24–25, 52–53, 58–59, 90–91, 94–95, 96–97 Unit 2: 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 Unit 3: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 Unit 4: 116–117, 122–123, 182–183, 188–189 Unit 5: 12–13, 18–19, 26–27, 52–53, 58–59, 90–91 Unit 6: 118–119, 124–125, 144–145, 150–151, 156–157, 182–183, 188–189 Unit 8: 190–191 Unit 9: 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 WRITING AND LANGUAGE HANDBOOK: 174-175 (Use Spelling Reference Materials), Language BLM 8

Knowledge of Language		Benchmark Ready to Advance
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	TEACHER RESOURCE SYSTEM: Unit 3: 64–65, 86–87 Unit 5: 74–75 Unit 7: 32–33, 74–75 Unit 8: 130–131, 172–173
L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	TEACHER RESOURCE SYSTEM: Unit 2: 120–121, 152–153, 154–155, 162–163, 178–179 Unit 7: 28–29, 80–81 READER'S THEATER HANDBOOK: Unit 6: 71 Unit 7: 86–87
Vocabulary Acquisition and Use		Benchmark Ready to Advance
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5</i>	TEACHER RESOURCE SYSTEM: Unit 1: 4–5 Unit 2: 102 Unit 3: 4–5 Unit 4: 102–103 Unit 5: 4–5 Unit 6: 102–103 Unit 7: 4–5 Unit 8: 102–103, 110–111, 122–123 Unit 9: 4–5 Unit 10: 102–103 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas; Squanto</i> (R/40)
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	TEACHER RESOURCE SYSTEM: Unit 1: 46–47 Unit 2: 110–111 Unit 3: 46–47 Unit 5: 78–79, 90–91 Unit 6: 110–111, 144–145, 176–177 Unit 8: 126–127 Unit 9: 12–13, 46–47 Unit 10: 144–145 LEVELED TEXT TEACHER'S GUIDES: Unit 7: <i>Pocahontas; Squanto</i> (R/40) Unit 8: <i>Severe Weather</i> (W/60) Unit 10: <i>Diamonds</i> (S/44) READER'S THEATER HANDBOOK: Unit 1: 8–9 Unit 2: 20–21, 26–27 Unit 3: 32–33, 38–39 Unit 4: 50–51 Unit 5: 62–63 Unit 6: 68–69 Unit 7: 86–87 Unit 8: 92–93, 98–99 Unit 9: 104–105, 110–111
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).	TEACHER RESOURCE SYSTEM: Unit 5: 52–53, 58–59 Unit 7: 52–53, 58–59 Unit 8: 150–151, 156–157, 182–183 Unit 10: 182–183, 188–189 LEVELED TEXT TEACHER'S GUIDES: Unit 9: <i>The New England Colonies</i> (Y/70), <i>Gold and the Settling of the West</i> (Z/80)
L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	TEACHER RESOURCE SYSTEM: Unit 1: 46–47 Unit 2: 110–111 Unit 3: 46–47 Unit 4: 108–109 Unit 5: 12–13, 78–79 Unit 6: 144–145, 176–177 Unit 7: 12–13 Unit 8: 178–179 Unit 9: 12–13, 46–47 Unit 10: 144–145 READER'S THEATER HANDBOOK: Unit 5: 56–57, 62–63 Unit 7: 80–81
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.5.5a	Interpret figurative language, including similes and metaphors, in context.	TEACHER RESOURCE SYSTEM: Unit 4: 126–127, 148–149, 186–187 Unit 7: 88–89 Unit 8: 154–155 LEVELED TEXT TEACHER'S GUIDES: Unit 8: <i>The Sky Is Green</i> (R/40)
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	TEACHER RESOURCE SYSTEM: Unit 4: 144–145, 186–187 LEVELED TEXT TEACHER'S GUIDES: Unit 4: <i>The Trouble with Northrup...</i> (T/44)
L.5.5c	Use the relationship between particular words (e.g.,	TEACHER RESOURCE SYSTEM: Unit 1: 56–57 Unit 4: 150–151, 156–157 Unit 9: 12–13
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical	TEACHER RESOURCE SYSTEM: Unit 2: 172–173 Unit 4: 162–163, 184–185 Unit 5: 12–13, 54–55, 86–87 Unit 7: 12–13 Unit 10: 144–145, 150–151, 156–157 READER'S THEATER HANDBOOK: Unit 4: 44–45, 55 Unit 5: 61, 67 Unit 6: 73, 79 Unit 7: 85

MATH CURRICULUM

Kindergarten Bridges in Mathematics Second Edition

	August / September	October	November / December	January	February	March	April	May / June
	Unit 1 Numbers to Five & Ten	Unit 2 Numbers to Ten	Unit 3 Bikes & Bugs: Double, Add & Subtract	Unit 4 Paths to Adding, Subtracting & Measuring	Unit 5 Two-Dimensional Geometry	Unit 6 Three-Dimensional Shapes & Numbers Beyond Ten	Unit 7 Weight & Place Value	Unit 8 Computing & Measuring with Frogs & Bugs
Module 1	Sorting Shoes <i>K.CC.1, K.CC.4a–c, K.CC.5, K.CC.6, K.CC.7, K.MD.2, K.MD.3, K.G.1, K.G.2, K.G.4, K.G.6</i>	Dots to Ten <i>K.CC.4a–b, K.CC.5, K.CC.6, K.OA.1, K.OA.3, K.OA.4</i>	Bicycle Doubles <i>K.CC.1, K.CC.4a–b, K.CC.5, K.OA.1, K.OA.3, K.G.5</i>	Paths: The Number Line <i>K.CC.1, K.CC.2, K.CC.3, K.CC.5, K.CC.7, K.MD.1</i>	Exploring Shapes <i>K.CC.1, K.CC.3, K.CC.6, K.CC.7, K.OA.3, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5</i>	What Do You Know About Three-Dimensional Shapes? <i>K.CC.1, K.CC.2, K.CC.4a–b, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.NBT.1, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5</i>	How Heavy? Weight & Number <i>K.CC.1, K.CC.3, K.CC.5, K.OA.1, K.OA.2, K.OA.3, K.NBT.1, K.MD.1, K.MD.2, K.MD.3</i>	Catching, Counting & Comparing <i>K.CC.1, K.CC.2, K.CC.3, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1</i>
	CC	CC	OA	CC	G	G	MD	OA
Module 2	Friendly Fives <i>K.CC.3, K.CC.4a–b, K.CC.5, K.OA.3, K.MD.3</i>	Introducing the Number Rack <i>K.CC.3, K.CC.4a–b, K.CC.5, K.OA.1, K.OA.3</i>	Adding & Subtracting Ones <i>K.CC.2, K.CC.3, K.CC.4b, K.CC.5, K.OA.1, K.OA.2, K.OA.3, K.OA.4</i>	Counting, Adding & Subtracting with Forest Animals <i>K.CC.2, K.CC.3, K.CC.4a–b, K.CC.5, K.OA.1, K.OA.2, K.OA.5</i>	Circles, Squares, Triangles & Rectangles <i>K.CC.1, K.CC.6, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5</i>	More Three-Dimensional Shapes <i>K.CC.1, K.CC.2, K.CC.3, K.CC.4a–b, K.CC.5, K.CC.6, K.OA.3, K.OA.5, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5</i>	Tens & Ones to Twenty <i>K.CC.1, K.CC.3, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.OA.5, K.NBT.1</i>	Frogs: Estimating & Measuring <i>K.CC.1, K.CC.3, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.NBT.1, K.MD.1, K.MD.2, K.MD.3</i>
	CC	CC	OA	OA	G	G	NBT	MD
Module 3	Friendly Tens <i>K.CC.3, K.CC.4a–c, K.CC.5, K.CC.6, K.OA.3, K.MD.3</i>	Five & Some More <i>K.CC.1, K.CC.4a–c, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.MD.3</i>	Add, Subtract & Double It! <i>K.CC.2, K.CC.3, K.CC.4b, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.MD.1, K.MD.2</i>	Comparing & Measuring Length <i>K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.6, K.OA.5, K.MD.1, K.MD.2</i>	Constructing & Drawing Shapes <i>K.CC.3, K.CC.6, K.OA.4, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6</i>	Exploring the Teen Numbers <i>K.CC.1, K.CC.2, K.CC.3, K.CC.4c, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1</i>	Addition & Subtraction Story Problems <i>K.CC.3, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.MD.1</i>	Tens & Ones <i>K.CC.2, K.CC.3, K.CC.4c, K.CC.6, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1</i>
	CC	CC	OA	MD	G	NBT	OA	NBT
Module 4	Using Structures & Patterns <i>K.CC.3, K.CC.5, K.MP.6, K.MP.7</i>	Composing & Decomposing Shapes <i>K.CC.3, K.CC.5, K.G.1, K.G.2, K.G.4, K.G.6</i>	Put Them in Order <i>K.CC.2, K.CC.3, K.CC.4b–c, K.CC.6, K.CC.7, K.OA.3, K.OA.4</i>	Fives & Ones with Money <i>K.CC.1, K.CC.2, K.CC.6, K.OA.1, K.OA.2, K.OA.5, K.MD.3</i>	Sorting, Comparing, Composing & Decomposing Shapes <i>K.CC.3, K.CC.6, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6</i>	Combinations to Ten <i>K.CC.3, K.CC.4a–b, K.CC.5, K.OA.1, K.OA.2, K.OA.3, K.OA.5</i>	Counting by Tens & Ones <i>K.CC.1, K.CC.3, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.OA.5, K.NBT.1</i>	Addition & Subtraction Equations <i>K.CC.3, K.CC.5, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1</i>
	OA	MD	CC	MD	G	OA	NBT	OA

Kindergarten Number Corner Second Edition

	August / September	October	November	December	January	February	March	April	May / June
Calendar Grid	Circle, Rectangle, Triangle, Square <i>K.G.1, K.G.2, K.G.3, K.G.4</i>	Dancing Leaves <i>K.CC.4a-c, K.CC.5, K.G.1</i>	Flat & Solid Shapes <i>K.G.1, K.G.2, K.G.3, K.G.4, K.G.5</i>	Where's the Bear? <i>K.G.1</i>	Teddy Bear's Buttons: Combinations to Five <i>K.CC.4c, K.OA.1, K.OA.2, K.OA.3</i>	One Dot/Many Dots <i>K.CC.2, K.CC.4c, K.CC.5, K.CC.6</i>	How Many More to Make Ten? <i>K.CC.5, K.OA.1, K.OA.2, K.OA.4</i>	Measuring Tools <i>K.MD.1, K.MD.2, K.MD.3</i>	Number Puzzles <i>K.OA.1, K.OA.2,</i>
	G	G	G	G	OA	CC	OA	MD	OA
Calendar Collector	Collecting Cubes <i>K.CC.1, K.CC.4a-b, K.CC.5, K.NBT.1</i>	Collecting Cubes in Two Colors <i>K.CC.1, K.CC.4a-b, K.CC.5, K.CC.6, K.OA.3, K.NBT.1, K.MD.3</i>	Collecting Sticks <i>K.CC.4a-b, K.CC.5, K.NBT.1, K.MD.2</i>	Collecting Pattern Block Shapes <i>K.CC.1, K.CC.4a-c, K.CC.5, K.CC.6, K.NBT.1, K.MD.3, K.G.1</i>	Collecting Cubes in Three Colors <i>K.CC.4a-b, K.CC.5, K.CC.6, K.MD.3, K.NBT.1</i>	Ones & Fives with Pennies & Nickels <i>K.CC.2, K.OA.1, K.OA.2, K.OA.3, K.OA.5</i>	How Many Lambs? How Many Lions? <i>K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.5, K.MD.3</i>	Frogs & Toads to Five <i>K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.5, K.MD.3</i>	Cats & Dogs to Ten <i>K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.MD.3</i>
	NBT	NBT	MD	G	NBT	MD	OA	OA	OA
Days in School	Dots, Links & Numbers <i>K.CC.1, K.CC.4a-c</i>	How Many More? <i>K.CC.1, K.CC.4a-c, K.CC.5, K.OA.4</i>	Drawing to Make Ten <i>K.CC.1, K.CC.4a-b, K.OA.4</i>	Counting the Days Until Winter Break <i>K.CC.1, K.CC.4a-b, K.CC.5, K.OA.1, K.NBT.1</i>	How Many to Ten? <i>K.CC.4a-b, K.OA.1, K.OA.4</i>	One Hundred Days & Counting <i>K.CC.1, K.CC.4a-b, K.OA.4</i>	Counting by Ones & Tens on the Line <i>K.CC.1, K.CC.2, K.CC.4a-b, K.OA.4</i>	Counting to One Hundred by Ones & Tens <i>K.CC.1, K.CC.4a-b, K.OA.4</i>	Hopping by Tens on the Number Line <i>K.CC.1, K.CC.4a-b, K.OA.4</i>
	CC	CC	CC	CC	OA	NBT	NBT	NBT	NBT
Computational Fluency	Quantities to Five <i>K.CC.3, K.CC.4a-c, K.CC.5, K.OA.4</i>	Fun with Finger Patterns <i>K.CC.4a-c, K.CC.5, K.OA.3</i>	Combinations of Five <i>K.CC.4a-b, K.CC.5, K.OA.3</i>	Numbers from Six to Ten <i>K.CC.4a-c, K.OA.1, K.OA.3</i>	Combinations for Numbers from Two to Ten <i>K.CC.4b, K.OA.1, K.OA.3</i>	Representing Addition & Subtraction on the Farm <i>K.CC.5, K.OA.1, K.OA.2, K.OA.4</i>	Solving Addition & Subtraction Story Problems at the Zoo <i>K.CC.5, K.OA.1, K.OA.2, K.OA.3</i>	Sums & Minuends to Ten with Frogs & Toads <i>K.OA.1, K.OA.2</i>	Fives Up <i>K.CC.2, K.OA.1, K.OA.3, K.OA.4, K.OA.5</i>
	CC	CC	OA	OA	OA	OA	OA	OA	OA
Number Line	Up to Ten & Back Again <i>K.CC.1, K.CC.2, K.CC.3, K.CC.4a-b</i>	The Tricky Teens <i>K.CC.1, K.CC.2, K.CC.3, K.CC.4a-c,</i>	Numbers Before & After <i>K.CC.1, K.CC.2, K.CC.3, K.CC.4c, K.G.1</i>	The Twenties <i>K.CC.1, K.CC.2, K.CC.3, K.CC.4c, K.CC.7, K.G.1</i>	Hopping on the Number Line <i>K.CC.1, K.CC.2, K.CC.3, K.CC.4c, K.CC.6, K.CC.7</i>	Ten & More <i>K.CC.1, K.CC.2, K.CC.3, K.CC.4c, K.NBT.1</i>	Reviewing Teens & Twenties <i>K.CC.1, K.CC.2, K.CC.3, K.CC.6, K.CC.7, K.OA.4</i>	The Thirties & Forties <i>K.CC.1, K.CC.2, K.CC.4c, K.CC.7, K.OA.4</i>	Fun with Fifty <i>K.CC.1, K.CC.2, K.CC.7</i>
	CC	CC	CC	CC	CC	NBT	CC	CC	CC

Grade 1 Bridges in Mathematics Second Edition

	August / September	October	November / December	January	February	March	April	May / June
	Unit 1 Numbers All Around Us	Unit 2 Developing Strategies with Dice & Dominoes	Unit 3 Adding, Subtracting, Counting & Comparing	Unit 4 Leapfrogs on the Number Line	Unit 5 Geometry	Unit 6 Figure the Facts with Penguins	Unit 7 One Hundred & Beyond	Unit 8 Changes, Changes
Module 1	Counting & Data with Popsicles <i>1.NBT.1, 1.MD.4, 1.OA.5, 1.OA.6, 1.MD.2, 1.G.2</i>	Counting, Comparing & Adding with Dominoes <i>1.OA.3, 1.OA.5, 1.OA.6, 1.OA.7, 1.NBT.1, 1.NBT.3</i>	Single-Digit Sums <i>1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.4, 1.MD.4</i>	Adding & Subtracting on the Life-Sized Number Line <i>1.OA.1, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.4</i>	Introducing Two-Dimensional Shapes <i>1.OA.3, 1.OA.6, 1.MD.4, 1.G.1, 1.G.2</i>	Story Problems for Basic Addition & Subtraction <i>1.OA.1, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.1, 1.NBT.2b</i>	Grouping Sticks & Bundles Beyond One Hundred <i>1.OA.6, 1.NBT.1, 1.NBT.2, 1.NBT.2a-c, 1.NBT.3, 1.NBT.4, 1.NBT.6</i>	Time & Duration <i>1.OA.8, 1.NBT.1, 1.NBT.3, 1.NBT.4, 1.MD.3, 1.MD.4, 1.G.3</i>
	NBT	OA	OA	OA	G	OA	NBT	MD
Module 2	Meet the Number Rack <i>1.OA.1, 1.OA.3, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.2b, 1.MD.4</i>	Fact Families & Story Problems <i>1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.1, 1.NBT.3</i>	Combinations with the Number Rack <i>1.OA.1, 1.OA.2, 1.OA.3, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.3, 1.NBT.4, 1.MD.3, 1.MD.4</i>	Jumping by Fives & Tens <i>1.NBT.1, 1.NBT.2c, 1.NBT.4, 1.NBT.5, 1.NBT.6</i>	Introducing Three-Dimensional Shapes <i>1.OA.6, 1.OA.7, 1.MD.4, 1.G.1, 1.G.2</i>	Combinations & Story Problems <i>1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.6, 1.OA.8, 1.NBT.2b</i>	Hansel & Gretel's Path on the Number Line <i>1.NBT.1, 1.NBT.2, 1.NBT.4, 1.NBT.5, 1.NBT.6</i>	Patterns, Structure & Change <i>1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6, 1.NBT.4, 1.NBT.5, 1.NBT.6, 1.G.3</i>
	OA	OA	OA	NBT	G	OA	NBT	OA
Module 3	Part-Part-Whole to Ten <i>1.OA.1, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.MD.1, 1.MD.2, 1.MD.4</i>	Introducing Fact Strategies <i>1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8, 1.MD.4, 1.G.2</i>	Tens & Teens <i>1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.2a-b, 1.NBT.3, 1.NBT.4</i>	Jumping by Fives & Tens on the Open Number Line <i>1.OA.1, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.2c, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6</i>	Putting Shapes Together & Taking Them Apart <i>1.OA.6, 1.NBT.1, 1.NBT.4, 1.NBT.6, 1.G.1, 1.G.2, 1.G.3</i>	Solving for the Unknown in Penguin Stories <i>1.OA.1, 1.OA.4, 1.OA.6, 1.OA.7, 1.OA.8</i>	Adding & Subtracting Two-Digit Numbers with Hansel & Gretel <i>1.OA.1, 1.OA.2, 1.OA.3, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6, 1.MD.2, 1.G.3</i>	Measurement & Data with Paper Gliders <i>1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.MD.1, 1.MD.2, 1.MD.4, 1.G.3</i>
	OA	OA	NBT	NBT	G	OA	NBT	MD
Module 4	Adding & Subtracting to Ten with the Number Rack <i>1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.MD.1, 1.MD.2, 1.MD.4</i>	Counting by Fives & Tens <i>1.OA.1, 1.OA.3, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.3, 1.NBT.4, 1.G.2, 1.G.2, 1.G.3</i>	Exploring Equations <i>1.OA.1, 1.OA.3, 1.OA.6, 1.OA.7, 1.OA.8</i>	Measuring, Comparing & Subtracting with Penguins <i>1.OA.1, 1.OA.4, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.2c, 1.NBT.3, 1.NBT.4, 1.NBT.6, 1.MD.1, 1.MD.2, 1.MD.4</i>	Sorting & Graphing Shapes <i>1.OA.1, 1.OA.2, 1.OA.4, 1.NBT.4, 1.MD.4, 1.G.1, 1.G.2, 1.G.3</i>	Measuring & Comparing Emperor & Little Blue Penguins <i>1.OA.1, 1.OA.2, 1.OA.6, 1.NBT.1, 1.NBT.3, 1.NBT.4, 1.MD.1, 1.MD.2</i>	Place Value with Money <i>1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.MD.3, 1.MD.4</i>	Measuring Our Growth <i>1.OA.3, 1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.MD.1, 1.MD.2, 1.MD.3, 1.MD.4</i>
	OA	NBT	OA	MD	G	MD	NBT	MD

Grade 1 Number Corner Second Edition

	August / September	October	November	December	January	February	March	April	May / June
Calendar Grid	Place Value Models <i>1.NBT.1, 1.NBT.2a-b</i>	Fall Number Stories & Equations <i>1.OA.1, 1.OA.3, 1.OA.6</i>	Chomp! Gulp! Nibble! Fractions <i>1.NBT.1, 1.G.3</i>	Three-Dimensional Shapes All Around Us <i>1.NBT.1, 1.G.1, 1.G.2</i>	Equations with Unknowns <i>1.OA.1, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.1</i>	Geoboard Shapes <i>1.NBT.1, 1.G.1</i>	What Time Is It? <i>1.NBT.1, 1.MD.3, 1.G.3</i>	Folding Fractions <i>1.NBT.1, 1.G.1, 1.G.3</i>	Hopping on the 120 Number Grid <i>1.NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6</i>
Calendar Collector	NBT	OA	G	G	OA	G	MD	G	NBT
Days in School	Fives & Ones with Nickels & Pennies <i>1.MD.4</i>	Pattern Block Shapes <i>1.NBT.1, 1.NBT.3, 1.MD.4, 1.G.2</i>	An Hour a Day <i>1.MD.3, 1.G.3</i>	Time to the Hour <i>1.MD.3</i>	Tens & Ones with Dimes & Pennies <i>1.MD.4</i>	Collecting Cubes <i>1.OA.3, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.MD.4</i>	Tens, Fives & Ones with Coins <i>1.NBT.1, 1.MD.4</i>	Counting & Adding with Popsicle Sticks <i>1.NBT.2a, 1.MD.1, 1.MD.2, 1.MD.4</i>	Fractions with Quarters <i>1.G.3</i>
Computational Fluency	NBT	G	MD	MD	NBT	NBT	NBT	MD	MD
Number Line	Finding Five <i>1.OA.6, 1.OA.7, 1.NBT.2a-b</i>	Making Ten <i>1.OA.7, 1.NBT.1, 1.NBT.2, 1.NBT.4</i>	Finding Fifty <i>1.OA.7, 1.NBT.1, 1.NBT.2, 1.NBT.4</i>	Moving Beyond Fifty <i>1.OA.6, 1.OA.7, 1.NBT.1, 1.NBT.2a, 1.NBT.4</i>	Close to One Hundred <i>1.OA.7, 1.NBT.1, 1.NBT.2a, 1.NBT.4</i>	One Hundred Days of School & More <i>1.OA.7, 1.NBT.1, 1.NBT.2a, 1.NBT.2c, 1.NBT.4</i>	Looking Beyond One Hundred <i>1.NBT.1, 1.NBT.2, 1.NBT.4, 1.NBT.5</i>	Expanded Notation <i>1.NBT.1, 1.NBT.2, 1.NBT.4</i>	Closing in on Two Hundred <i>1.NBT.1, 1.NBT.2, 1.NBT.4</i>
Computational Fluency	Adding Ten & More <i>1.OA.6, 1.NBT.2a-b, 1.NBT.4</i>	Make Ten Facts <i>1.OA.3, 1.OA.4, 1.OA.6, 1.OA.8</i>	Doubles & Halves to Ten <i>1.OA.4, 1.OA.6</i>	Doubles & Halves Within Twenty <i>1.OA.6</i>	Doubles Plus or Minus One Facts <i>1.OA.5, 1.OA.6</i>	Multiple Addends <i>1.OA.2, 1.OA.3, 1.OA.6</i>	Think Ten <i>1.OA.3, 1.OA.4, 1.OA.6, 1.OA.7, 1.NBT.3</i>	Numbers to 120 <i>1.NBT.1, 1.NBT.2, 1.NBT.2c, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6</i>	Adding & Subtracting on the 120 Grid <i>1.NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6</i>
Number Line	OA	OA	OA	OA	OA	OA	OA	NBT	NBT
Number Line	The First Two Decades <i>1.OA.6, 1.NBT.1, 1.NBT.2</i>	The Twenties & Thirties <i>1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2c, 1.NBT.3</i>	The Forties & Fifties <i>1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2c, 1.NBT.3</i>	The Fifties & Sixties <i>1.OA.5, 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2c, 1.NBT.3</i>	The Seventies & Eighties <i>1.OA.5, 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2c, 1.NBT.3</i>	The Tenth Decade <i>1.OA.5, 1.NBT.1, 1.NBT.2, 1.NBT.3</i>	Numbers to 120 <i>1.NBT.1, 1.NBT.2, 1.NBT.2c, 1.NBT.3</i>	Adding & Subtracting Decade Numbers <i>1.NBT.1, 1.NBT.2, 1.NBT.4, 1.NBT.5, 1.NBT.6</i>	Numbers Off the Decade by Tens <i>1.NBT.1, 1.NBT.2, 1.NBT.4, 1.NBT.5</i>
Number Line	NBT	NBT	NBT	NBT	NBT	NBT	NBT	OA	NBT

Grade 2 bridges in Mathematics Second Edition

	August / September	October	November / December	January	February	March	April	May / June
	Unit 1 Figure the Facts	Unit 2 Place Value & Measurement with Jack’s Beanstalks	Unit 3 Addition & Subtraction Within 100	Unit 4 Measurement	Unit 5 Place Value to One Thousand	Unit 6 Geometry	Unit 7 Measurement, Fractions & Multi-Digit Computation with Hungry Ants	Unit 8 Measurement, Data & Multi-Digit Computation with Marble Rolls
Module 1	Sorting & Graphing 2.OA.1, 2.OA.2, 2.OA.3, 2.MD.1, 2.MD.8, 2.MD.10, 2.G.1, 2.G.2, 2.G.3	Counting & Modeling Two- & Three-Digit Numbers 2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.1a, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.7, 2.MD.4, 2.MD.6	Tens & Ones 2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.NBT.9, 2.MD.1, 2.MD.56, 2.MD.6, 2.MD.8	Inches & Feet 2.OA.1, 2.NBT.2, 2.NBT.3, 2.NBT.5, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.6, 2.MD.10	Counting to One Thousand 2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.7, 2.NBT.8, 2.MD.8	Attributes of Two-Dimensional Shapes 2.OA.2, 2.NBT.1, 2.NBT.3, 2.NBT.5, 2.MD.8, 2.G.1, 2.G.2	Army Ants: Length in Metric Units 2.OA.1, 2.NBT.1, 2.NBT.1a-b, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.6, 2.MD.8, 2.G.3	Revisiting Place Value & Three-Digit Computation 2.OA.1, 2.OA.3, 2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.MD.5, 2.MD.8
	MD	NBT	NBT	MD	NBT	G	MD	NBT
Module 2	Number Facts with the Number Rack 2.OA.1, 2.OA.2, 2.OA.4, 2.NBT.2, 2.NBT.5, 2.MD.8	Measuring Jack’s Giant Beans with Tens 2.OA.2, 2.OA.4, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.MD.4, 2.MD.6	Adding & Subtracting on the Number Line 2.OA.1, 2.OA.2, 2.NBT.2, 2.NBT.5, 2.MD.1, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.8	Inches, Feet & Yards 2.OA.1, 2.OA.2, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.8, 2.MD.20	Place Value with Money 2.OA.3, 2.NBT.1, 2.NBT.1a-b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.7, 2.NBT.8, 2.MD.7, 2.MD.8, 2.MD.10	Exploring Area & Arrays 2.OA.4, 2.G.1, 2.G.2, 2.G.3	Ant Treats: Division & Fractions 2.OA.1, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.MD.1, 2.MD.3, 2.MD.10, 2.G.3	Building Marble Rolls & Collecting Data 2.OA.1, 2.NBT.3, 2.NBT.5, 2.NBT.7, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.7, 2.MD.8, 2.MD.9
	OA	NBT	NBT	MD	MD	G	G	MD
Module 3	Introducing Addition & Subtraction Strategies 2.OA.1, 2.OA.2, 2.OA.3, 2.NBT.5, 2.MD.6, 2.MD.10	Adding on the Open Number Line 2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.7	Present & Parcel Story Problems with Two-Digit Numbers 2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.NBT.9, 2.MD.5, 2.MD.6, 2.MD.8	Proportions & Fractions with a Giant 2.OA.1, 2.OA.2, 2.NBT.5, 2.NBT.6, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.8	Multiples of Ten, One Hundred & One Thousand 2.NBT.1, 2.NBT.1a-b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.7, 2.NBT.8, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.7, 2.MD.8	Composing & Decomposing Patchwork Shapes 2.OA.1, 2.OA.2, 2.OA.4, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.G.1, 2.G.2, 2.G.3	Adding & Subtracting Three-Digit Numbers 2.OA.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.MD.1, 2.MD.3, 2.MD.3, 2.MD.8, 2.MD.10, 2.G.3	Collecting & Analyzing More Marble Roll Data 2.OA.1, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.MD.1, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.8, 2.MD.9, 2.G.3
	OA	NBT	NBT	MD	NBT	G	NBT	MD
Module 4	Fluency with Addition Facts to Twenty 2.OA.1, 2.OA.2, 2.OA.3, 2.MD.6	Thinking in Twos 2.OA.3, 2.OA.4, 2.NBT.5, 2.NBT.8	Data & the Many Colors Project 2.OA.3, 2.NBT.6, 2.NBT.9, 2.MD.10	Thinking in Threes 2.OA.1, 2.OA.3, 2.OA.4, 2.NBT.2, 2.NBT.3, 2.NBT.5	Sequences & Patterns 2.OA.3, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.5, 2.NBT.7, 2.NBT.8	Patchwork Fractions 2.OA.1, 2.OA.2, 2.NBT.5, 2.NBT.7, 2.MD.10, 2.G.1, 2.G.2, 2.G.3,	Writing & Solving Story Problems 2.OA.1, 2.OA.2, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.MD.1, 2.MD.3, 2.MD.4, 2.MD.8, 2.MD.10	Student-Conducted Surveys 2.OA.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.7, 2.MD.1, 2.MD.3, 2.MD.9, 2.MD.10
	OA	OA	MD	OA	OA	G	NBT	MD

Grade 2 Number Corner Second Edition

	August / September	October	November	December	January	February	March	April	May / June
Calendar Grid	How Many to Twenty? 2.OA.1, 2.OA.2, 2.OA.3	Multiples of Three & Four 2.OA.3, 2.OA.4	Telling Time to the Quarter Hour 2.NBT.2, 2.MD.7, 2.G.3	Shapes & Attributes 2.G.1, 2.G.3	Survey Data & Graphs 2.OA.1, 2.MD.10	Flag Fractions 2.OA.1, 2.NBT.5, 2.NBT.7, 2.G.3	Mystery Shapes 2.G.1	Garden Fractions 2.G.3	Where's Joey on the Thousand Grid? 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.7, 2.NBT.8
Calendar Collector	OA	OA	MD	G	MD	G	G	G	NBT
Daily Rectangle	Sixty Minutes a Day 2.NBT.2, 2.NBT.7, 2.MD.7	Five Minutes a Day 2.NBT.2, 2.MD.7	Measuring Length with Different Units 2.MD.2	Student Surveys 2.MD.10	Exactly Half? 2.OA.3, 2.MD.10, 2.G.3	Capture the Clock 2.MD.7, 2.G.3	Two Quarters a Day 2.MD.8, 2.G.3	Measuring & Plotting Plant Growth 2.MD.1, 2.MD.4, 2.MD.9	Measuring & Plotting Student Heights 2.MD.1, 2.MD.4, 2.MD.9
Computational Fluency	MD	MD	MD	MD	G	MD	G	MD	MD
Number Line	Odd & Even 2.OA.2, 2.OA.3, 2.OA.4	The Day's Arrays 2.OA.3, 2.OA.4	Rows & Columns 2.OA.4, 2.NBT.4	Rows & Columns Revisited 2.OA.4, 2.NBT.6	Arrays on the Hundreds Grid 2.OA.4, 2.NBT.5, 2.NBT.6, 2.NBT.9	The Base Ten Bank: Addition 2.NBT.7, 2.NBT.9	The Base Ten Bank: Subtraction 2.NBT.7, 2.NBT.9	Writing Area Equations 2.OA.4, 2.G.2	Arrays to Thirty-One 2.OA.4, 2.G.2
Calendar Collector	OA	OA	OA	OA	NBT	NBT	NBT	G	G
Daily Rectangle	Zeros, Count On & Count Back 2.OA.2, 2.MD.6	Make & Break Tens 2.OA.2	Doubles & Halves 2.OA.2, 2.OA.3	Tens & Nines 2.OA.2	Addition & Subtraction Strategies 2.OA.2, 2.NBT.6, 2.MD.6	Addition Quick Facts 2.OA.2	Continuing with Addition Quick Facts 2.OA.2	More Addition Quick Facts 2.OA.	Quick Facts Finale 2.OA.2
Number Line	OA	OA	OA	OA	OA	OA	OA	OA	OA
Calendar Collector	The Century Counts 2.NBT.2, 2.NBT.3, 2.NBT.5, 2.NBT.6, 2.NBT.8, 2.MD.6	Guess My Number 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.7, 2.NBT.8, 2.MD.6	The Fifth Century 2.NBT.1, 2.NBT.1a-b, 2.NBT.2, 2.NBT.3, 2.NBT.7, 2.NBT.8, 2.MD.6	Counting Off-Decade & Off-Century 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.7, 2.NBT.8, 2.MD.6	Changing Endpoints 2.NBT.2, 2.NBT.3, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.MD.6	The Tenth Century 2.NBT.2, 2.NBT.3, 2.NBT.8, 2.MD.6	Put It on the Line 2.OA.1, 2.NBT.3, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.MD.8	Efficient Jumps of Tens & Hundreds 2.NBT.2, 2.NBT.3, 2.NBT.5, 2.NBT.7, 2.NBT.8, 2.MD.6	Adding & Subtracting Tens & Hundreds 2.NBT.2, 2.NBT.3, 2.NBT.7, 2.NBT.8, 2.MD.6
Calendar Collector	NBT	NBT	NBT	NBT	NBT	NBT	NBT	NBT	NBT

Grade 3 Bridges in Mathematics Second Edition

	August / September	October	November / December	January	February	March	April	May / June
	Unit 1 Addition & Subtraction Patterns	Unit 2 Introduction to Multiplication	Unit 3 Multi-Digit Addition & Subtraction	Unit 4 Measurement & Fractions	Unit 5 Multiplication, Division & Area	Unit 6 Geometry	Unit 7 Extending Multiplication & Fractions	Unit 8 Bridge Design & Data Collection & Analysis
Module 1	Community Building & Addition Facts to Twenty 2.OA.2, 3.OA.9	Multiplication in Context 3.OA.1, 3.OA.3, 3.OA.5, 3.OA.9	Rounding & Multi-Digit Addition 3.NBT.1, 3.NBT.2, 3.OA.8	Measuring Time & Mass 3.MD.1, 3.MD.2	Linking Multiplication & Division 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.6, 3.OA.9	Investigating Polygons 3.G.1	Multiplication Beyond the Basics 3.OA.8, 3.NBT.3	Introducing Bridges 3.MD.2, 3.MD.3, 3.MD.4, 3.MD.6, 3.MD.7
	OA	OA	NBT	MD	OA	G	NBT	MD
Module 2	Subtraction Facts to Twenty 2.OA.2, 3.OA.9	Multiplying with Arrays & Number Lines 3.OA.9	Multi-Digit Subtraction 3.NBT.1, 3.NBT.2	Measuring Volume & Solving Measurement Story Problems 3.OA.8, 3.NBT.2, 3.MD.1, 3.MD.2	Multiplication & Division Families 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.6, 3.OA.7	Quadrilaterals 3.G.1	One- by Two-Digit Multiplication 3.OA.5, 3.NBT.3	Investigating Structures in Bridges 3.NF.1, 3.MD.1, 3.MD.2, 3.MD.4, 3.MD.8 3.G.1, 3.G.2
	OA	OA	NBT	MD	OA	G	OA	MD G
Module 3	Double-Digit Addition 2.MD.1, 2.MD.3, 2.MD.5, 3.NBT.2	Ratio Tables & the Multiplication Table 3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.9, 3.MD.3	Estimating to Add & Subtract 3.NBT.1, 3.NBT.2	Fractions as Fair Shares 3.NF.1, 3.NF.2a–b, 3.NF.3a–d	Division Practice 3.OA.3, 3.OA.2, 3.OA.5, 3.OA.7, 3.OA.8	Perimeter & Area 3.OA.3, 3.NF.1, 3.NF.3b, 3.NF.3d, 3.MD.5a–b, 3.MD.7a–b, 3.MD.8, 3.G.1	Fractions as Parts of a Whole & Parts of a Set 3.NF.1, 3.NF.2, 3.NF.3a–b, 3.G.2	Planning, Building & Analyzing Bridges 3.MD.1, 3.MD.2, 3.MD.4, 3.MD.8, 3.G.1, 3.G.2
	NBT	OA	NBT	NF	OA	MD	NF	MD G
Module 4	Story Problems & Strategies 2.NBT.5, 3.NBT.2	Story Problems with Graphs & Multiple Operations 3.OA.8, 3.MD.3	Exploring the Algorithms for Addition & Subtraction 3.NBT.1, 3.NBT.2, 3.OA.8	Fractions on a Line Plot 3.NF.1, 3.NF.3a–d, 3.G.2	Introducing Area 3.MD.5a–b, 3.MD.6, 3.MD.7a–b	Shapes & Fractions 3.G.2	Fractions at Work 3.NF.1, 3.NF.2, 3.NF.3a–b, 3.G.2, 3.MD.3	Demonstrating Our Learning About Bridges 3.NF.1, 3.MD.1, 3.MD.2, 3.MD.4, 3.MD.6, 3.MD.7, 3.MD.8, 3.G.1, 3.G.2
	NBT	MD	NBT	MD	MD	G	NF	MD G

Grade 3 Number Corner Second Edition

	August / September	October	November	December	January	February	March	April	May / June
Calendar Grid	Multiplication Models 3.OA.1, 3.OA.3	Two-Dimensional Shapes 3.G.1	Multiplication Arrays 3.OA.1, 3.OA.5, 3.OA.7, 3.MD.7	Unit Fraction Squares 3.NF.1, 3.NF.3a-d	Equivalent Fractions 3.NF.1, 3.NF.3a-d	Investigating Area & Perimeter 3.MD.5b, 3.MD.6, 3.MD.8	Time & Data Displays 3.MD.1, 3.MD.3	More Equivalent Fractions 3.NF.2a, 3.NF.3b-c	Fractions & Area with Rectilinear Figures 3.NF.3, 3.MD.5, 3.MD.7
	OA	G	OA	NF	NF	MD	MD	NF	MD
Calendar Collector	Collecting Survey Data 3.MD.3	Collecting Liters & Milliliters 3.MD.2	Unit Fraction Race 3.NF.1-3.NF.3	Collecting Grams 3.MD.2	Collecting Minutes & Hours 3.NBT.3	Collecting Fractions of a Dollar 3.NF.1	Area & Perimeter of Rectilinear Figures 3.MD.5a-b, 3.MD.6, 3.MD.7a-d, 3.MD.8	Collecting Fractions of an Hour 3.NF.1, 3.NF.3, 3.MD.1	Roll & Multiply 3.OA.7, 3.OA.9, 3.MD.3
	MD	MD	NF	MD	MD	NF	MD	NF	OA
Computational Fluency	Loops & Groups 3.OA.1, 3.OA.3	Frog Jump Multiplication 3.OA.1	Array Race 3.OA.1, 3.OA.5, 3.OA.7	Fact Fluency for Multiplying by Zero, One & Two 3.OA.7, 3.OA.9	Fact Fluency for Multiplying by Ten & Five 3.OA.6, 3.OA.7, 3.OA.9	Fact Fluency for Multiplying by Three, Four & Eight 3.OA.6, 3.OA.7, 3.OA.9	Fact Fluency for Multiplying by Six & Nine 3.OA.6, 3.OA.7, 3.OA.9	Quick Facts & Games 3.OA.5, 3.OA.7	More Quick Facts & Games 3.OA.7
	OA	OA	OA	OA	OA	OA	OA	OA	OA
Number Line	Up to One Thousand 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.8	Changing Endpoints 3.NBT.2	Rounding to the Nearest Ten 3.NBT.1, 3.NBT.2	Rounding to the Nearest Hundred 3.NBT.1, 3.NBT.2	Benchmark Fractions on a Number Line 3.NF.2, 3.NF.3	Comparing Fractions 3.NF.2, 3.NF.2a, 3.NF.3c, 3.NF.3d	Find the Fraction 3.NF.2a, 3.NF.3c, 3.NF.3d	Put It on the Line 3.NF.1, 3.NF.2a, 3.NF.3a-c	Put It on the Line with Fractions & Mixed Numbers 3.NF.2, 3.NF.3a-c
	NBT	NBT	NBT	NBT	NF	NF	NF	NF	NF
Solving Problems	Adding 2- and 3-Digit Numbers 3.NBT.2	Subtracting Two- & Three-Digit Numbers 3.NBT.2	One-Step Story Problems with Equations 3.OA.3, 3.OA.4	Multiplying with the Distributive Property 3.OA.1, 3.OA.5, 3.OA.7, 3.OA.9	Multi-Step Problems & Equations 3.OA.8	Data Problems 3.MD.3	Area & Perimeter Puzzles 3.MD.7, 3.MD.8	Multiplication & Division Practice 3.OA.5, 3.OA.6, 3.OA.7	More Multiplication & Division Practice 3.OA.4, 3.OA.6
	NBT	NBT	OA	OA	OA	MD	MD	OA	OA

Grade 4 Bridges in Mathematics Second Edition

	August / September	October	November / December	January	February	March	April	May / June
	Unit 1 Multiplicative Thinking	Unit 2 Multi-Digit Multiplication & Early Division	Unit 3 Fractions & Decimals	Unit 4 Addition, Subtraction & Measurement	Unit 5 Geometry & Measurement	Unit 6 Multiplication & Division, Data & Fractions	Unit 7 Reviewing & Extending Fractions, Decimals & Multi-Digit Multiplication	Unit 8 Playground Design
Module 1	Models for Multiplication & Division <i>3.OA, 4.OA.1, 4.OA.2, 4.NBT.5, 4.NBT.6</i>	Building Multiplication Arrays <i>4.NBT.1, 4.NBT.5, 4.MD.1, 4.MD.3</i>	Equivalent Fractions <i>4.NF.1, 4.NF.2, 4.NF.3</i>	Place Value & the Standard Algorithm <i>4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4</i>	Measuring Angles <i>4.MD.5, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2</i>	Multiplication & Division Strategies <i>4.NBT.5, 4.NBT.6</i>	Comparing Fractions & Writing Equivalent Fractions <i>4.NF.1, 4.NF.2</i>	Introducing Playground Design <i>4.MD.1, 4.MD.2, 4.MD.3, 4.MD.5, 4.MD.6, 4.MD.7, 4.G.1</i>
	OA	NBT	NF	NBT	MD G	NBT	NF	MD G
Module 2	Primes & Composites <i>3.OA, 4.OA.4</i>	Arrays & Ratio Tables <i>4.OA.3, 4.OA.4, 4.NBT.1, 4.NBT.5</i>	Comparing, Composing & Decomposing Fractions & Mixed Numbers <i>4.NF.1, 4.NF.2, 4.NF.3a–d, 4.NF.4a–b</i>	The Standard Subtraction Algorithm <i>4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4</i>	Polygons & Symmetry <i>4.OA.5, 4.MD.5b, 4.MD.6, 4.G.1, 4.G.2, 4.G.3</i>	Revisiting Area & Perimeter <i>4.NBT.5, 4.NBT.6, 4.MD.1, 4.MD.2, 4.MD.3</i>	Decimals & Decimal Fractions <i>4.NF.5, 4.NF.6, 4.NF.7</i>	Making Decisions <i>4.MD.1, 4.MD.2, 4.MD.3, 4.G.1</i>
	OA	NBT	NF	NBT	G	MD	NF	MD G
Module 3	Multiplicative Comparisons & Equations <i>3.OA, 4.OA.1, 4.OA.2, 4.OA.3, 4.OA.4</i>	Multiplication Stories & Strategies <i>4.OA.3, 4.NBT.5, 4.MD.2</i>	Introducing Decimals <i>4.NF.5, 4.NF.6, 4.NF.7</i>	Measurement <i>4.MD.1, 4.MD.2</i>	Area & Perimeter <i>4.NBT.5, 4.MD.3, 4.G.1, 4.G.2, 4.G.3</i>	Line Plots, Fractions & Division <i>4.OA.3, 4.OA.4, 4.NBT.6, 4.NF.1, 4.MD.4</i>	Introducing the Standard Multiplication Algorithm <i>4.OA.3, 4.NBT.5</i>	Using Scale Models for Our Playground & Field <i>4.MD.1, 4.MD.2, 4.MD.3, 4.MD.4, 4.G.1</i>
	OA	NBT	NF	MD	MD	NBT	NBT	MD G
Module 4	Measurement Experiences <i>4.OA.2, 4.MD.1, 4.MD.2</i>	Early Division with Remainders <i>4.NBT.5, 4.NBT.6</i>	Fractions & Decimals <i>4.NF.2, 4.NF.5, 4.NF.6, 4.NF.7</i>	Measurement & Data Displays <i>4.MD.2, 4.MD.4</i>	Angles in Motion <i>4.MD.5, 4.MD.6, 4.MD.7</i>	More Division <i>4.OA.3, 4.OA.4, 4.NBT.6</i>	Extending the Standard Multiplication Algorithm <i>4.NBT.5, 4.NBT.6</i>	Building Model Playgrounds <i>4.MD.1, 4.MD.2, 4.MD.6, 4.G.1, 4.G.2</i>
	MD	NBT	NF	MD	G	NBT	NBT	MD G

Grade 4 Number Corner Second Edition

	August / September	October	November	December	January	February	March	April	May / June
Calendar Grid	Ancient Egyptian Symbols 4.OA.5, 4.NBT.1, 4.NBT.2	Fractions & Decimals 4.NF.1, 4.NF.2	Night & Day 4.OA.5, 4.MD.1, 4.MD.2	Pentominoes 4.MD.3, 4.G.1, 4.G.3	Similar Figures 4.OA.1, 4.OA.5, 4.MD.3	Constructing Angles & Polygons 4.MD.7, 4.G.1, 4.G.2	The Function Machine 4.OA.5	Perimeter Puzzles 4.MD.3, 4.G.2, 4.G.3	Quilt Block Symmetry 4.G.3
Calendar Collector	NBT	NF	MD	G	OA	G	OA	MD	G
Calendar Collector	Six Inches a Day 4.NF.1, 4.NF.3, 4.NF.4, 4.MD.1, 4.MD.2	Race to the Millions 4.NBT.2	A Cup a Day 4.NF.1, 4.NF.2, 4.NF.3, 4.MD.1, 4.MD.2	Up & Down to Two Thousand 4.NBT.2, 4.NBT.4	Three Quarters a Day 4.NF.3a-d, 4.NF.4a-b, 4.MD.2	Spin, Add & Measure 4.MD.5, 4.MD.6, 4.MD.7	The Great Fraction Race 4.NF.1-4.NF.3d	A Decimeter a Day 4.OA.1, 4.OA.2, 4.MD.1, 4.MD.2	Water Evaporation Experiment 4.MD.1, 4.MD.2
Calendar Collector	NF	NBT	NF	MD	NF	MD	NF	MD	MD
Computational Fluency	The Number Line & Splat! 4.OA.4, 4.NBT.1, 4.NBT.5	The Number Line & Put It on the Line, Part 1 4.OA.3, 4.OA.4, 4.NBT.1 – 4.NBT.3	The Number Line & Roll & Compare 4.OA.4, 4.NBT.2	The Number Line & The Mystery Grid Game 4.OA.4, 4.MD.3	Division Capture 4.NF.1, 4.NF.2	The Number Line & Put It on the Line, Part 2 4.NF.1 – 4.NF.3, 4.NF.3a-c, 4.NF.4	Don't Break 3.00 4.NF.1-4.NF.7	Color Ten 4.NF.2-4.NF.4	Decimal Draw 4.NF.5-4.NF.7
Computational Fluency	NBT	NBT	NBT	NF	NF	NF	NF	NF	NF
Problem Strings	Multiplication Models 4.OA.1, 4.NBT.1, 4.NBT.5	Ratio Tables 4.NBT.5	Multi-Digit Addition Strategies 4.NBT.2, 4.NBT.4, 4.MD.2	Multi-Digit Subtraction Strategies 4.NBT.4, 4.NBT.2, 4.MD.2	Division Strategies 4.NBT.5, 4.NBT.6	Adding & Subtracting Fractions with Like & Unlike Denominators 4.NF.3a-c, 4.NF.4	Generating Equivalent Fractions 4.NF.1, 4.NF.5	More Division Strategies 4.NBT.6	Multiplying Fractions & Whole Numbers 4.NF.4
Problem Strings	NBT	NBT	NBT	NBT	NBT	NF	NF	NBT	NF
Solving Problems	One-Step Multiplication Problems 4.OA.1, 4.OA.2, 4.OA.4, 4.NBT.5	Multi-Step Multiplication Problems 4.OA.3, 4.NBT.5	Place Value, Rounding & Comparing 4.NBT.2, 4.NBT.3	Lines & Symmetry 4.G.1, 4.G.2, 4.G.3	Multi-Step Division Problems 4.OA.3, 4.NBT.6	Multi-Step Problems & Equations 4.OA.3	Multiplying Fractions & Whole Numbers Story Problems 4.NF.3a-d, 4.NF.4	Line Plots 4.MD.4	Measurement Conversions 4.MD.1, 4.MD.2
Solving Problems	OA	NBT	NBT	G	OA	MD	NF	MD	MD

Grade 5 Bridges in Mathematics Second Edition

	August / September	October	November / December	January	February	March	April	May / June
	Unit 1 Expressions, Equations & Volume	Unit 2 Adding & Subtracting Fractions	Unit 3 Place Value & Decimals	Unit 4 Multiplying & Dividing Whole Numbers & Decimals	Unit 5 Multiplying & Dividing Fractions	Unit 6 Graphing, Geometry & Volume	Unit 7 Division & Decimals	Unit 8 Solar Design
Module 1	Multiplication & Volume 4.OA.4, 5.OA.1, 5.OA.2, 5.MD.3b, 5.MD.5a	Adding & Subtracting Fractions 5.NF.1, 5.NF.2	Whole Number & Decimal Place Value 5.NBT.1, 5.NBT.2, 5.NBT.7	Multiplication & Division Strategies 5.OA.2, 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.NF.4a	Multiplying Whole Numbers by Fractions 5.NF.1, 5.NF.4a–b, 5.NF.5b, 5.NF.6, 5.MD.1	Graphing Ordered Pairs 5.OA.3, 5.G.1, 5.G.2	Division of Fractions & Whole Numbers 5.OA.1, 5.NBT.2, 5.NBT.6, 5.NF.3, 5.NF.7a–c	Investigating Solar Energy 5.MD.5a–b, 5.G.2
	MD	NF	NBT	NBT	NF	G	NBT NF	MD G
Module 2	Factors, Multiples & the Associative Property 4.OA.4, 4.NBT.5, 5.OA.1, 5.OA.2, 5.NF.5a, 5.MD.3a–b, 5.MD.5a	Introducing Common Denominators 5.NBT.7, 5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4a	Adding & Subtracting Decimals 5.NBT.1, 5.NBT.3a, 5.NBT.3b, 5.NBT.4, 5.NBT.7	More Multiplication & Division Strategies 5.OA.1, 5.NBT.5, 5.NBT.7, 5.NF.4a	Multiplying Fractions by Fractions 5.NF.1, 5.NF.4a–b, 5.NF.5a–b, 5.NF.6	Classifying Polygons 5.MD.3a, 5.G.1, 5.G.3, 5.G.4	Division Interpretations & Strategies 5.NBT.6, 5.NF.3, 5.NF.7a–c	Investigating Passive Solar Design 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.NF.4a–b, 5.NF.6, 5.NF.7c, 5.MD.1, 5.MD.5a–b, 5.G.2
	OA	NF	NBT	NBT	NF	G	NBT NF	NBT NF MD G
Module 3	Multiplication Strategies 4.NBT.5, 5.OA.1, 5.OA.2, 5.NBT.6	Common Denominators 5.NBT.7, 5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4a	Conversions 5.NBT.2, 5.NBT.4, 5.NBT.6, 5.NBT.7, 5.MD.1	From Array to Algorithm 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.MD.5b	More Fraction-by-Fraction Multiplication 5.NF.4a–b, 5.NF.5b, 5.NF.6	Volume 5.OA.1, 5.NBT.6, 5.MD.3b, 5.MD.4, 5.MD.5a–c, 5.G.1, 5.G.3, 5.G.4	Powers of Ten 5.NBT.2, 5.NBT.6, 5.NBT.7	Designing Solar Homes 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.NF.4a–b, 5.NF.6, 5.NF.7c, 5.MD.1, 5.MD.5a–b, 5.G.2
	OA	NF	NBT MD	NBT	NF	MD	NBT	NBT NF MD G
Module 4	From Multiplication to Division 4.NBT.6, 5.MD.5a, 5.NBT.6	LCMs and GCFs 5.NF.1, 5.NF.2	Division & the Area Model 5.NBT.6	Multiplying to Divide 5.NBT.5, 5.NBT.6	Dividing Fractions & Whole Numbers 5.NBT.6, 5.NF.7a–c	Banners & Flags 5.NF.4b, 5.NF.5a–b, 5.NF.6	Decimal Multiplication & Division 5.NBT.2, 5.NBT.7	Finishing Our Models 5.NBT.5, 5.NF.4a–b, 5.NF.6, 5.MD.1, 5.G.2
	NBT	NF	NBT	NBT	NF	NF	NBT	NBT NF MD G

Grade 5 Number Corner Second Edition

	August / September	October	November	December	January	February	March	April	May / June
Calendar Grid	Fractions & Decimals 4.NF.1, 4.NF.4a, 4.NF.5, 4.NF.6, 5.NBT.7	Mystery Buildings: Views & Volume 5.MD.4, 5.MD.5c	Tumbling Triangles 5.G.1, 5.G.2	Classifying Quadrilaterals 5.G.3, 5.G.4	Numerical Patterns & Graphs 5.OA.1, 5.OA.2, 5.OA.3	Using the Area Model to Multiply Fractions 5.NF.4b	Multiplication with Decimal Numbers 5.NBT.1, 5.NBT.5, 5.NBT.7	Growing Cube Constructions 5.MD.3a-b, 5.MD.4, 5.MD.5a-b	Mumford Mole's Meadow 5.G.1, 5.G.2
	NF NBT	MD	G	G	OA	NF	NBT	MD	G
Calendar Collector	Layer a Day 5.OA.1, 5.OA.2, 5.MD.3a-b, 5.MD.4, 5.MD.5a	Carrot Graphing Experiment 5.G.1 5.G.2	Meter a Day 5.NBT.1, 5.NBT.2,	Student Height & Foot Lengths 5.MD.1, 5.MD.2, 5.G.1, 5.G.2	Time & Money 5.NF.1	Two Liters or Spill 5.MD.1	Line Plots & Length 5.NF.1, 5.NF.2	Collecting Quarters 5.NBT.7, 5.NF.1	Two Quarts or Spill 5.MD.1
	OA MD	G	NBT	MD G	NF	MD	NF	NF NBT	MD
Computational Fluency	Multiple Game 4.OA.4	Group It! 5.OA.1 5.NF.1	Expression Bingo 5.OA.1, 5.OA.2	Put It on the Line, Part 1 5.NBT.4, 5.NF.1	Color Ten 5.NF.1, 5.NF.4a	I Have, Who Has? 5.NBT.5, 5.NBT.6, 5.NBT.7	Quotient Bingo 5.NF.3	Put It on the Line Decimals 5.NBT.7, 5.NF.1, 5.NF.4a	Fraction Splat! 5.NF.1
	OA	OA	OA	NF	NF	NBT	NF	NBT NF	NF
Solving Problems	Solving Problems Using Multiples & Factors 4.OA.4	Solving Problems with Organized Lists 5.OA.3 5.NBT.7	Using Logical Reasoning to Solve Problems 5.MP.1, 5.MP.2, 5.MP.3, 5.MP.4, 5.MP.5	Problems That Suggest Making an Informed Start 5.MP.1, 5.MP.2, 5.MP.3, 5.MP.4	Volume Problems 5.MD.3a-b, 5.MD.4, 5.MD.5c	Conversion Problems 5.NBT.1, 5.NBT.2, 5.MD.1	Student-Posed Problems 5.NBT.5, 5.NBT.6, 5.NBT.7	More Student-Posed Problems 5.NF.2, 5.NF.4a, 5.NF.7a, 5.NF.7b	Problems That Emphasize Reasoning 5.MP.1, 5.MP.2, 5.MP.3, 5.MP.4, 5.MP.6
	OA	NBT	MP	MP	MD	NBT MD	NBT	NF	MP
Problem Strings	Addition & Subtraction Strings 5.NBT.7	Fraction Addition with Money & Clocks 5.NBT.7, 5.NF.1	Fraction Subtraction with Money & Clock Models 5.NBT.7, 5.NF.1	Multiplication & Division 5.NBT.7	More Multiplication & Division Strings 5.NBT.7	Multiplying Whole Numbers by Fractions 5.NF.4a, 5.NF.5b	Fraction Addition & Subtraction 5.NF.1	Fraction Multiplication & Division 5.NF.4, 5.NF.6, 5.NF.7	Fraction Multiplication & Division 5.NF.4, 5.NF.6, 5.NF.7
	NBT	NF	NF	NBT	NBT	NF	NF	NF	NF

SCIENCE

BRING SCIENCE ALIVE! KINDERGARTEN

NGSS Performance Expectations		Unit 1: Plants and Animals	Unit 2: Pushes and Pulls	Unit 3: Weather
Physical Science	K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.		✓	
	K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*		✓	
	K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.			✓
	K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.*			✓
Life Science	K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.	✓		
Earth Science	K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.			✓
	K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	✓		
	K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	✓		
	K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.*	✓		✓
	K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*	✓		
Engineering Design	K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	✓	✓	✓
	K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	✓	✓	✓
	K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.		✓	✓

* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

Dimension 1: Science and Engineering Practices		Unit 1: Plants and Animals	Unit 2: Pushes and Pulls	Unit 3: Weather
	Asking Questions and Defining Problems		✓	✓
	Developing and Using Models	✓	✓	✓
	Planning and Carrying Out Investigations	✓	✓	✓
	Analyzing and Interpreting Data	✓	✓	✓
	Using Mathematics and Computational Thinking	✓		✓
	Constructing Explanations and Designing Solutions	✓	✓	✓
	Engaging in Arguments from Evidence	✓	✓	✓
	Obtaining, Evaluating, and Communicating Information	✓	✓	✓
Dimension 2: Crosscutting Concepts		Unit 1: Plants and Animals	Unit 2: Pushes and Pulls	Unit 3: Weather
	Patterns	✓		✓
	Cause and Effect	✓	✓	✓
	Scale, Proportion, and Quantity	✓		✓
	Systems and System Models	✓	✓	
	Energy and Matter	✓		
	Structure and Function		✓	✓
	Stability and Change	✓		✓
Dimension 3: Disciplinary Core Ideas		Unit 1: Plants and Animals	Unit 2: Pushes and Pulls	Unit 3: Weather
Physical Science	PS2.A: Forces and Motion		✓	
	PS2.B: Types of Interactions		✓	
	PS3.B: Conservation of Energy and Energy Transfer			✓
	PS3.C: Relationship Between Energy and Forces		✓	
Life Science	LS1.C: Organization for Matter and Energy Flow in Organisms	✓		
Earth Science	ESS2.D: Weather and Climate			✓
	ESS2.E: Biogeology	✓		
	ESS3.A: Natural Resources	✓		
	ESS3.B: Natural Hazards			✓
	ESS3.C: Human Impacts on Earth Systems	✓		
Engineering Design	ETS1.A: Defining and Delimiting Engineering Problems	✓	✓	✓
	ETS1.B: Developing Possible Solutions	✓	✓	✓
	ETS1.C: Optimizing the Design Solution		✓	✓

BRING SCIENCE ALIVE! GRADE 1

NGSS Performance Expectations		Unit 1: Plant and Animal Parts	Unit 2: Light and Sound	Unit 3: Sky Patterns
Physical Science	1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.		✓	
	1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated.		✓	
	1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.		✓	
	1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*		✓	
Life Science	1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*	✓		
	1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	✓		
	1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	✓		
Earth Science	1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.			✓
	1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.			✓
Engineering Design	K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	✓	✓	✓
	K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	✓	✓	✓
	K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	✓	✓	

* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

Dimension 1: Science and Engineering Practices		Unit 1: Plant and Animal Parts	Unit 2: Light and Sound	Unit 3: Sky Patterns
	Asking Questions and Defining Problems	✓	✓	✓
	Developing and Using Models		✓	✓
	Planning and Carrying Out Investigations	✓	✓	✓
	Analyzing and Interpreting Data	✓	✓	✓
	Using Mathematics and Computational Thinking	✓		✓
	Constructing Explanations and Designing Solutions	✓	✓	
	Engaging in Arguments from Evidence	✓	✓	✓
	Obtaining, Evaluating, and Communicating Information	✓	✓	✓
Dimension 2: Crosscutting Concepts		Unit 1: Plant and Animal Parts	Unit 2: Light and Sound	Unit 3: Sky Patterns
	Patterns	✓		✓
	Cause and Effect	✓	✓	✓
	Scale, Proportion, and Quantity	✓	✓	
	Systems and System Models	✓		
	Energy and Matter		✓	
	Structure and Function	✓	✓	✓
	Stability and Change	✓		✓
Dimension 3: Disciplinary Core Ideas		Unit 1: Plant and Animal Parts	Unit 2: Light and Sound	Unit 3: Sky Patterns
Physical Science	PS4.A: Wave Properties		✓	
	PS4.B: Electromagnetic Radiation		✓	
	PS4.C: Information Technologies and Instrumentation		✓	
Life Science	LS1.A: Structure and Function	✓		
	LS1.B: Growth and Development of Organisms	✓		
	LS1.D: Information Processing	✓		
	LS3.A: Inheritance of Traits	✓		
	LS3.B: Variation of Traits	✓		
Earth Science	ESS1.A: The Universe and Its Stars			✓
	ESS1.B: Earth and the Solar System			✓
Engineering Design	ETS1.A: Defining and Delimiting Engineering Problems	✓	✓	✓
	ETS1.B: Developing Possible Solutions	✓	✓	✓
	ETS1.C: Optimizing the Design Solution	✓	✓	

BRING SCIENCE ALIVE! GRADE 2

NGSS Performance Expectations		Unit 1: Plant and Animal Survival	Unit 2: Materials and Their Uses	Unit 3: Earth's Surface
Physical Science	2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.		✓	
	2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*		✓	
	2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.		✓	
	2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.		✓	
Life Science	2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.	✓		
	2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*	✓		
	2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.	✓		
Earth Science	2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.			✓
	2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*			✓
	2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.			✓
	2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.			✓
Engineering Design	K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	✓	✓	✓
	K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	✓	✓	✓
	K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	✓	✓	✓

* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

Dimension 1: Science and Engineering Practices		Unit 1: Plant and Animal Survival	Unit 2: Materials and Their Uses	Unit 3: Earth's Surface
	Asking Questions and Defining Problems	✓		✓
	Developing and Using Models	✓	✓	✓
	Planning and Carrying Out Investigations	✓	✓	✓
	Analyzing and Interpreting Data	✓	✓	✓
	Using Mathematics and Computational Thinking	✓	✓	
	Constructing Explanations and Designing Solutions	✓	✓	✓
	Engaging in Arguments from Evidence	✓	✓	✓
	Obtaining, Evaluating, and Communicating Information	✓	✓	✓
Dimension 2: Crosscutting Concepts		Unit 1: Plant and Animal Survival	Unit 2: Materials and Their Uses	Unit 3: Earth's Surface
	Patterns		✓	✓
	Cause and Effect	✓	✓	✓
	Scale, Proportion, and Quantity	✓	✓	
	Systems and System Models	✓		✓
	Energy and Matter		✓	✓
	Structure and Function	✓		✓
	Stability and Change		✓	✓
Dimension 3: Disciplinary Core Ideas		Unit 1: Plant and Animal Survival	Unit 2: Materials and Their Uses	Unit 3: Earth's Surface
Physical Science	PS1.A: Structure and Properties of Matter		✓	
	PS1.B: Chemical Reactions		✓	
Life Science	LS2.A: Interdependent Relationships in Ecosystems	✓		
	LS4.D: Biodiversity and Humans	✓		
Earth Science	ESS1.C: The History of Planet Earth			✓
	ESS2.A: Earth Materials and Systems			✓
	ESS2.B: Plate Tectonics and Large-Scale System Interactions			✓
	ESS2.C: The Roles of Water in Earth's Surface Processes			✓
Engineering Design	ETS1.A: Defining and Delimiting Engineering Problems	✓	✓	✓
	ETS1.B: Developing Possible Solutions	✓	✓	✓
	ETS1.C: Optimizing the Design Solution	✓	✓	✓

BRING SCIENCE ALIVE! GRADE 3

NGSS Performance Expectations		Unit 1: Environment s and Living Things	Unit 2: Forces and Motion	Unit 3: Weather and Climate	Unit 4: Life Cycles and Traits
Physical Science	3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.		✓		
	3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.		✓		
	3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.		✓		
	3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.*		✓		
Life Science	3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.				✓
	3-LS2-1. Construct an argument that some animals form groups that help members survive.	✓			
	3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.				✓
	3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.				✓
	3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	✓			
	3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.				✓
	3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	✓			
	3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.*	✓			
Earth Science	3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.			✓	
	3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.			✓	
	3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.*			✓	
Engineering Design	3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	✓	✓	✓	
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	✓	✓	✓	
	3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.		✓	✓	

* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

Dimension 1: Science and Engineering Practices		Unit 1: Environments and Living Things	Unit 2: Forces and Motion	Unit 3: Weather and Climate	Unit 4: Life Cycles and Traits
Asking Questions and Defining Problems			✓	✓	
Developing and Using Models		✓			✓
Planning and Carrying Out Investigations		✓	✓	✓	✓
Analyzing and Interpreting Data		✓	✓	✓	✓
Using Mathematics and Computational Thinking		✓		✓	
Constructing Explanations and Designing Solutions		✓	✓	✓	✓
Engaging in Arguments from Evidence		✓	✓	✓	
Obtaining, Evaluating, and Communicating Information		✓		✓	✓
Dimension 2: Crosscutting Concepts		Unit 1: Environments and Living Things	Unit 2: Forces and Motion	Unit 3: Weather and Climate	Unit 4: Life Cycles and Traits
Patterns			✓	✓	✓
Cause and Effect		✓	✓	✓	✓
Scale, Proportion, and Quantity		✓	✓	✓	
Systems and System Models		✓	✓		
Energy and Matter					
Structure and Function		✓		✓	✓
Stability and Change		✓		✓	
Dimension 3: Disciplinary Core Ideas		Unit 1: Environments and Living Things	Unit 2: Forces and Motion	Unit 3: Weather and Climate	Unit 4: Life Cycles and Traits
Physical Science	PS2.A: Forces and Motion		✓		
	PS2.B: Types of Interactions		✓		
Life Science	LS1.B: Growth and Development of Organisms				✓
	LS2.C: Ecosystem Dynamics, Functioning, and Resilience	✓			
	LS2.D: Social Interactions and Group Behavior	✓			
	LS3.A: Inheritance of Traits				✓
	LS3.B: Variation of Traits				✓
	LS4.A: Evidence of Common Ancestry and Diversity	✓			
	LS4.B: Natural Selection				✓
	LS4.C: Adaptation	✓			
	LS4.D: Biodiversity and Humans	✓			
Earth Science	ESS2.D: Weather and Climate			✓	
	ESS3.B: Natural Hazards			✓	
Engineering Design	ETS1.A: Defining and Delimiting Engineering Problems	✓	✓	✓	
	ETS1.B: Developing Possible Solutions	✓	✓	✓	
	ETS1.C: Optimizing The Design Solution		✓	✓	

BRING SCIENCE ALIVE! GRADE 4

NGSS Performance Expectations		Unit 1: Plant and Animal Structures	Unit 2: Energy	Unit 3: Earth's Changing Surface	Unit 4: Waves and Informati on
Physical Science	4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.		✓		
	4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.		✓		
	4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.		✓		
	4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.		✓		
	4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.				✓
	4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	✓			
	4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.*				✓
Life Science	4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	✓			
	4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	✓			
Earth Science	4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.			✓	
	4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.			✓	
	4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.			✓	
	4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.		✓		
	4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.*			✓	
Engineering Design	3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	✓	✓	✓	✓
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	✓	✓	✓	✓
	3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	✓	✓	✓	✓

* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

Dimension 1: Science and Engineering Practices		Unit 1: Plant and Animal Structures	Unit 2: Energy	Unit 3: Earth's Changing Surface	Unit 4: Waves and Information
	Asking Questions and Defining Problems	✓	✓	✓	✓
	Developing and Using Models	✓		✓	✓
	Planning and Carrying Out Investigations	✓	✓	✓	✓
	Analyzing and Interpreting Data	✓	✓	✓	✓
	Using Mathematics and Computational Thinking		✓	✓	
	Constructing Explanations and Designing Solutions	✓	✓	✓	✓
	Engaging in Arguments from Evidence	✓	✓		✓
	Obtaining, Evaluating, and Communicating Information	✓	✓		✓
Dimension 2: Crosscutting Concepts		Unit 1: Plant and Animal Structures	Unit 2: Energy	Unit 3: Earth's Changing Surface	Unit 4: Waves and Information
	Patterns			✓	✓
	Cause and Effect	✓	✓	✓	✓
	Scale, Proportion, and Quantity		✓		✓
	Systems and System Models	✓	✓		✓
	Energy and Matter		✓		
	Structure and Function	✓			
	Stability and Change			✓	
Dimension 3: Disciplinary Core Ideas		Unit 1: Plant and Animal Structures	Unit 2: Energy	Unit 3: Earth's Changing Surface	Unit 4: Waves and Information
Physical Science	PS3.A: Definitions of Energy		✓		
	PS3.B: Conservation of Energy and Energy Transfer		✓		
	PS3.C: Relationship Between Energy and Forces		✓		
	PS3.D: Energy in Chemical Processes and Everyday Life		✓		
	PS4.A: Wave Properties				✓
	PS4.B: Electromagnetic Radiation	✓			
	PS4.C: Information Technologies and Instrumentation				✓
Life Science	LS1.A: Structure and Function	✓			
	LS1.D: Information Processing	✓			
Earth Science	ESS1.C: The History of Planet Earth			✓	
	ESS2.A: Earth Materials and Systems			✓	
	ESS2.B: Plate Tectonics and Large-Scale System Interactions			✓	
	ESS2.E: Biogeology			✓	
	ESS3.A: Natural Resources		✓		
	ESS3.B: Natural Hazards			✓	
Engineering Design	ETS1.A: Defining and Delimiting Engineering Problems	✓	✓	✓	✓
	ETS1.B: Developing Possible Solutions	✓	✓	✓	✓
	ETS1.C: Optimizing The Design Solution	✓	✓	✓	✓

BRING SCIENCE ALIVE! GRADE 5

NGSS Performance Expectations		Unit 1: Living Things and Ecosystems	Unit 2: Earth Systems	Unit 3: Changes in Matter	Unit 4: Earth, the Moon, and the Stars
Physical Science	5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.			✓	
	5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.			✓	
	5-PS1-3. Make observations and measurements to identify materials based on their properties.			✓	
	5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.			✓	
	5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.				✓
	5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	✓			
Life Science	5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.	✓			
	5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	✓			
Earth Science	5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.				✓
	5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.				✓
	5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.		✓		
	5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.		✓		
	5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.		✓		
Engineering Design	3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	✓	✓	✓	✓
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	✓	✓	✓	✓
	3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	✓	✓	✓	✓

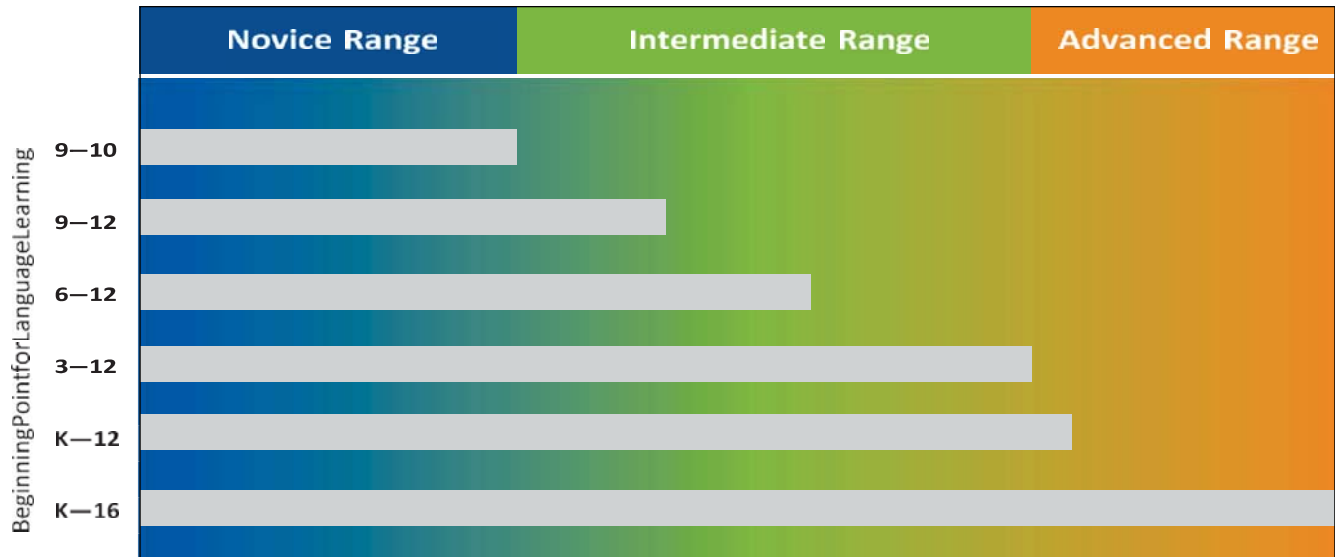
* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

Dimension 1: Science and Engineering Practices		Unit 1: Living Things and Ecosystems	Unit 2: Earth Systems	Unit 3: Changes in Matter	Unit 4: Earth, the Moon, and the Stars
Asking Questions and Defining Problems		✓	✓	✓	✓
Developing and Using Models		✓	✓	✓	✓
Planning and Carrying Out Investigations		✓	✓	✓	✓
Analyzing and Interpreting Data		✓	✓	✓	✓
Using Mathematics and Computational Thinking			✓	✓	
Constructing Explanations and Designing Solutions		✓	✓	✓	✓
Engaging in Arguments from Evidence		✓		✓	✓
Obtaining, Evaluating, and Communicating Information		✓	✓		
Dimension 2: Crosscutting Concepts		Unit 1: Living Things and Ecosystems	Unit 2: Earth Systems	Unit 3: Changes in Matter	Unit 4: Earth, the Moon, and the Stars
Patterns		✓			✓
Cause and Effect		✓	✓	✓	✓
Scale, Proportion, and Quantity		✓	✓	✓	✓
Systems and System Models		✓	✓		✓
Energy and Matter		✓		✓	
Structure and Function		✓	✓		✓
Stability and Change		✓			✓
Dimension 3: Disciplinary Core Ideas		Unit 1: Living Things and Ecosystems	Unit 2: Earth Systems	Unit 3: Changes in Matter	Unit 4: Earth, the Moon, and the Stars
Physical Science	PS1.A: Structure and Properties of Matter			✓	
	PS1.B: Chemical Reactions			✓	
	PS2.B: Types of Interactions				✓
	PS3.D: Energy in Chemical Processes and Everyday Life	✓			
Life Science	LS1.C: Organization for Matter and Energy Flow in Organisms	✓			
	LS2.A: Interdependent Relationships in Ecosystems	✓			
	LS2.B: Cycles of Matter and Energy Transfer in Ecosystems	✓			
Earth Science	ESS1.A: The Universe and its Stars				✓
	ESS1.B: Earth and the Solar System				✓
	ESS2.A: Earth Materials and Systems		✓		
	ESS2.C: The Roles of Water in Earth's Surface Processes		✓		
	ESS3.C: Human Impacts on Earth Systems		✓		
Engineering Design	ETS1.A: Defining and Delimiting Engineering Problems	✓	✓	✓	✓
	ETS1.B: Developing Possible Solutions	✓	✓	✓	✓
	ETS1.C: Optimizing The Design Solution	✓	✓	✓	✓

**SPANISH CURRICULUM
SCOPE AND SEQUENCE
SUMMARY: STANDARDS
AND BENCHMARKS**

The Spanish Curriculum K-5

According to ACTFL statement describing the length of sequence or entry or exit point, students in GEE academies who received k-5 constant uninterrupted daily Spanish instruction should achieve language proficiency at the Advanced-Low. Some native students might achieve Advanced Mid.



From the Performance Descriptors for Language Learners (ACTFL, 2012a, p.13)

NCSSFL-ACTFL Global Can-Do Benchmarks

Spanish Curriculum Competency Expectations

	K-5 th GRADES	6 th -8 th GRADES LEVEL 1 (9-12)	9 th -12 th GRADES LEVEL 2
Communication Standards	Benchmarks Novice Range	Benchmarks Intermediate Range	Benchmarks Advanced Range
<p>SPEAKING</p> <p>(Interpersonal Communication)</p> <p>Learners interact and negotiate meaning in spoken conversations to share information</p>	<p>Novice Low: (Interpersonal Speaking)</p> <p>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</p> <p>I can greet people in a polite way using single words and memorized phrases.</p> <p>I can respond to yes/no questions, either/or question, <i>who, what, when, where</i> questions.</p> <p>Novice Mid:</p> <p>I can participate in conversations on a number of familiar topics using simple sentences.</p> <p>I can handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>I can ask and answer questions on familiar topics to keep a conversation going.</p> <p>Novice High:</p> <p>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</p> <p>I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>I can ask for and give simple directions to go somewhere or do something.</p>	<p>Intermediate Low: (Interpersonal Speaking)</p> <p>I can participate in conversations on a number of familiar topics using simple sentences.</p> <p>I can handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>Intermediate Mid:</p> <p>I can participate in conversations on familiar topics using sentences and series of sentences.</p> <p>I can handle short social interactions in everyday situations by asking and answering a variety of questions.</p> <p>I can usually say what I want to say about myself and my everyday life.</p> <p>Intermediate High:</p> <p>I can participate with ease and confidence in conversations on familiar topics.</p> <p>I can usually talk about events and experiences in various time frames.</p>	<p>Advanced Low: (Interpersonal Speaking)</p> <p>I can participate in conversations about familiar topics that go beyond my everyday life.</p> <p>I can talk in an organized way and with some detail about events and experiences in various time frames.</p> <p>I can describe people, places, and things in an organized way and with some detail.</p> <p>I can handle a familiar situation with an unexpected complication.</p> <p>Advanced Mid:</p> <p>I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics.</p> <p>I can talk in detail and in an organized way about events and experiences in various time frames.</p> <p>I can confidently handle routine situations with an unexpected complication.</p> <p>I can share my point of view in discussions on some complex issues.</p>

<p style="text-align: center;">WRITING AND ORAL PRESENTATION</p> <p>(Presentational Communication)</p> <p>Learners present and explain information to audience of listeners such as classmates</p>	<p>Novice Low:</p> <p>(writing)</p> <p>I can copy some familiar words characters, or phrases.</p> <p>(Oral Presentation)</p> <p>I can present information about myself and some other very familiar topics using single words or memorized phrases.</p> <p>Novice Mid:</p> <p>(Writing)</p> <p>I can write lists and memorized phrases on familiar topics.</p> <p>(Oral Presentation)</p> <p>I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p> <p>Novice High:</p> <p>(Writing)</p> <p>I can write short messages and notes on familiar topics related to everyday life.</p> <p>(Oral Presentation)</p> <p>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p>	<p>Intermediate Low:</p> <p>(Writing)</p> <p>I can write briefly about most familiar topics and present information using a series of simple sentences.</p> <p>(Oral Presentation)</p> <p>I can present information on most familiar topics using a series of simple sentences.</p> <p>Intermediate Mid:</p> <p>(Writing)</p> <p>I can write on a wide variety of familiar topics using connected sentences.</p> <p>(Oral Presentation)</p> <p>I can make presentations on a wide variety of familiar topics using connected sentences.</p> <p>Intermediate High: (Writing)</p> <p>I can write on topics related to school, work, and community in a generally organized way.</p> <p>I can write some simple paragraphs about events and experiences in various time frames.</p> <p>(Oral Presentation)</p> <p>I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.</p> <p>I can make presentations on some events and experiences in various time frames.</p>	<p>Advanced Low:</p> <p>(Writing)</p> <p>I can write on general interest, academic, and professional topics.</p> <p>I can write organized paragraphs about events and experiences in various time frames.</p> <p>(Oral Presentation)</p> <p>I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.</p> <p>Advanced Mid:</p> <p>(Writing)</p> <p>I can write on a wide variety of general interest, professional, and academic topics. I can write well-organized, detailed paragraphs in various time frames.</p> <p>(Oral Presentation)</p> <p>I can deliver well-organized presentations on concrete social, academic, and professional topics.</p> <p>I can present de- tailed information about events and experiences in various time frames.</p>
--	---	---	---

<p style="text-align: center;">LISTENING & READING</p> <p>(Interpretive Communication)</p> <p>Learners understand, interpret and analyze what is heard, read, or viewed</p>	<p>Novice Low:</p> <p>(Listening)</p> <p>I can recognize a few memorized words and phrases when I hear them spoken.</p> <p>(Reading)</p> <p>I can recognize a few letters or characters.</p> <p>I can identify a few memorized words and phrases when I read.</p> <p>Novice Mid:</p> <p>(Listening)</p> <p>I can recognize some familiar words and phrases when I hear them spoken.</p> <p>(Reading)</p> <p>I can recognize some letters or characters.</p> <p>I can understand some learned or memorized words and phrases when I read.</p> <p>Novice High:</p> <p>(Listening)</p> <p>I can often understand words, phrases, and simple sentences related to everyday life.</p> <p>I can recognize pieces of information and some- times understand the main topic of what is being said.</p> <p>(Reading)</p> <p>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.</p> <p>I can sometimes understand the main idea of what I have read.</p>	<p>Intermediate Low:</p> <p>(Listening)</p> <p>I can understand the main idea in short, simple messages and presentations on familiar topics.</p> <p>I can understand the main idea of simple conversations that I overhear.</p> <p>(Reading)</p> <p>I can understand the main idea of short and simple texts when the topic is familiar.</p> <p>Intermediate Mid:</p> <p>(Listening)</p> <p>I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</p> <p>I can under- stand the main idea in conversations that I overhear.</p> <p>(Reading)</p> <p>I can understand the main idea of texts related to everyday life and personal interests or studies.</p> <p>Intermediate High:</p> <p>(Listening)</p> <p>I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</p> <p>I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed.</p> <p>I can sometimes follow what I hear about events and experiences in various time frames.</p> <p>(Reading)</p> <p>I can easily understand the main idea of texts related to everyday life, personal interests, and studies.</p> <p>I can sometimes follow stories and descriptions about events and experiences in various time frames.</p>	<p>Advanced Low:</p> <p>(Listening)</p> <p>I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest.</p> <p>I can follow stories and descriptions of some length and in various time frames.</p> <p>I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</p> <p>(Reading)</p> <p>I can understand the main idea and some supporting details on a variety of topics of personal and general interest.</p> <p>I can follow stories and descriptions of some length and in various time frames and genres.</p> <p>Advanced Mid:</p> <p>(Listening)</p> <p>I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest.</p> <p>I can follow stories and descriptions of some length and in various time frames.</p> <p>I can understand information presented in most genres, even when not familiar with the topic.</p> <p>(Reading)</p> <p>I can understand the main idea and most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics.</p> <p>I can follow stories and descriptions of considerable length and in various time frames.</p> <p>I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.</p>
--	--	---	--

DESCUBRE EL ESPAÑOL– ANTOLOGÍA GRADE K-1 SCOPE AND SEQUENCE

LEVEL 1

LEGEND
B = Beginner
I = Intermediate
A = Advanced

BEGINNER, INTERMEDIATE, ADVANCED -- INTEGRATED

	Unidad 1	Unidad 2	Unidad 3	Unidad 4	Unidad 5	Unidad 6	Unidad 7	Unidad 8
READING: BEGINNING SKILLS								
Print Awareness								
◊ identify upper- and lower-case letters	Así se dice: B Así se escribe: B	Así se dice: B Así se escribe: B	Así se dice: B Así se escribe: B	Así se dice: B Así se escribe: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B
◊ recognize features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, the em dash to indicate dialogue)	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B
◊ read by moving from top to bottom and tracking words from left to right with return sweep	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
Phonological Awareness								
◊ orally generate a series of rhyming words using a variety of phonograms (e.g., - ita, - osa, -ión)			Así se dice: B, A Así se escribe: I	Así se dice: A	Así se dice: B, I Así se escribe: I	Así se dice: B, I, A		
◊ recognize the change in a spoken word when a specified syllable or phoneme is added, changed or removed (e.g., “me-sa” to “ma-sa”; “to-mo” to “co-mo”)			Así se escribe: I					
◊ blend spoken phonemes to form syllables and words (e.g., sol, pato)			Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B
◊ distinguish orally represented rhyming pairs from non-rhyming pairs			Así se dice: B, A Así se escribe: I	Así se dice: A	Así se dice: B, I Así se escribe: I	Así se dice: B, I, A		
◊ identify syllables in spoken words, including diphthongs and hiatus (le-er, rí-o, quie-ro, na-die, ra-dio, sa-po)	Así se dice: A	Así se dice: B						
◊ separate spoken multi-syllabic words into two to four syllables (e.g., ra-na, má-qui-na, te-lé-fo-no)	Así se dice: I, A	Así se dice: I, A	Así se dice: B, I	Así se dice: B, I	Así se dice: B	Así se dice: B, A	Así se dice: B, I, A	Así se dice: B, I Así se escribe: A
Phonics								
◊ decode the vowel sounds	Así se dice: B	Así se dice: B	Así se dice: B					
◊ decode syllables	Así se dice: I, A	Así se dice: B, I, A	Así se dice: B, I	Así se dice: B, I	Así se dice: B	Así se dice: B, A	Así se dice: B, I, A	Así se dice: B, I

◊ use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as "r," "c," and "g"	Así se dice: I	Así se dice: I	Así se dice: I		Así se dice: I	Así se escribe: A	Así se dice: B	
◊ decode words in context and in isolation by applying knowledge of letter-sound relationship in different structures, including:				Así se dice: I			Así se escribe: I	Así se escribe: I
• consonant blends (e.g., bra/bra-zo; glo/glo-bo)		Así se escribe: I						
• consonant digraphs (e.g., ch/chi-le; ll/llave; rr/pe-rro)							Así se escribe: A	Así se dice: B
◊ decode words with silent "h"							Así se escribe: A	
◊ decode words that have the same sounds								
• r/rr	Así se dice: I	Así se dice: I	Así se dice: I			Así se escribe: A		Así se dice: B
• ll/y	Así se dice: I				Así se dice: I			
• g/j					Así se dice: I			
• c/k/q		Así se dice: I	Así se dice: I				Así se dice: B	
• c/s/z	Así se dice: I	Así se dice: I	Así se dice: I		Así se dice: I			
◊ identify the stressed syllable (sílabo tónica)	Así se escribe: A				Así se escribe: I	Así se escribe: I		
◊ decode words with an orthographic accent (e.g., "papá," "mamá")	Así se escribe: A			Así se escribe: A	Así se escribe: I, A			Así se escribe: A
◊ use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelata, salvavida)	Así se dice: A		Así se dice: A					
Strategies								
◊ confirm predictions about what will happen next in text by "reading the part that tells"	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A
◊ ask relevant questions, seek clarification, and locate facts and details about stories and other texts	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A
◊ establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A
READING								
Fluency								
◊ read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A

Vocabulary Development									
◊ identify words that name actions (verbs) and words that name persons, places, or things (nouns)	Así se escribe: I, A	Así se escribe: B, I	Así se escribe: B, A	Así se escribe: B, A	Así se dice: A Así se escribe: B, A	Así se dice: I, A Así se escribe: I	Así se dice: I, A Así se escribe: B, I	Así se dice: A Así se escribe: B, I	
◊ determine the meaning of compound words using knowledge of their individual components words (e.g., paraguas)			Así se dice: A						
◊ determine what words mean from how they are used in a sentence, either heard or read	Así se dice: A	Así se dice: A	Así se dice: I					Así se dice: I, A	
◊ identify and sort words into conceptual categories (e.g., opposites, living things)								Así se dice: A (synonyms)	
◊ alphabetize a series of words to the first or second letter and use a dictionary to find words	Así se escribe: A			Así se escribe: A			Así se dice: I	Así se dice: I	
READING: COMPREHENSION OF LITERARY TEXT									
Theme and Genre									
◊ connect the meaning of a well-known story or fable to personal experiences					Reading Selection: B, I, A Comprendo lo que leí: B, I, A				
◊ explain the function of recurring phrases (e.g., “Había una vez”, “Colorín colorado este cuento se ha acabado”, etc.) in traditional folk and fairy tales					Reading Selection: I, A Comprendo lo que leí: I, A				
Poetry									
◊ respond to and use rhythm, rhyme, and alliteration				Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A Así se dice: I Así se escribe: I	Reading Selection: B, I, A Comprendo lo que leí: B, I, A Así se dice: I		
Fiction									
◊ describe plot (problem and solution) and retell story’s beginning, middle, and end with attention to the sequence of events	Reading Selection: B, I, A Comprendo lo que leí: B, I, A Así se escribe: A				Así se escribe: I				
Literary Non-Fiction									
◊ determine whether a story is true or a fantasy and explain why		Reading Selection: B Comprendo lo que leí: B							
Sensory Language									
◊ recognize sensory details in literary text	Reading Selection: A					Reading Selection: B, I, A	Reading Selection: I, A		
Independent Reading									
◊ read independently for a sustained period of time	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A

READING: COMPREHENSION OF INFORMATIONAL TEXT

Culture and History								
◊ identify the topic and explain the author's purpose in writing the text		Reading Selection: I Comprendo lo que leí: I					Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A

Expository Text								
◊ restate the main idea, heard or read		Reading Selection: I Comprendo lo que leí: I						
◊ identify important facts or details in text, heard or read		Reading Selection: I Comprendo lo que leí: I						
◊ retell the order of events in a text by referring to the words and/or illustrations		Reading Selection: I Comprendo lo que leí: I						
◊ use text features (e.g., title, TOC, illustrations) to locate information in text		Reading Selection: I Comprendo lo que leí: I						

WRITING

Literary Texts								
◊ write short poems that convey sensory details			A escribir: B		A escribir: B			
Expository and Procedural Texts								
◊ write brief compositions about topics of interest to the student	A escribir: B, I, A	A escribir: B, I, A	A escribir: A	A escribir: I, A	A escribir: A	A escribir: B, I	A escribir: B, I, A	A escribir: B, I
◊ write brief comments on literary or informational texts	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A A escribir: I	Comprendo lo que leí: B, I, A A escribir: B	Comprendo lo que leí: B, I, A A escribir: I	Comprendo lo que leí: B, I, A A escribir: A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A A escribir: A

ORAL AND WRITTEN CONVENTIONS

Conventions								
◊ understand and use the following parts of speech in the context of reading, writing, and speaking:								
• verbs in the past, present, and future in the indicative mode (canto, canté)	Así se escribe: A		Así se escribe: B	Así se escribe: B, A	Así se dice: A Así se escribe: B, A	Así se dice: A Así se escribe: I	Así se dice: I Así se escribe: B, I	Así se escribe: B, I
• nouns (singular/plural, common/proper)	Así se escribe: I	Así se escribe: B, I	Así se escribe: B, A		Así se escribe: B, A	Así se escribe: B	Así se dice: I, A Así se escribe: B, I	Así se dice: A
• adjectives (e.g., descriptive: verde, alto)		Así se escribe: A	Así se dice: A		Así se dice: A		Así se dice: A	
• prepositions and prepositional phrases (e.g., "por la mañana")								Así se escribe: A
• time-order transition words (e.g., primero, luego, después)	Así se escribe: A			Así se escribe: I				
◊ speak in complete sentences with correct article-noun agreement (e.g., la pelota, el mapa, el agua, la mano, el águila)	Así se escribe: I						Así se dice: B	

Handwriting, Capitalization, and Punctuation

◊ form upper- and lower-case letters, using basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A
◊ recognize and use basic capitalization for:								
• beginning of sentences	Así se escribe: B, I A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A			Así se escribe: B	Así se escribe: B	Así se escribe: B
• names of people	Así se escribe: B A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A			Así se escribe: B	Así se escribe: B	
◊ recognize and use punctuation marks at the beginning and end of exclamatory and interrogative sentences and at the end of declarative sentences	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A

Spelling								
◊ use phonological knowledge to match sounds to letters and syllables to construct words	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B
◊ use syllable-sounds patterns to generate a series of original rhyming words using a variety of ending patterns (e.g., -ción, -illa, -ita, -ito)			Así se dice: B, A Así se escribe: I	Así se dice: A	Así se dice: B, I Así se escribe: I	Así se dice: B, I, A		
◊ blend phonemes to form syllables and words (e.g., mismo, tarde)	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B
◊ become familiar with words using orthographic patterns including:								
• words that use syllables with hard /r/ spelled as "r" or "rr," (e.g., ratón, carro)	Así se dice: I	Así se dice: I				Así se escribe: A		Así se dice: B
• words that use syllables with soft /r/ spelled as "r" and always between two vowels (e.g., pero, perro)								Así se dice: B
• words that use syllables with silent "h," (e.g., hora, ahora)							Así se escribe: A	
• words that have the same sound represented by different letters:								
– "r" and "rr," as in ratón and perro	Así se dice: I	Así se dice: I	Así se dice: I				Así se escribe: A	
– "ll" and "y," as in llave and yate	Así se dice: I					Así se dice: I		
– "g" and "j," as in gigante and jirafa						Así se dice: I		
– "c," "k," and "q," as in casa, kilo, and queso		Así se dice: I	Así se dice: I				Así se dice: B	

– "c," "s," and "z," as in cereal, semilla, and zapato	Así se dice: I	Así se dice: I	Así se dice: I		Así se dice: I			
• words using:								
– "m" before "b" (e.g., cambiar)							Así se escribe: A	
– "m" before "p" (e.g., importante)							Así se escribe: A	
◇ become familiar with words with consonant blends (e.g., bra/bra-zo-, glo/glo-bo-)		Así se escribe: I						
◇ become familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., calor, razón)	Así se escribe: A			Así se escribe: A	Así se escribe: I, A			Así se escribe: A
◇ become familiar with the appropriate use of accents on words commonly used in questions and exclamations (e.g., cuál,						Así se escribe: I		
◇ become familiar with creating the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., lápiz, lápices, feliz, felices)				Así se escribe: I				
LISTENING AND SPEAKING								
Listening								
◇ listen attentively to speakers and ask relevant questions to clarify information	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
Speaking								
◇ share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
Teamwork								
◇ follow agreed-upon rules for discussion, including:								
• listening to others	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
• speaking when recognized	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
• making appropriate contributions	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A

DESCUBRE EL ESPAÑOL– ANTOLOGÍA GRADE 2 SCOPE AND SEQUENCE

LEVEL 2

LEGEND
B = Beginner
I = Intermediate
A = Advanced

BEGINNER, INTERMEDIATE, ADVANCED -- INTEGRATED

	Unidad 1	Unidad 2	Unidad 3	Unidad 4	Unidad 5	Unidad 6	Unidad 7	Unidad 8
READING: BEGINNING SKILLS								
Print Awareness								
◇ distinguish features of a sentence:								
• capitalization of first word						Así se escribe:		
• beginning and ending punctuation	Así se escribe: B	Así se escribe: B	Así se escribe: B, A	Así se escribe: B			Así se escribe: B,	Así se escribe: B
• commas			Así se escribe: A		Así se escribe: B			
Phonological Awareness								
◇ orally generate a series of rhyming words using a variety of phonograms (e.g., -ita, -osa, -ión)					Así se dice: B, I			
Phonics								
◇ decode the vowel sounds	Así se dice: B	Así se dice: B						
◇ decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures. including:			Así se dice: B	Así se dice: B, A		Así se dice: B		Así se dice: B
• diphthongs (e.g., viernes, pie, fui);	Así se dice: A					Así se dice: I		
• consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro);		Así se dice: A						Así se dice: B
◇ use orthographic rules to segment and combine syllables including vowel diphthongs (e.g., pue-de, sien-te, va-ca);	Así se dice: A		Así se dice: B	Así se dice: B		Así se dice: I		
◇ decode words with silent "h" with increasing accuracy;	Así se dice: I							Así se escribe: A
◇ become familiar with words that use syllables que-, qui-, as in queso and quitto; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita;	Así se escribe: A		Así se escribe: I		Así se dice: A			
◇ decode words that have same sounds represented by different letters with increased accuracy:								
• "r" and "rr," as in ratón and perro						Así se dice: A		Así se dice: B, I
• "ll" and "y," as in llave and yate			Así se dice: A					Así se dice: I
• "g" and "j," as in gigante and jirafa					Así se dice: A			
• "c," "k," and "q," as in casa, kilo, and			Así se escribe: I		Así se dice: I			
• "c," "s," and "z," as in cereal, semilla,					Así se dice: I			Así se dice: A
• "b" and "v," as in burro and vela						Así se dice: A		
◇ read words with common...								

<ul style="list-style-type: none"> prefixes (e.g., in-, des-) suffixes (e.g., -mente, -dad, -oso); 				Así se escribe: I Así se dice: I (diminutives)			Así se dice: B Así se dice: B Así se dice: A (diminutives)	
◇ identify the stressed syllable (sílabas tónicas);	Así se dice: I	Así se dice: I						
◇ decode words with an orthographic accent (e.g., papá, avión); and	Así se dice: I	Así se dice: I					Así se dice: I	
◇ use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, sobrecama).				Así se dice: I			Así se dice: A	
Strategies								
◇ use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A
◇ ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A
◇ establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A
READING								
Fluency								
◇ read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
Vocabulary Development								
◇ use prefixes and suffixes to determine the meaning of words (e.g., componer/descomponer; obedecer/desobedecer);				Así se dice: I (diminutives) Así se escribe: I			Así se dice: B Así se dice: A (diminutives)	
◇ use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;	Así se dice: I, A	Así se dice: I, A	Así se dice: I, A	Así se dice: B, I, A	Así se dice: I	Así se dice: B, I, A	Así se dice: I	Así se dice: I, A
◇ identify and use common words that are:								
<ul style="list-style-type: none"> opposite (antonyms) similar (synonyms) 		Así se dice: B		Así se dice: B, A		Así se dice: B	Así se dice: I	
			Así se dice: B		Así se dice: B, A			Así se dice: B, I

◇ alphabetize a series of words and use a dictionary or a glossary to find words.	Así se dice: I, A	Así se dice: I, A	Así se dice: I, A	Así se dice: I	Así se dice: B, I	Así se dice: B, I, A	Así se dice: B, I	Así se dice: B, I, A
READING: COMPREHENSION OF LITERARY TEXT								
Theme and Genre								
◇ identify moral lessons as themes in well-known fables, legends, myths, or stories				Reading Selection: B, I, A Comprendo lo que leí: B, I, A				
Poetry								
◇ describe how rhyme, rhythm, and repetition interact to create images in poetry.					Así se dice: B, I Reading Selection: B, I, A Comprendo lo que leí: B, I, A			
Fiction								
◇ describe main characters in works of fiction, including their traits, motivations, and feelings.	Reading Selection: B, I, A Comprendo lo que leí: B, I, A							
Literary Non-Fiction								
◇ distinguish between fiction and nonfiction.							Reading Selection: B, I, A Comprendo lo que leí: B, I, A	
Sensory Language								
recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	Reading Selection: B				Reading Selection: B			
Independent Reading								
◇ read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
READING: COMPREHENSION OF INFORMATIONAL TEXT								
Culture and History								
◇ identify the topic and explain the author's purpose in writing the text.		Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A			Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A
WRITING								
Literary Texts								
◇ write short poems that convey sensory details.					A escribir: I, A			
Expository and Procedural Texts								
◇ write brief compositions about topics of interest to the student;	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A
◇ write brief comments on literary or informational texts.	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A
ORAL AND WRITTEN CONVENTIONS								

Conventions								
◊ understand and use the following parts of speech in the context of reading,								
• regular and irregular verbs (past, present, and future in the indicative mode)			Así se escribe: I, A	Así se escribe: I	Así se escribe: I	Así se escribe: B Así se escribe: A (irregular verbs)	Así se escribe: B	Así se escribe: B
• nouns (singular/plural, common/proper)	Así se dice: B Así se escribe: I	Así se dice: B			Así se escribe: I, A		Así se escribe: B Así se escribe: A (possessive nouns)	Así se escribe: I (possessive nouns)
• adjectives (e.g., descriptive: viejo, maravilloso)	Así se escribe: B Así se escribe: I	Así se escribe: I, A		Así se escribe: B	Así se escribe: B	Así se escribe: I		
• articles (e.g., un, una, la, el)				Así se escribe: A				
• adverbs (e.g., time: antes, después; manner: cuidadosamente)					Así se escribe: A		Así se escribe: I	
• prepositions and prepositional phrases								Así se escribe: A
• pronouns (e.g., él, su)							Así se escribe: I	
• time-order transition words							Así se escribe: B	
◊ distinguish among:								
• declarative sentences								Así se escribe: B
• interrogative sentences	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B			Así se escribe: B	
• exclamatory sentence	Así se escribe: B		Así se escribe: B	Así se escribe: B			Así se escribe: B	
Handwriting, Capitalization, and Punctuation								
◊ write legibly leaving appropriate margins for readability;	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A
◊ use capitalization for proper nouns	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	Así se escribe: I, A A escribir: B, I, A	A escribir: B, I, A
◊ understand that months and days of the week are not capitalized;			Así se escribe: B				Así se escribe: I	
◊ recognize and use punctuation marks, including beginning and ending punctuation in sentences; and	Así se escribe: B A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B, A A escribir: B, I, A
Spelling								
◊ become familiar with words using orthographic patterns including:								
• words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;								Así se dice: B
• words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in loro and cara;								Así se dice: B
• words that use syllables with silent "h," as in hora and hoy;	Así se dice: I							Así se escribe: A
• words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paraguero and agüita;	Así se escribe: A		Así se escribe: I			Así se dice: A		

<ul style="list-style-type: none"> words that have the same sound represented by different letters: 								
– "r" and "rr," as in ratón and perro						Así se dice: A		Así se dice: B, I
– "ll" and "y," as in llave and yate			Así se dice: A					Así se dice: I
– "g" and "j," as in gigante and jirafa					Así se dice: A			
– "c," "k," and "q," as in casa, kilo, and quince			Así se escribe: I		Así se dice: I			
– "c," "s," and "z," as in cereal, semilla, and zapato					Así se dice: I			Así se dice: A
– "b" and "v," as in burro and vela						Así se dice: A		
<ul style="list-style-type: none"> words using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar); 		Así se escribe: A						
◊ spell the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., lápiz, lápices, feliz, felices);					Así se escribe: A			
◊ spell words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);	Así se dice: I	Así se dice: I	Así se escribe: I		Así se dice: A			Así se dice: I
◊ become familiar with words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);	Así se dice: I	Así se dice: I			Así se dice: A			
◊ use accents appropriately on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);			Así se escribe: B					
◊ mark accents appropriately when conjugating verbs in the simple past in the indicative mode (e.g., corrió, jugó);			Así se escribe: I, A	Así se escribe: A				Así se escribe: B
LISTENING AND SPEAKING								
Listening								
◊ listen attentively to speakers and ask relevant questions to clarify information	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
Speaking								
share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
Teamwork								
follow agreed-upon rules for discussion, including:								
• listening to others	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
• speaking when recognized	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
• making appropriate contributions	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A

DESCUBRE EL ESPAÑOL– ANTOLOGÍA GRADE 3 SCOPE AND SEQUENCE

LEVEL 3

LEGEND
B = Beginner
I = Intermediate
A = Advanced

BEGINNER, INTERMEDIATE, ADVANCED -- INTEGRATED

	Unidad 1	Unidad 2	Unidad 3	Unidad 4	Unidad 5	Unidad 6	Unidad 7	Unidad 8
READING: BEGINNING SKILLS								
Phonological Awareness								
◊ orally generate a series of rhyming words using a variety of phonograms (e.g., -ita, -osa, -ión)		Así se dice: A		Así se dice: B, A				
Phonics								
◊ decode the vowel sounds	Así se dice: B							
◊ use orthographic rules to segment and combine syllables		Así se dice: B, I	Así se dice: A	Así se dice: I, A	Así se dice: B, A	Así se dice: B, A	Así se dice: A	Así se dice: A Así se escribe: I
• including diphthongs (e.g., na-die, ra-dio);				Así se dice: I, A		Así se dice: B, A		
◊ decode words with silent "h" with increasing accuracy;	Así se escribe: A						Así se dice: I	
◊ decode words that use...								
• que-, qui-, as in queso and quito								Así se dice: B
• gue-, gui-, as in guiso and juguete						Así se dice: A		
• güe-, güi-, as in paragüero and agüita						Así se dice: A		
◊ develop automatic recognition of words that have the same sounds represented by different letters with increased accuracy:								
• "r" and "rr," as in ratón and perro	Así se dice: A	Así se dice: B, A					Así se escribe: I	Así se dice: A
• "ll" and "y," as in llave and yate			Así se dice: A		Así se dice: B			Así se dice: A
• "g" and "j," as in gigante and jirafa	Así se dice: B		Así se dice: I					
• "c," "s," and "z," as in cereal, semilla, and zapato	Así se dice: A	Así se escribe: A		Así se dice: B				
• "j" and "x," as in cojín and México								Así se dice: I
• "i" and "y," as in imán and doy	Así se dice: I							
• "b" and "v," as in burro and vela					Así se dice: I		Así se dice: B	
◊ read words with common								
• prefixes (e.g., in-, des-)					Así se escribe: A			

• suffixes (e.g., -mente, -dad, -oso)	Así se dice: I			Así se escribe: A (diminutives)		Así se dice: A		
◊ identify the syllable that is stressed (sílabas tónicas);		Así se dice: I		Así se dice: A				
◊ use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavidas); and						Así se dice: I		
Strategies								
◊ use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A
◊ ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A
◊ establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A
READING								
Fluency								
◊ read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
Vocabulary Development								
◊ identify the meaning of common prefixes (e.g., ex-, des-) and suffixes (e.g., -era, -oso), and know how they change the meaning of roots;								
• prefixes					Así se escribe: A			
• suffixes	Así se dice: I			Así se escribe: A		Así se dice: A		
◊ use context to determine the relevant meaning of unfamiliar words or	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A
• distinguish among multiple meaning words and homographs (e.g., vino-la bebida; vino-del verbo venir);				Así se dice: I				
◊ identify and use								
• antonyms			Así se dice: B, I			Así se dice: I	Así se dice: A	Así se dice: B
• synonyms		Así se dice: I						

• homophones (e.g., tubo, tuvo)						Así se escribe: A	Así se dice: I	
◊ alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings and syllabication of unknown words.	Así se escribe: B	Así se dice: B, A	Así se dice: I		Así se dice: B, I, A	Así se dice: I		
READING: COMPREHENSION OF LITERARY TEXT								
Theme and Genre								
◊ paraphrase the themes and supporting details of fables, legends, myths, or stories; and	Reading Selection: B, I, A Comprendo lo que leí: B, I, A							
Poetry								
◊ describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		A escribir: B Reading Selection: B, I, A Comprendo lo que leí: B, I, A				
Fiction								
◊ sequence and summarize the plot's main events and explain their influence on future events;						Reading Selection: I, A Comprendo lo que leí: I, A		
◊ describe the interaction of characters including their relationships and the changes they undergo						Reading Selection: I, A Comprendo lo que leí: I, A		
Literary Non-Fiction								
◊ explain the difference in point of view between a biography and autobiography.						Reading Selection: B Comprendo lo que leí: B		
Independent Reading								
◊ read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
READING: COMPREHENSION OF INFORMATIONAL TEXT								
Culture and History								
◊ identify the topic and locate the author's stated purposes in writing the text.	Reading Selection: I Comprendo lo que leí: I		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A
Expository Text								
◊ identify the details or facts that support the main idea;	Reading Selection: I Comprendo lo que leí: I		Reading Selection: I Comprendo lo que leí: I		Reading Selection: A Comprendo lo que leí: A		Reading Selection: I, A Comprendo lo que leí: I, A	Reading Selection: A Comprendo lo que leí: A

◇ draw conclusions from the facts presented in text and support those assertions with textual evidence;								
◇ identify explicit cause and effect relationships among ideas in texts; and								
◇ use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	Reading Selection: I Comprendo lo que leí: I		Reading Selection: I Comprendo lo que leí: I				Reading Selection: A Comprendo lo que leí: A	
WRITING								
Personal Experiences								
◇ write about important personal experiences.	A escribir: B	A escribir: B, I	A escribir: B, I, A	A escribir: B, I	A escribir: B, I, A	A escribir: B, I	A escribir: B, I, A	A escribir: B, I, A
Expository and Procedural Texts								
◇ write responses to literary or expository texts that demonstrate an understanding of the text.	Comprendo lo que leí: B, I, A A escribir: I, A	Comprendo lo que leí: B, I, A A escribir: A	Comprendo lo que leí: B, I, A A escribir: A	Comprendo lo que leí: B, I, A A escribir: A	Comprendo lo que leí: B, I, A A escribir: A	Comprendo lo que leí: B, I, A A escribir: A	Comprendo lo que leí: B, I, A A escribir: A	Comprendo lo que leí: B, I, A A escribir: A
ORAL AND WRITTEN CONVENTIONS								
Conventions								
◇ use and understand the function of the following parts of speech in the context of reading, writing, and speaking:								
• regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode);		Así se escribe: B			Así se escribe: I	Así se escribe: B	Así se escribe: B, A	Así se escribe: B
• nouns (singular/plural, common/proper);	Así se escribe: B, I, A	Así se escribe: B, A	Así se escribe: B, A		Así se escribe: A	Así se dice: A (nouns with suffix -ero)		
• adjectives (e.g., descriptive: dorado, rectangular; limiting: este, ese, aquel);	Así se escribe: B, A			Así se escribe: B, I	Así se escribe: A			
• articles (e.g., un, una, lo, la, el, los, las);		Así se escribe: I	Así se escribe: B, A				Así se escribe: B	Así se escribe: A
• adverbs (e.g., time: luego, antes; manner: cuidadosamente);					Así se escribe: B	Así se escribe: A	Así se escribe: I	
• prepositions and prepositional phrases;			Así se escribe: I					Así se escribe: A
• possessive pronouns (e.g., su, sus, mi, mis, suyo);						Así se escribe: I	Así se escribe: B (personal pronouns)	
• coordinating conjunctions (e.g., y, o, pero); and							Así se dice: B	Así se escribe: I
◇ use the complete subject and the complete predicate in a sentence;				Así se escribe: B	Así se escribe: B			
Handwriting, Capitalization, and Punctuation								

◊ understand that months and days of the week are not capitalized;						Así se escribe: B		
◊ use capitalization for:								
• geographical names and places;	Así se escribe: B, I A escribir: I		Así se escribe: I A escribir: I			Así se escribe: B A escribir: B, I	Así se escribe: A A escribir: A	Así se escribe: B
◊ recognize and use punctuation marks including commas; and	A escribir: B, I, A	Así se escribe: A A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	Así se escribe: I A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A
Spelling								
◊ spell words with increased accuracy using orthographic rules, including:								
• words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;	Así se dice: A	Así se dice: B, A					Así se escribe: I	
• words that use syllables with silent "h" (e.g., ahora, almohada);	Así se escribe: A						Así se dice: I	
• words that use...								
– que-, qui-, as in queso and quito								Así se dice: B
– gue-, gui-, as in guiso and juguete						Así se dice: A		
– güe-, güi-, as in paragüero and agüita						Así se dice: A		
• words that have the same sound represented by different letters:								
– "r" and "rr," as in ratón and perro	Así se dice: A	Así se dice: B, A					Así se escribe: I	Así se dice: A
– "ll" and "y," as in llave and yate			Así se dice: A		Así se dice: B			Así se dice: A
– "g" and "j," as in gigante and jirafa			Así se dice: B, I					
– "c," "s," and "z," as in cereal, semilla, and zapato	Así se dice: A	Así se escribe: A		Así se dice: B				
– "j" and "x," as in cojín and México								Así se dice: I
– "b" and "v," as in burro and vela					Así se dice: I		Así se dice: B	
• words using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar);	Así se escribe: I							
◊ spell with increased accuracy the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., capaz, capaces; raíz, raíces);			Así se escribe: A	Así se escribe: A	Así se escribe: I			Así se escribe: B
◊ write with increased accuracy using accent marks, including:								

• words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción); and					Así se dice: A			
• words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);							Así se dice: A	Así se dice: A
◊ become familiar with words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);								Así se escribe: I
◊ become familiar with the concept of hiatus and diphthongs and the implications for orthographic accents (e.g., le-er, rí-o; quie-ro, vio);				Así se dice: I, A		Así se dice: B, A		
◊ differentiate the meaning or function of a word based on the diacritical accent (e.g., se/sé, el/él, mas/más);				Así se escribe: I				
◊ mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá)					Así se escribe: I		Así se escribe: B, A	Así se escribe: B
LISTENING AND SPEAKING								
Listening								
◊ listen attentively to speakers, ask relevant questions, and make pertinent comments; and	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
Speaking								
◊ speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
Teamwork								
◊ participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A

DESCUBRE EL ESPAÑOL– ANTOLOGÍA GRADE 4 SCOPE AND SEQUENCE

LEVEL 1-5

LEGEND
B = Beginner
I = Intermediate
A = Advanced

BEGINNER, INTERMEDIATE, ADVANCED -- INTEGRATED

	Unidad 1	Unidad 2	Unidad 3	Unidad 4	Unidad 5	Unidad 6	Unidad 7	Unidad 8
READING: BEGINNING SKILLS								
Phonological Awareness								
◊ separate spoken multi-syllabic words into two to four syllables (e.g., ra-na, má-qui-na, te-lé-fo-no)	Así se dice: A					Así se dice: B		
Phonics and Spelling								
◊ decode the vowel sounds	Así se dice: B							
◊ spell words with increased accuracy using orthographic rules, including:								
• words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;		Así se dice: B						
• words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro;		Así se dice: B						
• words that have the same sound represented by different letters:								
– "r" and "rr," as in ratón and perro	Así se escribe: A				Así se dice: B		Así se dice: B	
– "ll" and "y," as in llave and yate			Así se dice: B		Así se dice: B		Así se dice: B	
– "g" and "j," as in gigante and jirafa	Así se dice: I		Así se dice: B		Así se dice: I			Así se dice: I
– "c," "k," and "q," as in casa, kilo, and quince	Así se dice: I							
– "c," "s," and "z," as in cereal, semilla, and zapato	Así se dice: I	Así se dice: A	Así se dice: B	Así se dice: B	Así se dice: B, I		Así se dice: B	
– "b" and "v," as in burro and vela							Así se dice: B	
◊ read words with common								
• prefixes (e.g., in-, des-)				Así se escribe: A				Así se escribe: A
• suffixes (e.g., -mente, -dad, -oso)			Así se dice: A (diminutives)					
◊ use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavidas)						Así se escribe: I		
Strategies								
◊ use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A

◊ ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A
◊ establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A
READING								
Fluency								
◊ read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension.	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
Vocabulary Development								
◊ use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A
◊ identify the meaning of common idioms; and			Así se escribe: I	Así se escribe: I		Así se escribe: A		
◊ use a dictionary or glossary to determine the meanings, spelling, and syllabication of unknown words.	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A
◊ identify and use								
• synonyms					Así se dice: A			
• cognates	Así se escribe: A	Así se escribe: A			Así se escribe: A			
READING: COMPREHENSION OF LITERARY TEXT								
Theme and Genre								
◊ summarize and explain the lesson or message of a work of fiction as its theme			Reading Selection: I Comprendo lo que leí: I	Reading Selection: B, I, A Comprendo lo que leí: B, I, A				
Drama								
◊ describe the structural elements particular to dramatic literature.			Reading Selection: I, A Comprendo lo que leí: I, A					
Fiction								
◊ sequence and summarize the plot's main events and explain their influence on future events;	Reading Selection: B Comprendo lo que leí: B	Reading Selection: B, I, A Comprendo lo que leí: B, I, A				Reading Selection: B, I, A Comprendo lo que leí: B, I, A		

◇ describe the interaction of characters including their relationships and the changes they undergo; and	Reading Selection: B Comprendo lo que leí: B	Reading Selection: B, I, A Comprendo lo que leí: B, I, A					Reading Selection: B, I, A Comprendo lo que leí: B, I, A		
Literary Non-Fiction									
◇ identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.			Reading Selection: B Comprendo lo que leí: B					Reading Selection: B Comprendo lo que leí: B	
Sensory Language									
◇ identify the author's use of similes and metaphors to produce imagery.						Reading Selection: B Comprendo lo que leí: B			
Independent Reading									
◇ read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
READING: COMPREHENSION OF INFORMATIONAL TEXT									
Culture and History									
◇ explain the difference between a stated and an implied purpose for an expository text.	Reading Selection: I, A Comprendo lo que leí: I, A					Reading Selection: I, A Comprendo lo que leí: I, A		Reading Selection: I, A Comprendo lo que leí: I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A
Persuasive Text									
◇ explain how an author uses language to present information to influence what the reader thinks or does.	Reading Selection: A Comprendo lo que leí: A								
Procedural Texts									
◇ determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and						Reading Selection: A Comprendo lo que leí: A			
WRITING									
Personal Experiences									
◇ write about important personal experiences.		A escribir: B, A	A escribir: B		A escribir: B, I, A	A escribir: A			
Expository and Procedural Texts									
◇ write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	Comprendo lo que leí: B, I, A	A escribir: I Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	A escribir: B, I, A Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	A escribir: B Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	A escribir: I Comprendo lo que leí: B, I, A	
Persuasive Texts									
◇ write persuasive essays for appropriate audiences that establish a position and use supporting details.	A escribir: B, I, A		A escribir: I, A			A escribir: I	A escribir: B, I, A	A escribir: B, A	
ORAL AND WRITTEN CONVENTIONS									
Conventions									

◇ use and understand the function of the following parts of speech in the context of reading, writing, and speaking:								
• regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode);	Así se escribe: B (verbo ser)	Así se escribe: B (verbo estar), I (tiempo del verbo), A (voy a + infinitivo)	Así se dice: I (verbos regulares e irregulares)	Así se dice: I (mandatos) Así se escribe: I (tiempo del verbo)	Así se escribe: I (verbos regulares e irregulares)	Así se escribe: B (tiempo del verbo), I (verbos regulares e irregulares)	Así se dice: B (tiempo del verbo) Así se escribe: I (tiempo del verbo), A (tiempo del verbo)	
• nouns (singular/plural, common/proper);	Así se dice: B, A Así se escribe: B	Así se escribe: B			Así se escribe: A (making plural)			
• adjectives (e.g., descriptive, including adjective phrases: vestido de domingo) and their comparative and superlative forms (e.g., más que, la más);		Así se dice: B Así se escribe: I	Así se escribe: I				Así se escribe: I	Así se escribe: B
• adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho);	Así se escribe: I			Así se escribe: B	Así se escribe: B	Así se dice: I Así se escribe: A	Así se escribe: I	
• prepositions and prepositional phrases to convey location, time, direction, or to provide details;			Así se dice: B					Así se escribe: A
• reflexive pronouns (e.g., me, te, se, nos);	Así se escribe: I (pronombres personales)	Así se dice: I (pronombres reflexivos)		Así se escribe: B (pronombres personales), Así se dice: I (pronombres reflexivos), A (pronombres reflexivos)	Así se dice: B (pronombre posesivo)	Así se escribe: B (pronombres personales)		Así se dice: B (pronombre posesivo)
• coordinating conjunctions (e.g., y, o, pero); and				Así se dice: B	Así se escribe: I	Así se escribe: B		Así se escribe: I
◇ use the complete subject and the complete predicate in a sentence; and					Así se escribe: B		Así se escribe: B	
Handwriting, Capitalization, and Punctuation								
◇ write legibly by selecting cursive script or manuscript printing as appropriate;	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A
◇ use capitalization for:								
• proper nouns								Así se escribe: B
• articles (e.g., un, una, lo, la, el, los, las)		Así se dice: A (definite and indefinite articles)						

◊ recognize and use punctuation marks including commas in compound sentences; colons, semi-colons, ellipses, the hyphen, and em dash; and	A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B (questions and exclamations), A (ellipses) A escribir: B, I, A	A escribir: B, I, A	Así se escribe: A (ellipses) A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B (questions and exclamations), A (colon) A escribir: B, I, A	A escribir: B, I, A
Spelling								
◊ write with increasing accuracy using accent marks including:		Así se escribe: B	Así se escribe: B					
• words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);		Así se dice: I, A	Así se dice: A	Así se dice: A			Así se dice: I	
• words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol); and					Así se dice: A		Así se dice: I	Así se dice: A
• words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);			Así se dice: I				Así se dice: I, A	Así se escribe: I, A
◊ spell words with hiatus and diphthongs (e.g., le-er, rí-o, quie-ro, vio);						Así se dice: B (diptongo), A (diptongo e hiato)	Así se dice: A (hiato)	Así se dice: B (diptongos)
◊ differentiate the meaning or function of a word based on the diacritical accent (e.g., dé, de; tú, tu);			Así se escribe: A					
LISTENING AND SPEAKING								
Listening								
◊ listen attentively to speakers, ask relevant questions, and make pertinent comments	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
Speaking								
◊ express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
Teamwork								
◊ participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A

DESCUBRE EL ESPAÑOL– ANTOLOGÍA GRADE 5 SCOPE AND SEQUENCE

LEVEL 5

LEGEND
B = Beginner
I = Intermediate
A = Advanced

BEGINNER, INTERMEDIATE, ADVANCED -- INTEGRATED

	Unidad 1	Unidad 2	Unidad 3	Unidad 4	Unidad 5	Unidad 6	Unidad 7	Unidad 8
READING: BEGINNING SKILLS								
Phonics								
◊ decode the vowel sounds	Así se dice: B			Así se dice: B (vocales fuertes y débiles)				
◊ spell words with increased accuracy using orthographic rules, including:								
• words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;		Así se escribe: B						
• words that use... que-, qui-, as in queso and quito		Así se dice: B						
• words that have the same sound represented by different letters:								
– "r" and "rr," as in ratón and perro		Así se escribe: B						
– "ll" and "y," as in llave and yate					Así se escribe: B (digraph ll), I			Así se escribe: I
– "g" and "j," as in gigante and jirafa			Así se dice: B Así se escribe: B				Así se dice: B	
– "b" and "v," as in burro and vela							Así se escribe: B	
◊ read words with common								
• prefixes (e.g., in-, des-) <for more prefixes, see Greek roots below>	Así se dice: I (des-)	Así se escribe: I (in-)				Así se dice: A (in-, im-)	Así se dice: B (des-)	Así se escribe: I (des-, re-)
• suffixes (e.g., -mente, -dad, -oso) <for more suffixes, see Greek roots below>							Así se dice: I	
◊ decode words with silent "h" with increasing accuracy;	Así se dice: A			Así se escribe: I				
◊ use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavidas)						Así se dice: I		
Strategies								
◊ use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
◊ ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A

◊ establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A
READING									
Fluency									
◊ read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension.	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
Vocabulary Development									
◊ use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A
◊ produce analogies with known antonyms and synonyms;	Así se dice: A	Así se dice: A	Así se dice: A	Así se dice: A	Así se dice: A	Así se dice: A	Así se dice: A	Así se dice: A	Así se dice: A
◊ identify and explain the meaning of common idioms, adages, and other sayings; and				Así se dice: I			Así se escribe: A		
◊ use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, spelling, alternate word choices, and parts of speech of words.	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A
◊ identify and use									
• antonyms	Así se dice: I	Así se dice: I, A	Así se dice: B						Así se dice: B, I
• synonyms		Así se dice: B	Así se dice: I			Así se dice: B, I			Así se dice: B, A
• homophones (e.g., tubo, tuvo)							Así se escribe: I		Así se escribe: A
• cognates			Así se dice: I			Así se dice: B	Así se dice: B		
• formal and informal address (tú vs. usted)	Así se dice: B								
• regionalisms						Así se dice: A (variaciones lingüísticas)			
READING: COMPREHENSION OF LITERARY TEXT									
Poetry									
◊ analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.		Así se dice: I (using rhyme)							
Drama									
◊ analyze the similarities and differences between an original text and its dramatic adaptation.	Reading Selection: B, I, A Comprendo lo que leí: B, I, A								
Fiction									

◇ describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		
◇ explain the roles and functions of characters in various plots, including their relationships and conflicts; and		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		
Independent Reading								
◇ read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
READING: COMPREHENSION OF INFORMATIONAL TEXT								
Culture and History								
◇ draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.			Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A
WRITING								
Personal Experiences								
◇ write a personal narrative that conveys thoughts and feelings about an experience.					A escribir: B, I			A escribir: B, A
Expository and Procedural Texts								
◇ write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	A escribir: I, A Comprendo lo que leí: B, I, A	A escribir: I, A Comprendo lo que leí: B, I, A	A escribir: A Comprendo lo que leí: B, I, A	A escribir: B, I, A Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	A escribir: A Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	A escribir: I Comprendo lo que leí: B, I, A
Persuasive Texts								
◇ write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	A escribir: B	A escribir: B	A escribir: B, I		A escribir: A	A escribir: B, I	A escribir: B, I, A	
ORAL AND WRITTEN CONVENTIONS								
Conventions								
◇ use and understand the function of the following parts of speech in the context of reading, writing, and speaking:								
• regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode);	Así se escribe: B (verbo ser), Así se escribe: I (verbo ser)	Así se escribe: B (verbo estar), I (infinitive form)	Así se escribe: B (regular and irregular verbs)	Así se escribe: B (verbo querer)	Así se escribe: B (tiempo del verbo), A (irregular verbs)	Así se escribe: B (tiempo del verbo), I (mandatos)	Así se escribe: B (regular and irregular verbs), I (tiempo del verbo), A (tiempo del verbo)	Así se escribe: B, A (irregular verbs)
• nouns (singular/plural, common/proper);	Así se escribe: A							
• collective nouns (e.g., manada, rebaño);			Así se escribe: I	Así se escribe: I	Así se escribe: I		Así se escribe: A	

<ul style="list-style-type: none"> adjectives (e.g., descriptive, including those expressing origin (gentilicios): auto francés, dólar americano) and their comparative and superlative forms (e.g., bueno, mejor, la mejor); 	Así se escribe: I (descriptive adjectives), A (descriptive adjectives, noun and adjective agreement)		Así se escribe: I (making adjectives from nouns using suffix -al/-il), A (comparative adjectives: más...que)			Así se escribe: A (demonstrative adjectives)		
<ul style="list-style-type: none"> adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho); 			Así se escribe: A	Así se escribe: B	Así se escribe: A (adverbios de tiempo)			Así se escribe: B, I
<ul style="list-style-type: none"> indefinite pronouns (e.g., todos, juntos, nada, cualquier); 					Así se escribe: A (reflexive pronouns)			Así se escribe: A
<ul style="list-style-type: none"> subordinating conjunctions (e.g., mientras, porque, aunque, si); and 						Así se escribe: B (conjunctions: y, pero)		
<ul style="list-style-type: none"> transitional words (e.g., también, por lo tanto); 					Así se escribe: I			
<ul style="list-style-type: none"> coordinating conjunctions (e.g., y, o, pero); and 			Así se escribe: I (spelling change: y -> e; o --> u)	Así se escribe: A				
◇ use capitalization for:								
<ul style="list-style-type: none"> proper nouns 	Así se escribe: B (capital letters for proper names)		Así se escribe: B (capital letters for proper names; lowercase for days, months, languages)					
<ul style="list-style-type: none"> articles (e.g., un, una, lo, la, el, los, las) 		Así se escribe: A (definite and indefinite articles)						
◇ use the complete subject and the complete predicate in a sentence;		Así se escribe: A		Así se escribe: B				Así se escribe: B
HANDWRITING, CAPITALIZATION, AND PUNCTUATION								
◇ recognize and use punctuation marks including:	Así se escribe: B (question marks, exclamation, period) A escribir: B, I, A	Así se escribe: B (question marks, exclamation, period) A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A
◇ use proper mechanics, including italics for titles of books.		Así se escribe: I (hyphenation)						Así se escribe: I (parentheses)
Spelling								
◇ spell words with more advanced orthographic patterns and rules, including:								
<ul style="list-style-type: none"> words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción); 			Así se dice: A		Así se dice: I	Así se dice: I	Así se escribe: A	

<ul style="list-style-type: none"> words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol); 			Así se dice: A Así se escribe: A				Así se escribe: A	
<ul style="list-style-type: none"> words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico); and 			Así se dice: A Así se escribe: A				Así se escribe: A	
◇ spell words with:								
<ul style="list-style-type: none"> Greek roots (e.g., tele-, foto-, grafo-, metro-); 							Así se dice: A (raíces, prefijos, sufijos)	
<ul style="list-style-type: none"> Greek suffixes (e.g., -ología, -fobia, -ismo, -ista); and 							Así se dice: A (raíces, prefijos, sufijos)	
◇ correctly spell words containing hiatus and diphthongs (e.g., le-er, rí-o, quie-ro, vio);				Así se dice: B (diptongo) Así se escribe: A (diptongo e hiato)		Así se dice: B (diptongo), A (hiato)		
◇ differentiate between commonly confused terms (e.g., porque, por qué; asimismo, así mismo; sino, si no; también, tan bien);				Así se escribe: A				
◇ differentiate the meaning or function of a word based on the diacritical accent (e.g., dé, de; tú, tu);				Así se escribe: I			Así se escribe: I	

LISTENING AND SPEAKING

Listening

◇ listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
◇ determine both main and supporting ideas in the speaker's message.	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A

Speaking

◇ give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
---	------------------------	------------------------	------------------------	------------------------	------------------------	------------------------	------------------------	------------------------

Teamwork

◇ participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
---	------------------------	------------------------	------------------------	------------------------	------------------------	------------------------	------------------------	------------------------

MI MODEL FOR HEALTH

MI MODEL FOR HEALTH

Social Emotional	
x	Managing Feelings
x	Showing Respect and Caring
x	Accepting Responsibility
Nutrition and Physical Activity	
x	Healthy Eating and Healthy Physical Activity
x	Variety Food Groups
x	Variety Physical Activity
x	Balanced Physical Activity, Rest and Sleep
x	Serving Numbers and Sizes
x	Information Labeling
x	Influences
x	Food Safety
x	Safe Physical Activity
x	Plan for Snacks, Balanced Meals, and Physical Activity
x	Weight Management
x	Advocacy
Safety	
x	Pedestrian
x	Vehicle Seat Belt Use/Vehicle Occupant
x	Wheeled Recreational Safety
x	Fire Safety
x	Water and Sun
x	Home and Public Safety
x	Internet Safety
x	Weapons/Dangerous Objects
x	Child Abuse Prevention
Alcohol Tobacco and Other Drugs	
x	Medicines
x	Poisons/Inhalants
x	Caffeine
x	Tobacco
	Alcohol
	Marijuana
Personal Health and Wellness	
x	Hygiene
x	Dental Health
x	Exercise and Rest
x	Sun, Water and Ice Safety
x	Safe Food Handling
x	Medicines
HIV and Reproductive Health (Grades 4-6 only) (new 2011)	
x	General
	Puberty
x	Friendships/Relationships
x	Influences
	Human Reproduction
x	HIV and Other Communicable Disease Prevention
	Abstinence

SECTION e
Method of Pupil Assessment

METHODS OF PUPIL ASSESSMENT

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article IV, Section 6.5, and the Academy shall properly administer all state-mandated academic assessments identified in the Code, as applicable, and all academic assessments in accordance with the requirements detailed in the Master Calendar of Reporting Requirements annually issued by the Eastern Michigan University Charter Schools Office (“CSO”).

The Academy shall authorize the CSO to have access to the Academy’s Student/School Data Applications through the Center for Educational Performance and Information and to the electronic reporting system administered by the Michigan Department of Education to access the Academy’s state assessment results, as applicable. The Academy shall ensure that those involved with the administration of these assessments are properly trained and adhere to the ethical standards and testing procedures associated with these assessments.

Academic Assessments to Be Administered:

Grade(s)	Academic Assessment(s)
3 - 8	Assessments identified in Schedule 7b including all state and authorizer mandated assessments.

SECTION f
Application and Enrollment of Students

APPLICATION AND ENROLLMENT OF STUDENTS – Section 7f

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.6, the Academy shall comply with the application and enrollment requirements identified in this Schedule.

Enrollment Limits

The Academy will offer kindergarten through fifth grade. The maximum enrollment shall be 250 students. The Academy will annually adopt maximum enrollment figures prior to its application and enrollment period.

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils, or to a child of a person who is employed by or at the public school academy or who is on the board of directors of the public school academy.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Matriculation Agreement

- The Academy Board may enter into a matriculation agreement with another public school academy pursuant to section 504(4) of the Revised School Code.
- However, before the Academy Board approves a matriculation agreement, the Academy shall provide a draft copy of the agreement to the Eastern Michigan University Charter Schools Office (“CSO”) for review.
- Any matriculation agreement entered into by the Academy shall be added to this Schedule 7f through a contract amendment approved in accordance with this Contract.

- Until the matriculation agreement is incorporated into this Contract, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the CSO.

Legal Notice or Advertisement

- The Academy shall provide legal notice or advertisement of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice or advertisement must be forwarded to the CSO.
- At a minimum, the legal notice or advertisement must include:
 - A. The process and/or location(s) for requesting and submitting applications.
 - B. The beginning date and the ending date of the application period.
 - C. The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice or advertisement of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Re-enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.
- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.

- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, the Academy must determine the following:
 - A. The number of students who have re-enrolled per grade or grouping level.
 - B. The number of siblings seeking admission for the upcoming academic year per grade.
 - C. If space is unavailable, the Academy must develop a waiting list for siblings of reenrolled students.
 - D. The number of spaces remaining, per grade, after enrollment of current students and siblings.

Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces.

Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.
- Notify the CSO of both the application period and the date of the random selection drawing, if needed. The CSO may have a representative on-site to monitor the random selection drawing process.

The Academy shall use a credible, impartial individual who is not employed by, under contract with, a member of the Board of, or otherwise affiliated with the Academy to conduct the random selection drawing. Further, the Academy shall:

- Conduct the random selection drawing in a manner that is open to parents, community members and members of the public who want to observe the process.
- Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy's official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

SECTION g
School Calendar and School Day Schedule

GLOBAL TECH ACADEMY | 2018-2019 CALENDAR

8-17 All Staff report
 20-21 Eid Al-Adha
 20 First day of school
 22 GEE kickoff

AUGUST '18						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1- half day
 8- full days
 9- Full school days

4-22 Re-Enrollment
 18 Presidents' Day/Mid-Winter Break
 25-28 Open Enrollment

FEBRUARY '19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

4- half days
 15- full days
 19- school days

3 Labor Day

SEPTEMBER '18						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4- half days
 15- full days
 19- school days

MARCH '19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1-12 Open Enrollment
 14-15 Conferences (half day students)
 25-29 Washtenaw County Spring Break

5- half days
 11- full days
 16- school days

8 Columbus Day
 31 Halloween

OCTOBER '18						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4- half days
 19- full days
 23- school days

APRIL '19						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1-5 Spring Break
 19 Good Friday
 21 Easter Sunday

2- half days
 14- full days
 16- school days

6 Staff PD (all day)
 8-9 Conferences (half day students)
 11 Veterans Day
 19-23 Thanksgiving Break

NOVEMBER '18						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5- half days
 11- full days
 16- school days

MAY '19						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

12 Mother's Day
 27 Memorial Day

5- half days
 17- full days
 22- school days

24-31 Winter Break
 25 Christmas

DECEMBER '18						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3- half days
 12- full days
 15- school days

JUNE '19						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3-4 Eid al-Fitr
 14 Last day for students
 16 Father's Day

2- half days
 8- full days
 10- school days

1-4 Winter Break
 21 M.L. King Day

JANUARY '19						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

3- half days
 15- full days
 18- school days

183 total school days
 (1,167 hours)
 145 full days
 38 half days
 192 Teacher days

SECTION h
Age and/or Grade Range of Pupils

AGE OR GRADE RANGE FOR PUPILS TO BE ENROLLED

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article IV, Section 6.8, the Academy shall comply with the age or grade ranges as stated in this schedule.

The Academy will enroll students in (Pre-K) kindergarten through fifth grade. The Academy may add grades with the prior written approval of the authorizing body.

Students of the Academy will be children who have reached the age of 5 by the dates outlined in the Code.