Original Application

Narrative

The Gateway Charter School, Inc. d/b/a Gateway Lab School (GLS), a non-profit 501(c)(3) organization, will open in September 2011, pending approval from the Delaware Department of Education. GLS will ultimately serve students in grades 1 through 8 who would benefit from our differentiated, integrated arts, multi-sensory, experiential program that seeks to identify and capitalize on a student's strengths and interests while utilizing effective research-based techniques to help each student learn. Research has shown that students who struggle academically in the traditional school environment benefit greatly from this model of instruction (Teaching and Learning., http://www.doe.k12.de.us/dess/tnl/default.shtml. DESS, 2007).

The GLS model is specific to Delaware students and aligned to the Delaware Content Standards. It is related to a model designed by the Lab School of Washington®, located in Washington, DC. The efficacy of the Lab School of Washington® (LSW) model is its unique special education approach specifically designed for students with learning disabilities and ADHD (see Hannaford, 1995; Heacox, 2002; Jensen, 2001; and Marzano, 2007). The LSW model was recognized as a National Diffusion Network Model Education Program by the United States Department of Education in 1995 (Smith, 2005). In an analysis of academic achievement data, the Lab School of Washington® documented that student achievement vastly exceeded their counterparts in other school settings (Smith, 2005). More than 90% of LSW students pursue higher education after graduation, while less than 13% of their learning disabled counterparts in other schools continue their education (Smith, 2005). The LSW has replicated its program at the Baltimore Lab School in Maryland and at the Academy in Manayunk in Philadelphia, PA with great success.

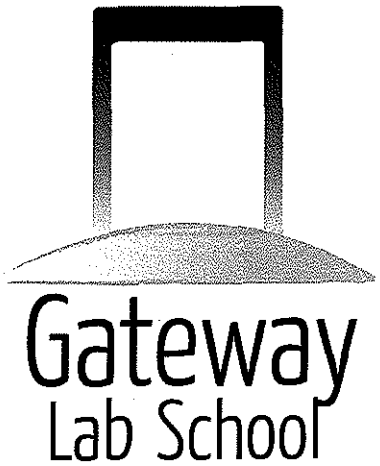
The founding board members of Gateway Lab School were inspired by the success of LSW and have collaborated with them to design an effective model in Delaware, which will give parents an alternative for their struggling students. The inspiration for Gateway Lab School not only comes from the personal experiences of several founding board members, but numerous heartbreaking accounts from parents of children who were unsuccessful in a traditional school environment. Despite the introduction of Response to Intervention, there is still an achievement gap between regular and special education students. Gateway Lab School will provide additional research-based practices that can be integrated with the mandates of Response to Intervention and Delaware Content Standards.

We understand that approximately 12% of students in area schools have been identified as special ed and have the accommodations they qualify for under law; however, Gateway Lab School will meet the needs of students with Individual Education Plans (IEPs) for a wide range of language-based learning disabilities alongside their grade level counterparts that have not been identified as Special Ed but whose parents are seeking an alternative to a traditional classroom.

The Gateway Lab School will serve students ages 8-13 in grades 3 through 7 in year one, adding 8th grade in year two, 2nd grade year three and 1st grade in year four. There will be three classes per grade with 12 students per class. The school will be centrally located in Newark, DE, serving students throughout New Castle County. In addition, the school will offer after-school tutoring and summer programs within the first four years of service. It will also provide innovative collaborative opportunities for pre-service and in-service education professionals throughout the state.

Many of the founding board and advisory board members have extensive expertise in special education issues, curriculum development, finance, fundraising, business development, and/or human resources. In addition, the board has developed a network of support with other charter School directors, the Delaware

Charter School Network and area consultants. With this highly skilled and dedicated team, the Gateway Lab School will bring a unique and much needed educational option to Delaware students.



DEC 28 2009

Proposal for new charter school opening in 2011

Submitted to the Delaware Department of Education
by the Board of Directors
Gateway Charter School, Inc.
December 2009

DELAWARE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION FORM

Gateway Lab School **Name of Proposed School**	Pamela Draper **Name of Contact Person**
Pamela Draper **Name of the Head of the Board of Directors**	18 Elizabeth Ct. **Mailing Address of Contact Person**
	Newark, DE 19711
August 2011 **Proposed Opening Date**	302-275-2841 **Telephone Number of Contact Person**
1-8 **Grades for School**	302-213-9159 **Fax Number of Contact Person**
	Pam.draper@gatewaylabschool.org **E-mail Address of Contact Person**

First Year Enrollment	180 **Total Number**	3-7 **First Year Grade Span**
Second Year Enrollment	216 **Total Number**	3-8 **Second Year Grade Span**
Third Year Enrollment	252 **Total Number**	2-8 **Third Year Grade Span**
Fourth Year Enrollment	288 **Total Number**	1-8 **Fourth Year Grade Span**

Note: If this application is approved by the Department of Education and State Board of Education, with or without amendment, the final approved application and any amendments and conditions will serve as the approved charter for the school. Once granted, a charter cannot be modified without the approval of the Secretary of Education (see **14 Delaware Code, Section 511**).

Enrollment Breakdown by Grades

List the enrollment per grade for each of the first four years of school operation for a new charter application or the proposed enrollment for a renewal or modification application beginning with the current year. Please indicate the school year (example 2011-2012) in each of the boxes below.

First Year Enrollment

Grade	Number
3rd	36
4th	36
5th	36
6th	36
7th	36
Total 1st Year Enrollment	180

Second Year Enrollment

Grade	Number
3rd	36
4th	36
5th	36
6th	36
7th	36
8th	36
Total 2nd Year Enrollment	216

Third Year Enrollment

Grade	Number
2nd	36
3rd	36
4th	36
5th	36
6th	36
7th	36
8th	36
Total 3rd Year Enrollment	252

Fourth Year Enrollment

Grade	Number
1st	36
2nd	36
3rd	36
4th	36
5th	36
6th	36
7th	36
8th	36
Total 4th Year Enrollment	288

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1. Applicant Qualifications

a. Describe the involvement of each of the Delaware certified teachers, parents, and community members who have participated in the preparation of the application and the development of the proposed school. (Renewal/Modifications – provide original documentation and any changes)

Pam Draper, a resident of Newark, DE, and a parent of two children – one with ADHD and the other with moderate learning disabilities – began exploring the opportunity presented through charter school education after learning of the Lab School of Washington® (LSW). Both of her children had been enrolled in traditional, integrated settings in Delaware public schools, yet neither flourished. Mrs. Draper contacted the Lab School of Washington® and was invited to visit. On January of 2007, Mrs. Draper met with LSW Director Sally Smith, a renowned educator with expertise in learning disabilities, and the staff of the Lab School. After this meeting, Mrs. Draper and the administrators of the Lab School realized that utilizing the methods of the Lab School of Washington® as a charter school in Delaware would open the doors of possibilities to a number of children who still struggled within the currently available public school programs.
Mrs. Draper serves as Chair of the Founding Board and lead writer for the charter application.

Dr. Jodi Forestieri of Bear, DE, is a certified Delaware teacher who currently serves as an Instructional Coach at Gauger-Cobbs School in Christina School District. Dr. Forestieri was invited to join a small task force established by Mrs. Draper to explore the possibility of implementing elements of the Lab School of Washington® as a charter school in Delaware. Upon commitment to applying for a charter school, Dr. Forestieri and Mrs. Draper began forming the Founding Board for the Gateway Lab School. Dr. Forestieri mapped the curriculum for the school to state standards, other components of the application, and will coordinate and write the required sample lesson plans.
Dr. Forestieri serves as Founding Board Secretary.

Sherlock Hack of Newark, DE, is an accountant and consultant for J.P. Morgan Chase. Mr. Hack's involvement with the school was established through his interests in supporting children through volunteer efforts in his church and community. Due to his extensive background in budget forecasting and accounting, he has been integral in the preparation of financial projections and budgeting for the charter application. He has worked with Innovative Schools Development Corporation and current charter School directors over the last two years to meet application requirements related to budgeting and finance.
Mr. Hack serves as Founding Board Treasurer.

Tom Stevenson of Wilmington, DE, is President of the Cash Connect division of WSFS. Mr. Stevenson brings extensive experience in the business community as well as a history of serving various youth organizations. Mr. Stevenson's professional and civic connections are essential to fundraising, and allow the Founding Board to bring professional advisors to the development of the application. He has researched possible locations for the school. He also assisted in editing the application and reviewing financial data.
Mr. Stevenson is a Founding Board Member.

Dr. Richard Holmes of Wilmington, DE, is a clinical psychologist in private practice. Dr. Holmes counsels children in his practice and is also a consultant with Kuumba Academy Charter School. Dr. Holmes' expertise and knowledge of academically challenged children and teens has helped provide insight and direction in various psychological, speech and occupational therapy programs that will be a vital part of the school. He is involved in reviewing aspects of the charter application that relate to the delivery of instruction and related services.
Dr. Richard Holmes is a Founding Board Member.

Joyce Henderson of Hockessin, DE, is the Assistant Director of Employer Outreach and Multi-Ethnic Programming at the University of Delaware. Ms. Henderson's extensive human resource management, project management, accounting, and auditing experience were drawn upon to write sections that relate to human resources, handbooks, and diversity in the application. Ms. Henderson has also committed to establishing a connection between the school and the university community to identify and develop staff development opportunities.
Joyce Henderson is a Founding Board Member.

Kevin Bucher of Wilmington, DE, is a Lab School of Washington® alumnus, Co-Chair of the Lab School Alumni Association and Senior Marketing Manager at JP Morgan Chase. Mr. Bucher is assisting the board with student recruitment strategies. *Advisory Board Member*

Christine Madden M.Ed. (Ph.D. abd) of Wilmington, DE, is a Learning Disabilities Specialist and Owner/Educational Consultant at Alternative Connections, Inc.. She assisted in the application section that relates to identification and special education services delivery. *Advisory Board Member*

Pat Forrester of Wilmington, DE, a parent of an adult son with dyslexia, is a marketing strategist and owner of Forrester Communications. Mrs. Forrester is assisting in the application section that relates to student recruitment and school communications.
Advisory Board Member

Ashley Biden of Greenville, DE, is a Job Developer for the State of Delaware Division of Children, Youth and Families. Ms. Biden identifies work opportunities for teens that are wards of the State. Ms. Biden herself was a student with ADHD and understands the difficulties students face in traditional school settings. Ms. Biden is assisting the board in the areas of school climate and special education services. *Advisory Board Member*

Debra Pelinski is a Theatre Arts instructor at the University of Delaware. She has over 17 years experience teaching in traditional public and charter schools in Minnesota. Debra completed the theatre curriculum requirements for this application and is a liaison for the school to the local arts community.
Advisory Board Member

Sue Ogden is the Managing Director of Academics for KIPP Philadelphia Schools (KPS), and formally worked as an Educational Consultant and Vice Principal for Academics at Edison Charter School in Wilmington. She served as a general reviewer of the application.
Advisory Board Member

Sheldon Rennie of Middletown, DE, is a partner at Fox Rothschild in Wilmington, DE. He has graciously offered his professional expertise in the evaluation of legal agreements and documents. *Advisory Board Member*

Greg Lavelle, Delaware State Representative, has served as an advocate for Gateway Lab School and authored the amendment that allowed the school to be exempted from the state charter school moratorium in 2008.

Deborah Hudson, Delaware State Representative, has served as an advocate for Gateway Lab School and authored the amendment that allowed the school to be exempted from the state charter school moratorium in 2008.

Greg Meece, of Landenberg, PA, is the Director of the Newark Charter School. Mr. Meece offered insight into the application process and served as a general reviewer of the application.

Ed Emmett is Headmaster of Positive Outcomes Charter School in Camden, DE. Mr. Emmett served as a reviewer of the application and has shared his expertise in student and staff development at a charter school serving an academically-challenged student population.

Sen. Tom Carper of Wilmington, DE, has advocated for the school in Washington and in Delaware.

Karen Kaler, formerly of Newark, DE, was a member of the original GLS task force. Mrs. Kaler is the parent of a learning disabled child. Her husband was the former dean of the University Of Delaware School Of Engineering. *Former Founding Board Member*

Gabrielle Bradley, formerly of Newark, DE, is the parent of two sons - one with dyslexia and another with ADHD- and was among the members of the original task force. She moved from Delaware to Hong Kong due to her husband's work transfer.
Former Founding Board Member

b. Describe how the group that participated in the development of the application came together and if there are any partnership arrangements with existing schools, educational programs, business, non-profit organizations, or any other entities or groups. If any consultants or contractors were enlisted to help prepare this application, identify them, describe their qualifications, and indicate the areas where they provided information and assistance. (Renewal/Modifications – provide original documentation and any changes)

Mrs. Draper and Dr. Forestieri recruited the school's founding board in 2007 through personal associations based on the members' diverse experiences and expertise. The board has convened for 32 meetings as of December 2009. Additional advisory members of the group became involved through personal outreach by the founding board.

The Gateway Lab School founding board has a non-binding agreement with the Lab School of Washington® (LSW) to explore the general methodology developed by Professor Sally L. Smith and replicate the school's Academic Club Method™. LSW is an independent, non-

profit school internationally recognized for its innovative programs for children and adults with learning disabilities (Smith, 2005). The founding board will work with LSW to provide comprehensive, ongoing consultation and resource support focused on facility design; training of a director, hiring, orientation and training of staff; development of academic program and related services; marketing, development and other services as needed. The GLS Founding Board has also spoken with Baltimore Lab School and the Academy in Manayunk (Philadelphia, PA), which are replications of the LSW program.

Wings Academy is a charter school in Milwaukee, WI, focused on educating students with learning differences in an integrated environment. The Gateway Board has spoken with Nicola Ciurro and Danielle LaPorte, directors of Wings Academy, whose curriculum is based on the LSW's Academic Club Method™, which will also be a unique focus of the GLS program.

The Innovative Schools Development Corporation (ISDC) has been instrumental in providing administrative and technical assistance to a number of charter schools in Delaware. The ISDC advised the Founding Board on charter school law in Delaware, and assisted in developing expectations for the application and implementation phases of GLS upon application approval.

Three contractors provided proofreading and copy editing services for the application; Renee Fitzgibbons of Landenberg, PA has 23 years of experience in teaching and curriculum design. Suzanne P. Keller has over 16 years of experience teaching elementary and middle school students in Delaware and Georgia. Megan Kean of Kansas City, MO is the co-owner of Sage Writing and Editing Services and was an Editorial Coordinator for Elsevier Publishing. Megan provided copy-editing services for the final application.

c. List the names, the places of residence, and the phone numbers of the founding board of directors and indicate which members are teachers currently certified in Delaware, parents, and community members. Describe how the location of the founding group members is related to the proposed location of the charter school. (Renewal/Modifications – provide original documentation and any changes)

Pamela T. Draper (Parent)
18 Elizabeth Ct.
Newark, DE 19711
302-738-1871

Jodi K. Forestieri, Ed.D (Certified Teacher & Parent)
224 Rushes Drive
Bear, DE 19701
302-839-5966

Sherlock O. Hack (Community Member)
1649 Smith Way
Newark, DE 19702
302-563-1300

Tom Stevenson (Community Member)
308 Old Kennett Rd.
Wilmington, DE 19807
302-283-4100

Dr. Richard Holmes (Parent & Community Member)
111 Chatham Place
Wilmington, DE 19810
302-738-6859

Joyce Henderson (Parent & Community Member)
305 Detjen Drive
Hockessin, DE 19707
302-766-0050

Gateway Lab School is proposing to operate in the Newark, DE area and will be open to all students in New Castle County. All of the board members currently live or work in the county.

d. Describe the plans for further recruitment of board members of the school, especially teachers to be employed at the school and parents of students to be enrolled at the school. (Renewal/Modifications – provide original documentation and any changes)

Founding board members and school supporters will utilize personal and professional networks to ensure outreach to professionals, parents, and residents who may be interested in board membership. Special consideration will be given to individuals who are involved in various arts and student support organizations such as CHADD. Additionally, the founding board will continue to host school awareness meetings at venues throughout New Castle County, which may reveal additional potential board members. Once enrollment has been established in early 2011, the Founding Board will move to institute a permanent board of directors, expanding the current board size to approximately eleven members. At that time, teachers, parents, and interested community members will be invited through email, newspaper, and radio announcements to submit board membership applications. The board of directors will be required to maintain three parents of school students and three schoolteachers as members.

e. Describe how the background of each member of the founding group makes him or her qualified to operate a charter school and implement the proposed educational program. Describe how the board of directors has and will maintain collective experience, or contractual access to such experience, in the following areas: (Renewal/Modifications – provide original documentation and any changes)

1) **Research-based curriculum and instructional strategies, to particularly include the curriculum and instructional strategies of the proposed educational program.**

Dr. Forestieri has a master's degree in English Language Arts and a Doctorate in Innovation and Leadership from Wilmington University. She has extensive professional expertise in curriculum development, instructional strategies, program evaluation, adult education, Professional Learning Communities, Universal Design for Learning, Differentiated Instructions, Response to Intervention, and Inclusive Practices. Dr.

Forestieri has been part of the 502-alignment process for her district and is able to review curriculum materials to evaluate their effectiveness and compliance with state regulations. Further, she has studied each content area's content standards, and she will be able to ensure that the state standards are correctly aligned with the academic model of the Lab School of Washington. Additionally, Dr. Forestieri is participating in the Christina School District Aspiring Leaders program. Her background as an Instructional Coach and adjunct instructor with two colleges will ensure that the teaching cadre is well trained in the delivery of the approved curriculum and provided avenues for input and feedback.

Mrs. Draper, as a parent of two children with learning issues, is personally well versed on the distinct needs of children with learning differences. Through numerous meetings with the LSW staff, she can ensure that the essential elements of the LSW model are delivered appropriately.

Dr. Holmes has a background in child psychology, and has worked extensively with children with learning challenges. He currently provides assessments for students at Kuumba Academy charter school, and he is well versed on the expectations of the state as it relates to the delivery of curriculum and specialized services. He will be able to effectively review instructional strategies proposed for the school and provide input and feedback on these issues.

Mrs. Henderson has extensive work with diversity training, which will ensure not only equitable procedures for hiring but also the development of systemic processes, and procedures that will ensure equity in the delivery of services. She will add expertise in the delivery of instructional strategies for the entire school community as well.

Ms. Madden is a local learning disabilities specialist and has extensive experience consulting with area schools and universities on research-based instructional practices. She is very familiar with the Lab School's methodology as well as other methods of differentiated instruction. She will provide expert opinion and advice on the strategies implemented.

To maintain its collective experience, the board of Gateway Lab School will

- Participate in training on the curriculum and instructional strategies utilized at GLS. Each board member will participate in at least one type of strategy training provided to the teachers. Consequently, the board will be well versed in each instructional technique that will be used at the school.
- Have three certified teachers represented on the Board of Directors.
- Utilize the expertise of the Lab School of Washington® and nearby universities.
- Provide training in curriculum and instruction to new board members at least once per year.
- Receive monthly reports from the School director on curriculum and instructional strategies and identify areas for development and improvement as they arise.

2) **Business management, including but not limited to accounting and finance.**

Mrs. Draper is the co-owner of a local structured cabling business with her husband James. She is responsible for accounting, administration and marketing in her business. Previously, she served as a Senior Relationship Manager for Brandywine Global Investment Management in Philadelphia, PA where she was responsible for oversight of client service in the Wealth Management Group with assets under management of over $4 billion. As a small business owner, Mrs. Draper is well aware of the need for business management and planning to ensure success and will apply those tenets to the Gateway Lab School.

Mr. Hack is an accountant who works as a consultant with area banking and financial service firms and is well versed on the management strategies necessary for financial success. As an active community volunteer, he is also aware of the need for similar strategies to ensure the success of a non-profit organization.

Mr. Stevenson brings extensive experience in business, serving in upper management at WSFS. He has a broad background in business strategic planning and financial analysis. As a community volunteer, he also has knowledge of non-profit management and fundraising.

Dr. Forestieri has a clear understanding of the costs and expenses incurred in the delivery of curriculum having been an Instructional Coach for the Christina School District and will be able to ensure realistic cost projections for a charter school. She also manages a small budget for the ELA Middle School curriculum development and professional development for Christina School District.

Dr. Holmes serves as a consultant to schools, and therefore has intimate knowledge of the costs and procedures associated with contracting outside consultants for charter schools.

Mrs. Henderson has over 20 years of experience in a number of business areas, including development & training, HR and accounting. In addition, as the president of a non-profit corporation, Mrs. Henderson has extensive knowledge of non-profit management.

To maintain its collective experience, the board will

- Work with the Delaware Department of Education Charter School Finance office as well as other departments within the DOE to provide training and technical assistance in the areas of accounting and finance.
- Continue to recruit board members with business expertise.
- Continue to consult with successful charter School directors to gain a thorough understanding of the state's accounting and finance standards for charter school operation.
- Employ experienced staff that will receive training in school finance and accounting.
- Receive monthly reports from the School director on business management and financial issues and identify areas for development and improvement as they arise.

3) **Personnel management.**

Mrs. Henderson has extensive human resource management and diversity experience and brings a wealth of resources in this area from her position at the University of Delaware. Further, she is versed on a number of the state regulations regarding personnel issues.

Dr. Forestieri has staff development and training experience as an Instructional Coach. She has provided services for teachers new to the state, district, or school as well as those on improvement plans to improve their teaching. She has observed many effective teachers and can assist with the job descriptions and interviews for potential staff.

Mr. Stevenson has an extensive personnel management background due to his management position in WSFS.

Mrs. Draper shares the personnel management responsibilities in her business.

To maintain its collective experience, the Board will

- Consult with DOE staff for state-specific recommendations and participate in all available training.
- Employ and provide training to administrative staff so that they are well versed in all aspects of personnel management and familiar with state regulations.
- Receive reports from the School director on personnel management issues and identify areas for development and improvement as they arise.

4) **Diversity issues, including but not limited to outreach, student recruitment, and instruction.**

Dr. Forestieri has received extensive training in diversity issues as a teacher in the Christina School District. She has taught a graduate level Multicultural Education course for Wilmington University and a Culture and Diversity course at McDaniel College. Her dissertation title was An Investigation of the Inclusion of Multicultural Education in Public and Private Teacher Training Programs in the State of Delaware.

Mrs. Draper, as a minority business owner and parent of children identified with special needs, is highly sensitive to diversity issues and will bring personal insight into ensuring broad outreach for the school.

Mrs. Henderson has a proven background in diversity training, which will be invaluable to the delivery of an effective diversity model.

Dr. Holmes is a consultant with an urban charter school in Wilmington and offers professional expertise in diversity issues directly related to schools.

Mr. Stevenson is a board member and volunteers with several non-profit organizations that serve children in urban settings and has a wealth of experience in diversity as a business and community leader.

To maintain its collective experience the board will

- Participate in professional development programs offered by the Delaware Department of Education.
- Seek diversity in the student population by advertising the school's application process in a variety of forums and media outlets.
- Seek diversity among the school faculty, staff and Advisory Leadership Team.
- Make multicultural awareness central to the curriculum.
- Receive reports from the school director regarding diversity issues, to identify areas for board development and improvement as they arise.

5) **At-risk populations and children with disabilities, including but not limited to students eligible for special education and related services.**

Mrs. Draper served as a member of the federally funded committee on Teacher Quality Enhancement (TQE) at the University of Delaware and the Steering Committee for the Networks School in the Christina School district. She also has personal experience in addressing necessary education services for the learning disabled population.

Dr. Forestieri has extensive public school experience working with children with disabilities. She is well versed in inclusive schools research; multisensory, brain compatible learning, and differentiated instruction; flexible grouping; response to intervention; and experiential educational strategies. She is receiving additional training through the Christina School District Aspiring Leaders Program.

Mrs. Henderson has a work background in ensuring at-risk populations receive appropriate services through her position at the University of Delaware.

Mr. Stevenson has extensive experience with at-risk populations as a board member and volunteers with area agencies such as the Delaware Mentoring Council and Youth for Christ.

To maintain its collective experience the board will

- Employ certified Special Education teachers.
- Work with the staff in the Special Education department at DOE and use the AMSES manual as a reference to ensure that the school operates within state guidelines as they relate to at-risk populations and children with disabilities.
- Be provided with training and ongoing support from the Lab School of Washington®.
- Contract for professional services to provide occupational therapy, speech therapy and psychological services.
- Provide ongoing professional development opportunities in research-based strategies for the school staff and Board.
- Participate in training about the Response to Intervention model and Special Education Law.
- Seek grants that target programs for at-risk and disabled student populations.
- Receive reports from the school director regarding special education issues and identify areas for board development and improvement as they arise.

The Board of Gateway Lab School will ensure that the school is in full compliance with all federal and state statutes relating to the education of students with disabilities. Our plan provides for the free appropriate education to students with disabilities and will include a continuum of educational placements for students with disabilities.

6) **School operations, including but not limited to facilities management.**

Dr. Forestieri, as an Instructional Coach in the Christina School District, has a basic understanding of school operations and the appropriate facilities necessary for the delivery of the proposed charter school. She is receiving additional training in school operations as a member of the Aspiring Leaders Program.

Mrs. Draper is a member of Associated Builders and Contractors. As a small business owner working in the cabling field, she has a fundamental knowledge of operations and facilities issues.

Mr. Stevenson has both operations and facilities knowledge as a member of the senior management team at WSFS.

To maintain its collective experience the board will

- Consult with the School Plant Planning and Maintenance Department at DOE on school operations and facilities management.
- Hire experienced staff to spearhead and manage these functions.
- Receive reports from the school director regarding school operations and facility management issues and identify areas for board development and improvement as they arise.

Gateway Lab School will abide by all of the provisions of Regulation 275, § 4.1 including having certified teachers employed at the school and parent representatives on its Board of Directors, restricting the business of the school to educational purposes, having regular meetings of the Board of Directors, and complying with the Freedom of Information Act.

2. Form of Organization

Identify the name of the organizing corporation, date of incorporation, and names of the corporation's officers and the office held by each. Attach a copy of the Certificate of Incorporation and a copy of the bylaws of the corporation. The bylaws must be consistent with the provisions of the Freedom of Information Act, 29 Delaware Code, Chapter 100 (related to public bodies, public records, and open meetings) and provide for representation of the school's teachers and parents of students on the board of directors. The by-laws must demonstrate that the applicant's business is restricted to the opening and operation of charter schools, before school programs, after school programs and educationally related programs offered outside the traditional school year. (Renewal/Modifications – provide original documentation and any changes)

Gateway Charter School, Inc. d/b/a Gateway Lab School is a 501(c)(3) corporation, incorporated in the State of Delaware on July 13, 2007. The corporate officers are:

Pamela T. Draper (President)
18 Elizabeth Ct.
Newark, DE 19711

Dr. Jodi Forestieri (Secretary)
224 Rushes Drive
Bear, DE 19701

Sherlock O. Hack (Treasurer)
1649 Smith Way
Newark, DE 19702

Gateway Charter School (d/b/a Gateway Lab School) Bylaws and Certificate of Incorporation are contained in the documents at the end of this application (see Bylaws in Appendix A and Certificate of Incorporation in Appendix B).

3. Mission, Goals and Educational Objectives

a. **Describe the purpose, mission, goals, and core philosophy of the proposed school. Indicate how the mission, goals, and educational objectives are consistent with the legislative intent of 14 Delaware Code, Section 501, and the restrictions on charter schools set forth in 14 Delaware Code, Section 506. (Renewal/Modifications – provide original documentation and any changes)**

Purpose: The Gateway Lab School will provide an extraordinary educational opportunity for children who would benefit from our differentiated (see Pete & Fogarty, 2002; Jensen, 1998; and Gregory & Chapman, 2002), integrated arts (see Fiske, 1999; Jensen, 2001; and Smith, 2001), and multi-sensory (see Armstrong, 2003; Silver, Strong, & Perini, 2000) program that seeks to identify and capitalize on a student's strengths and interests while utilizing effective research-based techniques to help each student learn.

Mission: To provide an extraordinary educational opportunity for our students using arts-based, multi-sensory teaching techniques and curriculum that is aligned to Delaware Content standards in a safe, secure, and nurturing environment. The school plans to eventually serve the community as a center for the professional development and education of teachers, parents and students by providing access to the latest research-based curriculum, technology, and training.

Goals: The goal of Gateway Lab School is to prepare children who have struggled academically in the traditional classroom for success in high school and beyond. We will do this by using an academically rigorous, arts-based curriculum aligned to Delaware State content standards in an atmosphere that values each student's individuality and unique gifts, and helps them to articulate their learning styles which will lead to self-advocacy.

Philosophy: The Gateway Lab School philosophy is based on the belief that children, who have struggled to achieve academic success in the traditional school environment and learn differently, have the capacity to achieve academic success and to realize individual learning potential. The teachers and staff of Gateway Lab School will be committed to developing a sense of inquiry and love of learning in each student. This will be accomplished by focusing on providing interventions in the areas of reading, oral and written language, math and motor

skills. The social studies and humanities areas of study will be supplemented through the Academic Club Method™ developed at the Lab School of Washington®, which provides a unique program that incorporates art, music, drama and hands-on learning experiences (see Appendix C for a sample of the Academic Club curriculum). Students will also learn how to function effectively in school and society through tailored social skills/character development training and an understanding of how they best learn. An education at Gateway Lab School will include helping our students know the appropriate behavior in a given situation, knowing how to approach the unknown, knowing how to request additional support/accommodations, and knowing how to interact with other people. These skills are the foundation for functional living essential to the student population we will serve.

Core Beliefs:

- All children can learn and it is our responsibility to value their learning styles and unique gifts;
- The school community must respect each student's individuality and prize diversity;
- Schools have the responsibility to provide a safe, secure and nurturing environment for its students;
- Children who struggle academically in a traditional classroom can flourish in an environment that combines multi-sensory instruction, integrated arts, and learning by doing (experiential learning);
- A well-trained, enthusiastic and creative staff is essential to the success of every student;
- Clear behavior expectations and daily reinforcement of those expectations provide security that helps students focus on learning;
- Parent/caretaker involvement in their child's education has a positive effect on achievement;
- Research-based and innovative teaching methods as part of a rigorous instructional model are to be encouraged;
- Students at risk for academic failure need highly individual and structured experiences;
- Kindness, compassion and perseverance are essential to helping students be successful in learning and life;
- Schools should foster positive self-concept in students;
- Successes, grand or small, should be celebrated on a day-to-day basis;
- Organization and social skills are key components of educating academically challenged populations;
- All students should be able to articulate their strengths, weaknesses and learning styles, which will lead to self-advocacy.

Objectives:

- Provide intensive intervention using research-based strategies;
- Provide a curriculum that is aligned with the state recommended curriculum and in compliance with 502 regulations;
- Use integrated arts and multi-sensory experiences as way to teach rigorous academic material and foster a love and enjoyment of learning in our students;
- Provide students with access to technology as a tool for learning;
- Provide a responsive school and classroom environment that will educate students on how to function effectively in society through tailored social pragmatics and skills training;
- Prepare students to articulate their strengths, weaknesses, and learning styles, which will lead to self-advocacy;

- Train and support a quality staff to put the school's philosophy into action. Commit to teacher training and advanced professional development in research-based curricula. This job-embedded, intensive professional development program will be evaluated based on the application and implementation of the methodologies and evidenced in an increase of student achievement;
- Provide financial rewards for staff members who contribute to student success and meeting school goals;
- Support and educate parents with regard to school and home issues;
- Make parental involvement a central part of the school community;
- Work with students and faculty at area colleges and universities to provide opportunities for in-depth learning and specialization in research-based interventions for academically challenged populations for in-service and pre-service teachers;
- Provide information and resources to area public and private schools serving students who learn in both traditional and non-traditional ways through workshops, lectures, seminars, and effective training opportunities.

The mission, goals and objectives of Gateway Lab School are consistent with the restrictions on charter schools set forth in 14 Delaware Code, §506 and the legislative intent of 14 Delaware Code, §501 which is "intended to improve student learning; encourage the use of different and innovative or proven school environments and teaching and learning methods; provide parents and students with measures of improved school and student performance and greater opportunities in choosing public schools within and outside their school districts; and to provide for a well-educated community."

b. **Describe the methods of internal evaluation that will be used by the board of directors to ensure that the school is meeting its stated educational mission and objectives. (Renewal/Modifications – provide original documentation and any changes)**

The school director, in collaboration with the advisory leadership team (comprised of parents and teachers), will provide a quarterly monitoring report to the board of directors that provides data for each objective. Annually, the board will review goals for student performance, inclusive of all data relative to the goals and achievement targets. The Lab School of Washington® will provide ongoing training, support and evaluation of the school's educational objectives to school administrators, staff and the board of directors. Current advisors to the founding board will also be available to provide assistance.

c. **Describe the procedures the school will use to ensure compliance with the requirements of 14 Delaware Code, Section 506, related to enrollment. (Renewal/Modifications – provide original documentation and any changes)**

The Board of Gateway Lab School understands and agrees that it will enroll a minimum of 80% of its total authorized number of students on or before April 1st of each school year. The director of the school will provide written certification of the enrollment to the Department of Education and to the superintendent of each public school district in which one or more of the charter school's students reside. Gateway Lab School Admissions documents include a "Letter of Intent to Enroll" form, which contains relevant portions of 14 Delaware Code, Section 506 (see Appendix D). This form will require a parent or guardian's signature prior to the student's first year of attendance at the school. Letters will be kept on file at the school.

4. Goals for Student Performance

a. List the specific student performance goals in math and reading by grade for students disaggregated by grade and ethnicity for the initial four years of operation and describe the assessment instruments that will be used to measure whether students meet or exceed those goals. (Renewals/Modifications – show and discuss the results during the current period as necessary)

The DSTP or state determined equivalent will be used to measure whether students meet or exceed our goals. For first grade students, GLS will utilize the DIBELS assessment.

Performance Goal 1: All students (inclusive of subgroups) at Gateway Lab School (GLS) will make strong yearly progress in Reading.

Performance Goal 2: All students (inclusive of subgroups) at Gateway Lab School (GLS) will make strong yearly progress in Mathematics.

The Percent Meets or Exceeds document (see Appendix E) identifies DSTP percentages of students who meet or exceed the standard disaggregated by grade and ethnicity for the state and each of the northern Delaware districts over the past three years. This information will be used as a baseline in meeting our performance goals.

b. List the specific measurable performance targets for each student performance goal for each year of the Delaware Student Testing Program (DSTP) for the initial four years of the charter. (Renewals/Modifications – Update this section to make it current)

Performance Goal 1:
On the 2012 English Language Arts State Test, 100% of GLS students in all subgroups who on the previous year's state test were considered below the cut score for that grade will move up one performance level according to the growth model. See cut scores below for 3rd through 7th grade.

On the 2012 English Language Arts State Test, 89% of GLS students in all subgroups will meet proficiency or meet the growth model expectations as identified above. See cut scores below for 3rd through 7th grade.

On the 2013 English Language Arts State Test, 100% of GLS students in all subgroups who on the previous year's state test were considered below the cut score for that grade will move up one performance level according to the growth model. See cut scores below for 3rd through 8th grade.

On the 2013 English Language Arts State Test, 95% of GLS students in all subgroups will meet proficiency or meet the growth model expectations as identified above. See cut scores below for 3rd through 8th grade.

On the 2014 and 2015 English Language Arts State Test, 100% of GLS students in all subgroups who on the previous year's state test were considered below the cut score for that grade will move up one performance level according to the growth model. See cut scores below for 2nd through 8th grade.

On the 2014 and 2015 English Language Arts State Test, 100% of GLS students in all subgroups will meet proficiency or meet the growth model expectations as identified above. See cut scores below for 2nd through 8th grade.

During the 2014-2015 school year 100% of GLS 1st grade students who were considered "intensive" by the DIBELS assessment at the beginning of the year will achieve "strategic" or above by the end of the year.

During the 2014-2015 school year 100% of GLS 1st grade students who were considered "strategic" by the DIBELS assessment at the beginning of the year will achieve "benchmark" by the end of the year.

English Language Arts DSTP Cut Scores for Grades 2-8
2nd grade - 261
3rd grade - 415
4th grade - 440
5th grade - 453
6th grade - 460
7th grade - 465
8th grade - 495

Performance Goal 2:
On the 2012 Mathematics State Test, 100% of GLS students in all subgroups who on the previous year's state test were considered below the cut score for that grade will move up one performance level according to the growth model. See cut scores below for 3rd through 7th grade.

On the 2012 Mathematics State Test, 83% of GLS students in all subgroups will meet proficiency or meet the growth model expectations as identified above. See cut scores below for 3rd through 7th grade.

On the 2013 Mathematics State Test, 100% of GLS students in all subgroups who on the previous year's state test were considered below the cut score for that grade will move up one performance level according to the growth model. See cut scores below for 3rd through 8th grade.

On the 2013 Mathematics State Test, 92% of GLS students in all subgroups will meet proficiency or meet the growth model expectations as identified above. See cut scores below for 3rd through 8th grade.

On the 2014 and 2015 Mathematics State Test, 100% of GLS students in all subgroups who on the previous year's state test were considered below the cut score for that grade will move up one performance level according to the growth model. See cut scores below for 2nd through 8th grade.

On the 2014 and 2015 Mathematics State Test, 100% of GLS students in all subgroups will meet proficiency or meet the growth model expectations as identified above. See cut scores below for 2nd through 8th grade.

During the 2014-2015 school year 100% of GLS 1st grade students who were considered "intensive" by the Math Triumph Diagnostic and Placement Assessment at the beginning of the year will achieve "strategic" or above by the end of the year.

During the 2014-2015 school year 100% of GLS 1st grade students who were considered "strategic" by the Math Triumph Diagnostic and Placement Assessment at the beginning of the year will achieve "benchmark".

Mathematics DSTP Cut Scores for Grades 2-8
2nd grade - 351
3rd grade - 407
4th grade - 432
5th grade - 451
6th grade - 466
7th grade - 472
8th grade - 487

c. **List the assessment tools that will be used including the DSTP, standardized, formative, benchmarks, or performance assessments. Describe why these particular assessment instruments have been selected and provide the timetable indicating when those instruments will be used. (Renewals/Modifications – Provide original documentation, the results of these assessment tools and discuss the results)**

1. DSTP Math and Reading (or other test assigned by the state) will be given in March (or other date established by the department of education). These are required state test that measures performance on the state standards.

2. DSTP Science and Social Studies (or other test assigned by the state) 4th grade in the Fall and 6th grade in the Spring or other date as established by the department of education. These are required state test that measures performance against the standards.

3. Universal Screening Instruments: Treasures Reading Screening Instrument and Math Connect Assessment Masters will be given to all students in September, January, and May to screen for any intervention needs.

4. DIBELS will be given in September, January, and May. It is a diagnostic instrument for beginning reading in the areas of phonemic awareness, phonics, and fluency.

5. Progress Monitoring options include: Phonological Awareness Inventory, Phonics Inventory, Spelling Inventory, Decoding Inventory, and High Frequency Word Inventory. These will be given at 3-6 week intervals, as needed depending on the area of intervention. They measure progress on specific focus areas in reading after a period of instruction in order to establish the effectiveness of the intervention for each student.

6. Math Triumphs Diagnostic and Placement Assessment and Progress Monitoring Tools: Progress monitoring for math content strands will be given at 3-6 week intervals, as needed depending on the level of intervention.

7. Teacher Collaboratively Designed Assessments - Unit (TCDA-U) Will be given before beginning a unit and at the completion of the unit these assessments will measure attainment

of Grade Level Expectations and Unit Goals. These will be piloted during the first two years and will be completed by year 3.

d. Renewals/Modifications Only - Include a copy of the current signed Performance Agreement between the school and the Secretary of Education. Describe in detail the performance of the school on each of the objectives in the Performance Agreement. Place particular focus on the school's academic performance, including evaluation results from the DSTP and other measures. Discuss highlights and concerns.
Gateway Lab School is not a Renewal or Modification Applicant.

e. Renewals/Modifications Only - Provide the charter Performance Agreement for the renewal period. Include a list of proposed measurable performance objectives with specific measurable targets for each year of the charter renewal period.

Gateway Lab School is not a Renewal or Modification Applicant.

5. Evaluating Student Performance

a. Describe the process how student evaluation information will be used to improve student performance. (Renewal/Modifications – provide original documentation and any changes)

DSTP: Standardized assessment instruments, including the DSTP (or other state assessment) will be used to provide summative information to evaluate student learning, teacher performance, and curriculum alignment. The DSTP will be used to assess reading, writing, mathematics, social studies, and science (as determined by the state). Student performance information from the DSTP will be used to inform instruction and identify areas for professional development for the staff or indicate a need to revise the curriculum and formative assessments to better help the students to reach proficiency with the standards.

Universal Screening Instruments: Treasures Reading Screening Instrument and Math Connect Assessment Masters

DIBELS and Math Triumphs Diagnostic and Placement Assessment (or other tools recommended by the state): The nationally recognized reading inventory (DIBELS) and the Math Triumphs Diagnostic and Placement Assessment will be used to provide more specific feedback on student progress in reading strands or math strands and will be used to monitor progress throughout the year. Results from the reading and math inventory will be used at the beginning, middle, and end of the year to identify specific areas of instruction for each student. Flexible grouping will be provided with small group instruction centered on identified areas of need. More frequent progress monitoring will be used to influence what is taught during the small group intervention.

Furthermore, Teacher Collaboratively Designed Assessments (TCDA) will be used for each unit in each content area as a pre and post test to make formative decisions about specific Grade Level Expectations. Content areas specialists will analyze the TCDAs for content validity to be sure they are standards based. All data will be used to inform instruction for each student.

7. Students with Special Needs

a. **Describe how the school will be in full compliance with current federal and state statutes relating to the education of students with disabilities, including but not limited to: evaluation, re-evaluation, accommodations, and employment of certified special education teachers prior to the admission of students. The plan must provide for a free appropriate public education to students with disabilities and include a continuum of educational placements for students with disabilities.**

Gateway Lab School will be in full compliance with regulations regarding students with special needs. Our main focus is on designing an atmosphere where the adults in the community look for creative ways to meet the needs of students using a hands-on multi-sensory approach. There will be a certified special education teacher to monitor accommodations and Individual Education Plans. There will be a continuum of education services for students that will be focused on a Response to Intervention framework. We will use a process of screening, diagnosing, providing accommodations, and re-evaluating to facilitate the assurance of a free appropriate public education for all students. All work related to our Response to Intervention resources will go through our Student Support Team (Director, School Psychologist, Nurse, Reading or Math Interventionist, Special Education Coordinator, and at least two teachers that have the student). This group will act as the IEP team once a student has been identified as needing special education services. Our school will be fully inclusive. Flexible grouping will be a priority for initial interventions. More extensive interventions may include but not be limited to an additional period time set aside. GLS will provide free and appropriate education to students with disabilities and include a continuum of educational placements for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. Additionally, the board and staff of Gateway Lab School will comply with all regulations and restrictions related to children with disabilities in the 14 Delaware Code § 506.

b. **Renewals/Modifications Only - Discuss how the school has resolved any administrative complaints.**

Gateway Lab School is not a Renewal or Modification school.

c. **Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. (required)**

Gateway Lab School does not discriminate on the basis of disability in employment or its programs and activities.

The Board of Education recognizes its role in maintaining an open means of communication to listen to any recommended changes which will facilitate our compliance with this act. Systemic processes will be put into place that will safeguard each person's rights.

d. **Complying with Title VI and VII of the Civil Rights Act of 1964. (required)**

Gateway Lab School does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, marital status, disability, or age in employment or its programs and activities.

The Board of Education recognizes its role in maintaining an open means of communication to listen to any recommended changes which will facilitate our compliance with this act. Systematic processes will be put into place that will safeguard each person's rights.

e. **Complying with Title IX of the Education amendments of 1972. (required)**

Gateway Lab School shall provide equal opportunities for students to participate n educational and extracurricular programs and other student services irrespective of race, ethnic or national origin, religion, gender, or economic status.

The Board of Education recognizes its role in maintaining an open means of communication to listen to any recommended changes which will facilitate our compliance with this act. Systemic processes will be put into place that will safeguard each person's rights.

f. **Having certified special education teacher(s) providing services for students with disabilities. (required)**

A Math Interventionist and Reading Interventionist will be dually certified or eligible to be certified in special education and will provide interventions and be case managers to ensure that all appropriate services are being provided by the most qualified teachers. A full time special education coordinator will monitor all processes to be sure we are in compliance with IEP documentation and follow up on any due process complaints. Our hiring preference for the remaining staff will be for dual certification in elementary education and special education.

8. Economic Viability

a. List the staff positions and indicate the full-time equivalence for each position for the first four years of school operation. Include position descriptions for each job title. (Renewals/Modifications – Update this section to make it current)

See the document included in the additional documents section titled - Gateway Lab School - Economic Viability Part A (See Appendix P).

b. List all positions *NOT* employed by the board of directors. Where there is intent to hold a contract, provide a contract or template of intended contractual relationships. (Renewal/Modifications – provide original documentation and any changes)

Contracted services will be for substitutes, occupational therapists, and speech & language specialists during the years they cannot be hired on as full time employees. Plans call for Substitutes to be hired directly by the school through a pool of qualified parent applicants. After-hours janitorial services will also be contracted (See template in Appendix Q).

c. **Identify the amount and source of funds that will be needed to acquire (purchase or lease) the facilities and ready them for school opening. Describe the plan for obtaining these funds. Describe the financial plan for facilities to accommodate all the students for the total enrollment for the initial four years of the charter. Indicate whether the site will be purchased or leased. Identify the date by which the school's board of directors will have direct control of the site either through a signed lease agreement or a signed purchase agreement. (Renewal/Modifications – provide original documentation and any changes)**

Gateway Lab School will lease the school facilities from the owner/landlord of one of the identified properties and will pay for the lease with charter school start-up funds and local funds.

Gateway Lab School will be located in New Castle County in the greater Newark area with easy access to major routes to accommodate students coming from other areas of the county. The board is working with Emory Hill Real Estate Services and has identified several commercial sites with space to accommodate our student population. (See the attached list of potential sites in Appendix R) Each site provides ample space for parking and easy access for buses as well as space for outdoor PE activities for our students. As mentioned above the site will be leased. Our plans call for a signed lease agreement to be in place by January 2011.

d. **Identify who will own the school facilities. In the event that the school closes or (if applicable) the management agreement with any contractor terminates, describe what will become of the facilities and any debt owed on those facilities. (Renewal/Modifications – provide original documentation and any changes)**

The school facilities will be owned by the property owner. If the school should close, there will be no debt owed on the facilities because the school will be leasing space on a monthly basis and therefore will not be incurring any debt.

e. **List each contract necessary for the school to open and the specific dates on which those contracts will be finalized and signed. Contracts may include: equipment, bus and food services, related services such as speech therapy or occupational therapy for special education, financial operations, leases of real and personal property, the purchase of real property, the construction and/or renovation to real property, and insurance. *THESE CONTRACT AMOUNTS MUST ALSO BE ITEMIZED IN THE BUDGET SHEETS.* (Renewal/Modifications – provide original documentation and any changes)**

Please see the Charter School Budget Application Worksheets at the end of the proposal for the startup period and first year of school operations. In addition, the original budget revenue estimates from the Department of Education are attached to the Plan Year Budget.

Contract	Negotiation Period	Finalization Date	Signature Date
Building Lease	Sept – Oct. 2010	Early October 2010	End of Oct. 2010
Building Renovation	Oct.-Nov. 2010	Mid November 2010	End of Nov. 2010
Transportation	Dec 2010 – Jan 2011	Mid January 2011	Early February 2011
Food Service	May-June 2011	Mid June 2011	End of June 2011
Office Equipment Leases	May-June 2011	Mid June 2011	End of June 2011
Technology Equipment Leases	May-June 2011	Mid June 2011	End of June 2011
Related Services (Speech, Occupational Therapy)	May-June 2011	Mid June 2011	End of June 2011
Custodial Services (after hours)	May-June 2011	Mid June 2011	End of June 2011

NOTE: Contracts for bus and food services are required by Regulation 275, Subsection 4.4.4 to be in place by August 1st of the year in which the school proposes to open and by August 1st of each year thereafter. Contracts for the lease or purchase of real property, and/or the construction and/or the renovation of improvements to real property must be in place sufficiently far in advance so that the applicant might obtain any necessary certificate of occupancy for the school premises no later than June 15th of the year in which the school proposes to open.

The application must include a complete and balanced budget for the proposed school in the approved format for the planning year and the first four years of school operation. *THE METHOD BY WHICH AMOUNTS ARE CALCULATED MUST ALSO BE DESCRIBED.* The budget spreadsheet is located at the following link: http://www.doe.k12.de.us/infosuites/schools/charterschools/files/new%20charter%20budget%20worksheet%20sample%20blank.xls.

NOTE: All State and Local revenue estimates can be done by accessing the on line spreadsheet for New Charter School State and Local Fund Estimates located at the following link: http://www.doe.k12.de.us/infosuites/schools/charterschools/files/Revenue%20Estimates.xls. Should you have questions in accessing, completing or understanding this spreadsheet please contact Scott Kessel, Education Associate for Charter School Finance at (302) 735-4040. These revenue estimates will be

used to complete the on line budget worksheets located at the following link: http://www.doe.k12.de.us/infosuites/schools/charterschools/files/new%20charter%20budget%20worksheet%20sample%20blank.xls. Estimates for federal program revenues may be obtained from Mrs. Tammy Korosec, Education Associate for Federal Accounts, who can be reached at (302) 735-4040. Information about the Federal Charter School Support Program startup funds may be obtained from Julia Webster, Charter Schools Office, who can be reached at (302) 735-4020. Estimates for state, local and federal program revenues will be based on the assumptions which the applicant makes regarding the numbers of students anticipated at each grade, the numbers of students anticipated from various districts, the anticipated special education classifications of enrolling students, and the qualifications of teachers hired by the school. These revenue estimates must be viewed with caution since the assumptions upon which the applicant may have based them may change as students actually enroll and staff is hired.

The applicant must consult Scott Kessel regarding online forms for revenue projection at 302-735-4040 or skessel@doe.k12.de.us.

f. List all start-up costs projected for the twelve-month period prior to school opening. List the source(s) of funds to cover these costs and include details on amounts provided by each source. (Renewals/Modifications – Not Applicable)

Please see the Plan Year budget at the end of this proposal. Funds from the Federal Charter School Start-up Program will be utilized during this period.

g. List other intended sources of revenue in addition to the state and local funds. Should loans be included, list the source and terms of the intended loan(s) as well as projected payment schedules for the life of the loan. Should fundraising be included, explain activities in detail to also include collection and deposit methods. Describe the process by which funds will be deposited into the school's state account. If a state account is not used, describe where the funds will be deposited to ensure that all school funds are available for audit by the State Auditor's Office upon request. (Renewal/Modifications – provide original documentation and any changes)

The school will operate using the state and local funds provided. The board has identified grants that the school may be qualified for; however, any funds received through fundraising will be used to provide for enhanced services and/or technology for students and professional development for school staff. The school's operating budget will not be dependent on fundraising. All funds will be deposited into the school's state account upon receipt.

h. Describe the school's intended contingency finance plan if enrollment falls below the projections as presented in this application. Include details of cost determination. List the minimum number of students the school can enroll each year to remain economically viable. (Renewals/Modifications – Update this section to make it current)

Thoughtful planning has been undertaken by the board of Gateway Lab School to ensure a balanced budget. The board is committed to meeting 80% of enrollment by April 1, 2011 through the marketing plan outlined in section 9-L. Discussions with other charter school directors and local education professionals indicate that applications to GLS will exceed

capacity in the first year of operation based on the student population our program is designed to reach.

The revenue projections in this application were made with state and local funds, and federal charter start up funds expected to be available to the school. In addition, Gateway Charter School, Inc. is an approved 501(c)(3) corporation and will seek out all available grant opportunities.

Please see the attached budget for further details on the minimum number of students the school may enroll each year to maintain financial viability.

9. Administrative and Financial Operations

a. Provide the plan for managing the financial operations of the school in accordance with the State Budget and Accounting Manual and Title 29, Chapter 69 (in the areas of accounting, payroll, purchasing, compensation, retirement, and benefits management). Specify which individuals will have direct responsibility in each of these operations to also include internal controls for budgeting and financial management. Additional website references: http://delabudgetware.gov/accounting-manual/account-manual.shtml. **(Renewal/Modifications – provide original documentation and any changes)**

Gateway Lab School will connect to the DFMS and PHRST systems to process cash accounting and payroll transactions. Upon approval of the charter, the Board will appoint an "interim director" who will work with the Board treasurer and the Department of Education finance office in order to ensure that proper processes and procedures are in place to handle cash and monetary transactions. The Board may also contract with a local accounting firm that has experience in school finance to establish proper processes and procedures prior to initial funding.

No later than January 2011, a permanent director will be hired. The director (with oversight from the Board) will be responsible for all financial and payroll transactions until the school opens. Once the school opens, these duties will become the primary responsibility of the administrative assistant with oversight from the director. Both the director and the administrative assistant will participate in all DOE training related to the proper use of both systems and related reporting. All financial reporting will be done in accordance with standards established by the Government Accounting Standards Board (GASB).

In addition, prior to the opening of the school, the Board and director will work together to implement the guidelines for internal controls as outlined in Section II (*Internal Controls*) of the State Budget in Accounting Manual. The school intends to have at least two staff members trained on the DFMS and PHRST systems to ensure adequate backup. A contractual relationship with an accounting firm experienced in the DFMS and PHRST systems may also be established to ensure proper controls during the first few years of operation.

The Board of Gateway Lab school understands and does ensure that it (along with the school administrative team) is responsible for establishing and maintaining an effective system of internal control. Gateway Lab School policies and procedures shall be in writing, and will reasonably ensure that:

- All assets can be accounted for and safeguarded against waste, loss, unauthorized use and misappropriation, and;
- The transactions are clearly documented, and the documentation is available for examination

b. Describe the roles and responsibilities of the board of directors including how the board of directors will ensure oversight of the school. The board is ultimately responsible for the administrative and financial operations of the school. (Renewal/Modifications – provide original documentation and any changes)

The Gateway Lab School (GLS) Board is responsible for overseeing and governing the school and its administration. Among the duties of the board is to establish the mission, goals and governing principles for the school and ensure they are followed and updated as needed. Board members will be selected based on a target list of skills that include: curriculum development, special needs, finance, business planning and development, real estate and development, community development, teacher and parental involvement.

The school's board will be responsible for the following:
- Hiring the director
- Approving operating budgets
- Reviewing financial reports and providing direction to the school's administration
- Creating performance indicators
- Measuring school performance
- Reviewing the performance of the school director
- Ensuring compliance to all state and federal regulations
- Ensuring that all reports are accurate and comply with appropriate procedures

Gateway Lab School will be governed by Board members as outlined in the relevant Bylaws of the school (see Appendix A). Board members will be given policy and procedure guidelines in the key areas of overseeing and guiding the operations of a public charter school, prior to the school's opening. Each board candidate will be required to complete a board member application form. The school will require that each board member become familiar with the school charter and with state and federal laws and regulations. The board will conduct business in a public forum in monthly meetings. All financial and other data will be available for public review.

c. Describe the internal form of management to be implemented at the school, including any plans to contract with an outside group to manage any portion of the educational, administrative, and/or financial operations of the school. (Renewal/Modifications – provide original documentation and any changes)

No management agreement has been established with an outside management group. The school director position will manage and oversee all aspects of the daily operation. The Director's roles and responsibilities will include:

- Manage, operate, and administer the school on behalf of the board.
- Oversee selection, orientation, retention, and dismissal of all staff.
- Formulate and manage the budget.
- Recruit students and staff.

- Evaluate performance of staff.
- Supervise all personnel on site.
- Evaluate the educational program.
- Provide leadership in planning, scheduling, and matters of management.
- Emphasize and monitor student achievement and student conduct.
- Manage the environment to make it healthy, safe and conducive to learning.
- Monitor conformance to all state and federal laws and all Board policies.
- Take actions necessary to properly and efficiently operate a public charter school.

d. Describe how teachers and parents will be involved in decision-making at the school. Provide details and not just a restatement of the question indicating that teachers and parents will be involved. (Renewal/Modifications – provide original documentation and any changes)

Parent and faculty participation plays an essential role in the Gateway Lab School model. Parents and teachers will serve as members of the Advisory Leadership Team, which will function under a distributed leadership model (Spillane & Diamond, 2007). This team will assist the director in operations and planning, and evaluate the school's curricular and instructional practices. All decisions will be the responsibility of the director. From this team, individuals may be asked to lead efforts to include more participants that will focus on particular topics, such as school climate, parents and community relations, school improvement planning, problem solving team, or others as needed.

The board of directors will consist of at least three parents and at least three teachers as well as numerous community members. In this capacity, teachers and parents will be able to influence the decisions made for the school. Along with this, parents, teachers, and students will have opportunities to express needs, concerns, and suggestions through focus groups, surveys, and conferences, which will in turn impact decisions, made for Gateway Lab School.

e. List the criteria and timeline to be used in the hiring of teachers, administrators, and other school staff. (Renewal/Modifications – provide original documentation and any changes)

Hiring of the director will commence by the school board as soon as practical after the charter is approved (or by January 2011). The director must have at least a master's degree and experience with curriculum development, supervision, and professional development. The director has the responsibility of making recommendations to the school board regarding the hiring of teachers and staff. All teachers and staff are required to be certified according to the requirements of his/her job description.

Position	**Hiring timeline**
Director	January 2011
Administrative Assistant	February 2011
Teachers and Other Staff	February - May 2011

f. Describe how the school will recruit Delaware certified teachers. If the school hires any non-certified teachers describe how the school will meet the teacher certification requirements of the Delaware charter law. Describe the procedures that will be used to ensure that any non-certified teachers that are hired are participating in an alternative certification program, if available. (Renewal/Modifications – provide original documentation and any changes)

Gateway Lab School intends to recruit Delaware certified teachers before the opening of the school through career fairs at area colleges. The Board will also use local newspapers, radio, and online job sites that are both general, and specific to education placement. Additionally, the Lab School of Washington® will also assist in the recruitment and hiring of qualified teachers.

The following is the order of preference:

- Master's degree and certified or able to be certified by the state of Delaware in the area of special education.
- Bachelor's degree and certified or able to be certified by the state of Delaware in the area of special education.
- Bachelor's degree and certified or able to be certified by the state of Delaware in the area of elementary education or curricular specialty such as art, music, or physical education.
- Bachelor's degree but not certified in the state of Delaware.

The hiring of non-certified teachers will be used as a last resort. If non-certified teachers are hired they must meet the following requirements:

- Have passed the PRAXIS I.
- Have a nationally accredited degree in a core subject area.

Completion of an alternative certification program within a two year time period will be a condition of continued employment. Utilization of the PRAXIS II test will also be offered to uncertified teachers. No uncertified teachers will be hired over the state regulation of 35%. Any uncertified teacher will be assigned a mentor to assist him or her as the teacher demonstrates compliance with all regulations and provides a viable and consistent education to our students. All teachers will be required to maintain compliance with state and federal certification guidelines.

If the state of Delaware returns to a cluster program for professional development, all staff will be encouraged to complete the maximum number of clusters through a variety of incentives that will assist in the completion of their coursework.

g. Describe the human resource policies governing: salaries, contracts, hiring, and dismissal that will be in place for all positions at the school. Please provide a copy of your proposed employee handbook. (Renewal/Modifications – provide original documentation and any changes)

Gateway Lab School is reviewing the hiring practices, salary structures and professional development concepts of other charter schools and local school districts. Teachers and staff will be hired based on their qualifications for the desired position. The school will comply with all federal, state, and local statutes governing fair hiring practices.

(Please see Appendix S) for a copy of the proposed Teacher Handbook.

h. Describe how the school will incorporate the Delaware Performance Appraisal System into its teacher and staff evaluations. Provide detailed descriptions and not just a restatement of the question stating that you will comply. (Renewal/Modifications – provide original documentation and any changes)

The GLS school board expects that the director will establish an evaluation procedure and timeline that follows the Delaware Performance Appraisal System for all staff members. This procedure will be established prior to the opening of the school. All teachers with less than three years of experience and full certification will be considered on a one-year cycle, which includes two formative evaluations and one summative evaluation until the successful completion of a full cycle. All teachers with more than three years experience and full certification will be put on a one- or two-year cycle dependent upon the initial formative evaluation, walk-through visits, and interactions during professional development. Any teacher on initial license will be on a one-year cycle until reaching a continuing license.

i. **Describe how the school will be held accountable to the parents of children at the school. Provide detailed descriptions and not just a restatement of the question stating that the school will be held accountable to the parents of children at the school. (Renewal/Modifications – provide original documentation and any changes)**

The school will be held accountable to the parents of children at the school through the following:

- The school board is comprised of parents, community members and certified teachers.
- The advisory leadership team will include teachers and parents to assist in monthly decision-making.
- A Parent/Teacher Association that will provide an opportunity for members to stay informed on school matters and to support students and school activities.
- The school board will hold both a semi-annual and annual review of the progress of the school.
- Yearly, the school will conduct beginning and end-of-the-year parent and student surveys and report findings to the school board.
- School achievement data, school improvement plan, and financial status will be available to parents and community through the website.

j. If the board of directors is contracting a portion of the operation of the school to an outside group, identify the group, describe the relationship between the group and the board of directors, and list the services the outside group will be providing. A copy of the management agreement between the board of directors and that group must be included with the application. The management agreement must be consistent with the requirements of 14 Delaware Code, Chapter 5. (Renewal/Modifications – provide original documentation and any changes)

The school does not have a contract with a management company and has no plans to contract any portion of the schools operation to an outside group. The board of directors does intend to sign a non-binding letter of intent with the Lab School of Washington® to provide various training to GLS staff and to assist with designing a school model that incorporates LSW methods. The terms of the agreement including costs will be worked out

upon approval of the school's charter. An estimate of costs is included in the attached budget.

k. If an outside group will be used to manage any portion of the school's educational, administrative and/or financial operations, the applicant must also provide: Verification the outside group is authorized to do business in the State of Delaware, a complete list of all other schools (regardless of location) with which the outside group has contracted and the locations of those schools. The list must include all schools with which the outside group contracted but is no longer managing, a summary of student performance on the appropriate state assessment of each school the outside group has managed, a complete list of all past and any pending litigation against that group or submit a statement that there has been none and that none is pending. (Renewal/Modifications – provide original documentation and any changes)

Gateway Lab School will be managed solely by the school's board of directors.

l. Describe the plan (including timetable) to be used for recruiting students. Describe how the school will publicize its program and admission procedures. Describe how the school will recruit a sufficient number of students to be financially viable. You must convincingly demonstrate that the school will be able to attract enough students to make the school financially viable. Signatures of potentially interested parents and student in the community, feasibility studies are possible methods of demonstrating interest. While these methods are good indicators the committee may review other sources of information in making its determination. (Renewal/Modifications – provide original documentation and any changes)

In mid-2007, the Board of Gateway Lab School began publicizing its program through its website (www.gatewaylabschool.org) and the first in a series of parent and advocate information meetings. Gateway Lab School will begin student recruitment upon application approval. With the consideration that approval may come in April 2010, the recruitment timetable would be as follows:

April

GOAL: Create recruitment materials that include detailed information about the GLS program and admission procedures

1) Approve all recruitment print materials, including fliers, small newsletters, and larger press kits.
2) Identify costs of newspaper advertising and advertising in local special interest magazines.
3) Identify costs of developing and maintaining school website which will feature up-to-the-day recruitment fair notices.

May

GOAL: Distribute printed materials via hard copy and the internet that offer details regarding GLS program and admission procedures and to gather feedback on interest in GLS.

1) Print all recruitment materials.
2) Distribute newsletters to libraries in New Castle County, private tutoring facilities (such as Huntington Learning Centers), organizations that support students with learning differences (such as the various school district special education support groups), organizations that support students with ADHD (such as CHADD), and consultative

professionals who work with students struggling academically (such as speech and language pathologists, occupational therapists, etc.).
3) Distribute press kits to all New Castle County media.
4) Schedule recruitment meetings at various public locations in New Castle County, including meetings of support groups and community organizations (such as the Rotary, Lions Clubs, churches, etc.).
5) Utilize social media avenues like Facebook, Twitter and a dedicated blog to reach parents of potential students.
6) Respond to queries from all interested parties.

June

GOAL: Begin accepting applications for Gateway Lab School and create enough interest to have at least half of the total seats filled by end of month.

1) Follow up with all organizations that received the GLS newsletter.
2) Contact each media outlet individually.
3) Begin recruitment meetings.
4) Update website to reflect current information regarding recruitment and application information.
5) Begin accepting applications.

July

GOAL: Continue to recruit and admit students to the school.

1) Continue recruitment meetings
2) Accept applications

August

GOAL: Create a level of excitement about the school to a broader student population through a presence at community events and have all seats filled with at least one applicant.

1) Identify community events and the cost involved in having a table.
2) Begin attending community events and pass out flyers.
3) Connect to media with human interest stories.
4) Continue with recruitment meetings.
5) Update website to reflect current information regarding recruitment and admissions activities.

September

GOAL: Attend community events and collaborative events with partners (such as fundraisers). Achieve more applicants than seats available.

1) Communicate with organizations and collaborating partners and ensure that board members/founding members attend events sponsored by those organizations.
2) Place flyers in private tutoring facilities and summer school programs.
3) Complete and conclude recruitment meetings.
4) Continue placing human interest stories with key media outlets.
5) Update website on a regular basis.
6) Hold an Open House for prospective parents.
7) Advertise application procedures and deadlines.
8) Begin accepting applications.

October

GOAL: Hold another Open House for interested parents.

1) Continue with ads placed in local media outlets with Open House dates and application procedures and deadlines.
2) Continue accepting applications.

November/December

GOAL: Complete lottery process and to ensure a full complement of students at opening

1) Inform all applicants of lottery process and date.
2) Place advertisements in local media regarding final application deadline and lottery process.
3) Update website on a regular basis.
4) Continue recruitment efforts.
5) Update website regularly.
6) Keep in contact with private tutoring organizations and individuals and consultative professionals.
7) Begin active recruitment phase in September of each calendar year.

m. List all the admissions preferences authorized by this statute the school will use. If more than one preference will be used, describe how the various preferences will be employed together. (Renewal/Modifications – provide original documentation and any changes)

GLS will have a preference in admission to children in grades 3 through 7 in the first year that would benefit from differentiated, integrated arts, multi-sensory, experiential program that seeks to identify and capitalize on a student's strengths and interests while utilizing effective research based techniques to help each student learn. Additionally, the school will accept students regardless of race, color, creed, sex, national origin, age, or disability in accordance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, § 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

Within the framework of the aforementioned student preference, the following classification of students will be afforded preference in the admissions policy to Gateway Lab School. In cases of limited open positions, these three preferences are rank ordered in the following sequence:

1. Children of the Founding Board and Gateway Lab School board members. This number is not to exceed 5% of total seats available.
2. Children of Gateway Lab School staff members.
3. Children with siblings concurrently enrolled.

Children of founding board and GLS board members
Children, stepchildren, long-term foster children, and children over whom a Gateway Lab School Board member has legal guardianship will receive preferential placement in open positions.

Children of staff members
Children, stepchildren, long-term foster children, and children over whom a professional staff member has guardianship will receive preferential placement in open positions.

Children with siblings concurrently enrolled
In Delaware Code, Title 14, Chapter 5, §506, charter schools are authorized to give "sibling preference" relative to admission. In the common definition of sibling, "one of two or more individuals having the same parent or parents," (American Heritage Dictionary) is not adequate to define those more complex definitions of sibling in today's world of reorganized families. Secondly, in determining the intent of this law, as

well as other attendance/admissions laws in the state, the role of residency is critical in school attendance. It appears that this law was intended to be convenient to families of a common household in order to not disrupt family life. Keeping in mind the common definition as above and the common residency, the Gateway Lab School shall recognize these relationships as valid under sibling preference:

1. Any individuals having the same parent or parents, either natural or adoptive.
2. Any individuals who are stepsiblings and share a common custody or legal residency arrangement, each of whom have to have a natural or adoptive parent at the same residence.
3. Any foster sibling who has remained or is expected to remain in the household in excess of four years.

n. If the proposed school will give admissions preference to children of the school's founders, describe how the school will identify the founders and how the preference will be used in the enrollment process. (Renewal/Modifications – provide original documentation and any changes)

The founders of the school shall be established by the Founding Board in September 2011 by a ¾ majority vote of the Founding Board. Consideration of founders shall be based on their participation on the Founding Board, the Advisory Board or in assisting the Founding Board in establishing the school. Their participation may include the following: formulating and interpreting policy, making decisions related to educational and support programs, making decisions related to building design and development, planning and decision-making regarding budget and finances, communication with the public, partnerships with nonprofit and governmental agencies, marketing and outreach programs, personnel planning, consultant services and other services as needed.

o. Describe the plan for selecting students if more students seek admission than space allows. If a lottery is used, describe how it will be conducted.
(Renewal/Modifications – provide original documentation and any changes)

The school, in the first year of operation, will advertise application requirements and deadlines for 3rd through 7th grades. We will conditionally admit all students with complete applications that apply before the deadline. Students will be added as applications are received on a first-come, first-served basis. All applications received after the deadline date, but postmarked by the deadline, will be considered received by the deadline. If undersubscribed at a grade level, all students meeting the application requirements and deadline date will be admitted, and students who apply after the deadline will be admitted on a first-come first-served basis until the desired enrollment at each grade is obtained. If oversubscribed at a grade level by the deadline date, we will publicize and hold the lottery in public, applying preference as stated in the charter and allowed by state law. The lottery will be held on the first Wednesday in January each year to correspond as closely as possible with the established choice deadline, in compliance with requirements of Delaware Code 14, Sec. 506. After the lottery takes place, we will announce which grades have a waiting list at the school, on the website, and in the newspaper. It should be clearly noted that these applications would only be valid for one year. New applications for the following year will need to be submitted for the next year's consideration; the waiting list will not carry over from year to year. Up

through September 30th (when funding for the school, based on the number of students, is determined), Gateway Lab School will use the waiting list for admissions. After October 1st, the school may fill any openings as space permits, using the waiting lists already established by the lottery.

p. Provide the timetable for the school's application and admissions process. Demonstrate how it is consistent with the timetable set forth in 14 Delaware Code, Chapter 4, for the public school choice program. (Renewal/Modifications – provide original documentation and any changes)

The timetable for the application and admission process is outlined in Section 9-L (Please see the Application for Admission in Appendix T). This timetable is scheduled prior to the School Choice process, in order to broaden parental options. With the exception of Year 1, Gateway Lab School's application process spans from early October through the second week in December. The lottery will be held in mid- January, if necessary. After the lottery is held, parents are notified within five days. Parents have one month to enroll their child(ren) in the school. The GLS timetable is similar to the School Choice timeline and assures timely notification to parents and to the superintendents of New Castle County school districts such that the April 1 notification deadline is met.

q. List in detail the administrative tasks that will be undertaken between approval of the charter and school opening. Describe the tasks, how they will be accomplished, who will accomplish them, and the timetable by which they will be accomplished. The list of activities should be thorough and not generalized. The more detail provided in the list of activities indicates a well thought out proposal. (Renewals/Modifications – Not Applicable)

Please see Gateway Lab School Administrative Tasks in (Appendix U) for a detailed description of tasks with timeline.

10. Insurance

Describe the types and limits of insurance coverage that the school plans to obtain and when it plans to have them in effect. If the school is contracting with an outside company to manage the school, the application must include a description of the insurance for the school and the board of directors, including the source of funds to purchase the insurance. The proposed costs for the coverage must be reflected in the budget worksheets. The applicant should contact the Insurance Coverage Office at (302) 739-3651 for further information on liability protection for public schools in Delaware. (Renewal/Modifications – provide original documentation and any changes)

Gateway Lab School will obtain insurance in the following amounts and timeframes:

Type of Insurance	Coverage Amount	Purchasing Timeframe
Directors and Officers Insurance	$1 Million	Upon charter approval
Errors and Omissions Insurance	$1 Million	Upon charter approval
General Liability	$1 Million	Upon charter approval
Property Insurance	Based on property value	Upon occupancy

NOTE: If a charter is granted to the applicant, a copy of the Certificate of Insurance must be submitted prior to the opening of the school.

11. Student Discipline and Attendance

a. The application must include a draft "Student Rights and Responsibilities Manual" that includes the school rules and guidelines governing student behavior. The manual must describe student rights and responsibilities and the plan the school will follow to discipline students. Describe how the manual will be distributed to parents and students prior to students applying for enrollment at the school. (Renewal/Modifications – provide original documentation and any changes)

The GLS Student Handbook/Student Rights and Responsibilities Manual will be included in the application for enrollment packet (See Appendix V). The Student Code of Conduct (SCOC) will be explained to each parent when the student is accepted for enrollment in the school (see Appendix V). Teachers will review the SCOC with their students on the first day of class and each parent or guardian will be required to review and sign the SCOC along with their child.

b. Describe how discipline will be handled with students with disabilities. Describe how the school will report inappropriate behavior to affected parents, the Department, and when necessary, to law enforcement agencies. (Renewal/Modifications – provide original documentation and any changes as well as a discussion of discipline issues you may have had and the general discipline climate in your school)

A significant portion of the GLS student population is expected to have identified disabilities. The school plans to use Responsive Classrooms® to create an atmosphere that recognizes and rewards good behavior and includes students in the establishment of class rules. GLS will follow the policies found in the DOE Administrative Manual for Services for Exceptional Students (AMSES). The student's IEP team will be immediately involved in determining the appropriateness of special education services and behavioral manifestation determination decisions. The school will report inappropriate behavior to parents through both verbal and written notification. Written reports will be completed for all disciplinary actions. All GLS staff will receive training to ensure that DOE regulations will be followed relating to the reporting of crimes to the appropriate authorities.

c. Describe the plan the school will follow to ensure compliance with 14 Delaware Code, Section 4112, regarding the reporting of school crimes. (Renewal/Modifications – provide original documentation and any changes)

All incidents reportable under 14 DE Code, §4112 will be reported as required by law or regulation to the appropriate agency. The school director is responsible for providing the safety of students and the security of school property. The school director or acting director in the case of the director's absence shall promptly report evidence of criminal offenses which occur in the school environment, including incidents which occur on or in connection with school buses. Additionally, evidence of crimes that have occurred off school property but which come to the attention of school authorities SHALL BE reported.

Delaware Code requires mandatory reporting of the offenses listed in 14 DE Code, §4112. Gateway Lab School employees who have reliable information that would lead a reasonable person to believe that one of the following has occurred on school property or at a school function must immediately report the incident to the school director or acting director:

- Student, school volunteer, or school employee has been the victim of a violent felony, assault III, unlawful sexual contact III; or
- School employee has been the victim of offensive touching, terroristic threatening; or
- Student under 18 has been the victim of sexual harassment, as defined under Title 11 of the Delaware Code; or
- Person on school property has drugs or weapon or bomb, or dangerous instrument.

The school director or acting director will make every effort to notify the parent(s)/guardian(s) and will conduct a thorough investigation. In the case of violent felonies, the school director will contact police first and then the victim's parents and DOE will be notified. If the investigation finds good reason to believe that a crime has been committed, there will be an immediate report to the police for any violent felony, drugs, weapon, bomb, or dangerous instrument, and within three days report for any other crime listed under Section 4112. In addition, reporting to police is not applicable if the offense is sexual harassment, but the school director must file a written report with the Department of Education.

d. Describe the attendance policies of the school. Describe the level of attendance that will be required of the students each year. Describe the actions that will be taken to ensure that students meet those levels of attendance. Describe how the attendance policies will be distributed to each student at the beginning of each school year. (Renewals/Modifications – Discuss any attendance anomalies you may have had here. If the committee is aware of any such issues they will request this information.)

The school attendance policy can be found in the student handbook (Appendix V). Student attendance is an important part of the learning process and students are expected to attend all classes. Attendance policies will be communicated to students at the beginning of each school year and will be available in writing and on the school website. Parents and guardians will be required to sign the student handbook along with students, indicating that they have reviewed all policies and procedures. The policy requires that students attend every day in accordance with 14 DE Code, §153. The following attendance policy is contained in the student handbook:

SCHOOL HOURS

The school day begins at 8:00 a.m. and ends at 3:45 p.m. The school doors will open at 7:45 a.m. and all students should be in their seats by 8:00 a.m. The school expects that students who are driven to school by parents or guardians be dropped off and picked up promptly within the hours of school operation. See School Calendar for the first year in (Appendix W).

ABSENCE

When a student is absent, a parent/guardian must inform the school by 10:00a.m. After an absence from school, the student must submit a written excuse signed by a parent or guardian in order for the absence to be excused. Written notes may be hand-delivered, faxed or e-mailed with a scanned signature. If no written excuse is presented at this time, the student shall have three (3) school days in which to provide an excuse.

The following is a list of reasons for an excused absence:

- Illness of child – a physician's note may be requested.
- Scheduled appointments to a physical or mental healthcare provider, including but not limited to a physician, dentist, orthodontist, or psychologist.
- Contagious disease within the home of a student.
- Death in the family or of a close friend.
- Legal business.
- Observance of a religious holiday.
- Remedial health treatment.
- Emergency situations as determined by the School director.
- Suspension from school.

Following such an absence, the student shall be allowed to make up all work missed, to take tests which were missed and to submit any assignments which became due during the absence. The time allowed for taking tests or turning in assignments shall be twice the number of school days or number of class meetings missed due to the absence. A teacher may extend the time for making up work missed if circumstances of the situation merit such action. A student whose absence was unexcused may receive a failing grade for all assignments missed or tests given during the period of the unexcused absence.
While an unexcused absence may result in a failing grade for all assignments due or tests missed, other instructional materials or assignments missed during the absence may be obtained at the initiation of the student.

The following are mandatory school attendance requirements for public school students in grades K-12 (Delaware Code). These requirements apply at Gateway Lab School:

1. Following the 10th day of an unexcused absence by a student, the school shall immediately notify the parent(s)/guardian(s), and a visiting teacher from the District shall visit the student's home.
2. Following the 15th day of an unexcused absence by a student, the student's parent(s)/guardian(s) shall be notified by certified mail to appear at the school within ten days of notification for a conference and counseling.
3. Following the 30th day of an unexcused absence by a student, the school shall refer the case for prosecution.
4. Following the completion of prosecution of the case and the subsequent failure of the student to return to school within five school days thereof, the school shall immediately notify the Department of Services for Children, Youth and Their Families requesting intervention services by the department. The department shall contact the family within ten (10) business days.

At the 15th excused or unexcused absence the school director will meet with the student and parents and make a ruling from among the following options:
1. Allow credit for the course(s) missed.
2. Require a make-up course in summer school (60 hours) to receive credit.
3. Require an original credit course in summer school (120 hours) to receive credit.
4. Dismissal

EARLY DISMISSALS AND LATE ARRIVALS

In the event that an appointment cannot be scheduled before or after school hours, parents should provide a written note for an early dismissal or late arrival. Students must be picked up by a parent/guardian and be signed in and out in the school office.

Students and parents must recognize that a parental note of explanation does not automatically excuse the lateness. Reasons such as car trouble, personal business, heavy traffic, needed at home, etc. while understandable, are not acceptable excuses, and will be listed as unexcused. Reasons such as personal illness, medical or other physical or mental healthcare appointments and appearances in court will be considered as excused lateness when verified by a note from home.

12. Health and Safety

a. Describe the procedures that will be implemented to ensure the health and safety of the school's students, staff, and guests. List the staff (i.e., nurse) who will be hired or contracted to ensure that the school will provide a safe and healthy environment. (Renewal/Modifications – provide original documentation and any changes. Also discuss any health and safety issues you have had here. If the committee knows of any they will ask specific questions regarding those issues.)

The health and safety of Gateway Lab School students, staff and guests are of supreme importance to the operation of the school. A registered nurse will be responsible for operating in accordance with the Nursing Technical Assistance Manual issued by the Department of Education. Prior to opening, GLS will adopt and implement a comprehensive set of health, safety, and risk management policies in accordance with state regulations. These policies will be developed by the director, staff nurse, and the school's insurance carriers and at a minimum will address the following topics:

- Immunizations
- School health record keeping requirements
- Physical exams and screening
- Administration of medications and treatments
- Student nutrition policy
- Tobacco policy
- Health education
- School attendance
- Release of a student to someone other than their parent, guardian, or relative caregiver
- Safe management and disposal of chemicals

These policies will be incorporated, as appropriate, into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

b. Describe the plan the school will use to ensure that criminal background checks will be made on the school's employees prior to hire. Identify the staff member that will have the responsibility for ensuring background checks are completed. (Renewal/Modifications – provide original documentation and any changes)

The school director will be directly responsible for ensuring that criminal background checks are completed prior to an individual staff member's employment, in accordance with Chapter 85 of Title 11 as outlined below. The results will be documented in the employee's personnel file by either the director or his/her designee.

Title 11, Chapter 85
§8571 Screening procedure required.
(a) Any person seeking employment with a public school shall be required to submit fingerprints and other necessary information in order to obtain the following:
(1) Report of the individual's entire criminal history record from the State Bureau of Identification or a statement from the State Bureau of Identification that the State Bureau of Identification Central Repository contains no such information relating to that person.
(2) A report of the individual's entire federal criminal history record pursuant to the Federal Bureau of Investigation appropriation of Title II of Public Law 92-544 [28 U.S.C. § 534]. The State Bureau of Identification shall be the intermediary for the purposes of this section and the public school shall be the screening point for the receipt of said federal criminal history records.
(b) All information obtained pursuant to subsection (a) of this section shall be forwarded to the public school which will assess the information and make a determination of suitability for employment. The person seeking employment shall be provided with a copy of all information forwarded to the public school pursuant to this subsection. Information obtained under this subsection is confidential and may only be disclosed to the chief school officer and the chief personnel officer of the public school, and one person in each public school, as defined in § 8570(4) of this title, who shall be designated to assist in the processing of criminal background checks, receive training in confidentiality and be required to sign an agreement to keep such information confidential. The State Bureau of Identification may release any subsequent criminal history to the public school.

c. Describe the process that will be used to ensure that:

- **Students have physical examinations prior to enrollment**
- **Required immunizations are in compliance**
- **Medications and medical treatments are administered in accordance with Delaware Code**
- **Screenings for health problems are administered correctly**
- **Student health records are monitored and maintained**
- **Emergency care for known and unknown life-threatening health conditions is administered**
- **Ensuring health representation on IEP teams when students' needs require such.**

Gateway Lab School will comply with applicable provisions of local, state, and federal law by:

(1) Ensuring that students have physical examinations prior to enrollment.

Proof of a student's recent physical examination and immunizations will be collected from all students at the time of enrollment including physician certification. The information will be reviewed, maintained, and monitored by the school nurse, and will be maintained as part

of the student record. Confidentiality of all student health records will be maintained to protect the privacy of the student and family.

(2) Ensuring that required immunizations and screenings (lead, TB) are in compliance.

The school nurse will have oversight of reviewing and monitoring student health records. When requirements are not met, parents will be notified and the student may not attend school until all immunizations and screenings are in compliance.

(3) Administering medications and medical treatments, including first aid.

The nurse will administer medications and all medical treatments in accordance will the Nursing Technical Assistance Manual and Regulations, and any other appropriate governmental regulations or professional guidelines.

(4) Screening for health problems (vision, hearing, postural/gait, etc.).

The GLS school nurse will conduct an active screening program for vision, hearing, postural/gate, etc. as prescribed in the Nursing Technical Assistance Manual and Regulations.

(5) Monitoring student health and maintaining health records.

The school nurse will coordinate to monitor and maintain student health records and forward the required documentation of services to DOE.

(6) Ensuring emergency care for known and unknown life-threatening health conditions.

A licensed registered nurse will be on staff at all times. In addition, the school staff will be provided with initial CPR training and periodic refresher courses at the school by trained professionals.

(7) Ensuring health representation on IEP teams when student's needs require such.

Each nurse will serve as a member of IEP teams when medically related issues are discussed and provide medical information during evaluation processes.

d. Identify where the school will be located (include county location and any other location specifics). Describe the site and how it will be suitable for the proposed school to include health and safety considerations. Describe how access to the building will be controlled. (Renewal/Modifications – provide original documentation and any changes)

Gateway Lab School will be located in New Castle County in the greater Newark area with easy access to major routes to accommodate students coming from other areas of the county. The board has identified several commercial sites (See Appendix R) with space to accommodate our student population. The board will use the National Clearinghouse for Educational Facilities (NCEF) checklist (see Appendix X) as a guide for ensuring a safe school environment. Each site provides ample space for parking and easy access for buses as

well as space for outdoor PE activities for our students. As mentioned above the site will be leased. Our plans call for a signed lease agreement to be in place by January 2011.

e. Describe how the facility is in full compliance with all applicable building codes for public schools and is accessible for individuals with disabilities. Describe any renovations of the facility and provide a schedule for that renovation. (Renewal/Modifications – provide original documentation and any changes)

The new school facilities will be in full compliance with applicable building codes for public schools. The facilities will be accessible for individuals with disabilities. Expected renovations will involve outfitting existing commercial space to accommodate within the first four years: 17 classrooms, a main office, and 16 other areas including a gym, library, offices for nurses (2), PE teachers (2), contracted services, psychologist, special education teacher, dean of students, administrative assistant, director, reading specialist, math specialist, custodian, Academic Club™ teacher, occupational therapist, and clerical.

f. Describe building maintenance practices which will provide a reasonable assurance of a safe school environment for students, staff, and visitors. (Renewal/Modifications – provide original documentation and any changes)

The board of Gateway Lab School will use building maintenance practices prescribed by the Delaware Department of Education's School Safety Audit guidelines. In addition, prior to and during the renovation of the school site, the board will use the National Clearinghouse for Educational Facilities (NCEF) checklist (see Appendix X) as a guide for ensuring a safe school environment. The comprehensive NCEF checklist was designed in conjunction with the U.S. Department of Education's office of Safe and Drug-free Schools, to assess the safety of school facilities and grounds.

In addition to the measures described above, the board will establish a school safety committee that will consist of the school director, a board member, staff, and parents to ensure that the school continues to maintain safety standards established by the state and to comply with the annual Safety School Audit as required by 14 Delaware Code, §618 (1).

g. What location and facilities will be used for Physical Education? What further safety issues will this add, and how will they be addressed? (Renewal/Modifications – provide original documentation and any changes)

Square-footage has been calculated for a gymnasium in the renovation estimates in the attached budget. Gateway Lab School does not anticipate that the location of the gymnasium will add further safety issues; however, the school will use the Department of Education School Safety Audit guidelines to govern the safety and security of all areas within the school and on school grounds.

h. Describe how students will be transported to the school. Provide intended contract language for the transportation methods chosen (whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof). (Renewal/Modifications – provide original documentation and any changes)

Gateway Lab School plans to contract with a local school bus company for transportation. Contracts will be for a hub busing system where students will be transported from various sites around the county. Pick-up locations will be established based on where students reside within the county. Possible vendors include Advanced Students, Boulden, and First Student.

i. Describe how students who reside outside the district in which the school will be located will be transported to the school. (Renewal/Modifications – provide original documentation and any changes)

As mentioned in letter h. above, students will be transported via bus using the hub busing system. Exact locations will be identified based on where the students live.

j. Describe how special needs students will be transported if specialized transportation is required by the IEP. (Renewal/Modifications – provide original documentation and any changes)

All GLS students will normally be transported in the same way. The need for specialized transportation will be determined by the IEP process.

k. Provide the plan for oversight of school transportation operations, e.g., route planning, bus stop selection, drivers/aides, coordination with contractors if used, school bus discipline. (Renewal/Modifications – provide original documentation and any changes)

The dean of students will have oversight of school transportation operations and will work along with the school director and the bus company to plan the routes and select bus stop locations. The need for bus aides will be determined based on evaluation of individual student IEPs. School bus discipline is outlined in the Student Code of Conduct and school administrators will provide all bus drivers with the code as well as training on reporting any violation of bus rules.

l. Describe the plan for providing meals to students, including students eligible for free and reduced lunch. If the school participates in the National School Lunch/Breakfast programs and it intends to contract for meals, identify the contractor and describe the services to be provided. List the estimated annual costs per student for food services. (Renewal/Modifications – provide original documentation and any changes)

Gateway students will have the option to bring lunch from home or purchase a hot lunch. The GLS model addresses not only the educational needs of our target population, but the physical health and nutritional needs of our students. Studies show that nutritional factors such as food additives, refined sugars, food sensitivities/allergies, and fatty acid deficiencies have all been linked to ADHD and learning disabilities (Schnoll, Burshteyn & Cea-Aravena, 2003). Based on the research, GLS will provide the opportunity for parents/guardians to purchase hot lunches with organic and/or natural ingredients free of additives, pesticides and hormones for students up to five days per week. The board is reviewing proposals from two possible contractors, Francine's Organic Kids which currently services 12 schools in northern Delaware, and Munchworks, a division of Christina school district's Networks School for Entrepreneurial Science.

m. Describe how the school will comply with the requirements of the Federal Free and Reduced Lunch Program for eligible students, if the school participates in the program. (Renewal/Modifications – provide original documentation and any changes)

Not applicable

13. Student and School Data

a. Describe the process and procedures the school will follow to comply with the Family Education Rights and Privacy Act (FERPA) and implementing federal and Department of Education regulations regarding disclosure of student records. (Renewal/Modifications – provide original documentation and any changes)

Gateway Lab School will have processes and procedures that fully comply with the Family Education Rights and Privacy Act (FERPA) and Delaware Department of Education regulations regarding the handling and disclosure of students' records. All Gateway Lab School staff will receive training on FERPA and DOE regulations that pertain to the disclosure of student records.

In general, all staff will understand that under FERPA written permission must be obtained from the parent or eligible student in order to release any information from a student's education record with the exception of the following instances in which FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR §99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific state law.

b. Describe the plan for the timely transfers of student and school data to the Department of Education. (Renewal/Modifications – provide original documentation and any changes)

Gateway Lab School will utilize the state's E-School Plus system. The use of this system should aid in timely transfer of student data and records to other schools and the DOE. Our staff will be fully trained on the system prior the opening of school. A primary indicator of our successful planning efforts during the first year of operation will be timely obtaining 100% of our student record prior to the opening of our program.

14. Management Companies

The board of directors shall annually certify to the Department, on a form provided by the Department, that prior to the payment of any fees or other sums to any management company employed by the board, the board shall ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program. Such form of certification may require documentation of all actual or proposed expenditures by the school. Failure to provide sufficient funds to adequately support the school's proposed education program shall be grounds for revocation of the school's charter. A management company may be a company that manages any aspect of the school to include administrative and financial functions as well as the educational process. Provide with this application a copy of the contract to include detailed descriptions and delineation of responsibilities between the school and the management company. (Renewal/Modifications – provide original documentation and any changes)

Gateway Lab School will be managed solely by the school's board of directors.

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SUMMARY FOR GATEWAY CHARTER SCHOOL APPLICATION BUDGET WORKSHEETS (1)

Plan Year - Operating Year 4

REVENUE SUMMARY

OPERATING YEARS

		Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
a)	State Appropriations	$ -	$ 2,082,068	$ 2,324,302	$ 2,747,288	$ 3,160,302
b)	School District Local Fund Transfers	$ -	$ 981,681	$ 1,161,928	$ 1,376,828	$ 1,566,477
c)	Charter School Federal Funds (2)	$ 125,000	$ 300,000	$ 300,000	$ -	$ -
d)	Other Federal Funds (3)	$ -	$ 60,000	$ 60,000	$ 60,000	$ 60,000
e)	Construction Loans (4)	$ -	$ -	$ -	$ -	$ -
f)	Equipment Loans (5)	$ -	$ -	$ -	$ -	$ -
g)	Other Loans (6)	$ -	$ -	$ -	$ -	$ -
h)	Other (7)	$ -	$ -	$ -	$ -	$ -
	TOTAL REVENUE	**$ 125,000**	**$ 3,423,749**	**$ 3,846,230**	**$ 4,184,116**	**$ 4,786,779**

EXPENSE SUMMARY

OPERATING YEARS

		Plan Yr 11		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
	Personnel Salaries (8)		FTE		FTE		FTE		FTE		FTE
a)	Teachers	$ -	0.0	$ 856,750	23.0	$ 989,987	26.0	$ 1,180,539	31.0	$ 1,294,869	34.0
b)	Principal/Administrative	$ 31,000	0.0	$ 116,237	2.0	$ 109,709	2.0	$ 109,709	2.0	$ 171,953	3.0
c)	Nurse	$ -	0.0	$ 6,408	0.2	$ 7,296	0.2	$ 8,876	0.2	$ 9,727	0.2
d)	Clerical	$ -	0.0	$ 58,510	2.0	$ 53,174	2.0	$ 53,174	2.0	$ 79,761	3.0
e)	Custodial	$ -	0.0	$ 23,531	1.0	$ 23,604	1.0	$ 23,604	1.0	$ 23,604	1.0
f)	Substitutes	$ -	0.0	$ -	0.0	$ -	0.0	$ -	0.0	$ -	0.0
g)	Other	$ -	0.0	$ 73,241	2.4	$ 89,759	2.8	$ 143,078	3.3	$ 175,642	3.8
			0		31		34		40		45
	Other Employer Costs (9)										
h)	Health Insurance (10)	$ -		$ 255,221		$ 240,974		$ 285,107		$ 326,252	
i)	Pension (11)	$ -		$ 145,518		$ 169,574		$ 197,521		$ 233,758	
j)	FICA (11)	$ 8,060		$ 70,410		$ 82,049		$ 95,572		$ 113,105	
k)	Medicare (11)	$ 930		$ 34,030		$ 39,656		$ 46,191		$ 54,666	
l)	Worker's Compensation (11)	$ 465		$ 31,918		$ 37,195		$ 43,325		$ 51,273	
m)	Unemployment Insurance (11)	$ 310		$ 2,814		$ 3,279		$ 3,820		$ 4,521	
n)	Other Benefits (12)	$ -		$ -		$ -		$ -		$ -	
	SUBTOTAL PERSONNEL	**$ 40,765**		**$ 1,674,588**		**$ 1,846,257**		**$ 2,190,516**		**$ 2,539,131**	

EXPENSE SUMMARY (continued)

OPERATING YEARS

		Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	Student Support					
a)	Transportation (13)	$ -	$ 103,390	$ 125,916	$ 146,132	$ 166,925
b)	Cafeteria (14)	$ -	$ 6,500	$ 8,000	$ 8,000	$ 8,000
c)	Extra Curricular	$ -	$ -	$ -	$ -	$ -
d)	Supplies and Materials	$ 1,600	$ 55,715	$ 73,690	$ 50,690	$ 50,690
e)	Textbooks	$ -	$ -	$ -	$ -	$ -
f)	Computers	$ 4,800	$ 42,300	$ 61,000	$ 19,000	$ 19,000
g)	Contracted Services (15)	$ -	$ 113,964	$ 165,421	$ 212,558	$ 220,205
h)	Other (16)	$ -	$ -	$ -	$ -	$ -
	SUBTOTAL STUDENT SUPPORT	**$ 6,400**	**$ 321,869**	**$ 434,027**	**$ 436,380**	**$ 464,820**
	Operations and Maintenance of Facilities					
i)	Insurance (Property/Liability)	$ 500	$ 59,609	$ 83,718	$ 86,937	$ 108,000
j)	Rent (17)	$ 6,000	$ 596,090	$ 837,182	$ 869,366	$ 1,080,002
k)	Mortgage (17)	$ -	$ -	$ -	$ -	$ -
l)	Utilities	$ 5,000	$ 70,442	$ 84,272	$ 97,662	$ 105,696
m)	Maintenance	$ -	$ 6,000	$ 6,000	$ 6,000	$ 6,000
n)	Telephone/Communications	$ 1,000	$ 6,000	$ 6,600	$ 7,260	$ 7,986
o)	Construction (17)	$ -	$ -	$ -	$ -	$ -
p)	Renovation (17)	$ -	$ 150,000	$ 120,000	$ 120,000	$ 150,000
q)	Other (18)	$ -	$ -	$ -	$ -	$ -
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$ 12,500**	**$ 888,141**	**$ 1,137,772**	**$ 1,187,224**	**$ 1,457,684**

EXPENSE SUMMARY (continued)

OPERATING YEARS

		Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	Administrative/Operations Support (19)					
a)	Equipment Lease/Maintenance	$ 4,426	$ 12,000	$ 13,200	$ 14,520	$ 15,972
b)	Equipment Purchase	$ -	$ 25,000	$ 15,000	$ 20,000	$ 15,000
c)	Supplies and Materials	$ -	$ 15,000	$ 16,500	$ 18,150	$ 19,965
d)	Printing and Copying	$ 5,000	$ 15,000	$ 20,000	$ 22,000	$ 24,000
e)	Postage and Shipping	$ 1,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000
f)	Other (20)	$ -	$ -	$ -	$ -	$ -
	SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	**$ 10,426**	**$ 70,000**	**$ 67,700**	**$ 77,670**	**$ 77,937**
	Management Company (21)					
g)	Fees	$ 25,000	$ 181,000	$ 166,000	$ 80,000	$ 35,000
h)	Salaries/Other Employee Costs	$ 29,909	$ 53,174	$ 46,073	$ 29,973	$ 29,973
i)	Curriculum	$ -	$ 126,321	$ 36,798	$ 47,762	$ 49,525
j)	Accounting and Payroll	$ -	$ 30,000	$ 30,000	$ 30,000	$ 30,000
k)	Other (22)	$ -	$ -	$ 15,000	$ 15,000	$ 15,000
	SUBTOTAL MANAGEMENT COMPANY	**$ 54,909**	**$ 390,495**	**$ 293,871**	**$ 202,735**	**$ 159,498**

EXPENSE SUMMARY SUBTOTAL

	Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel	$ 40,765	$ 1,674,588	$ 1,846,257	$ 2,190,516	$ 2,539,131
Student Support	$ 6,400	$ 321,869	$ 434,027	$ 436,380	$ 464,820
Operations and Maintenance of Facilities	$ 12,500	$ 888,141	$ 1,137,772	$ 1,187,224	$ 1,457,684
Administrative/Operations	$ 10,426	$ 70,000	$ 67,700	$ 77,670	$ 77,937
Management Company	$ 54,909	$ 390,495	$ 293,871	$ 202,735	$ 159,498
GRAND TOTAL ALL EXPENSES	**$ 125,000**	**$ 3,345,093**	**$ 3,779,626**	**$ 4,094,525**	**$ 4,699,070**

EXPENSE AND REVENUE SUMMARY

	Plan Yr 09	YEAR 1	YEAR 2	YEAR 3	YEAR 4
EXPENSE SUMMARY	**$ 125,000**	**$ 3,345,093**	**$ 3,779,626**	**$ 4,094,525**	**$ 4,699,070**
REVENUE SUMMARY	**$ 125,000**	**$ 3,423,749**	**$ 3,846,230**	**$ 4,184,116**	**$ 4,786,779**
DIFFERENCE	**$ -**	**$ 78,656**	**$ 66,604**	**$ 89,590**	**$ 87,710**

GATEWAY CHARTER SCHOOL APPLICATION BUDGET WORKSHEETS (1)

STATE, LOCAL & LOANS REVENUE

OPERATING YEARS

	Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
a) State Appropriations	$0	$2,082,068	$2,324,302	$2,747,288	$3,160,302
b) School District Local Fund Transfers	$0	$981,681	$1,161,928	$1,376,828	$1,566,477
c) Construction Loans (4)	$ -	$ -	$ -	$ -	$ -
d) Equipment Loans (5)	$ -	$ -	$ -	$ -	$ -
e) Other Loans (6)	$ -	$ -	$ -	$ -	$ -
STATE LOCAL & LOANS REVENUE	**$ -**	**$ 3,063,749**	**$ 3,486,230**	**$ 4,124,116**	**$ 4,726,779**

(1) Refer to the instructions that pertain to the application packet for approval to renew a charter school
(4) Include estimated terms and appropriate amortization schedule
(5) Include terms for *each* intended contract (ex. Furniture, computers, copiers, etc.)
(6) Include estimated terms and definition of resource

STATE, LOCAL & LOANS EXPENSES

OPERATING YEARS

	Plan Yr 11		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries (8)	$	FTE	$	FTE	$	FTE	$	FTE	$	FTE
a) Teachers	$0	0	$856,750	23	$989,987	26	$1,180,539	31	$1,294,869	34
b) Principal/Administrative	$0	0	$116,237	2	$109,709	2	$109,709	2	$171,953	3
c) Nurse	$0	0	$6,408	0	$7,296	0	$8,676	0	$9,727	0
d) Clerical	$0	0	$58,510	2	$53,174	2	$53,174	2	$79,761	3
e) Custodial	$0	0	$23,531	1	$23,604	1	$23,604	1	$23,604	1
f) Substitutes	$0	0	$0	0	$0	0	$0	0	$0	0
g) Other	$0	0	$73,241	2	$89,759	3	$143,078	3	$175,642	4
		0		31		34		40		45
Other Employer Costs (9)										
h) Health Insurance (10)	$ -		$ 255,221		$ 240,974		$ 285,107		$ 326,252	
i) Pension (11)	$ -		$ 145,518		$ 169,574		$ 197,521		$ 233,758	
j) FICA (11)	$ -		$ 70,410		$ 82,049		$ 95,572		$ 113,105	
k) Medicare (11)	$ -		$ 34,030		$ 39,655		$ 46,191		$ 54,666	
l) Worker's Compensation (11)	$ -		$ 31,918		$ 37,195		$ 43,325		$ 51,273	
m) Unemployment Insurance (11)	$ -		$ 2,814		$ 3,279		$ 3,820		$ 4,521	
n) Other Benefits (12)	$ -		$ -		$ -		$ -		$ -	
SUBTOTAL PERSONNEL	**$0**		**$1,674,588**		**$ 1,846,257**		**$ 2,190,516**		**$ 2,539,131**	

(8) Provide detail showing how personnel salary amounts and FTE are calculated
(9) Include Other Employer Costs for all employees listed in all categories of state, federal and local salaries
(10) Include projected annual health insurance expenses for *all* employees paid from state, federal and local sources; contact the Education Associate for School State Funds for the most current state health insurance average for new charter applicants
(11) Contact the Education Associate for School State Funds for the most current rates for pension, FICA, medicare, worker's compensation and unemployment insurance
(12) Provide description of benefit items not already accounted for on this page in "h" through "m"

STATE, LOCAL & LOANS EXPENSES (continued)

OPERATING YEARS

	Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Student Support	$	$	$	$	$
a) Transportation (13)	$ -	$ 103,390	$ 125,916	$ 146,132	$ 166,925
b) Cafeteria (14)	$ -	$ 6,500	$ 8,000	$ 8,000	$ 8,000
c) Extra Curricular	$ -	$ -	$ -	$ -	$ -
d) Supplies and Materials	$ -	$ 55,715	$ 73,690	$ 9,690	$ 9,690
e) Textbooks	$ -	$ -	$ -	$ -	$ -
f) Computers	$ -	$ 42,300	$ -	$ -	$ -
g) Contracted Services (15)	$ -	$ 113,964	$ 165,421	$ 212,558	$ 220,205
h) Other (16)	$ -	$ -	$ -	$ -	$ -
SUBTOTAL STUDENT SUPPORT	**$ -**	**$ 321,869**	**$ 373,027**	**$ 376,380**	**$ 404,820**

	Operations and Maintenance of Facilities						
l)	Insurance (Property/Liability)	$ -	$ 59,609	$ 83,718	$ 86,937	$ 108,000	
j)	Rent (17)	$ -	$ 596,090	$ 837,182	$ 869,366	$ 1,080,002	
k)	Mortgage (17)	$ -	$ -	$ -	$ -	$ -	
l)	Utilities	$ -	$ 70,442	$ 84,272	$ 97,662	$ 105,696	
m)	Maintenance	$ -	$ 6,000	$ 6,000	$ 6,000	$ 6,000	
n)	Telephone/Communications	$ -	$ 6,000	$ 6,600	$ 7,260	$ 7,986	
o)	Construction (17)	$ -	$ -	$ -	$ -	$ -	
p)	Renovation (17)	$ -	$ 150,000	$ 120,000	$ 120,000	$ 150,000	
q)	Other (18)	$ -	$ -	$ -	$ -	$ -	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$ -**	**$ 888,141**	**$ 1,137,772**	**$ 1,187,224**	**$ 1,457,684**	

(13) Provide details of how amount calculated and in include intended transportation contract if available
(14) Provide details of how amount calculated and include intended food service contract if available
(15) Itemize ***all*** contracted services (ex. Speech, psychologists, other special education services, and any other service contracts)
(16) Itemize all other student support not already accounted for on this page in "a" through "g"
(17) Provide terms of intended contractual arrangement and detail of intended structural and renovation changes to include timeline of completion
(18) Identify and itemize all not previously accounted for on this page in "l" through "p"

STATE, LOCAL & LOANS EXPENSES (continued)

OPERATING YEARS

		Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	Administrative/Operations Support (19)	$	$	$	$	$
a)	Equipment Lease/Maintenance	$ -	$ 12,000	$ -	$ 14,520	$ 15,972
b)	Equipment Purchase	$ -	$ 25,000	$ -	$ 20,000	$ 15,000
c)	Supplies and Materials	$ -	$ 15,000	$ -	$ 18,150	$ 19,965
d)	Printing and Copying	$ -	$ 15,000	$ -	$ 22,000	$ 24,000
e)	Postage and Shipping	$ -	$ 3,000	$ -	$ 3,000	$ 3,000
f)	Other (20)	$ -	$ -	$ -	$ -	$ -
	SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	**$ -**	**$ 70,000**	**$ -**	**$ 77,670**	**$ 77,937**
	Management Company (21)					
g)	Fees	$ -	$ 30,495	$ 62,571	$ 80,000	$ 35,000
h)	Salaries/Other Employee Costs	$ -	$ -	$ -	$ 29,973	$ 29,973
i)	Curriculum	$ -	$ -	$ -	$ 47,762	$ 49,525
j)	Accounting and Payroll	$ -	$ -	$ -	$ 30,000	$ 30,000
k)	Other (22)	$ -	$ -	$ -	$ 15,000	$ 15,000
	SUBTOTAL MANAGEMENT COMPANY	**$ -**	**$ 30,495**	**$ 62,571**	**$ 202,735**	**$ 159,498**

(19) Provide intended contractual arrangements to include costs
(20) Identify and itemize all not previously accounted for on this page in "a" through "e"
(21) Identify and itemize terms of all intended contracts
(22) Identify and itemize all not previously accounted for on this page in "g" through "j"
(23) Regulation 275 requires a minimum 2% (of total revenue) contingency reserve in the budget each year; if amount listed in contingency reserve is less than the contingency minimum check amount; provide itemized detail and calculations showing how contingency minimum will be met

STATE, LOCAL & LOANS EXPENSES SUBTOTAL

	Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	$	$	$	$	$
Personnel	$ -	$ 1,674,588	$ 1,846,257	$ 2,190,516	$ 2,539,131
Student Support	$ -	$ 321,869	$ 373,027	$ 376,380	$ 404,820
Operations and Maintenance of Facilities	$ -	$ 888,141	$ 1,137,772	$ 1,187,224	$ 1,457,684
Administrative/Operations	$ -	$ 70,000	$ -	$ 77,670	$ 77,937
Management Company	$ -	$ 30,495	$ 62,571	$ 202,735	$ 159,498
STATE, LOCAL & LOANS TOTAL EXPENS	**$ -**	**$ 2,985,093**	**$ 3,419,627**	**$ 4,034,525**	**$ 4,639,070**

STATE, LOCAL & LOANS EXPENSES AND REVENUE

	Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
STATE, LOCAL & LOANS TOTAL EXPENSES (from page 4)	**$ -**	**$ 2,985,093**	**$ 3,419,627**	**$ 4,034,525**	**$ 4,639,070**
STATE, LOCAL & LOANS TOTAL REVENUE (from page 1)	**$ -**	**$ 3,063,749**	**$ 3,486,230**	**$ 4,124,116**	**$ 4,726,779**
DIFFERENCE	**$ -**	**$ 78,656**	**$ 66,603**	**$ 89,590**	**$ 87,710**

GATEWAY CHARTER SCHOOL APPLICATION BUDGET WORKSHEETS (1)

FEDERAL REVENUE

	OPERATING YEARS				
	Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
a) Charter School Federal Funds (2)	$ 125,000	$ 300,000	$ 300,000	$ -	$ -
b) Other Federal Funds (3)	$ -	$ 60,000	$ 60,000	$ 60,000	$ 60,000
FEDERAL TOTAL REVENUE	**$ 125,000**	**$ 360,000**	**$ 360,000**	**$ 60,000**	**$ 60,000**

(1) Refer to the instructions that pertain to the application packet for approval to renew a charter school
(2) Charter School Federal Funds are federal start-up and/or dissemination funds
(3) Other Federal Funds include but are not limited to Title I through Title VII; contact the Education Associate for Federal Funds for a current and complete list

FEDERAL EXPENSES

	OPERATING YEARS									
	Plan Yr 11		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries (8)	$	FTE	$	FTE	$	FTE	$	FTE	$	FTE
a) Teachers	$ -	0.0	$ -	0.0	$ -	0.0	$ -	0.0	$ -	0.0
b) Principal/Administrative	$ 31,000	0.5	$ -	0.0	$ -	0.0	$ -	0.0	$ -	0.0
c) Nurse	$ -	0.0	$ -	0.0	$ -	0.0	$ -	0.0	$ -	0.0
d) Clerical	$ -	0.0	$ -	0.0	$ -	0.0	$ -	0.0	$ -	0.0
e) Custodial	$ -	0.0	$ -	0.0	$ -	0.0	$ -	0.0	$ -	0.0
f) Substitutes	$ -	0.0	$ -	0.0	$ -	0.0	$ -	0.0	$ -	0.0
g) Other	$ -	0.0	$ -	0.0	$ -	0.0	$ -	0.0	$ -	0.0
		0.5		0		0		0		0
Other Employer Costs (9)										
h) Health Insurance (10)	$ -		$ -		$ -		$ -		$ -	
i) Pension (11)	$ -		$ -		$ -		$ -		$ -	
j) FICA (11)	$ 8,060		$ -		$ -		$ -		$ -	
k) Medicare (11)	$ 930		$ -		$ -		$ -		$ -	
l) Worker's Compensation (11)	$ 465		$ -		$ -		$ -		$ -	
m) Unemployment Insurance (11)	$ 310		$ -		$ -		$ -		$ -	
n) Other Benefits (12)	$ -		$ -		$ -		$ -		$ -	
SUBTOTAL PERSONNEL	**$ 40,765**		**$ -**		**$ -**		**$ -**		**$ -**	

(8) Provide detail showing how personnel salary amounts and FTE are calculated
(9) Include Other Employer Costs for all employees listed in all categories of state, federal and local salaries
(10) Include projected annual health insurance expenses for *all* employees paid from state, federal and local sources; contact the Education Associate for School State Funds for the most current state health insurance average for new charter applicants
(11) Contact the Education Associate for School State Funds for the most current rates for pension, FICA, medicare, worker's compensation and unemployment insurance
(12) Provide description of benefit items not already accounted for on this page in "h" through "m"

FEDERAL EXPENSES (continued)

		OPERATING YEARS				
		Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	Student Support	$	$	$	$	$
a)	Transportation (13)	$ -	$ -	$ -	$ -	$ -
b)	Cafeteria (14)	$ -	$ -	$ -	$ -	$ -
c)	Extra Curricular	$ -	$ -	$ -	$ -	$ -
d)	Supplies and Materials	$ 1,600	$ -	$ -	$ 41,000	$ 41,000
e)	Textbooks	$ -	$ -	$ -	$ -	$ -
f)	Computers	$ 4,800	$ -	$ 61,000	$ 19,000	$ 19,000
g)	Contracted Services (15)	$ -	$ -	$ -	$ -	$ -
h)	Other (16)	$ -	$ -	$ -	$ -	$ -
	SUBTOTAL STUDENT SUPPORT	**$ 6,400**	**$ -**	**$ 61,000**	**$ 60,000**	**$ 60,000**
	Operations and Maintenance of Facilities					
i)	Insurance (Property/Liability)	$ 500	$ -	$ -	$ -	$ -
j)	Rent (17)	$ 6,000	$ -	$ -	$ -	$ -
k)	Mortgage (17)	$ -	$ -	$ -	$ -	$ -
l)	Utilities	$ 5,000	$ -	$ -	$ -	$ -
m)	Maintenance	$ -	$ -	$ -	$ -	$ -
n)	Telephone/Communications	$ 1,000	$ -	$ -	$ -	$ -
o)	Construction (17)	$ -	$ -	$ -	$ -	$ -
p)	Renovation (17)	$ -	$ -	$ -	$ -	$ -
q)	Other (18)	$ -	$ -	$ -	$ -	$ -
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$ 12,500**	**$ -**	**$ -**	**$ -**	**$ -**

(13) Provide details of how amount calculated and in include intended transportation contract if available
(14) Provide details of how amount calculated and include intended food service contract if available
(15) Itemize *all* contracted services (ex. Speech, psychologists, other special education services, and any other service contracts)
(16) Itemize all other student support not already accounted for on this page in "a" through "g"
(17) Provide terms of intended contractual arrangement and detail of intended structural and renovation changes to include timeline of completion
(18) Identify and itemize all not previously accounted for on this page in "i" through "p"

FEDERAL EXPENSES (continued)

		OPERATING YEARS				
		Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	Administrative/Operations Support (19)	$	$	$	$	$
a)	Equipment Lease/Maintenance	$ 4,426	$ -	$ 13,200	$ -	$ -
b)	Equipment Purchase	$ -	$ -	$ 15,000	$ -	$ -
c)	Supplies and Materials	$ -	$ -	$ 16,500	$ -	$ -
d)	Printing and Copying	$ 5,000	$ -	$ 20,000	$ -	$ -
e)	Postage and Shipping	$ 1,000	$ -	$ 3,000	$ -	$ -
f)	Other (20)	$ -	$ -	$ -	$ -	$ -
	SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	**$ 10,426**	**$ -**	**$ 67,700**	**$ -**	**$ -**
	Management Company (21)					
g)	Fees	$ 25,000	$ 150,505	$ 103,429	$ -	$ -
h)	Salaries/Other Employee Costs	$ 29,909	$ 53,174	$ 46,073	$ -	$ -
i)	Curriculum	$ -	$ 126,321	$ 36,798	$ -	$ -
j)	Accounting and Payroll	$ -	$ 30,000	$ 30,000	$ -	$ -
k)	Other (22)	$ -	$ -	$ 15,000	$ -	$ -
	SUBTOTAL MANAGEMENT COMPANY	**$ 54,909**	**$ 360,000**	**$ 231,300**	**$ -**	**$ -**

(19) Provide intended contractual arrangements to include costs
(20) Identify and itemize all not previously accounted for on this page in "a" through "e"
(21) Identify and itemize terms of all intended contracts
(22) Identify and itemize all not previously accounted for on this page in "g" through "j"
(23) Regulation 275 requires a minimum 2% (of total revenue) contingency reserve in the budget each year; if amount listed in contingency reserve is less than the contingency minimum check amount; provide itemized detail and calculations showing how contingency minimum will be met

FEDERAL EXPENSES SUBTOTAL

	Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	$	$	$	$	$
Personnel	$ 40,765	$ -	$ -	$ -	$ -
Student Support	$ 6,400	$ -	$ 61,000	$ 60,000	$ 60,000
Operations and Maintenance of Facilities	$ 12,500	$ -	$ -	$ -	$ -
Administrative/Operations	$ 10,426	$ -	$ 67,700	$ -	$ -
Management Company	$ 54,909	$ 360,000	$ 231,300	$ -	$ -
FEDERAL TOTAL EXPENSES	**$ 125,000**	**$ 360,000**	**$ 360,000**	**$ 60,000**	**$ 60,000**

FEDERAL EXPENSES AND REVENUE

	Plan Yr 11	YEAR 1	YEAR 2	YEAR 3	YEAR 4
FEDERAL TOTAL EXPENSES (from page	**$ 125,000**	**$ 360,000**	**$ 360,000**	**$ 60,000**	**$ 60,000**
FEDERAL TOTAL REVENUE (from page 1	**$ 125,000**	**$ 360,000**	**$ 360,000**	**$ 60,000**	**$ 60,000**
DIFFERENCE	**$ -**	**$ (0)**	**$ 0**	**$ -**	**$ -**

FINANCIAL ASSUMPTIONS

		Plan Yr 2011	2,012	2,013	2,014	2,015	Footnotes
	Student count		180	216	252	288	
	Personnel Salaries (8)						
1	Teachers						*From State Estimates*
2	Principal/Administrative	31,000					*From State Estimates. 6 mths of State estimate (Jan-June)*
3	Nurse	0	0	0	0	0	*From State Estimates*
4	Clerical						*From State Estimates*
5	Custodial						*From State Estimates*
6	Substitutes						*From State Estimates*
7	Other	0	0	0	0	0	*From State Estimates*
	Other Employer Costs (9)						
8	Health Insurance (10)	0	255,221	240,974	285,107	326,252	*State Estimates*
9	Pension (11)	0	145,518	169,574	197,521	233,758	*State Estimates:Allocated from OEC Rates*
10	FICA (11)	8,060	70,410	82,049	95,572	113,105	*State Estimates:Allocated from OEC Rates*
11	Medicare (11)	930	34,030	39,656	46,191	54,666	*State Estimates:Allocated from OEC Rates*
12	Worker's Compensation (11)	465	31,918	37,195	43,325	51,273	*State Estimates:Allocated from OEC Rates*
13	Unemployment Insurance (11)	310	2,814	3,279	3,820	4,521	*State Estimates:Allocated from OEC Rates*
14	Other Benefits (12)						
		9,765	539,911	572,728	671,536	783,574	
	Student Support						
13	Transportation	0	103,390	125,916	146,132	166,925	*From State Estimates: Also need a final contract*
14	Cafeteria	0	6,500	8,000	8,000	8,000	*Estimated Basic Vending cost: Students expected to bring lunch*
15	Extra Curricular	0	0	0	0	0	
16	Supplies and Materials	1,600	55,715	73,690	50,690	50,690	*Supplies, Equipment, furniture: See Itemized list*
17	Textbooks	0	0	0	0	0	
18	Computers/Technology	4,800	42,300	61,000	19,000	19,000	*Technology; PCs/Software/programs/License: See Itemized list*
19	Contracted Services (15)	0	113,964	165,421	212,558	220,205	*Est cost for Speech therapist/Psychologist/2 PT Nurses*
20	Other (16)	0	0	0	0	0	
		6,400	321,869	434,027	436,380	464,820	
	Operations and Maintenance of Facilities						
21	Insurance/Prop Lia	500	59,609	83,718	86,937	108,000	*10% of Lease value: Estimate*
							See Summary of Square footage tab($18 sqft)
22	Rent	6,000	596,090	837,182	869,366	1,080,002	*Inclusive of leasehold improvements and grounds maintenance*
23	Mortgage (17)	0	0	0	0	0	
							From State Estimates + $20k higher estimated cost;
24	Utilities	5,000	70,442	84,272	97,662	105,696	*To bring cost inline with other Charter Schools averages*
25	Maintenance	0	6,000	6,000	6,000	6,000	*Estimate: Additional for Snow removal; lawn care; etc*
26	Telephone/Communications	1,000	6,000	6,600	7,260	7,986	*Estimates: 10% increase after 2010:*
27	Construction (17)	0	0	0	0	0	
							Estimated: Amt that will be used to renovate classes,
28	Renovation (17)	0	150,000	120,000	120,000	150,000	*build gym & Outdoor play area.*
29	Other (18)	0	0	0	0	0	*Contingency funds for unaccounted facility cost*
		12,500	888,141	1,137,772	1,187,224	1,457,684	
	Administrative/Operations Support (19)						
30	Equipment Lease/Maintenance	4,426	12,000	13,200	14,520	15,972	*Estimates: Copiers,Printers.etc; 10% increase after 2010:*
31	Equipment Purchase	0	25,000	15,000	20,000	15,000	*Estimates: Phones,Faxes.etc;*
32	Supplies and Materials	0	15,000	16,500	18,150	19,965	*Estimates: 10% increase after 2010:*
33	Printing and Copying	5,000	15,000	20,000	22,000	24,000	*Estimated: Based on Charter schools average*
34	Postage and Shipping	1,000	3,000	3,000	3,000	3,000	*Estimated: Based on Charter schools average*
35	Other (20)	0	0	0	0	0	
		10,426	70,000	67,700	77,670	77,937	
	Management Company (21)						
36	Fees	25,000	181,000	166,000	80,000	35,000	*Lab School of Washington Mgt fees: Contract*
37	Prof Dev/Salaries/Other Employee Costs	29,909	53,174	46,073	29,973	29,973	*Professional dev: See Itemized data*
38	Curriculum	0	126,321	36,798	47,762	49,525	*Estimate: See Itemized data*
39	Accounting and Payroll	0	30,000	30,000	30,000	30,000	*Outsourced Accounting Estimated Fees*
40	Other (22)	0	0	15,000	15,000	15,000	*Audit/Legal fees*
		54,909	390,495	293,871	202,735	159,498	

FY 2007
State Funding

Charter School Revenue Calculation - Estimate

12/22/2009

1.) Grade Configuration: 1-8

2.) Student Total: 179
Regular: 71
Special: 108

3.) Districts:

0	Appoquinimink	90	Christina	0	Laurel
17	Brandywine	36	Colonial	0	Milford
0	Caesar Rodney	0	Delmar	36	Red Clay
0	Cape Henlopen	0	Indian River	0	Seaford
0	Capital	0	Lake Forest	0	Smyrna
				0	Woodbridge

4.) Transportation Eligible Students: 134

5.) Meals served but not prepared by the school

Charter School Location New Castle

0

Student Total = 179

Kindergarten Students =	0.00	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	43.00	Unit size regular students 1-3 =	17.4
Regular Students 4-6 =	14.00	Unit size regular students 4-6 =	20
Regular Students 7-12 =	14.00	Unit size regular students 7-12=	20
AUT Students =	10.00	Unit Size AUT Students=	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
EMD Students =	0.00	Unit size EMD students =	15
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.6
LD Students =	71.00	Unit size LD students =	8
OHI Students =	27.00	Unit size OHI students =	6
OI Students =	0.00	Unit size OI students =	6
PS Students =	0.00	Unit size PS students =	10
SMD Students =	0.00	Unit size SMD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	6
TMD Students =	0.00	Unit size TMD students =	6
VI Students =	0.00	Unit size VI students =	8

0

FY 2011 Estimated Cost per Position
New Applicants: as per latest state/charter average salary information
Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	21.00	$37,250	$782,250
Div I Reading Resource Teacher =	1.00	$37,250	$37,250
Div I Math Specialist =	1.00	$37,250	$37,250
Administrative Assistant =	1.00	$51,281	$51,281
Percentage 11 Month Supervisor =	0.13	$54,486	$7,625
Percentage Transportation Supervisor =	0.02	$62,960	$1,259
Principal =	1.00	$64,956	$64,956
Assistant Principal =	0.00	$56,524	$0
Percentage Psychologist =	0.14	$43,139	$6,039
Percentage Speech/Hearing =	0.15	$44,584	$6,688
Percentage Visiting Teacher =	0.08	$43,589	$3,487
Percentage Driver Education Teacher =	0.00	$37,250	$0
Nurse =	0.16	$40,300	$6,408
Academic Excellence Units =	0.72	$37,250	$26,820
Clerical Units =	2.00	$29,255	$58,510
Custodial Units =	1.00	$23,531	$23,531
Cafeteria Manager =	0.00	$28,544	$0
Cafeteria Worker =	1.11	$10,177	$11,296
Related Service Specialist =	0.23	$43,589	$10,025
Total Staffing =	30.75		
Total Staffing For Health Insurance =	29.84		

Total Salary Costs =		$1,134,676
FY 2007 OEC Rate =	25.09%	$284,690
Health Insurance Per FTE =	$8,611	$255,221
Subtotal Personnel Revenue =		**$1,674,588**

Other State Sources (based on Latest Available Values)

			0
Professional & Curriculum Development =		$	286
Teacher to Teacher Cadre =		$	70
Division II Units (No Vocational Courses) =	21		
Division II - All Other Costs - Current Unit Value =	$ 3,115	$	65,415
Division II - Energy - Current Unit Value =	$ 2,402	$	50,442
Division III - Equalization - Unit Value =	$ 6,465	$	135,765
Academic Excellence Division III =		$	4,855
Division III Reading Resource Teacher =		$	6,465
Division III Math Specialist =		$	6,465
Academic Excellence Division II =		$	2,243
Academic Excellence Allotment =		$	-
Tuition Reimbursement =		$	-
Student Discipline Programs =		$	32,500
Extra Time for Students K - 12 =		$	-
Early Intervention Reading (K - 3) =		$	-
MCI/Annual Maintenance =		$	10,101
LEP =		$	-
Technology Block Grants =		$	-
Tax Relief Funds =	$ -	$	-
Student Transportation Amount =		$	103,950

Subtotal Other Sources =	**$417,796**
Less : FY 06 Giveback = $	**10,316**
Grand Total State Sources =	**$2,082,068**
Amounts Loaded = $	**-**
Remainder to Load =	**$2,082,068**

GATEWAY CHARTER SCHOOL:New Charter School Estimated State and Local Fund Calculations

YR 1

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:
Click in next box and select grade configuration from drop down me 1-8
Click in next box and select county from drop down menu: New Castle
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

State Funding	Local Funding	Total Funding
$2,082,068	$981,681	**$3,063,749**

UNITS	21.00

33 Christina	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,442	$0
Regular Students 1-3 =	21.00	$2,884	$60,556
Regular Students 4-6 =	7.00	$2,509	$17,561
Regular Students 7-12 =	7.00	$2,509	$17,561
AUT Students =	5.00	$12,544	$62,719
DB Students =	0.00	$12,544	$0
ED Students =	0.00	$5,018	$0
EMD Students =	0.00	$3,345	$0
HHPD Students =	0.00	$8,363	$0
ILC Students =	0.00	$5,834	$0
LD Students =	36.00	$6,272	$225,788
OHI Students =	14.00	$8,363	$117,075
OI Students =	0.00	$8,363	$0
PS Students =	0.00	$5,018	$0
SMD Students =	0.00	$8,363	$0
SP Students =	0.00	$50,175	$0
TBI Students =	0.00	$8,363	$0
TMD Students =	0.00	$8,363	$0
VI Students =	0.00	$6,272	$0
	90.00		$501,260

34 Colonial	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,967	$0
Regular Students 1-3 =	9.00	$1,967	$17,701
Regular Students 4-6 =	3.00	$1,711	$5,133
Regular Students 7-12 =	3.00	$1,711	$5,133
AUT Students =	2.00	$8,556	$17,111
DB Students =	0.00	$8,556	$0
ED Students =	0.00	$3,422	$0
EMD Students =	0.00	$2,281	$0
HHPD Students =	0.00	$5,704	$0
ILC Students =	0.00	$3,979	$0
LD Students =	14.00	$4,278	$59,889
OHI Students =	5.00	$5,704	$28,518
OI Students =	0.00	$5,704	$0
PS Students =	0.00	$3,422	$0
SMD Students =	0.00	$5,704	$0
SP Students =	0.00	$34,222	$0
TBI Students =	0.00	$5,704	$0
TMD Students =	0.00	$5,704	$0
VI Students =	0.00	$4,278	$0
Totals	36.00		$133,486

32 Red Clay	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$3,098	$0
Regular Students 1-3 =	9.00	$3,098	$27,883
Regular Students 4-6 =	3.00	$2,695	$8,086
Regular Students 7-12 =	3.00	$2,695	$8,086
AUT Students =	2.00	$13,477	$26,953
DB Students =	0.00	$13,477	$0
ED Students =	0.00	$5,391	$0
EMD Students =	0.00	$3,594	$0
HHPD Students =	0.00	$8,984	$0
ILC Students =	0.00	$6,268	$0
LD Students =	14.00	$6,738	$94,337
OHI Students =	5.00	$8,984	$44,922
OI Students =	0.00	$8,984	$0
PS Students =	0.00	$5,391	$0
SMD Students =	0.00	$8,984	$0
SP Students =	0.00	$53,907	$0
TBI Students =	0.00	$8,984	$0
TMD Students =	0.00	$8,984	$0
VI Students =	0.00	$6,738	$0
Totals	36.00		$210,267

31 Brandywine	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$4,018	$0
Regular Students 1-3 =	4.00	$4,018	$16,071
Regular Students 4-6 =	1.00	$3,496	$3,496
Regular Students 7-12 =	1.00	$3,496	$3,496
AUT Students =	1.00	$17,478	$17,478
DB Students =	0.00	$17,478	$0
ED Students =	0.00	$6,991	$0
EMD Students =	0.00	$4,661	$0
HHPD Students =	0.00	$11,652	$0
ILC Students =	0.00	$8,129	$0
LD Students =	7.00	$8,739	$61,172
OHI Students =	3.00	$11,652	$34,955
OI Students =	0.00	$11,652	$0
PS Students =	0.00	$6,991	$0
SMD Students =	0.00	$11,652	$0
SP Students =	0.00	$69,910	$0
TBI Students =	0.00	$11,652	$0
TMD Students =	0.00	$11,652	$0
VI Students =	0.00	$8,739	$0
	17.00		$136,667

3-7th grade:3 class per grade:12students per class					
	District Breakdown	LD/ED(40%)	OHI(15%)	AUT(5%)	Normal(40%)
50% = Christiana	90	36	14	5	35
20% = Colonial	36	14	5	2	15
20% = Red Clay	36	14	5	2	15
10% = Brandywine	18	7	3	1	7
180	180	72	27	9	72

$105

FY 2007 State Funding

Charter School Revenue Calculation - Estimate

12/22/2009

1.) Grade Configuration: 1-8

2.) Student Total: 218
Regular: 91
Special: 127

3.) Districts:

0	Appoquinimink	108	Christina	0	Laurel
22	Brandywine	44	Colonial	0	Milford
0	Caesar Rodney	0	Delmar	44	Red Clay
0	Cape Henlopen	0	Indian River	0	Seaford
0	Capital	0	Lake Forest	0	Smyrna
				0	Woodbridge

4.) Transportation Eligible Students: 164

5.) Meals served but not prepared by the school

Charter School Location: New Castle

0

Student Total = 218

Kindergarten Students =	0.00	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	53.00	Unit size regular students 1-3 =	17.4
Regular Students 4-6 =	19.00	Unit size regular students 4-6 =	20
Regular Students 7-12 =	19.00	Unit size regular students 7-12=	20
AUT Students =	10.00	Unit Size AUT Students=	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
EMD Students =	0.00	Unit size EMD students =	15
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.8
LD Students =	86.00	Unit size LD students =	8
OHI Students =	31.00	Unit size OHI students =	6
OI Students =	0.00	Unit size OI students =	6
PS Students =	0.00	Unit size PS students =	10
SMD Students =	0.00	Unit size SMD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	6
TMD Students =	0.00	Unit size TMD students =	6
VI Students =	0.00	Unit size VI students =	8

0

FY 2007 Estimated Cost per Position
New Applicants: as per latest state/charter average salary information
Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	22.00	$38,110	$914,646
Div I Reading Resource Teacher =	1.00	$37,368	$37,368
Div I Math Specialist =	1.00	$37,978	$37,978
Administrative Assistant =	1.00	$47,465	$47,465
Percentage (1 Month) Supervisor =	0.15	$52,320	$8,371
Percentage Transportation Supervisor =	0.00	$55,023	$1,100
Principal =	1.00	$62,244	$62,244
Assistant Principal =	0.00	$55,661	$0
Percentage Psychologist =	0.14	$43,804	$7,009
Percentage Social Worker =	0.11	$49,962	$7,474
Percentage Visiting Teacher =	0.10	$37,363	$3,736
Percentage Driver Education Teacher =	0.00	$37,363	$0
Nurse =	0.19	$40,531	$7,296
Academic Excellence Units =	0.87	$37,363	$32,506
Clerical Units =	2.00	$26,587	$53,174
Custodial Units =	1.00	$23,604	$23,604
Cafeteria Manager =	0.00	$25,587	$0
Cafeteria Worker =	1.30	$13,869	$18,723
Related Service Specialist =	0.26	$41,691	$10,840
Total Staffing =	34.27		
Total Staffing For Health Insurance =	32.00		

Total Salary Costs =		$1,273,520
FY 2007 OEC Rate =	26.05%	$331,754
Health Insurance Per FTE =	$7,920	$240,974
Subtotal Personnel Revenue =		$1,846,257

Other State Sources (based on Latest Available Values)

			0
Professional & Curriculum Development =			$ 286
Teacher to Teacher Cadre =			$ 70
Division II Units (No Vocational Courses) =	24.00		
Division II - All Other Costs - Current Unit Value =	$ 9,279		$ 78,596
Division II - Energy - Current Unit Value =	$ 2,678		$ 54,272
Division III - Equalization - Unit Value =	$ 6,465		$ 155,160
Academic Excellence Division III =			$ 5,625
Division III Reading Resource Teacher =			$ 6,465
Division III Math Specialist =			$ 6,465
Academic Excellence Division II =			$ 2,853
Academic Excellence Allotment =			$ -
Tuition Reimbursement =			$ -
Student Discipline Programs =			$ 32,500
Extra Time for Students K - 12 =			$ -
Early Intervention Reading (K - 3) =			$ -
MCI/Annual Maintenance =			$ 12,302
LEP =			$ -
Technology Block Grants =			$ -
Tax Relief Funds =	$ -		$ -
Student Transportation Amount =			$ 100,016

Subtotal Other Sources =	**$490,609**
Less : FY 06 Giveback =	**$ 12,563**
Grand Total State Sources =	**$2,324,302**
Amounts Loaded = $	**-**
Remainder to Load =	**$2,324,302**

GATEWAY CHARTER SCHOOL:New Charter School Estimated State and Local Fund Calculations

YR 2

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:
Click in next box and select grade configuration from drop down me 1-8
Click in next box and select county from drop down menu: New Castle
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

State Funding	Local Funding	Total Funding
$2,324,302	$1,161,928	$3,486,230

UNITS	24.00

33 Christina	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,442	$0
Regular Students 1-3 =	26.00	$2,884	$74,974
Regular Students 4-6 =	9.00	$2,509	$22,579
Regular Students 7-12 =	9.00	$2,509	$22,579
AUT Students =	5.00	$12,544	$62,719
DB Students =	0.00	$12,544	$0
ED Students =	0.00	$5,018	$0
EMD Students =	0.00	$3,345	$0
HHPD Students =	0.00	$8,363	$0
ILC Students =	0.00	$5,834	$0
LD Students =	43.00	$6,272	$269,691
OHI Students =	16.00	$8,363	$133,800
OI Students =	0.00	$8,363	$0
PS Students =	0.00	$5,018	$0
SMD Students =	0.00	$8,363	$0
SP Students =	0.00	$50,175	$0
TBI Students =	0.00	$8,363	$0
TMD Students =	0.00	$8,363	$0
VI Students =	0.00	$6,272	$0
	108.00		$586,341

34 Colonial	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,967	$0
Regular Students 1-3 =	11.00	$1,967	$21,635
Regular Students 4-6 =	4.00	$1,711	$6,844
Regular Students 7-12 =	4.00	$1,711	$6,844
AUT Students =	2.00	$8,556	$17,111
DB Students =	0.00	$8,556	$0
ED Students =	0.00	$3,422	$0
EMD Students =	0.00	$2,281	$0
HHPD Students =	0.00	$5,704	$0
ILC Students =	0.00	$3,979	$0
LD Students =	17.00	$4,278	$72,722
OHI Students =	8.00	$5,704	$34,222
OI Students =	0.00	$5,704	$0
PS Students =	0.00	$3,422	$0
SMD Students =	0.00	$5,704	$0
SP Students =	0.00	$34,222	$0
TBI Students =	0.00	$5,704	$0
TMD Students =	0.00	$5,704	$0
VI Students =	0.00	$4,278	$0
Totals	44.00		$159,379

32 Red Clay	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$3,098	$0
Regular Students 1-3 =	11.00	$3,098	$34,079
Regular Students 4-6 =	4.00	$2,695	$10,781
Regular Students 7-12 =	4.00	$2,695	$10,781
AUT Students =	2.00	$13,477	$26,953
DB Students =	0.00	$13,477	$0
ED Students =	0.00	$5,391	$0
EMD Students =	0.00	$3,594	$0
HHPD Students =	0.00	$8,984	$0
ILC Students =	0.00	$6,288	$0
LD Students =	17.00	$6,738	$114,552
OHI Students =	6.00	$8,984	$53,907
OI Students =	0.00	$8,984	$0
PS Students =	0.00	$5,391	$0
SMD Students =	0.00	$8,984	$0
SP Students =	0.00	$53,907	$0
TBI Students =	0.00	$8,984	$0
TMD Students =	0.00	$8,984	$0
VI Students =	0.00	$6,738	$0
Totals	44.00		$251,054

31 Brandywine	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$4,018	$0
Regular Students 1-3 =	5.00	$4,018	$20,089
Regular Students 4-6 =	2.00	$3,496	$6,991
Regular Students 7-12 =	2.00	$3,496	$6,991
AUT Students =	1.00	$17,478	$17,478
DB Students =	0.00	$17,478	$0
ED Students =	0.00	$6,991	$0
EMD Students =	0.00	$4,661	$0
HHPD Students =	0.00	$11,652	$0
ILC Students =	0.00	$8,129	$0
LD Students =	9.00	$8,739	$78,649
OHI Students =	3.00	$11,652	$34,955
OI Students =	0.00	$11,652	$0
PS Students =	0.00	$6,991	$0
SMD Students =	0.00	$11,652	$0
SP Students =	0.00	$69,910	$0
TBI Students =	0.00	$11,652	$0
TMD Students =	0.00	$11,652	$0
VI Students =	0.00	$8,739	$0
	22.00		$165,154

3-8th grade:3 class per grade:12students per class					
	District Breakdown	LD/ED(40%)	OHI(15%)	AUT(5%)	Normal(40%)
50% = Christiana	108	43	16	5	44
20% = Colonial	43	17	6	2	18
20% = Red Clay	43	17	6	2	18
10% = Brandywine	22	9	3	1	9
216	216	86	32	11	87

FY 2007 State Funding

Charter School Revenue Calculation - Estimate

12/22/2009

1.) Grade Configuration: 1-8

2.) Student Total: 253
Regular: 101
Special: 152

3.) Districts:

0	Appoquinimink	126	Christina	0	Laurel
25	Brandywine	51	Colonial	0	Milford
0	Caesar Rodney	0	Delmar	51	Red Clay
0	Cape Henlopen	0	Indian River	0	Seaford
0	Capital	0	Lake Forest	0	Smyrna
				0	Woodbridge

4.) Transportation Eligible Students: 190

5.) Meals served but not prepared by the school

Charter School Location: New Castle

0

Student Total = 253

Kindergarten Students =	0.00	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	61.00	Unit size regular students 1-3 =	17.4
Regular Students 4-6 =	20.00	Unit size regular students 4-6 =	20
Regular Students 7-12 =	20.00	Unit size regular students 7-12=	20
AUT Students =	13.00	Unit Size AUT Students=	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
EMD Students =	0.00	Unit size EMD students =	15
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.6
LD Students =	100.00	Unit size LD students =	8
OHI Students =	39.00	Unit size OHI students =	6
OI Students =	0.00	Unit size OI students =	6
PS Students =	0.00	Unit size PS students =	10
SMD Students =	0.00	Unit size SMD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	6
TMD Students =	0.00	Unit size TMD students =	6
VI Students =	0.00	Unit size VI students =	8

0

FY 2007 Estimated Cost per Position

New Applicants: as per latest state/charter average salary information

Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	29.00	$38,110	$1,105,198
Div I Reading Resource Teacher =	1.00	$37,363	$37,363
Div I Math Specialist =	1.00	$37,978	$37,978
Administrative Assistant =	1.00	$47,465	$47,465
Percentage 11 Month Supervisor =	0.19	$52,320	$9,941
Percentage Transportation Supervisor =	0.03	$55,023	$1,651
Principal =	1.00	$62,244	$62,244
Assistant Principal =	0.64	$56,661	$36,180
Percentage Psychologist =	0.19	$43,804	$8,323
Percentage Speech/Hearing =	0.21	$43,962	$9,232
Percentage Visiting Teacher =	0.12	$37,363	$4,484
Percentage Driver Education Teacher =	0.00	$37,363	$0
Nurse =	0.22	$40,531	$8,876
Academic Excellence Units =	1.01	$37,363	$37,737
Clerical Units =	2.00	$26,587	$53,174
Custodial Units =	1.00	$23,604	$23,604
Cafeteria Manager =	0.00	$26,587	$0
Cafeteria Worker =	1.57	$13,869	$21,774
Related Service Specialist =	0.31	$41,691	$13,758
Total Staffing =	40.53		
Total Staffing For Health Insurance =	39.95		

Total Salary Costs =		$1,518,980
FY 2007 OEC Rate =	25.44%	$386,429
Health Insurance Per FTE =	$7,320	$285,107
Subtotal Personnel Revenue =		**$2,190,516**

Other State Sources (based on Latest Available Values)

			0
Professional & Curriculum Development =		$	286
Teacher to Teacher Cadre =		$	70
Division II Units (No Vocational Courses) =	29.00		
Division II - All Other Costs - Current Unit Value =	$ 3,115	$	90,335
Division II - Energy - Current Unit Value =	$ 2,678	$	77,662
Division III - Equalization - Unit Value =	$ 6,465	$	187,485
Academic Excellence Division III =		$	6,630
Division III Reading Resource Teacher =		$	6,466
Division III Math Specialist =		$	6,465
Academic Excellence Division II =		$	3,146
Academic Excellence Allotment =		$	-
Tuition Reimbursement =		$	-
Student Discipline Programs =		$	32,500
Extra Time for Students K - 12 =		$	-
Early Intervention Reading (K - 3) =		$	-
MCI/Annual Maintenance =		$	14,277
LEP =		$	-
Technology Block Grants =		$	-
Tax Relief Funds =	$ -	$	-
Student Transportation Amount =		$	146,132

Subtotal Other Sources =		**$571,352**
Less : FY 06 Giveback =	**$**	**14,580**
Grand Total State Sources =		**$2,747,288**
Amounts Loaded =	**$**	**-**
Remainder to Load =		**$2,747,288**

GATEWAY CHARTER SCHOOL:New Charter School Estimated State and Local Fund Calculations

YR 3

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:
Click in next box and select grade configuration from drop down ms 1-8
Click in next box and select county from drop down menu: New Castle
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

State Funding	Local Funding	Total Funding
$2,747,288	$1,376,828	$4,124,116

UNITS	29.00

33 Christina	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,442	$0
Regular Students 1-3 =	31.00	$2,884	$89,392
Regular Students 4-6 =	10.00	$2,509	$25,088
Regular Students 7-12 =	10.00	$2,509	$25,088
AUT Students =	6.00	$12,544	$75,263
DB Students =	0.00	$12,544	$0
ED Students =	0.00	$5,018	$0
EMD Students =	0.00	$3,345	$0
HHPD Students =	0.00	$8,363	$0
ILC Students =	0.00	$5,834	$0
LD Students =	50.00	$6,272	$313,594
OHI Students =	19.00	$8,363	$158,888
OI Students =	0.00	$8,363	$0
PS Students =	0.00	$5,018	$0
SMD Students =	0.00	$8,363	$0
SP Students =	0.00	$50,175	$0
TBI Students =	0.00	$8,363	$0
TMD Students =	0.00	$8,363	$0
VI Students =	0.00	$6,272	$0
	126.00		$687,312

34 Colonial	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,967	$0
Regular Students 1-3 =	12.00	$1,967	$23,601
Regular Students 4-6 =	4.00	$1,711	$6,844
Regular Students 7-12 =	4.00	$1,711	$6,844
AUT Students =	3.00	$8,556	$25,667
DB Students =	0.00	$8,556	$0
ED Students =	0.00	$3,422	$0
EMD Students =	0.00	$2,281	$0
HHPD Students =	0.00	$5,704	$0
ILC Students =	0.00	$3,979	$0
LD Students =	20.00	$4,278	$85,565
OHI Students =	8.00	$5,704	$45,630
OI Students =	0.00	$5,704	$0
PS Students =	0.00	$3,422	$0
SMD Students =	0.00	$5,704	$0
SP Students =	0.00	$34,222	$0
TBI Students =	0.00	$5,704	$0
TMD Students =	0.00	$5,704	$0
VI Students =	0.00	$4,278	$0
Totals	51.00		$194,142

32 Red Clay	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$3,098	$0
Regular Students 1-3 =	12.00	$3,098	$37,177
Regular Students 4-6 =	4.00	$2,695	$10,781
Regular Students 7-12 =	4.00	$2,695	$10,781
AUT Students =	3.00	$13,477	$40,430
DB Students =	0.00	$13,477	$0
ED Students =	0.00	$5,391	$0
EMD Students =	0.00	$3,594	$0
HHPD Students =	0.00	$8,984	$0
ILC Students =	0.00	$6,266	$0
LD Students =	20.00	$6,738	$134,767
OHI Students =	8.00	$8,984	$71,876
OI Students =	0.00	$8,984	$0
PS Students =	0.00	$5,391	$0
SMD Students =	0.00	$8,984	$0
SP Students =	0.00	$53,907	$0
TBI Students =	0.00	$8,984	$0
TMD Students =	0.00	$8,984	$0
VI Students =	0.00	$6,738	$0
Totals	51.00		$305,813

31 Brandywine	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$4,018	$0
Regular Students 1-3 =	6.00	$4,018	$24,107
Regular Students 4-6 =	2.00	$3,496	$6,991
Regular Students 7-12 =	2.00	$3,496	$6,991
AUT Students =	1.00	$17,478	$17,478
DB Students =	0.00	$17,478	$0
ED Students =	0.00	$6,991	$0
EMD Students =	0.00	$4,661	$0
HHPD Students =	0.00	$11,652	$0
ILC Students =	0.00	$8,129	$0
LD Students =	10.00	$8,739	$87,388
OHI Students =	4.00	$11,652	$46,607
OI Students =	0.00	$11,652	$0
PS Students =	0.00	$6,991	$0
SMD Students =	0.00	$11,652	$0
SP Students =	0.00	$69,910	$0
TBI Students =	0.00	$11,652	$0
TMD Students =	0.00	$11,652	$0
VI Students =	0.00	$8,739	$0
	25.00		$189,562

2-8th grade:3 class per grade:12students per class					
	District Breakdown	LD/ED(40%)	OHI(15%)	AUT(5%)	Normal(40%)
50% = Christiana	126	50	19	6	51
20% = Colonial	50	20	8	3	19
20% = Red Clay	50	20	8	3	19
10% = Brandywine	25	10	4	1	10
252	252	101	38	13	100

FY 2007 State Funding

Charter School Revenue Calculation - Estimate

12/22/2009

1.) Grade Configuration: 1-8

2.) Student Total: 289
Regular: 115
Special: 174

3.) Districts:

0	Appoquinimink	143	Christina	0	Laurel
28	Brandywine	59	Colonial	0	Milford
0	Caesar Rodney	0	Delmar	59	Red Clay
0	Cape Henlopen	0	Indian River	0	Seaford
0	Capital	0	Lake Forest	0	Smyrna
				0	Woodbridge

4.) Transportation Eligible Students: 217

5.) Meals served but not prepared by the school

Charter School Location: New Castle

0

Student Total = 289

Kindergarten Students =	0.00	7564.32	17.4
Regular Students 1-3 =	69.00	7564.32	17.4
Regular Students 4-6 =	23.00	4538.59	20
Regular Students 7-12 =	23.00	7564.32	20
AUT Students =	14.00	45385.92	4
DB Students =	0.00	7564.32	4
ED Students =	0.00	7564.32	10
EMD Students =	0.00	5673.24	15
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.6
LD Students =	116.00	Unit size LD students =	8
OHI Students =	44.00	3060.66	5
OI Students =	0.00	3060.66	5
PS Students =	0.00	2662.78	10
SMD Students =	0.00	2662.78	9
SP Students =	0.00	13313.89	1
TBI Students =	0.00	13313.89	6
TMD Students =	0.00	5325.56	6
VI Students =	0.00	3550.37	8

0

FY 2007 Estimated Cost per Position

New Applicants: as per latest state/charter average salary information

Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	32.00	$38,110	$1,219,528
Div I Reading Resource Teacher =	1.00	$37,363	$37,363
Div I Math Specialist =	1.00	$37,978	$37,978
Administrative Assistant =	1.00	$47,465	$47,465
Percentage 11 Month Supervisor =	0.21	$52,320	$10,987
Percentage Transportation Supervisor =	0.03	$55,023	$1,651
Principal =	2.00	$62,244	$124,488
Assistant Principal =	1.00	$55,661	$55,661
Percentage Psychologist =	0.21	$43,804	$9,199
Percentage Speech/Reading =	0.23	$43,962	$10,111
Percentage Visiting Teacher =	0.13	$37,363	$4,857
Percentage Other Educational Teacher =	0.00	$37,363	$0
Nurse =	0.24	$40,551	$9,727
Academic Excellence Units =	1.15	$37,363	$43,341
Clerical Units =	3.00	$26,587	$79,761
Custodial Units =	1.00	$23,604	$23,604
Cafeteria Manager =	0.00	$26,587	$0
Cafeteria Worker =	1.79	$13,869	$24,826
Related Service Specialist =	0.38	$41,691	$15,009
Total Staffing =	46.36		
Total Staffing Per Health Insurance =	44.57		

Total Salary Costs =		$1,755,556
FY 2007 OEC Rate =	26.05%	$457,322
Health Insurance Per FTE =	$7,320	$326,252
Subtotal Personnel Revenue =		$2,539,131

Other State Sources (based on Latest Available Values)

0

Professional & Curriculum Development =		$	286
Teacher to Teacher Cadre =		$	70
Division II Units (No Vocational Courses) =	32.00		
Division II - All Other Costs - Current Unit Value =	$ 3,279	$	104,928
Division II - Energy - Current Unit Value =	$ 2,678	$	85,696
Division III - Equalization - Unit Value =	$ 6,465	$	206,880
Academic Excellence Division III =		$	7,499
Division III Reading Resource Teacher =		$	6,465
Division III Math Specialist =		$	6,465
Academic Excellence Division II =		$	3,804
Academic Excellence Allotment =		$	-
Tuition Reimbursement =		$	-
Student Discipline Programs =		$	32,500
Extra Time for Students K - 12 =		$	-
Early Intervention Reading (K - 3) =		$	-
MCI/Annual Maintenance =		$	16,308
LEP =		$	-
Technology Block Grants =		$	-
Tax Relief Funds =	$ -	$	-
Student Transportation Amount =		$	166,925

Subtotal Other Sources =		**$637,826**
Less : FY 06 Giveback =	**$**	**16,655**
Grand Total State Sources =		**$3,160,302**
Amounts Loaded =	**$**	**-**
Remainder to Load =		**$3,160,302**

GATEWAY CHARTER SCHOOL:New Charter School Estimated State and Local Fund Calculations

YR 4

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Click in next box and select grade configuration from drop down menu: 1-8

Click in next box and select county from drop down menu: New Castle

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

State Funding	Local Funding	Total Funding
$3,160,302	$1,566,477	**$4,726,779**

UNITS	32.00

33 Christina	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,442	$0
Regular Students 1-3 =	34.00	$2,884	$98,043
Regular Students 4-6 =	11.00	$2,509	$27,596
Regular Students 7-12 =	11.00	$2,509	$27,596
AUT Students =	7.00	$12,544	$87,806
DB Students =	0.00	$12,544	$0
ED Students =	0.00	$5,018	$0
EMD Students =	0.00	$3,345	$0
HHPD Students =	0.00	$8,363	$0
ILC Students =	0.00	$5,834	$0
LD Students =	58.00	$6,272	$363,769
OHI Students =	22.00	$8,363	$183,975
OI Students =	0.00	$8,363	$0
PS Students =	0.00	$5,018	$0
SMD Students =	0.00	$8,363	$0
SP Students =	0.00	$50,175	$0
TBI Students =	0.00	$8,363	$0
TMD Students =	0.00	$8,363	$0
VI Students =	0.00	$6,272	$0
	143.00		$788,786

34 Colonial	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,967	$0
Regular Students 1-3 =	14.00	$1,967	$27,535
Regular Students 4-6 =	5.00	$1,711	$8,556
Regular Students 7-12 =	5.00	$1,711	$8,556
AUT Students =	3.00	$8,556	$25,667
DB Students =	0.00	$8,556	$0
ED Students =	0.00	$3,422	$0
EMD Students =	0.00	$2,281	$0
HHPD Students =	0.00	$5,704	$0
ILC Students =	0.00	$3,979	$0
LD Students =	23.00	$4,278	$98,389
OHI Students =	9.00	$5,704	$51,333
OI Students =	0.00	$5,704	$0
PS Students =	0.00	$3,422	$0
SMD Students =	0.00	$5,704	$0
SP Students =	0.00	$34,222	$0
TBI Students =	0.00	$5,704	$0
TMD Students =	0.00	$5,704	$0
VI Students =	0.00	$4,278	$0
Totals	59.00		$220,035

32 Red Clay	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$3,098	$0
Regular Students 1-3 =	14.00	$3,098	$43,373
Regular Students 4-6 =	5.00	$2,695	$13,477
Regular Students 7-12 =	5.00	$2,695	$13,477
AUT Students =	3.00	$13,477	$40,430
DB Students =	0.00	$13,477	$0
ED Students =	0.00	$5,391	$0
EMD Students =	0.00	$3,594	$0
HHPD Students =	0.00	$8,984	$0
ILC Students =	0.00	$6,268	$0
LD Students =	23.00	$6,738	$154,982
OHI Students =	9.00	$8,984	$80,860
OI Students =	0.00	$8,984	$0
PS Students =	0.00	$5,391	$0
SMD Students =	0.00	$8,984	$0
SP Students =	0.00	$53,907	$0
TBI Students =	0.00	$8,984	$0
TMD Students =	0.00	$8,984	$0
VI Students =	0.00	$6,738	$0
Totals	59.00		$346,599

31 Brandywine	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$4,018	$0
Regular Students 1-3 =	7.00	$4,018	$28,125
Regular Students 4-6 =	2.00	$3,496	$6,991
Regular Students 7-12 =	2.00	$3,496	$6,991
AUT Students =	1.00	$17,478	$17,478
DB Students =	0.00	$17,478	$0
ED Students =	0.00	$6,991	$0
EMD Students =	0.00	$4,661	$0
HHPD Students =	0.00	$11,652	$0
ILC Students =	0.00	$8,129	$0
LD Students =	12.00	$8,739	$104,866
OHI Students =	4.00	$11,652	$46,607
OI Students =	0.00	$11,652	$0
PS Students =	0.00	$6,991	$0
SMD Students =	0.00	$11,652	$0
SP Students =	0.00	$69,910	$0
TBI Students =	0.00	$11,652	$0
TMD Students =	0.00	$11,652	$0
VI Students =	0.00	$8,739	$0
	28.00		$211,058

1-6th grade:3 class per grade:12students per class	District Breakdown	LD/ED(40%)	OHI(15%)	AUT(5%)	Normal(40%)
50% = Christiana	144	58	22	7	57
20% = Colonial	58	23	9	3	23
20% = Red Clay	58	23	9	3	23
10% = Brandywine	29	12	4	1	12
288	288	115	43	14	116

Summary

	Preparation Yr	Yr 1 - 2012	Yr 1 - 2013	Yr 1 - 2014	Yr 1 - 2015
Supplies	$ 315.00	$ 27,950.00	$ 32,740.00	$ 38,740.00	$ 44,740.00
Equipment & Furniture	$ 1,600.00	$ 55,715.00	$ 73,690.00	$ 50,690.00	$ 39,415.00
Curriculum	$ -	$ 126,321.46	$ 36,798.11	$ 47,762.40	$ 49,525.02
Professional Development	$ 29,909.00	$ 53,174.00	$ 46,072.50	$ 29,972.50	$ 29,972.50
Technology	$ 4,800.00	$ 42,300.00	$ 61,000.00	$ 19,000.00	$ 19,000.00
Total	$ 36,624.00	$ 305,460.46	$ 250,300.61	$ 186,164.90	$ 182,652.52

ITEMIZED COST

Purchases		Preparation Yr		Year 2		Year 3		Year 4		Year 5	
	Cost per item	#	Cost	#	Cost	#	Cost	#	Cost	#	Cost
Technology											
Computer - Desktop/laptop w/ DVD	$ 900.00	1	$ 900.00	30	$ 27,000.00	30	$ 27,000.00	5	$ 4,500.00	10	$ 9,000.00
Printer	$ 300.00	1	$ 300.00	14	$ 4,200.00	18	$ 5,400.00	3	$ 900.00	3	$ 900.00
Projector	$ 900.00	1	$ 900.00	6	$ 5,400.00	12	$ 10,800.00	5	$ 4,500.00	4	$ 3,600.00
Elmo	$ 900.00	1	$ 900.00	6	$ 5,400.00	12	$ 10,800.00	5	$ 4,500.00	4	$ 3,600.00
Sound Equipment	$ 2,500.00		$ -	0	$ -	1	$ 2,500.00	1	$ 2,500.00	0	$ -
Copier (Lease?)	$ 1,500.00	1	$ 1,500.00	0	$ -	1	$ 1,500.00	1	$ 1,500.00	1	$ 1,500.00
Fax/Scanner	$ 300.00	1	$ 300.00	0	$ -	1	$ 300.00	0	$ -	0	$ -
Laminator	$ 300.00		$ -	1	$ 300.00	1	$ 300.00	0	$ -	0	$ -
Listening Stations	$ 100.00		$ -	0	$ -	24	$ 2,400.00	6	$ 600.00	4	$ 400.00
TOTAL			$ 4,800.00		$ 42,300.00		$ 61,000.00		$ 19,000.00		$ 19,000.00
Curriculum											
Reading			$ -		$ 29,714.34		$ 2,725.56		$ 9,568.71		$ 11,444.85
Math			$ -		$ 35,184.47		$ 4,470.22		$ 8,225.77		$ 5,110.96
Social Studies			$ -		$ 11,489.07		$ 2,376.60		$ 741.66		$ 741.66
Science	$ 15.57		$ -	180	$ 2,802.60	216	$ 3,363.12	252	$ 3,923.64	288	$ 4,484.16
Computer Literacy	$ 11.00		$ -	180	$ 1,980.00	216	$ 2,376.00	252	$ 2,772.00	288	$ 3,168.00
Music			$ -		$ 10,165.65		$ 1,843.68		$ 1,959.42		$ 1,754.19
Art			$ -		$ 6,095.73		$ 1,124.34		$ 897.55		$ 897.55
Dance	$ 50.00		$ -	2	$ 100.00	2	$ 100.00	2	$ 100.00	2	$ 100.00
Theatre			$ -		$ 4,609.95		$ 921.99		$ 921.99		$ 921.99
PE			$ -		$ 89.95	0	$ -	0	$ -	0	$ -
Health			$ -		$ 11,489.70		$ 2,376.60		$ 741.66		$ 741.66
Educational Software	$ 20.00		$ -	180	$ 3,600.00	216	$ 4,320.00	252	$ 5,040.00	288	$ 5,760.00
Sheet music for Boomwhackers	$ 18.00		$ -	0	$ -	0	$ -	15	$ 270.00	0	$ -
Library Books	$ 50.00		$ -	180	$ 9,000.00	216	$ 10,800.00	252	$ 12,600.00	288	$ 14,400.00
TOTAL			$ -		$ 126,321.46		$ 36,798.11		$ 47,762.40		$ 49,525.02
Professional Development											
Reading ASSIST	$ 700.00	1	$ 700.00	18	$ 12,600.00	3	$ 2,100.00	3	$ 2,100.00	3	$ 2,100.00
DIBELS	$ 250.00	1	$ 250.00	18	$ 4,500.00	3	$ 750.00	3	$ 750.00	3	$ 750.00
Letres	$ 750.00	3	$ 2,250.00	0	$ -	0	$ -	0	$ -	0	$ -
Lab School of Washington	$ 2,300.00	11	$ 25,300.00	11	$ 25,300.00	11	$ 25,300.00	4	$ 9,200.00	4	$ 9,200.00
Responsive Classrooms			$ 659.00		$ 659.00	0	$ 7,000.00	0	$ 7,000.00	0	$ 7,000.00
Travel	$ 150.00	5	$ 750.00	10	$ 1,500.00	10	$ 1,500.00	10	$ 1,500.00	10	$ 1,500.00
Substitutes	$ 140.00		$ -	50	$ 7,000.00	50	$ 7,000.00	50	$ 7,000.00	50	$ 7,000.00
Afterschool Workshop	$ 16.15		$ -	100	$ 1,615.00	150	$ 2,422.50	150	$ 2,422.50	150	$ 2,422.50
TOTAL			$ 29,909.00		$ 53,174.00		$ 46,072.50		$ 29,972.50		$ 29,972.50
Furniture											
Cubby holes	$ 100.00		$ -	0	$ -	0	$ -	29	$ 2,900.00	37	$ 3,700.00
Teacher Desk for computer	$ 150.00	1	$ 150.00	30	$ 4,500.00	3	$ 450.00	6	$ 900.00	6	$ 900.00
Teacher chair	$ 100.00	1	$ 100.00	30	$ 3,000.00	3	$ 300.00	6	$ 600.00	6	$ 600.00
File cabinet	$ 150.00	1	$ 150.00	30	$ 4,500.00	3	$ 450.00	6	$ 900.00	6	$ 900.00
Storage cabinet	$ 200.00	1	$ 200.00	0	$ -	0	$ -	39	$ 7,800.00	6	$ 1,200.00
Small group kidney table	$ 150.00		$ -	19	$ 2,850.00	5	$ 750.00	6	$ 900.00	6	$ 900.00
Book shelves/rack	$ 100.00	1	$ 100.00	0	$ -	33	$ 3,300.00	6	$ 600.00	6	$ 600.00
Student tables	$ 100.00		$ -	57	$ 5,700.00	15	$ 1,500.00	34	$ 3,400.00	16	$ 1,600.00
Chairs	$ 60.00		$ -	245	$ 14,700.00	75	$ 4,500.00	290	$ 17,400.00	160	$ 9,600.00
Computer table for students	$ 500.00		$ -	0	$ -	24	$ 12,000.00	3	$ 1,500.00	3	$ 1,500.00
AV cart	$ 400.00	1	$ 400.00	6	$ 2,400.00	12	$ 4,800.00	5	$ 2,000.00	4	$ 1,600.00
Projection Screen	$ 150.00	1	$ 150.00	6	$ 900.00	7	$ 1,050.00	6	$ 900.00	6	$ 900.00
Extension Cords	$ 25.00	1	$ 25.00	30	$ 750.00	10	$ 250.00	5	$ 125.00	4	$ 100.00
Connector Cords	$ 25.00	1	$ 25.00	30	$ 750.00	10	$ 250.00	5	$ 125.00	4	$ 100.00
White board	$ 300.00	1	$ 300.00	18	$ 5,400.00	5	$ 1,500.00	6	$ 1,800.00	4	$ 1,200.00
Portable Barres	$ 213.00		$ -	0	$ -	0	$ -	0	$ -	4	$ 852.00
Portable Mirrors	$ 458.00		$ -	0	$ -	0	$ -	0	$ -	4	$ 1,832.00
Portable Dance floors	$ 223.00		$ -	0	$ -	0	$ -	0	$ -	2	$ 446.00
Specialized equipment	$ 100.00		$ -	0	$ -	0	$ -	1	$ 100.00	1	$ 100.00
Stand & poles for background	$ 70.00		$ -	1	$ 70.00	1	$ 70.00	1	$ 70.00	1	$ 70.00
Material for background	$ 12.00		$ -	10	$ 120.00	10	$ 120.00	10	$ 120.00	10	$ 120.00
Paint for scenery	$ 45.00		$ -	10	$ 450.00	10	$ 450.00	10	$ 450.00	10	$ 450.00
Costumes	$ 40.00		$ -	10	$ 400.00	10	$ 400.00	10	$ 400.00	10	$ 400.00
Props	$ 20.00		$ -	10	$ 200.00	10	$ 200.00	10	$ 200.00	10	$ 200.00
Risers	$ 620.00		$ -	0	$ -		$ -	1	$ 620.00	1	$ 620.00
Boomwhackers	$ 40.00		$ -		$ -	0	$ -	2	$ 80.00	0	$ -
Instruments	$ 300.00		$ -	2	$ 600.00	0	$ -	2	$ 600.00	0	$ -
Playground pack	$ 3,125.00		$ -	1	$ 3,125.00	10	$ 31,250.00	0	$ -	1	$ 3,125.00
Sports equipment storage	$ 300.00		$ -	1	$ 300.00	1	$ 300.00	0	$ -	0	$ -
Wall shelves	$ 200.00		$ -	0	$ -	24	$ 4,800.00	6	$ 1,200.00	4	$ 800.00
Custodial equipment	$ 2,500.00		$ -	1	$ 2,500.00	1	$ 2,500.00	1	$ 2,500.00	1	$ 2,500.00
Medical equipment	$ 2,500.00		$ -	1	$ 2,500.00	1	$ 2,500.00	1	$ 2,500.00	1	$ 2,500.00
TOTAL			$ 1,600.00		$ 55,715.00		$ 73,690.00		$ 50,690.00		$ 39,415.00
Supplies											
Basic office supplies	$ 150.00	1	$ 150.00	31	$ 4,650.00	34	$ 5,100.00	40	$ 6,000.00	46	$ 6,900.00
Art materials	$ 50.00		$ -	180	$ 9,000.00	216	$ 10,800.00	252	$ 12,600.00	288	$ 14,400.00
Academic Club supplies	$ 200.00		$ -	15	$ 3,000.00	18	$ 3,600.00	21	$ 4,200.00	24	$ 4,800.00
Nurse supplies	$ 25.00		$ -	180	$ 4,500.00	216	$ 5,400.00	252	$ 6,300.00	288	$ 7,200.00
Envelopes	$ 50.00	1	$ 50.00	2	$ 100.00	2	$ 100.00	2	$ 100.00	2	$ 100.00
Printer paper	$ 35.00	1	$ 35.00	120	$ 4,200.00	136	$ 4,760.00	160	$ 5,600.00	184	$ 6,440.00
Printer toner	$ 80.00	1	$ 80.00	30	$ 2,400.00	36	$ 2,880.00	48	$ 3,840.00	60	$ 4,800.00
Laminator film	$ 50.00		$ -	2	$ 100.00	2	$ 100.00	2	$ 100.00	2	$ 100.00
TOTAL			$ 315.00		$ 27,950.00		$ 32,740.00		$ 38,740.00		$ 44,740.00

SQUAR|E FOOT CALCULATIONS

Positions	Year 2	Year 3	Year 4	Year 5
Director	1	1	1	1
Dean of Students	1	1	1	1
Front Office (clerical)	2	2	2	2
Administrative Assistant	1	1	1	1
Nurse	1	1	2	2
Custodian	Contracted			
Physical Therapy	Contracted			
Occupational Therapy	Contracted			
Speech and Language	Contracted			
Psychologist	1	1	1	1
Special Education Coordinator	1	2	3	3
Reading Specialist	1	1	1	1
Math Specialist	1	1	1	1
Core Teachers	14	17	20	23
Art	1	1	1	1
Music	1	1	1	1
PE	2	2	2	2
Drama	Music and Core Teachers		1	1
Dance	PE Teachers			1
Academic Club	Held in current classrooms			

Total Sq. Ft. for Building	33,116	46,510	48,298	60,000
Cost @$16.00 sq ft	$ 529,858	$ 744,162	$ 772,770	$ 960,002
Cost @$18.00 sq ft	***$ 596,090***	***$ 837,182***	***$ 869,366***	***$ 1,080,002***

ASSURANCES

The Board of Directors of this charter school assures that the school will:

1) Be in full compliance with **14 Delaware Code, Chapter 5** and **14 DE Admin Code, Section 275 in the Regulations of the Department of Education**.

2) Not discriminate against any student in the admissions process because of race, creed, color, sex, disability, or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.

3) Not operate in a sectarian manner or include religious practices in its educational program.

4) Participate in the Delaware Student Testing Program and meet the requirements for school accountability as described in state law.

5) Manage the school within all State administrative and financial systems listed in **14 Delaware Code, Section 512 (9)** including accounting, payroll, purchasing, retirement, and benefits. All school funds will be managed through the school's accounts set up in the Delaware Financial Management System (DFMS).

6) Initiate and maintain direct communication with other public and nonpublic schools to assure efficient notification and transfer and exchange of records.

7) Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions; and operate the program in accordance with the content of the updated and approved charter granted by the Department of Education and State Board of Education. The school's board of directors will not implement any modifications to the charter school program or operation without the express written consent of the Department of Education.

8) Notify the Department of Education in writing within 30 days when the school's administrative head or any member of the board of directors change.

9) Provide the Department of Education with copies of all the policies and by-laws of the school and the school's board of directors and inform the Department in a timely manner when by-laws change.

10) By the first day of instruction each school year, ensure that all teachers meet the certification requirements of the Delaware charter law and are properly listed in the PHRST and DEEDS programs.

11) Employ only staff who have complied with the requirement of having a successful criminal background check and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.

12) Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.

13) Comply with the provisions for a Performance Agreement, as required by the Secretary of Education.

14) Distribute copies of the Department's **Frequently Asked Questions About Delaware Charter Schools/Parent Guide to Delaware Charter Schools** to all parents seeking to enroll their child(ren) as well as to parents of enrolled children.

15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of **29 Delaware Code, Sections 10002, 10003 and 10004**.

16) The Board of Directors will include a member who is a certificated teacher employed by the school and a member who is a parent of a student currently enrolled in the school, consistent with **14 Delaware Code, Section 512(1).**

17) Comply with the requirements for reporting school crimes as described in **14 Delaware Code, Section 4112**.

18) As required by 14 Del. C. § 506, maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the child will attend the charter school for at least one complete school year.

19) Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.

20) Annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to a management company employed by the board, the board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program.

21) Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.

22) Establish a student application and admissions process that will enable the school to provide the local districts in which the students reside with a preliminary roster of students for the subsequent year on or before April 1 each year.

23) Ensure that by April 1 each year the school has enrolled at least 80% of the total authorized number of students and that it has notified each school district of information about enrolled students.
24) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.

25) Comply with Title VI and VII of the Civil Rights Act of 1964.

26) Comply with Title IX of the Education amendments of 1972.

27) Have certified special education teacher(s) providing services for students with disabilities.

28) Ensure that students have physical examinations prior to enrollment.

29) Ensure that required immunizations and screenings (lead, TB) are in compliance.

30) Administer medications and medical treatments, including first aid.

31) Screen for health problems (vision, hearing, postural/gait, etc.)

32) Monitor student health and maintaining health records.

33) Ensure emergency care for known and unknown life-threatening health conditions.

34) Ensure health representation on IEP teams when student's needs require such.

35) 14 Delaware Code, Section 511 (1) states that all applications for a charter shall contain an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes. If the charter is approved and the charter holder shall subsequently fail to obtain the necessary Certificate of Occupancy as required by this section, the opening of the school shall be delayed by one year from the date previously authorized by the approving authority and the charter shall be placed on probation subject to the terms and conditions imposed by the Department of Education with the consent of the State Board of Education. No waivers are available for this requirement.

36) The school must participate and receive training in the use of the Department of Education's Pupil Accountability system E-School Plus.

37) The school must intend to comply with all additional curriculum regulations including 501, 502, 503, and 525 and any other curricular regulations.

38) Maintain corporate status as described in Title 14, Del. C. § 504.

39) Follow the Family Education Rights and Privacy Act (FERPA) and implement federal and Department of Education regulations regarding disclosure of student records.

As members of the Board of Directors of the Charter Holder, we hereby agree to these assurances as a condition of the approval of the charter modification.

We have reviewed the Delaware Charter Law (14 Delaware Code, Chapter 5) and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education (Regulation 275), and have based the responses in this application on the review of these documents.

12/8/09
Date of Signature

Gateway Lab School
Name of the Charter School

Pamela J. Draper
Signature of the Chairperson of the Board of Directors

Signature of Member of the Board of Directors

Joyce Dennis Henderson
Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

Thomas E. Stevens
Signature of Member of the Board of Directors

Sherlock Hack
Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

7/09

As members of the Board of Directors of the Charter Holder, we hereby agree to these assurances as a condition of the approval of the charter modification.

We have reviewed the Delaware Charter Law (14 Delaware Code, Chapter 5) and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education (Regulation 275), and have based the response, in this application on the review of these documents.

15/8/09
Date of Signature

Delaware Lab School
Name of the Charter School

[illegible]
Signature of the Chairperson of the Board of Directors

[illegible]
Signature of Member of the Board of Directors

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Signature of Member of the Board of Directors

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Signature of Member of the Board of Directors

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Signature of Member of the Board of Directors

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Signature of Member of the Board of Directors

[illegible]
Signature of Member of the Board of Directors

Renewal Application 2014-15

GATEWAY CHARTER SCHOOL
d.b.a. Gateway Lab School

RENEWAL APPLICATION
2014-2015

Submitted:

September 30, 2014

2501 Centerville Road
Wilmington, DE 19808
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I. Overview

1.1 Provide the following information requested.

a) Fill in the following chart with the school's basic information

BASIC INFORMATION	
Name of School	Gateway Charter School, d.b.a. Gateway Lab School
Year School Opened	Fall 2011
Grade Level(s) in 2012-2013 and additional grade levels approved to be served in the next charter cycle	Grades 3 to 8
Current Enrollment	212
Approved Enrollment	216
Current Waiting List by Grade	5th = 4, 6th = 10 and 7th = 9
School Address(es)	2501 Centerville Road, Wilmington, DE 19808
District(s) / Region of Residence	New Castle County
Website Address	www.gatewaylabschool.org
Name of School Leader	Catherine Dolan
School Leader Email and Phone Number	Catherine.Dolan@gls.k12.de.us - (302) 633-4091
Name of Board President	Joyce Henderson
Board President Email and Phone Number	Joyce.Henderson@gls.k12.de.us - (302) 766-0050

b) Fill in the following chart with the school's demographics at the time of submission (all information must be verifiable through state reporting tools):

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION	
Total Enrollment	212
# of Students on Waiting List	23
Gender	
# Male	133
# Female	71
Ethnicity/Race	
# White	133
# Black	45
# Hispanic	17
# Asian	5
# Other	1
# Multiracial	3
Special Populations	
# Students with disabilities	120
# English Language Learners	0
# Low-Income	16 (free & reduced lunch)

II. Academic Framework

2.1 Is the academic program a success?

a) Discuss the school's academic achievement results over the last three or four years. How has the school performed with regard to student growth and proficiency

measures over the last charter term? In the absence of expected achievement, identify proposed changes to instructional practices that your school will implement to improve the school's academic performance and student outcomes.

The Gateway Charter School d.b.a. Gateway Lab School (GLS) has demonstrated continuous incremental gains over the past three years related to the percent of students meeting growth targets in the areas of Math and ELA as measured by the Delaware Comprehensive Assessment System (DCAS). During the last Charter Term (SY 2014) there were noteworthy gains in Math (19% increase). The significant gains made in ELA during SY 2013 (11.3% increase) were not realized in SY 2014 with student performance in ELA remaining flat. These incremental gains resulted in a positive shift from an overall school rating of "Falls Far Below Standard" to "Does Not Meet" standard. It is GLS's expectation that more significant gains in both Math and ELA will occur in the current school year (SY2015) as a result of a focused, comprehensive approach to instruction. We will be using the Proficiency Measures as data to drive instruction. It is the reason we implemented new curriculum with a focus on instructional rigor. In the areas where we show improvement, we intend to continue growing and making progress. *(GLS Academic Performance Framework Report - Appendix A, and The Alternative Performance Report - Appendix B, documents overall school ratings)*

Percent of Students Meeting Growth Targets

School Year	Math	School Rating: Math	ELA	School Rating: ELA
2010-11	N/A	N/A	N/A	N/A
2011-12	24.3%	Falls Far Below	31.7%	Falls Far Below
2012-13	26.7%	Falls Far Below	43.0%	Does Not Meet
2013-14	45.7%	Does Not Meet	43.5%	Does Not Meet

Percent of Students Meeting Proficiency Measures

Grade	% Meeting/Exceeding Standards: Math			% Meeting/Exceeding Standards: ELA		
	2013	2014	% Change	2013	2014	% Change
3	31.25%	45%	+13.75%	46.67%	65%	+18.33%
5	22.22%	25%	+2.78%	37.14%	28%	-9.14%
8	24.24%	20%	-4.24%	39.39%	17%	-22.39%

Changes in Instructional Practices

For SY 2014 the Founder of GLS who also served as the Head of School (SY2011-2013) stepped down as the Head of School and hired two education administrators charged with increasing student performance. In SY 2014 the new Head of School invited Delaware Academy of School Leaders (DASL) from the University of DE to conduct a Comprehensive Success Review of GLS. DASL's team of experts collected evidence on key areas related to successful schools (i.e., Leadership/Mission/Vision; Curriculum and Instruction, Assessment & Accountability, Professional Development

and School Environment). DASL conducted 144 classroom observations, held interviews with teachers, staff, parents, students, Head of School and the Assistant Head of School along with completing a GLS document review. The findings of the 2014 Comprehensive School Review were shared with the GLS board. In response to the findings below are the changes to instructional practices that GLS is undergoing for SY 2015.

This year we have created an Instructional Leadership Team to support our emphasis on instructional rigor. The team is made up of teachers from each grade level who have shown leadership among their peers. The Principal heads up this team. This was a recommendation from the DASL experts who conducted the Comprehensive Success Review.

1. Roles and responsibilities of the Head of School and Assistant Head were revised. The former Assistant Head of School position now carries the title of "principal". The principal's roles and responsibilities are more clearly focused on GLS's instructional program. *(see job descriptions in Appendix C)*
2. GLS's school year calendar and daily student schedule are revamped maximizing instructional time. DOE approved GLS's SY 2015 school year calendar. The revised student schedule includes the following adjustments:
   a) A daily Response to Intervention (RtI) opportunity in both ELA and Math. The RtI schedule happens at the same time throughout the school allowing for students to be grouped by their specific instructional needs where targeted instruction will occur.
   b) Teachers and students are operating with a bell-to-bell schedule to further maximize instructional minutes/times.
   c) Common planning time has been incorporated into the daily schedule for paraprofessionals and teachers. Paraprofessionals are receiving training on how to effectively be involved in the instructional process from planning to implementation. The expectation is for all paras to be actively engaged in classroom lessons allowing for more individual student instructional support.
3. An Instructional Focus has been developed, communicated to staff and is being implemented:
   a) An instructional Leadership Team was created including the Principal, teacher and paraprofessional representatives who have a strong understanding of content and pedagogy.
   b) The Instructional Leadership Team has communicated the year's instructional focus with Common Core Standards being the umbrella for all instruction along with 3 core instructional strategies *(see Appendix D for instructional focus visual):*
      - ✓ Higher Order Questioning Strategies
      - ✓ Summarizing
      - ✓ Arts Integration
   c) New ELA and Math Curriculum that is more closely aligned with Common Core Standards was purchased and provided to all teachers along with training.

- ✓ Elementary Math Core Curriculum - Investigations
- ✓ Elementary Intervention Curriculum - Do The Math
- ✓ Middle School Core Curriculum - Connected Mathematics Project 3
- ✓ Middle School Intervention Curriculum - Math XL and Do The Math
- ✓ ELA Elementary and Middle School - Achieve 3000

The SY2015 GLS professional development schedule better addresses on-going PD that is dynamic, research-based, includes follow-up and support is job-embedded and promotes self-reflection. GLS staff participates in a 50-minute PD opportunity 3 days a week every week. The GLS Instructional Leadership Team plans out the monthly PD calendar *(see Appendix E for PD calendars for Aug/Sept/Oct)*. Throughout the year the weekly PD will include:

a) training sessions & follow up
b) study groups
c) action research groups
d) peer coaching

4. GLS is implementing both formative and summative assessments using the Northwest Evaluation Association Measures of Academic Progress (MAP), a norm-referenced, adaptive assessment tool. MAP formative assessments will be administered three times throughout the year providing specific data related to individual students' needs allowing for more targeted instruction within RtI groups and regular classroom instruction.
5. A systematic approach to monitoring instructional practices has been developed and is being implemented this year (SY2015).
   a) Routine classroom walkthroughs are occurring by the "principal". The walkthroughs have a clear focus on expected instructional practices.
   b) The principal has devised a schedule for implementing the Delaware Performance Appraisal System (DPAS). The Principal's focus is on providing more meaningful feedback to teachers related to the DPAS rubrics. Teachers received PD in the DPAS rubric. *(See walk-through document in the Appendix F)*

2.2 Is the school meeting its mission?

a) State the mission of the school as it appears in your charter application. How does your school measure and track mission accomplishment?

The mission of GLS is to *provide an extraordinary educational opportunity for our students using arts based, multi-sensory teaching techniques and curriculum that is aligned to Delaware Content Standards in a safe, secure and nurturing environment. The school plans to eventually serve the community as a center for the professional development and education of teachers, parents and students by providing access to the latest research-based curriculum, technology and training.*

The GLS mission statement was adopted from the original Gateway Lab School of Washington. The current mission statement has not been revisited since the inception of the charter (2010). As a result of the CSR conducted by DASL the GLS board plans

to revisit its mission statement during SY2015. The purpose of revisiting the mission statement is to ensure that it remains relevant, is clear, concise and focused on students' academic success.

Once the "revisiting" process is completed the GLS mission statement will be broadly communicated among internal and external stakeholders using multiple means, making it highly visible throughout the building, in school communications and online.

Measuring the accomplishment of GLS's mission will be four-fold:

- ✓ Increased rates of students meeting performance targets
- ✓ Parent satisfaction surveys
- ✓ Teacher/staff satisfaction surveys
- ✓ Student Summit

III. Organizational Framework

3.1 Is the school organizationally sound?

a) Discuss the school's organizational performance over the last three or four years. How has the school performed with regard to organizational measures over the last charter term? In the absence of expected achievement, identify proposed changes to organizational practices that your school will implement to improve the school's organizational outcomes.

Gateway Lab School was incorporated in the state of Delaware on July 13, 2007; and currently meets all organizational standards as a charter educational school. The dedicated seven (7) member Board of Directors, which include four officers, are responsible for overseeing and governing the school, its administration and budget oversight. Among its duties, the Board of Directors are responsible for establishing the mission, goals, By-laws and governing principles, and ensuring that GLS is in compliance with all applicable federal and state statutes.

To maintain its collective experience, Board Members participate in board training, training offered by the Delaware Department of Education, and participate in professional development trainings related to their role as board members and all other related trainings that will enhance their capacity and responsibilities as board of directors. Currently, the Board Members are putting a 5-year strategic plan into place which will even better guide them as they govern GLS, its staff and students. The plan will be available on the school's website the fall of 2014.

Gateway Lab School's overall organizational rating is Does Not Meet. However, we do not agree with this rating. The school's student attendance rate is impacted negatively when students are in alternate placements/hospitals. Due to our unique student population, there are students that attend day treatment centers and inpatient facilities for extended stays to address their mental health needs. Attendance at these alternate placements/hospitals is often a result of a doctor's recommendation. Additionally, the

excused absence rate is impacted by anxiety and sleep related health problems that some of our students have. Furthermore, the board makeup has always included a parent director, and the annual report was emailed to the Charter School Office on the due date, however rejected by the DOE server. After several failed attempts it was faxed, and hard copy mailed to the Charter School Office. With approval from the DOE Pupil Accounting office, we are revising Measure 4b to: Gateway Lab School's average daily attendance will exceed 90%. By September 2014 we achieved the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review*. (See the Board Member Self Evaluation, Board Evaluation Form and Board Packet in Appendix G)*

3.2 Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?

a) Provide specific examples of how your educational program is in compliance with instructional days/minutes requirements, the use of state assessments, Delaware content standards requirements, and providing an education and accommodations for at-risk students.

Gateway Lab School has and is implementing all essential requirements of the educational program as required in Delaware, including but not limited to Del. C., Title 14, Ch. 5, §512 (3), and the education program in operation reflects the essential terms as defined in the charter, including but not limited to: instructional days or minutes requirements; graduation and promotion requirements; state assessments; Delaware content standards and state program requirements; implementation of mandated programming as a result of state or federal funding; appropriate strategies to accommodate at risk students and those needing special education services, pursuant to Del. C., Title 14, Ch. 5 , §512 (7); and the education of at risk youth, pursuant to Del. C., Title 14, Ch. 1, §153.

Gateway Lab School's academic calendar is submitted to the DOE for approval. The school day starts at 8:45 am to 4:00 pm, Monday thru Friday. *(You will find evidence of curriculum alignment to Common Core State Standards in Appendix H)*

3.2 Is the school protecting the rights of students with disabilities and English language learners?

a) Describe the process by which students with special needs are identified and evidence that the school is effective in providing the right resources and services for students with disabilities.

Gateway Lab School provides an equal opportunity and access to a free education for all students, including students with disabilities in accordance with Section 504 of the

Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and 14 Delaware Code §506.

When students request enrollment at GLS, a process of screening, diagnosing, providing accommodations, re-evaluating and testing for special education needs is administered. We also review and rely on previous school records, if available and applicable, in addition to conducting our own assessment in making a determination about special education needs, accommodations and placement.

Sixty-percent of the students at GLS are special education compared to 12% in the district. Additional support is provided to students with special needs from our Student Support Team (Director, School Psychologist, Nurse, Reading or Math Interventionist, Special Education Coordinator, and at least two teachers that have the student). This group makes up the IEP team once a student has been identified as needing special education services. The IEP team works with the student and family to ensure that academic and developmental success is reached. We also have group and individual counseling sessions throughout the day. Students meet with one of the IEP team members to develop or follow up with the student IEP plan.

To ensure that all special education services are provided by the most qualified teachers, GLS requires that all teachers working with disabled students must be certified as Special Education teachers with demonstrated experience and qualifications. Teachers are encouraged to use the AMSES manual as a reference to ensure that the school operates within state guidelines as they relate to at-risk students and students with disabilities. Teachers working with special education students are provided ongoing training, professional development opportunities, and training opportunities about the Response to Intervention model and Special Education Law.

Board responsibility also includes ensuring that Gateway Lab School is in full compliance with all applicable federal and state statutes related to the education and protection of students with disabilities.

b) Describe the process by which students with English language learners are identified and evidence that the school is effective in providing the right resources and services for these students.

English language learners are identified at the time of enrollment and through assessments.

.

3.3 Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?

a) Fill in the following chart with the appropriate enrollment information over the last 4 years (3 years if this is the school's first renewal):

School Enrollment Trends									
	2010-2011		2011-2012		2012-2013		2013-2014		
	Approved Enrollment	**Sept 30 Enrollment Count**	**Approved Enrollment**	**Sept 30 Enrollment Count**	**Approved Enrollment**	**Sept 30 Enrollment Count**	**Approved Enrollment**	**Sept 30 Enrollment Count**	**Current Waitlist for the 2014-2015 School Year**
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	N/A	N/A	36	34	36	33	36	21	0
Grade 4	N/A	N/A	36	36	36	37	36	38	0
Grade 5	N/A	N/A	36	35	36	40	36	40	4
Grade 6	N/A	N/A	36	39	36	38	36	39	10
Grade 7	N/A	N/A	36	39	36	39	36	38	9
Grade 8	N/A	N/A	N/A	N/A	36	38	36	32	0
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	**N/A**	**N/A**	**180**	**183**	**216**	**225**	**216**	**208**	**23**

b) Provide information regarding the school's attrition rate over the last 4 years (3) years if this is the school's first renewal). Using data starting with the number of students enrolled September 30, what number and percentage of students transferred out of the school by the end of the school year?

School Attrition Rates									
	2011-12			2012-13			2013-14		
	Sept 30 Enrollment Count	End of Yr Transfer Number	End of Yr Transfer Percent	Sept 30 Enrollment Count	End of Yr Transfer Number	End of Yr Transfer Percent	Sept 30 Enrollment Count	End of Yr Transfer Number	End of Yr Transfer Percent
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	34	33	3%	36	33	8%	20	21	+5%
Grade 4	35	34	3%	36	35	3%	38	37	3%
Grade 5	37	32	14%	40	36	10%	40	40	0%
Grade 6	39	39	0%	39	35	10%	39	38	3%
Grade 7	39	39	0%	39	36	8%	38	37	3%
Grade 8	N/A	N/A	N/A	38	34	11%	33	31	6%
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

c) How does the school both monitor and plan to minimize attrition rates? Provide a summary of why students left your school.

GLS monitors attrition rates through parent/teacher/principal conferences and have created a culture to make sure students receive individual attention in a safe school, we go beyond for our students by offering programs during the summer, weekends, and before and after school that provide tutoring and build on what students learn during the school day. A total of 19 students withdrew from GLS at the end of SY 2013/14. Four students moved out of the area/state, 7 transferred to a different public or charter school, 1 transferred to a private school, and 1 is now homeschooled. Of the 19 students, there were two sets of siblings, bringing the non re-enrollment number to 17. Eighty-nine percent of GLS students re-enrolled for SY 2014/15.

3.4 Is the school complying with governance and reporting requirements?

The following governance and reporting requirements have been and continue to be met. Budget oversight committee—Del Code, Title 14, Section 1508; Monthly financial reporting—Del Code, Title 14, Section 509(k); Audit—Del Code, Title 14, Section 513; Web posting of check register—Del Code, Title 14, Section 1509; Web posting of 990—Del Code, Title 14, Section 509(k); Annual report—Del Code, Title 14, Section 513

a) Provide a current organizational chart, which includes the Board of Trustees. *(See Appendix I for GLS organizational chart.)*

3.5 Is the school complying with closure requirements?

a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school, including a plan to set aside sufficient funds to cover the salaries owed to those employees who are paid over a 12-month period.

To prepare for a possible closure of the school, GLS will set aside adequate funds to assure that all employees are paid according to their contractual agreements with the school, to pay staff who would be required for close-out activities, and to pay vendors such as auditors, movers, liquidators, etc. that would be needed. All cash and cash equivalents will be distributed first to satisfy outstanding payroll obligations for employees, then to the remaining creditors. To ensure the cash reserve is sufficient, the Board has implemented a plan to build into its budget a cash reserve sufficient to maintain closing costs, review funding balances and financial projections on a monthly basis to ensure the fiscal health of the school and the reserve fund. In the event that GLS is closed for nonfinancial reasons and, following the authorizer's charter school closure protocol, GLS's Board would work closely with the DDOE concerning next steps (parent notification, transfer of records, disposition of school assets, etc.) to ensure a smooth and orderly closure and transition. The school would follow all legal and regulatory requirements such as those contained in Delaware Code 512, Section 16.

IV. Financial Framework

4.1 Is the school financially viable?

a) Provide an analysis of the results of your Financial Performance Reports over the last three years (2010-11, 2011-12, 2012-13). Where applicable, provide explanations for areas where standards were not met, including your plans and strategies for improving the individual measures and overall ratings.

Near Term Indicators:
As is demonstrated from the results, GLS received "Meets Standards" for all Near Term Indicators measuring financial resource factors for FY2012, FY2013 and FY2014 with a Summary and Overall Rating of also "Meets Standards". The results as measured were

a reflection of continuing funds each year for FY2012 through FY2014. Summer Pay was budgeted in its entirety based upon staff at the point of the final budget approval. A 2% Contingency is in place in preparation for planned priorities, and the administration set aside the remaining unused portion. Accounts Payable: vendor obligations were sufficiently budgeted to ensure that resources were available at year end to accommodate any unpaid vouchers carried into the New Year, thus not expecting New Year Funds to accommodate prior year obligations and the remaining contingency balance was made available for planned one time instructional initiatives.

While it is not expected that balances such as those demonstrated will continue, it is expected that board and administrative practices of funding summer pay will continue. In addition, the past continuing balances have also provided support for the unknown instructional needs for a special population at a time when enrollment is not expected to exceed the approved enrollment of 216 plus 5% to 226.

Sustainability Indicators:
When revenue for each year is compared to the expenditure activity, expenditures for FY2014 exceed revenue by $259,160. During FY2014, one-time obligations for a planned renovation project and prior year vendor obligations (accounts payable) totaling $298,053 have skewed the indicators where there is the appearance of deficit spending. The one-time obligations were supported by continuing funds from FY2013.

Financial Performance Framework									
Year	Current Working Capital Ratio	Unrestricted Days Cash	Enrollment Variance	Default	Total Margin	Debt to Asset Ratio	Cash Flow	Debt Service Coverage Ratio	OVERALL RATING
2011-12	M	M	M	M	NR	M	NR	N/A	M
2012-13	M	M	M	M	NR	M	NR	N/A	M

b) Provide a summary of findings from independent audits and, where applicable, how the school developed and implemented a corrective action plan in response to audit findings.

Audit Summary: FY2012
Finding 01: Timely deposits of receipts posted to the First State Financial System. Recommendation: Procedures be established that will require the outside accountant to periodically obtain a report from the School detailing all deposits made to ensure FSF entries are accurate and in agreement with the report. Finding resolved as of the FY2013 Audit. The school replaced part-time staff with fulltime FSF trained staff. No further instances were noted.

Finding 02: Related party organization using the School's EIN
Recommendation: The Gateway Friends and Family obtain its own EIN for tax filing purposes. Finding resolved as of the FY2013 Audit. The Gateway Friends and Family obtained their own EIN.

Finding 03: Failure to retain adequate documentation for Expenditures.
Recommendation: The School establish a record retention policy that will establish that the school retains all invoices, purchase orders, and payment vouchers for its expenditures for a minimum period of time established by the School. Finding resolved as of the FY2014 Audit.

Finding 04: Lack of Capital Asset Inventory Listing
Recommendation: That management take an inventory listing of all its fixed assets to which the School has title, and create and maintain a schedule of those assets, including all additions and disposals that may occur. Finding resolved as of the FY2014 Audit. School had initiated the process of performing an inventory of its capital assets, creating a list to documents the assets and their related costs.

Finding 05: Lack of a formalized capitalization policy
Recommendation: The school formally establish a capitalization policy. Finding resolved as of the FY2014 Audit. School has drafted and implemented an approved capitalization policy.

Finding 06: Failure to create purchase orders for required expenditures.
Recommendation: The School establish a policy to consistently create purchase orders for expenditures over the $5,000 threshold, and for any capital assets that are to be purchased. Finding resolved as of the FY2014 Audit. Recommendation accepted and followed.

Finding 07: Filing of 2010 Tax Return on a Calendar Year Basis
Recommendation: The school file all future returns on a fiscal year basis. Finding resolved as of the FY2013 Audit. Recommendation accepted and followed.

Finding 08: Filing FY2011 Tax Return late.
Recommendation: The school file future tax returns in a timely manner to the IRS, to avoid being assessed fines. Finding resolved as of the FY2013 Audit. Recommendation accepted and followed.

<u>Audit Summary: FY2013</u>
Finding 01: Approvals of Payment Vouchers and Purchase Orders by External Consultant.
Recommendation: Policies be enacted that will designate an employee the responsibility for creating purchase orders and payment vouchers in the FSF system with the Head of School or another administrator be solely responsible for the required approvals. Finding resolved as of the FY2014 Audit. The Head of School approves all payment vouchers, while the external consultant approves purchase orders.

Finding 02: Use of former Head of School's Procurement Card
Recommendation: The School immediately stop using the former Head of School's P-Card. Finding resolved as of the FY2014 Audit. P-Card was cancelled.

Finding 03: Preparation of Journal Entries
Recommendation: The School designate a suitably skilled employee to prepare the journal entries necessary to convert the financial statements from cash basis of accounting to the accrual basis of accounting and to ensure entries are posted to their proper accounts. Finding resolved as of the FY2014 Audit. The school contracted consultants to perform the conversion.

c) As an appendix, provide the following documents:

- *Final Fiscal Year 2014 Revenue & Expenditure Budget Report in the prescribed DDOE format found as Appendix J*
- *Approved preliminary Fiscal Year 2015 Budget found as Appendix J*
- *Fiscal Year 2014 Audited Financial Statements found as Appendix J*
- *Projected revenue and budget worksheets and narrative through 2018-2019 in the prescribed DDOE projection format found as Appendix J*
- *Financial Performance Framework Report found as Appendix K.*

V. Five-Year Planning

5.1 Projected Enrollment

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

Projected Enrollment					
	2014-2015	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
K	N/A	N/A	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A	N/A
Grade 3	20	36	37	38	38
Grade 4	33	35	36	38	38
Grade 5	41	33	36	37	38
Grade 6	40	41	36	36	38
Grade 7	41	40	41	36	38
Grade 8	33	41	40	41	36
Grade 9	N/A	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A	N/A
TOTAL	208	226	226	226	226

5.2 What are the school's plans for the next five years of the charter?

a) Describe what changes and improvements the school will undertake in the next five years based on the school's examination of student performance outcomes.

- Growth in every subgroup in subjects measured by the Common Core Standards
- MAP testing, assessing students up to 5 times per year as an alternative assessment
- Implemented new English and Math curriculum for SY 2014-15
- Purchased new RTI curriculum
- Focus on data-driven instruction
- Partnership with the University of Delaware Arts Bridge Scholars to embed the arts into core subject areas
- Change in daily schedule which provides for school-wide teacher PD 3 days a week and PLC 2 times per week where teachers meet by grade and by subject area for common planning
- Common Core lesson plan format has been implemented and will be checked with weekly walk throughs by administration
- Implemented Instructional Leadership Team (ILT) which consist of teachers from each grade and a paraprofessional. the ILT plan PD and PLC calendar each month
- Increased professional development in Special Education law and process
- Require each teacher to participate on a school or Board committee
- Implement a Balanced Calendar
- Develop relationship with a local university to provide special education training to student teachers
- Supply laptops or iPads to 100% of student body
- Fully develop the Center for Excellence model

b) Provide goals and performance outcomes, including assessment tools and measures to be used. Provide a rationale for the identified goals and assessment measures. Provide any mission-specific goals that you will include in your Performance Agreement.

- Change to MAP testing and assess up to five times per year. Our student population learns and retains information differently; therefore, frequent testing more accurately measures student growth and progress when given in closer intervals of learning time periods
- Develop RTI curriculum which provides early intervention for students at an earlier stage

c) Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

Gateway is currently developing a five-year strategic plan that includes a feasibility study to explore future expansion, which may include changes to our current facility. If the school Board determines that expanding to grades 1 and 2, as outlined in our

original charter application, is feasible, a modification will be filed along with all required details.

d) Provide information regarding how the Board of Trustees effectively evaluates the school administration.

The Board of Directors conducts an annual, 360-degree review of the Head of School. Likewise, there are in place oversight reviews of Principal and other administrators which are conducted along with the Head of School.

e) What policies and procedures are in place to evaluate the school leader on an annual basis?

A 360-degree interview is conducted annually by the Board of Directors

f) Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.
   - Annual meeting which includes governance training
   - Attendance at national conferences and local training provided by DEDOE and the Delaware Charter School Network
   - Recently revised Board Orientation Packet and new member induction procedures
   - Board meetings are held monthly
   - Plans are in place to expand Board committees by including non-board members, which can serve as a recruitment tool for future board members
   - We have recently implemented two board evaluations including a member self-evaluation and a general evaluation (See Appendix G)
   - An annual Parent Survey is in place to further evaluation governance effectiveness and performance. You can find our most recent parent survey at https://www.surveymonkey.com/results/SM-LXV29V68/

g) Describe the school's process for succession planning including identification, development and retention of school leaders.

   - Head of School works closely with the Principal through weekly meetings, shared responsibilities, and leadership development
   - We provide opportunities for the school Counselor and Educational Diagnostician to assume greater responsibility and leadership in decision making
   - There is an established Instructional Leadership Team which provides teacher-led Professional Development
   - Teachers actively participate on Board committees

APPENDICES

Annual Report 2017-18

GATEWAY LAB CHARTER SCHOOL

ANNUAL REPORT

2017-2018

2501 Centerville Rd,
Wilmington,DE 19808
Phone:(302) 633-4091

I. OVERVIEW

1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.)***

BASIC INFORMATION	
Name of School	Gateway Lab Charter School
Year School Opened	2011
Enrollment 2017-2018 [1]	189
Approved Enrollment	226
School Address	2501 Centerville Rd, Wilmington,DE 19808
District(s) of Residence	Red Clay Consolidated School District
Website Address	http://www.gatewaylabschool.org/
Name of School Leader	Catherine Dolan
School Leader Email and Phone Number	Catherine.Dolan@gls.k12.de.us (302) 633-4091
Name of Board President	Joyce Henderson
Mission Statement: To provide an individualized arts-based learning experience in a safe and nurturing environment using innovative approaches to equip students with the tools to achieve academic excellence and personal growth.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row ("# of Students on Waiting List") for 2017-2018. (Note: The remaining sections of the table will be completed by the Charter School Office. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2017-2018[1]
Total Enrollment	189
# of Students on Waiting List	62
Gender	
% Male	64.55%
% Female	35.45%
Ethnicity/Race	
% African American	48.68%
% American Indian	0.53%
% Asian	2.12%
% Hispanic/Latino	7.94%
% White	38.62%
% Multiracial	1.59%
Special Populations	
%Special Education[2]	57.14%
% English Language Learners	1.59%
% Low-Income	42.86%

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

Date	Modification Requested	Outcome
January 2013	Major (?) – Postponement of the addition of grade 2 (SY2013/14) & grade 1 (2014/2015)	Approved
April 2013	Minor – Alteration/Enhancement of school rented facility	Approved
March 2014	Major - enrollment preference for students at risk of academic failure	Approved

Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

1.4 School Enrollment:

Please review the following chart with the school's enrollment trends during the current term of the charter.(This table will be completed by the Charter School Office. Please review for accuracy. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

School Enrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	2017-2018	
	Approved Enrollment	**30-Sep Enrollment Count**
K		
Grade 1		
Grade 2		
Grade 3	38	19
Grade 4	38	24
Grade 5	37	26
Grade 6	36	38
Grade 7	36	43
Grade 8	41	39
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total	226	189

Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

1.5 Reenrollment:

Reenrollment Rate[2] is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school's reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

School Reenrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	Gateway Lab Charter School	
	Number of Students Reenrolled Count	**Percentage of Students Reenrolled %**
K		
Grade 1		
Grade 2		
Grade 3		
Grade 4	16	61.54%
Grade 5	21	84.00%
Grade 6	28	73.68%
Grade 7	36	80.00%
Grade 8	35	76.09%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	136	75.56%

** School entry grade level. Reenrollment data not collected for this grade level.

Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

Gateway Lab School has been challenged with administrative and teacher turnover in the last few years. Some of the administrative turnover was due to circumstances outside of the school's control. Ensuring that the school's administrative and teaching staff understood and had the support to carry out the school mission presented a challenge for the Board. In part, lack of a defined mission and

vision has resulted in attrition in our re-enrollment. Due to an unexpected vacancy in school leadership in 2018, the GLS Board hired former HOS, Catherine Dolan to serve in the capacity of Acting HOS and former HOS, Pam Draper to serve as Business Manager. Marlin White is serving as Interim Principal. Additionally, founding Board members, Joyce Henderson and Sherlock Hack have returned as Board President and Treasurer respectively. Together, Board members and the administrative team are working together to ensure that our mission and academic expectations are clearly defined for both teachers, students and families. Parent surveys will be sent out in early 2019 inform the Board and administration of parent satisfaction levels. Additionally, the Board has begun a three-year strategic planning process that will serve to shore up challenge areas and chart a plan for growth over the next 3-5 years.

Lack of consistent, reliable bus transportation is another factor that has contributed to some parents choosing to enroll their children in their district school.

II. ACADEMIC PERFORMANCE

2.1 Delaware Alternative Academic Performance Framework

Overall Academic Ratings

Metrics	Delaware Alternative Academic Performance Framework
	2017-2018
Academic Achievement	1 Star (20.48/150 pts) Far Below
Growth	4 Stars (155.9/200 pts) Meets
On Track to Graduation	5 Stars (48.14/50 pts) Exceeds
College and Career Preparation	3 Stars (45.36/100 pts) Approaching

Note: Please utilize the hyperlinks in this sentence for more information about the Academic Performance Framework or the Delaware School Success Framework (DSSF)

a) Based on the table above discuss the school's:
- overall academic achievement results,
- major challenges,
- and accomplishments over the course of the school year.

Performance Agreement

Academic Performance Expectations

Gateway Lab School's overall academic rating is ""Falls Far Below Standard."" By September 2014, our expectation is to achieve the overall rating of ""Meets"" or ""Exceeds "" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

a) Discuss the school's academic performance based on its approved Performance Agreement (see above).

School Comments

Gateway's Alternative Academic performance shows mixed results across the board. The school is meeting the standards as it pertains to growth and "on track to graduation" . We are approaching standards in College and Career Readiness and Far Below standards in Academic Achievement. We feel strongly that our student's growth and "on track to graduation" measures are a significant indicator of the future academic and social emotional growth of our student population as they approach high school.

2.2 Academic Achievement/Proficiency Data

Academic Achievement	Delaware Alternative Academic Performance Framework	
	2017-2018	
Rating	1 Star (20.48/150 pts) Far Below	
	School	Similar Schools Metric Value
ELA	10.35	50.53
Math	2.89	42.32
Science	Science was not assessed by the state in 2017-2018	
Social Studies	Social Studies was not assessed by the state in 2017-2018	

Note: Please utilize the hyperlinks in this sentence for more information about the Academic Performance Framework or the Delaware School Success Framework (DSSF).

The table above lists the school's available DSSF Academic Achievement ratings.

Respond to the following questions.

a) Based on the school's Academic Achievement ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

Gateway Lab School's student population reflects nearly 60% of students with identified special education needs, in addition to approximately 42% of students classified as Low Income. Understanding that these students often perform poorly on standardized testing, the Department of Education approved an alternative framework to measure the progress of our students. As our "Meets Requirements" rating indicates for the Growth measure, Gateway students are making strides in their progress to the goal.

Administrator turnover contributed to uneven outcomes in student performance as teachers did not always have the guidance and data-driven support needed to implement the curriculum and arts-integration standards to maximize student outcomes.

b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

School Comments

As positive student growth measures continue, we expect to see our student's academic achievement increase over time as well. With experienced Administrators guiding, training and evaluating our teaching staff against expectations, there is cohesion of purpose in our building toward this goal. Some of the most recent, impactful changes include the implementation of new curriculum (Wonders for grades 3-6 and Collections for grades 7 &8), re-establishment of an RTI block of instructional time with the most experienced teachers providing Tier 3 instruction, the less experienced or novice

teachers working with Tier 2 students and our “specials” teachers providing enrichment activities for our students on grade level. Our school schedule has been changed to put more emphasis on academic rigor. The school’s new administration and Board are placing an emphasis on Gateway’s original mission and vision – Arts Integrated classroom instruction, Responsive Classroom social skills acquisition and remediation of reading skills through Wilson Reading.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

School Comments

Gateway will measure progress toward expected Academic Achievement outcomes by using the state data tracking tools – eSchool, Data Service Center (attendance, progress monitoring, behavior referrals and other tools) to provide data driven instruction for all students. These tools were underutilized in the past.

2.3 Growth Data

Note: Please utilize the hyperlinks in this sentence for more information about the Academic Performance Framework or the Delaware School Success Framework (DSSF).

Growth	Delaware Alternative Academic Performance Framework	
	2017-2018	
Rating	4 Stars (155.9/200 pts) Meets	
	School	Similar Schools Metric Value
ELA	35%	47%
Math	35%	43%

The table above lists the school's available DSSF Growth ratings.

Respond to the following questions.

a) Based on the school's Growth ratings for all students over the course of the school year, discuss the school's current performance and provide at least three explanations/root causes for the results (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

Gateway Lab School's Growth performance is Meets. In spite of the turnover in staff, Gateway students showed growth because the school's culture, climate and academic supports are designed to provide students with support that is not typically available in traditional classrooms. Student support comes in many forms. Some of the most significant in the past year, includes a full-time on-site Wilson Reading teacher who pulls identified students school-wide for specialized reading instruction, small class size and the ability to measure student progress up to three times per year through NWEA MAP testing which allows teachers to identify areas of academic weakness throughout the year.

b) Looking ahead, what are your expected outcomes for Growth for all students and what steps will you take to achieve them?

School Comments

Our expectation is that our students will continue to Meet or Exceed the standard for Growth going forward. The steps currently in place include NWEA MAP assessments which measures growth from Fall to Winter to Spring based on the individual student's projected outcomes. Teachers have set goals in Component V of the DPAS II evaluation for their students and are measured by their student's results. This was not done with fidelity in previous years. Returning to this practice will improve outcomes.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Growth outcomes for all students.

School Comments

Gateway will measure progress toward expected Growth outcomes by using NWEA MAP testing, state data tracking tools – eSchool, Data Service Center (progress monitoring) and teacher DPAS Component V goals to provide data driven instruction for all students.

2.4 On Track to Graduation Data

Note: Please utilize the hyperlinks in this sentence for more information about the Academic Performance Framework or the Delaware School Success Framework (DSSF).

On Track to Graduation	Delaware Alternative Academic Performance Framework	
	2017-2018	
Rating	5 Stars (48.14/50pts) Exceeds	
	School	State
Attendance	96.28 %	N/A
On-Track in the 9th grade	**	92.92 %
4-year Cohort Graduation Rate[3]	**	85.75 %
5-year Cohort Graduation Rate	**	85.63 %
6-year Cohort Graduation Rate	**	85.72 %

**The school did not service students in the grade levels assessed by this metric.

The table above lists the school's available DSSF On Track to Graduation ratings.

Respond to the following questions.

a) Based on the school's On Track to Graduation ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

Gateway Lab School's current rating is Exceeds. As mentioned previously, we are using the DSC tools to track attendance, in addition to our Guidance Counselor's regular outreach to our families though regular follow up, student attendance contracts and meetings to encourage consistent attendance. Most importantly, we hear from parents that their students want to be in school and hate to miss a day.

b) Looking ahead, what are your expected outcomes for On Track to Graduation and what steps will you take to achieve them?

School Comments

The school expects to continue to Exceed the requirements for On Track to Graduation. Outside of tracking attendance and staying in touch with families, we have several events that are designed to

encourage student expectations and planning around graduation. GLS hosts an annual High School Night each October to help students and families choose wisely for success. Other activities include Career Day and attendance at the Delaware Transition Conference to help students to prepare for college and career. Our Guidance Counselor assists with helping students to prepare for and write their essays for entrance to area Vo-Tech schools.

b) Describe how you will measure progress to determine whether you are on track to meet your expected On Track to Graduation outcomes.

School Comments

We measure progress through Cognos reports, DSC reports and close follow up with parents and students that have attendance challenges.

2.5 College & Career Preparation Data

Note: Please utilize the hyperlinks in this sentence for more information about the Academic Performance Framework or the Delaware School Success Framework (DSSF).

College & Career Preparation	Delaware Alternative Academic Performance Framework	
	2017-2018	
Rating	3 Stars (45.36/100 pts)	
	School	Similar Schools Metric Value
Growth to Proficiency ELA	20 %	41 %
Growth to Proficiency Math	13 %	31 %
College & Career Preparation	N/A	N/A

The table above lists the school's available DSSF College and Career Preparation ratings.

Respond to the following questions.

a) Based on your College and Career Preparation ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

Please see responses in 2.2a and 2.3a

b) Looking ahead, what are your expected outcomes for College and Career Preparation and what steps will you take to achieve them?

School Comments

We will continue to provide avenues for our students to prepare for and obtain resources to prepare them for college and career. Vo-Tech schools, where a number of students enroll is career preparation for those who may not choose college. We support and encourage students to apply for and enroll in schools where they will be most successful.

c) Describe how you will measure progress to determine whether you are on track to meet your expected College and Career Preparation outcomes.

School Comments

We will continue to use NWEA MAP testing to measure student growth toward proficiency. We plan to continue to utilize the activities mentioned above in addition to implementing plans for a CTE curriculum in the near future.

III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

As a school that focuses on high needs students, our goal is to have students increase performance in Reading skills.

Essential Question indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable

Staff

Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Students will demonstrate growth on the MAP assessment.	Exceeds Standard -The school has at least 80 percent of all students meeting their growth target using MAP Meets Standard -The school has between 60 and 79 percent of all students meeting their growth target using MAP Does Not Meet Standard - The school has between 40 and 59 percent of all students meeting their growth target using MAP Falls Far Below Standard-The school has less than 40 percent of all students meeting their growth target using MAP	Gateway Lab School provided data from MAP to demonstrate that the school is meeting standard in their mission specific goal. This data contains PII and therefore has not been posted publically.	PDF Upload and entry into system by DOE.	1a1

a) Rate the school's performance according to the criteria established by the school for its 2017-2018 mission specific goal(s).

School Comments

With more than three complete changes in administrative staff since our first year, there have been notable challenges to the fidelity of our mission. Board assessment of the effects of the turnover and mission creep, lead to a concerted effort to implement changes at the end of SY2017-2018 to guide the school back to its established mission as defined by our charter. Despite the challenges, students are showing progress on many fronts. Foundationally, GLS has remained strong organizationally and financially. This has helped us implement necessary academic supports and staff that our children need to meet their goals. As we move forward with dedicated, skilled administrators, teachers and Board members, we believe that our students are on a trajectory that will lead to tremendous academic and social emotional growth. The Board is strengthening its oversight and professional

development by working with seasoned consultants, Delaware Association for Non-profit Advancement (DANA) for Board training and Digitus, a well-known Delaware education consultant for school-wide strategic planning. Acting Head of School, Catherine Dolan has returned to Gateway to ensure that the mission of the school is defined and implemented with fidelity. Gateway was established as a school "where arts are the Gateway to learning". Since most teachers do not receive education or training on how to design arts-integrated lessons, there have been challenges with school staff understanding how to integrate the arts into their lessons in a dynamic, rigorous way. This year, Dr. Linda Krakaur was hired to work with the teachers and paraprofessional staff monthly. Dr. Krakaur specializes in training teachers' curriculum development using "inquiry-based" arts integration. Three cohorts are rotating through hands-on training in lesson planning using various art forms – visual, music, drama and movement. Teachers are receiving intensive training on Responsive Classroom, our social skills curriculum. Gateway has a dedicated Wilson Reading instructor whose students have exceeded their goals and have advanced between 1-3 years of progress in reading in a single year. Teachers and support staff participate in daily morning professional development covering special education, lesson planning, classroom management and data-driven instruction to name a few.

b) Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

See attached

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the Organizational Performance Framework.

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

Gateway Lab Charter School

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

a) Describe the school's organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:
The school's overall rating for Organizational Performance is Approaching Standard. We did not meet the standard in 2a – Governance & Public stewardship. The Board and Administration have taken steps to ensure that the areas of weakness that led to deficiencies in both 2a and 4a measures have been addressed.

b) Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.

School Comments: Please see Section 2.

c) Address any measure where school did not meet standard or is approaching standard.

Please see Section 2.

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

DOE Rating Information:

No topic listed for executive session 11/17,10/17. Board training needed 12/17, 11/17, 10/17. CBOC composition violation 10/17. CBOC minutes missing 10/17,9/17,8/17.

School Response To Rating:

The Board of Directors has restored a process to track Board training for new and existing members. Treasurer Sherlock Hack is working with the current Board to recruit additional members to the CBOC and ensure the proper composition of the committee. On November 12, 2018 the Board received Board training with Paul Stock from DANA.

4. FACILITIES, TRANSPORTATION, HEALTH, AND SAFETY

Measure 4a.

Is the school meeting facilities, transportation, health and safety requirements?

DOE Rating Information:

Failed Cafetaria Evaluation due to discrepencies.

School Response To Rating:

In order to ensure that GLS is meeting all of the required measures in our school nutrition program, the school entered into a partnership with Red Clay Nutrition in 2016-2017 to run our school nutrition program. This partnership has resulted in greater efficiencies and helped us overcome the challenges of running the program with a small staff and limited budget.

Performance Agreement

Organizational Performance Expectations

Discuss the school's organizational performance based on its approved Performance Agreement.

Gateway Lab School's overall organizational rating is Does Not Meet. By September 2014, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review ..

a) Discuss the school's organizational performance based on its approved Performance Agreement (see above).

School Comments:
Gateway's overall organizational performance is Approaching Standards. The Gateway administrative staff and Board of Directors have implemented processes to address the areas of deficiency noted above. Board training and accountability for meeting the required posting and training requirements have been implemented. Our partnership with Red Clay Nutrition has provided the assurance that we are in compliance with our cafeteria requirements.

3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

Board Financial and Governance Training

First Name	Last Name	Role/Title	Financial Training Date
Kenyatta	Austin	Community Member	7/25/2017
Alison	Bredimus	Teacher Representative	TBD
Henry	Clampitt	Community Member	3/30/2017
Pamela	Draper	Member	7/1/2012
Jon	Fletcher	Community Member	10/24/2017
Geoff	Grivner	Community Member	10/23/2017
Sherlock	Hack	Community Member	10/14/2018
Joyce	Henderson	Community Member	12/30/2017
Larry	Heredia	Community Member	Pending
Tina	Horgan	Parent Representative	2/2/2017
Drew	Keohane	Teacher Director	7/25/2017
Doug	Salter	Community Member	11/27/2018
Nathaniel	Schwartz	Parent Representative	11/30/2015
Heidi	Shanus	Staff Representative	8/27/2018
Mary	Teeter	Member	TBD
Doreen	Rathmell	Teacher Representative	10/2/2018

*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

School Comments: To date, the GLS Board is compliant with financial training requirements.

b) Please complete the chart below with the necessary information. Pursuant to 14 Del. Admin. Code 736 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Role/Title	Financial Training Date
Henry	Clampitt	Treasurer	3/30/2017
Pam	Draper	Community Member	7/1/2012
Tara	Ford	Teacher Member	10/7/2018
Tim	Griffiths	CEO, Ex-officio	11/30/2015
Nate	Schwartz	Board Member	11/30/2015
Richard	Riggs	DOE Representative	11/30/2015
Dorcell	Spence	Consultant	7/1/2007
Sherlock	Hack	Treasurer	10/14/2018
Tina	Horgan	Parent Member	2/2/2017

School Comments: The GLS CBOC is fully compliant with financial training requirements.

3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

2017-2018		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
74%	14	19

*** To be completed by the school**

Review the table above with the school's teacher retention trends and answer the following questions.

a) Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

School Comments:

The Gateway Lab School Board has implemented a practice of conducting exit interviews with teachers who leave. There are a variety of reasons. Better pay is a top response. Gateway like many charter schools cannot compete with district teacher salaries. Other reasons include misalignment with the school mission and vision and uncertainty as a result of administrative turnover.

b) Describe how the school's professional development plans support teachers and leadership.

School Comments:

The new leadership on the GLS Board and Administration has put into action a clear plan for reestablishing the school mission and vision. In the current school year, teachers are receiving on-going professional development in Arts Integration, Social Skills training, and analyzing and using data to inform student outcomes. In 2016, the school applied for and received grants from the Longwood Foundation and The Laffey McHugh Foundation to provide tuition reimbursement to teachers as a means of attracting and retaining teachers.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the Financial Performance Framework.

The following tables will be completed by the Charter School Office. Please review for accuracy.

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

a) Describe the school's Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments: Gateway Lab School has received a rating of Meets Standard overall with a rating of Approaching Standard in 1c – Enrollment Variance. There are a number of measures that the current administration is taking to increase and steady enrollment:

- Clearly define the school's mission and core values internally and externally
- Reinforce our school mission to staff and ensure that teachers, paras and specialists are provided with the ongoing professional development and assessment needed to implement our program with fidelity
- Create marketing and communications that provides a clear understanding of our arts-integrated curriculum
- Share student success stories (past and present) along with student growth data to stakeholders and prospective families
- Communicate with our families by classroom and school-wide on a consistent basis and evaluate parent/guardian satisfaction via a mid-year survey

Engage internal and external stakeholders in our school-wide strategic planning taking place in SY201892019

b) Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

School Comments:

Strong financial oversight has been a practice at GLS since its inception. We will continue with our current budget planning and process. Acting HOS, Catherine Dolan negotiated a 15% reduction in our current lease agreement that will remain steady for two years. The Board has re-established the Finance Committee this school year. The committee will be involved in review of the schools current financial practices to maximize efficiencies and to plan for sufficient funding of the school's strategic plan. Additionally, the Board has established a Building Search in anticipation of a move in the next couple of years with an eye toward finding an economical, long-term solution.

c) Address any measure where school did not meet standard or is approaching standard

Please see letter a) above.

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2017-2018
88%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore , a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

School Response To Rating:

The Gateway Lab School Board and Administration is aware of the enrollment variance and is implementing practices internally and externally (as shared above) to bring our enrollment to >100% for the 2019-2020 school year. There was a further decline in enrollment for the current school year (2018-2019), due to administrative turnover and the reasons mentioned previously. We believe that the enrollment and retention strategy that we are implementing will be instrumental in increasing and retaining enrollment.

Performance Agreement

Financial Performance Expectations

Gateway Lab School's overall financial rating is "Meets" standard" as measured by the Financial Performance Framework. By September 2014 our expectation it to achieve the overall rating of "Meets Standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

a) Discuss the school's financial performance based on its approved Performance Agreement.

School Comments:

Gateway Lab School's overall financial rating for SY2017-2018 is Meets Standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

b) Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

School Comments: N/A

V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

School Comments:

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Gateway Lab School
Location:	2501 Centerville Rd., Wilmington, DE 19808

I hereby certify that the information submitted in this annual of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.

_____ _____

Signature: Chairperson of Board of Directors (or designated signatory authority) Date

Print/Type Name:	Joyce Henderson
Title (if designated):	Board President
Date of approval by board of directors:	

References:

[1] Based on September 30th Unit Count

[2] Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by "-" in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

[3] Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

Performance Framework Reports
https://reportcard.doe.k12.de.us/detail.html#accountabilitypage?scope=school&district=92&school=543

Performance Framework Reports :: Academic Performance Report 2018-19
https://reportcard.doe.k12.de.us/detail.html#accountabilitypage?scope=school&district=92&school=543

Performance Framework Reports :: Organizational Performance Report 2018-19

Organizational Framework Report

GATEWAY LAB CHARTER SCHOOL

Reporting Period: July 1, 2018 to June 30, 2019

Published: October 29,2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the Delaware Performance Framework. Further clarifications for each measure's data and methodology can be referenced in the Organizational Framework Guidance Document. School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.

1. EDUCATION PROGRAM

Measure 1a.

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

2016-2017	2017-2018	2018-2019
Meets Standard	**Meets Standard**	**Meets Standard**

Based on information available to the DOE, the charter school is implementing the essential terms of the education
program in all material respects, including but not limited to Del. C., Title 14, Ch. 5, §512 (3), and the education program in operation reflects the essential terms as defined in the charter.

Measure 1b.

Is the school materially fulfilling applicable state and federal requirements pertaining to its education program (with the exception of responsibilities relating to SWDs and ELs, which are addressed separately under measures 1c. and 1d. in this framework)?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school is materially fulfilling applicable state and federal requirements including:

- Meeting state requirements on instructional minutes;
- Meeting state requirements for graduation and promotion in accordance with 14 DE Admin. Code 505 and Del. C., Title 14, Ch. 1, II;
- Meeting Delaware content standards and state program requirements in accordance with 14 DE Admin. Code 500;
- Administering state assessments as required by Delaware law and 14 DE Admin. Code 100 and Del. C., Title 14, Ch. 1, IV;
- Implementing a system of Response to Intervention (RTI) in accordance with the charter as well as 14 DE Admin. Code Title 14 Ch. 12;
- Implementing mandated programming in accordance with the terms of state and federal grants, as applicable; and
- Implementing mandated programming in accordance with the conditions and assurances for federal funds, as applicable.

Measure 1c.

Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

Consistent with the school's status and responsibilities as a Local Education Agency (LEA), the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the education of students with identified disabilities and those suspected of having a disability (including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act), including requirements for:

- Identification and referral;
- Access to the school's facilities and programs for students and parents in a lawful manner and consistent with students' abilities;
- Operational compliance to include the academic program, assessments, and all other aspects of the school's program and responsibilities;
- Implementation of student Individualized Education Plans (IEPs) and Section 504 plans; and
- Discipline, including due process protections, manifestation determinations, and other identified state and federal requirements.

Measure 1d.

Is the school fulfilling responsibilities for English Learners (ELs)?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

Consistent with the school's status and responsibilities as an LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the education of students identified as English Learners (U.S. Department of Education/Office of Civil Rights, Title III of the Every Student Succeeds Act (ESSA), and Del.C., Title 14 Section 900 Special Populations, 920 Educational Programs for English Language Learners), including requirements for:

- Policies for serving EL students and properly identifying students in need of EL services;
- Access to the program for students and parents as required by law and consistent with students' abilities;
- Operational compliance, including the academic program, assessments, and all other aspects of the school's program and responsibilities;
- Provision of student EL services;
- Implementation of accommodations on assessments; and
- Exit of students from EL services and ongoing monitoring of exited students.

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

2016-2017	2017-2018	2018-2019
Approaching Standard	Far Below Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to governance by its board including but not limited to:

- Board composition and membership requirements, pursuant to Del. C., Title 14, Ch. 5, §512 (1-2);
- Board policies, including those related to oversight of a management organization, if applicable, and including but not limited to: Board bylaws, state open meeting laws, Articles of Incorporation, and State Code of Conduct pursuant to Del. C., Title 29, Ch. 100, Del. C., Title 14, Ch. 5, §512 (14), and Del. C., Del. C., Title 14, Ch. 5, § 504 Corporate status;
- Board training as required by statute, pursuant to Del. C., Title 14, Ch. 5, §512(15) and Del. C., Title 14, Ch. 18, §1803;
- Citizen Budget Oversight Committee (CBOC) regulations and training as required by statute, pursuant to Del. C., Title 14, Ch. 15, Del. C., Title 14, Ch. 15 §1508, and 14 Del. Admin. Code 736;
- Conflicts of interest, paperwork, and processes pursuant to Del. C., Title 29, Ch. 58, §5805; and
- Conduct of meetings and other business in accordance with the requirements of Del. C., Title 29, Ch. 100.

Measure 2b.

Does the governing board oversee and evaluate school management?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to oversight of school management, including:

- Ensuring the leadership carries out the school plan for evaluating student and school performance pursuant to Del. C., Title 14, Ch. 5, §512 (5);
- Annually evaluating management according to state-approved criteria, if applicable, pursuant to Del. C., Title 14, Ch. 12, §1270 and 14 Del. Admin. Code 108A; and
- (For schools contracting with Education Service Providers) Overseeing and maintaining authority over management, holding it accountable for performance as agreed under a written services agreement, and requiring annual financial reports of the education service provider pursuant to Del. C., Title 14, Ch. 5, §512 (14).

Measure 2c.

Is the school fulfilling reporting requirements?

2016-2017	2017-2018	2018-2019
Meets Standard	**Meets Standard**	**Meets Standard**

The school materially complies with applicable laws, rules, regulations and provisions of the charter relating to relevant reporting requirements to the school's authorizer, state education agency, district education department, and/or federal authorities, including:

- All state and federal reporting requirements pursuant to Del. C., Title 14, Ch. 5, §513; and
- Reporting requirements related to conditions placed on the charter.

3. STUDENTS AND STAFF

Measure 3a.

Is the school protecting the legal rights of all students?

2016-2017	2017-2018	2018-2019
Meets Standard	**Meets Standard**	**Meets Standard**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the rights of students, including:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and implementation of preferences, enrollment (including rights to enroll or maintain enrollment);
- Security and access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Access to documents maintained by the school under Delaware's Freedom of Information Act and other applicable authorities;
- Transfer of student data to DDOE pursuant to Del. C., Title 14, Ch. 5, §512 (13);
- Due process protections, privacy, and civil rights; and
- Conduct of discipline and attendance pursuant to Del. C., Title 14, Ch. 5, §512 (11), including discipline hearings, suspension, and expulsion policies and practices. (Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1.c.)

Measure 3b.

Is the school following requirements on staff certification and hiring?

2016-2017	2017-2018	2018-2019
Meets Standard	**Meets Standard**	**Meets Standard**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to state certification requirements and background checks in accordance with Del. C., Title 14, Ch. 5, §507 (c), 14 Del. Admin. Code 745, and 14 Del. Admin. Code 275, 12.

4. FACILITIES, TRANSPORTATION, HEALTH, AND SAFETY

Measure 4a.

Is the school meeting facilities, transportation, health and safety requirements?

2016-2017	2017-2018	2018-2019
Meets Standard	Approaching Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the school facilities, grounds, transportation, safety, and the provision of health-related services pursuant to Del. C., Title 14, Ch. 5, §512 (12), including:

- Fire inspections and related records including the requirements of Del. C., Title 29, Ch. 82, § 8237;
- Viable certificate of occupancy or other required building use authorization;
- Documentation of requisite insurance coverage pursuant to Del. C., Title 29, Ch. 29;
- Provision of student transportation in accordance with Del. C., Title 14, Ch. 5, §508 and 14 Del. Admin. Code §1150;
- Required nursing services and dispensing of pharmaceuticals 14 Del. Admin. Code 800 regulations;
- Provision of a no- or low-cost breakfast or lunch under a federal national school breakfast or lunch program in compliance with State Regulations—only applicable to schools utilizing SNAP/TANF; and
- Emergency management plan as required Del. C., Title 29, Ch. 82, § 8237.

SUMMARY AND OVERALL RATING

Gateway Lab Charter School

Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2016-2017	M	M	M	M	AS	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	F	M	M	M	M	AS	Approaching Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

HISTORICAL DATA (SY 11/12- SY 15/16)

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the Delaware Performance Framework. Further clarifications for each measure's data and methodology can be referenced in the Organizational Framework Guidance Document. School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

SUMMARY AND OVERALL RATING FOR PREVIOUS YEARS

Gateway Lab Charter School

Year	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	OVERALL RATING
2012-2013	M	M	*	M	M	M	M	D	M	M	M	M	M	Does Not Meet Standard
2013-2014	M	M	*	M	M	M	M	M	D	M	M	M	M	Meets Standard
2014-2015	M	M	*	M	M	M	M	M	D	N/R	M	M	M	Meets Standard
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

DESCRIPTION OF PREVIOUS YEARS MEASURES:

1. EDUCATION PROGRAM

1a. Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?

1b. Is the school compliant with legal requirements for students with disabilities and English Learners?

2*. FINANCIAL MANAGEMENT AND OVERSIGHT

**** Data for this measure is now included in the Financial Performance Framework***

3. GOVERNANCE AND REPORTING

3a. Is the school complying with governance requirements?

3b. Is the school holding management accountable?

3c. Is the school complying with reporting requirements?

4. STUDENTS AND EMPLOYEES

4a. Is the school protecting the rights of all students?

4b. Is the school meeting attendance goals?

4c. Is the school meeting all staff credentialing requirements?

4d. Is the school respecting employee rights?

5. SCHOOL ENVIRONMENT

5a. Is the school complying with facilities and transportation requirements?

5b. Is the school complying with health and safety requirements?

6. ADDITIONAL OBLIGATIONS

6. Is the school complying with all other obligations?

Performance Framework Reports :: DRAFT Financial Performance Report 2018-19

Financial Framework Report

GATEWAY LAB CHARTER SCHOOL

Reporting Period: July 1, 2018 to June 30, 2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the Delaware Performance Framework. Further clarifications for each measure's data and methodology can be referenced in the Financial Framework Guidance Document. School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.

1. NEAR TERM INDICATORS

Measure 1a. Current Ratio:

Current Assets divided by Current Liabilities

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1.93	2.09	2.75	2.75	3.54

The current ratio measures a school's ability to pay its obligations over the next twelve months. The preferred result is more than 1.0, which indicates that the school's current assets exceed its current liabilities.

School Response To Rating:(Max 1100 Characters)

Measure 1b. Days Cash:

Cash divided by (Total Expenses / 365)

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
74	79	88	118	126

The days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. The preferred result is more than 60 days cash.

School Response To Rating:(Max 1100 Characters)

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
98%	98%	102%	88%	80%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore , a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

School Response To Rating:(Max 1100 Characters)

Measure 1d. Default, Loan Covenants, & Debt Service Payments

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
No	No	No	No	No

This metric addresses whether or not a school is meeting its loan covenants and / or is delinquent with its debt service payment, as noted in the notes accompanying the audited financial statements. A school which cannot meet the terms of its loan may be in financial distress.

School Response To Rating:(Max 1100 Characters)

2. SUSTAINABILITY INDICATORS

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1 YR: -4.64% 3 YR: 2.03%	1 YR: 1.1% 3 YR: -1.4%	1 YR: 2.42% 3 YR: -0.07%	1 YR: 2.62% 3 YR: 2.07%	1 YR: 2.58% 3 YR: 2.54%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

School Response To Rating:(Max 1100 Characters)

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
0.41	0.43	0.38	0.37	0.31

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

School Response To Rating:(Max 1100 Characters)

Measure 2c. Cash Flow

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1 YR: $-165387	1 YR: $156274	1 YR: $219815	1 YR: $366213	1 YR: $48381
3 YR: $-419007	3 YR: $-9113	3 YR: $376089	3 YR: $586028	3 YR: $414594

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

School Response To Rating:(Max 1100 Characters)

Measure 2d. Debt Service Coverage Ratio:

(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
N/R	N/R	N/R	N/R	N/R

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

School Response To Rating:(Max 1100 Characters)

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
M	M	M	M	M

This measures assesses the timeliness of reporting , the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

School Response To Rating:(Max 1100 Characters)

SUMMARY AND OVERALL RATING

Gateway Lab Charter School

Year	1a	1b	1c	1d	2a	2b	2c	2d	3	OVERALL RATING
2014-2015	M	M	M	M	D	M	F	N/R	M	Meets Standard
2015-2016	M	M	M	M	D	M	F	N/R	M	Meets Standard
2016-2017	M	M	M	M	M	M	M	N/R	M	Meets Standard
2017-2018	M	M	AS	M	M	M	M	N/R	M	Meets Standard
2018-2019	M	M	AS	M	M	M	M	N/R	M	Meets Standard

Performance Framework Reports :: Alternate Academic Performance Report 2017-18

2017-2018
Gateway Lab School Alternative Academic Performance Framework

Address
2501 Centerville Rd, Wilmington, DE 19808
Phone
302-633-4091
Website
http://www.gatewaylabschool.org
District
Gateway Lab School
Head of School
Catheran Dolan
Grade Served
3-8

School Narrative
The Gateway Lab School (GLS) philosophy is based on the belief that children, who have struggled to achieve academic success in the traditional school environment and learn differently, have the capacity to achieve academic success and to realize individual learning potential. The teachers and staff of Gateway Lab School are committed to developing a sense of inquiry and love of learning in each student. This is accomplished by providing interventions in the areas of reading, oral and written language, math, science, social studies and motor skills with a focus on individualized, arts-integrated learning.

Demographics

Total Enrollment	189
American Indian/Native American:	0.5%
African American	48.7%
Asian	2.1%
Hawaiian/Pacific Islander	0.5%
Hispanic	7.9%
White	38.6%
Multiracial	1.6%
Low Income	42.9%
Students with Disabilities	57.1%
English Language Learners	1.6%

Overall School Performance

Academic Achievement
30% of Overall Performance

Students that are proficient have a greater likelihood of entry and success in education and career training beyond high school.

Academic Growth
40% of Overall Performance

Schools with strong growth demonstrate a greater ability to improve student learning over time.

On Track to Graduation
10% of Overall Performance

Students who are on-track are more likely to complete high school on time, as well as succeed in education and training beyond high school.

College and Career Preparation
20% of Overall Performance

Students that maintain or grow to proficiency are more likely to be prepared for success in education and career training beyond high school.

Legend: What do stars mean?

Far Below

Needs Improvement

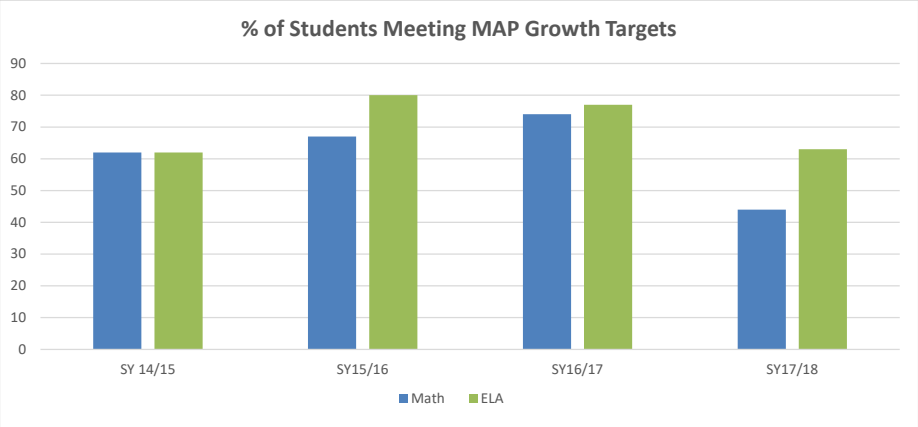
Approaching

Meets

Exceeds

Mission-Specific Goal:

68% of students will meet anticipated growth targets on the Spring MAP assessments..
*Gateway Lab School provided data for both reading and Math



Gateway Lab School (2017-18)

ACADEMIC PERFORMANCE

Proficiency in English Language Arts

Percent of students proficient in specified content area as compared to the Annual Measurable Objective (AMO).

School	10.35
AMO	50.53

Proficiency in Mathematics

School	2.89
AMO	42.32

Proficiency in Science

Science was not assessed by the state in 2017-2018

Proficiency Social Studies

Percent of students proficient in specified content area as compared to the Annual Measurable Objective (AMO).

Social Studies was not assessed by the state in 2017-2018

ACADEMIC GROWTH

Growth in English Language Arts

The relative academic growth that students are demonstrating in English Language Arts and Math compared to the academic growth of similar populations of students statewide.

School	35
Sate Comparison	47

*Out performance the state similar co-hort

Growth in Mathematics

School	35
Sate Comparison	43

ON TRACK TO GRADUATION

Attendance

Percent of days that students attend school

School	96.28
State	

College & Career Preparation

Growth to Proficiency in English Language Arts

Percent of students who are on-track to be proficient (on grade level) in English Language Arts and Mathematics in comparison to the average growth to proficiency for similar populations of students in Delaware

School	20
State	41

Growth to Proficiency in Mathematics

School	13
State	31

Performance Framework Reports :: Organizational Performance Report 2017-18

Financial Framework Report

GATEWAY LAB CHARTER SCHOOL

Reporting Period: July 1, 2017 to June 30, 2018

Published: January 11, 2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the Delaware Performance Framework. Further clarifications for each measure's data and methodology can be referenced in the Financial Framework Guidance Document. School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.

1. NEAR TERM INDICATORS

Measure 1a. Current Ratio:

Current Assets divided by Current Liabilities

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
2.4	1.93	2.09	2.75	2.75

The current ratio measures a school's ability to pay its obligations over the next twelve months. The preferred result is more than 1.0, which indicates that the school's current assets exceed its current liabilities.

Measure 1b. Days Cash:

Cash divided by (Total Expenses / 365)

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
95	74	79	88	118

The days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. The preferred result is more than 60 days cash.

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
96%	98%	98%	102%	88%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

School Response To Rating:

The Gateway Lab School Board and Administration is aware of the enrollment variance and is implementing practices internally and externally (as shared above) to bring our enrollment to >100% for the 2019-2020 school year. There was a further decline in enrollment for the current school year (2018-2019), due to administrative turnover and the reasons mentioned previously. We believe that the enrollment and retention strategy that we are implementing will be instrumental in increasing and retaining enrollment.

Measure 1d. Default, Loan Covenants, & Debt Service Payments

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
No	No	No	No	No

This metric addresses whether or not a school is meeting its loan covenants and / or is delinquent with its debt service payment, as noted in the notes accompanying the audited financial statements. A school which cannot meet the terms of its loan may be in financial distress.

2. SUSTAINABILITY INDICATORS

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1 YR: -1.07%	1 YR: -4.64%	1 YR: 1.1%	1 YR: 2.42%	1 YR: 2.62%
3 YR: 6.61%	3 YR: 2.03%	3 YR: -1.4%	3 YR: -0.07%	3 YR: 2.07%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0.32	0.41	0.43	0.38	0.37

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

Measure 2c. Cash Flow

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1 YR: $-253620	1 YR: $-165387	1 YR: $156274	1 YR: $219815	1 YR: $366213
3 YR: $360038	3 YR: $-419007	3 YR: $-9113	3 YR: $376089	3 YR: $586028

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

Measure 2d. Debt Service Coverage Ratio:

(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
N/R	N/R	N/R	N/R	N/R

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
M	M	M	M	M

This measures assesses the timeliness of reporting , the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

SUMMARY AND OVERALL RATING

Gateway Lab Charter School

Year	1a	1b	1c	1d	2a	2b	2c	2d	3	OVERALL RATING
2013-2014	M	M	M	M	D	M	D	N/R	M	Meets Standard
2014-2015	M	M	M	M	D	M	F	N/R	M	Meets Standard
2015-2016	M	M	M	M	D	M	F	N/R	M	Meets Standard
2016-2017	M	M	M	M	M	M	M	N/R	M	Meets Standard
2017-2018	M	M	AS	M	M	M	M	N/R	M	Meets Standard

Performance Framework Reports :: Financial Performance Report 2017-18

Financial Framework Report

GATEWAY LAB CHARTER SCHOOL

Reporting Period: July 1, 2017 to June 30, 2018

Published: January 11, 2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the Delaware Performance Framework. Further clarifications for each measure's data and methodology can be referenced in the Financial Framework Guidance Document. School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.

1. NEAR TERM INDICATORS

Measure 1a. Current Ratio:

Current Assets divided by Current Liabilities

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
2.4	1.93	2.09	2.75	2.75

The current ratio measures a school's ability to pay its obligations over the next twelve months. The preferred result is more than 1.0, which indicates that the school's current assets exceed its current liabilities.

Measure 1b. Days Cash:

Cash divided by (Total Expenses / 365)

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
95	74	79	88	118

The days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. The preferred result is more than 60 days cash.

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
96%	98%	98%	102%	88%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

School Response To Rating:

The Gateway Lab School Board and Administration is aware of the enrollment variance and is implementing practices internally and externally (as shared above) to bring our enrollment to >100% for the 2019-2020 school year. There was a further decline in enrollment for the current school year (2018-2019), due to administrative turnover and the reasons mentioned previously. We believe that the enrollment and retention strategy that we are implementing will be instrumental in increasing and retaining enrollment.

Measure 1d. Default, Loan Covenants, & Debt Service Payments

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
No	No	No	No	No

This metric addresses whether or not a school is meeting its loan covenants and / or is delinquent with its debt service payment, as noted in the notes accompanying the audited financial statements. A school which cannot meet the terms of its loan may be in financial distress.

2. SUSTAINABILITY INDICATORS

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1 YR: -1.07%	1 YR: -4.64%	1 YR: 1.1%	1 YR: 2.42%	1 YR: 2.62%
3 YR: 6.61%	3 YR: 2.03%	3 YR: -1.4%	3 YR: -0.07%	3 YR: 2.07%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0.32	0.41	0.43	0.38	0.37

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

Measure 2c. Cash Flow

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1 YR: $-253620	1 YR: $-165387	1 YR: $156274	1 YR: $219815	1 YR: $366213
3 YR: $360038	3 YR: $-419007	3 YR: $-9113	3 YR: $376089	3 YR: $586028

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

Measure 2d. Debt Service Coverage Ratio:

(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
N/R	N/R	N/R	N/R	N/R

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
M	M	M	M	M

This measures assesses the timeliness of reporting , the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

SUMMARY AND OVERALL RATING

Gateway Lab Charter School

Year	1a	1b	1c	1d	2a	2b	2c	2d	3	OVERALL RATING
2013-2014	M	M	M	M	D	M	D	N/R	M	Meets Standard
2014-2015	M	M	M	M	D	M	F	N/R	M	Meets Standard
2015-2016	M	M	M	M	D	M	F	N/R	M	Meets Standard
2016-2017	M	M	M	M	M	M	M	N/R	M	Meets Standard
2017-2018	M	M	AS	M	M	M	M	N/R	M	Meets Standard

Renewal Report - April 30, 2019

Delaware Department of Education
2019-2020 Renewal Report
Gateway Lab Charter School

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Charter School Renewal Report

Requirements Under the Law

The charter school law (14 *Del. C.* § 514A) outlines the provisions that the Delaware Department of Education (DDOE) follows for charter renewal and nonrenewal. The DDOE is required to review the preliminary performance of the charter school to determine its compliance with its charter and its satisfaction of the criteria set forth in this title for the purposes of renewal or nonrenewal[1]. 14 Del. C. § 514A (c) states that,

> (c) No later than April 30, the approving authority shall issue a charter school renewal report and charter renewal application guidance to any charter school whose charter will expire the following year. The renewal report shall summarize the charter school's performance record to date, based on the data required by 79 Del. Laws, c. 51 and the charter contract, and shall provide notice of any weaknesses or concerns perceived by the approving authority concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school shall have 10 working days to respond to the renewal report and submit any corrections or clarifications for the report.

I. OVERVIEW

1.1 Basic Information

Review the following chart with the school's basic information:

BASIC INFORMATION	
Name of School	Gateway Lab Charter School
Year School Opened	2011
Enrollment 2018-2019 [2]	172
Approved Enrollment	226 (SY 2018-19)
School Address	2501 Centerville Rd, Wilmington, DE 19808
District(s) of Residence	Red Clay Consolidated School District
Website Address	http://www.gatewaylabschool.org/
Name of School Leader	Catherine Dolan
School Leader Email and Phone Number	Catherine.dolan@gls.k12.de.us (302) 633-4091
Name of Board President	Joyce Henderson
Board President Email	joyce.henderson@gls.k12.de.us
Mission Statement: The mission of Gateway Lab School is to provide an extraordinary educational opportunity for children who are struggling to achieve academic success in a traditional school environment, utilizing research-based intervention strategies and a highly tailored, arts-based learning environment that seeks to identify and capitalize on a student's strengths and interests. To become a resource to the community as a center for the professional development and education of teachers, parents and students by providing access to the latest research-based curriculum, technology and training.	

1.2 School Demographic Data:

Review the following chart with the school's demographics at the time of submission (all information must be verifiable through state reporting tools):

ENROLLMENT & DEMOGRAPHIC INFORMATION				
	2015-2016[2]	2016-2017[2]	2017-2018[2]	2018-2019[2]
Total Enrollment	212	221	189	172
Gender				
% Male	66.51%	64.71%	64.55%	70.35%
% Female	33.49%	35.29%	35.45%	29.65%
Ethnicity/Race				
% African American	29.72%	38.91%	48.68%	47.09%
% American Indian		0.45%	0.53%	0.58%
% Asian	1.42%	1.36%	2.12%	1.16%
% Hispanic/Latino	7.55%	8.60%	7.94%	9.88%
% White	58.96%	49.32%	38.62%	37.79%
% Multiracial	2.36%	0.90%	1.59%	3.49%
Special Populations				
%Special Education[3]	60.85%	55.20%	57.14%	55.81%
% English Language Learners	0.94%	1.36%	1.59%	5.23%
% Low-Income	31.13%	38.46%	42.86%	37.79%

School Comments 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response for this information.

School Comments 2016-2017	Our enrollment of 221 students in FY2017 was 2.3% above the authorized enrollment level. This enrollment level was below the +5% threshold (i.e., 226 students) which would have required a minor charter modification. Our Waiting List numbers reflect our office records, since we have found any such records in the Data Service Center. The Waiting List numbers for GLS in 2016-2017, by grade, were as follows: 3rd Grade – 0 4th Grade – 0 5th Grade – 5 students 6th Grade – 4 students

	7th Grade – 7 students 8th Grade - 0

School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response for this information.

1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

Date	Modification Requested	Outcome
--	--	--

School Comments 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response to this information.

School Comments 2016-2017	We feel it is helpful to reiterate our chronology of charter modifications in this section. On 28-Dec-2009 we applied for our original charter. The first year of school operation was FY2012 On 02-Jan-2013, during our second year of operation (FY2013), we applied for a minor charter modification to maintain our grade configuration at Grades 3-8 with a maximum enrollment of 216. On 29-Apr-2013, during our second year of operation (FY2013), we applied for a minor charter modification to alter and enhance our school facility in support of our Academic Clubs program. On 20-Mar-2014, during our third year of operation (FY2014), we applied for a major charter modification to grant a waiver for an enrollment preference for students at risk of academic failure and to establish our eligibility for the Alternative Academic Performance Framework. In each instance, these aforementioned charter modifications were granted. On 30-Sep-2014 we applied for renewal of our charter, as modified to-date. Our charter was renewed. The current charter term is for FY2016 through FY2020. As of 30-Jun-2017 we have not applied for any additional charter modifications.

School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information

1.4 Enrollment Trends

Review the following chart with the school's enrollment data.

School Enrollment Trends								
Cells highlighted in gray were grade levels not serviced by this school.								
	2015-2016		**2016-2017**		**2017-2018**		**2018-2019**	
	Approved Enrollment	**30-Sep Enrollment Count**	**Approved Enrollment**	**30-Sep Enrollment Count**	**Approved Enrollment**	**30-Sep Enrollment Count**	**Approved Enrollment**	**30-Sep Enrollment Count**
K								
Grade 1								
Grade 2								
Grade 3	36	18	37	26	38	19	38	9
Grade 4	35	34	36	25	38	24	38	27
Grade 5	33	35	36	38	37	26	38	22
Grade 6	41	42	36	45	36	38	38	41
Grade 7	40	42	41	46	36	43	38	34
Grade 8	41	41	40	41	41	39	36	39
Grade 9								
Grade 10								
Grade 11								
Grade 12								
Total	226	212	226	221	226	189	226	172

DOE Summary:
Gateway Lab Charter School's enrollment has declined over the course of its charter term. In SY 15/16 and 16/17, the school's enrollment variance exceeded 95%, but in SY 17/18 and SY 18/19, the school's enrollment variance was 83% and 76%, respectively.

School Comments 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response to this information

School Comments 2016-2017	Our enrollment of 221 students in FY2017 was 2.3% above the authorized enrollment level. This enrollment level was below the +5% threshold (i.e., 226 students) which would have required a minor charter modification.

	Our Waiting List numbers reflect our office records, since we have found any such records in the Data Service Center. The Waiting List numbers for GLS in 2016-2017, by grade, were as follows: 3rd Grade – 0 4th Grade – 0 5th Grade – 5 students 6th Grade – 4 students 7th Grade – 7 students 8th Grade - 0

School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information.

1.5 Reenrollment Trends

Review the following chart with the school's reenrollment data. The reenrollment rate[3] is the % of students continuously enrolled in the school from one year to the next.

School Reenrollment Trends								
	2015-2016		2016-2017		2017-2018		2018-2019	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
Total/Avg	138	76.67%	147	85.96%	136	75.56%	121	80.67%

** School entry grade level. Reenrollment data not collected for this grade level.

DOE Summary:
In SY 15/16, Gateway Lab Charter School reenrolled 76.67% of the students eligible for reenrollment. In SY 16/17, the school reenrolled 85.96% of the students eligible for reenrollment. In SY 17/18, the school reenrolled 80.67% of the students eligible for reenrollment.

School Comments 2017-2018	Gateway Lab School has been challenged with administrative and teacher turnover in the last few years. Some of the administrative turnover was due to circumstances outside of the school's control. Ensuring that the school's administrative and teaching staff understood and had the support to carry out the school mission presented a challenge for the Board. In part, lack of a defined mission and vision has resulted in attrition in our re-enrollment. Due to an unexpected vacancy in school leadership in 2018, the GLS Board hired former HOS, Catherine Dolan to serve in the capacity of Acting HOS and former HOS, Pam Draper to serve as Business Manager. Marlin White is serving as Interim Principal. Additionally, founding Board members, Joyce Henderson and Sherlock Hack have returned as Board President and Treasurer respectively. Together, Board members and the administrative team are working together to ensure that our mission and academic expectations are clearly defined for both teachers, students and families. Parent surveys will be sent out in early 2019 inform the Board and administration of parent satisfaction levels. Additionally, the Board has begun a three-year strategic planning process that will serve to shore up challenge areas and chart a plan for growth over the next 3-5 years.Lack of consistent, reliable bus transportation is another factor that has contributed to some parents choosing to enroll their children in their district school.

School Comments 2016-2017	Our enrollment of 221 students in FY2017 was 2.3% above the authorized enrollment level. This enrollment level was below the +5% threshold (i.e., 226 students) which would have required a minor charter modification. Our Waiting List numbers reflect our office records, since we have found any such

	records in the Data Service Center. The Waiting List numbers for GLS in 2016-2017, by grade, were as follows: 3rd Grade – 0 4th Grade – 0 5th Grade – 5 students 6th Grade – 4 students 7th Grade – 7 students 8th Grade - 0

School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information.

II. Academic Performance

Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

2.1 Delaware Alternative Academic Performance Framework

Overall Academic Ratings

Metrics	Delaware Alternative Academic Performance Framework		
	2015-2016	2016-2017	2017-2018
Academic Achievement	2 Stars (52.84/150pts) Needs Improvement	2 Stars (59/150pts) Needs Improvement	1 Stars (20.48/150pts) Far Below
Growth	2 Stars (64.7/200pts) Needs Improvement	5 Stars (200/200pts) Exceeds	4 Stars (155.9/200pts) Meets Standard
On Track to Graduation	5 Stars (48.56/50pts) Exceeds	5 Stars (47/50pts) Exceeds	5 Stars (48.14/50pts) Exceeds
College and Career Preparation	1 Stars (5.72/100pts) Far Below	2 Stars (20.3/100pts) Needs Improvement	3 Stars (45.36/100pts) Approaching

DOE Summary:
In SY 15/16, Gateway Lab School received ratings of "Meets" or "Exceeds" in 1 out of 4 DSSF metrics. In SY 16/17, the school received ratings of "Meets" or "Exceeds" in 2 out of 4 DSSF metrics. From SY 15/16 to SY 16/17, the school's points earned for Academic Achievement increased 6.16 points from 52.84/150 ("Needs Improvement") points to 59/150 points ("Needs Improvement"). From SY 15/16 to SY 16/17, the school's points for Growth increased 135.5 points from 64.7/200 points ("Needs Improvement") to 200/200 points ("Exceeds"). From SY 15/16 to SY 16/17, the school's points earned for On Track to Graduation remained consistently high at 48.56/50 points ("Exceeds") and 47/50 points ("Exceeds"), respectively. From SY 15/16 to SY 16/17, the school's points earned for College and Career Preparation increased 14.58 points from 5.72/100 points ("Far Below") to 20.3/100 points

("Needs Improvement").

In SY 17/18, the school received ratings of "Meets" or "Exceeds" in 2 out of 4 DSSF metrics. From SY 16/17 to SY 17/18, the school's points earned for Academic Achievement decreased 38.52 points from 59/150 ("Needs Improvement") points to 20.48/150 points ("Far Below"). From SY 16/17 to SY 17/18, the school's points for Growth decreased 44.1 points from 200/200 points ("Exceeds") to 155.9/200 points ("Meets"). From SY 16/17 to SY 17/18, the school's points earned for On Track to Graduation remained consistently high at 47/50 points ("Exceeds") and 48.14/50 points ("Exceeds"), respectively. From SY 16/17 to SY 17/18, the school's points earned for College and Career Preparation increased 25.06 points from 20.3/100 points ("Needs Improvement") to 45.36/100 points ("Approaching").

School Comments 2017-2018	School did not provide a response.

School Comments 2016-2017	Gateway Lab School realized academic gains in the 2016-2017 school year. Based on MAP growth targets set by the NWEA (versus 2015 norms), our students achieved the following: • Spring MAP, Reading: 80% of students met their growth targets • Spring MAP, Math: 75% of students met their growth targets Further data on MAP results is included in Appendix-1. Alignment with Common Core Standards was a strong component in the on-going lesson planning and core curriculum development for all grade levels. Professional development focused on the integration of an arts-infused curriculum, small group instruction, and analyzing grade-level text. These strategies were consistently monitored by way of on-going classroom walkthroughs and DPAS II feedback. GLS works with the Delaware Academy of School Leadership ("DASL") on professional development. A resource room (B setting) was created to deliver individualized instruction in a small group setting. This setting maximized learning for students in grades 3-8. Students were observed to thrive academically and developmentally in this setting as evidenced by an uptick in academic progress by all students in this room. It was also noted that a decrease in target behaviors eventuated in this setting. Behavior modification protocols were utilized to assist all students with executive functioning and working memory. Grade-level teaching staff have similar planning times to allow for ongoing synchronicity of lessons and curriculum delivery. Morning meetings with teachers and paraprofessionals also facilitates a community of professionals working cohesively to support the students. Another major challenge in our Academic Achievement score was the verbiage used in SBAC questions. It was noted that many students had difficulty

	understanding the questions based on the way in which the questions were worded. It was not apparent if the students' struggle was with the comprehension of the question itself, the background knowledge of the student, or the manner in which the question was presented. In many instances, students verbalized that they were afraid to face disappointment as a result of trying their best but not obtaining the score they desired In addressing our College Career Preparation score, our 6-8 grade students will attend the Transition Conference in December 2017. All students in grades 6-8 with an IEP are encouraged to attend, along with their IEP team, to collaborate and understand the goal-setting process. Our objective is to build and enhance a student-led IEP process within our academic setting. Our student population presents with specific learning challenges, and as we found during the 2016-2017 school year many also exhibit behavioral disorders. Many Gateway students have comorbid diagnoses which can inhibit the academic achievement that might be realized with a more typical learner. During the 2016-2017 school year, behaviors typically created a disruption in classroom instruction which may account for gaps in student performance. Additionally, we acknowledge a challenge with one of our math instructors (who has subsequently been replaced) that resulted in some inconsistencies in instruction. We have worked to address these issues during the 2017-2018 school year by implementing several modifications to our behavior and academic programs.

Note: School comments for SY 15/16 : https://www.doe.k12.de.us/Page/2654

Performance Agreement

Academic Performance Expectations

Gateway Lab School's overall academic rating is "Does Not Meet Standard." By SY2018, our expectation is to achieve the overall rating of ""Meets"" or ""Exceeds "" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

DOE Summary:
In SY 15/16, Gateway Lab Charter School exceeded the standard in 1 metric area of the Delaware Alternative Academic Performance Framework. The school was rated “Needs Improvement” in academic achievement and growth, the 2 metric areas that were below standard. In SY 16/17 the school exceeded the standard in 2 of the 4 metric areas. Gateway Lab Charter School exceeded in the following metric areas: growth and on track to graduation of the Delaware Alternative Academic Performance Framework. In SY 17/18, the school met 2 of 4 metric areas (academic achievement and on track to graduation). The school was rated “Far Below” on academic achievement metric and “Approaching” on the college and career metric.

School Comments 2017-2018	Gateway’s Alternative Academic performance shows mixed results across the board. The school is meeting the standards as it pertains to growth and “on track to graduation”. We are approaching standards in College and Career Readiness and Far Below standards in Academic Achievement. We feel strongly that our student’s growth and “on track to graduation” measures are a significant indicator of the future academic and social emotional growth of our student population as they approach high school.

School Comments 2016-2017	Underlying our Academic Performance is the relatively-high percentage (54%) of students who need targeted Special Education instruction. This percentage is even higher in school year 2017-2018. With respect to school year 2016-2017, our enrollment of 221 students included the following Special Education classifications: 47 Basic Students 21% of all students 52 Intensive Students 24% “ “ “ “ 20 Complex Students 9% “ “ “ “ We are encouraged by our students’ growth (MAP Growth, norm referenced) and believe that we are likely to reach an overall rating of “Meets” standard by SY 2018, as measured by the Alternative Academic Performance Framework.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware Alternative Academic Performance Framework					
	2015-2016		2016-2017		2017-2018	
Rating	2 Stars (52.84/150pts) Needs Improvement		2 Stars (59/150pts) Needs Improvement		1 Stars (20.48/150pts) Far Below	
	School	State	School	State	School	State
ELA	9.03 %	26.80 %	20.00 %	40.00 %	10.35 %	50.53 %
Math	6.23%	21.40 %	8.67%	35.00 %	2.89%	42.32 %
Science	11.05%	22.40 %	18.01%	38.45 %	n/a	n/a
Social Studies	11.73%	32.20 %	n/a	n/a	n/a	n/a

DOE Summary:
Gateway Lab Charter School was rated "Needs Improvement" in both SY 15/16 and SY 16/17 and rated "Far Below" in SY 17/18 for Academic Achievement. Proficiency rates in ELA have been below the State average and increased from SY 15/16 to SY 16/17 but decreased again in SY17/18. Proficiency rates in math have been below the state average for the past three years. Proficiency rates in science have been below the state average for SY 15/16 and SY 16/17. In SY 17/18, the school was rated "Far Below" for Academic Achievement. ELA proficiency was at 10.35%, which was 40.18% less than the State average (50.23%). Math proficiency was at 2.89%, which was lower than the State average (39.43%). Social studies proficiency data was only available for SY15/16 and the school's proficiency was below the State average.

a) Academic Achievement ratings over the course of the charter term

School Comments 2017-2018	Gateway Lab School's student population reflects nearly 60% of students with identified special education needs, in addition to approximately 42% of students classified as Low Income. Understanding that these students often perform poorly on standardized testing, the Department of Education approved an alternative framework to measure the progress of our students. As our "Meets Requirements" rating indicates for the Growth measure, Gateway students are making strides in their progress to the goal. Administrator turnover contributed to uneven outcomes in student performance as teachers did not always have the guidance and data-driven support needed to implement the curriculum and arts-integration standards to maximize student outcomes.

School Comments 2016-2017	Over 54% of our students require targeted special education instruction; in addition, approximately 30% of our students present with specific behavioral disorders and needs that can inhibit academic achievement. During the 2017-2018 school year, we have worked to more specifically address these challenges in order to support student academic growth. We recognize that behavioral interruptions created interruptions in academics for students and we have implemented a more consistent school-wide behavior intervention plan to ensure that we are increasing student time on task during instruction. Additionally, we have worked with our special education team to ensure that our school provide each student with the least restrictive environment (LRE). We also recognized a need to make greater use of student performance data during the school year in order to identify student growth and needs as well as better target classroom instruction and specific interventions. This includes PLC discussions involving the data from the MAP assessment as well as the addition of the iReady program to provide more specific information about student performance. This increased focus on instruction and academic performance will support enhancements to our program that will allow us to make progress toward our goals on the Alternative Academic Performance Framework.

b) Expected outcomes for Academic Achievement

School Comments 2017-2018	As positive student growth measures continue, we expect to see our student's academic achievement increase over time as well. With experienced Administrators guiding, training and evaluating our teaching staff against expectations, there is cohesion of purpose in our building toward this goal. Some of the most recent, impactful changes include the implementation of new curriculum (Wonders for grades 3-6 and Collections for grades 7 &8), re-establishment of an RTI block of instructional time with the most experienced teachers providing Tier 3 instruction, the less experienced or novice teachers working with Tier 2 students and our "specials" teachers providing enrichment activities for our students on grade level. Our school schedule has been changed to put more emphasis on academic rigor. The school's new administration and Board are placing an emphasis on Gateway's original mission and vision – Arts Integrated classroom instruction, Responsive Classroom social skills acquisition and remediation of reading skills through Wilson Reading.

School Comments 2016-2017	In addition to MAP and iReady (new in SY 2017), our RTI program has become more rigorous with the addition of a five day per week RTI Lab. This lab enables Tier III students to be instructed and assessed with a better degree of individualized instruction.

c) Progress measures to track expected Academic Achievement outcomes

School Comments 2017-2018	Gateway will measure progress toward expected Academic Achievement outcomes by using the state data tracking tools – eSchool, Data Service Center (attendance, progress monitoring, behavior referrals and other tools) to provide data driven instruction for all students. These tools were underutilized in the past.

School Comments 2016-2017	Gateway will measure progress by use of monthly SBAC Interim Assessments. This frequency will help to develop our staff proficiency in administering this test, and our students will become more adept at navigating this test as well as understanding the content of the questions. With additional formative and summative assessments, Gateway utilizes the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), a norm-referenced, adaptive assessment tool. MAP formative assessments are administered three times throughout the year, providing us with specific data related to the needs of individual students and thereby allowing for more targeted instruction within RTI groups and regular classroom instruction.

Note: School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware Alternative Academic Performance Framework					
	2015-2016		2016-2017		2017-2018	
Rating	2 Stars (64.7/200pts) Needs Improvement		5 Stars (200/200pts) Exceeds		4 Stars (155.9/200pts) Meets Standard	
	School	State	School	State	School	State
ELA	17.00 %	47.00 %	44.00 %	42.00 %	35.00 %	47.00 %
Math	17.00 %	48.00 %	47.00 %	47.00 %	35.00 %	43.00 %

DOE Summary:
Gateway Lab Charter School was rated "Meets" in SY 17/18 and rated "Needs Improvement" in SY 15/16 for the growth metric. Proficiency rates in ELA and Math exceeded the state average in SY 16/17.

a) School's Growth ratings for all students over the course of the charter term

School Comments 2017-2018	Gateway Lab School's Growth performance is Meets. In spite of the turnover in staff, Gateway students showed growth because the school's culture, climate and academic supports are designed to provide students with support that is not typically available in traditional classrooms. Student support comes in many forms. Some of the most significant in the past year, includes a full-time on-site Wilson Reading teacher who pulls identified students school-wide for specialized reading instruction, small class size and the ability to measure student progress up to three times per year through NWEA MAP testing which allows teachers to identify areas of academic weakness throughout the year.
School Comments 2016-2017	Based on MAP growth targets set by the NWEA, our students achieved the following: • Spring MAP, Reading: 80% of students met their growth targets • Spring MAP, Math: 75% of students met their growth targets Further data on MAP results is included in Appendix-1. A resource room (B setting) was created to deliver individualized instruction in a

	small group setting. This setting maximized learning for students in grades 3-8. Students were observed to thrive academically and developmentally in this setting as evidenced by an uptick in academic progress by all students in this room. It was also noted that a decrease in target behaviors eventuated in this setting. Behavior modification protocols were utilized to assist all students with executive functioning and working memory. Professional Development consisted of a strong emphasis in behavior management along with social skills and executive functioning. These sessions assisted staff with the necessary management techniques for use in the classroom. See Appendix-2 (PD Agenda) Gateway welcomes students with a variety of learning differences. During the 2017-2018 school year, we have worked to more specifically address these challenges in order to support student academic growth. We recognize that behavioral interruptions created interruptions in academics for students and we have implemented a more consistent school-wide behavior intervention plan to ensure that we are increasing student time on task during instruction. Additionally, we have worked with our special education team to ensure that our school is in fact the least restrictive environment for a student. We also recognized a need to make greater use of student performance data during the school year in order to identify student growth and needs as well as better target classroom instruction and specific interventions. This includes PLC discussions involving the data from the MAP assessment as well as the addition of the iReady program to provide more specific information about student performance. This increased focus on instruction and academic performance will support enhancements to our program that will allow us to make progress toward our goals on the Alternative Academic Performance Framework.

b) Expected outcomes for Growth for all students

School Comments 2017-2018	Our expectation is that our students will continue to Meet or Exceed the standard for Growth going forward. The steps currently in place include NWEA MAP assessments which measures growth from Fall to Winter to Spring based on the individual student's projected outcomes. Teachers have set goals in Component V of the DPAS II evaluation for their students and are measured by their student's results. This was not done with fidelity in previous years. Returning to this practice will improve outcomes.

School Comments 2016-2017	We believe that our students' growth measures will continue to trend in an upward direction largely due to (i) our everyday practices aimed at a high level of individualized instruction; (ii) tiered supports in the classroom and throughout the school building; and (iii) our hiring of more experienced staff.

	Other steps to support growth for all students will be as follows: • Our teaching staff will provide tutoring when needed • RTI will occur daily. Eight (or fewer) students will be in each RTI group during all RTI cycles • All necessary accommodations will be provided during Smarter Balanced assessment with reemphasis on fidelity to each student's IEP. These accommodations will be reviewed far in advance with all test administrators to ensure that the accommodations are sufficient and available and that the staff is ready.

c) Progress measures to track Growth for all students

School Comments 2017-2018	Gateway will measure progress toward expected Growth outcomes by using NWEA MAP testing, state data tracking tools – eSchool, Data Service Center (progress monitoring) and teacher DPAS Component V goals to provide data driven instruction for all students.

School Comments 2016-2017	Gateway will measure progress by keeping data on each MAP testing cycle. Gateway will keep track of data from RTI curriculum (DIBELS, Failure Free Reading, STAR, Wilson Reading, and Study Island) to maintain flexible grouping. A Curriculum Instructor will ensure implementation of our curriculum through weekly team meetings with teachers in grade-level groups and as individuals.

Note: School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware Alternative Academic Performance Framework					
	2015-2016		2016-2017		2017-2018	
Rating	5 Stars (48.56/50pts) Exceeds		5 Stars (47/50pts) Exceeds		5 Stars (48.14/50pts) Exceeds	
	School	State	School	State	School	State
Attendance	97.12 %	94.40 %	93.84 %	94.75 %	96.28 %	97.91%
On-Track in the 9th grade	**	84.80 %	**	89.45 %	**	92.92 %
4-year Cohort Graduation Rate[5]	**	84.35 %	**	84.66 %	**	85.75 %
5-year Cohort Graduation Rate	**	85.84 %	**	85.60 %	**	85.63 %
6-year Cohort Graduation Rate	**	Not calculated at the state level	**	Not calculated at the state level	**	Not calculated at the state level

** The school did not service students in the grade levels assessed by this metric.

DOE Summary:
Gateway Lab Charter School was rated "Exceeds" in the previous three years on the On Track to Graduation metric. The school has also exceeded the State average for the percentage of students on-track to graduation for the past three years.

a) On Track to Graduation ratings over the course of the charter term

School Comments 2017-2018	Gateway Lab School's current rating is Exceeds. As mentioned previously, we are using the DSC tools to track attendance, in addition to our Guidance Counselor's regular outreach to our families though regular follow up, student attendance contracts and meetings to encourage consistent attendance. Most importantly, we hear from parents that their students want to be in school and hate to miss a day.

School Comments 2016-2017	Gateway serves its community of learners in a smaller than average setting which allows our staff to be more familiar with families, students and intraday student attendance. Case management practices are highly diligent in how they address all students' current needs as well as transition planning for the students' futures.

b) Expected outcomes for On Track to Graduation

School Comments 2017-2018	The school expects to continue to Exceed the requirements for On Track to Graduation. Outside of tracking attendance and staying in touch with families, we have several events that are designed to encourage student expectations and planning around graduation. GLS hosts an annual High School Night each October to help students and families choose wisely for success. Other activities include Career Day and attendance at the Delaware Transition Conference to help students to prepare for college and career. Our Guidance Counselor assists with helping students to prepare for and write their essays for entrance to area Vo-Tech schools.

School Comments 2016-2017	In keeping with the above-mentioned support of our students, there is every reason to anticipate that On Track to Graduation rates will remain consistent with or grow from their current levels.

c) Progress measures to monitor On Track to Graduation outcomes

School Comments 2017-2018	We measure progress through Cognos reports, DSC reports and close follow up with parents and students that have attendance challenges.

School Comments 2016-2017	Informed by our data collection, analyses and school records -- and coupled with consistent instructional and support services -- we will continue to meet/exceed our On Track to Graduation outcomes.

Note: School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. ***For elementary and middle schools***, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. ***For high schools:*** *College and Career Preparation* is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	**Delaware Alternative Academic Performance Framework**					
	2015-2016		**2016-2017**		**2017-2018**	
Rating	1 Stars (5.72/100pts) Far Below		2 Stars (20.3/100pts) Needs Improvement		3 Stars (45.36/100pts) Approaching	
	School	**State**	**School**	**State**	**School**	**State**
Growth to Proficiency ELA	2.00 %	34.00 %	11.25 %	36.00 %	20.00 %	41.00 %
Growth to Proficiency Math	1.00 %	18.00 %	1.86 %	20.00 %	13.00 %	31.00 %
College & Career Preparation	n/a	n/a	n/a	n/a	n/a	n/a

** The school's N-size for this metric was less than 20.

DOE Summary:
Gateway Lab Charter School has shown continuous improvement on the college and career preparation metric. The school was rated "Far Below" in SY 15/16, improved to "Needs Improvement" in SY 16/17 and further improved to "Approaching" in SY 16/17 on the College and Career Preparation metric. Growth to proficiency in ELA improved from 2% to 11% from SY 15/16 to SY 16/17 but fell below State averages. Growth to proficiency in math improved from 1% to 1.86% from SY 15/16 to SY 16/17 but fell below State averages.

a) College and Career Preparation ratings over the course of the charter term

School Comments 2017-2018	Please see responses in 2.2a and 2.3a

School Comments 2016-2017	The majority of our students struggle with academic proficiency due to the nature of their learning differences. The mission of Gateway Lab School is to address these challenges by offering smaller classroom sizes, innovative learning opportunities via arts integration, and unique individualized learning plans. We acknowledge that our current proficiency levels need improvement, and we aim to meet/exceed standards of the Alternative Academic Performance Framework through instruction and supports which are informed by our MAP growth

	measures. Over the past year we have established an in-house "B setting" classroom to further enhance the learnings of our more complex students. This is specifically for ELA and Math. In addition, we have a dedicated Wilson reading Program in the building to enhance our students' reading level and skills.

b) Expected outcomes for College and Career Preparation

School Comments 2017-2018	We will continue to provide avenues for our students to prepare for and obtain resources to prepare them for college and career. Vo-Tech schools, where a number of students enroll is career preparation for those who may not choose college. We support and encourage students to apply for and enroll in schools where they will be most successful.

School Comments 2016-2017	As we prepare our students for graduation, we have also paired with several community partners to assist our students with proper individual post-GLS placement in Career and College preparatory programs. We have established a Career Transition Element into each student's IEP or 504 Plan focusing on areas of interest where our students would like to see themselves after high-school. One excellent example is the recent opportunity one of our more challenged students had, to go and work in a local bakery – Cakes by Kim – in Wilmington. This student has been invited back to work and learn more about this potential career path as often as she would like. This student is now considering pursuing Culinary Arts at either Delcastle Technical High School or at McKean High School. This is just one example that we are looking to further build upon. We are also considering building our own early-Vocational Technical Program to help give our student even more opportunities in the future. In addition, we will further look to increase our Community Outreach in order to bring in local people to share their work experience and fields of expertise. We recently had one of our board members – a chemical engineer at DuPont – come in and talk about his experience as an engineer to one of our 4th grade classes.

c) Progress measures to track College and Career Preparation outcomes

School Comments 2017-2018	We will continue to use NWEA MAP testing to measure student growth toward proficiency. We plan to continue to utilize the activities mentioned above in addition to implementing plans for a CTE curriculum in the near future.

School Comments 2016-2017	In offering job shadow experiences prior to graduation, we will measure progress based on the completion of the activity/task of each student's transition plan. In the same context as described in part (b) above, we will be able to measure our level of success by how our students are accepted at the various job shadow experiences and frequency of returns to each specific work site.

Note: School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

As a school that focuses on high needs students, our goal is to have students increase performance in Reading skills.

Essential Question indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable				
Staff				
Measure	**Definition of Rating**	**Data Source**	**Data Collection Process**	**Measure**
Students will demonstrate growth on the MAP assessment.	Exceeds Standard -The school has at least 80 percent of all students meeting their growth target using MAP Meets Standard -The school has between 60 and 79 percent of all students meeting their growth target using MAP Does Not Meet Standard - The school has between 40 and 59 percent of all students meeting their growth target using MAP Falls Far Below Standard-The school has less than 40 percent of all students meeting their growth target using MAP	Gateway Lab School provided data from MAP to demonstrate that the school is meeting standard in their mission specific goal. This data contains PII and therefore has not been posted publically.	PDF Upload and entry into system by DOE.	1a1

DOE Summary:
Gateway Lab Charter School has one mission specific goal to demonstrate growth on the MAP assessment. The school was rated "Meets" on its mission specific goal.

a) Mission Specific Goal(s).

School Comments 2017-2018	With more than three complete changes in administrative staff since our first year, there have been notable challenges to the fidelity of our mission. Board assessment of the effects of the turnover and mission creep, lead to a concerted effort to implement changes at the end of SY2017-2018 to guide the school back to its established mission as defined by our charter. Despite the challenges, students are showing progress on many fronts. Foundationally, GLS has remained strong organizationally and financially. This has helped us implement necessary academic supports and staff that our children need to meet their goals. As we

	move forward with dedicated, skilled administrators, teachers and Board members, we believe that our students are on a trajectory that will lead to tremendous academic and social emotional growth. The Board is strengthening its oversight and professional development by working with seasoned consultants, Delaware Association for Non-profit Advancement (DANA) for Board training and Digitus, a well-known Delaware education consultant for school-wide strategic planning. Acting Head of School, Catherine Dolan has returned to Gateway to ensure that the mission of the school is defined and implemented with fidelity. Gateway was established as a school "where arts are the Gateway to learning". Since most teachers do not receive education or training on how to design arts-integrated lessons, there have been challenges with school staff understanding how to integrate the arts into their lessons in a dynamic, rigorous way. This year, Dr. Linda Krakaur was hired to work with the teachers and paraprofessional staff monthly. Dr. Krakaur specializes in training teachers' curriculum development using "inquiry-based" arts integration. Three cohorts are rotating through hands-on training in lesson planning using various art forms – visual, music, drama and movement. Teachers are receiving intensive training on Responsive Classroom, our social skills curriculum. Gateway has a dedicated Wilson Reading instructor whose students have exceeded their goals and have advanced between 1-3 years of progress in reading in a single year. Teachers and support staff participate in daily morning professional development covering special education, lesson planning, classroom management and data-driven instruction to name a few.

Note: This data element was added in the SY 16/17. The school was not required to provide a response to this information.

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the Organizational Performance Framework.

HISTORICAL DATA (SY 14/15- SY 15/16)

Year	Education Program		Financial Management	Governance and Reporting			Students and Employees				School Environment		Additional Obligations	OVERALL RATING
	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	
	Charter Terms	Students with Disabilities	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations	
2014-2015	M	M	*	M	M	M	M	M	D	N/R	M	M	M	Meets Standard
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

** Data for this measure is now included in the Financial Performance Framework*

SUMMARY AND OVERALL RATING

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

DOE Summary:
Gateway Lab Charter School has met all standards measured by the Organizational Performance Framework annually for SY 14/15, SY 15/16, and SY 16/17. However, in SY 17/18,the school received an overall rating of “Approaching.”.

a) School's organizational performance over the current charter term

School Comments 2017-2018	The school’s overall rating for Organizational Performance is Approaching Standard. We did not meet the standard in 2a – Governance & Public stewardship. The Board and Administration have taken steps to ensure that the areas of weakness that led to deficiencies in both 2a and 4a measures have been addressed

b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes

School Comments 2017-2018	Please see Section 2

c) Indicator measure where school did not meet standard or is approaching standard

School Comments 2017-2018

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

DOE Rating Information:

No topic listed for executive session 11/17,10/17. Board training needed 12/17, 11/17, 10/17. CBOC composition violation 10/17. CBOC minutes missing 10/17,9/17,8/17.

School Response To Rating:

The Board of Directors has restored a process to track Board training for new and existing members. Treasurer Sherlock Hack is working with the current Board to recruit additional members to the CBOC and ensure the proper composition of the committee. On November 12, 2018 the Board received Board training with Paul Stock from DANA.

4. FACILITIES, TRANSPORTATION, HEALTH, AND SAFETY

Measure 4a.

Is the school meeting facilities, transportation, health and safety requirements?

DOE Rating Information:

Failed Cafeteria Evaluation due to discrepancies.

School Response To Rating:

In order to ensure that GLS is meeting all of the required measures in our school nutrition program, the school entered into a partnership with Red Clay Nutrition in 2016-2017 to run our school nutrition program. This partnership has resulted in greater efficiencies and helped us overcome the challenges of running the program with a small staff and limited budget.

School Comments 2016-2017	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654
School Comments 2015-2016	School comments for SY 14/15 can be found at: https://www.doe.k12.de.us/Page/2654

Performance Agreement

Organizational Performance Expectations

Gateway Lab School's overall organizational rating is Meets Standard. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

DOE Summary:
Gateway Lab Charter School has met all standards measured by the Organizational Performance Framework annually for SY 14/15, SY 15/16, and SY 16/17. However, in SY 17/18,the school received an overall rating of "Approaching.".

School Comments 2017-2018	Gateway's overall organizational performance is Approaching Standards. The Gateway administrative staff and Board of Directors have implemented processes to address the areas of deficiency noted above. Board training and accountability for meeting the required posting and training requirements have been implemented. Our partnership with Red Clay Nutrition has provided the assurance that we are in compliance with our cafeteria requirements.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

3.3 Board Financial and Governance Members and Training

a) In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Governance Training Date
Kenyatta	Austin	4/26/2017		Community Member	7/25/2017	
Joyce	Henderson	10/7/2017		Member	12/30/2017	
Tina	Horgan	1/17/2017		Parent Representative	2/2/2017	
Doreen	Rathmell	9/7/2018		Teacher Representative	10/2/2018	
Sherlock	Hack			Community Member	10/14/2018	
Larry	Heredia			Community Member	12/2/2018	
Doug	Salter			Community Member	11/27/2018	
Heidi	Shanus				8/27/2018	

DOE Summary:
Gateway Lab Charter School's Board of Directors is currently in compliance with Board Membership and Financial and Governance Training requirements.

School Comments 2017-2018	To date, the GLS Board is compliant with financial training requirements

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

b) Pursuant to 14 Del. Admin. Code 736 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Pam	Draper			Community Member	7/1/2012
Richard	Riggs	8/9/2015		DOE Representative	11/30/2015
Dorcell	Spence			Consultant	7/1/2007
Sherlock	Hack	7/26/2018			10/14/2018
Tara	Ford				10/7/2018

DOE Summary:
Gateway Lab Charter School's Citizen Budget Oversight Committee is in compliance with membership and financial training requirements.

School Comments 2017-2018	The GLS CBOC is fully compliant with financial training requirements.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

3.4 Teacher Retention

2016-2017			2017-2018		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
100	24	24	74	14	19

DOE Summary:
From SY16/17 to SY17/18, Gateway Lab Charter School's teacher retention rate decreased from 100% to 74%.

a) School's plans to monitor and minimize teacher attrition rates

School Comments 2017-2018	The Gateway Lab School Board has implemented a practice of conducting exit interviews with teachers who leave. There are a variety of reasons. Better pay is a top response. Gateway like many charter schools cannot compete with district teacher salaries. Other reasons include misalignment with the school mission and vision and uncertainty as a result of administrative turnover.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

b) School's professional development plans support teachers and leadership.

School Comments 2017-2018	The new leadership on the GLS Board and Administration has put into action a clear plan for reestablishing the school mission and vision. In the current school year, teachers are receiving on-going professional development in Arts Integration, Social Skills training, and analyzing and using data to inform student outcomes. In 2016, the school applied for and received grants from the Longwood Foundation and The Laffey McHugh Foundation to provide tuition reimbursement to teachers as a means of attracting and retaining teachers.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the Financial Performance Framework.

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

DOE Summary:
Gateway Lab Charter School has maintained an overall rating of meets standard for the past three years on the Financial Performance Framework. The school has met all measures as assessed by the Financial Performance Framework metrics excluding cash flow (2c) in SY 15/16.

a) School's financial performance over the current charter term

School Comments 2017-2018	Gateway Lab School has received a rating of Meets Standard overall with a rating of Approaching Standard in 1c – Enrollment Variance. There are a number of measures that the current administration is taking to increase and steady enrollment: • Clearly define the school's mission and core values internally and externally • Reinforce our school mission to staff and ensure that teachers, paras and specialists are provided with the ongoing professional development and assessment needed to implement our program with fidelity • Create marketing and communications that provides a clear understanding of our arts-integrated curriculum • Share student success stories (past and present) along with student growth data to stakeholders and prospective families

	• Communicate with our families by classroom and school-wide on a consistent basis and evaluate parent/guardian satisfaction via a mid-year survey Engage internal and external stakeholders in our school-wide strategic planning taking place in SY201892019

b) Financial practices that the school has implemented to improve the school's financial outcomes

School Comments 2017-2018	Strong financial oversight has been a practice at GLS since its inception. We will continue with our current budget planning and process. Acting HOS, Catherine Dolan negotiated a 15% reduction in our current lease agreement that will remain steady for two years. The Board has re-established the Finance Committee this school year. The committee will be involved in review of the schools current financial practices to maximize efficiencies and to plan for sufficient funding of the school's strategic plan. Additionally, the Board has established a Building Search in anticipation of a move in the next couple of years with an eye toward finding an economical, long-term solution.

c) Indicator measure where school did not meet standard or is approaching standard

School Comments
2017-2018

1. NEAR TERM INDICATORS

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2017-2018
88%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore , a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

School Response To Rating:

The Gateway Lab School Board and Administration is aware of the enrollment variance and is implementing practices internally and externally (as shared above) to bring our enrollment to >100% for the 2019-2020 school year. There was a further decline in enrollment for the current school year (2018-2019), due to administrative turnover and the reasons mentioned previously. We believe that the enrollment and retention strategy that we are implementing will be instrumental in increasing and retaining enrollment.

School Comments 2016-2017	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

School Comments 2015-2016	School comments for SY 14/15 can be found at: https://www.doe.k12.de.us/Page/2654

Performance Agreement

Financial Performance Expectations

Gateway Lab School's overall financial rating is Meets Standard. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

DOE Summary:
In SY17/18, Gateway Lab Charter School received an overall financial rating of Meets Standard.

School Comments 2017-2018	Strong financial oversight has been a practice at GLS since its inception. We will continue with our current budget planning and process. Acting HOS, Catherine Dolan negotiated a 15% reduction in our current lease agreement that will remain steady for two years. The Board has re-established the Finance Committee this school year. The committee will be involved in review of the schools current financial practices to maximize efficiencies and to plan for sufficient funding of the school's strategic plan. Additionally, the Board has established a Building Search in anticipation of a move in the next couple of years with an eye toward finding an economical, long-term solution.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

How the school developed and implemented a corrective action plan in response to audit findings (if applicable)

DOE Summary:
Not Applicable.

School Comments 2017-2018	N/A

School Comments 2016-2017	As recommended by a recent specific audit of our P-card practices, we will undertake a periodic additional review of the Executive Director's P-Card usage by one or more members of the GLS board on no less than a quarterly basis. This additional oversight will ensure a proper separation of duties and reporting lines for review of financial transactions. Our current P-card record-and-receipt-keeping practices were deemed adequate in the P-card audit. Our full financial audit was conducted by Barbacane Thornton and Company. The key findings of the audit were as follows: • GLS' Net Position reflects an ending balance of $427,503 - an increase over prior year; • GLS' Governmental Funds reflect ending balance of $877,223 - an increase over prior year; • GLS has no debt; • The auditor did not identify any material deficiencies in internal controls; • The GLS financial statements present its financial position fairly, in all material respects; and • The audit report was submitted to the State by the September 30, 2017 deadline.

School Comments 2015-2016	

V. INNOVATION

School's innovative practice(s) that could be replicated at other schools in Delaware

School Comments 2017-2018	The school did not provide a response

School Comments 2016-2017	At GLS we have an above-average percentage of students with developmental disabilities and learning differences. Examples include hearing impairment and disorders such as autism spectrum, attention deficit, oppositional defiant, bipolar and conduct. The composition of our student population calls on us to innovate in certain ways: • For example, we believe that a foundation of solid emotional growth is a precondition for strong academic growth and to this end we successfully blend the Responsive Classroom approach with Applied Behavior Analysis. This innovation facilitates significant emotional growth in our students. We believe this practice is replicable at other schools in Delaware. • Another innovation we have found to be very successful is our Wilson Reading program. We have a specifically trained staff member in the practice of Wilson Reading, and she is also trained to train our instructional staff in how to benefit from Wilson Reading. The innovation here is not only the use of the practice with students, but in the leverage gained through having a central expert act as a resource to all instruction staff. The data in Attachment-1 (MAP data) on the last side ("Wilson Data") illustrates the success of this innovation: 91% of the GLS student who participate in the Wilson Reading program have met their NWEA MAP growth targets. We believe this practice is replicable at other schools in Delaware.

School Comments 2015-2016	School comments for SY 14/15 can be found at: https://www.doe.k12.de.us/Page/2654

References:

[1]A full copy of 14 *Del. C.* Chapter 5 can be found at: http://delcode.delaware.gov/title14/c005/

[2]Based on September 30th Unit Count

[3] Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by "-" in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

[4] US DOE Flexibility Letter can be found at http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA_Flex_Renewal_Letter_7-9-15.pdf.

[5]Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

Renewal Application 2019-20

DELAWARE CHARTER SCHOOL RENEWAL APPLICATION

September 30, 2019

GATEWAY LAB CHARTER SCHOOL

2501 Centerville Rd,
Wilmington, DE 19808

Phone:(302) 633-4091
Fax: (302) 633-5680

http://www.gatewaylabschool.org/

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CHARTER SCHOOL RENEWAL APPLICATION QUESTIONS

Please indicate below if the school is applying for a 5-year or 10-year charter:

Ξ 5-year charter

☐ 10-year charter

Note: To be eligible for a 10-year charter, the school must be entering at least its fourth renewal term and earned overall ratings of Meets or Exceeds every year in all performance frameworks.

Please provide clear, complete, and accurate information in response to each question.

I. OVERVIEW

1.1 Basic Information: Please review the following table for accuracy. Please fill in "Current Enrollment" at time of application submission.

BASIC INFORMATION	
Name of School	Gateway Lab Charter School
Year School Opened	2011
Current Enrollment	***177***
Approved Enrollment	216/226
School Address	2501 Centerville Rd, Wilmington, DE 19808
District(s) of Residence	Red Clay Consolidated School District
Website Address	http://www.gatewaylabschool.org/
Name of School Leader	Catherine Dolan
School Leader Email and Phone Number	Catherine.dolan@gls.k12.de.us (302) 633-4091
Name of Board President	Joyce Henderson
Board President Email	joyce.henderson@gls.k12.de.us
Mission Statement: The mission of Gateway Lab School is to provide an extraordinary educational opportunity for children who are struggling to achieve academic success in a traditional school environment, utilizing research-based intervention strategies and a highly tailored, arts-based learning environment that seeks to identify and capitalize on a student's strengths and interests. To become a resource to the community as a center for the professional development and education of teachers, parents and students by providing access to the latest research-based curriculum, technology and training.	

Our mission statement was revised in our Strategic Plan created in 2016-2017 and streamlined in our most recent Strategic Plan, adopted in 2019.

Revised Mission Statement: "Our mission is to maximize each student's academic ability and social growth through innovative arts-based learning in a safe and nurturing environment."

1.2 Enrollment and Demographics: Please review the following table and complete the last column (SY 2019-20)

	2015-2016[1]	2016-2017[1]	2017-2018[1]	2018-2019[1]	2019-2020[1] *
Total Enrollment	212	221	189	172	177
Gender					
% Male	66.51%	64.71%	64.55%	70.35%	63.30%
% Female	33.49%	35.29%	35.45%	29.65%	36.70%
Ethnicity/Race					
% African American	29.72%	38.91%	48.68%	47.09%	54.20%
% American Indian		0.45%	0.53%	0.58%	
% Asian	1.42%	1.36%	2.12%	1.16%	
% Hispanic/Latino	7.55%	8.60%	7.94%	9.88%	11.30%
% White	58.96%	49.32%	38.62%	37.79%	40.10%
% Multiracial	2.36%	0.90%	1.59%	3.49%	5.6%
Special Populations					
%Special Education[3]	60.85%	55.20%	57.14%	55.81%	50.00%
% English Language Learners	0.94%	1.36%	1.59%	5.23%	7.30%
% Low-Income	31.13%	38.46%	42.86%	37.79%	52.33%

*** To be completed by the school**

School Comments 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response to this information

School Comments 2016-2017	Our enrollment of 221 students in FY2017 was 2.3% above the authorized enrollment level. This enrollment level was below the +5% threshold (i.e., 226 students) which would have required a minor charter modification. Our Waiting List numbers reflect our office records, since we have found any such records in the Data Service Center. The Waiting List numbers for GLS in 2016-2017, by grade, were as follows: 3rd Grade – 0 4th Grade – 0 5th Grade – 5 students 6th Grade – 4 students

	7th Grade – 7 students 8th Grade - 0

School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2.

Gateway was established to address the needs of students that face difficulties in the traditional classroom environment. Some of our students have identified learning disabilities or 504 plans and some deal with anxiety or need a smaller class setting to maximize their potential. About 2/3 of our student population has consistently been composed of males. We are seeing a rise in African American, Hispanic and Low-Income students and interestingly a decrease in students with disabilities. In the past year, parents and guardians have mentioned that they found our focus on arts-integration and small class size as primary reasons for enrolling their children at Gateway.

Gateway has struggled with filling our 3rd grade in our second renewal term. Our original charter application called for the addition of 1st and 2nd grade in year three and four. The Board filed a modification after the first year of operation to suspend the grade expansion at the advice of outside consultants who recommended that the school focus on strengthening its academic program before expending resources on expansion. As the school moves into its second renewal, the school board and administration are ready to move forward with plans for expansion to grades K-2. The success that we are seeing with our alumni students as they move on to high school and college tells us that the educational strategies that we employ at GLS are working. Most of our students come to us in middle school already years behind their grade-level peers. If we can get them in the door earlier we know that there will be a greater opportunity for tremendous academic and social/emotional growth and proficiency.

1.3 Approved Minor and Major Modifications: The table lists any approved minor and/or major modifications over the course of the school's current charter term.

Date	Modification Requested	Outcome
--	--	--

School Comments 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response to this information

School Comments 2016-2017	We feel it is helpful to reiterate our chronology of charter modifications in this section. On 28-Dec-2009 we applied for our original charter. The first year of school operation was FY2012 On 02-Jan-2013, during our second year of operation (FY2013), we applied for a minor charter modification to maintain our grade configuration at Grades 3-8 with a maximum enrollment of 216. On 29-Apr-2013, during our second year of operation (FY2013), we applied for a minor charter modification to alter and enhance our school facility in support of our Academic Clubs program. On 20-Mar-2014, during our third year of operation (FY2014), we applied for a major charter modification to grant a waiver for an enrollment preference for students at risk of academic failure and to establish our eligibility for the Alternative Academic Performance Framework. In each instance, these aforementioned charter modifications were granted. On 30-Sep-2014 we applied for renewal of our charter, as modified to-date. Our charter was renewed. The current charter term is for FY2016 through FY2020. As of 30-Jun-2017 we have not applied for any additional charter modifications.

School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information

Schools are invited but not required to comment on any aspect of the modification data above in table 1.3.

1.4 Enrollment Trends: Please review the following table with the school's enrollment trends during the current term of the charter and complete the last column ("Current Waitlist for 2019-20").

School Enrollment Trends									
Cells highlighted in gray were grade levels not serviced by this school.									
	2015-2016		2016-2017		2017-2018		2018-2019		
	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Current Wait list for 2019-2020 *
K									
Grade 1									
Grade 2									
Grade 3	36	18	37	26	38	19	38	9	0
Grade 4	35	34	36	25	38	24	38	27	0
Grade 5	33	35	36	38	37	26	38	22	3
Grade 6	41	42	36	45	36	38	38	41	0
Grade 7	40	42	41	46	36	43	38	34	11
Grade 8	41	41	40	41	41	39	36	39	0
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Total	216	212	216	221	216	189	216	172	177

*** To be completed by the school**

DOE Summary:
Gateway Lab Charter School's enrollment has declined over the course of its charter term. In SY 15/16 and 16/17, the school's enrollment variance exceeded 95%, but in SY 17/18 and SY 18/19, the school's enrollment variance was 83% and 76%, respectively.

School Comments 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response to this information

School Comments 2016-2017	Our enrollment of 221 students in FY2017 was 2.3% above the authorized enrollment level. This enrollment level was below the +5% threshold (i.e., 226 students) which would have required a minor charter modification. Our Waiting List numbers reflect our office records, since we have found any such records in the Data Service Center. The Waiting List numbers for GLS in 2016-2017, by grade, were as follows: 3rd Grade – 0 4th Grade – 0 5th Grade – 5 students 6th Grade – 4 students 7th Grade – 7 students 8th Grade - 0

School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.4.

School Leadership has had discussion with the Charter School Office about the school's approved enrollment number. In the last year the Board and administration was told that our approved enrollment is 226. This is based on a budget-scenario presented during our first renewal in 2014. The budget was presented purely to provide projected revenue based on 105% enrollment. The Board has never sought or formally applied to increase the school's approved enrollment number of 216.

1.5 Reenrollment Trends : Please review the following table with the school's reenrollment trends during the current term of the charter.

School Reenrollment Trends								
	2015-2016		2016-2017		2017-2018		2018-2019	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	30-Sep Enrollment Count	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
Total/Avg	138	76.67%	147	85.96%	136	75.56%	121	80.67%

DOE Summary:
In SY 15/16, Gateway Lab Charter School reenrolled 76.67% of the students eligible for reenrollment. In SY 16/17, the school reenrolled 85.96% of the students eligible for reenrollment. In SY 17/18, the school reenrolled 75.56% of the students eligible for reenrollment.

School Comments 2017-2018	Gateway Lab School has been challenged with administrative and teacher turnover in the last few years. Some of the administrative turnover was due to circumstances outside of the school's control. Ensuring that the school's administrative and teaching staff understood and had the support to carry out the school mission presented a challenge for the Board. In part, lack of a defined mission and vision has resulted in attrition in our re-enrollment. Due to an unexpected vacancy in school leadership in 2018, the GLS Board hired former HOS, Catherine Dolan to serve in the capacity of Acting HOS and former HOS, Pam Draper to serve as Business Manager. Marlin White is serving as Interim Principal. Additionally, founding Board members, Joyce Henderson and Sherlock Hack have returned as Board President and Treasurer respectively. Together, Board members and the administrative team are working together to ensure that our mission and academic expectations are clearly defined for both teachers, students and families. Parent surveys will be sent out in early 2019 inform the Board and administration of parent satisfaction levels. Additionally, the Board has begun a three-year strategic planning process that will serve to shore up challenge areas and chart a plan for growth over the next 3-5 years. Lack of consistent, reliable bus transportation is another factor that has contributed to some parents choosing to enroll their children in their district school.

School Comments 2016-2017	Our enrollment of 221 students in FY2017 was 2.3% above the authorized enrollment level. This enrollment level was below the +5% threshold (i.e., 226 students) which would have required a minor charter modification. Our Waiting List numbers reflect our office records, since we have found any such records in the Data Service Center. The Waiting List numbers for GLS in 2016-2017, by grade, were as follows: 3rd Grade – 0

	4th Grade – 0 5th Grade – 5 students 6th Grade – 4 students 7th Grade – 7 students 8th Grade - 0

School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information

Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

The student retention rate has hovered between 76%-86% since our last renewal, indicating a fairly high level of parent satisfaction. The Gateway School Board and Administration have taken several steps over the course of the last 18 months to monitor and minimize attrition rates:

1. **Re-alignment of Mission & Vision** – In 2018, Gateway board, staff, parents and community members expressed concern that the school had drifted off of its mission as a school that uses arts-integration and experiential leaning as its core method of teaching students that struggle in a traditional school environment. During 2016-2018, school enrollment suffered due to a lack of clarity about the school's mission which resulted in student and staff attrition. To address this concern, former GLS Board members and administrative staff returned to their previous roles at the school to get the school back on course with its approved charter. The school enrollment and retention numbers are beginning to respond positively. Student retention increased in SY2019-2020 by 5%. We have seen an increase in total student enrollment in SY 2019-2020 for most grades:

    - 3rd + 55%
    - 4th + 100%
    - 5th +26%
    - 6th +40%
    - 7th + 19%
    - 8th 0%

2. **Implementation of Culture and Climate Improvements** – In SY2018-19, Responsive Classroom, Gateway's school-wide social/emotional curriculum was restarted with fidelity. Twenty-two (22) new faculty and Paraprofessionals received an intensive, four day Responsive Classroom (RC) training in both FY2019 and FY2020 as well as three additional RC professional development workshops during the school year. Our Gladiator Expectations:

    Help Other Heroes
    Exhibit Exceptional Effort
    Respect Self & Others
    Own Your Actions
    were prominently displayed in classrooms and throughout the school. During weekly "Round-up"

in the middle and elementary grades, the Head of School and Principal presented "Badges of Honor" to students and staff that were found exhibiting Gladiator Expectations in the classroom and throughout the school. Joint efforts by the Principal, Dean of Students, Academic Dean and Behavior Interventionist to deal with behavior and truancy issues swiftly and thoughtfully has helped to establish firm expectations of all stakeholders and creates a climate of high expectations for personal and professional conduct throughout the building. In the last trimester of SY 2018-2019 behavior reporting from Data Service Center shows only 8.28% of our student population (14 students) with six or more referrals. 116 students had 0-1 referral and 39 students had 2-5 referrals. Positive Behavior Supports in the form of impromptu Block Parties provided additional motivation for students to exhibit good behavior.

3. **Emphasis on Parent Engagement & Student and Community Advocacy** - Over the last 18 months, the school staff has made strides to re-engage parents and to build relationships with community stakeholders and leaders. Gateway Lab School draws students from every school district in New Castle County and our diverse student population and changing family dynamics have made it difficult to draw parents out to attend school events and volunteer at the school. We are focusing our efforts on opportunities to keep in touch with parents and encourage their involvement in their children's academics and school activities. A monthly school newsletter – Gladiator Gazette and weekly News You Can Use keeps our school community updated on events and school and classroom activities and the Gateway Friends and Family PTO and Parent Advisory Council meet monthly to assist in keeping parents informed and to help plan fundraisers to benefit the school. For SY2019-2020 we have hired a part-time Family Engagement Coordinator with funds from the state-wide Opportunity Grant. The Parent Engagement Coordinator will strengthen our communication with and support to the current and prospective families of Gateway students, particularly those classified as ELL and LI. The Harvard Family Research Project concluded that parental involvement is associated with higher student achievement (https://globalfrp.org). The research found that student success was higher in several areas, including standardized test scores, grades and teacher ratings. Students were also more likely to pass their classes, attend school regularly, and have better social skills and move on to post-secondary education when parents are actively involved in their education. In addition to parent engagement we are focused on building deeper relationships with community stakeholders. We have invited state and local representatives, leaders and funders to visit and tour the school to get a better understanding of how we carry out our mission at GLS. Student advocacy is a major component of our educational program. Students regularly participate in social service and community-based educational opportunities like Youth in City Government, Breast Cancer Awareness, Food Bank of Delaware food drive, Kind to Kids Toy Collection, High School Night and Career Week.

Several areas stand out with regard to why students have chosen to enroll in different schools;

1. **Transportation Challenges** – The school bus crisis in Delaware has made charter schools dependent on sub-standard service from contracted transportation companies who pay low wages and have trouble attracting and retaining drivers. We have been challenged with late buses, lack of reliable drivers and keeping travel times on the bus to a reasonable length. The challenges with transportation has led some parents to return to their district school.

2. **School Mission is not a fit for every child** – Like most charter schools, Gateway's mission and

methods of delivering instruction are not a fit for every child.

3. **Mission Creep** – An Administration and Board of Directors that did not fully embrace the school's mission and vision resulted in a lack of clarity for parents and staff. This created uncertainty and disillusionment with the school's direction. Concerted efforts by the current board and school community have helped to reinforce the mission of Gateway Lab School.

II. Academic Performance

Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

Under ESSA, all public schools must be measured by the same statewide accountability system. Prior to ESSA, charter schools designated to serve students at risk of academic failure could modify their academic Performance Frameworks. Accordingly, Gateway Lab School's academic performance was evaluated annually based on the Delaware Alternative Academic Performance Framework. The academic performance data in this report includes the school's Alternative Academic Performance Framework from SY 2015-16 to SY 2017-18 and DSSF data for SY 2018-19.

2.1 Delaware Alternative Academic Performance Framework

Overall Academic Ratings

Metrics	2015-2016	2016-2017	2017-2018
Academic Achievement	2 Stars (52.84/150pts) Needs Improvement	2 Stars (59/150pts) Needs Improvement	1 Stars (20.48/150pts) Far Below
Growth	2 Stars (64.7/200pts) Needs Improvement	5 Stars (200/200pts) Exceeds	4 Stars (155.9/200pts) Meets Standard
On Track to Graduation	5 Stars (48.56/50pts) Exceeds	5 Stars (47/50pts) Exceeds	5 Stars (48.14/50pts) Exceeds
College and Career Preparation	1 Stars (5.72/100pts) Far Below	2 Stars (20.3/100pts) Needs Improvement	3 Stars (45.36/100pts) Approaching

DOE Summary:

In SY 15/16, Gateway Lab School received ratings of "Meets" or "Exceeds" in 1 out of 4 DSSF metrics. In SY 16/17, the school received ratings of "Meets" or "Exceeds" in 2 out of 4 DSSF metrics. From SY 15/16 to SY 16/17, the school's points earned for Academic Achievement increased 6.16 points from 52.84/150 ("Needs Improvement") points to 59/150 points ("Needs Improvement"). From SY 15/16 to SY 16/17, the school's points for Growth increased 135.5 points from 64.7/200 points ("Needs Improvement") to 200/200 points ("Exceeds"). From SY 15/16 to SY 16/17, the school's points earned for On Track to Graduation remained consistently high at 48.56/50 points ("Exceeds") and 47/50 points ("Exceeds"), respectively. From SY 15/16 to SY 16/17, the school's points earned for College and Career Preparation increased 14.58 points from 5.72/100 points ("Far Below") to 20.3/100 points ("Needs Improvement").

In SY 17/18, the school received ratings of "Meets" or "Exceeds" in 2 out of 4 DSSF metrics. From SY 16/17 to SY 17/18, the school's points earned for Academic Achievement decreased 38.52 points from 59/150 ("Needs Improvement") points to 20.48/150 points ("Far Below"). From SY 16/17 to SY 17/18, the school's points for Growth decreased 44.1 points from 200/200 points ("Exceeds") to 155.9/200 points ("Meets"). From SY 16/17 to SY 17/18, the school's points earned for On Track to Graduation remained consistently high at 47/50 points ("Exceeds") and 48.14/50 points ("Exceeds"), respectively. From SY 16/17 to SY 17/18, the school's points earned for College and Career Preparation increased 25.06 points from 20.3/100 points ("Needs Improvement") to 45.36/100 points ("Approaching").

School Comments 2017-2018	School did not provide a response

School Comments 2016-2017	Gateway Lab School realized academic gains in the 2016-2017 school year. Based on MAP growth targets set by the NWEA (versus 2015 norms), our students achieved the following: • Spring MAP, Reading: 80% of students met their growth targets • Spring MAP, Math: 75% of students met their growth targets Further data on MAP results is included in Appendix-1. Alignment with Common Core Standards was a strong component in the on-going lesson planning and core curriculum development for all grade levels. Professional development focused on the integration of an arts-infused curriculum, small group instruction, and analyzing grade-level text. These strategies were consistently monitored by way of on-going classroom walkthroughs and DPAS II feedback. GLS works with the Delaware Academy of School Leadership ("DASL") on professional development. A resource room (B setting) was created to deliver individualized instruction in a small group setting. This setting maximized learning for students in grades 3-8. Students were observed to thrive academically and developmentally in this setting as evidenced by an uptick in academic progress by all students in this room. It was also noted that a decrease in target behaviors eventuated in this setting. Behavior modification protocols were utilized to assist all students with executive functioning and working memory. Grade-level teaching staff have similar planning times to allow for ongoing synchronicity of lessons and curriculum delivery. Morning meetings with teachers and paraprofessionals also facilitates a community of professionals working cohesively to support the students. Another major challenge in our Academic Achievement score was the verbiage used in SBAC questions. It was noted that many students had difficulty understanding the questions based on the way in which the questions were worded. It was not apparent if the students' struggle was with the comprehension of the question itself, the background knowledge of the student, or the manner in which the question was presented. In many instances, students verbalized that they were afraid to face disappointment as a result of trying their best but not obtaining the score they desired. In addressing our College and Career Preparation score, our 6-8 grade students will attend the Transition Conference in December 2017. All students in grades 6-8 with an IEP are encouraged to attend, along with their IEP team, to collaborate and understand the goal-setting process. Our objective is to build and enhance a student-led IEP process within our academic setting. Our student population presents with specific learning challenges, and as we found during the 2016-2017 school year many also exhibit behavioral disorders. Many Gateway students have comorbid diagnoses which can inhibit the

	academic achievement that might be realized with a more typical learner. During the 2016-2017 school year, behaviors typically created a disruption in classroom instruction which may account for gaps in student performance. Additionally, we acknowledge a challenge with one of our math instructors (who has subsequently been replaced) that resulted in some inconsistencies in instruction. We have worked to address these issues during the 2017-2018 school year by implementing several modifications to our behavior and academic programs.

Note: School comments for SY 15/16 : https://www.doe.k12.de.us/Page/2654

a. Based on the table above discuss the school's academic achievement results, major challenges and accomplishments over the course of the charter term. Evidence should reflect performance during the course of the charter term.

GLS was rated Far Below Expectations in SY 2018-2019 and Needs Improvement in the prior two years. Most students choose Gateway Lab School because they have experienced academic failure and/or social/emotional challenges in their previous school. The majority of the students enter in middle school and a great number of them come at least two years behind in core content subjects with significant learning and executive functioning deficits. Our students have learned to cope in several destructive ways that inhibit their progress. Some examples include; behavior that masks insufficiencies, self-imposed silence and non-participation to cover their deficits. There is no "one size fits all" approach at Gateway. Success looks different for every student, but it is our job to make them feel successful and to let them know they matter.

There are multiple approaches that are implemented to assist these students in accessing the curriculum. Small class sizes, differentiated instruction; small group instruction, use of Responsive Classroom curriculum to build community and social/emotional skill acquisition, experiential learning that engages the whole child and increases retention. Over the last nine years, we have identified the typical student that can benefit from our educational model to help parents determine if the school is a good fit:

1. **My child's ability is not reflected in his/her academic performance.**

   Unique learners can be challenged academically due to multiple obstacles they may face in the classroom. Many children retain information better through experiential (hands-on) learning. All of the teachers at Gateway are trained to evaluate what each student needs to realize their individual learning potential and implement a plan of action.
2. **My child performs better in small group settings.**

   The small class size enjoyed by students at Gateway provides an environment for teachers to get up close and personal with their students

3. **My child retains information better with "hands-on" learning.**

   Gateway students are learning in an experiential way that helps to connect theory and application of the subject matter. This type of learning goes beyond rote memorization and helps students to use critical thinking skills that are necessary for the retention of information long term.
4. **My child is socially awkward or shy and struggles making friends.**

   Gateway Lab School uses the Responsive Classroom approach to incorporate the students' social and emotional growth into their academic learning, stemming from the notion that children learn best through social interaction and when they are explicitly taught social and emotional skills along with their academic lessons.
5. **My child needs focused intervention with reading and/or math.**

   Strategies used by teachers at Gateway focus on helping each student fill in gaps that may exist in reading and/or math. Teachers track each student's growth through regular progress monitoring and assessments. Intervention curriculum includes the Wilson Reading System®, and Failure Free Reading™.
6. **My child has lost his/her motivation to attend school.**

   When a unique learner begins to advance through elementary school there may be challenges with maintaining focus and attention that can cause them to fall behind. Our teachers employ the teaching methods that work for each of their students, while empowering the students to advocate for themselves, and articulate what they need to be successful.
7. **My child is doing well academically but needs a lot of help maintaining focus and organization.**

   The inability to maintain organization can undermine the academic progress of even the brightest student. Gateway teachers employ experiential (hands-on) lessons help to engage the student's interest in the subject matter, while daily "brain breaks" provide time for movement in the classroom that re-energizes the body and brain.

Steps have been taken to strengthen and increase academic achievement results for our students through the adoption of new curriculum focused on our diverse student population:

The Wonders ELA curriculum is used for our students in grades 3-6 and focuses on teaching from a whole child perspective and seeks to prepare every student to be lifelong learners and critical thinkers. The curriculum uses research-based strategies on literacy and social-emotional learning to help teachers strengthen skills, bolster learning and encourage teacher flexibility in the classroom. Wonders encourages and allows authentic lesson planning for teachers rather than a rote method of teaching the curriculum. That flexibility is essential for teachers who are teaching students with a wide-spectrum of strengths and abilities. The curriculum is student-centered with a focus on small-group instruction and mini-lessons to support English Language Learners (ELL), Tier 2 RTI support and gifted and talented students.

Gateway is using the Collections curriculum by Houghton Mifflin Harcourt. Similar to Wonders, Collections is designed to develop a love for learning in middle school students. The curriculum promotes teacher choice in the classroom by providing a collection of resources in various mediums that allows teachers to scaffold lessons. According to the publisher: "HMH Collections is built around the most conclusive research on effective ELA instruction for Grades 6 through 12—including how to support students in reading complex texts and writing effectively across genres—and around best practices for meeting the needs of all learners through differentiation, ongoing assessment, and 21st-

century technological tools". (https://www.hmhco.com/programs/collections/research-and-results)

Our school-wide Math curriculum is Math in Focus 2020, based on the research-based Singapore Math curriculum. The Math in Focus (MIF) curriculum earned a *Strong* ESSA Rating in 2018. The curriculum was selected by a team of GLS instructors after reviewing and meeting with several curriculum providers. MIF provides concrete lessons for our students, most of whom struggle with the abstract thinking that has become common in math curriculum in recent years. MIF provides time for students to master foundational topics, with each grade level covering fewer topics in a more in-depth manner. The Math in Focus curriculum has also embedded the recommended sequence of topics that needs to be covered to prepare students for Algebra.

Additional supports in Reading and Math for our students include, Wilson Reading, a research-based program designed to help struggling readers tackle problems with decoding. We have a dedicated, certified Wilson Reading teacher who assesses all GLS students reading below grade level to determine if the Wilson program will benefit them. Failure-free reading is used with students who struggle with reading comprehension. It is designed to accelerate the vocabulary, comprehension, and expression of students who fail in traditional reading instruction. Gateway has also been awarded the use of a full-time Math Coach funded by the Governor's office who is working alongside our teachers to strengthen our math curriculum and improve student outcomes and provide continuous professional development to teachers.

In addition to the adoption of new curriculum, Gateway continues to strengthen these core elements of our school-wide model:

· Small Group Instruction- Gateway Lab School serves a 50% special education population with an additional 7.9% of students with 504 Plans and incorporates small group instruction into all major content classes in order to properly differentiate and scaffold learning to meet our students' unique needs. During small group instruction, students spend 15-25 minutes in a center or station with 3 to 4 other students focusing on one activity at a time to strengthen skills. Centers are run in all ELA and Math classes on Mondays and Fridays and are utilized in Science and Social Studies classes for review and development of skills.

Arts Integration- Gateway Lab School integrates the arts into our general education curriculum by incorporating dance, movement, drama, visual arts, media, creative writing, play writing, public speaking, sculpting, and singing into thematic units to keep our students invested and engaged in their academic success. Integrating the arts allows our students to feel success in the classroom that they may not otherwise feel in a traditional setting.

· Brain Breaks- Gateway currently incorporates brain breaks into our curriculum blocks. These breaks are 5-10 minute increments of time where students stop their academics and engage in movement, cooperative play, and/or team building activities that help to refocus, rejuvenate, and re-engage them in their curriculum.

· Sensory Needs- In order to meet the diverse needs of our students with ADHD, Autism, and Sensory Processing Disorder, who make up the majority of our student population, Gateway integrates multi-sensory furniture and equipment such as flexible seating, standing tables, floor desks, carpet squares, and reflection zones in the classrooms to increase focus and accessibility to learning for all students.

· Responsive Classroom - Since its inception, Gateway has used the Responsive Classroom

approach to social skill and character development. This approach equips our students with the knowledge to build positive relationships in community and approach new situations with confidence. Students learn to advocate for themselves by gaining an understanding of how they best learn.

· MAP Assessments- Gateway uses the Northwest Evaluation Association Measures of Academic Progress (MAP), a norm-referenced, adaptive assessment tool. MAP formative assessments are administered three times throughout the year providing specific data related to individual students' needs allowing for more targeted instruction within Response to Intervention (RTI) groups and regular classroom instruction.

· Professional Development- Teachers at Gateway meet 3-5 times a week in the morning and participate in Professional Learning Communities once a week focused on the areas of Academics, Culture, and Special Education. Staff participates in targeted professional development sessions based on the needs shown during walkthroughs and observations by the leadership team.

· After-school clubs- Gateway students are given the opportunity to participate in a variety of clubs to enrich their academic experience. Clubs give students the opportunity to express themselves, build self-esteem, and build social and collaboration skills. Some of our clubs and activities include, choir, drumming, volleyball, spirit team, basketball, running club, chess club, Odyssey of the Mind, Computer Coding Club and student government.

SY 2017-18 & SY 2018-19

2.1 Delaware School Success Framework

Overall Academic Ratings

Elementary (grades K-5)/Middle School (grades 6-8)

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

Performance Agreement

Academic Performance Expectations

Gateway Lab School's overall academic rating is Does Not Meet Standard. By SY 2018, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Mission Specific Goals (optional): The Gateway Charter School d.b.a. Gateway Lab School (GLS) has demonstrated continuous incremental gains over the past three years related to the percent of students meeting growth targets in the areas of Math and ELA as measured by the Delaware Comprehensive Assessment System (DCAS). During the last Charter Term (SY 2014) there were noteworthy gains in Math (19% increase). The significant gains made in ELA during SY 2013 (11.3% increase) were not realized in SY 2014 with student performance in ELA remaining flat. These incremental gains resulted in a positive shift from an overall school rating of "Falls Far Below Standard" to "Does Not Meet" standard. It is GLS's expectation that more significant gains in both Math and ELA will occur in the current school year (SY 2015) as a result of a focused, comprehensive approach to instruction.

DOE Summary:
In SY 15/16, Gateway Lab Charter School exceeded the standard in 1 metric area of the Delaware Alternative Academic Performance Framework. The school was rated "Needs Improvement" in academic achievement and growth, the 2 metric areas that were below standard. In SY 16/17 the school exceeded the standard in 2 of the 4 metric areas. Gateway Lab Charter School exceeded in the following metric areas: growth and on track to graduation of the Delaware Alternative Academic Performance Framework. In SY 17/18, the school met 2 of 4 metric areas (academic achievement and on track to graduation). The school was rated "Far Below" on academic achievement metric and "Approaching" on the college and career metric.

School Comments 2017-2018	Gateway's Alternative Academic performance shows mixed results across the board. The school is meeting the standards as it pertains to growth and "on track to graduation" . We are approaching standards in College and Career Readiness and Far Below standards in Academic Achievement. We feel strongly that our student's growth and "on track to graduation" measures are a significant indicator of the future academic and social emotional growth of our student population as they approach high school.

School Comments 2016-2017	Underlying our Academic Performance is the relatively-high percentage (54%) of students who need targeted Special Education instruction. This percentage is even higher in school year 2017-2018. With respect to school year 2016-2017, our enrollment of 221 students included the following Special Education classifications: 47 Basic Students 21% of all students 52 Intensive Students 24% " " " " 20 Complex Students 9% " " " "

	We are encouraged by our students' growth (MAP Growth, norm referenced) and believe that we are likely to reach an overall rating of "Meets" standard by SY 2018, as measured by the Alternative Academic Performance Framework.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

b. Discuss the school's academic performance based on its approved Performance Agreement (see above).

The school received a Meets Requirements in one out of four ratings. The school scored a 76% and Meets Requirements in School Quality/Student Success and a rating of Approaching Standards at 59% for Academic Progress. Academic Achievement and our overall rating is Well Below Expectations.

2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	2015-2016		2016-2017		2017-2018	
Rating	2 Stars (52.84/150pts) Needs Improvement		2 Stars (59/150pts) Needs Improvement		1 Stars (20.48/150pts) Far Below	
	School	**State**	**School**	**State**	**School**	**State**
ELA	9.03 %	26.80 %	20.00 %	40.00 %	10.35 %	50.53 %
Math	6.23%	21.40 %	8.67%	35.00 %	2.89%	42.32 %
Science	11.05%	22.40 %	18.01%	38.45 %	n/a	n/a
Social Studies	11.73%	32.20 %	n/a	n/a	n/a	n/a

	2017-2018			2018-2019		
Metric	**Value**	**Points**	**Points Earned**	**Value**	**Points**	**Points Earned**
Proficiency ELA (Grades 3-8)	10.35%	75.00	8.00	11.32%	75.00	8.00
Proficiency Math (Grades 3-8)	2.89%	75.00	2.00	4.00%	75.00	3.00

DOE Summary:

Gateway Lab Charter School was rated "Needs Improvement" in both SY 15/16 and SY 16/17 and rated "Far Below" in SY 17/18 for Academic Achievement. Proficiency rates in ELA have been below the State average and increased from SY 15/16 to SY 16/17 but decreased again in SY17/18. Proficiency rates in math have been below the state average for the past three years. Proficiency rates in science have been below the state average for SY 15/16 and SY 16/17. In SY 17/18, the school was rated "Far Below" for Academic Achievement. ELA proficiency was at 10.35%, which was 40.18% less than the State average (50.23%). Math proficiency was at 2.89%, which was lower than the State average (39.43%). Social studies proficiency data was only available for SY15/16 and the school's proficiency was below the State average.

a) Academic Achievement ratings over the course of the charter term

School Comments 2017-2018	Gateway Lab School's student population reflects nearly 60% of students with identified special education needs, in addition to approximately 42% of students

	classified as Low Income. Understanding that these students often perform poorly on standardized testing, the Department of Education approved an alternative framework to measure the progress of our students. As our "Meets Requirements" rating indicates for the Growth measure, Gateway students are making strides in their progress to the goal. Administrator turnover contributed to uneven outcomes in student performance as teachers did not always have the guidance and data-driven support needed to implement the curriculum and arts-integration standards to maximize student outcomes.

School Comments 2016-2017	Over 54% of our students require targeted special education instruction; in addition, approximately 30% of our students present with specific behavioral disorders and needs that can inhibit academic achievement. During the 2017-2018 school year, we have worked to more specifically address these challenges in order to support student academic growth. We recognize that behavioral interruptions created interruptions in academics for students and we have implemented a more consistent school-wide behavior intervention plan to ensure that we are increasing student time on task during instruction. Additionally, we have worked with our special education team to ensure that our school provide each student with the least restrictive environment (LRE). We also recognized a need to make greater use of student performance data during the school year in order to identify student growth and needs as well as better target classroom instruction and specific interventions. This includes PLC discussions involving the data from the MAP assessment as well as the addition of the iReady program to provide more specific information about student performance. This increased focus on instruction and academic performance will support enhancements to our program that will allow us to make progress toward our goals on the Alternative Academic Performance Framework.

b) Expected outcomes for Academic Achievement

School Comments 2017-2018	As positive student growth measures continue, we expect to see our student's academic achievement increase over time as well. With experienced Administrators guiding, training and evaluating our teaching staff against expectations, there is cohesion of purpose in our building toward this goal. Some of the most recent, impactful changes include the implementation of new curriculum (Wonders for grades 3-6 and Collections for grades 7 &8), re-establishment of an RTI block of instructional time with the most experienced teachers providing Tier 3 instruction, the less experienced or novice teachers working with Tier 2 students and our "specials" teachers providing enrichment activities for our students on grade level. Our school schedule has been changed to put more emphasis on academic rigor. The school's new administration and Board are placing an emphasis on Gateway's original mission and vision – Arts Integrated classroom instruction, Responsive Classroom social skills acquisition and remediation of reading skills through Wilson Reading.

School Comments 2016-2017	In addition to MAP and iReady (new in SY 2017), our RTI program has become more rigorous with the addition of a five day per week RTI Lab. This lab enables Tier III students to be instructed and assessed with a better degree of individualized instruction.

c) Progress measures to track expected Academic Achievement outcomes

School Comments 2017-2018	Gateway will measure progress toward expected Academic Achievement outcomes by using the state data tracking tools – eSchool, Data Service Center (attendance, progress monitoring, behavior referrals and other tools) to provide data driven instruction for all students. These tools were underutilized in the past.

School Comments 2016-2017	Gateway will measure progress by use of monthly SBAC Interim Assessments. This frequency will help to develop our staff proficiency in administering this test, and our students will become more adept at navigating this test as well as understanding the content of the questions. With additional formative and summative assessments, Gateway utilizes the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), a norm-referenced, adaptive assessment tool. MAP formative assessments are administered three times throughout the year, providing us with specific data related to the needs of individual students and thereby allowing for more targeted instruction within RTI groups and regular classroom instruction.

Note: School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

The table above lists the school's available DSSF Academic Achievement ratings. Respond to the following questions.

a. Based on the school's Academic Achievement ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

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

b. Looking ahead, what are the school's expected outcomes for Academic Achievement and what steps will the school take to achieve them?

Gateway Lab School strives to Meet Requirements for Academic Achievement each year. There are several steps that the school has implemented to move toward that goal. The Board approved a new Strategic Plan on September 17, 2019 that outlines our goals and expected outcomes for Academic Achievement. The Academic Goal (#1) is **To meet or exceed all of the standards set forth in the Alternative Academic Framework established by the State Board of Education by the end of 2021**. The Strategic Plan requires the Board to receive monthly and quarterly progress updates from the Principal and Head of School in each of the areas of focus.

Gateway Lab School
Strategic Plan 2019-2022

GLS Mission: "Our mission is to maximize each student's academic ability and social growth through innovative arts-based learning in a safe and nurturing environment."					
Goal 1: To meet or exceed all of the standards set forth in the Alternative Academic Framework established by the State Board of Education by the end of 2021.					
Measures/Growth Targets					
Objectives	**2019-2020**	**2020-2021**	**2021-2022**	**Data Source and Progress Monitoring**	**Person(s) Responsible**
1. Achieve grade level proficiency in Math for students currently at "yellow" proficiency level.	30%	30%	30%	Smarter Balance	Principal & HOS
2. Achieve grade level proficiency in ELA for students currently at "yellow" proficiency level.	30%	30%	30%		
3.Ten to fifteen-point increase in **ELA** as measured by MAP scores.	70-80% by Spring 2020	50-60% by Spring 2021	40-50% by Spring 2022	MAP and Response To Intervention change – monthly progress monitoring of the data	Principal & HOS
4. Ten to fifteen-point increase in **Math** as measured by MAP scores.	70-80% by Spring 2020	50-60% by Spring 2021	40-50% by Spring 2022		
5. Ensure fidelity to ELA and Math curriculum annually.	Checklist to be segregated; 80% compliance	Checklist to be segregated; 80% compliance	Checklist to be segregated; 80% compliance	Wonders and Math in Focus Monthly Reporting	Principal & HOS
6. Ensure fidelity to responsive class principles and practices annually. Achieve 21-30 points	70% Achieve 19-20 standard	75% Achieve 20-21 standard	80% Achieve 21-22 standard	Monthly Walk throughs 2X per month plus responsive classrooms	Principal & HOS
7. Fidelity to instructional Technique; Achieve 21-30 points	70% Achieve 19-20 standard	75% Achieve 20-21 standard	80% Achieve 21-22 standard	Monthly Walk throughs 2X per month plus responsive classrooms	

Some additional steps that the school has taken includes:

- Addition of an Academic Dean – The position of Academic Dean was added this year to support the goal of Academic Rigor by:

  -Instructional coach to all teachers and assist principal in evaluating teachers.
  -Assist in planning and implementation of teacher professional development.
  -Ensure curriculum alignment with standards.
  -Monitor academic progress of students throughout the year.
  -Coordinate student leadership and governance programs for the development of student leader advocacy.
  -Ensure development and strengthening of Academic Rigor, Relevance and Relationship building of teachers and students by:
  -Setting the Standard for students
  -Equipping students through instructional tools and supportive methods
  -Demonstrating student achievement by project base, interactive, experiential hands-on learning.
  -Provide leverage for Potential-Effort-Progress Monitoring-Growth-Achievement
  -Monitor Responsive Classroom Program
  -Build Executive Functioning Skills through utilizing the multitude of strategies used in agenda book monitoring daily progress with success contract and varied other resource tools to strengthen organization and skill building.
  -Promote arts integration program throughout the curriculum to inspire students to learn and have fun.

-Promote reading across the curriculum to elevate motivation to read with classroom libraries as a resource.
-Promote Field trips for explorative interactive, hands-on experiential learning.

- Math Coach – GLS was awarded a full-time Math Coach funded by the Governor's office for SY2019-2020. The following goals were created by GLS Math teachers facilitated by the Math Coach:

1. To become better Math Talkers with our students (engage and use appropriate math language and vocabulary with students)
2. To allow for time to think during questioning and encourage think time with students.
3. To gain and instill confidence in math for ourselves and our students.
4. To engage in more student centered learning activities.
5. To present more real world experiential problem solving questions and performance tasks.
6. To have more patience and perseverance in ourselves and our students.
7. To engage students in learning activities that enhance their mathematical practices as defined by the NCTM and State Standards.

Practical resources/activities to realize our math goals:

1. New Math in Focus Program with an emphasis on the "Tour of Knowledge" taking students from the concrete experience of manipulatives to the creation of visual models, to abstract concepts and thinking.
2. New Math in Focus Program with its focused Mathematical Practices activities and instructions for each chapter.
3. New Math in Focus Program with its introduction of 'Math Talk" activities and problems to solve.
4. New Math Coach Position to provide continual Professional Development for teachers to provide and nurture a community of professional learners to provide opportunities for each student to learn.
5. New Math Coach Position to provide feedback, coaching, and resources for teachers to be an agent of positive change for teachers and their student learning.
6. Use of the Number Talks Program to support, encourage, and enhance productive and deep 'Math Talk" opportunities in each classroom.
7. To utilize Study Island and IXL, online programs, to reinforce student learning and enrich RtI tiers 1, 2, and 3.

- DPAS Walk-through – GLS Teachers receive DPAS walk-throughs twice monthly to ensure that they

are teaching the curriculum and implementing the Gateway's instructional methods with fidelity.

- Embedded Arts-Integration Professional Development – Gateway is committed to providing its instructional staff with intensive professional development on how to integrate the arts into the core curriculum. In 2018-2019, the instructional staff was trained to develop "artful thinking" in a year-long collaboration with Dr. Linda Krakaur of Krakaur Consulting. In 2019-2020, Gateway is partnering with University of Delaware's Lynette Overby to provide training on the creation and implementation of the arts-integrated lessons into core subjects.
- Learning Support – Educators and support staff have developed a specific curriculum for students that take the ALT test
- Targeted Small Group Instruction was developed for students on the lowest tier of RTI.

c. Describe how the school will measure progress to determine whether the school is on track to meet the school's expected Academic Achievement outcomes.

- Measure of Academic Progress (MAP) Assessments- Gateway uses the Northwest Evaluation Association Measures of Academic Progress (MAP), a norm-referenced, adaptive assessment tool. MAP formative assessments are administered three times throughout the year providing specific data related to individual students' needs allowing for more targeted instruction within RTI groups and regular classroom instruction.
- In the 2018-2019 SY, 100% of DPAS evaluations were completed with fidelity, including professional responsibilities, walkthroughs that are conducted by our Principal and Academic Dean for each teacher twice monthly, measuring teacher goals, formative and summative evaluation, and evaluation of instructional technique, improvement plans if needed and Responsive Classroom principles.
- Dibels Assessments are administered three times a year for students in grades 3-6 to establish a baseline when they come to Gateway and then monitor growth.
- Literacy Support – Gateway provides additional support for students that come to our school reading below grade level. As mentioned previously, Wilson Reading is a research-based program designed to help struggling readers tackle problems with decoding. We have a dedicated, certified Wilson Reading teacher who assesses all GLS students reading below grade level to determine if the Wilson program will benefit them. Failure-Free reading is used with students who struggle with reading comprehension. It is designed to accelerate the vocabulary, comprehension, and expression of students who fail in traditional reading instruction.
- Tracking Alumni Students – in 2018-2019, Gateway surveyed students that attended Gateway over the last 8 years to gather data on their academic and social experiences since leaving GLS. Additionally, we hosted an Alumni Day in April 2019 that was well attended by our former students. We will continue to stay in touch with our students and their parents as they move on from GLS to inform us of the interventions that lead to success.
- Enrichment Activities – Many students come to GLS having shied away from participating in school activities, clubs and sports due to their social awkwardness. For some, they are experiencing meaningful friendships with their peers for the first time. We provide a multitude of opportunities

for our students to participate in a variety of enrichment activities, including Odyssey of the Mind, Computer Science (Coding) Club, Chess, Students' in City Government, Chorus and Drumming Club.

2.3 Academic Progress

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	2015-2016		2016-2017		2017-2018	
Rating	2 Stars (64.7/200pts) Needs Improvement		5 Stars (200/200pts) Exceeds		4 Stars (155.9/200pts) Meets Standard	
	School	**State**	**School**	**State**	**School**	**State**
ELA	17.00 %	47.00 %	44.00 %	42.00 %	35.00 %	47.00 %
Math	17.00 %	48.00 %	47.00 %	47.00 %	35.00 %	43.00 %

	2017-2018			2018-2019		
Metric	**Value**	**Points**	**Points Earned**	**Value**	**Points**	**Points Earned**
Growth - ELA (grades 4-8)	42.49%	75.00	32.00	60.09%	75.00	45.00
Growth - Math (grades 4-8)	36.97%	75.00	28.00	59.85%	75.00	45.00
Growth of Highest Quartile - ELA(grades 4-8)	33.34%	12.50	4.00	42.09%	12.50	5.00
Growth of Highest Quartile - Math(grades 4-8)	28.28%	12.50	4.00	47.71%	12.50	6.00
Growth of Lowest Quartile - ELA(grades 4-8)	50.67%	12.50	6.00	67.30%	12.50	8.00
Growth of Lowest Quartile - Math(grades 4-8)	40.98%	12.50	5.00	64.27%	12.50	8.00

DOE Summary:
Gateway Lab Charter School was rated “Meets” in SY 17/18 and rated “Needs Improvement” in SY 15/16 for the growth metric. Proficiency rates in ELA and Math exceeded the state average in SY 16/17.

a) School's Growth ratings for all students over the course of the charter term

School Comments 2017-2018	Gateway Lab School's Growth performance is Meets. In spite of the turnover in staff, Gateway students showed growth because the school's culture, climate and academic supports are designed to provide students with support that is not typically available in traditional classrooms. Student support comes in many forms. Some of the most significant in the past year, includes a full-time on-site Wilson Reading teacher who pulls identified students school-wide for specialized reading instruction, small class size and the ability to measure student progress up to three times per year through NWEA MAP testing which allows teachers to identify areas of academic weakness throughout the year.

School Comments 2016-2017	Based on MAP growth targets set by the NWEA, our students achieved the following: • Spring MAP, Reading: 80% of students met their growth targets • Spring MAP, Math: 75% of students met their growth targets Further data on MAP results is included in Appendix-1. A resource room (B setting) was created to deliver individualized instruction in a small group setting. This setting maximized learning for students in grades 3-8. Students were observed to thrive academically and developmentally in this setting as evidenced by an uptick in academic progress by all students in this room. It was also noted that a decrease in target behaviors eventuated in this setting. Behavior modification protocols were utilized to assist all students with executive functioning and working memory. Professional Development consisted of a strong emphasis in behavior management along with social skills and executive functioning. These sessions assisted staff with the necessary management techniques for use in the classroom. See Appendix-2 (PD Agenda) Gateway welcomes students with a variety of learning differences. During the 2017-2018 school year, we have worked to more specifically address these challenges in order to support student academic growth. We recognize that behavioral interruptions created interruptions in academics for students and we have implemented a more consistent school-wide behavior intervention plan to ensure that we are increasing student time on task during instruction. Additionally, we have worked with our special education team to ensure that our school is in fact the least restrictive environment for a student. We also recognized a need to make greater use of student performance data during the school year in order to identify student growth and needs as well as better target classroom instruction and specific interventions. This includes PLC discussions involving the data from the MAP assessment as well as the addition of the iReady program to provide more specific information about student performance. This

	increased focus on instruction and academic performance will support enhancements to our program that will allow us to make progress toward our goals on the Alternative Academic Performance Framework.

b) Expected outcomes for Growth for all students

School Comments 2017-2018	Our expectation is that our students will continue to Meet or Exceed the standard for Growth going forward. The steps currently in place include NWEA MAP assessments which measures growth from Fall to Winter to Spring based on the individual student's projected outcomes. Teachers have set goals in Component V of the DPAS II evaluation for their students and are measured by their student's results. This was not done with fidelity in previous years. Returning to this practice will improve outcomes.

School Comments 2016-2017	We believe that our students' growth measures will continue to trend in an upward direction largely due to (i) our everyday practices aimed at a high level of individualized instruction; (ii) tiered supports in the classroom and throughout the school building; and (iii) our hiring of more experienced staff. Other steps to support growth for all students will be as follows: • Our teaching staff will provide tutoring when needed • RTI will occur daily. Eight (or fewer) students will be in each RTI group during all RTI cycles • All necessary accommodations will be provided during Smarter Balanced assessment with reemphasis on fidelity to each student's IEP. These accommodations will be reviewed far in advance with all test administrators to ensure that the accommodations are sufficient and available and that the staff is ready.

c) Progress measures to track Growth for all students

School Comments 2017-2018	Gateway will measure progress toward expected Growth outcomes by using NWEA MAP testing, state data tracking tools – eSchool, Data Service Center (progress monitoring) and teacher DPAS Component V goals to provide data driven instruction for all students.

School Comments 2016-2017	Gateway will measure progress by keeping data on each MAP testing cycle. Gateway will keep track of data from RTI curriculum (DIBELS, Failure Free Reading, STAR, Wilson Reading, and Study Island) to maintain flexible grouping. A Curriculum Instructor will ensure implementation of our curriculum through weekly team meetings with teachers in grade-level groups and as individuals.

Note: School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

The table above lists the school's available DSSF Growth ratings. Respond to the following questions.

a. Based on the school's Growth ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

Gateway Lab School received a rating of Meets Standard on our DSSF Growth rating. As mentioned previously, the majority of our students come to the school several years behind their grade-level peers in math and reading. Through the use of our embedded supports like school-wide Success Block (RTI), small group instruction, Wilson Reading and Arts Integration in to the core curriculum we are seeing tremendous progress in our students' growth in ELA. The addition of a Math Coach in 2019-2020 will assist our teachers in developing solid strategies to affect our students' growth and achievement in math.

b. Looking ahead, what are the schools expected outcomes for Growth and what steps will the school take to achieve them?

We expect to continue to Meet and Exceed Standard for Growth by using the multiple levels of support that we outlined in 2.2b.

c. Describe how the school will measure progress to determine whether the school is on track to meet the school's expected Growth outcomes.

Please see 2.2c.

2.4 School Quality/ Student Success

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	2015-2016		2016-2017		2017-2018	
Rating	5 Stars (48.56/50pts) Exceeds		5 Stars (47/50pts) Exceeds		5 Stars (48.14/50pts) Exceeds	
	School	**State**	**School**	**State**	**School**	**State**
Attendance	97.12 %	94.40 %	93.84 %	94.75 %	96.28 %	97.91%
On-Track in the 9th grade	**	84.80 %	**	89.45 %	**	92.92 %
4-year Cohort Graduation Rate[5]	**	84.35 %	**	84.66 %	**	85.75 %
5-year Cohort Graduation Rate	**	85.84 %	**	85.60 %	**	85.63 %
6-year Cohort Graduation Rate	**	Not calculated at the state level	**	Not calculated at the state level	**	Not calculated at the state level
** The school did not service students in the grade levels assessed by this metric.						

	2017-2018			2018-2019		
Metric	**Value**	**Points**	**Points Earned**	**Value**	**Points**	**Points Earned**
Chronic Absenteeism	91.11%	50.00	46.00	75.45%	50.00	38.00
Proficiency - Science(grades 5 and 8)	n/a	n/a	n/a	n/a	n/a	n/a
Proficiency - Social Studies(grades 4 and 7)	n/a	n/a	n/a	n/a	n/a	n/a

DOE Summary:
Gateway Lab Charter School was rated "Exceeds" in the previous three years on the On Track to Graduation metric. The school has also exceeded the State average for the percentage of students on-track to graduation for the past three years.

a) On Track to Graduation ratings over the course of the charter term

School Comments 2017-2018	Gateway Lab School's current rating is Exceeds. As mentioned previously, we are using the DSC tools to track attendance, in addition to our Guidance Counselor's regular outreach to our families though regular follow up, student attendance contracts and meetings to encourage consistent attendance. Most importantly, we hear from parents that their students want to be in school and hate to miss a day.

School Comments 2016-2017	Gateway serves its community of learners in a smaller than average setting which allows our staff to be more familiar with families, students and intraday student attendance. Case management practices are highly diligent in how they address all students' current needs as well as transition planning for the students' futures.

b) Expected outcomes for On Track to Graduation

School Comments 2017-2018	The school expects to continue to Exceed the requirements for On Track to Graduation. Outside of tracking attendance and staying in touch with families, we have several events that are designed to encourage student expectations and planning around graduation. GLS hosts an annual High School Night each October to help students and families choose wisely for success. Other activities include Career Day and attendance at the Delaware Transition Conference to help students to prepare for college and career. Our Guidance Counselor assists with helping students to prepare for and write their essays for entrance to area Vo-Tech schools.

School Comments 2016-2017	In keeping with the above-mentioned support of our students, there is every reason to anticipate that On Track to Graduation rates will remain consistent with or grow from their current levels.

c) Progress measures to monitor On Track to Graduation outcomes

School Comments 2017-2018	We measure progress through Cognos reports, DSC reports and close follow up with parents and students that have attendance challenges.

School Comments 2016-2017	Informed by our data collection, analyses and school records -- and coupled with consistent instructional and support services -- we will continue to meet/exceed our On Track to Graduation outcomes.

Note: School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

The table above lists the school's available DSSF On Track to Graduation ratings. Respond to the following questions.

a. Based on the school's On Track to Graduation ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

Gateway saw a decline in our student's absentee rate in 2018-1019, however we are unsure of the efficacy of the data prior to SY 2018-2019. Some of the contributing factors include the number of students that were in hospitalized placements in outside facilities (9 times out of the year) and the number of homeless students. Currently our Principal and Dean of Students monitor student attendance, conduct home visits and appear in court for student's truancy hearings. Based on their efforts, attendance improved for 7 out of 8 individuals. Accountability with tracking attendance is also monitored on a daily basis.

b. Looking ahead, what are the school's expected outcomes for On Track to Graduation and what steps will the school take to achieve them?

Going forward, Gateway expects a rating of Meets Standard for On Track to Graduation. In addition to holding parents accountable for their student's attendance, the school-wide use of Agenda Books provides opportunities for teachers further develop executive functioning skills for our students that will serve them well as they move on to high school.

c. Describe how the school will measure progress to determine whether the school is on track to meet the school's expected On Track to Graduation outcomes.

Gateway's School Leadership will use the following interventions/applications to measure progress to determine if we are On Track to Graduation:

Monitor attendance in ITracker and Eschool
Success Block
Address truancy early
Encourage parent involvement utilizing a Parent/Family Engagement Coordinator

Historical Data

College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. ***For elementary and middle schools***, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. ***For high schools:*** *College and Career Preparation* is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	2015-2016		2016-2017		2017-2018	
Rating	1 Stars (5.72/100pts) Far Below		2 Stars (20.3/100pts) Needs Improvement		3 Stars (45.36/100pts) Approaching	
	School	**State**	**School**	**State**	**School**	**State**
Growth to Proficiency ELA	2.00 %	34.00 %	11.25 %	36.00 %	20.00 %	41.00 %
Growth to Proficiency Math	1.00 %	18.00 %	1.86 %	20.00 %	13.00 %	31.00 %
College & Career Preparation	n/a	n/a	n/a	n/a	n/a	n/a

** The school's N-size for this metric was less than 20.

DOE Summary:
Gateway Lab Charter School has shown continuous improvement on the college and career preparation metric. The school was rated "Far Below" in SY 15/16, improved to "Needs Improvement" in SY 16/17 and further improved to "Approaching" in SY 16/17 on the College and Career Preparation metric. Growth to proficiency in ELA improved from 2% to 11% from SY 15/16 to SY 16/17 but fell below State averages. Growth to proficiency in math improved from 1% to 1.86% from SY 15/16 to SY 16/17 but fell below State averages.

a) College and Career Preparation ratings over the course of the charter term

School Comments 2017-2018	Please see responses in 2.2a and 2.3a

School Comments 2016-2017	The majority of our students struggle with academic proficiency due to the nature of their learning differences. The mission of Gateway Lab School is to address these challenges by offering smaller classroom sizes, innovative learning opportunities via arts integration, and unique individualized learning plans. We acknowledge that our current proficiency levels need improvement, and we aim

	to meet/exceed standards of the Alternative Academic Performance Framework through instruction and supports which are informed by our MAP growth measures. Over the past year we have established an in-house "B setting" classroom to further enhance the learnings of our more complex students. This is specifically for ELA and Math. In addition, we have a dedicated Wilson reading Program in the building to enhance our students' reading level and skills.

b) Expected outcomes for College and Career Preparation

School Comments 2017-2018	We will continue to provide avenues for our students to prepare for and obtain resources to prepare them for college and career. Vo-Tech schools, where a number of students enroll is career preparation for those who may not choose college. We support and encourage students to apply for and enroll in schools where they will be most successful.

School Comments 2016-2017	As we prepare our students for graduation, we have also paired with several community partners to assist our students with proper individual post-GLS placement in Career and College preparatory programs. We have established a Career Transition Element into each student's IEP or 504 Plan focusing on areas of interest where our students would like to see themselves after high-school. One excellent example is the recent opportunity one of our more challenged students had, to go and work in a local bakery – Cakes by Kim – in Wilmington. This student has been invited back to work and learn more about this potential career path as often as she would like. This student is now considering pursuing Culinary Arts at either Delcastle Technical High School or at McKean High School. This is just one example that we are looking to further build upon. We are also considering building our own early-Vocational Technical Program to help give our student even more opportunities in the future. In addition, we will further look to increase our Community Outreach in order to bring in local people to share their work experience and fields of expertise. We recently had one of our board members – a chemical engineer at DuPont – come in and talk about his experience as an engineer to one of our 4th grade classes.

c) Progress measures to track College and Career Preparation outcomes

School Comments 2017-2018	We will continue to use NWEA MAP testing to measure student growth toward proficiency. We plan to continue to utilize the activities mentioned above in addition to implementing plans for a CTE curriculum in the near future.

School Comments 2016-2017	In offering job shadow experiences prior to graduation, we will measure progress based on the completion of the activity/task of each student's transition plan. In the same context as described in part (b) above, we will be able to measure our level of success by how our students are accepted at the various job shadow experiences and frequency of returns to each specific work site.

Note: School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

The table above lists the school's available DSSF College and Career Preparation ratings. Respond to the following questions.

a. Based on the school's College and Career Preparation ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

Not applicable – The school was not rated on College and Career Preparation.

b. Looking ahead, what are the school's expected outcomes for College and Career Preparation and what steps will the school take to achieve them?

Gateway Lab School Administrators and Teachers have implemented a number of strategies and activities to help our students prepare for college and career:

- Annual High School Night gives students and their parents the opportunity to talk to representatives from area public, private and vocational schools to determine the best fit
- Career Week – over 20 individuals from a variety of career fields and entrepreneurs came out to speak with our students about their work and the steps and training necessary to be successful in their field of interest. Students also took career inventories and participated in planned exercises to help them match their interest with potential jobs.
- Transition Planning with our middle school students with IEPs
- Use of Major Clarity
- Partnering with outside agencies to provide Workforce Readiness skills to students. This past school year, we partnered with Jewish Family Services (JFS) and their FutureLink program to provide this training.

c. Describe how the school will measure progress to determine whether the school is on track to meet the school's expected College and Career Preparation outcome

The school will survey our graduates through the use of an annual survey in addition to providing the supports outlined in 2.4b above. Over the past year we have been contacted by several of our graduates who came to us as non-readers and several years behind grade-level, who are being accepted to and attending area colleges and universities, including University of Delaware, Del Tech and Delaware College of Art and Design. One student, R.B. who came to Gateway as a non-reader in 5th grade recently graduated high school and was accepted to 11 colleges. The student accepted a full four year scholarship to a college in Maryland. She and her parents attribute her time in Gateway as critical to her success in high school because she was able to see herself as successful and was given the support and resources to learn at her own pace. This story is one of many that we are hearing from many of our students that have graduated from high school.

2.5 Progress toward English language proficiency (ELP) * new

	2017-2018			2018-2019		
Metric	**Value**	**Points**	**Points Earned**	**Value**	**Points**	**Points Earned**
Progress Toward English Language Proficiency	n/a	n/a	n/a	n/a	n/a	n/a

The table above lists the school's available English language proficiency (ELP) ratings.Respond to the following questions.

a. Based on the school's English language proficiency (ELP) ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

Not Applicable

b. Looking ahead, what are the school's expected outcomes for English language proficiency (ELP) for all students and what steps will the school take to achieve them?

The ELL population has increased over the last several years at Gateway. Last school year, our identified ELL students received ELP instruction through an outside contractor. Currently our Wilson Reading Specialist on staff is pursuing ESOL certification. Our 4th grade teacher is certified in ELL and is providing ELL RTI and Wonders curriculum with embedded support.

c. Describe how the school will measure progress to determine whether the school is on track to meet expected English language proficiency (ELP) outcomes for all students.

The school will utilize an annual WIDA assessment to measure our progress to meet expected ELP outcomes for all students.

III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

As a school that focuses on high needs students, our goal is to have students increase performance in Reading skills.

Essential Question indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable

Staff

Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Students will demonstrate growth on the MAP assessment.	Exceeds Standard -The school has at least 80 percent of all students meeting their growth target using MAP Meets Standard -The school has between 60 and 79 percent of all students meeting their growth target using MAP Does Not Meet Standard - The school has between 40 and 59 percent of all students meeting their growth target using MAP Falls Far Below Standard-The school has less than 40 percent of all students meeting their growth target using MAP	Gateway Lab School provided data from MAP to demonstrate that the school is meeting standard in their mission specific goal. This data contains PII and therefore has not been posted publically.	PDF Upload and entry into system by DOE.	1a1

DOE Summary:
Gateway Lab Charter School has one mission specific goal to demonstrate growth on the MAP assessment. The school was rated "Meets" on its mission specific goal.

a) mission specific goal(s).

School Comments 2017-2018	With more than three complete changes in administrative staff since our first year, there have been notable challenges to the fidelity of our mission. Board assessment of the effects of the turnover and mission creep, lead to a concerted effort to implement changes at the end of SY2017-2018 to guide the school back to its established mission as defined by our charter. Despite the challenges, students are showing progress on many fronts. Foundationally, GLS has remained strong organizationally and financially. This has helped us implement necessary academic supports and staff that our children need to meet their goals. As we

	move forward with dedicated, skilled administrators, teachers and Board members, we believe that our students are on a trajectory that will lead to tremendous academic and social emotional growth. The Board is strengthening its oversight and professional development by working with seasoned consultants, Delaware Association for Non-profit Advancement (DANA) for Board training and Digitus, a well-known Delaware education consultant for school-wide strategic planning. Acting Head of School, Catherine Dolan has returned to Gateway to ensure that the mission of the school is defined and implemented with fidelity. Gateway was established as a school "where arts are the Gateway to learning". Since most teachers do not receive education or training on how to design arts-integrated lessons, there have been challenges with school staff understanding how to integrate the arts into their lessons in a dynamic, rigorous way. This year, Dr. Linda Krakaur was hired to work with the teachers and paraprofessional staff monthly. Dr. Krakaur specializes in training teachers' curriculum development using "inquiry-based" arts integration. Three cohorts are rotating through hands-on training in lesson planning using various art forms – visual, music, drama and movement. Teachers are receiving intensive training on Responsive Classroom, our social skills curriculum. Gateway has a dedicated Wilson Reading instructor whose students have exceeded their goals and have advanced between 1-3 years of progress in reading in a single year. Teachers and support staff participate in daily morning professional development covering special education, lesson planning, classroom management and data-driven instruction to name a few.

School Comments 2016-2017	GLS exceeded its mission-specific goals in MAP growth targets. Student participation in MAP assessment exceeded 95% of our student population. Our goals and outcomes for MAP growth targets were as follows: For our overall student population: • Fall-to-Spring, Reading: Target = 74% Outcome = 77% • Fall-to-Spring, Math: Target = 68% Outcome = 74% For our "Bottom Quarter" students: • Fall-to-Spring, Reading: Target = 54% Outcome = 84% • Fall-to-Spring, Math: Target = 54% Outcome = 80%

Note: This data element was added in the SY 16/17. The school was not required to provide a response to this information.

a. Rate the school's performance according to the criteria established by the school for its mission specific goal(s).

GLS exceeded its mission-specific goal in MAP growth targets over the course of the most recent charter term for the overall student population and the Exceeded Standard for our students in the bottom third. Student participation in MAP assessment did not exceed 95% of our student population in SY 2018-2019. Student participation for that year was 92%. The percentage of students

participating was affected by the number of students that were out of the building at other hospital or alternative placement. Our goals and outcomes for MAP growth targets for SY 2018-2019 were as follows:

For our overall student population:
- Fall-to-Spring, Reading: Target = 74% Outcome = 66%
- Fall-to-Spring, Math: Target = 68% Outcome = 67%

For our "Bottom Third" students:
- Fall-to-Spring, Reading: Target = 54% Outcome = 79%
- Fall-to-Spring, Math: Target = 54% Outcome = 63%

Students are assed three times annually to track their progress and growth. In addition to the MAP assessment, struggling readers by our full-time Wilson Reading teacher receive additional support through the Wilson Reading Program. Wilson Reading is an intensive Tier 3 program for students with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.

The percentage of Wilson students who met their growth targets in SY 2017-18 was 83% (30/36).
The percentage of Wilson students who met their growth targets in SY 2018-2019 was 94% (33/35).

b. Provide as Appendix 1 the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the Organizational Performance Framework.

Year	Education Program		Financial Management	Governance and Reporting			Students and Employees				School Environment		Additional Obligations	OVERALL RATING
	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	
	Charter Terms	Students with Disabilities	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations	
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

**** Data for this measure is now included in the Financial Performance Framework***

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

DOE Summary:
Gateway Lab Charter School has met all standards measured by the Organizational Performance Framework annually for SY 14/15, SY 15/16, and SY 16/17. However, in SY 17/18,the school received

an overall rating of “Approaching.”.

a) School's organizational performance over the current charter term

School Comments 2017-2018	The school’s overall rating for Organizational Performance is Approaching Standard. We did not meet the standard in 2a – Governance & Public stewardship. The Board and Administration have taken steps to ensure that the areas of weakness that led to deficiencies in both 2a and 4a measures have been addressed

School Comments 2016-2017	Gateway Lab School met standards in all measures of the Organizational Performance Framework with the exception of section 2a where we were approaching standards (“AS”). This shortfall is more fully explained in sections 2a and 3.3 (Board Training) and has now been remedied. Organizationally, Gateway Lab School has strengthened is Special Education function in the 2016-2017 school year, and continuing into the 2017-2018 school year, by (i) hiring new highly qualified staff with proven success in special education environments; and (ii) hiring a new Principal with proven experience in special education. Gateway has also taken an in-depth look at its organizational structure of instructional staff and has hired several new and highly qualified teachers who have helped us to develop and advance our school’s professional culture.

b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes

School Comments 2017-2018	Please see Section 2

School Comments 2016-2017	With regard to organizational practices, we have done the following: 1. Board Training: See sections 2a and 3.3 for our status and actions. 2. Student Testing: We have rescheduled our testing windows to reduce student anxiety and fatigue. In the 2016-2016 school year our SBAC testing window followed our MAP testing window by just two weeks and we noticed significant signs of anxiety and fatigue among our students. We investigated this through student interviews and found not only fatigue and anxiety but some additional frustration with the longer duration of SBAC versus MAP. In response, for the 2016-2017 school year, we moved our SBAC “boot camp” and SBAC testing window to occur just prior to Spring Break. With this adjustment to schedule, our students had sufficient downtime time during their break to reenergize so that upon their return they were ready to focus on the MAP assessment. As a result of this schedule adjustment, our students were able to complete both

	assessments with less anxiety, less fatigue and more motivation. 3. Special Education Staffing: Starting in school year 2016-2017 and continuing to the present day, we have been realigning broadening the duties of our Special Education staff to include management, training and facilitation of all IEP meetings, paraprofessional training/placement, Related Services deployment/scheduling, parent communication/education, and planning for student transitions post-GLS. We have hired a Special Education Administrative Assistant to support our Special Education Director in carrying out these duties. Our Educational Diagnosticians work directly with instructional staff to support all IEP development and implementation, and they manage IEP meetings under the direction of the Special Education Director. Our instructional staff work directly with our Educational Diagnosticians to develop differentiated instruction, and to monitor progress with Behavioral Intervention plans.

c) Indicator measure where school did not meet standard or is approaching standard

School Comments
2017-2018

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

DOE Rating Information:

No topic listed for executive session 11/17,10/17. Board training needed 12/17, 11/17, 10/17. CBOC composition violation 10/17. CBOC minutes missing 10/17,9/17,8/17.

School Response To Rating:

The Board of Directors has restored a process to track Board training for new and existing members. Treasurer Sherlock Hack is working with the current Board to recruit additional members to the CBOC and ensure the proper composition of the committee. On November 12, 2018 the Board received Board training with Paul Stock from DANA.

4. FACILITIES, TRANSPORTATION, HEALTH, AND SAFETY

Measure 4a.

Is the school meeting facilities, transportation, health and safety requirements?

DOE Rating Information:

Failed Cafeteria Evaluation due to discrepancies.

School Response To Rating:

In order to ensure that GLS is meeting all of the required measures in our school nutrition program, the school entered into a partnership with Red Clay Nutrition in 2016-2017 to run our school nutrition program. This partnership has resulted in greater efficiencies and helped us overcome the challenges of running the program with a small staff and limited budget.

School Comments 2016-2017	School comments for SY 16/17 can be found at: https://www.doe.k12.de.us/Page/2654

School Comments 2015-2016	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

a. Describe the school's organizational performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

Gateway Lab School achieved an overall rating of Meets Standards on our Organizational Framework for three out of the last four years, with SY 2017-2018 rated Approaching Standard. The Administration and Board have continued to place a priority on ensuring that GLS is meeting its organizational goals with fidelity and transparency. In SY2018-2019, several founding board members and previous administrative staff returned to the school to ensure that the school's governance and public stewardship standards were brought back into alignment with DOE standards. All Board members have received required financial and governance training. Our partnership with Red Clay Nutrition has helped provide the capacity that we need to ensure a compliant, well-run nutrition program for our student body. We received positive reviews from internal audits performed by DOE and an independent auditor.

The GLS Board and staff have made it a priority to run the school in accordance with Department of Education and State of Delaware rules, regulations and statutes. As a school with a high population of students receiving special education services, through Individual Education Plans (IEP), 504 plans and ELL services we are focused on ensuring that we fulfill our legal responsibilities to our students. Our compliance is monitored by Delaware Department of Education audits. Gateway Lab School provides documentation as requested by DOE that it is meeting the requirements of its organizational performance framework by submitting a calendar for the upcoming school year that meets the DOE's requirement for the minimum number of instructional hours, teaching curriculum that is in line with Delaware content standards and ensuring that our student's rights and responsibilities are protected with policies and procedures related to application, admission, enrollment and record-keeping. Students and parents receive the school code of conduct and student rights and responsibilities manual annually and are asked to review it and acknowledge receipt. Further, the school takes measures to ensure compliance with FERPA, FOIA, IDEA, ADA, ESEA and due process and civil rights of our students and staff. The school follows state, federal HR policies and procedures related to the hiring, certification, licensing and employment of its employees.

The Gateway Board is comprised of parent, staff and community members as outlined in our bylaws. Our meeting agendas, minutes, monthly financials and annual audits are posted to our school website: www.gatewaylabschool.org. The Board evaluates the Head of School annually and ensures that the HOS and Principal complete the required DPAS II evaluations for the teaching and specialist staff and internal evaluations for the support staff. The school is compliant with ensuring that all required safety drills are completed and reported in the state ERIP system. Student records and health information are handled in accordance with state policies and procedures.

b. Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.

The addition of new and returning board members has helped to ensure that the school's governance and public stewardship standards are back in alignment with DOE requirements. The full Gateway Board of Directors meets monthly along with three sub-committees – Operational & Sustainability, Finance and Community Outreach. The Finance Committee was re-established in SY 2017-2018 and our Citizens Budget Oversight Committee meets quarterly. New Board Members receive governance training and the Board holds a retreat annually in October. As mentioned previously, the partnership with Red clay Nutrition has helped to provide the capacity that we need to ensure a compliant, well-run program for our students.

In 2018-2019, the school board, administration, staff and parents approved a new three-year strategic plan that consists of updated academic and operational goals.

Goal 1: To meet or exceed all of the standards set forth in the Alternative Academic Framework established by the State Board of Education by the end of 2021.

Objectives:

1. Achieve grade level proficiency in Math for students currently at "yellow" proficiency level.
2. Achieve grade level proficiency for ELA for students currently at "yellow" proficiency level.
3. Ten to fifteen-point increase in ELA as measured by MAP scores.
4. Ten to fifteen-point increase in Math as measured by MAP scores.
5. Ensure fidelity to ELA and Math curriculum annually.
6. Ensure fidelity to Responsive Classroom principles and practices annually; achieve 21-30 points.
7. Fidelity to instructional technique; achieve 21-30 points.

Goal 2: Become a "Best Place" school that attracts and retains high quality teachers and maximizes students' potential.

Objectives:

1. Identify and acquire a building for the school by the end of SY 2021-2022.
2. Achieve a comparable salary schedule to a local district within 5% by 2022.
3. Achieve the targeted annual teacher retention rates through 2022.
4. Further define and refine the Gateway Culture (values, behaviors) and expand its impact to include teachers, students, administration and parents achieving identified ratings starting in SY 2020-21.
5. Create and launch a comprehensive marketing and communication plan in SY 2020-2021.
6. Create a technology plan which includes needs, costs, financing and implementation by SY 2020-21.

The Board will receive monthly updates on the progress of both Goals. Additionally the Board voted

to streamline the school's mission statement which now states:

Our mission is to maximize each student's academic ability and social growth through innovative arts-based learning in a safe and nurturing environment.

c. Address any measure where school did not meet standard or is approaching standard.

In SY 2017-2018, GLS was rated Approaching Standard. As outlined above, the Board took measures to successfully rectify the issues around governance and our nutrition program.

Performance Agreement

Organizational Performance Expectations

Gateway Lab School's overall organizational rating is Meets Standard. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

DOE Summary:
Gateway Lab Charter School has met all standards measured by the Organizational Performance Framework annually for SY 14/15, SY 15/16, and SY 16/17. However, in SY 17/18,the school received an overall rating of "Approaching.".

School Comments 2017-2018	Gateway's overall organizational performance is Approaching Standards. The Gateway administrative staff and Board of Directors have implemented processes to address the areas of deficiency noted above. Board training and accountability for meeting the required posting and training requirements have been implemented. Our partnership with Red Clay Nutrition has provided the assurance that we are in compliance with our cafeteria requirements.

School Comments 2016-2017	See our comments in section 2a and 3.3 regarding financial training compliance.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

d. Discuss the school's organizational performance based on its approved Performance Agreement.

Gateway Lab School achieved an overall rating of Meets Requirements in three out of the four years rated on our Organizational Framework. The Administration and Board have continued to place a priority on ensuring that GLS is meeting its organizational goals with fidelity and transparency. In SY2018-2019, several founding board members and previous administrative staff returned to the school to ensure that Gateway was meeting its mission organizationally, academically and financially. We received positive reviews from internal audits performed by DOE and an independent auditor. We expect to continue to meet the requirements set forth by our mission specific goals through our next renewal period, by focusing on recruiting board members and staff, who are committed to the mission and vision of our school.

3.3 Educational Program

a. Describe any changes to the education program or curricula the Board plans to make prior to the renewal.

Most students choose Gateway Lab School because they have experienced academic failure and/or social/emotional challenges in their previous school. The majority of the students enter in middle school and a great number of them come at least two years behind in core content subjects with significant learning and executive functioning deficits. Our students have learned to cope in several destructive ways that inhibit their progress. Some examples include; behavior that masks insufficiencies, self-imposed silence and non-participation to cover their deficits. There is no "one size fits all" approach at Gateway. Success looks different for every student, but it is our job to make them feel successful and to let them know they matter.

We do not intend to make any changes to the educational program or curricula prior to renewal, however, there are multiple approaches that are currently in use or being implemented to assist these students in accessing the curriculum. Small class sizes, differentiated instruction; small group instruction, use of Responsive Classroom curriculum to build community and social/emotional skill acquisition, experiential learning that engages the whole child and increases retention. Over the last nine years, we have identified the typical student that can benefit from our educational model to help parents determine if the school is a good fit:

8. **My child's ability is not reflected in his/her academic performance.**

   Unique learners can be challenged academically due to multiple obstacles they may face in the classroom. Many children retain information better through experiential (hands-on) learning. All of the teachers at Gateway are trained to evaluate what each student needs to realize their individual learning potential and implement a plan of action.
9. **My child performs better in small group settings.**

   The small class size enjoyed by students at Gateway provides an environment for teachers to get up close and personal with their students
10. **My child retains information better with "hands-on" learning.**

    Gateway students are learning in an experiential way that helps to connect theory and application of the subject matter. This type of learning goes beyond rote memorization and helps students to use critical thinking skills that are necessary for the retention of information long term.
11. **My child is socially awkward or shy and struggles making friends.**

    Gateway Lab School uses the Responsive Classroom approach to incorporate the students' social and emotional growth into their academic learning, stemming from the notion that children learn best through social interaction and when they are explicitly taught social and emotional skills along with their academic lessons.
12. **My child needs focused intervention with reading and/or math.**

    Strategies used by teachers at Gateway focus on helping each student fill in gaps that may exist in reading and/or math. Teachers track each student's growth through regular progress monitoring and assessments. Intervention curriculum includes the Wilson Reading System®, and Failure Free Reading™.

13. My child has lost his/her motivation to attend school.

When a unique learner begins to advance through elementary school there may be challenges with maintaining focus and attention that can cause them to fall behind. Our teachers employ the teaching methods that work for each of their students, while empowering the students to advocate for themselves, and articulate what they need to be successful.

14. My child is doing well academically but needs a lot of help maintaining focus and organization.

The inability to maintain organization can undermine the academic progress of even the brightest student. Gateway teachers employ experiential (hands-on) lessons help to engage the student's interest in the subject matter, while daily "brain breaks" provide time for movement in the classroom that re-energizes the body and brain.

Steps have been taken to strengthen and increase academic achievement results for our students through the adoption of new curriculum focused on our diverse student population:

The Wonders ELA curriculum is used for our students in grades 3-6 and focuses on teaching from a whole child perspective and seeks to prepare every student to be lifelong learners and critical thinkers. The curriculum uses research-based strategies on literacy and social-emotional learning to help teachers strengthen skills, bolster learning and encourage teacher flexibility in the classroom. Wonders encourages and allows authentic lesson planning for teachers rather than a rote method of teaching the curriculum. That flexibility is essential for teachers who are teaching students with a wide-spectrum of strengths and abilities. The curriculum is student-centered with a focus on small-group instruction and mini-lessons to support English Language Learners (ELL), Tier 2 RTI support and gifted and talented students.

Gateway is using the Collections curriculum by Houghton Mifflin Harcourt. Similar to Wonders, Collections is designed to develop a love for learning in middle school students. The curriculum promotes teacher choice in the classroom by providing a collection of resources in various mediums that allows teachers to scaffold lessons. According to the publisher: "HMH Collections is built around the most conclusive research on effective ELA instruction for Grades 6 through 12—including how to support students in reading complex texts and writing effectively across genres—and around best practices for meeting the needs of all learners through differentiation, ongoing assessment, and 21st-century technological tools". (https://www.hmhco.com/programs/collections/research-and-results)

Our school-wide Math curriculum is Math in Focus 2020, based on the research-based Singapore Math curriculum. The Math in Focus (MIF) curriculum earned a *Strong* ESSA Rating in 2018. The curriculum was selected by a team of GLS instructors after reviewing and meeting with several curriculum providers. MIF provides concrete lessons for our students, most of whom struggle with the abstract thinking that has become common in math curriculum in recent years. MIF provides time for students to master foundational topics, with each grade level covering fewer topics in a more in-depth manner. The Math in Focus curriculum has also embedded the recommended sequence of topics that needs to be covered to prepare students for Algebra.

Additional supports in Reading and Math for our students include, Wilson Reading, a research-based program designed to help struggling readers tackle problems with decoding. We have a dedicated, certified Wilson Reading teacher who assesses all GLS students reading below grade level to

determine if the Wilson program will benefit them. Failure-free reading is used with students who struggle with reading comprehension. It is designed to accelerate the vocabulary, comprehension, and expression of students who fail in traditional reading instruction. Gateway has also been awarded the use of a full-time Math Coach funded by the Governor's office who is working alongside our teachers to strengthen our math curriculum and improve student outcomes and provide continuous professional development to teachers.

In addition to the adoption of new curriculum, Gateway continues to strengthen these core elements of our school-wide model:

· Small Group Instruction- Gateway Lab School serves a 50% special education population with an additional 7.9% of students with 504 Plans and incorporates small group instruction into all major content classes in order to properly differentiate and scaffold learning to meet our students' unique needs. During small group instruction, students spend 15-25 minutes in a center or station with 3 to 4 other students focusing on one activity at a time to strengthen skills. Centers are run in all ELA and Math classes on Mondays and Fridays and are utilized in Science and Social Studies classes for review and development of skills.

Arts Integration- Gateway Lab School integrates the arts into our general education curriculum by incorporating dance, movement, drama, visual arts, media, creative writing, play writing, public speaking, sculpting, and singing into thematic units to keep our students invested and engaged in their academic success. Integrating the arts allows our students to feel success in the classroom that they may not otherwise feel in a traditional setting.

· Brain Breaks- Gateway currently incorporates brain breaks into our curriculum blocks. These breaks are 5-10 minute increments of time where students stop their academics and engage in movement, cooperative play, and/or team building activities that help to refocus, rejuvenate, and re-engage them in their curriculum.

· Sensory Needs- In order to meet the diverse needs of our students with ADHD, Autism, and Sensory Processing Disorder, who make up the majority of our student population, Gateway integrates multi-sensory furniture and equipment such as flexible seating, standing tables, floor desks, carpet squares, and reflection zones in the classrooms to increase focus and accessibility to learning for all students.

· Responsive Classroom - Since its inception, Gateway has used the Responsive Classroom approach to social skill and character development. This approach equips our students with the knowledge to build positive relationships in community and approach new situations with confidence. Students learn to advocate for themselves by gaining an understanding of how they best learn.

· MAP Assessments- Gateway uses the Northwest Evaluation Association Measures of Academic Progress (MAP), a norm-referenced, adaptive assessment tool. MAP formative assessments are administered three times throughout the year providing specific data related to individual students' needs allowing for more targeted instruction within Response to Intervention (RTI) groups and regular classroom instruction.

· Professional Development- Teachers at Gateway meet 3-5 times a week in the morning and participate in Professional Learning Communities once a week focused on the areas of Academics, Culture, and Special Education. Staff participates in targeted professional development sessions based on the needs shown during walkthroughs and observations by the leadership team.

· After-school clubs- Gateway students are given the opportunity to participate in a variety of clubs to enrich their academic experience. Clubs give students the opportunity to express themselves, build self-esteem, and build social and collaboration skills. Some of our clubs and activities include, choir, drumming, volleyball, spirit team, basketball, running club, chess club, Odyssey of the Mind, Computer Coding Club and student government.

b. As appendices, provide the following documents as evidence of curriculum alignment to the Common Core State Standards and the Next Generation Science Standards:

Appendix 2 Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual / Performing Arts) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas. If the school plans to join the Science Coalition, then a signed MOU would replace the scope and sequence requirement for Science. If the school plans to join the Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.

Evidence to establish adherence to the state's expectations regarding **ELA instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality instructional resources as defined by EdReports.org. or curricular documents that meet the criteria of the appropriate IMET from achievethecore.org.
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated RTI process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Math instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality, standards aligned instructional resources as defined by EdReports.org. or curricular documents that meet the criteria of the appropriate IMET from achievethecore.org including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red)
- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated RTI process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.

- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Science instruction** through the grade bands should include the following:

- A signed MOA from the Delaware Science Coalition ***and*** evidence of the adoption of a high-quality instructional resource by Ed Reports.org or curricular documents that meet the criteria of the EQuIP rubric from nextgenscience.org.
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students are doing in that unit, and include a lesson from K-2, 3-5, 6-8, 9-12 depending on the structure of the school.
- Questions:

1) What is the LEAs professional plan to roll out three-dimensional learning along with your instructional resources?

2) Can you describe how you ensure accessibility for all students in science?

3) How are your administrators monitoring science instruction to ensure the shifts in science are occurring?

Evidence to establish adherence to the state's expectations regarding **Social Studies instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB, or dual enrollment courses.
- Schedule of time allotted for social studies instruction in each grade

Evidence to establish adherence to the state's expectations regarding **Visual /Performing Arts instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB

3.4 At-risk students, Students with Disabilities, and English Language Learners

Year	Education Program
	1b
	Students with Disabilities
2015-2016	M

Year	Education Program		
	Applicable State & Federal Requirements	Students with Disabilities	English learners
	1b	1c	1d
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M

**Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.*

Note: *Each item below must be addressed separately.*

a. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.

While GLS did not receive any findings from our audit or other administrative proceedings, we are always looking for efficiencies and opportunities to better serve the needs of our at-risk students, SWD and ELL. In SY 2018-2019, our Special Education Coordinator and her team revamped the Student Intervention Team (SIT)team protocol and trained all staff.

Our Principal has also added additional opportunities (10 per month) for teachers, specialists and the Student Support Team to meet to discuss the needs of students with and without IEPs.

b. Describe any changes or enhancements to the process by which at-risk students are identified and the evidence that the school was able to provide the right resources and services for these students.

There are several enhancements to our process of identifying and meeting the needs of our students-at risk which includes the vast majority of our student population. The school has worked to ensure that all parents and guardians complete school nutrition forms for their children annually so that the school is positioned to take advantage of all of the state and federal services available for our students. For this school year, Gateway received a grant from the state Opportunity Fund to provide additional support for our low-income and English Language Learners. The Opportunity Funding will allow our school to serve the critical needs of the ELL and LI populations in two ways;

1. Elevating student grade-level proficiency and progress by, increasing fluency and the expansion of vocabulary in all subject areas. We have implemented AimswebPlus, a web-based formative assessment tool that will allow teachers to screen students and identify those at risk of academic failure, enable early intervention and measure and track the impacts of intervention efforts. AimswebPlus will provide instructional staff with the ability to monitor the performance and progress of individual students or by group.

Opportunity Grant funds were also used to subscribe to the Flocabulary web-based application which is used school-wide. Flocabulary is a rigorous, research-based application that uses hip hop music to bring lessons to life, help students' master content standards and increase literacy across all subjects. As a school with an arts-integrated focus, Flocabulary fits well into our mission: To maximize each student's academic ability and social growth through innovative arts-based learning in a safe and nurturing environment.

Goal: Increase the percent of LI and ELL students that meet their ELA and Math MAP growth targets by 10 points annually.

2. Gateway has used the majority of the Opportunity funds to hire a part-time School/Family Engagement Coordinator who is working to strengthen relationships with our existing families. The School/Family Engagement Coordinator will work with our current and incoming families, focusing on low income and ELL populations. In conjunction with school leadership, the coordinator will identify family needs and work to increase and strengthen parent involvement in their child's education, school attendance and advocacy. The coordinator will serve as a liaison between the school and families in both a one on one capacity and at whole school events. The Harvard Family Research Project concluded that parental involvement is associated
with higher student achievement (https://globalfrp.org). The research found that student success was higher in several areas, including standardized test scores, grades and teacher ratings. Students were also more likely to pass their classes, attend school regularly, have better social skills and move on to post-secondary education when parents are actively involved in their education.

- Goal: Increase the percent of LI and ELL students that meet their ELA and Math MAP growth targets by 10 points annually.
- Increase parent participation by 50% in parent/teacher conferences, parent/teacher organization meetings and activities, school events and volunteer opportunities.

c. Describe any changes or enhancements to the process by which English Language Learners are identified and the evidence that the school was able to provide the right resources and services for these students.

The population of English Language Learners has gradually increased over the last four years and we expect it to continue to grow over the next charter term. GLS uses the World-Class Instructional Design Assessment (WIDA) to identify students that might qualify for ELL services. Further, our Wilson Reading Instructor gives every ELL student the Wilson-based, WIST (Word Identification and Spelling Test) in the fall after discovering that some ELL students were behind several grade levels in

decoding. Those students are also receiving Wilson lessons. In 2018-19, we worked with Back to Basics to provide ELL services for identified students. This year, our students are receiving ELL services from a teacher on staff who has ELL certification and our Level II certified Wilson Reading teacher is also completing coursework to obtain her ELL certification.

d. Describe any changes or enhancements to the process by which students with disabilities are identified and the evidence that the school was able to provide the right resources and services for these students.

We have not made any changes to our process by which students with disabilities are identified. In SY 2018-19 the school received an on-sight audit from the DOE Special Ed department. No corrective actions were needed as a result of the Special Education Compliance Monitoring in 2018-2019.

3.5 Financial Management and Oversight, Governance and Reporting Requirements

Year	Financial Management	Governance and Reporting		
	2*	3a	3b	3c
	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements
2015-2016	*	M	M	M

Year	Governance & Reporting		
	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements
	2a	2b	2c
2016-2017	AS	M	M
2017-2018	F	M	M
2018-2019	M	M	M

Note: *Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.*
** Measure 2: Financial Management and Oversight was moved to the Financial Performance Framework beginning in school year 2016-17.*

a. Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).

The Board evaluates the School Leader annually through a 360 degree evaluation which involves input from teachers, school staff and includes a parent evaluation. An evaluation sub-committee of the board works with the Business Manager to distribute confidential teacher/staff evaluations of the school leader and reviews the responses to assist in formulating the annual evaluation. The Head of School typically is evaluated by March of the current school year.

b. Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.

The Board uses several tools to evaluate its own success – Board Strengths Rubric, Board Evaluation, and a Parent and Teacher evaluation which captures responses specific to board performance.

c. Identify the school's plan to ensure the effectiveness of its Board of Trustees, including

governance training and new member induction.

The GLS Board of Directors employs a board member selection process outlined in its Bylaws which includes a written application, interview and school visit. Board members commit to 2 or 3 year terms and are required to take the Department of Education's financial training for Board Members. New and existing Board members receive governance training every three years at minimum as required by law. Most recently the Board received Governance Training facilitated by Paul Stock of the Delaware Alliance for Non-Profit Associations (DANA) which included training with Kendall Masset of the DE Charter School Network and Michelle Lambert, CPA. In 2018-2019, the Board completed a new three-year strategic planning process also facilitated by the Delaware Alliance for Nonprofit Advancement. The strategic plan addresses the school's academic and operational goals.

The mission of GLS and the student population it serves is unique. The board is highly cognizant of the importance of recruiting members who are dedicated to the needs of our students and support the mission of the school. I addition to the formal Board, we have a group of community members and former Board members that serve as an Advisory Board. Advisory Board members typically have an expertise in a specific area and may meet with Board and School leaders several times annually to offer advice and input on an area of specialization. Board committees and the Advisory Board provide a pipeline to recruit future Board members.

d. Describe the school's process for succession planning including identification, development and retention of school leaders.

GLS is a school with a unique mission that serves students at risk by almost every definition of the term. The Board understands the importance of ensuring that identifying, developing and retaining school-leaders is essential to the overall success of the school. Unlike other district and charter schools that may use more standardized methods to educate students, it is paramount that our school leaders not only possess the required experience and certification for their jobs, but that they have a deep understanding of our students, how they best learn and how to provide the training and development that our teachers need to help our students reach their growth to proficiency goals. Our Head of School has committed to lead the school for the next five years. As a school with limited staff, developing a pipeline of school leadership can be challenging. In 2018, our HOS performed a SWOT analysis of the staff that she inherited and re-aligned or promoted staff within the organization according to their areas of strength. This decision has resulted in greater job satisfaction for those working in positions that capitalize on their strengths and has reduced attrition. Charter Schools tend to be training grounds for new teachers and leaders. The Board and Head of School have implemented several measures to increase retention of school staff over the past couple of years. Aid in the form of tuition reimbursement assistance and other training opportunities are available to help our teachers and leaders with reaching their professional development goals. Retention and Longevity bonuses are awarded annually if funds are available. We anticipate that these activities will help to develop future school leaders with the capacity and vision to carry the school's mission forward.

e. Share how the Board supports the school. Speak to the Board's involvement in events, operations, and fundraising activities.

The Board supports the school by effectively evaluating the school leader and overseeing the evaluation of teachers and staff. Annually, our board members pledge to give to the school financially, an amount that is personally meaningful to them. Board members attend school-wide events like our Spring Arts Festival, Back to School Nights, school fundraisers and Teacher Appreciation week. They have contributed to and funded teacher appreciation events like free massages from a local chiropractor and holiday events. Annually board members address the teachers during a morning meeting or professional development day to promote open communication between the Board and staff. The Board survey's GLS staff and parents annually to gauge satisfaction with academics and culture and climate. Currently the Board is working with the administrative staff to broaden the schools' fundraising activities and outreach to major donors.

f. Appendix 3: Current Organizational Chart

g. Please complete the Board Financial and Governance table below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years;

h. Please complete the Citizen Budget Oversight Committee Membership and Training table below.

i. Please include:

Appendix 4 Board Governance Training Certificates and/or Documentation.
Appendix 5 Board member and school leader succession plans.
Appendix 6 Current board bylaws

Board Financial and Governance Members and Training

In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Kenyatta	Austin	4/26/2017	4/1/2019	Community Member	7/24/2017	11/12/2018
Joyce	Henderson	10/7/2017	10/1/2019	Member	12/30/2017	11/12/2018
Tina	Horgan	1/17/2017	Resigned	Parent Representative	2/2/2017	11/12/2018
Doreen	Rathmell	9/7/2018	9/1/2020	Teacher Representative	10/2/2018	11/12/2018
Sherlock	Hack	4/1/2018	4/1/2021	Community Member	10/14/2018	11/12/2018

Larry	Heredia	11/18/2018	11/20/2020	Community Member	12/2/2018	11/12/2018
Doug	Salter	11/18/2018	11/20/2020	Community Member	11/27/2018	11/12/2018
Tara	Ford	8/19/2019	8/22/2019	Parent Representative	10/7/2018	*10/2019 TBD
Heidi	Shanus	7/18/2018	7/1/2019	Staff Representative	8/27/2018	9/1/2018

*Please list only the most recent training date.

DOE Summary:
Gateway Lab Charter School's Board of Directors is currently in compliance with Board Membership and Financial and Governance Training requirements.

School Comments 2017-2018	To date, the GLS Board is compliant with financial training requirements

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

Citizen Budget Oversight Committee Membership & Trainings

Pursuant to 14 Del. Admin. Code 736.6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Pam	Draper		N/A	Staff to CBOC	7/1/2012
Richard	Riggs	8/9/2015	N/A	DOE Representative	11/30/2015
Dorcell	Spence	N/A	N/A	Consultant to CBOC	7/1/2007
Sherlock	Hack	7/26/2018	7/2020	Community Member/Treasurer	10/14/2018
Tara	Ford	9/1/2018	9/2020	Teacher Representative	10/7/2018

DOE Summary:
Gateway Lab Charter School's Citizen Budget Oversight Committee is in compliance with membership and financial training requirements.

School Comments 2017-2018	The GLS CBOC is fully compliant with financial training requirements.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

3.6 Students, Employees and School Environment

Year	Students and Employees				School Environment		Additional Obligations
	4a	4b	4c	4d	5a	5b	6
	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations
2015-2016	M	M	M	N/R	M	M	M

Year	Students &Staff		Facilities, Transportation, Health & Safety
	Students Rights	Req. on Teacher Certification & Hiring Staff	
	3a	3b	4a
2016-2017	M	M	M
2017-2018	M	M	AS
2018-2019	M	M	M

Note: *Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.*

a. Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.

In SY 2017-2018 Gateway received an Approaching Standard rating for the Facilities, Transportation, Health & Safety metric of our Organizational Framework. As mentioned previously, the school partnered with Red Clay Nutrition that year to manage our school nutrition program.

b. Provide information about the best practices the school uses to meet standards in the above noted areas.

Gateway Lab School leaders and its school board are committed to carrying out our mission to be a model of excellence in our academics and school operations. The School Leadership Team comprised of the Head of School, Principal, Business Manager, Academic Dean, Dean of Students, Special Ed Coordinator, School Counselor, School Nurse and Technology Coordinator meet weekly to discuss school plans, practices and standards. The team works together to ensure that Gateway is meeting all of the regulatory requirements mandated by federal and state law as it relates to student rights and responsibilities, human resources, culture and climate, facilities and health and safety.

c. Include the following documents as appendices:

Appendix 7 Up-to-date Certificate of Occupancy
Appendix 8 Up-to-date Fire Inspection Certificate
Appendix 9 Up-to date Insurance Certificate(s)
Appendix 10 ERIP Reporting SY17/18 and SY18/19

3.7 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

2016-2017			2017-2018			2018-2019*		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
50	12	24	74	14	19	58%	14	24

*** To be completed by the school**

***Note**: Teacher retention is defined as the number of teachers who remained employed from the previous year divided by the total number of teachers employed in that year. For example, if a school employed 100 teachers in SY 16/17 and 90 teachers remained employed in SY 17/18, the school's teacher retention rate would be 90%.*

DOE Summary:
From SY16/17 to SY17/18, Gateway Lab Charter School's teacher retention rate decreased from 100% to 74%.

a) School's plans to monitor and minimize teacher attrition rates

School Comments 2017-2018	The Gateway Lab School Board has implemented a practice of conducting exit interviews with teachers who leave. There are a variety of reasons. Better pay is a top response. Gateway like many charter schools cannot compete with district teacher salaries. Other reasons include misalignment with the school mission and vision and uncertainty as a result of administrative turnover.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

b) School's professional development plans support teachers and leadership.

School Comments 2017-2018	The new leadership on the GLS Board and Administration has put into action a clear plan for reestablishing the school mission and vision. In the current school year, teachers are receiving on-going professional development in Arts Integration, Social Skills training, and analyzing and using data to inform student outcomes. In 2016, the school applied for and received grants from the Longwood Foundation and The Laffey McHugh Foundation to provide tuition reimbursement to teachers as a means of attracting and retaining teachers.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report.

a. Review the table above with the school's teacher retention trends.

Teacher retention rates suffered between SY 2017-18 and SY 2018-2019. Exit interviews were completed for outgoing staff at the Board's request to gain a better understanding of why teachers chose to leave GLS. Various factors contributed to the turnover; turnover in school leadership in 2018, the return to arts-integration as a central focus of classroom instruction, the elimination of some teaching positions that were not in alignment with the building needs for the upcoming school year, in addition to teachers who left for better paying positions in district or other charter schools. In SY 2019-2020 our teacher retention rate rose to 83% Teachers reported a high level of satisfaction in their jobs at GLS in the Teacher Survey conducted (20/24) in 2018-2019. Some of the key areas teachers highlighted in the survey as their reason for returning include, appreciation for a professional and supportive environment, integrity and transparency of the administrative staff and teamwork and collaboration with peers and administration.

b. Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

Various factors have contributed to turnover in recent years - misalignment of the school mission and vision, uncertainty as a result of administrative turnover and the elimination of some teaching positions that were not in alignment with the building needs. Teachers who leave for better paying positions in district or other charter schools continues to be the over-arching reason for teacher turnover. To help mitigate teacher attrition rates, Gateway applied for and received grants in 2017 from the Longwood and Laffey-McHugh Foundations for tuition-reimbursement scholarships. We have several teachers that are getting their Master's degree through the University of Delaware and Wilmington University's ARTC program. Further, Gateway has annually funded retention bonuses paid in October for teachers and paraprofessionals that return the following school year. Teachers and Paras with three or more years at Gateway also receive an additional Longevity bonus. The school board conducts a Teacher Survey annually to stay abreast of the school climate and to review and approve policies that will lead to higher teacher retention rates.

c. Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.

Gateway has always provided extensive and robust professional development opportunities for its school leadership, teaching and paraprofessional staff. Over the course of the charter term, we have invested in expanding training in arts-integration (AI) in core subject areas through partnerships with AI experts. In 2018-2019 Dr. Linda Krakaur of Krakaur Consulting provided year-long professional development in inquiry-based arts-integration which is defined as an explicit and sustainable pathway to facilitating creativity, cultural competence and critical thinking in every classroom. Teachers also had the opportunity to participate in an online STEM and Arts Integration Conference hosted by Education Closet over the past two summers. In 2019-2020 we will continue to work with our educators to strengthen their knowledge and skill of integrating the arts into core academic subjects through a partnership with Dr. Lynette Overby and the University of Delaware. Dr. Overby, Director of UD's Undergraduate Research and Experiential Learning program is a nationally recognized educator

who helped write national Common Core standards for arts education

A group of teacher leaders at Gateway reviewed our ELA and Math Curriculum in 2018 along with the Principal and as a result, new curriculum was purchased (ELA in 2018 and Math in 2019) that was more aligned to the needs of our student population with embedded resources for students with learning-disabilities, identified as ELL and LI (See Appendix 2). Professional development on the effective use of the curriculum was provided to the teaching staff and is ongoing in PLCs.

Another key component of our model is social-emotional learning. Gateway Lab School continues to be a school-wide Responsive Classroom school. In the last two years, 22 teachers and paraprofessionals have attended a four-day workshop in the summer to learn and strengthen Responsive Classroom practices.

Other professional development that supports our teachers and leaders includes, the state mentoring program, Math Coach PD, curricular training, Trauma-informed training, technology training, mandatory online training, homeless education, suicide prevention, teen dating violence, bulling and child abuse training.s mentioned previously, our tuition-reimbursement program provides teachers with the opportunity to attain a Masters Degree in Special Education. Teachers who are enrolled in a DOE-approved program are eligible to receive $2,500 annually from the school and in some cases they can receive additional tuition-reimbursement funds from the State.

3.8 Closure Requirements

a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:

- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2016-17 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
- If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
- Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).

- **Balance of Contingency Reserve at June 30, 2019—APPR 98079--$1,309,801**
  - **To further safeguard these funds, they are excluded from the budget, but included as a note to the budget.**

• FY2019 Calculated and earned summer pay	$476,745
• FY2020 incremental increase to earned summer pay	(3,029)
• Final Audit Cost Estimate	15,775
○ Total	$489,491

- **FY2020 Estimated Contingency Reserve**

○ **Summer Pay estimated**	**$473,716**
○ **Strategic Plan Contingency estimated**	**683,282**
▪ **Total**	**$1,156,998**

- Individuals responsible for handling the school's final closeout activities:
  - Audit:
    - Barbecane Thornton
    - Michelle Lambert
    - Dorcell Spence
    - Pamela Draper
  - Document Processing
    - Michelle Lambert
    - Pamela Draper

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the Financial Performance Framework.

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

DOE Summary:
Gateway Lab Charter School has maintained an overall rating of meets standard for the past three years on the Financial Performance Framework. The school has met all measures as assessed by the Financial Performance Framework metrics excluding cash flow (2c) in SY 15/16.

a) School's financial performance over the current charter term

School Comments 2017-2018	Gateway Lab School has received a rating of Meets Standard overall with a rating of Approaching Standard in 1c – Enrollment Variance. There are a number of measures that the current administration is taking to increase and steady enrollment: • Clearly define the school's mission and core values internally and externally • Reinforce our school mission to staff and ensure that teachers, paras and specialists are provided with the ongoing professional development and assessment needed to implement our program with fidelity • Create marketing and communications that provides a clear understanding of our arts-integrated curriculum

	• Share student success stories (past and present) along with student growth data to stakeholders and prospective families • Communicate with our families by classroom and school-wide on a consistent basis and evaluate parent/guardian satisfaction via a mid-year survey Engage internal and external stakeholders in our school-wide strategic planning taking place in SY2018/2019

School Comments 2016-2017	GLS has met standards in all areas of Financial Performance.

b) Financial practices that the school has implemented to improve the school's financial outcomes

School Comments 2017-2018	Strong financial oversight has been a practice at GLS since its inception. We will continue with our current budget planning and process. Acting HOS, Catherine Dolan negotiated a 15% reduction in our current lease agreement that will remain steady for two years. The Board has re-established the Finance Committee this school year. The committee will be involved in review of the schools current financial practices to maximize efficiencies and to plan for sufficient funding of the school's strategic plan. Additionally, the Board has established a Building Search in anticipation of a move in the next couple of years with an eye toward finding an economical, long-term solution.

School Comments 2016-2017	Strong financial oversight has been a practice at GLS since its inception. We will continue with our current budget planning and process. Acting HOS, Catherine Dolan negotiated a 15% reduction in our current lease agreement that will remain steady for two years. The Board has re-established the Finance Committee this school year. The committee will be involved in review of the schools current financial practices to maximize efficiencies and to plan for sufficient funding of the school's strategic plan. Additionally, the Board has established a Building Search in anticipation of a move in the next couple of years with an eye toward finding an economical, long-term solution.

c) Indicator measure where school did not meet standard or is approaching standard

School Comments 2017-2018

1. NEAR TERM INDICATORS

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2017-2018
88%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore , a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

School Response To Rating:

The Gateway Lab School Board and Administration is aware of the enrollment variance and is implementing practices internally and externally (as shared above) to bring our enrollment to >100% for the 2019-2020 school year. There was a further decline in enrollment for the current school year (2018-2019), due to administrative turnover and the reasons mentioned previously. We believe that the enrollment and retention strategy that we are implementing will be instrumental in increasing and retaining enrollment.

School Comments 2016-2017	School comments for SY 16/17 can be found at: https://www.doe.k12.de.us/Page/2654

School Comments 2015-2016	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

a. Describe the school's Financial performance over the current charter term (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

To be completed when the DOE additions to the template for SY2018-19, are added to the application.

b. Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

Strong financial oversight has been a practice at GLS since its inception. We will continue with our current budget planning and process. In 2018, Head of School, Catherine Dolan negotiated a 15% reduction in our current lease agreement that will remain steady for two years. An Expansion Committee has been formed and the Board is preparing to purchase a property at the end of our current lease. An analysis provided by a local commercial lender projected that the school could save between 30-50% of our building operating costs by purchasing a facility versus leasing. The savings would be instrumental in helping us to make our teacher salaries more competitive and increase our retention rate. Gateway has continually maintained a healthy contingency. It has provided a reassuring cushion through times that we have had difficulty meeting our enrollment targets. We will continue to spend conservatively and continue the practice of building our contingency with the prior year's surplus funds.

c. Address any measure where school did not meet standard or is approaching standard

Achieving 100% student enrollment is our leading goal. As we mentioned in our 2017-18 response to Measure 1c. Enrollment Variance, school leaders continue to implement practices internally and externally to bring our enrollment in line with our approved enrollment. While our enrollment numbers are stagnant from 2018-2019 to 2019-2020, we saw considerably less student attrition in 2018-2019. Some grades produced waitlists (5 & 7) while we continue to be challenged in filling our 3rd grade seats. As a part of the school's strategic plan, we are seeking approval to expand to grades K-2 over the next five years. We feel strongly that the Gateway model will be appealing to parents of Primary students who are struggling and identified as needing additional support. Filling the lower elementary grades will help to create a natural progression of students that will be more likely to continue their education at GLS through 8th grade. We have expanded our marketing efforts to include theatre marketing, billboard marketing and direct mail and increasing our social media presence. The school holds weekly "drop-in" Open House tours every Wednesday from 10am-12pm in addition to our scheduled Open House days. We hear frequently that we are the "Best Kept Secret" in Delaware. Over the last school year and going forward we are meeting regularly with local legislators, and community advocates to educate them about Gateway Lab School and the work we do with children. In the coming months, we will be sharing stories from our Alumni students, many who have returned to tell us about the success they are experiencing in high school and college, which they attribute to their education and time at GLS.

Performance Agreement

Financial Performance Expectations

Gateway Lab School's overall financial rating is Meets Standard. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

DOE Summary:
In SY17/18, Gateway Lab Charter School received an overall financial rating of Meets Standard.

School Comments 2017-2018	Strong financial oversight has been a practice at GLS since its inception. We will continue with our current budget planning and process. Acting HOS, Catherine Dolan negotiated a 15% reduction in our current lease agreement that will remain steady for two years. The Board has re-established the Finance Committee this school year. The committee will be involved in review of the schools current financial practices to maximize efficiencies and to plan for sufficient funding of the school's strategic plan. Additionally, the Board has established a Building Search in anticipation of a move in the next couple of years with an eye toward finding an economical, long-term solution.

School Comments 2016-2017	To maintain our compliance with standards, we periodically undertake reviews of all contracted services and operational spending. In doing so, we are mindful that we must align staff skills and attributes with Gateway's high-needs population.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

How the school developed and implemented a corrective action plan in response to audit findings (if applicable)

DOE Summary:
Not Applicable. There were no audit findings during our current charter term.

School Comments 2017-2018	N/A

School Comments 2016-2017	As recommended by a recent specific audit of our P-card practices, we will undertake a periodic additional review of the Executive Director's P-Card usage by one or more members of the GLS board on no less than a quarterly basis. This additional oversight will ensure a proper separation of duties and reporting lines for review of financial transactions. Our current P-card record-and-receipt-keeping practices were deemed adequate in the P-card audit. Our full financial audit was conducted by Barbacane Thornton and Company. The key findings of the audit were as follows: • GLS' Net Position reflects an ending balance of $427,503 - an increase over prior year; • GLS' Governmental Funds reflect ending balance of $877,223 - an increase over prior year; • GLS has no debt; • The auditor did not identify any material deficiencies in internal controls; • The GLS financial statements present its financial position fairly, in all material respects; and • The audit report was submitted to the State by the September 30, 2017 deadline.

School Comments 2015-2016	

d. Discuss the school's financial performance based on its approved Performance Agreement.

Strong financial oversight has been a practice at GLS since its inception. We will continue with our current budget planning and process. In 2018, Head of School, Catherine Dolan negotiated a 15% reduction in our current lease agreement that will remain steady for two years. An Expansion Committee has been formed and the Board is preparing to purchase a property at the end of our current lease. An analysis provided by a local commercial lender projected that the school could save between 30-50% of our building operating costs by purchasing a facility versus leasing. The savings would be instrumental in making our teacher salaries more competitive and increase our retention rate. Gateway has continually maintained a healthy contingency. It has provided a reassuring cushion through times that we have had difficulty meeting our enrollment targets. We will continue to spend conservatively and continue the practice of building our contingency with the prior year's surplus funds.

e. Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

Not applicable

f. As appendices, please provide the following documents:

Appendix 11 Summary of Findings from Independent Audits (if applicable)
Appendix 12 Final Fiscal Year 2018 Revenue & Expenditure Budget Report in the prescribed Department format
Appendix 13 Approved preliminary Fiscal Year 2019 Budget in the prescribed Department format
Appendix 14 Fiscal Year 2018 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)
Appendix 15 Five-year budget projections sheets and budget narrative based on both 100% projected enrollment 80% projected enrollment. (Note: If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.)

V. INNOVATION

School's innovative practice(s) that could be replicated at other schools in Delaware

School Comments 2017-2018	The school did not provide a response

School Comments 2016-2017	At GLS we have an above-average percentage of students with developmental disabilities and learning differences. Examples include hearing impairment and disorders such as autism spectrum, attention deficit, oppositional defiant, bipolar and conduct. The composition of our student population calls on us to innovate in certain ways: • For example, we believe that a foundation of solid emotional growth is a precondition for strong academic growth and to this end we successfully blend the Responsive Classroom approach with Applied Behavior Analysis. This innovation facilitates significant emotional growth in our students. We believe this practice is replicable at other schools in Delaware. • Another innovation we have found to be very successful is our Wilson Reading program. We have a specifically trained staff member in the practice of Wilson Reading, and she is also trained to train our instructional staff in how to benefit from Wilson Reading. The innovation here is not only the use of the practice with students, but in the leverage gained through having a central expert act as a resource to all instruction staff. The data in Attachment-1 (MAP data) on the last side ("Wilson Data") illustrates the success of this innovation: 91% of the GLS student who participate in the Wilson Reading program have met their NWEA MAP growth targets. We believe this practice is replicable at other schools in Delaware.

School Comments 2015-2016	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

a. Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

Gateway Lab School is the only public school in Delaware using the Wilson Reading System (WRS). Wilson is traditionally offered in private school or through private tutors. Wilson Reading has been a part of our model since inception. The success that our Wilson students led us to invest in Wilson training and certification for one of our lead teachers. Over the last three years Wilson Reading has been offered to students school-wide who struggle with decoding. The results have consistently shown tremendous student growth in meeting and exceeding their grade-level reading goals.

Wilson Reading Growth Targets

The percentage of Wilson students who met their growth targets in SY 2017-18 was 83% (30/36).
The percentage of Wilson students who met their growth targets in SY 2018-2019 was 94% (33/35.

Additional strategies that are central to the Gateway model that can be replicated at other schools include:

- Arts-integration into core subjects
- Small Class Size
- Individualized instruction focused on how each student best learns
- Social/Emotional learning through Responsive Classroom
- Rigorous professional development provided to teachers and paraprofessionals on ways to teach and assist students with diverse needs
- School-wide Success Block – Success Block is a 45 minute period of time when all students receive RTI services.

Approximately 50% of our students have IEP's. Traditional testing methods don't present a complete picture of our student's educational success. In SY 2018-2019, we surveyed and met with GLS alumni students and their parents. They have reported that Gateway provided a safe and nurturing environment that allowed them to release their anxieties and fear of failure and develop a love of learning. The caring and support that our students receive from the teachers and staff has provided the foundation they need to gain confidence in their abilities and to advocate for themselves as the move on to high school and college.

VI. Five-Year Planning

6.1 Projected Enrollment

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

***Note:* This will become the school's authorized enrollment for the new charter term.**

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

Note: *An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school's charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school's charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14* Del. C. *§ 511(b)(2); 14 Del. Admin. C. § 275.9.8.1.3. As such,* ***if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a Charter Modification Application including budget sheets, and budget narrative reflecting the new enrollment figures.***

Historically, Gateway Lab School's Enrollment does not follow a natural progression. The majority of our students enroll in middle school with lower enrollment numbers in the elementary grades. The addition of grades K-2 beginning in 2022 will allow for a natural progression and positively affect our total enrollment numbers.

6.2 The school's plans for the next five years of the charter.
(Note: The school's responses to this 1.a, b, and c of this section will be used to populate the Academic Performance section of the school's new Performance Agreement.)

1. Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.

The school will continue to use the NWEA Measure of Academic Progress (MAP) assessment that is a part of our approved Alternative Academic Framework. Students receive MAP assessments three times a year, Fall, Winter and Spring. MAP allows teachers to see where there are gaps in a student's learning throughout the school year and create a plan to fill in those gaps. The Smarter Balance Assessment also provides the school with information about how well our students are doing compared to similar schools and their neuro-typical peers.

As mentioned previously, the Gateway Board and School Leadership recently completed a 3-year strategic plan. The plan sets specific goals to measure and evaluate the academic progress of our students. GLS School Leadership will provide monthly update to the Board.

a. Outline the clearly measurable annual performance status and growth goals that the school will : over the course of the next charter term in order to monitor and evaluate its progress accelerating ıdent achievement. Include information about proposed school's student performance goals and ₂ DSSF.

The following Academic Achievement and Operational goals were established by the Board of Directors and School at its recent Strategic Planning meeting:

Goal 1: To meet or exceed all of the standards set forth in the Alternative Academic Framework established by the State Board of Education by the end of 2021.

Objectives:

1. Achieve grade level proficiency in Math for students currently at "yellow" proficiency level.
2. Achieve grade level proficiency for ELA for students currently at "yellow" proficiency level.
3. Ten to fifteen-point increase in ELA as measured by MAP scores.
4. Ten to fifteen-point increase in Math as measured by MAP scores.
5. Ensure fidelity to ELA and Math curriculum annually.
6. Ensure fidelity to Responsive Classroom principles and practices annually; achieve 21-30 points.
7. Fidelity to instructional technique; achieve 21-30 points.

Goal 2: Become a "Best Place" school that attracts and retains high quality teachers and maximizes students' potential.

Objectives:

1. Identify and acquire a building for the school by the end of SY 2021-2022.
2. Achieve a comparable salary schedule to a local district within 5% by 2022.
3. Achieve the targeted annual teacher retention rates through 2022.
4. Further define and refine the Gateway Culture (values, behaviors) and expand its impact to include teachers, students, administration and parents achieving identified ratings starting in SY 2020-21.
5. Create and launch a comprehensive marketing and communication plan in SY 2020-2021.
6. Create a technology plan which includes needs, costs, financing and implementation by SY 2020-21.

b. Describe the student performance standards for the school as a whole.

Please see the answer to letter a. above.

c. In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

Gateway will continue to use the NWEA MAP testing three times annually, weekly curricular assessments as well as end of unit assessments. Dibels testing is also administered three times annually. The WIDA assessment is used for our ELL students and the Wilson WIST test for students that receive Wilson Reading.

2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

The Principal is the chief instructional leader of the school. All faculty and staff collect data which is stored in ITracker and moved as needed into IEP Plus to be used in IEP meetings/conference with parents, specialists and faculty in attendance. The purpose of the IEP meetings is to review progress and set new and ongoing goals. Three report cards are distributed to parents, there is one mandatory conference in the first trimester. Additional conferences are available at parent or teacher request.

3. Describe the corrective actions the school will take, pursuant to 14 *Del. C.* § 512(5), if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

We use the following:

SIT meetings
PLC discussions
IEP Reviews and Reevaluations
Functional Behavior Analysis and Behavior Intervention Plans as needed
Nurse communicates with physicians and parents regarding med related issues and concerns
We encourage teachers to communicate frequently with parents to look for solutions

4. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.

We analyze data to establish needs. We schedule professional development as it is indicated by the data to support instruction. Data can also indicate success in the classroom so we can encourage teachers to maintain excellence in their instruction.

5. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.

The Leadership Team uses the areas outlined in the Organizational Framework for topics for professional development, discussion at Board meetings, faculty meetings, GFF PTO meetings and discussions with stakeholders. We monitor data and analyze needs based on the data to fulfill the schools Mission and Vision to maximize each student's academic ability and social growth. The Organizational Framework provides structure and focus to facilitate goal setting and high expectations. These are the key areas that will produce a school's excellence in performance if addressed with fidelity.

6. Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

The Board of Directors has determined that the school will find a facility to accommodate the goals set forth in the Strategic Plan. It is advantageous for GLS to own its own facility as opposed to renting. A thoughtful and thorough search is currently underway.

7. Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

Board of Directors uses self-evaluation, an annual faculty and staff evaluation an annual Parent Survey with questions included concerning Board leadership. The Board participates in annual professional development and leadership training.

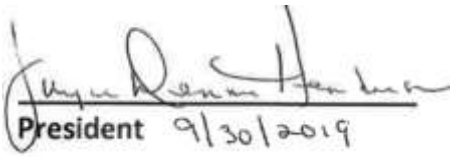
VII. Compliance certification statement

The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school.

9/30/2019
Date of Signature

Gateway Lab School
Name of the Charter School

We have reviewed the Delaware Charter Law (14 *Del. C*. Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents.



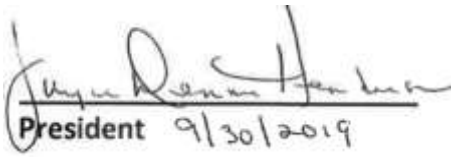
Signature of the Chairperson of the Board of Directors

Print/Type Name:	Joyce D. Henderson
Title (if designated):	Board President

VIII. RENEWAL APPLICATION CERTIFICATION STATEMENT

Name of School:	Gateway Lab School
Location:	2501 Centerville Rd., Wilmington, DE 19808

I hereby certify that the information submitted in this application for renewal of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.



Signature: Chairperson of Board of Directors (or designated signatory authority) Date

Print/Type Name:	Joyce D. Henderson
Title (if designated):	President
Date of approval by board of directors:	The GLS Board of Directors will vote to approve the Renewal Application once the Financial Framework and application are finalized.

IX. PERFORMANCE Agreement Template

To be completed by the school in conjunction with the Department of Education should the school be renewed by the Secretary with the assent of the State Board of Education.

DELAWARE DEPARTMENT OF EDUCATION
CHARTER SCHOOL PERFORMANCE AGREEMENT – Renewing Charter School
Gateway Lab School

This Performance Agreement ("Agreement" is entered into this 30th day of September, 2020 by and between the Delaware Department of Education (hereinafter referred to as "DDOE") and Gateway Lab School, a public charter school of the State of Delaware (hereinafter referred to as "School"), authorized by the Department of Education with the assent of the Delaware State Board of Education (hereinafter referred to as "DSBE").

1. **Effective Date**. Notwithstanding the date set forth above this Agreement shall become effective on the date upon which the DSBE shall assent to the terms and conditions of this Agreement.

2. **Term of the Agreement**. This agreement shall continue in full force and effect during the term of the school's charter and any subsequent renewal term thereof; provided, nevertheless, that in the sole discretion of the DDOE, with the assent of the DSBE, this agreement may be amended at such time as the school's charter may be renewed under the provisions of 14 *Del. C.* §514A or subjected to review under 14 *Del. C.* §515 (b). This agreement may also be amended to comply with subsequent changes in state or federal law and/or regulations relating to charter schools or the Performance Framework ("Framework")as deemed necessary by the DDOE, with the assent of the DSBE. This Agreement may also be modified:

(a) At anytime by mutual consent of the DDOE and the School, provided, nevertheless that the DSBE shall assent to such modification; or

(b) If the DDOE shall determine, with the assent of the DSBE, that it is necessary or appropriate to modify this Agreement to reflect subsequent changes in the Performance Framework.

3. **Obligations of School.** While this agreement remains in effect, the School shall:

(a) Comply with all state and federal laws and regulations imposed on Delaware public charter schools, and otherwise comply with the terms of the School's charter, including any conditions now or subsequently imposed upon its charter by the DDOE with the assent of the DSBE; and

(b) Make satisfactory annual progress toward the indicators and performance targets in the Academic, Financial and Organizational Expectations set forth in this Agreement as measured by the Framework. An annual performance review will be conducted by the Department of Education Charter School Office using the Framework to evaluate such progress. The Framework is incorporated into and made a part of this agreement. If the DDOE finds that the school is not making satisfactory progress toward its performance targets, the DDOE may place the school's charter on formal review pursuant to 14 *Del. C.* §515 (b).

Background Information *(Characteristics of school, current location, summary of student population and grades served by the school, etc.)*

Gateway Lab School serves students in grades 3-8 who might struggle to achieve academic success in a traditional classroom environment. The Gateway Lab School philosophy is based on the belief that children, who have struggled to achieve academic success in the traditional school environment and learn differently, have the capacity to achieve academic success and to realize individual learning potential.

The teachers and staff of Gateway Lab School are committed to developing a sense of inquiry and love of learning in each student. This is accomplished by focusing on providing interventions in the areas of reading, oral and written language, math and motor skills. Gateway provides a unique program that incorporates art, music, drama and hands-on learning experiences.

Our social skill/character development curriculum, Responsive Classroom equips students with the knowledge to build relationships and approach new situations with confidence. Students will learn to advocate for themselves by gaining an understanding of how they best learn.

Mission Statement

The mission of Gateway Lab School is to maximize each student's academic ability and social growth through innovative arts-based learning in a safe and nurturing environment.

Vision Statement

Gateway is an innovative school of excellence that prepares students for life.

Academic Performance Expectations

Gateway Lab School's DSSF ratings are:

Metric Area/Metrics	Points	Point Earned	Percent Point
Academic Achievement			
Academic Progress			
School Quality/Student Success			
Graduation Rate			
Progress toward English Language Proficiency			
Overall Percentage/Ratings			

By September 2024, our expectation is to achieve an overall rating of "Meets" or "Exceeds" on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Mission Specific Goal(s):
{*Insert your responses to section 6.2.1 a, b, and c here*}

Financial Performance Expectations

Gateway Lab School's overall financial rating is Meets Standard. By September 2024, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

Organizational Performance Expectations

Gateway Lab School's overall organizational rating is Meets Standard. By September 2024, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

IN WITNESS WHEREOF, the parties have hereunto set their Hand and Seals the day and year first above-written.

Gateway Lab School **DELAWARE DEPARTMENT OF EDUCATION**

BY: _____ **BY: _____**
President **Secretary of Education**

Assented to by resolution of the Delaware State Board of Education on the _____ day of _____, 20__.

References:

[1]Based on September 30th Unit Count

[2]Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

Renewal Application Supplement

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the Financial Performance Framework.

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

DOE Summary:
Gateway Lab Charter School has maintained an overall rating of meets standard for the past three years on the Financial Performance Framework. The school has met all measures as assessed by the Financial Performance Framework metrics excluding cash flow (2c) in SY 15/16.

a) School's financial performance over the current charter term

School Comments 2017-2018	Gateway Lab School has received a rating of Meets Standard overall with a rating of Approaching Standard in 1c – Enrollment Variance. There are a number of measures that the current administration is taking to increase and steady enrollment: • Clearly define the school's mission and core values internally and externally • Reinforce our school mission to staff and ensure that teachers, paras and specialists are provided with the ongoing professional development and assessment needed to implement our program with fidelity • Create marketing and communications that provides a clear understanding of our arts-integrated curriculum

	• Share student success stories (past and present) along with student growth data to stakeholders and prospective families • Communicate with our families by classroom and school-wide on a consistent basis and evaluate parent/guardian satisfaction via a mid-year survey Engage internal and external stakeholders in our school-wide strategic planning taking place in SY201892019

School Comments 2016-2017	GLS has met standards in all areas of Financial Performance.

b) Financial practices that the school has implemented to improve the school's financial outcomes

School Comments 2017-2018	Strong financial oversight has been a practice at GLS since its inception. We will continue with our current budget planning and process. Acting HOS, Catherine Dolan negotiated a 15% reduction in our current lease agreement that will remain steady for two years. The Board has re-established the Finance Committee this school year. The committee will be involved in review of the schools current financial practices to maximize efficiencies and to plan for sufficient funding of the school's strategic plan. Additionally, the Board has established a Building Search in anticipation of a move in the next couple of years with an eye toward finding an economical, long-term solution.

School Comments 2016-2017	Strong financial oversight has been a practice at GLS since its inception. We will continue with our current budget planning and process. Acting HOS, Catherine Dolan negotiated a 15% reduction in our current lease agreement that will remain steady for two years. The Board has re-established the Finance Committee this school year. The committee will be involved in review of the schools current financial practices to maximize efficiencies and to plan for sufficient funding of the school's strategic plan. Additionally, the Board has established a Building Search in anticipation of a move in the next couple of years with an eye toward finding an economical, long-term solution.

c) Indicator measure where school did not meet standard or is approaching standard

School Comments 2017-2018

1. NEAR TERM INDICATORS

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2017-2018
88%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore , a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

School Response To Rating:

The Gateway Lab School Board and Administration is aware of the enrollment variance and is implementing practices internally and externally (as shared above) to bring our enrollment to >100% for the 2019-2020 school year. There was a further decline in enrollment for the current school year (2018-2019), due to administrative turnover and the reasons mentioned previously. We believe that the enrollment and retention strategy that we are implementing will be instrumental in increasing and retaining enrollment.

School Comments 2016-2017	School comments for SY 16/17 can be found at: https://www.doe.k12.de.us/Page/2654

School Comments 2015-2016	School comments for SY 15/16 can be found at: https://www.doe.k12.de.us/Page/2654

a. Describe the school's Financial performance over the current charter term (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

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

b. Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

Strong financial oversight has been a practice at GLS since its inception. We will continue with our current budget planning and process. In 2018, Head of School, Catherine Dolan negotiated a 15% reduction in our current lease agreement that will remain steady for two years. An Expansion Committee has been formed and the Board is preparing to purchase a property or find a more affordable lease option at the end of our current lease. An analysis provided by a local commercial lender projected that the school could save between 30-50% of our building operating costs by purchasing a facility versus leasing. The savings would be instrumental in helping us to make our teacher salaries more competitive and increase our retention rate. Gateway has continually maintained a healthy contingency. It has provided a reassuring cushion through times that we have had difficulty meeting our enrollment targets. We will continue to spend conservatively and continue the practice of building our contingency with the prior year's surplus funds.

c. Address any measure where school did not meet standard or is approaching standard

Achieving 100% student enrollment is our leading goal. As we mentioned in our 2017-18 response to Measure 1c. Enrollment Variance, school leaders continue to implement practices internally and externally to bring our actual enrollment in line with our approved enrollment. While our enrollment numbers are stagnant from 2018-2019 to 2019-2020, we saw considerably less student attrition in 2018-2019. Some grades produced waitlists (5 & 7) while we continue to be challenged in filling our 3rd grade seats. As a part of the school's strategic plan, we are seeking approval to expand to grades K-2 over the next five years. We feel strongly that the Gateway model will be appealing to parents of Primary students who are struggling and identified as needing additional support. Filling the lower elementary grades will help to create a natural progression of students that will be more likely to continue their education at GLS through 8th grade. We have expanded our marketing efforts to include theatre marketing, billboard marketing and direct mail and increasing our social media presence. The school holds weekly "drop-in" Open House tours every Wednesday from 10am-12pm in addition to our scheduled Open House days. We hear frequently that we are the "Best Kept Secret" in Delaware. Over the last school year and going forward we are meeting regularly with local legislators, and community advocates to educate them about Gateway Lab School and the work we do with children. In the coming months, we will be sharing stories from our Alumni students, many who have returned to tell us about the success they are experiencing in high school and college, which they attribute to their education and time at GLS.

Performance Agreement

Financial Performance Expectations

Gateway Lab School's overall financial rating is Meets Standard. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

DOE Summary:
In SY17/18, Gateway Lab Charter School received an overall financial rating of Meets Standard.

School Comments 2017-2018	Strong financial oversight has been a practice at GLS since its inception. We will continue with our current budget planning and process. Acting HOS, Catherine Dolan negotiated a 15% reduction in our current lease agreement that will remain steady for two years. The Board has re-established the Finance Committee this school year. The committee will be involved in review of the schools current financial practices to maximize efficiencies and to plan for sufficient funding of the school's strategic plan. Additionally, the Board has established a Building Search in anticipation of a move in the next couple of years with an eye toward finding an economical, long-term solution.

School Comments 2016-2017	To maintain our compliance with standards, we periodically undertake reviews of all contracted services and operational spending. In doing so, we are mindful that we must align staff skills and attributes with Gateway's high-needs population.

Note: This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at https://www.doe.k12.de.us/Page/2654

How the school developed and implemented a corrective action plan in response to audit findings (if applicable)

DOE Summary:
Not Applicable.

School Comments 2017-2018	N/A

School Comments 2016-2017	As recommended by a recent specific audit of our P-card practices, we will undertake a periodic additional review of the Executive Director's P-Card usage by one or more members of the GLS board on no less than a quarterly basis. This additional oversight will ensure a proper separation of duties and reporting lines for review of financial transactions. Our current P-card record-and-receipt-keeping practices were deemed adequate in the P-card audit. Our full financial audit was conducted by Barbacane Thornton and Company. The key findings of the audit were as follows: • GLS' Net Position reflects an ending balance of $427,503 - an increase over prior year; • GLS' Governmental Funds reflect ending balance of $877,223 - an increase over prior year; • GLS has no debt; • The auditor did not identify any material deficiencies in internal controls; • The GLS financial statements present its financial position fairly, in all material respects; and • The audit report was submitted to the State by the September 30, 2017 deadline.

School Comments 2015-2016	

d. Discuss the school's financial performance based on its approved Performance Agreement.

Strong financial oversight has been a practice at GLS since its inception. We will continue with our current budget planning and process. In 2018, Head of School, Catherine Dolan negotiated a 15% reduction in our current lease agreement that will remain steady for two years. An Expansion Committee has been formed and the Board is preparing to purchase a property or find a more affordable lease option at the end of our current lease. An analysis provided by a local commercial lender projected that the school could save between 30-50% of our building operating costs by purchasing a facility versus leasing. The savings would be instrumental in making our teacher salaries more competitive and increase our retention rate. Gateway has continually maintained a healthy contingency. It has provided a reassuring cushion through times that we have had difficulty meeting our enrollment targets. We will continue to spend conservatively and continue the practice of building our contingency with the prior year's surplus funds.

e. Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

Not Applicable

f. As appendices, please provide the following documents:

Appendix 11 Summary of Findings from Independent Audits (if applicable)
Appendix 12 Final Fiscal Year 2018 Revenue & Expenditure Budget Report in the prescribed Department format
Appendix 13 Approved preliminary Fiscal Year 2019 Budget in the prescribed Department format
Appendix 14 Fiscal Year 2018 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)
Appendix 15 Five-year budget projections sheets and budget narrative based on both 100% projected enrollment 80% projected enrollment. (Note: If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.)

Appendix 1 Mission Specific Goal Data Source

MAP DATA 2018-2019

Gateway Lab School Mission

To provide an individualized, arts-based learning experience in a safe and nurturing environment using innovative approaches to equip students with the tools to achieve academic excellence and personal growth.

Meeting State Requirements

State Requirements for State Testing:

Schools should have a participation rate of 95% or higher on state assessments

Gateway Lab School Math MAP testing Participation 2018- 2019:

92%

Gateway Lab School Reading MAP Testing Participation 2018- 2019:

92%

2018- 2019 Strategic Plan

Goal 1: To meet or exceed the standards set forth in the Alternative Academic Framework established by the State Board of Education by end of 2019 school year.

Objective 1: Increase the % of students meeting their "growth target" in *Math* as measured by the Spring MAP assessment.

2018- 2019 Goal: 68%

Objective 2: Increase the % of students meeting their "growth target" in *Reading* as measured by the Spring MAP assessment.

2018- 2019 Goal: 74%

2018-2019 Math Data

Grade	Students who Met Growth Target	% of Students Who Met Growth Target
3	7/8	89%
4	16/25	62%
5	13/22	57%
6	27/39	69%
7	24/32	76%
8	22/36	62%
Total	113/168	67%

2017-2018 Reading Data

Grade	Students who Met Growth Target	% of Students Who Met Growth Target
3	7/8	89%
4	18/25	72%
5	16/22	71%
6	27/39	68%
7	21/32	67%
8	19/36	54%
Total	111/168	66%

2018- 2019 Data

Math	Reading
67%	66%

2018- 2019 Strategic Plan

Goal 1: To meet or exceed the standards set forth in the Alternative Academic Framework established by the State Board of Education by end of 2019 school year.

Objective 3: Increase the % of "Lowest Performing" students (bottom third) meeting their "growth target" in *Math* as measured by Spring MAP assessment.

2018- 2019 Goal: 54%

Objective 4: Increase the % of "Lowest Performing" students (bottom third) meeting their "growth target" in *Reading* as measured by the Spring MAP assessment.

2018- 2019 Goal: 54%

Bottom Third Math Growth

Grade	Students who Met Growth Target	% of Students Who Met Growth Target
3	3/4	75%
4	11/17	65%
5	7/15	47%
6	18/27	67%
7	20/28	71%
8	16/28	57%
Total	75/119	63%

Bottom Third Reading Growth

Grade	Students who Met Growth Target	% of Students Who Met Growth Target
3	4/4	100%
4	11/12	92%
5	8/11	73%
6	17/21	81%
7	13/15	87%
8	11/18	61%
Total	64/81	79%

Wilson Data

2017-2018 Students Who Met Growth Target	2017-20178% of Students Who Met Growth Target	2018-2019 Students Who Met Growth Target	2018-2019 % of Students Who Met Growth Target
30/36	83%	33/35	94%

Appendix 2 Curriculum Documents

APPENDIX 2

Curriculum

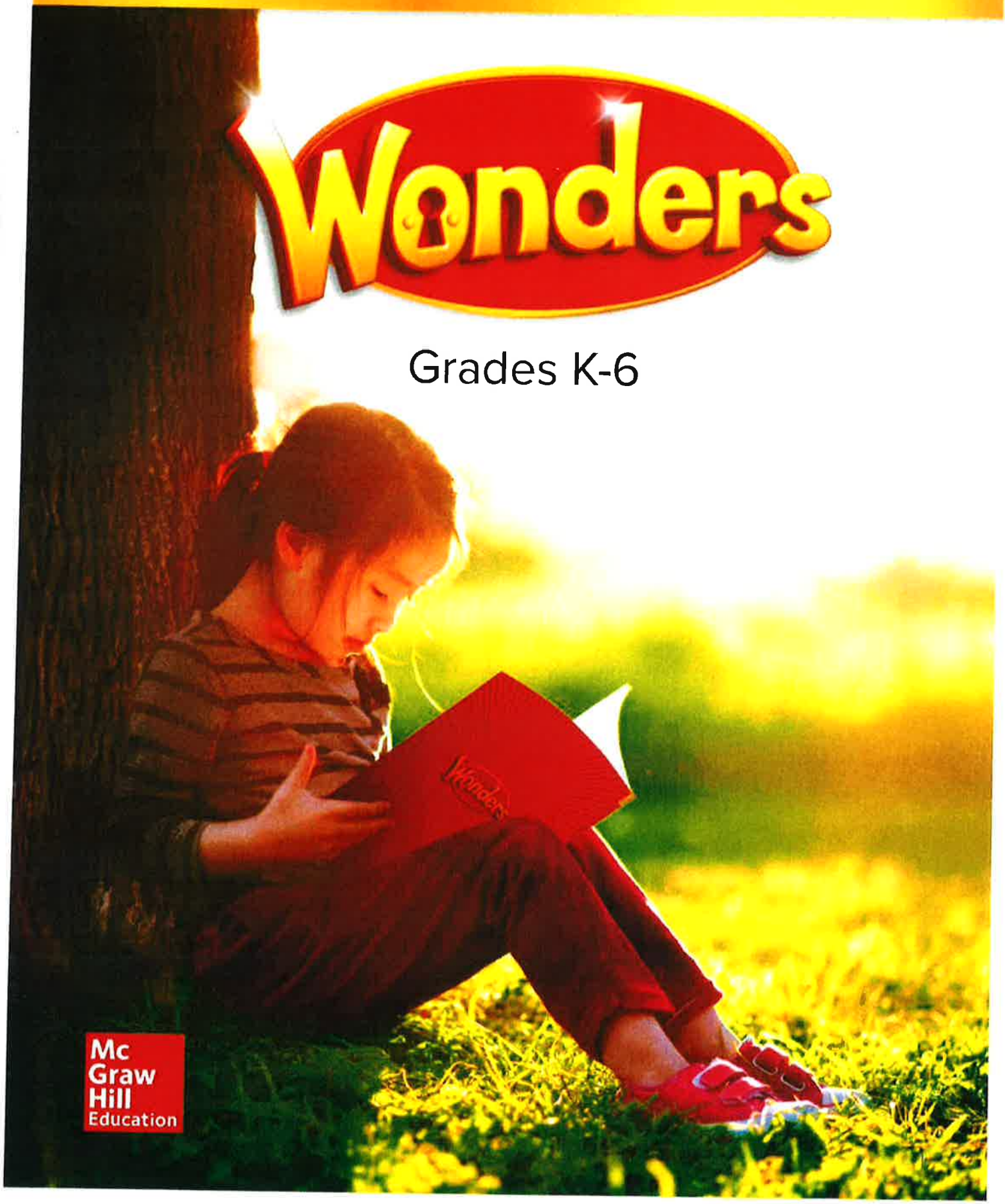
APPENDIX 2A

ELA Curriculum Documents

RESOURCE OVERVIEW

Wonders

Grades K-6

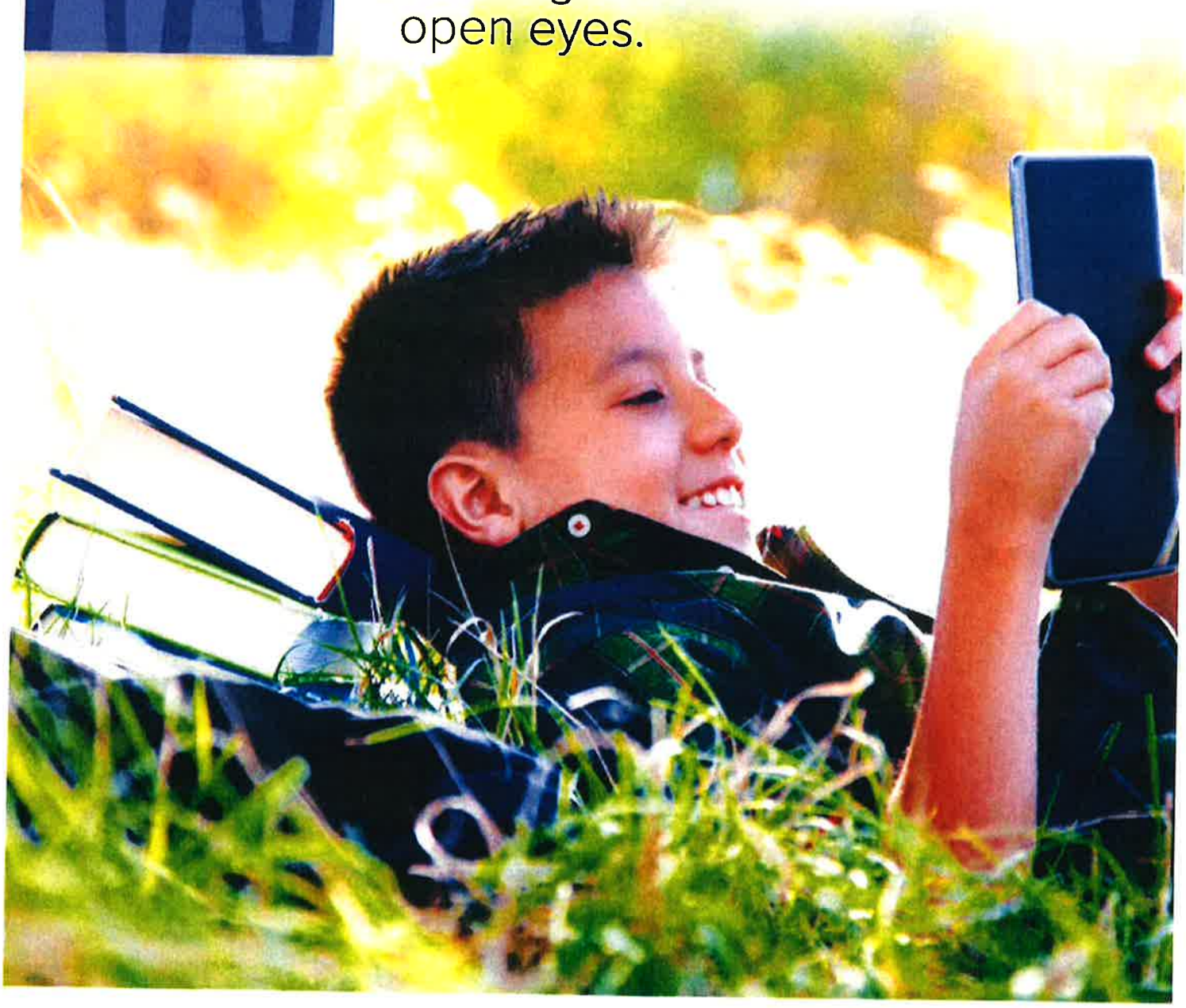


Mc Graw Hill Education

Writing is the painting of the voice.

A chapter a day will light your way.

Reading is dreaming with open eyes.



MAKE EVERY STUDENT A SUCCESS STORY

Wonders is designed to foster a love of reading in all children. Through exploration of texts and daily development of their skills as readers, writers, speakers, and active listeners, students experience the power of literacy. Our focus on teaching the whole child – and every child – prepares students to be lifelong learners and critical thinkers.

By providing a comprehensive set of connected resources for all learners in grades K-6, ***Wonders*** offers educators the ability to adapt instruction with confidence as students grow.

Combining the work of literacy experts with research on social emotional learning, ***Wonders*** helps you strengthen skills, bolster learning, and encourage independence, enhancing the important and inspiring work you do in your classroom, every day.

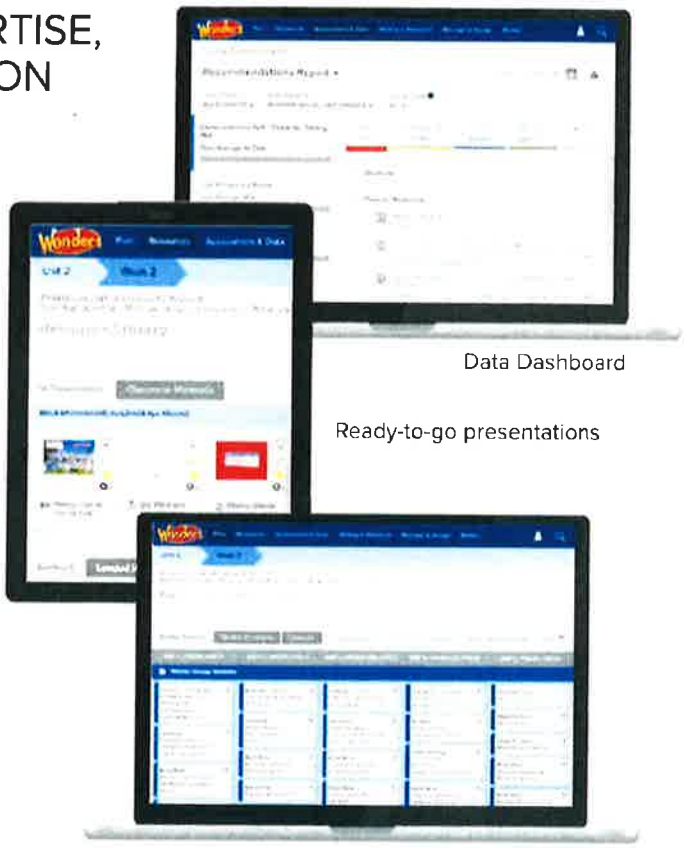
READING MAKES YOUR WORLD **BIG.**

TEACH IT YOUR WAY

ACKNOWLEDGING YOUR EXPERTISE, SUPPORTING YOUR INSTRUCTION

Every teacher has a unique set of skills and a personal teaching style that reaches students in a way that no one else can. You know your students better than almost anyone, and you do everything you can to make learning an empowering experience that guides them on their educational pathways.

As a result, student and teacher choice are at the heart of ***Wonders***. These resources were designed to support you and your entire classroom as you teach your way—whether you follow our recommended pathway of instruction or create your own workshop lessons using our resources.



Data Dashboard

Ready-to-go presentations

Digital planner, customizable to your classroom rhythm and pacing

Wonders:

- Makes it easy to integrate your favorite resources or use our resources with your preferred approach or framework – including workshop-focused, blended learning, project-based learning, and authentic literature-focused.
- Focuses on student-centered learning, small-group teaching, and minilessons with embedded support for English Language Learners, gifted and talented students, and students in need of Tier 2 support.

TAKING LEARNING BEYOND THE BOOK

Wonders brings the best in blended learning to your classroom. Every print resource is also available digitally, and your digital workspace includes thousands more readers, hundreds of games, interactive texts, videos, songs, a digital Writer's Notebook, research projects, and a myriad of optional resources to extend every lesson and respond to students' interests.

In grades 2-6, students can practice responsible use of social media, in a controlled setting focused on core academic content. This prepares them for ***StudySync,*** available for grades 6-12.

In short, you'll find just the right resources for every learner in your class.

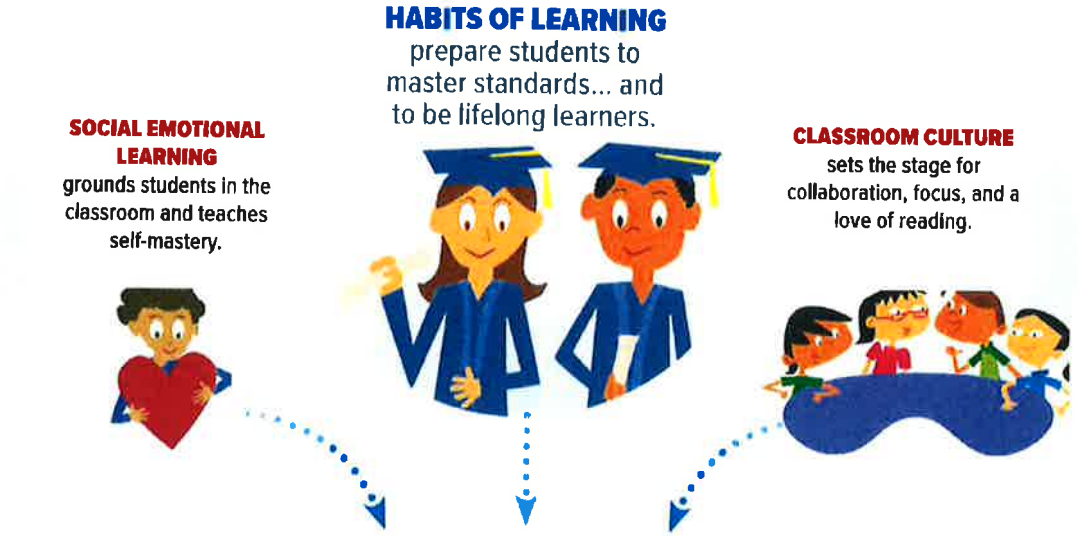
- Helps you choose your pathway with resources for modeled reading, shared reading, guided reading, and independent practice and application in every new week or text set.
- Provides resources and tools that meet students where they are and take them where they need to be, in both print and digital formats –100% print, 100% digital, or anywhere in between.
- Bases instruction on research—and is dedicated to putting best practices into the daily routines of your classroom.

TEACHING THE WHOLE CHILD

READING, WRITING, AND CRITICAL THINKING

Your students are learning so much more than reading in your classroom. They're learning how to learn, how to master new content areas, and how to handle themselves in and out of the classroom. Research shows that learning these skills leads to increased academic success. ***Wonders*** resources have been developed to support you in teaching the whole child, for success this school year – and throughout their lives.

Wonders is organized around three related focus areas to help students learn how to learn and become critical thinkers: social emotional learning, habits of learning, and classroom culture.



These six habits of learning were specifically designed to encourage curiosity and critical thinking, and are reinforced throughout the year and across the grades. They teach children how to learn, and to master the skills that will prepare them for the high-stakes assessments. Each unit of instruction focuses on one habit that will set students up for success.

Classroom culture fosters the development of your community of learners. Your Teacher's Edition highlights opportunities to strengthen classroom relationships, such as collaboration, restating your community focus, and developing a love of reading.

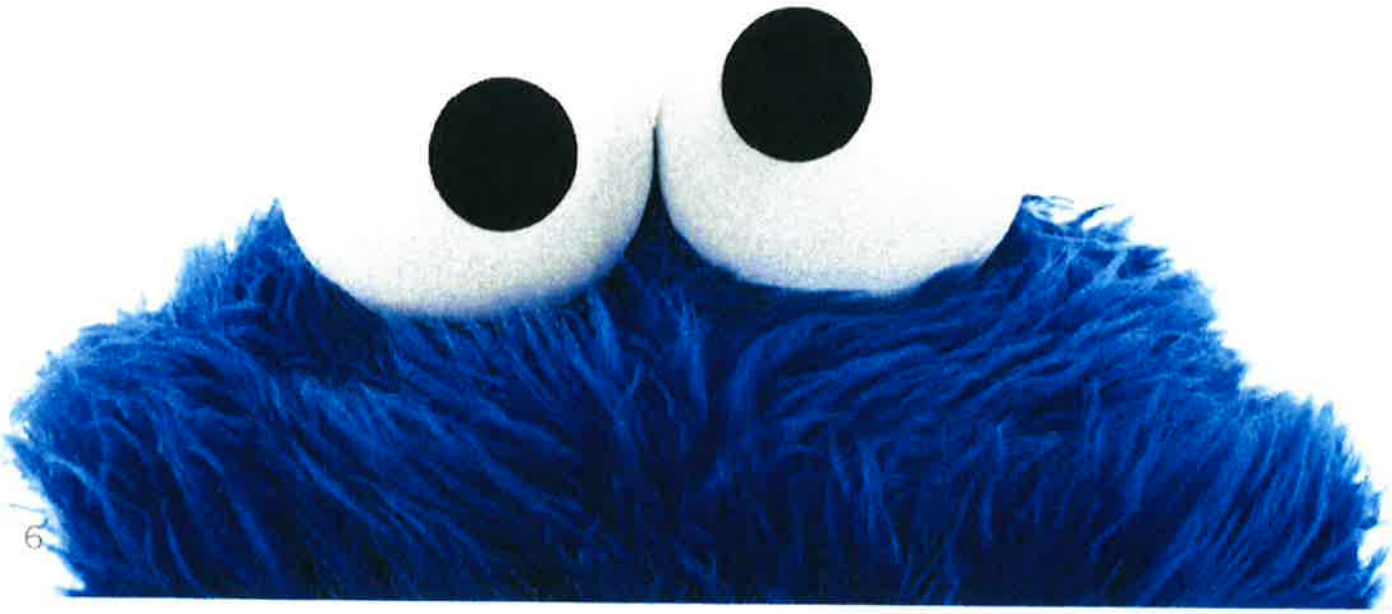
The resources in ***Wonders*** are designed to help you build mastery of reading, writing, speaking, listening, and thinking – across content areas – giving students the tools they'll need for academic success in every subject and every grade.

Social EMOTIONAL Learning

Positive social emotional learning (SEL) gives young learners the critical competencies to experience success in school and life with understanding, flexibility, support, and resiliency. Research shows that students' ability to regulate their own emotions and behaviors affects their ability to build and maintain relationships with others, which in turn has a direct impact on their academic success.

The SEL Curriculum for Grades K and 1

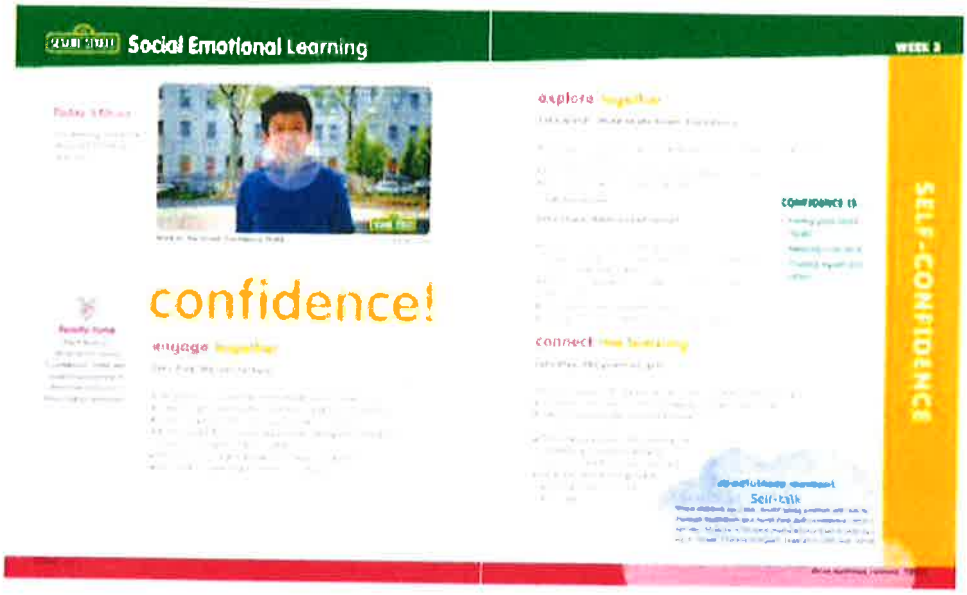
We are proud to partner with Sesame Workshop, the nonprofit educational organization, to provide an integrated approach to SEL skills within the ***Wonders*** curriculum. Key SEL foundations are sequenced through three interrelated strands: approaches to learning, social and emotional development, and executive function.



The SEL Lesson Plan

Each SEL lesson is built on active engagement, carefully crafted to bolster each week's targeted literacy skills.

Student-Centered Media support a specific SEL competency. Additional resources help guide learning before and after co-viewing.



Engage Together is an active learning experience that bridges students' prior knowledge and skills to the SEL concept.

Explore Together is a "view and do" experience that combines a media-based investigation with collaborative learning.

Connect the Learning through language-rich interactions that transfer students' understandings to everyday moments and learning at home.

Family Time

Research highlights a consistent relationship between family engagement and student achievement.

We engage families in their children's education and development through a powerful home-school partnership that strengthens SEL skills.

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TEACHING THROUGH **GENRE**

GETTING ON THE PATH TO INDEPENDENT READING

Wonders is grounded throughout in a firm understanding of genre. Students read widely across connected text sets, notice and annotate, listen and speak about what they've noticed, and write in the genre using an expert model or mentor text. Along the way, they are learning the elements of each genre, looking at author's craft, and gaining the skills they need to read independently.

FOLKTALE

Poetry

Informational Text

Fantasy

By mastering the key features of each genre, students are better prepared to understand subject matter, read more broadly and deeply, and write about what they know. They'll be ready to approach any text – whether their interests and curiosities draw them to literature, biography, nonfiction, or drama – and communicate effectively, preparing them for futures in humanities, STEM, and careers we haven't even dreamed of.

Argumentative Text

Realistic Fiction

Nonfiction

BIOGRAPHY

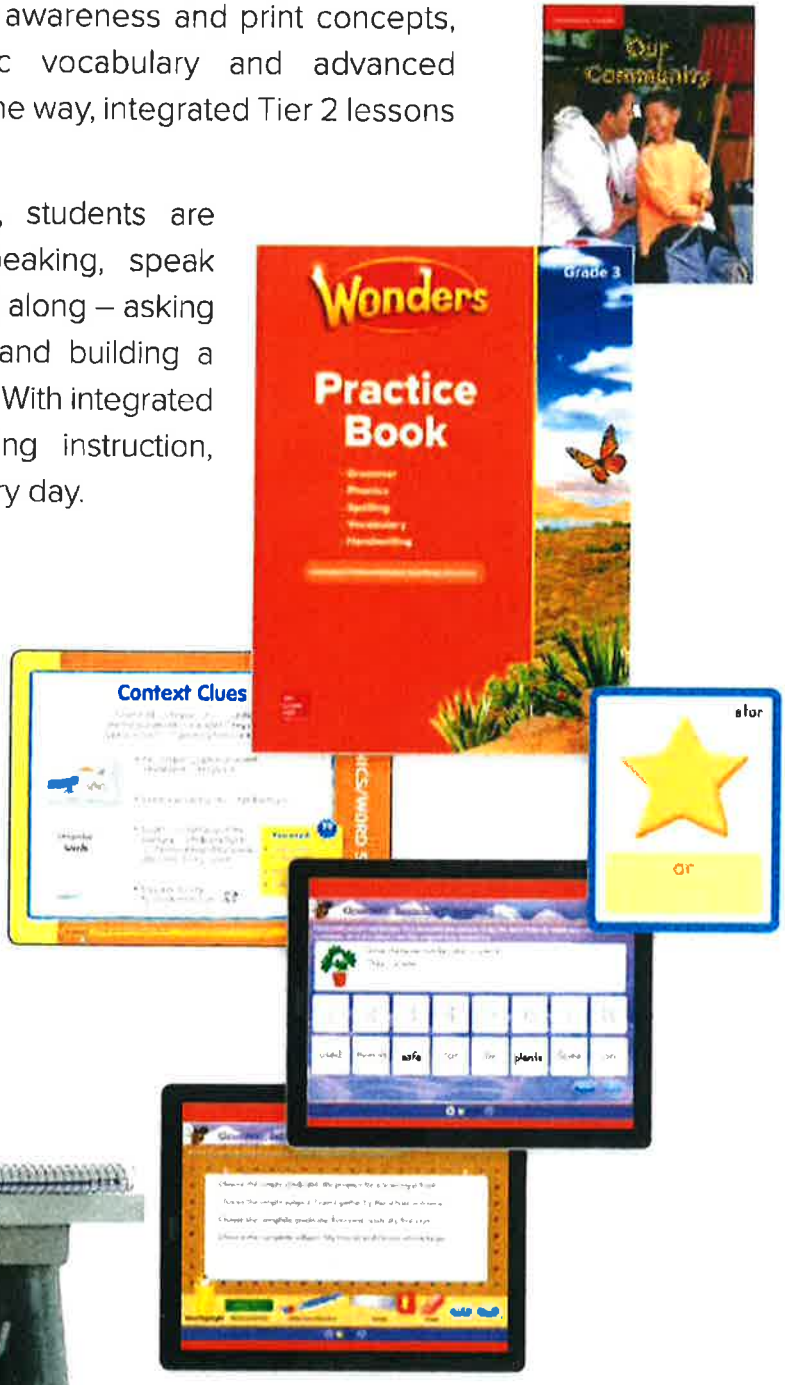
DRAMA

FOUNDATIONS OF **RIGOR**

LITERACY BEGINS WITH FIRM FOUNDATIONS

Wonders offers a thorough grounding in foundational skills, from children's first steps in phonemic awareness and print concepts, through sophisticated academic vocabulary and advanced morphological analysis. All along the way, integrated Tier 2 lessons fill any gaps quickly.

As they enhance understanding, students are encouraged to listen before speaking, speak before writing, and think critically all along – asking questions, finding text evidence, and building a more advanced set of literacy tools. With integrated grammar, spelling, and handwriting instruction, students build their capabilities every day.



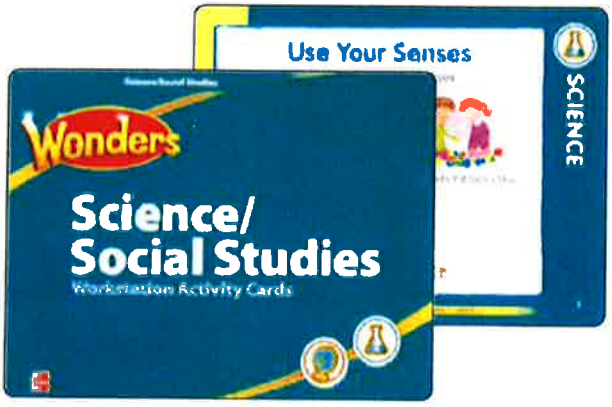
Every year, as students develop fluency, they are also increasing their knowledge of science and social studies topics to prepare for broader content area learning, integrating new ideas, and making deeper connections between texts. They're also diving into a world of rich authentic literature and stories that connect them to the world around them in new, inspiring ways.

Content Area Learning

- Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word

Content Area Learning

- Explore, illustrate, and compare life cycles in living organisms



Workstation Activity Cards

Inquiry Space Performance Tasks

Close Reading Routine

Read DOK 1–2

- Identify key ideas and details about helping your community.
- Take notes and summarize.
- Use ACT prompts as needed.

Reread DOK 2–3

- Analyze the text, craft, and structure.
- Use *Reading/Writing Companion*, pp. 14–16.

Integrate DOK 4

- Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrate lesson.
- **Inspire** action.

Close Reading Routine

ACT Access Complex Text

Literatu

Specific Vocabulary

Review with students that authors often provide definitions or restatements in the surrounding sentences to clarify the meanings of unfamiliar words. Point out the word *elliptical* on page 202.

- *What does* elliptical *mean?* (oval-shaped) Have a volunteer read aloud the sentence that defines *elliptical.*

ACT: Access Complex Text

DIFFERENTIATED FOR EVERY STUDENT

A PATH FORWARD FOR EVERY LEARNER

Wonders provides you with a collection of resources and instruction to move students ahead as soon as they're ready. Differentiated instruction is built into the resources and lessons, providing all students with the scaffolding or extensions they need to be an active part of their classroom community of learners.

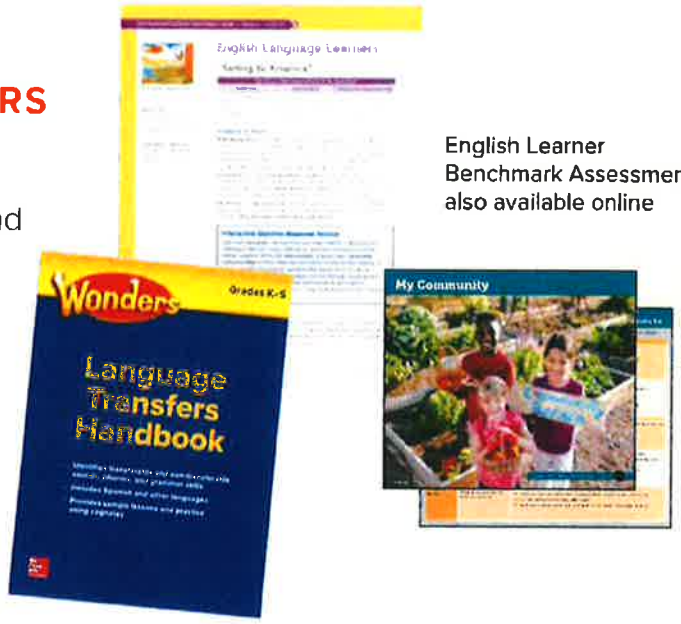
Your **STRUGGLING READERS** find targeted support including Tier 2 resources, to help them "level up."

GIFTED AND TALENTED

students will find additional choices to extend their reading, research areas of interest, and write about everything they've learned.

ENGLISH LANGUAGE LEARNERS

are supported with instruction directly integrated into your core ***Wonders*** curriculum, providing both academic and social language acquisition. Resources are built to ensure equity of access for all, from newcomers to those with advanced proficiency.



English Learner Benchmark Assessments also available online

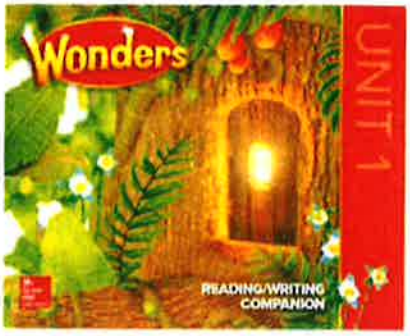
Your digital Data Dashboard helps you keep track of growth and proficiency, providing instructional recommendations along the way, and offers you instructional flexibility with confidence—giving you more time to engage with students one-on-one as you teach your way.

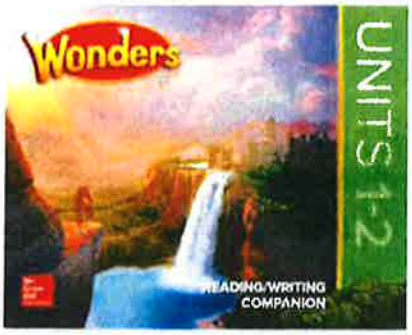
WRITING

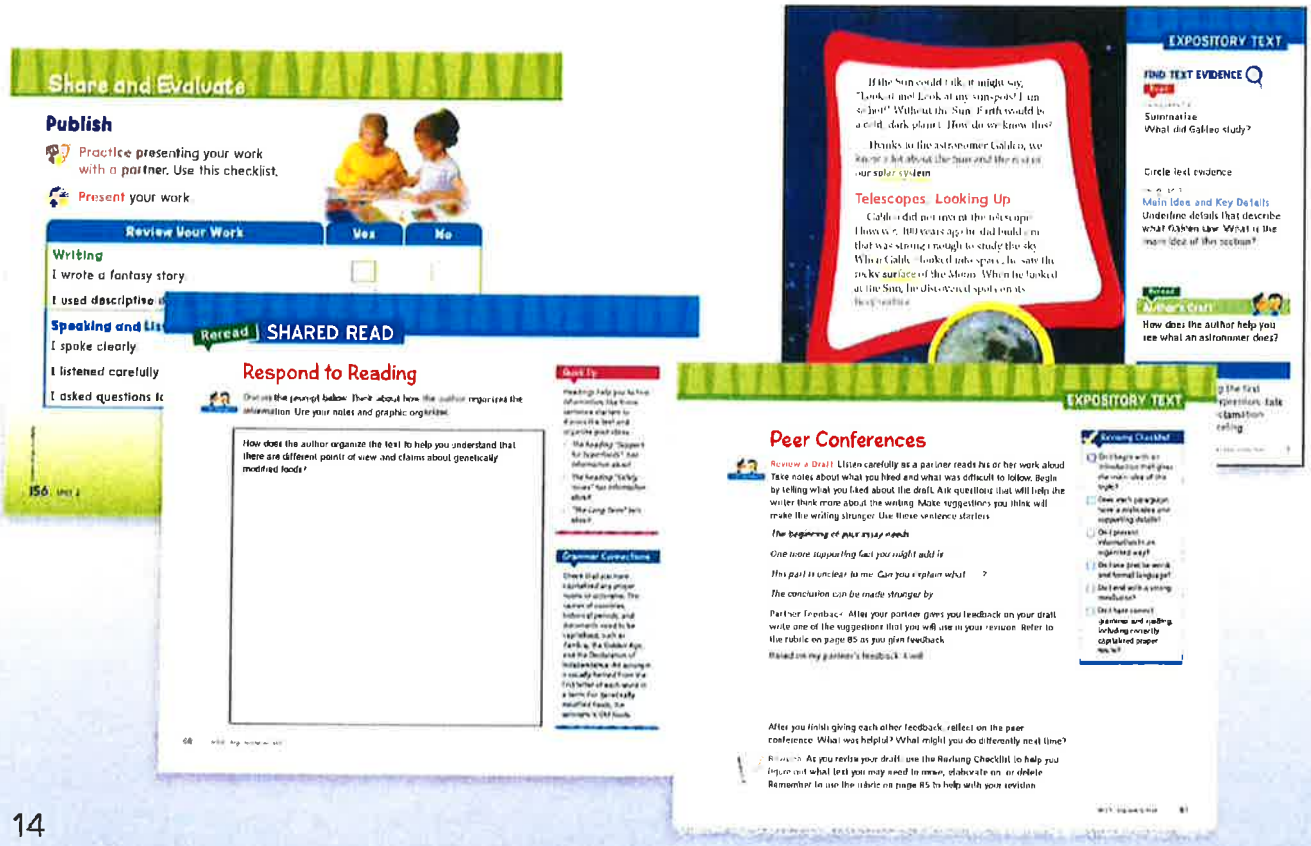
HELPING STUDENTS BECOME STRONG, CONFIDENT WRITERS

In ***Wonders***, students engage in daily writing practice and learn to develop habits of writing that will equip them to communicate their thoughts and beliefs in writing – clearly and effectively. Students write about reading, building skills as they go, and follow the writing process, developing a strong routine that will impact their use of the written word throughout their lives.

The interactive student edition ensures that students read with pencil in hand, talk productively with partners, and write whenever they read. Students master the close reading routine, respond to the shared read, apply skills and strategies, talk, cite text evidence, and write.

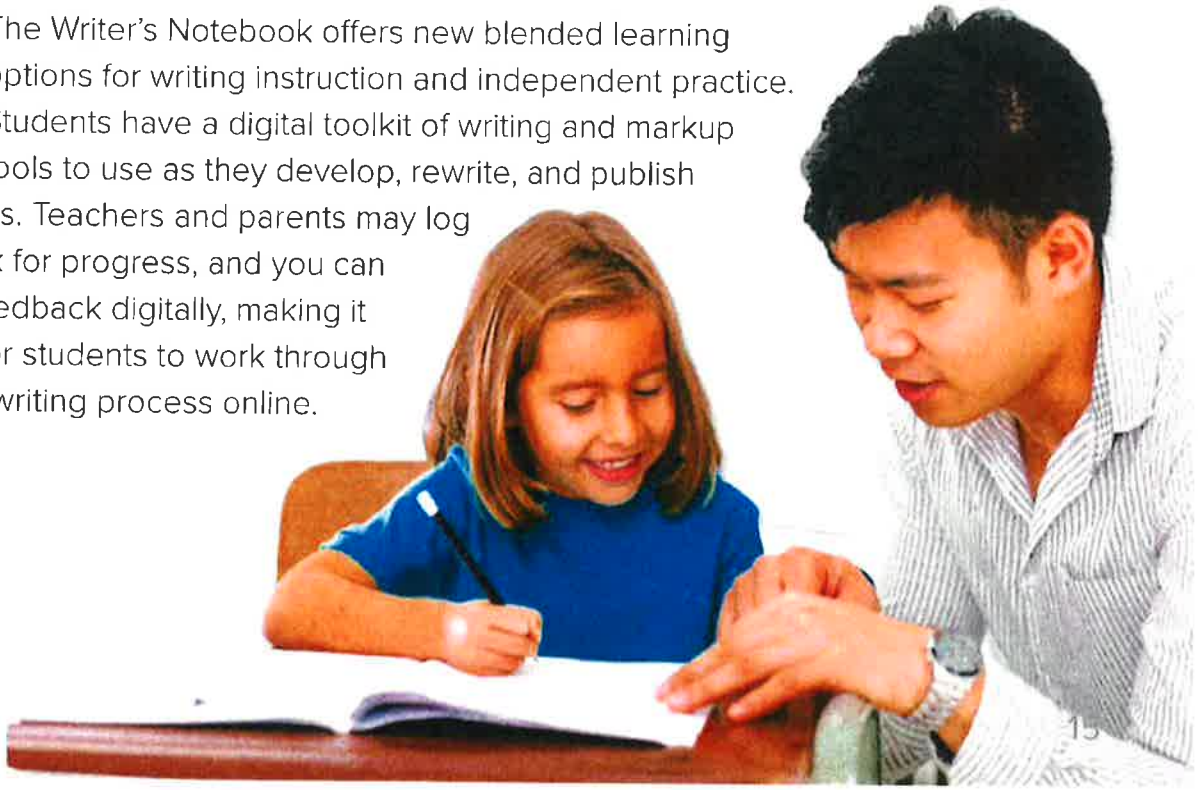






Students work on extended writing in specific genres, carefully guided through the writing process from planning through presenting. Targeted minilessons and embedded opportunities for teacher and peer conferencing help students develop into effective writers.

The Writer's Notebook offers new blended learning options for writing instruction and independent practice. Students have a digital toolkit of writing and markup tools to use as they develop, rewrite, and publish their pieces. Teachers and parents may log in to check for progress, and you can provide feedback digitally, making it possible for students to work through the entire writing process online.



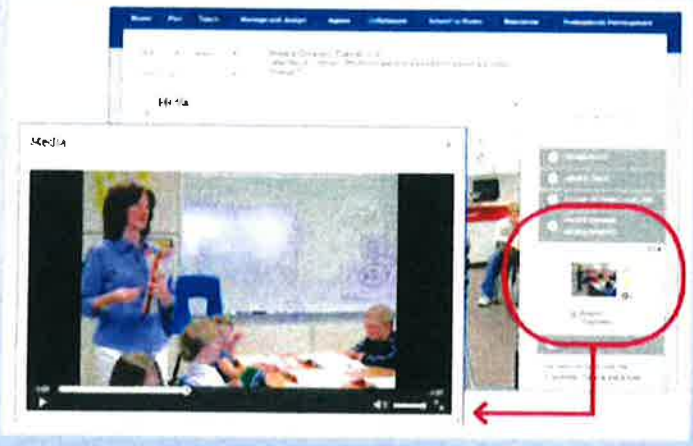
PREPARE with PURPOSE

PROFESSIONAL DEVELOPMENT RESOURCES FOR GETTING STARTED IN YOUR CLASSROOM

In the same way that you want to prepare your students for success, we want to ensure that you have the resources and support you need to implement ***Wonders*** with success – and confidence.

In the first unit of every grade, the Start Smart pages of your Teacher's Edition provide an overview and explanation of the instructional lessons and routines.

Your online Professional Development resources are available 24/7, on-demand, so you get the support you need, whenever you need it. You'll find Quick Start courses that will help you make the most of the digital workspace, classroom videos, coach videos featuring our authors, and whitepapers, as well as the ***Instructional Routine Handbook*** and Research Base Alignment.



Point-of-use professional development

Point-of-use coaching videos

College and Career Readiness Anchor Standards for READING

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

Common Core State Standards
English Language Arts
Grade 3

Each standard is coded in the following manner:

Strand	Grade Level	Standard
RL	3	1

Reading Standards for Literature

Key Ideas and Details		*McGraw-Hill Wonders*
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**READING/WRITING WORKSHOP: Unit 1:** 28, 29, 44, 45 **Unit 2:** 108, 109, 124 **Unit 3:** 188, 204, 205 **Unit 4:** 266, 267, 280, 281 **Unit 5:** 338, 339, 352, 353 **Unit 6:** 410, 411, 424 **LITERATURE ANTHOLOGY: Unit 1:** 29, 31, 44 **Unit 2:** 119, 141, 191 **Unit 3:** 215, 237 **Unit 4:** 297, 302, 311, 319, 363 **Unit 5:** 385, 409, 411 **Unit 6:** 477, 503 **LEVELED READERS: Unit 4, Week 1:** *The Weaver of Rugs: A Navajo Folktale* (A), *Why the Sea is Salty: A Scandinavian Folktale* (O, EL), *Finn MacCool and the Salmon of Knowledge: An Irish Folktale* (B) **Unit 4, Week 2:** *Every Picture Tells a Story* (A), *A Chef in the Family* (O, EL), *Stepping Forward* (B) **CLOSE READING COMPANION:** 1-6, 128-131, 194-197 **YOUR TURN PRACTICE BOOK:** 23-25, 163-165 **READING WORKSTATION ACTIVITY CARDS:** 19 **TEACHER'S EDITION: Unit 1:** T27H, T27X, T93F, T159G, T159I **Unit 2:** T27Q, T93I, **Unit 3:** T27V, T93J, T93R **Unit 4:** T12, T16-T19, T25D, T25F, T25H, T25N, T25T, T76, T82-T83, T89D, T89G, T89J, T89K, T89O, T89T, T89X, T89Y, T89Z, T217R, T217R **Unit 5:** T12, T16-T17, T25K, T25T, T89K, T89V **Unit 6:** T25G, T25P, T25R, T25S, T89G, T89O www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Comprehension Interactive Games and Activities
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.	**READING/WRITING WORKSHOP: Unit 1:** 22-27 **Unit 2:** 102-107, 118-123, 125 **Unit 4:** 318-321, 323 **Unit 5:** 338, 352 **Unit 6:** 406-409, 411, 420-423, 425 **LITERATURE ANTHOLOGY: Unit 1:** 31, 33 **Unit 2:** 119, 141, 191 **Unit 3:** 215, 237 **Unit 4:** 319, 363 **Unit 5:** 385, 411 **Unit 6:** 475, 476, 477, 481, 502, 503 **LEVELED READERS: Unit 2, Week 1:** *The Quarreling Quails* (A), *Jungle Treasures* (O, EL), *The Bear Who Stole the Chinook* (B) **Unit 2, Week 2:** *The Promise of Gold Mountain* (A), *Moving from Mexico* (O, EL), *Gustaf Goes to America* (B) **Unit 4, Week 5:** *In the Running (A), Melanie's Mission* (O, EL), *A Speech to Remember* (B) **Unit 6, Week 1:** *Midas and the Donkey Ears* (A), *The Naming of Athens* (O, EL), *Odysseus and King Aeolus* (B) **Unit 6, Week 2:** *The Big Storm* (A), *The Schoolhouse Blizzard* (O, EL), *The Hottest Summer* (B) **YOUR TURN PRACTICE BOOK:** 53-55, 63-65, 193-194, 253-255 **READING WORKSTATION ACTIVITY CARDS:** 6 **TEACHER'S EDITION: Unit 1:** T16-19, T24-T25, T27V-T27X, T40-T41, **Unit 2:** T12, T16-T19, T22, T24, T27C-T27E, T27K, T27L, T27M, T27Q, T27T, T78, T88, T90, T93O **Unit 3:** T12-T13, T16-T19, T24-T25, T27V, T225M-T225N **Unit 4:** T22-T23, T25R, T25T, T89T, T89Y, T217Q, T217R **Unit 5:** T22-T23, T25Q, **Unit 6:** T22-T23, T25B, T25H, T25M, T25P, T25T, T46-T47, T51, T55, T89W-T89X, T217Y-T217Z www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Comprehension Interactive Games and Activities **Teacher Resources:** Graphic Organizers, Interactive Read Aloud Images, Skills Review

Reading Standards for Literature

Key Ideas and Details		McGraw-Hill Wonders
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.	**READING/WRITING WORKSHOP: Unit 1:** 27, 29, 43, 45 **Unit 3:** 187, 189, 203, 205 **LITERATURE ANTHOLOGY: Unit 1:** 31, 53 **Unit 2:** 119, 141 **Unit 3:** 215, 237 **Unit 4:** 297 **Unit 5:** 411 **Unit 6:** 477, 503, 549 **LEVELED READERS: Unit 1, Week 1:** *Berries, Berries, Berries* (A), *Duck's Discovery* (O, EL), *Robot Race* (B) **Unit 1, Week 2:** *The Special Meal* (A), *A Row of Lamps* (O, EL), *Dragons on the Water* (B) **Unit 3, Week 1:** *The Ballgame Between the Birds and the Animals: A Cherokee Folktale* (A), *King of the Birds* (O, EL), *Sheep and Pig Set Up Housekeeping* (B) **Unit 3, Week 2:** *On the Ball* (A), *Harry's Great Idea* (O, EL), *Best Friends in Business* (B) **CLOSE READING COMPANION:** 1-7, 8, 10, 74-76,91, 92, 100-103, 107-112, 117-119, 130-131, 133-135,140-142,166-171, 173-178 **YOUR TURN PRACTICE BOOK:** 13-15, 103-105, 113-115 **READING WORKSTATION ACTIVITY CARDS:** 1, 2, 3, 4 **TEACHER'S EDITION: Unit 1:** T22, T27C, T27E-T27G, T27I, T27K, T27M, T27O, T27Q, T27S, T27V, T27X, T41, T82, T86, T93C, T93E, T93G, T93J-T93L, T93N, T93P, T93R, T93T, T107 **Unit 2:** T93C, T93K, T93M **Unit 3:** T12, T16-T18, T22, T27E-T27I, T27K-T27S, T27V, T41, T82-T89, T93C-T93P, T93R, T159Q, T159R, T225N **Unit 4:** T16-T17, T20-T21, T25C, T25G, T25K, T25T, T89E, T89T, T89X **Unit 5:** T25C, T25E, T25M, T89D, T89J **Unit 6:** T25C, T25D, T25F, T25T www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Comprehension Interactive Games and Activities **Teacher Resources:** Graphic Organizers, Skills Review
Craft and Structure		**McGraw-Hill Wonders**
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	**READING/WRITING WORKSHOP: Unit 1:** 79 **Unit 2:** 127, 173 **Unit 3:** 207 **Unit 4:** 325 **Unit 6:** 427, 469 **YOUR TURN PRACTICE BOOK:** 37, 67, 97, 117, 197, 267, 297 **PHONICS/WORD STUDY ACTIVITY CARDS:** 4, 6, 8 **CLOSE READING COMPANION:** 151, 177, 195 **TEACHER'S EDITION: Unit 1:** T16, T27N, T80, T93D, T93K, T93M, T93O, T224-T225, T237, T240, T245, T248 **Unit 2:** T14, T27O, T92, T93, T93C, T93E-T93F, T93K, T93L, T113, T118, T122, T125, T129, T289C, T301 **Unit 3:** T14-T16, T27Q, T80-T82, T92-T93, T93E, T93G, T104-T105 **Unit 4:** T14-T15, T25L, T36-T37, T100-T101 **Unit 5:** T14, T24-T25, T25S, T78-T79 **Unit 6:** T78, T101, T109, T114, T118, T125, T166, T281C www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Vocabulary Interactive Games and Activities **Teacher Resources:** Graphic Organizers
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.	**READING/WRITING WORKSHOP:** Unit 2: 170 Unit 4: 322 Unit 6: 412, 466 **READING WORKSTATION ACTIVITY CARDS:** 23, 24 **CLOSE READING COMPANION:** 7, 1, 130, 131, 139, 198 **TEACHER'S EDITION: Unit 1:** T27Q, T27S, T93R, T93T **Unit 2:** T27M, T27O, T27T, T93R, T289C, T289F **Unit 3:** T93E, T93R **Unit 4:** T89Q, T89T, T281D, T289F **Unit 6:** T25E, T25G, T25P, T29, T46, T270, T274, T278, T281D, T281F www.connected.mcgraw-hill.com: Resources **Student Resources:** Comprehension Interactive Games and Activities

Reading Standards for Literature

Craft and Structure		McGraw-Hill Wonders
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	**READING/WRITING WORKSHOP: Unit 2:** 171 **Unit 4:** 267, 281 **Unit 5:** 339, 353 **Unit 6:** 467 **LITERATURE ANTHOLOGY: Unit 1:** 188-191 **Unit 4:** 278-297, 300-319, 360-363 **Unit 5:** 366-385, 390-411 **Unit 6:** 546-549 **LEVELED READERS: Unit 2, Week 5:** *Problem Solved* (A), *The Long Walk* (O, EL), *Two Up, One Down* (B) **Unit 4, Week 1:** *The Weaver of Rugs: A Navajo Folktale* (A), *Why the Sea is Salty: A Scandinavian Folktale* (O, EL), *Finn MacCool and the Salmon of Knowledge: An Irish Folktale* (B) **YOUR TURN PRACTICE BOOK:** 93-94, 153-155, 163-165, 203-205, 213-215, 293-294 **READING WORKSTATION ACTIVITY CARDS:** 5 **CLOSE READING COMPANION:** 101, 128, 198 **TEACHER'S EDITION: Unit 4:** T20-T21, T25D, T25E,T25G, T25J, T25K, T25Q, T25T, T29, T46, T47, T51, T55, T84, T89I, T89Q, T89T, T109-T111, T115, T117, T119 **Unit 5:** T20, T25T, T39, T46-T47, T51, T55, T84, T85, T89C, T89F, T89I, T89N, T89Q, T89V, T103, T111, T115, T119 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Comprehension Interactive Games and Activities
Integration of Knowledge and Ideas		**McGraw-Hill Wonders**
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).	**READING/WRITING WORKSHOP: Unit 1:** 30, 46 **Unit 3:** 206 **Unit 4:** 282 **Unit 5:** 354 **Unit 6:** 426 **LITERATURE ANTHOLOGY: Unit 4:** 281, 287, 296 **READING WORKSTATION ACTIVITY CARDS:** 7 **CLOSE READING COMPANION:** 5, 43,64, 135, 174, 179 **TEACHER'S EDITION: Unit 1:** T16, T27B, T27D, T27L, T27S, T93H **Unit 2:** T27B, T27F, T27J, T93G **Unit 3:** T28B, T27G, T27O, T93H, T108, T116 **Unit 4:** T25C, T25I, T25S, T86, T89B, T89E, T94 **Unit 5:** T25J, T25P, T86, T89L **Unit 6:** T86 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Comprehension Interactive Games and Activities **Teacher Resources:** Interactive Read Aloud Images
RL.3.8	(Not applicable to literature)	**(Not applicable to literature)**
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).	**LITERATURE ANTHOLOGY: Unit 4:** 300-325 **LEVELED READERS: Unit 1, Week 2:** *The Special Meal* (A), *A Row of Lamps* (O, EL), *Dragons on the Water* (B) **Unit 4, Week 2:** *Every Picture Tells a Story* (A), *A Chef in the Family* (O, EL), *Stepping Forward* (B) **READING WORKSTATION ACTIVITY CARDS:** 8 **TEACHER'S EDITION: Unit 1:** S14 **Unit 4:** T86, T89U, T89X, T89Y, T89Z, T102-T103, T105, T113, T117, T123 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Comprehension Interactive Games and Activities
Range of Reading and Level of Text Complexity		**McGraw-Hill Wonders**
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.	**READING/WRITING WORKSHOP:** These units reflect the range of text complexity found throughout the book. **Unit 2:** 166-169 **Unit 4:** 318-321 **Unit 6:** 406-409 **LITERATURE ANTHOLOGY:** These units reflect the range of text complexity found throughout the book. **Unit 2:** 188-191 **Unit 3:** 194-215 **Unit 4:** 300-319 **Unit 5:** 366-385 **Unit 6:** 462-477, 546-549 **LEVELED READERS: Unit 1, Week 2:** *The Special Meal* (A), *A Row of Lamps* (O, EL), *Dragons on the Water* (B) **Unit 6, Week 5:** *Funny Faces* (A), *Too Many Frogs* (O, EL), *The Joke's on You* (B) **READING WORKSTATION ACTIVITY CARDS:** 27 **TEACHER'S EDITION: Unit 1:** T24, T27A, T90, T93A **Unit 3:** T24, T27A, T90, T93A, T159Q **Unit 6:** T22, T25A, T25Q, T86, T89A, T274, T281A

Reading Standards for Informational Text

Key Ideas and Details		*McGraw-Hill Wonders*
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**READING/WRITING WORKSHOP: Unit 1:** 60, 61, 76, 77, 90, 91 **Unit 2:** 140, 141, 156, 157 **Unit 3:** 220, 221, 236, 237, 250, 251 **Unit 4:** 294, 295, 308, 309 **Unit 5:** 366, 367, 380, 381, 394, 395 **Unit 6:** 438, 439, 452, 453 **LITERATURE ANTHOLOGY: Unit 1:** 58–71 **Unit 2:** 146–167, 172–185 **Unit 3:** 240–255, 258–269 **Unit 4:** 326–339 **Unit 5:** 416–429, 432–451, 456–459 **LEVELED READERS: Unit 1, Week 3:** *Judy Baca* (A, O, EL, B) **Unit 1, Week 4:** *The Amazing Benjamin Franklin* (A, O, EL, B) **Unit 1, Week 5:** *The National Mall* (A, O, EL, B) **Unit 5, Week 3:** *Firefighting Heroes* (A, O, EL, B) **Unit 5, Week 4:** *Eunice Kennedy Shriver* (A, O, EL, B) **Unit 5, Week 5:** *The Fuel of the Future* (A, O, EL, B) **CLOSE READING COMPANION:** 15-20, 48-53, 154-159 **YOUR TURN PRACTICE BOOK:** 23-25, 33-35, 43-45, 223-225, 233-235, 243-245 **READING WORKSTATION ACTIVITY CARDS:** 19 **TEACHER'S EDITION: Unit 1:** T93V, T93W, T159D, T159I, T159P, T218, T225B, T225D–T225G, T225I–T225Q, T225T, T336 **Unit 2:** T159J, T159N, T159X, T159Y, T214, T225F **Unit 3:** T27X–T27Y, T93T, T159G, T159P, T214–T217, T225E **Unit 4:** T153F, T153K, T153N, T217M, T217P **Unit 5:** T89X–T89Y, T140–T141, T146–T147, T153D, T210–T211, T217A, T217B, T217E, T217G, T217K, T217N, T217P, T217R, T274, T328 **Unit 6:** T153I, T153L, T217J www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Comprehension Interactive Games and Activities **Teacher Resources:** Interactive Read Aloud Images
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	**READING/WRITING WORKSHOP: Unit 1:** 89, 91 **Unit 3:** 219, 221, 235, 237 **LITERATURE ANTHOLOGY: Unit 1:** 91, 93, 97 **Unit 2:** 167, 185 **Unit 3:** 243, 247, 262, 265, 273 **Unit 4:** 339, 355, 357 **Unit 5:** 427,429, 451 **Unit 6:** 517, 543 **LEVELED READERS: Unit 1, Week 5:** *The National Mall* (A, O, EL, B) **Unit 3, Week 3:** *Destination Saturn* (A, O, EL, B) **Unit 3, Week 4:** *Inspired by Nature* (A, O, EL, B) **CLOSE READING COMPANION:** 53, 56, 57, 82, 83, 103, 115, 116 **YOUR TURN PRACTICE BOOK:** 43-45, 123-125, 133-135 **READING WORKSTATION ACTIVITY CARDS:** 9 **TEACHER'S EDITION: Unit 1:** T289C, T289D, T336 **Unit 3:** T154–T155, T159C, T159E, T159G, T159I, T159K, T159M, T159P, T173, T220–T221, T225C, T225G, T225J, T225L, T239, T336 **Unit 4:** T217C, T217J, T217N **Unit 5:** T153E, T208, T328–T329 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Comprehension Interactive Games and Activities **Teacher Resources:** Graphic Organizers, Interactive Read Aloud Images, Skills Review
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.	**READING/WRITING WORKSHOP: Unit 1:** 70–75, 77 **Unit 4:** 304–307, 309 **Unit 5:** 390–393, 395 **LITERATURE ANTHOLOGY: Unit 1:** 74–91, 94–97 **Unit 2:** 172–185 **Unit 4:** 342–357 **Unit 5:** 432–451, 456–459 **Unit 6:** 540, 543 **LEVELED READERS: Unit 3, Week 4:** *Inspired by Nature* (A, O, EL, B) **Unit 4, Week 4:** *Future of Flight* (A, O, EL, B) **Unit 5, Week 5:** *The Fuel of the Future* (A, O, EL, B) **YOUR TURN PRACTICE BOOK:** 33-35, 183-185, 243-244 **READING WORKSTATION ACTIVITY CARDS:** 13 **TEACHER'S EDITION: Unit 1:** T220–T221, T225C, T225G, T225L, T225P, T251, T255 **Unit 3:** T159C–T159F, T159H–T159M, T216, T225C **Unit 4:** T212–T213, T217C, T217E, T217G, T217J, T217K, T217M, T217P, T231 **Unit 5:** T153C, T153I, T217M, T217Q, T276–T277 **Unit 6:** T217K, T217M, T217P, T217Q, T217S www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Comprehension Interactive Games and Activities **Teacher Resources:** Graphic Organizers, Skills Review

Reading Standards for Informational Text

Craft and Structure		McGraw-Hill Wonders
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.*	**READING/WRITING WORKSHOP: Unit 1:** 50–53, 66–69, 82–85 **Unit 2:** 130–133, 146–149 **Unit 3:** 200–213, 226–229, 242–245 **Unit 4:** 286–289, 300–303 **Unit 5:** 358–361, 372–375, 386–389 **Unit 6:** 430–433, 444–447 **TEACHER'S EDITION: Unit 1:** T146, T158, T174, T212, T214, T278 **Unit 2:** T159F, T159L, T159P, T159S, T212 **Unit 3:** T27Y, T146–T148, T159I, T159O, T170–T171 **Unit 4:** T142–T143, T164–T165, T217G, T217I, T217K, T228–T229 **Unit 5:** T142–T143, T217M, T228–T229, T270 **Unit 6:** T142, T206–T207, T228–T229 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Comprehension Interactive Games and Activities, Vocabulary Interactive Games and Activities **Teacher Resources:** Graphic Organizers
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**READING/WRITING WORKSHOP: Unit 1:** 78, 92 **Unit 2:** 142, 158 **Unit 3:** 222 **Unit 4:** 310 **Unit 5:** 368 **Unit 6:** 440, 454 **LITERATURE ANTHOLOGY: Unit 3:** 265, 269 **Unit 4:** 356 **Unit 6:** 517 **CLOSE READING COMPANION:** 96, 161, 181, 182 **READING WORKSTATION ACTIVITY CARDS:** 16 **TEACHER'S EDITION: Unit 1:** T156, T174, T182, T186, T190, T192, T222–T223, T336–T337 **Unit 2:** T222–T223, T225D, T336–T337 **Unit 3:** T159F, T159G, T159K, T159L, T222–T223, T225F, T225K, T336–T337, T338–T341 **Unit 4:** T217I, T217K, T217P, T328–T329 **Unit 5:** T25W, T25X, T217M, T217W, T217X, T328–T329 **Unit 6:** T142, T150, T228–T229, T328–T329 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Comprehension Interactive Games and Activities, Research and Inquiry **Teacher Resources:** Research and Inquiry
RI.3.6	Distinguish their own point of view from that of the author of a text.	**READING/WRITING WORKSHOP: Unit 2:** 134–139, 141, 150–155, 156 **Unit 5:** 362–365, 367, 376–379, 381 **LITERATURE ANTHOLOGY: Unit 2:** 146–167, 172–185 **Unit 3:** 240–255, 258–269 **Unit 4:** 326–339 **Unit 5:** 416–429, 432–451, 456–459 **LEVELED READERS: Unit 2, Week 3:** *The Race for the Presidency* (A, O, EL, B) **Unit 2, Week 4:** *Protecting the Islands* (A, O, EL, B) **Unit 5, Week 3:** *Firefighting Heroes* (A, O, EL, B) **Unit 5, Week 4:** *Eunice Kennedy Shriver* (A, O, EL, B) **YOUR TURN PRACTICE BOOK:** 73–75, 83–85, 223–225, 233–235 **TEACHER'S EDITION: Unit 2:** T154–T155, T159E, T159U, T173, T220–T221, T225M, T225N, T239, T240, T246–T248, T251, T252, T255, T256, T258 **Unit 5:** T148, T149, T153C, T153J, T153K, T153N, T167, T174, T175, T179, T183, T212–T213, T217T www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Comprehension Interactive Games and Activities **Teacher Resources:** Graphic Organizers, Skills Review
Integration of Knowledge and Ideas		**McGraw-Hill Wonders**
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).	**READING/WRITING WORKSHOP: Unit 1:** 54–59, 70–75 **Unit 2:** 134–139, 150–155 **Unit 3:** 214–219, 230–235 **Unit 4:** 290–293, 304–307 **Unit 5:** 362–365, 376–379 **Unit 6:** 434–437, 448–451 **LITERATURE ANTHOLOGY: Unit 1:** 57 **Unit 3:** 255, 269 **Unit 6:** 517, 543 **READING WORKSTATION ACTIVITY CARDS:** 17 **CLOSE READING COMPANION:** 49, 58, 61, 70, 81, 89, 165, 181, 187,189 **TEACHER'S EDITION: Unit 1:** T156, T222, T225B, T225E **Unit 2:** T159D, T222, T225B, T225E, T225G, T225H **Unit 3:** T159E, T159G, T159K, T159L, T159O, T222 **Unit 4:** T153B, T153C, T153G, T217B–T217E **Unit 5:** T153F, T214, T215, T217C, T217M www.connected.mcgraw-hill.com: **RESOURCES** **Teacher Resources:** Graphic Organizers, Interactive Read Aloud Images, Research and Inquiry

Reading Standards for Informational Text

Integration of Knowledge and Ideas		*McGraw-Hill Wonders*
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).	**READING/WRITING WORKSHOP: Unit 1:** 54–59, 61, 77 **Unit 3:** 246–249, 251 **Unit 4:** 290–293, 295 **Unit 6:** 434–437, 439, 448–451, 453 **LITERATURE ANTHOLOGY: Unit 1:** 58–71, 74–91, 94–97 **Unit 2:** 146–167, 172–185 **Unit 3:** 272–275 **Unit 4:** 326–339, 342–357 **Unit 5:** 432–451, 465–459 **Unit 6:** 506–517, 520–543 **LEVELED READERS: Unit 1, Week 3:** *Judy Baca* (A, O, EL, B) **Unit 1, Week 4:** *The Amazing Benjamin Franklin* (A, O, EL, B) **Unit 4, Week 3:** *Life in a Tide Pool* (A, O, EL, B) **Unit 6, Week 3:** *Reach for the Stars* (A, O, EL, B) **Unit 6, Week 4:** *African Cats* (A, O, EL, B) **YOUR TURN PRACTICE BOOK:** 23–25, 33–35, 173–175, 273–275, 283–285 **READING WORKSTATION ACTIVITY CARDS:** 10, 11, 12, 13, 14, 15 **TEACHER'S EDITION: Unit 1:** T154, T225C, T225G, T225L, T225M, T225P **Unit 4:** T148–T149, T153C, T153D, T153E, T153G, T212–T213, T217C, T217G **Unit 5:** T217M, T217Q, T217U, T217V www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Comprehension Interactive Games and Activities **Teacher Resources:** Graphic Organizers, Skills Review
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	**LEVELED READERS: Unit 1, Week 3:** *Judy Baca* (A, O, EL, B) **Unit 2, Week 4:** *Protecting the Islands* (A, O, EL, B) **CLOSE READING COMPANION:** 21, 28, 99, 139, 146 **READING WORKSTATION ACTIVITY CARDS:** 18, 20 **TEACHER'S EDITION: Unit 1:** T173, T225T, T239, T303 **Unit 2:** T107, T159Z, T173, T239, T336 **Unit 3:** T93T, T107, T159R, T173, T303 **Unit 4:** T153N, T167, T231 **Unit 5:** T103, T167, T217V, T217X, T231, T295 **Unit 6:** T39, T103, T167, T231 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Comprehension Interactive Games and Activities
Range of Reading and Level of Text Complexity		***McGraw-Hill Wonders***
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.	**READING/WRITING WORKSHOP:** These units reflect the range of text complexity found throughout the book. **Unit 1:** 86–89 **Unit 2:** 134–139 **Unit 3:** 230–235 **Unit 4:** 290–293 **Unit 5:** 348–351 **Unit 6:** 448–451 **LITERATURE ANTHOLOGY:** These units reflect the range of text complexity found throughout the book. **Unit 2:** 172–185 **Unit 3:** 240–255 **Unit 4:** 326–339 **Unit 5:** 432–451 **Unit 6:** 520–543 **LEVELED READERS: Unit 1, Week 3:** *Judy Baca* (A, O, EL, B) **Unit 3, Week 4:** *Inspired by Nature* (A, O, EL, B) **Unit 4, Week 3:** *Life in a Tide Pool* (A, O, EL, B) **Unit 6, Week 4:** *African Cats* (A, O, EL, B) **READING WORKSTATION ACTIVITY CARDS:** 22, 27 **TEACHER'S EDITION: Unit 1:** T156, T222, T225A **Unit 2:** T159A, T159W, T222, T225A, T225O **Unit 3:** T93S, T156, T159A, T222, T225A **Unit 4:** T150, T153A, T214, T217A **Unit 5:** T89W–T89Z, T150, T153A, T214, T217A, T278 **Unit 6:** T150, T153A, T214 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Comprehension Interactive Games and Activities

Reading Standards: Foundational Skills

There are no standards for Print Concepts (1) or Phonological Awareness (2) in Foundational Skills for Grade 3.

Phonics and Word Recognition		*McGraw-Hill Wonders*
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	**READING/WRITING WORKSHOP: Unit 2:** I43, I59 **Unit 3:** 223, 253 **Unit 4:** 283 **Unit 5:** 383 **YOUR TURN PRACTICE BOOK:** 77, 87, 118, 127, 128, 138, 147, 148, 167, 218, 237, 238, 248, 258, 268, 288, 298 **PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS:** 7, 9, 12 **TEACHER'S EDITION: Unit 1:** S17, S18,S28, T105, T243 **Unit 2:** T158, T159L, T159P, T224 **Unit 3:** T95, T110, T161, T174, T177, T182, T186, T191, T192, T226, T242–T243, T262 **Unit 4:** T89L **Unit 5:** T91, T106, T107, T217E, T217T, T219, T235 **Unit 6:** T26, T107, T235, T282 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Phonics Interactive Games and Activities **Teacher Resources:** Decodable Passages
RF.3.3b	Decode words with common Latin suffixes.	**READING/WRITING WORKSHOP: Unit 3:** 223, 253 **YOUR TURN PRACTICE BOOK:** 127, 128, 147, 218, 248, 268, 288 **PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS:** 9 **TEACHER'S EDITION: Unit 2:** T158, T159P, T224 **Unit 3:** T95, T110, T159N, T161, T174, T177, T182, T186, T191, T192, T226, T242–T243, T262 **Unit 4:** T89L **Unit 5:** T91, T106, T107, T217E, T217T, T219, T235 **Unit 6:** T26, T91, T107, T219, T235 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Phonics Interactive Games and Activities **Teacher Resources:** Decodable Passages
RF.3.3c	Decode multisyllable words.	**READING/WRITING WORKSHOP: Unit 1:** 63 **Unit 2:** I43, I59 **Unit 3:** 223, 239, 253 **Unit 4:** 269, 283 **Unit 5:** 341, 383 **Unit 6:** 413, 441 **YOUR TURN PRACTICE BOOK:** 27, 77, 87, 88, 98, 127, 137, 138, 147, 157, 167, 168, 188, 207, 208, 228, 237, 248, 257, 268, 277, 278, 288 **PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS:** 27 **TEACHER'S EDITION: Unit 1:** T28, T44, T45, T94, T110, T111, T176 **Unit 2:** T44–T45, T110–T111, T93L, T226, T227 **Unit 3:** T44–T45, T110–T111, T176–T177, T242 **Unit 4:** T90, T91, T170–T171, T219, T234–T235 **Unit 5:** T26–T27, T42–T43, T90–T91 **Unit 6:** T42–T43, T90–T91, T106–T107, T170–T171, T234–T235 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Phonics Interactive Games and Activities **Teacher Resources:** Decodable Passages
RF.3.3d	Read grade-appropriate irregularly spelled words.	**YOUR TURN PRACTICE BOOK:** 298 **PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS:** 29 **TEACHER'S EDITION: Unit 1:** S31, T226 **Unit 2:** T160, T176–T177 **Unit 3:** T161 **Unit 4:** T218 **Unit 6:** T283 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Phonics Interactive Games and Activities **Teacher Resources:** Decodable Passages

Reading Standards: Foundational Skills		
Fluency		***McGraw-Hill Wonders***
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.3.4a	Read on-level text with purpose and understanding.	**READING WORKSTATION ACTIVITY CARDS:** 25, 26 **TEACHER'S EDITION: Unit 1:** T48, T53, T58, T112–T114, T161, T334–T335 **Unit 2:** T29, T48, T114, T161, T180, T227, T246, T334–T335 **Unit 3:** T46, T49, T95, T114, T161, T334–T335 **Unit 4:** T91, T110, T326–T327 **Unit 5:** T27, T91, T110, T172, T326–T327 **Unit 6:** T46, T91, T110, T174, T238, T326–T327 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Fluency Interactive Games and Activities
RF.3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**YOUR TURN PRACTICE BOOK:** 3–5, 63–65, 133–135, 173–175, 213–215, 263–265 **READING WORKSTATION ACTIVITY CARDS:** 25, 26 **YOUR TURN PRACTICE BOOK:** 43–45, 63–65, 113–115, 163–165, 203–205, 253–255 **TEACHER'S EDITION: Unit 1:** T29, T48, T95, T114, T127, T161, T180, T227, T246, T334–T335 **Unit 2:** T48, T114, T95, T161, T180, T291, T334–T335 **Unit 3:** T29, T114, T180, T227, T246, T291, T334–T335 **Unit 4:** T27, T46, T110, T174, T219, T238, T283, T326–T327 **Unit 5:** T46, T110, T155, T174, T219, T238, T326–T327 **Unit 6:** T46, T110, T155, T174, T238, T283, T326–T327 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Fluency Interactive Games and Activities
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**READING/WRITING WORKSHOP: Unit 1:** 31, 47, 93 **Unit 2:** 111 **Unit 3:** 191 **Unit 4:** 297, 311 **Unit 5:** 355, 369, 397 **Unit 6:** 455 **YOUR TURN PRACTICE BOOK:** 7, 17, 47, 57, 107, 177, 187, 217, 227, 247, 287 **READING WORKSTATION ACTIVITY CARDS:** 25, 26 **TEACHER'S EDITION: Unit 1:** T224, T291 **Unit 2:** T27M, T159I, T159L, T159P, T159S, T225D, T225E, T225J, T225P **Unit 3:** T27E, T27K, T27Q, T27V, T93C, T159I, T291 **Unit 4:** T89W, T217F, T217G, T217I, T217J, T217M **Unit 6:** T155 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Fluency Interactive Games and Activities

College and Career Readiness Anchor Standards for LANGUAGE

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Common Core State Standards
English Language Arts
Grade 3

Each standard is coded in the following manner:

Strand	Grade Level	Standard
L	3	1

Language Standards

Conventions of English		*McGraw-Hill Wonders*
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.	**READING/WRITING WORKSHOP: Unit 1:** 65, 80 **Unit 2:** 112-113, 175 **Unit 4:** 270, 299 **Unit 5:** 343, 357, 399 **Unit 6:** 443 **Grammar Handbook:** 478-480, 481-486, 487-490, 491-492, 493-494 **TEACHER'S EDITION: Unit 1:** T151 **Unit 2:** T32, T65, T98, T99, T131, T177, T232 **Unit 3:** T34, T64, T100, T166, T197 **Unit 4:** T32, T68, T89D, T160, T190 **Unit 5:** T32, T33, T63, T97, T98, T160, T161, T190, T224, T225 **Unit 6:** T32, T33, T63, T96, T97, T160, T161, T191, T224, T225 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Grammar Interactive Games and Activities
L.3.1b	Form and use regular and irregular plural nouns.	**READING/WRITING WORKSHOP: Unit 2:** 129, 145 **Grammar Handbook:** 479-480 **YOUR TURN PRACTICE BOOK:** 38, 58 **TEACHER'S EDITION: Unit 1:** T227 **Unit 2:** T100, T130, T166-T167, T197 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Grammar Interactive Games and Activities **Teacher Resources:** Music/Fine Arts Activities
L.3.1c	Use abstract nouns (e.g., *childhood*).	**READING/WRITING WORKSHOP: Grammar Handbook:** 478 **TEACHER'S EDITION: Unit 2:** T34-T35, T65 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Grammar Interactive Games and Activities **Teacher Resources:** Music/Fine Arts Activities
L.3.1d	Form and use regular and irregular verbs.	**READING/WRITING WORKSHOP: Unit 3:** 193 **Unit 4:** 327 **Grammar Handbook:** 481-486 **TEACHER'S EDITION: Unit 1:** T111, T177 **Unit 4:** T32, T33, T63, T160-T161, T288-T289 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Grammar Interactive Games and Activities **Teacher Resources:** Music/Fine Arts Activities
L.3.1e	Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.	**READING/WRITING WORKSHOP: Unit 3:** 209, 225, 241 **Grammar Handbook:** 482-483 **TEACHER'S EDITION: Unit 2:** T111,T177 **Unit 3:** T34-T35, T100, T131, T166-T167, T197, T232-T233, T263 **Unit 4:** T160, T161 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Grammar Interactive Games and Activities **Teacher Resources:** Music/Fine Arts Activities
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.	**READING/WRITING WORKSHOP: Unit 5: 371 Grammar Handbook:** 483, 490 **TEACHER'S EDITION: Unit 2:** T151 **Unit 3:** T100, T101, T131, T166, T167, T197, T263 **Unit 4:** T32, T63, T288-T289 **Unit 5:** T32, T33, T97, T160, T161 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Grammar Interactive Games and Activities

Language Standards

Conventions of English		*McGraw-Hill Wonders*
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	**READING/WRITING WORKSHOP: Unit 6:** 429, 456 **Grammar Handbook:** 492, 494 **TEACHER'S EDITION: Unit 6:** T96, T97, T161, T224, T225, T255 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Grammar Interactive Games and Activities
L.3.1h	Use coordinating and subordinating conjunctions.	**READING/WRITING WORKSHOP: Unit 1:** 95 Unit 3: 254 **Grammar Handbook:** 476, 477 **TEACHER'S EDITION: Unit 2:** T222 **Unit 4:** T224–T225 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Grammar Interactive Games and Activities
L.3.1i	Produce simple, compound, and complex sentences.	**READING/WRITING WORKSHOP: Unit 1:** 32, 48, 95 **Unit 2:** 160 **Unit 3:** 192, 254 **Unit 4:** 312 **Unit 6:** 415, 470 **Grammar Handbook:** 476, 477 **YOUR TURN PRACTICE BOOK:** 49, 109, 209, 259 **TEACHER'S EDITION: Unit 1:** T34, T63, T65, T100–T101, T129, T131, T166–T167, T195, T197, T232–T233, T261, T263 **Unit 2:** T63–T65, T260–T263 **Unit 5:** T30, T31, T54, **Unit 6:** T54, T61, T118, T125, T126, T190, T246, T253 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Grammar Interactive Games and Activities
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.	**READING/WRITING WORKSHOP: Grammar Handbook:** 498, 500 **TEACHER'S EDITION: Unit 2:** T35 **Unit 3:** T167, T233 **Unit 5:** T33, T97 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Grammar Interactive Games and Activities **Teacher Resources:** Music/Fine Arts Activities
L.3.2b	Use commas in addresses.	**READING/WRITING WORKSHOP: Grammar Handbook:** 502 **TEACHER'S EDITION: Unit 1:** T356 **Unit 2:** T233 **Unit 5:** T33, T97 **Unit 6:** T33 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Grammar Interactive Games and Activities
L.3.2c	Use commas and quotation marks in dialogue.	**READING/WRITING WORKSHOP: Grammar Handbook:** 504 **TEACHER'S EDITION: Unit 3:** T35 **Unit 4:** T97, T161 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Grammar Interactive Games and Activities **Teacher Resources:** Music/Fine Arts Activities
L.3.2d	Form and use possessives.	**READING/WRITING WORKSHOP: Unit 5:** 385 **Grammar Handbook:** 480, 489 **TEACHER'S EDITION: Unit 2:** T161, T296-297, T327 **Unit 4:** T97 **Unit 5:** T224, T225, T255, T289 **YOUR TURN PRACTICE BOOK:** 78 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Grammar Interactive Games and Activities **Teacher Resources:** Music/Fine Arts Activities
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).	**YOUR TURN PRACTICE BOOK:** 18, 28, 38, 58, 68, 168, 218, 238 **PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS:** 24, 29 **TEACHER'S EDITION: Unit 1:** T46, T63, T112, T129, T178, T195, T244, T261 **Unit 2:** T45, T46, T112, T178, T195, T244 **Unit 3:** T46, T112, T130, T178 **Unit 4:** T44, T108, T172, T234, T254 **Unit 5:** T61, T98, T108, T125, T189, T236, T253 **Unit 6:** T44, T61, T108, T125, T170, T189, T234, T253, T302

Language Standards

Conventions of English		McGraw-Hill Wonders
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.	**READING/WRITING WORKSHOP:** Unit 4: 285 **YOUR TURN PRACTICE BOOK:** 8, 18, 28, 38, 58, 68, 168, 218, 238 **PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS:** 24 **TEACHER'S EDITION: Unit 1:** T36, T64, T102, T130, T170, T196, T166, T168, T234 **Unit 2:** T32, T65, T98, T99, T131, T177, T232 **Unit 3:** T36, T63, T102, T170, T196, T234, T300 **Unit 4:** T62, T96, T126, T190, T290 **Unit 5:** T34, T62, T98, T162, T190, T226, T254, T290 **Unit 6:** T62, T98, T126, T164, T190, T226 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Grammar Interactive Games and Activities **Teacher Resources:** Music/Fine Arts Activities
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**READING/WRITING WORKSHOP: Unit 1:** T38, T104, T170, T236, T302 **Unit 2:** T38, T104, T170, T236, T302 **Unit 3:** T38, T104, T170 **Unit 4:** T292 **Unit 5:** T36, T164, T228, T292 **Unit 6:** T36, T100, T164, T228, T292 **TEACHER'S EDITION: Unit 1:** T36, T102, T170, T234, T300 **Unit 2:** T36, T102, T170, T234, T300 **Unit 3:** T36, T102, T170 **Unit 4:** T290 **Unit 5:** T34, T164, T226, T290 **Unit 6:** T34, T98, T162, T226, T290 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Grammar Interactive Games and Activities **Teacher Resources:** Music/Fine Arts Activities
Knowledge of Language		**McGraw-Hill Wonders**
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.	**READING/WRITING WORKSHOP: Unit 1:** 32-33, 48-49 **Unit 2:** 128-129 **Unit 4:** 284-285, 326-327 **Unit 5:** 356-357 **YOUR TURN PRACTICE BOOK:** 9, 69, 169, 199, 219 **TEACHER'S EDITION: Unit 1:** T96-T99 **Unit 2:** T96-T99, T130 **Unit 4:** T284-T287 **Unit 5:** T92-T95, T102 **Unit 6:** T284-T287, T294 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Writer's Workspace
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.	**READING/WRITING WORKSHOP: Unit 3:** 255 TEACHER'S EDITION: **Unit 1:** S35, T338, T354 **Unit 2:** T106 **Unit 4:** T102 **Unit 5:** T166 **Unit 6:** T166, T330-T333 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Writer's Workspace
Vocabulary Acquisition and Use		**McGraw-Hill Wonders**
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.	
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	**READING/WRITING WORKSHOP: Unit 1:** 47, 93 **Unit 2:** 111 **Unit 3:** 191 **Unit 4:** 297, 311 **Unit 5:** 355, 369, 397 **YOUR TURN PRACTICE BOOK:** 17, 47, 57, 107, 177, 187, 217, 227, 247 **PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS:** 1, 2, 5, 11, 15 **TEACHER'S EDITION: Unit 1:** T26, T27N, T41, T92, T105, T172 **Unit 2:** T93S, T216 **Unit 3:** T26-T27, T27E, T93C, T159I, T212-T213 **Unit 4:** T152, T153F, T153I, T165, T216 **Unit 5:** T14, T36, T88-T89, T152-T153, T153E, T164-T165 **Unit 6:** T216-T217, T217I, T229 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Vocabulary Interactive Games and Activities
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*).	**READING/WRITING WORKSHOP: Unit 2:** 143, 159 **Unit 3:** 223, 253 **Unit 4:** 283 **Unit 5:** 383 **YOUR TURN PRACTICE BOOK:** 77, 87, 127, 147, 167, 237 **PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS:** 9, 12 **TEACHER'S EDITION: Unit 2:** T158, T171, T224-T225 **Unit 3:** T95, T158-T159, T161, T171, T226, T234, T236-T237 **Unit 4:** T88-T89, T89L, T101 **Unit 5:** T14, T101, T153K, T153L, T165, T216-T217, T229 **Unit 6:** T26, T91, T165, T219, T229 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Vocabulary Interactive Games and Activities

Language Standards

Vocabulary Acquisition and Use		*McGraw-Hill Wonders*
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*).	**READING/WRITING WORKSHOP: Unit 3:** 239 **Unit 4:** 269 **Unit 5:** 341 **Unit 6:** 413, 441 **YOUR TURN PRACTICE BOOK:** 137, 157, 158, 207, 228, 257, 258, 277 **PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS:** 10, 13 **TEACHER'S EDITION: Unit 2:** T225K, T225N **Unit 3:** T159N, T224–T225, T225B, T225I, T225L, T237, T240 **Unit 4:** T24, T25B, T25P, T25T, T27, T155 **Unit 5:** T24, T37, T100, T155, T171 **Unit 6:** T24–T25, T27, T37, T100, T152–T153, T155, T165, T228 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Vocabulary Interactive Games and Activities
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	**TEACHER'S EDITION: Unit 1:** S27, T26, T39, T92, T93K, T105 **Unit 2:** T159I, T237 **Unit 3:** T26, T92, T237 **Unit 4:** T24, T216 **Unit 5:** T24, T88, T89I, T152, T217O, T280 **Unit 6:** T88, T216 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Vocabulary Interactive Games and Activities
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).	**READING/WRITING WORKSHOP: Unit 1:** 79 **Unit 2:** 127, 173 **Unit 3:** 207 **Unit 4:** 325 **Unit 6:** 427, 469 **YOUR TURN PRACTICE BOOK:** 37, 67, 97, 117, 197, 267, 297 **PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS:** 4, 6, 8 **CLOSE READING COMPANION:** 151 **TEACHER'S EDITION: Unit 1:** T93M, T224, T225H, T225K, T225M, T237 **Unit 2:** T92, T105, T113, T118, T122 **Unit 3:** T38, T92–T93, T93Q, T105 **Unit 4:** T25L, T89G, T89P, T89W, T217G, T217I **Unit 5:** T89Q, T89S **Unit 6:** T88–T89, T101, T142, T153A–T153B, T164, T292–T293 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Vocabulary Interactive Games and Activities
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).	**READING/WRITING WORKSHOP: Unit 1:** 20–21, 68–69 **Unit 2:** 116–117, 148–149 **Unit 3:** 196–197, 212–213 **Unit 4:** 288–289, 302–303 **Unit 5:** 346–347, 360–361 **Unit 6:** 418–419, 460–461 **YOUR TURN PRACTICE BOOK:** 1, 21, 41, 101, 151, 181, 211, 241, 261, 291 **TEACHER'S EDITION: Unit 1:** T47, T76, T179, T208, T212, T245 **Unit 2:** T47, T76, T179, T245 **Unit 3:** T38–T39, T113, T146, T179, T212, T245 **Unit 4:** T10, T14, T78, T173, T235 **Unit 5:** T202–T203, T228–T229, T237 **Unit 6:** T36–T37, T78, T142–T143, T228–T229 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Vocabulary Interactive Games and Activities **Teacher Resources:** Build Background Videos, Graphic Organizers
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*).	**TEACHER'S EDITION: Unit 1:** T56, T171 **Unit 2:** T56, T105 **Unit 3:** T93M, T105 **Unit 4:** T101 **Unit 5:** T101 **Unit 6:** T229 **CLOSE READING COMPANION:** 17 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Vocabulary Interactive Games and Activities
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*).	**READING/WRITING WORKSHOP: Unit 1:** 20–21, 36–37, 52–53, 68–69, 84–85 **Unit 2:** 100–101, 116–117, 132–133, 148–149, 164–165 **Unit 3:** 180–181, 196–197, 212–213, 228–229, 244–245 **Unit 4:** 260–261, 274–275, 288–289, 302–303, 316–317 **Unit 5:** 332–333, 346–347, 360–361, 374–375, 388–389 **Unit 6:** 404–405, 424–425, 432–433, 446–447, 460–461 **YOUR TURN PRACTICE BOOK:** 1, 11, 51, 61, 101, 111, 151, 161, 201, 211, 251, 261 **TEACHER'S EDITION: Unit 1:** T14, T38–T39, T80, T104–T105, T146 **Unit 2:** T93C, T104–T105, T212 **Unit 3:** T13–T15, T27Y, T146–T147, T159I, T172–T173 **Unit 4:** T14–T15, T36–T37, T142–T143, T153I, T164–T165, T217K **Unit 5:** T78–T79, T100–T101, T142–143, T164–T165, T228–T229 **Unit 6:** T36–T37, T44, T50, T54, T61, T100–T101, T206–T207

College and Career Readiness Anchor Standards for WRITING

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.
Range of Writing
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 tasks, purposes, and audiences.

Common Core State Standards
English Language Arts
Grade 3

Each standard is coded in the following manner:

Strand	Grade Level	Standard
W	3	1

Writing Standards

Text Types and Purposes		*McGraw-Hill Wonders*
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	**READING/WRITING WORKSHOP: Unit 1:** 94 **Unit 2:** 128, 144 **Unit 3:** 254 **Unit 4:** 270, 284 **Unit 5:** 398 **Unit 6:** 414 **YOUR TURN PRACTICE BOOK:** 239, 249 **WRITING WORKSTATION ACTIVITY CARDS:** 13, 19 **TEACHER'S EDITION: Unit 1:** T141, T293, T294, T295 **Unit 2:** T97, T99, T107, T163, T165, T173, T175, T183, T187, T193 **Unit 3:** T107, T239, T293, T295, T359 **Unit 4:** T29, T31, T38, T93, T103 **Unit 5:** T222, T223, T285, T287, T345, T347, T350 **Unit 6:** T29, T31, T103 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Writer's Workspace, Inquiry Space: Opinion Performance Task
W.3.1b	Provide reasons that support the opinion.	**READING/WRITING WORKSHOP: Unit 1:** 94 **Unit 2:** 128, 144 **Unit 3:** 255 **Unit 4:** 271, 285 **Unit 5:** 398 **Unit 6:** 415 **YOUR TURN PRACTICE BOOK:** 79 **TEACHER'S EDITION: Unit 1:** T293, T294, T295 **Unit 2:** T97, T99, T163, T165, T239 **Unit 3:** T293, T295, T353 **Unit 4:** T29, T31, T39, T93, T95, T103, T167, T175, T183, T187, T193, T346 **Unit 5:** T222, T223, T285, T287, T346, T352 **Unit 6:** T29, T31 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Writer's Workspace
W.3.1c	Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.	**READING/WRITING WORKSHOP: Unit 4:** 284 **Unit 5:** 399 **Unit 6:** 428-429 **YOUR TURN PRACTICE BOOK:** 59, 119, 269 **WRITING WORKSTATION ACTIVITY CARDS:** 7 **TEACHER'S EDITION: Unit 3:** T131, T354 **Unit 4:** T93, T95 **Unit 5:** T285, T287, T343, T353, T361 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Writer's Workspace
W.3.1d	Provide a concluding statement or section.	**READING/WRITING WORKSHOP: Unit 2:** 145 **YOUR TURN PRACTICE BOOK:** 139, 189 **WRITING WORKSTATION ACTIVITY CARDS:** 12 **TEACHER'S EDITION: Unit 2:** T97, T99, T163, T165 **Unit 3:** T222-T223, T361 **Unit 4:** T352 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Writer's Workspace

Writing Standards

Text Types and Purposes		McGraw-Hill Wonders
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	**READING/WRITING WORKSHOP: Unit 1:** 64, 80 **Unit 3:** 224, 240 **Unit 4:** 298, 312 **Unit 5:** 370, 384, **Unit 6:** 442, 456 **YOUR TURN PRACTICE BOOK:** 129, 179, 229, 279 **WRITING WORKSTATION ACTIVITY CARDS:** 13, 14 **TEACHER'S EDITION: Unit 1:** T41, T107, T163, T165, T173, T229, T231, T239 **Unit 2:** T41, T107, T173, T229, T231, T239, T353, T359 **Unit 3:** T41, T107, T163, T165, T173, T229, T231, T239 **Unit 4:** T157, T158–T159, T190, T221, T223 **Unit 5:** T157, T158–T159, T182, T190, T221, T223 **Unit 6:** T157, T159, T182, T190, T221, T223, T246, T345, T350–T351 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Writer's Workspace, Inquiry Space: Informative Performance Task
W.3.2b	Develop the topic with facts, definitions, and details.	**READING/WRITING WORKSHOP: Unit 1:** 80 **Unit 2:** 160-161 **Unit 3:** 224, 240 **Unit 4:** 298, 312 **Unit 5:** 370, 384 **Unit 6:** 442, 457 **YOUR TURN PRACTICE BOOK:** 19, 99, 299 **WRITING WORKSTATION ACTIVITY CARDS:** 2 **TEACHER'S EDITION: Unit 1:** T29, T31, T98, T99 **Unit 2:** T196, T229, T231, T360 **Unit 3:** T106, T163, T165, T196, T229, T231 **Unit 4:** T157, T159, T190, T221, T223 **Unit 5:** T157, T159, T221, T223 **Unit 6:** T157, T159, T221, T223, T352 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Writer's Workspace
W.3.2c	Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.	**READING/WRITING WORKSHOP: Unit 1:** 81 **Unit 4:** 299 **Unit 5:** 385 **YOUR TURN PRACTICE BOOK:** 39, 89 **WRITING WORKSTATION ACTIVITY CARDS:** 7 **TEACHER'S EDITION: Unit 1:** T29, T31 **Unit 2:** T64, T355 **Unit 5:** T221, T223 **Unit 6:** T157, T159, T346, T352 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Writer's Workspace
W.3.2d	Provide a concluding statement or section.	**READING/WRITING WORKSHOP: Unit 1:** 65 **Unit 3:** 225, 241 **Unit 4:** 313 **Unit 5:** 371 **Unit 6:** 443, 457 **YOUR TURN PRACTICE BOOK:** 289 **WRITING WORKSTATION ACTIVITY CARDS:** 12 **TEACHER'S EDITION: Unit 1:** T163, T165 **Unit 2:** T228-T229, T361 **Unit 3:** T163, T165, T229, T231, T262 **Unit 4:** T221, T223 **Unit 5:** T157, T159 **Unit 6:** T157, T159, T221, T223, T347 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Writer's Workspace
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**READING/WRITING WORKSHOP: Unit 1:** T49 **Unit 2:** 112-113 **Unit 3:** 208 **Unit 4:** 326 **Unit 5:** 356 **Unit 6:** 428 **YOUR TURN PRACTICE BOOK:** 29, 169 **WRITING WORKSTATION ACTIVITY CARDS:** 4, 10 **TEACHER'S EDITION: Unit 1:** T31, T33, T64, T97, T99, T353, T359 **Unit 2:** T262 **Unit 3:** T55, T63, T97, T99 **Unit 4:** T345 **Unit 6:** T93, T95 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Writer's Workspace, Inquiry Space: Narrative Performance Task

Writing Standards

Text Types and Purposes		McGraw-Hill Wonders
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	READING/WRITING WORKSHOP: Unit 1: 32, 48 Unit 2: 112, 174 Unit 3: 192, 208 Unit 5: 342, 356 Unit 6: 429, 471 YOUR TURN PRACTICE BOOK: 9, 69, 169, 199, 219 WRITING WORKSTATION ACTIVITY CARDS: 1, 3, 4 TEACHER'S EDITION: Unit 1: T31, T33, T97, T99, T130, T353, T354, T360 Unit 2: T293, T295 Unit 3: T31, T33, T97, T99 Unit 4: T62, T126, T285, T287, T346, T351, T353 Unit 5: T126 Unit 6: T54, T93, T95, T126, T285, T287 www.connected.mcgraw-hill.com: RESOURCES Student Resources: Writer's Workspace
W.3.3c	Use temporal words and phrases to signal event order.	READING/WRITING WORKSHOP: Unit 1: 49 Unit 2: 112-113 Unit 3: 193, 209 YOUR TURN PRACTICE BOOK: 59, 119, 269 WRITING WORKSTATION ACTIVITY CARDS: 6 TEACHER'S EDITION: Unit 1: T97, T99, T163, T165, T196, T262, T360 Unit 2: T229, T231 Unit 3: T31, T33, T97, T99 Unit 6: T93, T95 www.connected.mcgraw-hill.com: RESOURCES Student Resources: Writer's Workspace
W.3.3d	Provide a sense of closure.	READING/WRITING WORKSHOP: Unit 1: 33 Unit 2: 112-113 Unit 4: 327 Unit 5: 343 YOUR TURN PRACTICE BOOK: 279, 289 WRITING WORKSTATION ACTIVITY CARDS: 12 TEACHER'S EDITION: Unit 1: T31, T33, T97, T99, T163, T165 Unit 2: T229, T231, T293, T295 Unit 3: T31, T33, T97, T99 Unit 4: T285, T287 Unit 6: T93, T95, T285, T287 www.connected.mcgraw-hill.com: RESOURCES Student Resources: Writer's Workspace
Production and Distribution of Writing		**McGraw-Hill Wonders**
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.)	READING/WRITING WORKSHOP: Unit 3: 254-255 YOUR TURN PRACTICE BOOK: 149 WRITING WORKSTATION ACTIVITY CARDS: 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 TEACHER'S EDITION: Unit 1: T31, T32, T33, T97, T98, T99, T130, T163, T164, T165, T197, T229, T230, T231, T293, T294, T295 Unit 2: T31, T32, T33, T97, T98, T99, T123, T127, T129-T130, T163, T164, T165, T175, T178, T229, T230, T231, T293, T294, T295 Unit 3: T31, T32, T33, T46, T61, T93R, T109, T117, T121, T127, T163, T164, T165, T229, T230, T231, T293, T294, T295 Unit 4: T25T, T29, T30, T31, T62, T89T, T89Y, T93, T94, T95, T126, T157, T158, T159, T190, T217P, T221, T222, T223, T285, T286, T287, T238 Unit 5: T29, T30, T31, T62, T93, T94, T95, T157, T158, T159, T182, T221, T222, T223, T285, T286, T287 Unit 6: T29, T30, T31, T62, T93, T94, T95, T126, T157, T158, T159, T190, T221, T222, T223, T266, T285, T286, T287, T328 www.connected.mcgraw-hill.com: RESOURCES Student Resources: Writer's Workspace
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.)	READING/WRITING WORKSHOP: Unit 1: 33, 49, 65, 81, 95 Unit 2: 113, 129, 145, 161, 175 Unit 3: 193, 209, 225, 241, 255 Unit 4: 271, 285, 299, 313, 327 Unit 5: 343, 357, 371, 385, 399 Unit 6: 415, 429, 443, 457, 471 TEACHER'S EDITION: Unit 1: 65, T353-T356, T359-T362 Unit 2: T130, T262, T353-T356, T359-T362 Unit 3: T63, T130, T196, T262, T353-T356, T359-T362 Unit 4: T62, T126, T190, T345-T348, T351-T354 Unit 5: T62, T126, T190, T254, T345-T348, T351-T354 Unit 6: T62, T126, T190, T345-T348, T351-T354 www.connected.mcgraw-hill.com: RESOURCES Student Resources: Writer's Workspace

Writing Standards

Production and Distribution of Writing		McGraw-Hill Wonders
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'S EDITION: Unit 1:** T302, T338–T341, T356, T362 **Unit 2:** T338–T341, T356, T362 **Unit 3:** T106, T238, T338–T341, T356, T362 **Unit 4:** T294, T330–T333, T348, T354 **Unit 5:** T330–T333, T348, T354 **Unit 6:** T102, T330–T333, T348, T354 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Writer's Workspace, Inquiry Space
Research to Build and Present Knowledge		**McGraw-Hill Wonders**
W.3.7	Conduct short research projects that build knowledge about a topic.	**WRITING WORKSTATION ACTIVITY CARDS:** 30 **TEACHER'S EDITION: Unit 1:** T40, T106, T172, T238, T338–T341 **Unit 2:** T40, T106, T172, T238, T338–T341 **Unit 3:** T40, T106, T172, T187, T238, T338–T341 **Unit 4:** T38, T102, T166, T230, T328–T329, T330–T333 **Unit 5:** T38, T102, T166, T230, T246, T330–T333 **Unit 6:** T38, T102, T328–T329, T330–T333 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Research and Inquiry, Writer's Workspace **Teacher Resources:** Graphic Organizers, Research and Inquiry
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.	**WRITING WORKSTATION ACTIVITY CARDS:** 30 **TEACHER'S EDITION: Unit 1:** T27B, T27C, T27G, T27I, T27O, T40, T336–T337, T338–T341 **Unit 2:** T31, T33, T97, T99, T163, T165, T225F, T225G, T225I, T225K, T229, T231, T238, T293, T295, T336, T338–T341 **Unit 3:** T31, T33, T97, T99, T159G, T159K, T163, T165, T229, T231, T293, T295, T336–T337 **Unit 4:** T25B, T25D, T25E, T25G, T25J, T25P, T25Q, T29, T31, T89B, T93, T95, T157, T159, T221, T223, T285, T287, T346 **Unit 5:** T38, T328–T329 **Unit 6:** T29, T31, T93, T95, T102, T157, T159, T221, T223, T285, T287, T328, T330–T333 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Inquiry Space, Research and Inquiry, Writer's Workspace **Teacher Resources:** Graphic Organizers, Research and Inquiry
W.3.9	(Begins in grade 4)	**(Begins in grade 4)**
Range of Writing		**McGraw-Hill Wonders**
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.	**READING/WRITING WORKSHOP: Unit 1:** 64–65 **Unit 2:** 112–113 **Unit 3:** 192–193 **Unit 4:** 298–299 **Unit 5:** 356–357 **Unit 6:** 428–429 **WRITING WORKSTATION ACTIVITY CARDS:** 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 **CLOSE READING COMPANION:** 3, 17,28, 30,33,36, 40, 43, 47, 51, 54, 57, 61, 63, 66, 69, 73, 76, 80, 83, 87, 90, 94, 96, 109, 116, 123, 129, 135, 142, 149, 156, 162, 168, 175, 182, 189, 195 **TEACHER'S EDITION: Unit 1:** T30, T41, T43, T51, T55, T61, T64, T96, T162, T228, T292, T338–T341, T342–T363 **Unit 2:** T30, T96, T109, T117, T121, T127, T128, T130, T162, T173, T228, T292, T338–T341, T352–T363 **Unit 3:** T30, T96, T162, T196, T225L, T220, T230, T231, T239, T241, T249, T253, T254, T261, T284, T338–T341, T352–T363 **Unit 4:** T95, T118, T119, T126, T158, T167, T330–T333, T344–T355 **Unit 5:** T28, T92, T156, T159, T179, T182, T190, T220, T222, T223, T231, T284, T330–T333, T344–T355 **Unit 6:** T28, T39, T62, T92, T126, T156, T190, T220, T246, T284, T330–T333, T344–T355 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Inquiry Space, Research and Inquiry, Writer's Workspace **Teacher Resources:** Research and Inquiry

College and Career Readiness Anchor Standards for SPEAKING AND LISTENING

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Common Core State Standards
English Language Arts
Grade 3

Each standard is coded in the following manner:

Strand	Grade Level	Standard
SL	3	1

Speaking and Listening Standards

Comprehension and Collaboration		*McGraw-Hill Wonders*
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts,* building on others' ideas and expressing their own clearly.	
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.	**READING/WRITING WORKSHOP: Unit 1:** 28, 29, 44, 45, 60, 61, 76, 77, 90, 91 **Unit 2:** 108, 109, 124, 125, 140, 141, 156, 157 **Unit 3:** 188, 189, 204, 205, 220, 221, 236, 237, 250, 251 **Unit 4:** 166, 267, 280, 281, 294, 295, 308, 309 **Unit 5:** 338, 339, 352, 353, 366, 367, 380, 381, 394, 395 **Unit 6:** 410, 411, 424, 425, 438, 439, 452, 453 **CLOSE READING COMPANION:** 1-198 **TEACHER'S EDITION: Unit 1:** T49, T53, T57, T117, T119, T123, T142, T214, T239 **Unit 2:** T117, T121, T127, T142, T220, T239, T241, T249, T253, T259 **Unit 3:** T172, T173, T175, T183, T187, T193, T208, T239, T241, T249, T253, T261 **Unit 4:** T39, T74, T82, T86, T102, T103, T167 **Unit 5:** T10, T39, T111, T115, T119, T167, T175, T179 **Unit 6:** T47, T51, T55, T103, T111, T115, T119, T175 www.connected.mcgraw-hill.com: **RESOURCES** **Teacher Resources:** Build Background Videos
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).	**READING WORKSTATION ACTIVITY CARDS:** 24 **TEACHER'S EDITION: Unit 1:** T10, T76, T239 **Unit 2:** T10, T76, T162, T222 **Unit 3:** T76, T106, T107, T172, T173, T208, T209, T238, T239 **Unit 4:** T10, T38, T39, T102, T103, T202, T230, T231 **Unit 5:** T74, T103, T166, T202, T203, T266 **Unit 6:** T74, T138, T266 www.connected.mcgraw-hill.com: **RESOURCES** **Teacher Resources:** Build Background Videos
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	**TEACHER'S EDITION: Unit 1:** T18, T82, T142, T218 **Unit 2:** T14, T27Q, T27W, T40, T93I, T159J, T159N, T173, T208, T340 **Unit 3:** T10, T27I, T27V, T27X-T27Z, T93J, T142, T159H **Unit 4:** T89H, T89K, T89O, T89V, T89W, T89Y, T217D, T217H, T217I, T217J, T217M, T217R, T231 **Unit 5:** T10, T231 **Unit 6:** T138 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Research and Inquiry **Teacher Resources:** Build Background Videos, Research and Inquiry
SL.3.1d	Explain their own ideas and understanding in light of the discussion.	**CLOSE READING COMPANION:** 2, 9, 16, 23, 30, 35, 42, 49, 56, 65, 75, 82, 89, 96, 101, 108, 111, 115, 119, 122, 126, 131, 134, 141, 155, 174 **TEACHER'S EDITION: Unit 1:** T10, T76, T93B, T107, T173, T208, T222, T238, T340 **Unit 2:** T14, T27B, T27F, T27L, T27N, T27P, T27X, T41, T159J, T225E, T225J **Unit 3:** T159J, T159L, T173, T225H, T225I **Unit 4:** T25N, T25V, T39, T89H, T89O **Unit 5:** T10, T28, T102, T104, T138, T139, T167 **Unit 6:** T166, T295, T332 www.connected.mcgraw-hill.com: **RESOURCES** **Teacher Resources:** Build Background Videos

Speaking and Listening Standards

Comprehension and Collaboration		McGraw-Hill Wonders
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.	**CLOSE READING COMPANION:** 40, 61, 127, 132, 193 **TEACHER'S EDITION: Unit 1:** T10, T12, T30, T78, T96, T144, T162, T208, T210, T228, T336 **Unit 2:** T10, T12, T30, T78, T96, T142, T144, T159Y, T162, T208, T210, T228, T336 **Unit 3:** T10, T12, T30, T78, T96, T142, T144, T159Y, T162, T172, T208, T209, T228, T302, T340 **Unit 4:** T12–T13, T28, T74, T76, T92, T156, T204, T220, T328 **Unit 5:** T10, T12, T28, T74, T76, T92, T140, T141, T156, T202, T204, T217W, T220, T230, T328 **Unit 6:** T38, T74, T76, T138, T140, T230, T328 **CLOSE READING COMPANION:** 40, 61, 127, 132, 193 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Music/Fine Arts Activities **Teacher Resources:** Interactive Read Aloud Images, Music/Fine Arts Activities
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**TEACHER'S EDITION: Unit 1:** T340, T342–T343 **Unit 2:** T41, T238, T302, T340, T342–T343 **Unit 3:** T41, T106, T107, T172, T173, T238, T239, T340, T342–T343 **Unit 4:** T166, T332, T334–T335 **Unit 5:** T38, T332, T334–T335 **Unit 6:** T39, T332, T334–T335 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Research and Inquiry **Teacher Resources:** Research and Inquiry
Presentation of Knowledge and Ideas		**McGraw-Hill Wonders**
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'S EDITION: Unit 1:** T18, T148, T340, T342–T343 **Unit 2:** T40, T107, T340, T342–T343 **Unit 3:** T40, T239, T340, T342–T343, **Unit 4:** T38, T332, T334–T335 **Unit 5:** T292, T332, T334–T335 **Unit 6:** T167, T230, T332, T334–T335 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Research and Inquiry, **Inquiry Space:** Unit 2, Collaborative Conversations Videos **Teacher Resources:** Research and Inquiry
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'S EDITION: Unit 1:** T238, T340 **Unit 2:** T227, T291, T340 **Unit 3:** T238, T340 **Unit 4:** T102, T155, T166, T283, T294, T332, T334–T335 **Unit 5:** T27, T332, T334–T335 **Unit 6:** T27, T102, T332, T334–T335 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Research and Inquiry **Teacher Resources:** Research and Inquiry
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'S EDITION: Unit 1:** T274, T342 **Unit 2:** T142, T173, T208, T303 **Unit 3:** T41, T107, T208 **Unit 4:** T167, T202 **Unit 5:** T138, T231, T332 **Unit 6:** T74, T167, T202, T230 www.connected.mcgraw-hill.com: **RESOURCES** **Student Resources:** Grammar Interactive Games and Activities, Research and Inquiry **Teacher Resources:** Research and Inquiry

Support Language Development Skills to Meet English Language Proficiency Standards

Wonders
FOR ENGLISH LEARNERS

An English Language Development Program

1. Build language proficiency.
2. Collaborate through speaking, listening, reading and writing.
3. Ensure equity of access for all learners.

Grades K-6

ELL

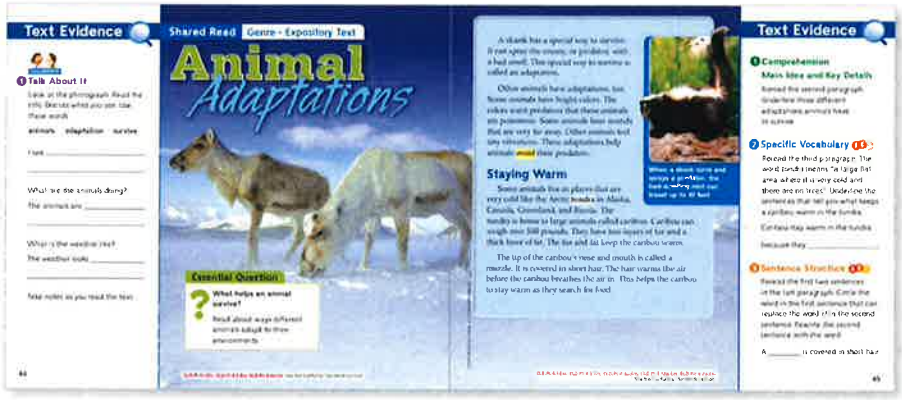
Wonders for English Learners *connects with* Wonders, *providing fully-integrated support for English Language Development.*

- **Integration**
  Content covers the same themes and topics as the core classroom, with scaffolding designed for English learners. Students encounter essential content multiple times to reinforce learning.

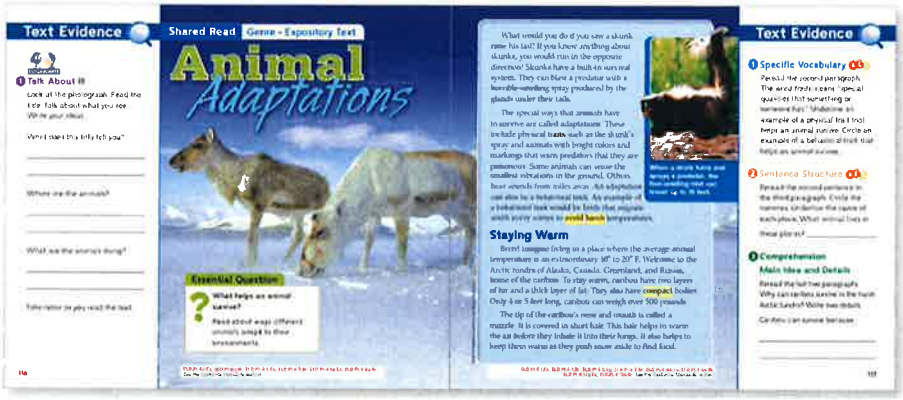
- **Level Up**
  Customized scaffolding and support designed specifically for English learners helps students build communication skills and accelerate them through each of the proficiency levels, whether they are beginning to learn the language or are more advanced.

- **Support**
  Flexible instruction fits a variety of implementation models, including push-in, pull-out, sheltered instruction, and self-contained classrooms. Lessons are available in 30-, 45-, and 60-minute periods.

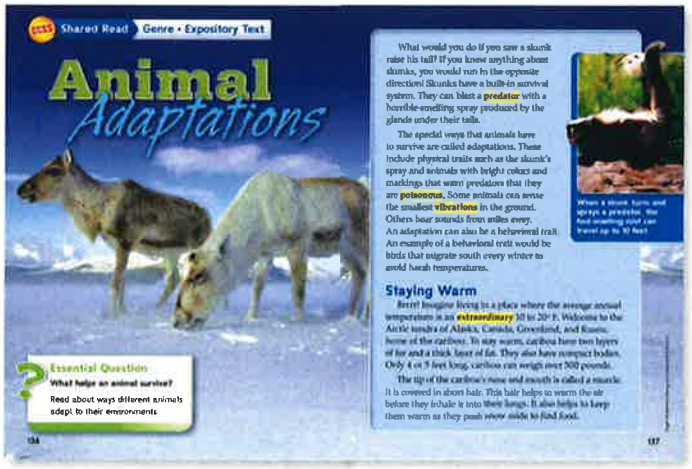
Students progress from beginning to intermediate/ advanced levels and level up to the core *Wonders* text.



Beginning Companion Worktext



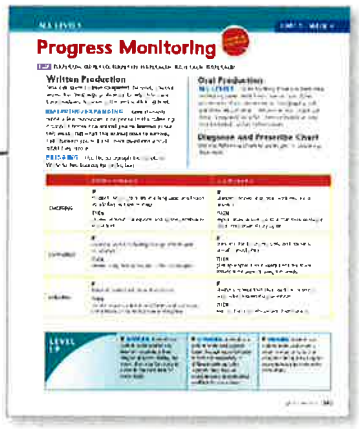
Intermediate/Advanced Companion Worktext



Wonders Reading/Writing Workshop

Focused Student Assessment

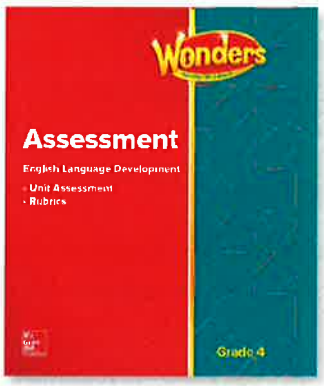
Monitor student progress.



Weekly Progress Monitoring

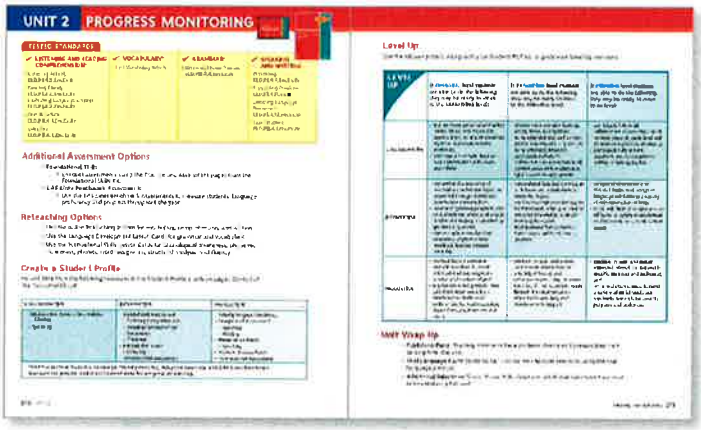
- Rubrics to assess written and oral production to inform instruction
- Level Up charts to determine when students are ready to move up to the next proficiency level

Unit Progress Monitoring



Resources include:

- Unit Assessment
- Observational Rubrics
- Language Development Kit
- Foundational Skills Kit
- Adaptive Learning



Unit Assessment and Rubrics

- Assess student language proficiency development in reading, writing, speaking, and listening skills taught in each respective unit.
- Unit assessments are leveled for Beginning, Intermediate and Advanced students.
- Answer keys, rubrics and writing anchor papers provide quick and easy scoring solutions for teachers.
- Online assessments can be accessed through ConnectED.

Available in print, digital and hybrid formats

eBooks

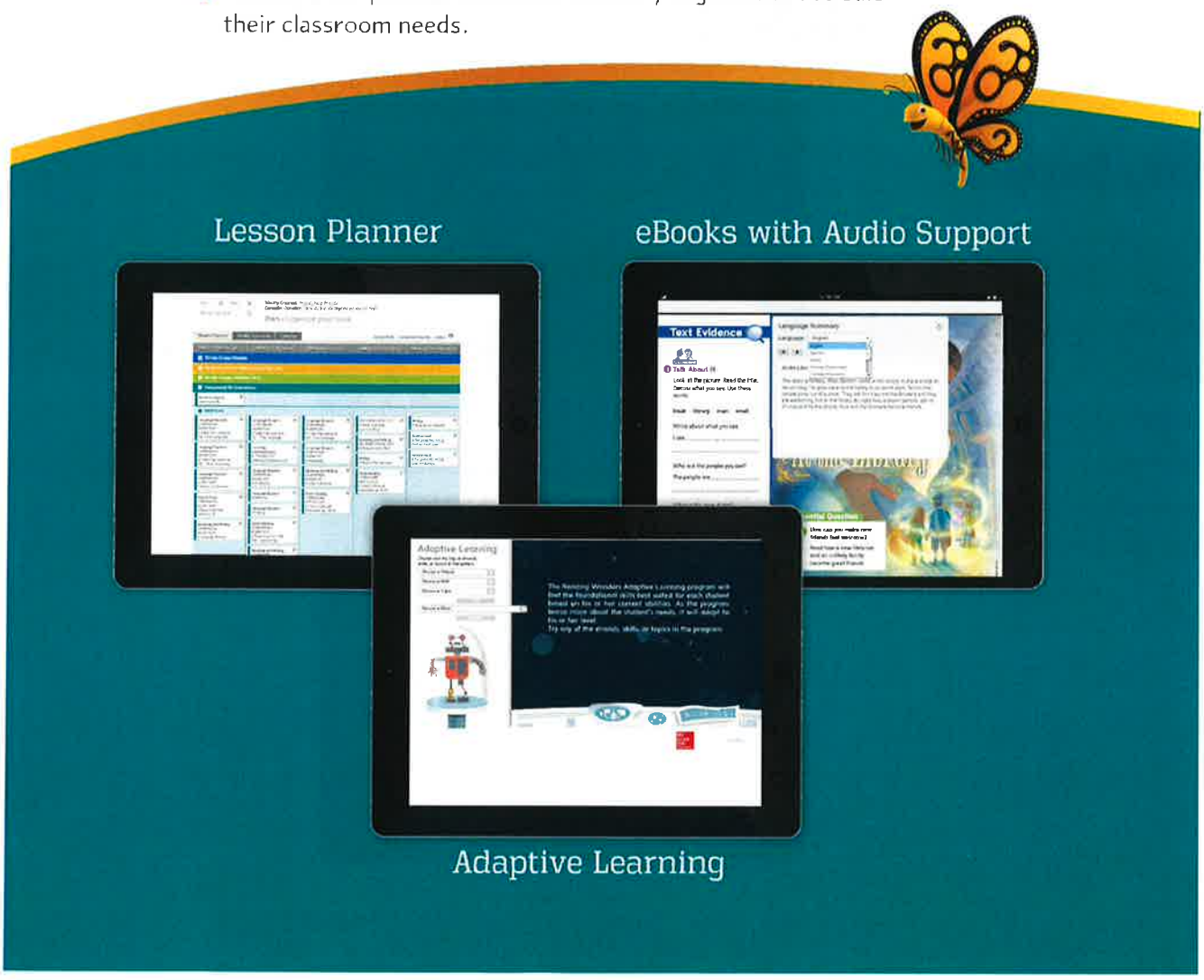
- All texts are available as interactive eBooks.
- Audio support is available with synced reads.
- Textboxes allow for typed or written responses.
- Mark-up tools save students work for teacher review.

Differentiated Texts

- Differentiated texts include Level Up instructional pathways and response to reading opportunities.

Lesson Planner

- Customizable planner includes differentiation for beginning, intermediate and advanced level students.
- Teachers can preview lessons and modify organization to suit their classroom needs.



Embedded Support

- Instructional Coach Videos
- Animated Simulations for Special Features
- Model Lesson Videos
- Professional Learning Community Support Videos

Ongoing Professional Development

- Online Mastery Courses
- Author Webinars
- Professional Learning Community Kits

Reading Wonders Assessment

	Assessment	Purpose	When to Administer	What's Included	Format Print/Digital/eAssessment
1	**Weekly Assessment** Available for Grades 1 - 6	To assess progress and mastery of skills for the week	Weekly, Day 5	• Grade 1 – fresh read, one selection • Grades 2-6 – fresh reads, two selections • Answer Key includes: - Skill or strategy being assessed - CCSS Alignment - Depth of Knowledge Identification • Foundational skills (1st) • Access meaning from text • Vocabulary Strategy • Comprehension Skill • Constructed Response (1) • Multiple Choice	• **Print** • **Digital** (PDF) • **eAssessment**
2	**Unit Assessment** Available for Grades K - 6	To assess progress and mastery of skills for the unit	Every six weeks-end of unit Should be given over two day period	• Fresh reads • Foundational Skills (Grade appropriate) • Comprehension of literature and informational text • Vocabulary acquisition and use • English language conventions • Writing in response to text • Writing Prompt (Begins K – Unit 6) • Answer Key includes: - Skill or strategy being assessed - CCSS Alignment - Depth of Knowledge Identification • Constructed Response (short and extended) • Multiple Choice	• **Print** • **Digital** (PDF) • **eAssessment**
3	**Benchmark Assessment** Available for Grades K - 6	To assess mastery of cumulative skills and measure student progress toward end-of-year goals	K: 2 x a year – after Units 5 and 10 1st and 2nd grades: 2x a year-after Units 3 and 6 3rd-5th grades: 4x a year-see chart on inside cover of Benchmark Assessment Book	• Test 1 (Units 1-3) / Test 2 (entire year) • Grades 2-6: 2 Parts; 1. Reading, 2. Writing • Vocabulary and Comprehension • Writing process • English language conventions • Show progress toward year-end goals • Signal of readiness for high-stakes testing • Text analysis • Text features • Answer Key includes: - Skill or strategy being assessed - CCSS Alignment - Depth of Knowledge Identification • Constructed Response • Multiple Choice	• **Print** • **Digital** (PDF) • **eAssessment**

Reading Wonders Assessment

4	**eAssessment**	To administer, create, and edit tests as well as receive reports digitally	As needed	• Includes Weekly, Unit, and Benchmark tests pre-loaded and editable • Feature-rich test generator • Complete reporting system • Compatible with any device • Can generate print tests	• **eAssessment**
5	**Approaching Level Weekly Assessment** Available for Grades 2 - 6	To assess mastery of skills taught that week	Weekly, Day 5	• Same skills as Weekly Assessment • Selection readability is lower • Reduced language complexity in items and answer choices	• **Digital** (PDF)
6	**Selection Tests** Available for Grades 1 (Unit 4 and beyond) - 6	To assess comprehension of reading selection and vocabulary	Weekly	• Vocabulary from Literature Anthology selection • Comprehension questions for weekly Literature Anthology selection	• **Digital** (PDF)
7	**Assessment Handbook** One component spans Grades K- 6	Assists teacher in administering and scoring the assessment components	Use as a resource, ongoing	• Guidelines for using data in grouping decisions • Assistance in administering and scoring assessments • Complete text of the CCSS for reference • Three parts: 1. Assessment Options 2. Using Assessment to Guide Instruction 3. Additional Resources (ELL, RtI, forms, CCSS, glossary, etc.)	• **Digital** (PDF)

Reading Wonders Assessment

8	**Fluency Assessment** One component spans Grades 1- 6	To assess ability to read accurately, fluently, and with understanding	Use schedule as found in the Teacher's Edition – Summative Assessment spread	• Letter-naming fluency • Phoneme Segmentation fluency • Sight word fluency • ORF assessments to gauge reading rate, accuracy, and prosody with Hasbrouck & Tindal fluency norms • Mixture of readabilities (App., On, Bey.) • Number of Passages: Grade 1: 24 reading passages Grade 2-6: 30 reading passages per grade	• **Digital** (PDF) • **Reporting/Tracking Tools in eAssessment**
9	**Placement and Diagnostic Assessment** One component spans Grades K- 6	Serves as initial screening instrument and can be used throughout the year for monitoring	Start of the school year and ongoing for **screening** and **placement**	• Placement decision trees • Phonological Awareness (K-1) and Phonemic Awareness Assessments (K-3) • Oral Reading Fluency (ORF) assessments with Hasbrouck & Tindal fluency norms • Letter naming and sight word fluency • Informal Reading Inventory (1-6) • Reading Comprehension (K-6) • Writing Assessment (1-6)	• **Digital** (PDF)
10	**Running Records/ Benchmark Books** One component spans Grades K- 6	Evaluates students' oral reading ability and frustration levels	As needed	• 16 Running Records passages, *Levels 30-80* • 30 Benchmark Books, Levels *Rebus-28*	• **Digital** (PDF)
11	**Countdown to Common Core – SBAC Performance Tasks** Available for Grades 2, 3, 4, 5, 6	Provides practice with performance tasks that reflect SBAC – evaluates students' preparedness for SBAC assessment	As needed	• 2 Informational Performance Tasks • 2 Narrative Performance Tasks • 2 Opinion Performance Tasks • Answer Keys • Scoring Rubrics	• **Digital (PDF)** • **Coming Soon – eAssessment with Technology enhanced tools to reflect SBAC**

Reading Wonders Assessment

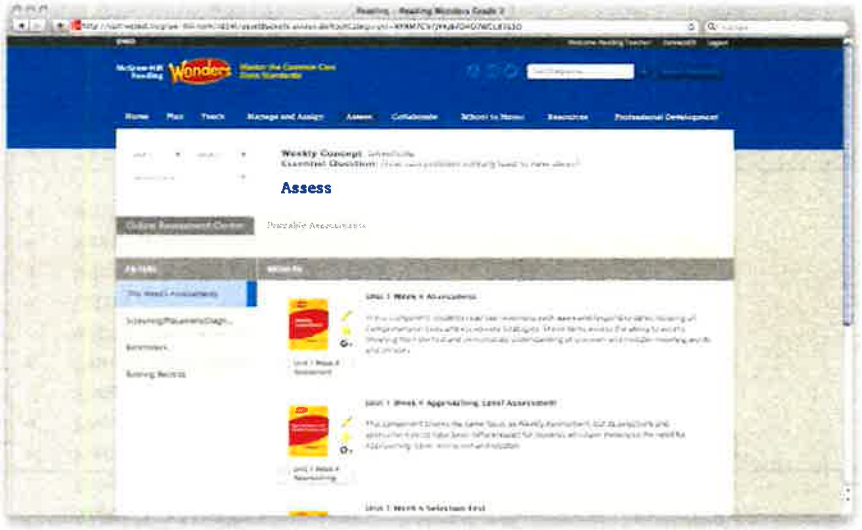
Your Digital World...Filled with Wonders

DIGITAL NAVIGATION NOTES

1. **PDF versions** of the assessment can be found in the Teacher Workspace by clicking the **Assess** button and then clicking on the **Printable Assessments** tab.

2. **eAssessment** can be accessed via the Teacher Workspace by clicking the **Assess** button and then by clicking on the **Online Assessment Center** tab. eAssessment will load in a new window.

Teacher Workspace > Assess



PROGRESS MONITORING

Unit 1 Week 5 Formal Assessment	Standards Covered	Component for Assessment
Text Evidence	RI.3.1	• *Selection Test* • *Weekly Assessment* • *Approaching-Level Weekly Assessment*
Main Idea and Key Details	RI.3.2	• *Weekly Assessment* • *Approaching-Level Weekly Assessment*
Multiple-Meaning Words	L.3.4a	• *Selection Test* • *Weekly Assessment* • *Approaching-Level Weekly Assessment*
Writing About Text	W.3.8	*Weekly Assessment*
Unit 1 Week 5 Informal Assessment	**Standards Covered**	**Component for Assessment**
Research/Listening/ Collaborating	SL.3.1d, SL.3.2, SL.3.3	• *RWW* • *Teacher's Edition*
Oral Reading Fluency (ORF) **Fluency Goal:** 61–81 words correct per minute (WCPM) **Accuracy Rate Goal:** 95% or higher	RF.3.4a, RF.3.4b, RF.3.4c	*Fluency Assessment*

Using Assessment Results

Weekly Assessment Skills and Fluency	If . . .	Then . . .
COMPREHENSION	Students score below 70% . . .	. . . assign Lessons 55–57 on Main Idea and Key Details from the ***Tier 2 Comprehension Intervention online PDFs.***
VOCABULARY	Students score below 70% . . .	. . . assign Lesson 138 on Multiple-Meaning Words from the ***Tier 2 Vocabulary Intervention online PDFs.***
WRITING	Students score below "3" on constructed response . . .	. . . assign Lessons 55–57 and/or Write About Reading Lesson 200 from the ***Tier 2 Comprehension Intervention online PDFs.***
FLUENCY	Students have a WCPM score of 55–60 . . .	. . . assign a lesson from Section 1,7,8,9 or 10 of the ***Tier 2 Fluency Intervention online PDFs.***
	Students have a WCPM score of 0–54 . . .	. . . assign a lesson from Sections 2–6 of the ***Tier 2 Fluency Intervention online PDFs.***

Using Weekly Data

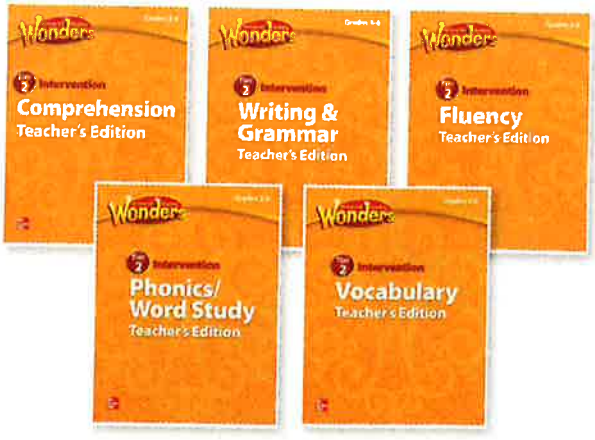
Check your data Dashboard to verify assessment results and guide grouping decisions.

Data-Driven Recommendations

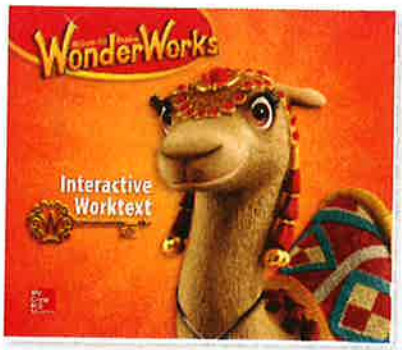
Response to Intervention

Use the appropriate sections of the ***Placement and Diagnostic Assessment*** as well as students' assessment results to designate students requiring:

TIER 2 Intervention Online PDFs



TIER 3 WonderWorks Intervention Program



Grade 3 • Unit 1 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
Genre Study 1: Weeks 1 and 2 **Genre:** Narrative Nonfiction **Essential Question:** How do people from different cultures contribute to a community? **Text Features:** Headings and Maps *Differentiated Genre Passages available*	**Interactive Read Aloud:** "Faith Ringgold: Telling Stories Through Art"	"Room to Grow" **Genre:** Narrative Nonfiction **Lexile:** 490L *ELL Scaffolded Shared Read available*	**Anchor Text** *Gary the Dreamer* **Genre:** Narrative Nonfiction **Lexile:** 500L **Paired Selection** "Sharing Cultures" **Genre:** Expository Text **Lexile:** 610L	**Main Selections** **Genre:** Biography A: *Judy Baca* **Lexile:** 560L O: *Judy Baca* **Lexile:** 630L **ELL:** *Judy Baca* **Lexile:** 610L B: Judy Baca **Lexile:** 750L **Paired Selections** **Genre:** Expository Text A: "Vibrant Los Angeles" O: "Vibrant Los Angeles" **ELL:** "Vibrant Los Angeles" B: "Vibrant Los Angeles"	**Words:** *admires, classmate, community, contribute, practicing, pronounce, scared, tumbled* **Strategy:** Compound Words	**Strategy:** Ask and Answer Questions **Skill:** Text Structure Sequence **Author's Craft:** Word Choice	**Week 1** Short vowels: *a, i* **Week 2** Short vowels: *e, o, u* *Differentiated Spelling Lists available*	**Week 1:** Expression **Week 2:** Phrasing	**Respond to Reading** **Writing Process** Personal Narrative **Expert Model:** Narrative Nonfiction **Plan:** Sequence **Draft:** Descriptive Details **Grammar and Mechanics** **Week 1:** Sentences and Fragments; Capitalization and Punctuation **Week 2:** Commands and Exclamations; Punctuation in Commands and Exclamations	**Product:** Make a Map **Study Skill:** Read and Present a Map **Blast:** Who Made That?
Genre Study 2: Weeks 3 and 4 **Genre:** Realistic Fiction **Essential Question:** What can traditions teach you about cultures? **Literary Elements:** Illustrations and Dialogue *Differentiated Genre Passages available*	**Interactive Read Aloud:** "Ready for Aloha!"	"The Dream Catcher" **Genre:** Realistic Fiction **Lexile:** 470L *ELL Scaffolded Shared Read available*	**Anchor Text** *Yoon and the Jade Bracelet* **Genre:** Realistic Fiction **Lexile:** 480L **Paired Selection** "Family Traditions" **Genre:** Expository Text **Lexile:** 480L	**Main Selections** **Genre:** Realistic Fiction A: *The Special Meal* **Lexile:** 380L O: *A Row of Lamps* **Lexile:** 410L **ELL:** *A Row of Lamps* **Lexile:** 310L B: *Dragons on the Water* **Lexile:** 700L **Paired Selections** **Genre:** Expository Text A: "More About Mole" O: "Diwali" **ELL:** "Diwali" B: "A Great Tradition"	**Words:** *celebrate, courage, disappointment, precious, pride, remind, symbols, tradition* **Strategy:** Context Clues	**Strategy:** Visualize **Skill:** Character, Setting, Plot: Sequence **Author's Craft:** Voice	**Week 3** Final e **Week 4** Long *a: ay, ai, a_e, ea, eigh, ei, ey* *Differentiated Spelling Lists available*	**Week 3:** Rate **Week 4:** Expression	**Respond to Reading** **Writing Process** Personal Narrative **Revise:** Sentence Fluency **Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate** **Grammar and Mechanics** **Week 3:** Subjects, Complete Sentences and Fragments **Week 4:** Predicates; Complete Sentences	**Product:** Create a Class Culture Quilt **Study Skill:** Generate Questions; Formal and Informal Inquiry: Present **Blast:** The Good Doctor
Genre Study 3: Week 5 **Genre:** Argumentative Text **Essential Question:** How do landmarks help us understand our country's story? **Text Features:** Captions, Maps, and Sidebars *Differentiated Genre Passages available*	**Interactive Read Aloud:** "America's Landmarks and Memorials"	"Preserve and Protect" **Genre:** Argumentative Text **Lexile:** 690L *ELL Scaffolded Shared Read available*	**Anchor Text** "Protecting Our Parks" **Genre:** Argumentative Text **Lexile:** 690L **Paired Selection** "5 Questions for George McDonald" **Genre:** Expository Text **Lexile:** 860L	**Main Selections** **Genre:** Argumentative Text A: Preserving a Special Place **Lexile:** 630L O: Preserving a Special Place **Lexile:** 750L ELL: Preserving a Special Place **Lexile:** 730L B: Preserving a Special Place **Lexile:** 830L **Paired Selections** **Genre:** Expository Text A: "Gateway Arch" O: "Gateway Arch" **ELL:** "Gateway Arch" B: "Gateway Arch"	*Words: carved, clues, grand, landmark, massive, monument, national, traces* **Strategy:** Multiple-Meaning Words	**Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Author's Craft:** Author's Purpose	**Week 5** Long *o: o, ow, o_e, oa, oe* *Differentiated Spelling Lists available*	**Week 5:** Accuracy and Phrasing	**Respond to Reading** **Writing Process** Persuasive Essay **Expert Model:** Argumentative Text **Plan:** Identify Relevant Information **Draft:** Fact and Opinion Grammar and Mechanics **Week 5:** Simple and Compound Sentences; Punctuate Simple and Compound Sentences	**Product:** Create a Postcard **Study Skill:** Facts and Opinions **Blast:** Special Places
Week 6 **Review, Extend Learning, and Assess**										

Grade 3 • Unit 2 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
Genre Study 1: Weeks 1 and 2 **Genre:** Expository Text **Essential Question:** How do people make government work? **Text Features:** Headings and Bar Graphs *Differentiated Genre Passages available*	**Interactive Read Aloud:** "All About Elections"	"Every Vote Counts!" **Genre:** Expository Text **Lexile:** 560L *ELL Scaffolded Shared Read available*	**Anchor Text** *Vote!* **Genre:** Expository Text **Lexile:** 530L **Paired Selection** "A Plan for the People" **Genre:** Expository Text **Lexile:** 530L	**Main Selections** **Genre:** Expository Text A: *The Race for the Presidency* **Lexile:** 560L O: *The Race for the Presidency* **Lexile:** 720L ELL: *The Race for the Presidency* **Lexile:** 710L B: *The Race for the Presidency* **Lexile:** 890L **Paired Selections** **Genre:** Expository Text A: "Elementary School Lawmakers" O: "Elementary School Lawmakers" ELL: "Elementary School Lawmakers" B: "Elementary School Lawmakers"	**Words:** *announced, candidates, convince, decisions, elect, estimate, government, independent* **Strategy: Prefixes:** *re-, un-, dis-, mis-*	**Strategy:** Reread **Skill:** Author's Point of View **Author's Craft:** Author's Purpose: Text Structure	**Week 1** Long *i, i_e, igh, y, o, y*; Long *u, u_e, ew* **Week 2** Long *o, e, ea, ee, e_e, ie, ey, y* *Differentiated Spelling Lists available*	**Week 1** Intonation and Phrasing **Week 2** Rate	**Respond to Reading** **Writing Process** Expository Essay **Expert Model:** Expository Text **Plan:** Paraphrase **Draft:** Developing the Topic **Grammar and Mechanics** **Week 1:** Kinds of Nouns; Capitalize Proper Nouns **Week 2:** Singular and Plural Nouns; Punctuate Four Sentence Types	**Product:** Create a Thank-You Note **Study Skill:** Letter Format; Present **Blast:** Let's Vote on It
Genre Study 2: Weeks 3 and 4 **Genre:** Historical Fiction **Essential Question:** Why do people immigrate to new places? **Literary Elements:** Events and Illustrations *Differentiated Genre Passages available*	**Interactive Read Aloud:** "Our Story Cloth"	"Sailing to America" **Genre:** Historical Fiction **Lexile:** 460L *ELL Scaffolded Shared Read available*	**Anchor Text** *The Castle on Hester Street* **Genre:** Historical Fiction **Lexile:** 730L **Paired Selection** "Next Stop, America!" **Genre:** Expository Text **Lexile:** 510L	**Main Selections** **Genre:** Historic Fiction A: *The Promise of Gold Mountain* **Lexile:** 490L O: *Moving from Mexico* **Lexile:** 640L **ELL:** *Moving from Mexico* **Lexile:** 540L B: *Gustaf Goes to America* **Lexile:** 690L **Paired Selections** **Genre:** Expository Text A: "Gold in California!" O: "Mexican Revolution 1910–1920" **ELL:** "Mexican Revolution 1910–1920" B: "Celebrating Swedish Culture"	**Words:** *arrived, immigrated, inspected, moment, opportunity, photographs, valuable, whispered* **Strategy:** Figurative Language: Similes	**Strategy:** Make Predictions **Skill:** Theme **Author's Craft:** Text Structure: Cause and Effect	**Week 3** Words with Silent Letters **Week 4** Three Letter Blends *Differentiated Spelling Lists available*	**Week 3** Accuracy and Phrasing **Week 4** **Rate**	**Writing Process** Expository Essay **Revise:** Strong Conclusion **Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate** **Grammar and Mechanics** **Week 3:** Special Nouns; Spelling Plural Nouns **Week 4:** Combining Sentences, Commas	**Product:** Write a Journal Entry **Study Skill:** Primary and Secondary Sources; Present **Blast:** Leaving Home
Genre Study 3: Week 5 **Genre:** Poetry **Essential Question:** How do people figure things out? **Text Structure:** Limerick and Free Verse *Differentiated Genre Passages available*	**Interactive Read Aloud:** "New Bike, Old Bike"	"Empanada Day," "Cold Feet," "Our Washing Machine," "Bugged" **Genre:** Poetry **Lexile:** Non-prose *ELL Scaffolded Shared Read available*	**Anchor Text** "The Inventor Thinks Up Helicopters" and "The Ornithopter" **Genre:** Poetry **Lexile:** Non-prose **Paired Selection** "Montgolfier Brothers' Hot Air Balloon" **Genre:** Poetry **Lexile:** Non-prose	**Main Selections** **Genre:** Realistic Fiction A: *Problem Solved* **Lexile:** 480L O: *The Long Walk* **Lexile:** 560L ELL: *The Long Walk* **Lexile:** 480L B: *Two Up, One Down* **Lexile:** 610L **Paired Selections** **Genre:** Poetry A: "Rainy Day" O: "The Forgetful Girl" and "The Friendly Frog" ELL: "Thomas the Mess Monster" B: "I Listen" and "The Nesting Box"	**Words:** *bounce, imagine, inventor, observer Poetry Terms: alliteration, free verse, limerick, rhyme* **Strategy:** Figurative Language: Similes	**Literary Elements:** Alliteration and Rhyme **Skill:** Point of View **Author's Craft:** Voice (Humor)	**Week 5** Digraphs *Differentiated Spelling Lists available*	**Week 5** Expression and Phrasing	**Respond to Reading** **Writing Process** Poetry **Expert Model:** Free Verse Poem **Plan:** Ideas **Draft:** Rhythm and Rhyme **Grammar and Mechanics** **Week 5:** Possessive Nouns; Apostrophes in Possessive Nouns	**Product:** Interview an Inventor **Study Skill:** Gathering Information **Blast:** I Spy with My Little Eye
Week 6 **Review, Extend Learning, and Assess**										

Grade 3 • Unit 3 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
Genre Study 1: Weeks 1 and 2 **Genre:** Expository Text **Essential Question:** What do we know about Earth and its neighbors? **Text Features:** Key Words and Charts *Differentiated Genre Passages available*	**Interactive Read Aloud:** "Our Home in the Solar System"	"Earth and Its Neighbors" **Genre:** Expository Text **Lexile:** 660L *ELL Scaffolded Shared Read available*	**Anchor Text** *Earth* **Genre:** Expository Text **Lexile:** 630L **Paired Selection** "Why the Sun Is Red" **Genre:** Legend **Lexile:** 500L	**Main Selections** **Genre:** Expository Text A: *Destination Saturn* **Lexile:** 500L O: *Destination Saturn* **Lexile:** 700L ELL: *Destination Saturn* **Lexile:** 660L B: *Destination Saturn* **Lexile:** 780L **Paired Selections** **Genre:** Expository Text A: "Why the Stars Twinkle" O: "Why the Stars Twinkle" **ELL:** "Why the Stars Twinkle" B: "Why the Stars Twinkle"	**Words:** *amount, astronomy, globe, solar system, support, surface, temperature, warmth* **Strategy:** Suffixes *-y, -ly*	**Strategy:** Summarize **Skill:** Main Idea and Key Details **Author's Craft:** Word Choice	**Week 1** *r*-Controlled Vowels **Week 2** *r*-Controlled Vowels *Differentiated Spelling Lists available*	**Week 1** Expression **Week 2** Phrasing	**Respond to Reading** **Writing Process** Expository Essay **Expert Model:** Expository Text **Plan:** Paraphrasing vs. Plagiarism **Draft:** Develop Your Topic **Grammar and Mechanics** **Week 1:** Action Verbs; Quotation Marks and Colons in Time **Week 2:** Present-Tense Verbs; Subject-Verb Agreement	**Product:** A Solar System Poster **Study Skill:** Taking Notes **Blast:** Eyes in the Sky
Genre Study 2: Weeks 3 and 4 **Genre:** Folktale **Essential Question:** What makes different animals unique? **Literary Elements:** Illustrations and Lessons *Differentiated Genre Passages available*	**Interactive Read Aloud:** "Bear, Beaver, and Bee"	"Anansi Learns a Lesson" **Genre:** Folktale **Lexile:** 560L *ELL Scaffolded Shared Read available*	**Anchor Text** *Martina the Beautiful Cockroach* **Genre:** Folktale **Lexile:** 570L **Paired Selection** "Get a Backbone!" **Genre:** Expository Text **Lexile:** 510L	**Main Selections** **Genre:** Folktale A: *The Clever Rabbit* **Lexile:** 550L O: *King of the Birds* **Lexile:** 600L **ELL:** *King of the Birds* **Lexile:** 550L B: *Sheep and Pig Set Up Housekeeping* **Lexile:** 680L **Paired Selections** **Genre:** Expository Text A: "All About Bats" O: "The Real Quetzal" **ELL:** "The Real Quetzal" B: "Sheep and Wolves"	**Words:** *disbelief, dismay, fabulous, features, offered, splendid, unique, watchful* **Strategy:** Context Clues Synonyms	**Strategy:** Visualize **Skill:** Problem and Solution **Author's Craft:** Text Structure: Organization	**Week 3** *r*-Controlled Vowels **Week 4** Prefixes: *pre-, dis-, mis-* *Differentiated Spelling Lists available*	**Week 3** Accuracy **Week 4** Phrasing and Rate	**Writing Process** Expository Essay **Revise:** Strong Conclusion **Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate** **Grammar and Mechanics** **Week 3:** Past-Tense Verbs; Abbreviations and Name Titles **Week 4:** Future-Tense Verbs; Book Titles	**Product:** A Life Cycle Drawing **Study Skill:** Key Words; Present **Blast:** The Perfect Predator
Genre Study 3: Week 5 **Genre:** Expository Text **Essential Question:** How is each event in history unique? **Text Features:** Timelines and Captions *Differentiated Genre Passages available*	**Interactive Read Aloud:** "The California Gold Rush"	"Moving America Forward" **Genre:** Expository Text **Lexile:** 720L *ELL Scaffolded Shared Read available*	**Anchor Text** "Birth of an Anthem" **Genre:** Expository Text **Lexile:** 700L **Paired Selection** "Discovering Life Long Ago" **Genre:** Expository Text **Lexile:** 740L	**Main Selections** **Genre:** Expository Text A: *Wheels to Wings* **Lexile:** 590L O: *Wheels to Wings* **Lexile:** 650L **ELL:** *Wheels to Wings* **Lexile:** 620L B: *Wheels to Wings* **Lexile:** 730L **Paired Selections** **Genre:** Expository Text A: "Keeping History Alive" O: "Keeping History Alive" **ELL:** "Keeping History Alive" B: "Keeping History Alive"	**Words:** *agreeable, appreciate, boomed, descendants, resources, population, transportation, vehicles* **Strategy:** Suffixes *-able, -ful, -less*	**Strategy:** Summarize **Skill:** Sequence **Author's Craft:** Point of View	**Week 5** Diphthongs */oi/* and */ou/* *Differentiated Spelling Lists available*	**Week 5** Accuracy and Phrasing	**Respond to Reading** **Writing Process** Feature Article **Expert Model:** Expository Text **Plan: Identify Relevant Information** **Draft:** Clear Central Idea **Grammar and Mechanics** **Week 5:** Combining Sentences with Verbs; Punctuation in Formal Letters; Dates, Addresses, and Locations	**Product:** Step-By-Step Instructions **Study Skill:** Giving and Following Instructions **Blast:** The Caddo
Week 6 **Review, Extend Learning, and Assess**										

Grade 3 • Unit 4 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
Genre Study 1: Weeks 1 and 2 **Genre:** Realistic Fiction **Essential Question:** How can you use what you know to help others? **Literary Elements:** Dialogue and Illustrations *Differentiated Genre Passages available*	**Interactive Read Aloud:** "Dancing La Raspa"	"The Impossible Pet Show" **Genre:** Realistic Fiction **Lexile:** 600L *ELL Scaffolded Shared Read available*	**Anchor Text** *The Talented Clementine* **Genre:** Realistic Fiction **Lexile:** 660L **Paired Selection** "Clementine and the Family Meeting" **Genre:** Realistic Fiction **Lexile:** 630L	**Main Selections** **Genre:** Realistic Fiction A: *Every Picture Tells a Story* **Lexile:** 470L O: *A Chef in the Family* **Lexile:** 530L ELL: *A Chef in the Family* **Lexile:** 440L B: *Stepping Forward* **Lexile:** 700L **Paired Selections** **Genre:** Realistic Fiction A: "Hidden Treasure" O: "The Perfect Sandwich" ELL: "The Perfect Sandwich" B: "Rigel to the Rescue"	**Words:** *achievement, apologized, attention, audience, confidence, embarrassed, realized, talents* **Strategy:** Prefixes: *un-, non-, im-, pre-*	**Strategy:** Ask and Answer Questions **Skill:** Point of View **Author's Craft:** Figurative Language	**Week 1** */u/ oo, ew, u, u_e, ue, u, ui, ou; /u/ oo, ou* **Week 2** Plural Words *Differentiated Spelling Lists available*	**Week 1** Expression **Week 2** Phrasing	**Respond to Reading** **Writing Process** Realistic Fiction **Expert Model:** Realistic Fiction **Plan:** Sequence of Events **Draft:** Dialogue **Grammar and Mechanics** **Week 1:** Linking Verbs; End Punctuation and Complete Sentences **Week 2:** Contractions with Not; Using Apostrophes	**Product:** Write a Blog **Study Skill:** Citing Sources; Present **Blast:** Clara Barton, Founder of the American Red Cross
Genre Study 2: Weeks 3 and 4 **Genre:** Expository Text **Essential Question:** How do animals adapt to challenges in their habitat? **Text Features:** Maps and Captions *Differentiated Genre Passages available*	**Interactive Read Aloud:** "African Lions"	"Gray Wolf! Red Fox!" **Genre:** Expository Text **Lexile:** 750L *ELL Scaffolded Shared Read available*	**Anchor Text** *Amazing Wildlife of the Mojave* **Genre:** Expository Text **Lexile:** 720L **Paired Selection** "Little Half Chick" **Genre:** Folktale **Lexile:** 690L	**Main Selections** **Genre:** Expository Text A: *Life in a Tide Pool* **Lexile:** 550L O: *Life in a Tide Pool* **Lexile:** 730L ELL: *Life in a Tide Pool* **Lexile:** 610L B: *Life in a Tide Pool* **Lexile:** 860L **Paired Selections** **Genre:** Folktale A: "Bluebird and Coyote" O: "Bluebird and Coyote" ELL: "Bluebird and Coyote" B: "Bluebird and Coyote"	**Words:** *alert, competition, environment, excellent, prefer, protection, related, shelter* **Strategy:** Sentence Clues	**Strategy:** Reread **Skill:** Text Structure: Compare and Contrast **Author's Craft:** Author's Message	**Week 3** Variant Vowel */ô/* **Week 4** Homophones *Differentiated Spelling Lists available*	**Week 3** Intonation **Week 4** Accuracy	**Writing Process** Realistic Fiction **Revise:** Signal Words **Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate** **Grammar and Mechanics** **Week 3:** Main and Helping Verbs; Quotation Marks, Commas, and Periods in Dialogue **Week 4:** Complex Sentences; Using Commas in Sentences	**Product:** Make a Collage with Captions **Study Skill:** Find Relevant Information; Present **Blast:** Creatures of the Deep
Genre Study 3: Week 5 **Genre:** Poetry **Essential Question:** How can others inspire us? **Text Structure:** Narrative and Free Verse *Differentiated Genre Passages available*	**Interactive Read Aloud:** "My Grandpa"	"Ginger's Fingers," "The Giant," and "Captain's Log" **Genre:** Narrative and Free Verse Poetry **Lexile:** Non-prose *ELL Scaffolded Shared Read available*	**Anchor Text** "The Winningest Woman of the Iditarod Dog Sled Race" and "The Brave Ones" **Genre:** Poetry **Lexile:** Non-prose **Paired Selection** "Narcissa" **Genre:** Poetry **Lexile:** Non-prose	**Main Selections** **Genre:** Realistic Fiction A: *A Speech to Remember* **Lexile:** 480L O: *Melanie's Mission* **Lexile:** 590L ELL: *Melanie's Mission* **Lexile:** 510L B: *In the Running* **Lexile:** 700L **Paired Selections** **Genre:** Poetry A: "Let the Lion Roar" O: "In the Land of the Lions" ELL: "The Greedy Puppy" B: "Everybody's Surfing"	**Words:** *adventurous, courageous, extremely, weird* *Poetry Terms: free verse, narrative poem, repetition, rhyme* **Strategy:** Metaphor	**Literary Elements:** Repetition and Rhyme **Skill:** Theme **Author's Craft:** Imagery	**Week 5** Soft *c* and *g* *Differentiated Spelling Lists available*	**Week 5** Expression	**Respond to Reading** **Writing Process** Narrative Poem **Expert Model:** Narrative Poem **Plan:** Ideas **Draft:** Repetition and Rhyme **Grammar and Mechanics** **Week 5:** Irregular Verbs; Correct Verb Forms	**Product:** Write an Acrostic Poem **Study Skill:** Primary and Secondary Sources **Blast:** An Inspirational Poet
Week 6 **Review, Extend Learning, and Assess**										

Grade 3 • Unit 5 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
Genre Study 1: Weeks 1 and 2 **Genre:** Biography **Essential Question:** What do good citizens do? **Text Features:** Captions and Timelines *Differentiated Genre Passages available*	**Interactive Read Aloud:** "Jimmy Carter: A Good Citizen"	"Irma Rangel Texas Lawmaker" **Genre:** Biography **Lexile:** 700L *ELL Scaffolded Shared Read available*	**Anchor Text** *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote* **Genre:** Biography **Lexile:** 700L **Paired Selection** "Susan B. Anthony Takes Action!" **Genre:** Biography **Lexile:** 730L	**Main Selections** **Genre:** Biography A: *Eunice Kennedy Shriver* **Lexile:** 600L O: *Eunice Kennedy Shriver* **Lexile:** 690L ELL: *Eunice Kennedy Shriver* **Lexile:** 600L B: *Eunice Kennedy Shriver* **Lexile:** 860L **Paired Selections** **Genre:** Biography A: "The Lifesaver" O: "The Lifesaver" ELL: "The Lifesaver" B: "The Lifesaver"	**Words:** *citizenship, continued, daring, horrified, participate, proposed, unfairness, waver* **Strategy:** Prefixes and Suffixes	**Strategy:** Ask and Answer Questions **Skill:** Author's Point of View **Author's Craft:** Text Structure: Cause and Effect	**Week 1** Compound Words **Week 2** Inflectional Endings *Differentiated Spelling Lists available*	**Week 1** Intonation **Week 2** Phrasing	**Respond to Reading** **Writing Process** Biography **Expert Model:** Biography **Plan:** Use a Variety of Sources **Draft:** Sequence **Grammar and Mechanics** **Week 1:** Singular and Plural Pronouns; Capitalizing I, and Nouns **Week 2:** Subject and Object Pronouns; Pronoun Usage	**Product:** Create a Poster **Study Skill:** Primary and Secondary Sources **Blast:** The Generous Grower
Genre Study 2: Weeks 3 and 4 **Genre:** Fairy Tale **Essential Question:** How do we get what we need? **Literary Elements:** Events and Messages *Differentiated Genre Passages available*	**Interactive Read Aloud:** "Wei and the Golden Goose"	"Juanita and the Beanstalk" **Genre:** Fairy Tale **Lexile:** 610L *ELL Scaffolded Shared Read available*	**Anchor Text** *Clever Jack Takes the Cake* **Genre:** Fairy Tale **Lexile:** 600L **Paired Selection** "Money Then and Now" **Genre:** Expository Text **Lexile:** 680L	**Main Selections** **Genre:** Fairy Tale A: *The Chickpea Boy* **Lexile:** 510L O: *The Golden Goose* **Lexile:** 590L ELL: *The Golden Goose* **Lexile:** 440L B: *A Gift for Mario* **Lexile:** 800L **Paired Selections** **Genre:** Folktale A: "Forgotten Gold" O: "Gold, Gold, Gold!" ELL: "Gold, Gold, Gold!" B: "The Golden Land"	**Words:** *admit, boiler, considered, creation, humble, magnificent, payment, reluctantly* **Strategy:** Root Words	**Strategy:** Summarize **Skill:** Point of View **Author's Craft:** Voice	**Week 3** Syllabication: Closed Syllables **Week 4** Inflectional Endings, *y* to *i* *Differentiated Spelling Lists available*	**Week 3** Phrasing and Rate **Week 4** Phrasing and Rate	**Writing Process** Biography **Revise:** Precise Nouns **Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate** **Grammar and Mechanics** **Week 3:** Pronoun-Verb Agreement; Pronoun-Verb Agreement **Week 4:** Possessive Pronouns; Possessive Pronouns and Reflexive Nouns	**Product:** A Business Plan **Study Skill:** Plan a Business **Blast:** Strictly Business
Genre Study 3: Week 5 **Genre:** Argumentative Text **Essential Question:** What are different kinds of energy? **Text Features:** Headings and Sidebars *Differentiated Genre Passages available*	**Interactive Read Aloud:** "Using Power"	"Here Comes the Solar Power" **Genre:** Argumentative Text **Lexile:** 710L *ELL Scaffolded Shared Read available*	**Anchor Text** "It's All in the Wind" **Genre:** Argumentative Text **Lexile:** 750L **Paired Selection** "Power for All" **Genre:** Argumentative Text **Lexile:** 580L	**Main Selections** **Genre:** Argumentative Text A: The Fuel of the Future **Lexile:** 680L O: The Fuel of the Future **Lexile:** 750L **ELL:** The Fuel of the Future **Lexile:** 680L B: The Fuel of the Future **Lexile:** 800L **Paired Selections** **Genre:** Expository Text A: "Saving Energy" O: "Saving Energy" ELL: "Saving Energy" B: "Saving Energy"	**Words:** *energy, natural, pollution, produce, renewable, replace, sources, traditional* **Strategy:** Context Clues: Homophones	**Strategy:** Ask and Answer Questions **Skill:** Cause and Effect **Author's Craft:** Text Features	**Week 5** Open Syllables *Differentiated Spelling Lists available*	**Week 5** Accuracy and Rate	**Respond to Reading** **Writing Process** Opinion Essay **Expert Model:** Argumentative Text **Plan:** Organization **Draft:** Fact and Opinion **Grammar and Mechanics** **Week 5:** Pronoun-Verb Contractions; Spelling Contractions and Possessive Pronouns	**Product:** Make a Chart **Study Skill:** Asking Questions **Blast:** Can You Hear Me?
Week 6 **Review, Extend Learning, and Assess**										

Grade 3 • Unit 6 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
Genre Study 1: Weeks 1 and 2 **Genre:** Biography **Essential Question:** Why are goals important? **Text Features:** Key Words and Photographs *Differentiated Genre Passages available*	**Interactive Read Aloud:** **"Mae Jamison, Astronaut"**	"Rocketing into Space" **Genre:** Biography **Lexile:** 790L *ELL Scaffolded Shared Read available*	**Anchor Text** *Looking Up to Ellen Ochoa* **Genre:** Biography **Lexile:** 860L **Paired Selection** "A Flight to Lunar City" **Genre:** Adventure Story **Lexile:** 600L	**Main Selections** **Genre:** Biography A: *Reach for the Stars* **Lexile:** 600L O: *Reach for the Stars* **Lexile:** 750L **ELL:** *Reach for the Stars* **Lexile:** 680L B: *Reach for the Stars* **Lexile:** 850L **Paired Selections** **Genre:** Science Fiction A: "Melina Shows Her Mettle" O: "Melina Shows Her Mettle" **ELL:** "Melina Shows Her Mettle" B: "Melina Shows Her Mettle"	**Words:** *communicated, essential, goal, motivated, professional, research, serious, specialist* **Strategy:** Greek and Latin Roots	**Strategy:** Reread **Skill:** Problem and Solution **Author's Craft:** Imagery	**Week 1** Prefixes **Week 2** Consonant + *le* Syllables *Differentiated Spelling Lists available*	**Week 1** Expression **Week 2** Phrasing	**Respond to Reading** **Writing Process** Research Report **Expert Model:** Biography **Plan:** Gather Relevant Information **Draft:** Develop the Topic **Grammar and Mechanics** **Week 1:** Adjectives and Articles; Commas in a Series and in Dates **Week 2:** Adjectives That Compare; Correct Comparative and Superlative Forms	**Product:** Create a Timeline **Study Skill:** Understanding Information **Blast:** Mission Juno
Genre Study 2: Weeks 3 and 4 **Genre:** Myth/Drama **Essential Question:** How do you decide what is important? **Literary Elements:** Stage Directions and Dialogue *Differentiated Genre Passages available*	**Interactive Read Aloud:** **"Pandora Finds a Box"**	"Athena and Arachne" **Genre:** Myth/Drama **Lexile:** Non-prose *ELL Scaffolded Shared Read available*	**Anchor Text** *King Midas and the Golden Touch* **Genre:** Myth/Drama **Lexile:** Non-prose **Paired Selection** "Carlos's Gift" **Genre:** Realistic Fiction **Lexile:** 640L	**Main Selections** **Genre:** Drama A: *Midas and the Donkey Ears* **Lexile:** Non-prose O: *The Naming of Athens* **Lexile:** Non-prose **ELL:** *The Naming of Athens* **Lexile:** Non-prose B: *Odysseus and King Aeolus* **Lexile:** Non-prose **Paired Selections** **Genre:** Realistic Fiction A: "It's Party Time!" O: "The Perfect Present" **ELL:** "The Perfect Present" B: "Dania's Dream"	**Words:** *admired, anguish, necessary, obsessed, possess, reward, treasure, wealth* **Strategy:** Root Words	**Strategy:** Make Predictions **Skill:** Theme **Author's Craft:** Text Structure: Problem and Solution	**Week 3** Vowel-Team Syllables **Week 4** *r*-Controlled Vowel Syllables *Differentiated Spelling Lists available*	**Week 3** Accuracy **Week 4** Phrasing	**Writing Process** Research Report **Revise:** Voice **Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate** **Grammar and Mechanics** **Week 3:** Adverbs; Adverbs and Adjectives **Week 4:** Adverbs That Compare; Using More and Most	**Product:** Create a Bar Graph **Study Skill:** Using Information **Blast:** Snow Leopards
Genre Study 3: Week 5 **Genre:** Poetry **Essential Question:** What makes you laugh? **Text Structure:** Stanzas and Events *Differentiated Genre Passages available*	**Interactive Read Aloud:** **"Show and Tell"**	"The Camping Trip" and "Bubble Gum" **Genre:** Narrative Poetry **Lexile:** Non-prose *ELL Scaffolded Shared Read available*	**Anchor Text** "Ollie's Escape" **Genre:** Narrative Poetry **Lexile:** Non-prose **Paired Selection** "The Gentleman Bookworm" **Genre:** Narrative Poetry **Lexile:** Non-prose	**Main Selections** **Genre:** Realistic Fiction A: *Funny Faces* **Lexile:** 450L O: *Too Many Frogs* **Lexile:** 670L **ELL:** *Too Many Frogs* **Lexile:** 600L B: *The Joke's On You* **Lexile:** 780L **Paired Selections** **Genre:** Poetry A: "My Cheeky Puppy" O: "Pet Day" **ELL:** "Cat and Dog" B: "The Homeword Blues"	**Words:** *entertainment, humorous, ridiculous, slithered* **Poetry Terms:** *narrative poem, rhyme, rhythm, stanza* **Strategy:** Idioms	**Literary Elements:** Rhythm and Rhyme **Skill:** Point of View **Author's Craft:** Word Choice: Humor	**Week 5** Suffixes *-ful, -less, -ly* *Differentiated Spelling Lists available*	**Week 5** Phrasing and Expression	**Respond to Reading** **Writing Process** Narrative Poem **Expert Model:** Narrative Poem **Plan:** Ideas **Draft:** Rhythm and Rhyme **Grammar and Mechanics** **Week 5:** Prepositions; Commas after Introductory Words	**Product:** Write a Tall Tale **Study Skill:** Hyperbole **Blast:** The Best Medicine
Week 6 **Review, Extend Learning, and Assess**										

UNIT OVERVIEW

Text Complexity Range for Grades 2–3

Lexile: 420 – 820

TextEvaluator™: 2 – 35

	Week 1	Week 2	Week 3
	STORYTIME	TRADITIONS	COMMUNITIES
READING	**ESSENTIAL QUESTION** ***What can stories teach you?*** **Build Background** **Vocabulary** L.3.6 *ached, concentrate, discovery, educated, effort, improved, inspired, satisfied* Synonyms **Comprehension** RL.3.3 Strategy: Visualize Skill: Character, Setting, Plot: Character Genre: Fantasy **Phonics** RF.3.3c Short Vowels *a* and *i*, Word Families **Fluency** RF.3.4b Expression	**ESSENTIAL QUESTION** ***What can traditions teach you about cultures?*** **Build Background** **Vocabulary** L.3.6 *celebrate, courage, disappointment, precious, pride, remind, symbols, traditions* Context Clues **Comprehension** RL.3.3 Strategy: Visualize Skill: Character, Setting, Plot: Sequence Genre: Realistic Fiction **Phonics** RF.3.3c Short Vowels *e*, *o*, and *u*, Inflectional Endings **Fluency** RF.3.4b Phrasing and Intonation	**ESSENTIAL QUESTION** ***How do people from different cultures contribute to a community?*** **Build Background** **Vocabulary** L.3.6 *admires, classmate, community, contribute, practicing, pronounce, scared, tumbled* Compound Words **Comprehension** RI.3.8 Strategy: Ask and Answer Questions Skill: Text Structure: Sequence Genre: Narrative Nonfiction **Phonics** RF.3.3c Final *e*, Inflectional Endings: Drop Final *e* **Fluency** RF.3.4a Rate
LANGUAGE ARTS	**Writing** W.3.3b Write to Sources: Narrative **Grammar** L.3.1i Sentences and Fragments **Spelling** L.3.2f Short Vowels *a* and *i* **Vocabulary** L.3.4a Build Vocabulary	**Writing** W.3.3b Write to Sources: Narrative **Grammar** L.3.1i Commands and Exclamations **Spelling** L.3.2f Short Vowels *e*, *o*, and *u* **Vocabulary** L.3.4a Build Vocabulary	**Writing** W.3.2a Write to Sources: Informative **Grammar** L.3.1i Subjects **Spelling** L.3.2f Final *e* **Vocabulary** L.3.4a Build Vocabulary
	Writing Process **Genre Writing: Narrative** Friendly Letter T352–T357		

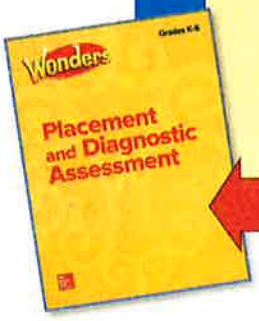
Growing and Learning UNIT 1

Review and Assess

Week 4	Week 5	Week 6
INVENTIONS	**LANDMARKS**	
ESSENTIAL QUESTION ***How can problem solving lead to new ideas?***	**ESSENTIAL QUESTION** ***How do landmarks help us understand our country's story?***	**Reader's Theater** RF.3.4b Focus on Vocabulary Fluency: Accuracy, Rate, and Prosody
Build Background	**Build Background**	**Reading Digitally** SL.3.2 Notetaking Skimming and Scanning Navigating Links
Vocabulary L.3.6 *design, ecouraged, examine, investigation, quality, simple, solution, substitutes* Metaphors	**Vocabulary** RI.3.4 *carved, clues, grand, landmark, massive, monument, national, traces* Multiple-Meaning Words	**Research and Inquiry** W.3.7 Choosing a Research Topic Unit Projects Presentation of Ideas
Comprehension RI.3.8 Strategy: Ask and Answer Questions Skill: Text Structure: Cause and Effect Genre: Biography	**Comprehension** RI.3.2 Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Genre: Expository Text	**Unit 1 Assessment** **Unit Assessment Book** pages 1–36 **Fluency Assessment** pages 122–131
Phonics RF.3.3c Long *a*, Plurals *-s* and *-es*	**Phonics** RF.3.3c Long *o*, Compound Words	
Fluency RF.3.4b Phrasing and Rate	**Fluency** RF.3.4c Accuracy and Phrasing	
Writing W.3.2a Write to Sources: Informative	**Writing** W.3.1a Write to Sources: Opinion	**Writing** W.3.3a Publishing Celebrations Portfolio Choice
Grammar L.3.1i Predicates	**Grammar** L.3.1h Simple and Compound Sentences	
Spelling L.3.2f Long *a*	**Spelling** L.3.2f Long *o*	
Vocabulary L.3.5a Build Vocabulary	**Vocabulary** L.3.5a Build Vocabulary	
Genre Writing: Narrative Personal Narrative T358–T363		

Suggested Lesson Plan

- **Introduce key instructional routines**
- **Establish classroom procedures**



DAYS 1–2	DAYS 3–4
Listening Comprehension Procedures for participating in class discussions • Take Turns Talking • Listen Carefully • Add New Ideas **Vocabulary** Define/Example/Ask Routine Word Walls **Close Reading of Literature** Read "Kaffa's Discovery" **Genre:** Folktale	**Listening Comprehension** Reread "Kaffa's Discovery" Use Text Evidence to Understand • Genre • Theme • Text Connections Analytical Writing Write About Reading **Vocabulary** Context Clues Thesaurus **Phonics and Decoding** Multisyllabic Words
Start Smart 1–2, 3 **PDF Online**	**Start Smart 1–2, 4, 5** **PDF Online**

Administer Placement and Diagnostic Assessment

Go Digital

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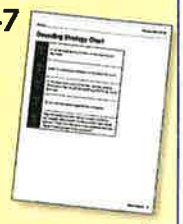
all materials provided online

DAYS 5–6	DAYS 7–8	DAYS 9–10
Listening Comprehension Procedures for participating in class discussions • Prepare for Discussions • Ask and Answer Questions • Take on Discussion Roles • Be Open to All Ideas **Close Reading of Informational Text** Read "Desert Meerkats" **Genre:** Expository Text	**Listening Comprehension** Reread "Desert Meerkats" Use Text Evidence to Understand • Text Structure • Author's Point of View • Text Connections Analytical Writing Write About Reading **Vocabulary** Dictionary and Glossary Morphology **Phonics and Decoding** Syllable Types Links to Spelling **Fluency** Fluency Routines	**Independent Reading** Independent Reading Routines **Write to Sources** • Analyze the Prompt • Analyze the Model • Share the Prompt • Set Up Writer's Notebooks **Integrate Ideas** Research and Inquiry Text Connections Inquiry Space
Start Smart 3, 6–7 PDF Online	**Start Smart 4–8 PDF Online**	**Start Smart 1–2, 6–7 PDF Online** 

Administer Placement and Diagnostic Assessment

2019-20

GATEWAY LESSON PLAN TEMPLATE

A 4 Step Approach:

1. Identify the Standards
2. Define the Learning Outcomes
3. Identify the Instructional Activities
4. Execute Extension Activities/Assessment

Weekly Lesson Plan Format

Week of: 9/23/19
Teacher: Allison White

1. Identify the standard(s)	
Content Area: Subject: ELA Grade: 3	
a) List standards to be addressed	**(RL.3.7) I can explain how the illustrations support the text.** **I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)** **I can describe how a character's actions contribute to the events in the story. (RL.3.3)** **I can effectively participate in a conversation with my peers and adults. (SL.3.1)** **I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)** **(W.3.3b) I can use dialogue and good descriptions to develop the characters and events in a story.** **(W.3.8) I can gather information, take notes, and categorize the information.** **(W.3.10) I can write over different time frames for various purposes and audiences.** **(W.4.9a)** **(SL.3.1b) I can follow the rules for discussions.** **(SL.3.2) I can tell the main idea.** **(L.4.1i)** **(L.3.4a) I can use context clues to help me understand an unfamiliar word or phrase.** **(L.3.4d) I can use glossaries and dictionaries to learn about unfamiliar words and phrases.** **(L.3.6) I can learn and use conversational, academic, and subject-specific vocabulary. I can use words that show time and place.** **(RF.3.3c) I can decode multisyllabic words.** **(RF.3.4a) I can read with purpose and understanding.** **(RF.3.4b) I can read aloud with accuracy, fluency, and expression.**

b) List activities currently implemented in the classroom and related skills	Interactive reading using the hard-bound text (Wonders: Reading/Writing Workshop Textbook) Completion of assigned graphic organizers related to the text Turn and talk interactions when applicable Class discussion Independent completion of assigned work (Your Turn Practice Book, Close Reading Companion) Creation of anchor charts Identifying and discussing/defining new lesson vocabulary

2. Define the learning outcomes

Level of support →	**Least** support	**Moderate** support	**Most** support
List the desired outcomes for students	Reading of directions with any necessary clarifying comments. Work completion is independent. Comprehension of material is evident in discussion and graded work.	Directions read aloud with check for understanding with student. Periodic check-ins with student to assure understanding and progress. Seating is offered in best place for student to concentrate and get necessary help as needed. Assistance and redirection implemented as needed. Student demonstrates understanding of the content in discussions and work completed.	Directions read aloud and chunked as needed. Consistent check-ins are carried out. Student is seated in close proximity to the teacher or TA. Any text is read aloud to and with the student. Assigned items are discussed with the student and responses are created aloud before recording. Assistance is offered in writing if needed along with spelling support. Student is able to participate in class discussion adding their thoughts and ideas with support from the teacher. Work is completed with the necessary assistance and any supports/accommodations listed in IEP.
List the formative assessments (Be sure to include multiple ways for students to show what they know).	Monitoring of responses in class discussions. Graded work completed. Analysis of complete graphic organizers or other work samples. Monitoring of post-it questions, comments, or responses. Analysis of any drawings or other depictions of understanding/comprehension of taught material. Oral responses to target questions.		

	Listening to Turn-and-Talk/ small group discussions. Quizzes Teacher made tests		

3. Identify the instructional activities/arts infusion/sensory based techniques to be used within the unit

List the instructional activities planned for all students: ***Arts infusion** ***Sensory based techniques**	**List the barriers that may prevent students from accessing instruction, participating in activities, or demonstrating learning**	**List supports that can be implemented to reduce barriers** **Note UDL's utilized in this lesson**
Monday- - Introduce and read aloud "Wolf", stopping at indicated places to discuss genre, sentence structure, inferences, connections, dialog, answering text-based questions, character analysis, illustrations, word choice, synonyms, point of view, visualization, plot, text structure, and author's purpose. Connect discussion and thought towards the Essential Question- **"What can stories teach you?"** Place the Character chart on the board having students fill in each square using their knowledge form the story. Connect student knowledge and understanding to the essential question and then to real world experiences. **Tuesday-** Complete spelling and Grammar work related to this lesson and Unit. Students will work in small groups with teacher support to complete the assigned work. The introduction and expectations will be introduced whole group. **Wednesday-** - Read aloud "Jennie and the Wolf". Encourage students to make connections to the essential question and then text to text with "Wolf". Separate into small groups to introduce guided reading texts. The group will be accessing the "Approaching" texts and the "On Level" texts. Group 1- distribute "Berries, Berries, Berries". Make predictions about the story and discuss the concept of	Text too difficult Inattention/unfocused Inappropriate behavior Inability to write independently Difficulty navigating text and finding key language and answers Length of lesson	Read aloud to student all text. Intermittent reminders/prompts to refocus Point chart Sensory items- fidget, pillow, Velcro, squish ball Assist students by allowing them to use a scribe from time to time. Model process being used and/or provide an example. Break lessons into chunks. Use highlighters to find key concepts and vocabulary in text. Change position and groupings within the room.

fantasy. Read the text as a group with "close reading format", stopping to respond to specific questions related to the text. **The objectives of the small group lessons are 1) to describe characters in a story, 2) to use sentence-level context as a clue to the meaning of a word, 3) to use synonyms as clues to the meanings of words, and 4) to visualize difficult sections in a story to increase understanding.** Group 2 will follow the same format with "Duck's Discovery". Students will swap groups and will work with the para, completing work in the "Close Reading Companion" workbook when not working with the teacher. This work is consistent with and supports the skills and concepts taught during the week's lessons. **Thursday-** The process from the previous days lesson will be repeated to complete the guided reading lessons as well as the work in the close reading companion. Objectives remain consistent. **Friday-** Students will complete the Selection test related to the unit story. Students who are able will read the test questions independently. Questions will be read aloud along with associated answers to students who require support in reading. Any remaining work that is not completed from the week will be distributed to students and worked on until it is completed.		

4. How will you utilize your paraprofessional during the academic classes?
The para professional will support whole group instruction by participating as a group member and assisting in the monitoring of student behavior, participation, and understanding. The para will assist in helping students adhere to the procedures and expectations in the classroom. The para will conduct small group lessons as per the teacher's lesson plans dictate, and will monitor bathroom, breaks, behavior, and participation as needed.
5. How will you utilize technology during the academic classes?
Technology will extend and enhance student learning by implementing the Wonders online components for reading, vocabulary, skill work, text read aloud, and skill based games and skill work.
6.

Essential Question: What can stories teach you?

Unit 1 Week 1

Story
"Wolf!"

Genre
Fantasy

Story
"Jennie and the Wolf"

Genre
Fable

Story
"Bruno's New Home"

Genre
Fantasy

Comprehension Strategy
visualize

Comprehension Skill
character traits

Vocabulary Strategy
context clues: synonyms

Writing Traits
ideas: focus on an event

Grammar
sentences and fragments, capitalization and punctuation

Other Skills
word families

Genre
Fantasy

SPELLING/ PHONICS

Short a

Short i

clap
camp
hand
stamp
snack
rack
grabs
glad
bill
miss
click
pink
sick
grin
lift
cat
bit
man
anthill
cramp

Vocabulary

ached- hurt or felt sore

concentrate- think very carefully about what you are doing

discovery- something that was hidden or unknown is found

educated- has a great deal of knowledge

effort- work needed to finish a task

improved- became better at something

inspired- encouraged to do something good

satisfied- pleased with the way something happened

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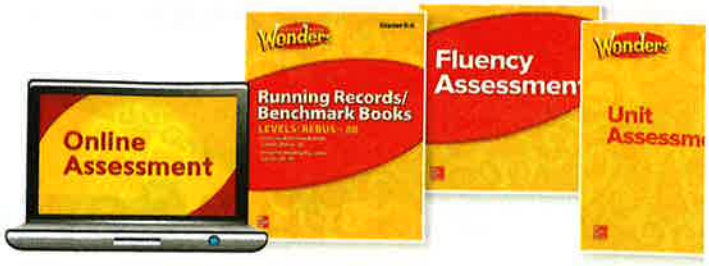
SUMMATIVE ASSESSMENT



TESTED SKILLS

✓ COMPREHENSION:
- Character, Setting, Plot: Character **RL.3.3**
- Character, Setting, Plot: Sequence **RL.3.3**
- Text Structure: Sequence **RI.3.8**
- Text Structure: Cause and Effect **RI.3.8**
- Main Idea and Key Details **RI.3.2**
- Text Evidence **RL.3.1, RI.3.1**

✓ VOCABULARY:
- Synonyms **L.3.4a**
- Sentence Clues **L.3.4a**
- Compound Words **L.2.4d**
- Multiple-Meaning Words **L.3.4a**
- Suffixes: -ful **L.3.4b**

✓ ENGLISH LANGUAGE CONVENTIONS:
- Sentences and Sentence Fragments **L.3.1i**
- Commands and Exclamations **L.3.1i**
- Subjects **L.3.1i**
- Predicates **L.3.1i**
- Simple and Compound Sentences **L.3.1i**

✓ WRITING:
- Writing About Text **W.3.8**
- Narrative Performa Task **W.3.3a-d**

Elements of Summative Assessment

✓ Variety of Item Types
- Selected Response
- Multiple Selected Response
- Evidence-Based Selected Response
- Constructed Response
- Tech-Enhanced Items

✓ Performance-Based Task

Additional Assessment Options

FLUENCY

Conduct assessments individually using the differentiated passages in *Fluency Assessment*. Students' expected fluency goal for this Unit is **61–81 WCPM** with an accuracy rate of 95% or higher.

RUNNING RECORDS

Use the instructional reading level determined by the Running Record calculations for regrouping decisions. Students at Level 28 or below should be provided reteaching on specific Comprehension skills.

Using Assessment Results

Unit Assessment Skills and Fluency	If . . .	Then . . .
COMPREHENSION	Students score below 70% . . .	. . . reteach tested skills using the *Tier 2 Comprehension Intervention online PDFs.*
VOCABULARY	Students score below 70% . . .	. . . reteach tested skills using the *Tier 2 Vocabulary Intervention online PDFs.*
ENGLISH LANGUAGE CONVENTIONS	Students score below 70% . . .	. . . reteach tested skills using the *Tier 2 Writing and Grammar Intervention online PDFs.*
WRITING	Students score less than "2" on short-response items and "3" on extended constructed response items . . .	. . . reteach tested skills using appropriate lessons from the Strategies and Skills and/or Write About Reading sections in the *Tier 2 Comprehension Intervention online PDFs.*
	Students score less than "12" on the performance task . . .	. . . reteach skills using the *Tier 2 Writing and Grammar Intervention online PDFs.*
FLUENCY	Students have a WCPM score of 0–60 . . .	. . . reteach tested skills using the *Tier 2 Fluency Intervention online PDFs.*

Using Summative Data

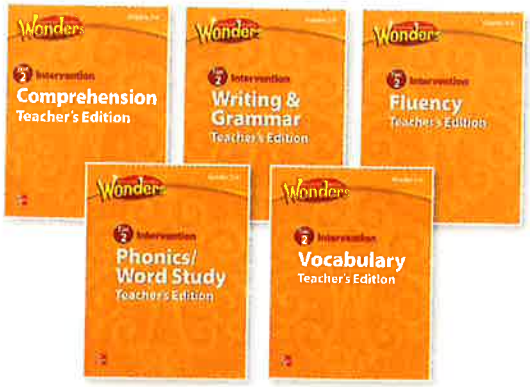
Check online reports for this Unit Assessment as well as your data Dashboard. Use the data to assign small group instruction for students who are below the overall proficiency level for the tested skills.

Data-Driven Recommendations

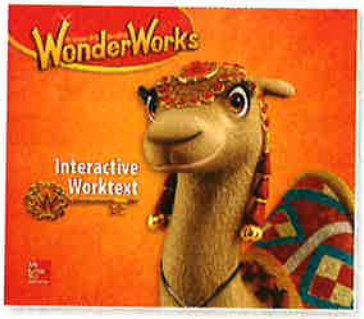
Response to Intervention

Use the appropriate sections of the *Placement and Diagnostic Assessment* as well as students' assessment results to designate students requiring:

TIER 2 Intervention Online PDFs



TIER 3 WonderWorks Intervention Program



The Key to Building Strong Readers and Writers

Grade 4 • Unit 1 • Scope and Sequence

Big Idea: Think It Through How can a challenge bring out our best?	**Read Aloud**	**Reading/Writing Workshop Comprehension**	**Literature Anthology Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing** **Unit 1 Writing Focus: Narrative Text** **Unit 1 Writing Products: Friendly Letter; Personal Narrative**	**Research**
Week 1 **Weekly Concept:** Clever Ideas **Essential Question:** Where do good ideas come from?	**Title:** "The Princess and the Pea" **Genre:** Fairy Tale **Strategy:** Make, Confirm, or Revise Predictions	**Short Text:** "The Dragon Problem" **Lexile:** 740L **Genre:** Fairy Tale **Strategy:** Make, Confirm, or Revise Predictions **Skill:** Character, Setting, Plot: Sequence	**Strategy:** Make, Confirm, or Revise Predictions **Skill:** Character, Setting, Plot: Sequence **Main Selection Genre:** Fairy Tale **Title:** The Princess and the Pizza **Lexile:** 780L **Paired Selection Genre:** Fable **Title:** "Tomás and His Sons" **Lexile:** 650L	**Strategy:** Make, Confirm, or Revise Predictions **Skill:** Character, Setting, Plot: Sequence **Main Selection Genre:** Fairy Tale **Titles:** A: *Clever Puss* O: *Jack and the Extreme Stalk* E: *Jack and the Extreme Stalk* B: *Charming Ella* **Paired Selection Genre:** Folktale **Titles:** A: "Rabbit and the Well" O: "Stone Soup" E: "Stone Soup" B: "Ivana and the Ogre"	**Reading/Writing Workshop:** Connections of Ideas; Specific Vocabulary **Literature Anthology:** Purpose; Specific Vocabulary; Prior Knowledge; Sentence Structure; Organization; Connection of Ideas; Genre	**Vocabulary Words:** *brainstorm, flattened, frantically, gracious, muttered, official, original, stale* **Additional Academic Vocabulary:** *collaborate, topic* **Vocabulary Strategy:** Context Clues: Synonyms	**Phonics/Spelling Skill:** Short Vowels **Structural Analysis:** Word Inflectional Endings	Intonation	**Writing Trait:** IDescriptive Details **Grammar Skill:** Sentences **Grammar Mechanics:** Sentence Punctuation **Write to Sources:** Reading/Writing Workshop: *The Dragon Problem* Lit. Anthology: *The Princess and the Pizza* Your Turn Practice Bk: *Coyote's Song, Before the Ball* **Write to Research:** Write a List **Write About Reading:** Write an Analysis (analyze sequence of events)	**Weekly:** Good Ideas—Where do they come from?
Week 2 **Weekly Concept:** Think of Others **Essential Question:** How do your actions affect others?	**Short Text:** "Say Something" **Genre:** Realistic Fiction **Strategy:** Make, Confirm, or Revise Predictions	**Short Text:** "The Talent Show" **Lexile:** 470 **Genre:** Realistic Fiction **Strategy:** Make, Confirm, or Revise Predictions **Skill:** Character, Setting, Plot: Problem and Solution	**Strategy:** Make, Confirm, or Revise Predictions **Skill:** Character, Setting, Plot: Problem and Solution **Main Selection Genre:** Realistic Fiction **Title:** Experts, Incorporated **Lexile:** 730L **Paired Selection Genre:** Informational Text: Expository **Title:** "Speaking Out to Stop Bullying" **Lexile:** 800L	**Strategy:** Make, Confirm, or Revise Predictions **Skill:** Character, Setting, Plot: Problem and Solution **Main Selection Genre:** Realistic Fiction **Titles:** A: *The Dream Team* O: *Rosa's Garden* E: *Rosa's Garden* B: *Saving Grasshopper* **Paired Selection Genre:** Folktale **Titles:** A: "Making a Difference" O: "Fresh from the City" E: "Fresh from the City" B: "Backyard Bird Habitats"	**Reading/Writing Workshop:** Prior Knowledge, Genre **Literature Anthology Genre:** (Dialogue), Prior Knowledge, Purpose, Specific Vocabulary, Connection of Ideas	**Vocabulary Words:** *accountable, advise, desperately, hesitated, humiliated, inspiration, self-esteem, uncomfortably* **Additional Vocabulary:** *dialogue, focus* **Vocabulary Strategy:** Figurative Language: Idioms	**Phonics/Spelling Skill:** Long *a* **Structural Analysis:** Inflectional Endings	Expression and Rate	**Writing Trait: Ideas:** Focus on an Event **Grammar Skill:** Subjects and Predicates **Grammar Mechanics:** Punctuate Compound Subjects and Predicates **Write to Sources:** Reading/Writing Workshop: *The Talent Show* Lit. Anthology: *Experts, Incorporated* Your Turn Practice Bk: *The Cyber Bully, Paul's Mix-Up* **Write to Research:** Paraphrase Facts **Write About Reading:** Write an Analysis (analyze problem and solution)	**Weekly** Effects of Human Actions
Week 3 **Weekly Concept:** Take Action **Essential Question:** How do people respond to natural disasters?	**Title:** "Avalanche!" **Genre:** Informational Text: Expository **Strategy:** Reread	**Short Text:** "A World of Change" **Lexile:** 790L **Genre:** Informational Text: Expository **Strategy:** Reread **Skill: Text Structure:** Compare and Contrast **Text Features:** Diagrams; Headings	**Strategy:** Reread **Skill: Text Structure:** Compare and Contrast **Main Selection Genre:** Informational Text: Expository **Title:** Earthquakes **Lexile:** 870L **Paired Selection Genre:** Informational Text: Expository **Title:** "Tornado" **Lexile:** 950L	**Strategy:** Reread **Skill:** Compare and Contrast **Main Selection Genre:** Informational Text: Expository **Titles:** A: *Changing Landscapes* O: *Changing Landscapes* E: *Changing Landscapes* B: *Changing Landscapes* **Paired Selection Genre:** Folktale **Titles:** A: "Students Save Wetlands" O: "Students Save Wetlands" E: "Students Save Wetlands" B: "Students Save Wetlands"	**Reading/Writing Workshop:** Specific Vocabulary; Purpose **Literature Anthology:** Purpose; Genre; Connection of Ideas; Specific Vocabulary	**Vocabulary Words:** *alter, collapse, crisis, destruction, hazard, severe, substantial, unpredictable* **Additional Domain Words:** *volcanic, volcanoes, inland, air masses* **Additional Academic Vocabulary:** *headings, diagrams* **Vocabulary Strategy:** Context Clues: Multiple-Meaning Words	**Phonics/Spelling Skill:** Long *e* **Structural Analysis:** Plurals	Accuracy	**Writing Trait: Ideas:** Supporting Details **Grammar Skill:** Compound Sentences **Grammar Mechanics:** Punctuating Compound Sentences **Write to Sources:** Reading/Writing Workshop: *A World of Change* Lit. Anthology: *Earthquakes* Your Turn Practice Bk: *Rising Waters, Forest Fires* **Write to Research:** Write Helpful Tips and Notes **Write About Reading:** Write an Analysis (analyze compare and contrast text structure)	**Weekly Project:** Preparing for a Natural Disaster

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

The Key to Building Strong Readers and Writers

Grade 4 • Unit 1 • Scope and Sequence

Big Idea: Think It Through How can a challenge bring out our best?	**Read Aloud**	**Reading/Writing Workshop Comprehension**	**Literature Anthology Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing** **Unit 1 Writing Focus: Narrative Text** **Unit 1 Writing Products: Friendly Letter; Personal Narrative**	**Research**
Week 4 **Weekly Concept:** Ideas in Motion **Essential Question:** How can science help you understand how things work?	**Short Text:** "Look Out Below!" **Genre:** Informational Text: Narrative Nonfiction **Strategy:** Reread	**Short Text:** "The Big Race" **Lexile:** 690L **Genre:** Informational Text: Narrative Nonfiction **Strategy:** Reread **Skill:** Text Structure: Cause and Effect **Text Features:** Headings; Speech Balloons	**Strategy:** Reread **Skill:** Text Structure: Cause and Effect **Main Selection Genre:** Informational Text: Narrative Nonfiction **Title:** *A Crash Course in Forces and Motion with Max Axiom, Super Scientist* **Lexile:** 630L **Paired Selection Genre:** Science Fiction **Title:** "The Box-Zip Project" **Lexile:** 620L	**Strategy:** Reread **Skill:** Text Structure: Cause and Effect **Main Selections** **Genre:** Narrative Nonfiction **Titles:** A: *George's Giant Wheel* O: *George's Giant Wheel* E: *George's Giant Wheel* B: George's Giant Wheel **Paired Selections Genre:** Science Fiction **Titles:** A: "3001: A Space Mystery" O: "3001: A Space Mystery" E: "3001: A Space Mystery" B: "3001: A Space Mystery"	**Reading/Writing Workshop:** Genre, Organization **Literature Anthology:** Organization; Purpose; Connection of Ideas; Genre; Specific Vocabulary	**Vocabulary Words:** *accelerate, advantage, capabilities, friction, gravity, identify, inquiry, thrilling* **Additional Domain Words:** *level, warp* **Additional Academic Words:** *restatements, transitions* **Vocabulary Strategy:** Context Clues: Definitions and Restatements	**Phonics/Spelling Skill:** Long *i* **Structural Analysis:** Inflectional Endings	Phrasing and Rate	**Writing Trait:** Organization: Sequence **Grammar Skill:** Clauses and Complex Sentences **Grammar Mechanics:** Punctuate Complex Sentences **Write to Sources:** Reading/Writing Workshop: *The Big Race* Lit. Anthology: *A Crash Course in Forces and Motion with Max Axiom, Super Scientist* Your Turn Practice Bk. *A Firehouse Lesson, Science in a Soda Bottle* **Write to Research:** Draft a Plan **Write About Reading:** Write an Analysis (analyze strong word choice)	**Weekly:** Forces and Motion
Week 5 **Weekly Concept:** Putting Ideas to Work **Essential Question:** How can starting a business help others?	**Title:** "Kids Can Help" **Genre:** Informational Text: Persuasive Article **Strategy:** Reread	**Short Text:** "Dollars and Sense" **Lexile:** 800L **Genre: Informational Text: Persuasive Article** **Strategy:** Reread **Skill: Main Idea and Key Details** **Text Features:** Graph; Headings	**Strategy:** Reread **Skill:** Main Idea and Key Details **Main Selection Genre:** Informational Text: Persuasive Article **Title:** *Kids in Business* **Lexile:** 790L **Paired Selection Genre:** Informational Text: Procedural Text **Title:** "Starting a Successful Business" **Lexile:** 770L	**Strategy:** Reread **Skill:** Main Idea and Key Details **Main Selection Genre:** Persuasive Text **Titles:** A: *Start Small, Think Big* O: *Start Small, Think Big* E: *Start Small, Think Big* B: *Start Small, Think Big* **Paired Selection Genre:** Procedural Text **Titles:** A: "Spending and Saving" O: "Spending and Saving" E: "Spending and Saving" B: "Spending and Saving"	**Reading/Writing Workshop:** Connection of Ideas; Organization **Literature Anthology:** Specific Vocabulary; Sentence Structure; Connection of Ideas	**Vocabulary Words:** *compassionate, enterprise, exceptional, funds, innovative process, routine, undertaking* **Additional Domain Words:** *entrepreneur* **Additional Academic Vocabulary:** *print sources, digital sources* **Vocabulary Strategy:** Suffixes	**Phonics/Spelling Skill:** Long *o* **Structural Analysis:** Compound Words	Phrasing and Rate	**Writing Trait:** Sentence Fluency: Sentence Length **Grammar Skill:** Run-On Sentences **Grammar Mechanics:** Correcting Fragments and Run-Ons **Write to Sources:** Reading/Writing Workshop: Dollars and Sense Lit. Anthology: Kids in Business Your Turn Practice Bk. A Helping Hand, Donating to a Charity **Write to Research:** Write a Summary Paragraph **Write About Reading:** Write an Analysis (how author informs and explains important topics)	**Weekly:** Famous Entrepreneurs **Unit Level:** Research Skill: Parts of a Library **Unit Project:** Self-select and develop from options for unit research projects
Week 6 **Review and Assessment**										

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

The Key to Building Strong Readers and Writers

Grade 4 • Unit 2 • Scope and Sequence

Big Idea: Amazing Animals What can animals teach us?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A Approaching Level O On Level E ELL B Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2 Writing Focus: Informative Text Unit 2 Writing Products: Explanatory Essay; How-To	Research
Week 1 **Weekly Concept:** Literary Lessons **Essential Question:** What are some messages in animal stories?	**Title:** "The Coyote and the Hen" **Genre:** Folktale **Strategy:** Ask and Answer Questions	**Short Text:** "The Fisherman and the Kaha Bird" **Lexile:** 800L **Genre:** Folktale **Strategy:** Ask and Answer Questions **Skill:** Theme	**Strategy:** Ask and Answer Questions **Skill:** Theme **Main Selection Genre:** Folktale **Title:** The Secret Message **Lexile:** 820L **Paired Selection Genre:** Fable **Title:** "The Fox and the Goat" **Lexile:** 790L	**Strategy:** Ask and Answer Questions **Skill:** Theme **Main Selections Genre:** Folktale **Titles:** A: *The Cockroach and the Mouse* O: *The Badger and the Fan* E: *The Badger and the Fan* B: *The Wings of the Butterfly* **Paired Selections Genre:** Fable **Titles:** A: "Fox and Crane" O: "Fox and Cat" E: "Fox and Cat" B: "The Fox and the Crow"	**Reading/Writing Workshop:** Genre; Prior Knowledge **Literature Anthology:** Specific Vocabulary; Genre; Sentence Structure; Prior Knowledge; Connection of Ideas; Purpose; Organization	**Vocabulary Words:** *attracted, dazzling, fabric, greed, honest, requested, soared, trudged* **Additional Academic Words:** *symbolism, outline* **Vocabulary Strategy:** Root Words	**Phonics/Spelling Skill:** Prefixes **Structural Analysis:** Inflectional Endings	Expression	**Writing Trait: Organization:** Strong Openings **Grammar Skill:** Common and Proper Nouns **Grammar Mechanics:** Capitalizing Proper Nouns **Write to Sources:** Reading/Writing Workshop: *The Fisherman and the Kaha Bird* Lit. Anthology: *The Secret Message* **Your Turn Practice Bk:** *Anansi and His Children, The Tiger, the Brahmin, and the Jackal* **Write to Research:** Write Notes on Character, Setting, and Plot **Write About Reading:** Write an Analysis (analyze theme)	**Weekly:** Fables and Folktales
Week 2 **Weekly Concept:** Animals in Fiction **Essential Question:** How do animal characters change familiar stories?	**Title:** "A Grasshopper's Sad Tale" **Genre:** Dramatic Scene **Strategy:** Ask and Answer Questions	**Short Text:** "The Ant and the Grasshopper" **Lexile:** NP **Genre:** Drama **Strategy:** Ask and Answer Questions **Skill:** Theme	**Strategy:** Ask and Answer Questions **Skill:** Theme **Main Selection Genre:** Drama **Title:** *Ranita, The Frog Princess* **Lexile:** NP **Paired Selection Genre:** Mystery **Title: "The Moonlight Concert Mystery"** **Lexile:** 710L	**Strategy:** Ask and Answer Questions **Skill:** Theme **Main Selection Genre:** Drama **Titles:** A: *Saving the Green Bird* O: *The Prince Who Could Fly* E: *The Prince Who Could Fly* B: *Behind the Secret Trapdoor* **Paired Selections Genre:** Mystery **Titles:** A: "The Missing Pie Mystery" O: "The Mystery of the Spotted Dogs" E: "The Mystery of the Spotted Dogs" B: "The Mystery of the Messy Room"	**Reading/Writing Workshop:** Purpose; Prior Knowledge; Genre **Literature Anthology:** Prior Knowledge; Genre; Connection of Ideas; Sentence Structure; Organization	**Vocabulary Words:** *annoyed, attitude, commotion, cranky, familiar, frustrated, selfish, specialty* **Additional Academic Vocabulary:** *traditional, contemporary* **Vocabulary Strategy:** Context Clues; Antonyms	**Phonics/Spelling Skill:** Digraphs **Structural Analysis:** Possessives	Intonation	**Writing Trait:** Voice; Informal Voice **Grammar Skill:** Singular and Plural Nouns **Grammar Mechanics:** Correct Plural Forms **Write to Sources:** Reading/Writing Workshop: *The Ant and the Grasshopper* Lit. Anthology: *Ranita, The Frog Princess* Your Turn Practice Bk: *Grant and the Flower Stem, Goldilocks Returns* **Write to Research:** Write a List **Write About Reading:** Write an Analysis (analyze dramatic text structure)	**Weekly:** Animals and their Characteristics
Week 3 **Weekly Concept:** Natural Connections **Essential Question:** How are all living things connected?	**Title:** "Return of the Wolves" **Genre:** Informational Text: Narrative Nonfiction **Strategy:** Summarize	**Short Text:** *Rescuing Our Reef* **Lexile:** 810L **Genre:** Informational Text: Narrative Nonfiction **Strategy:** Summarize **Skill:** Main Idea and Key Details **Text Features:** Headings; Flow Chart	**Strategy:** Summarize **Skill:** Main Idea and Key Details **Main Selection Genre:** Informational Text: Narrative Nonfiction **Title:** *The Buffalo Are Back* **Lexile:** 800L **Paired Selection Genre:** Informational Text: Narrative Nonfiction **Title:** "Energy in the Ecosystem" **Lexile:** 790L	**Strategy:** Summarize **Skill:** Main Idea and Key Details **Main Selection Genre:** Narrative Nonfiction **Titles:** A: *Saving San Francisco Bay* O: *Saving San Francisco Bay* E: *Saving San Francisco Bay* B: *Saving San Francisco Bay* **Paired Selections Genre:** Expository **Titles:** A: "The Great Estuary Ecosystem" O: "The Great Estuary Ecosystem" E: "The Great Estuary Ecosystem" B: "The Great Estuary Ecosystem"	**Reading/Writing Workshop:** Genre; Connection of Ideas **Literature Anthology:** Genre; Organization; Specific Vocabulary; Connection of Ideas; Purpose	**Vocabulary Words:** *crumbled, draughts, ecosystem, extinct, flourished, fragile, imbalance, ripples* **Additional Domain Words:** *replanted, eroded, preserve* **Additional Academic Vocabulary:** *flow chart, categorize* **Vocabulary Strategy:** Context Clues: Sentence Clues	**Phonics/Spelling Skill:** Three-Letter Blends **Structural Analysis:** Words Ending in *-er* and *-est*	Accuracy	**Writing Trait:** Ideas: Supporting Details **Grammar Skill:** Irregular Plural Nouns **Grammar Mechanics:** Correct Plural Forms **Write to Sources:** Reading/Writing Workshop: *Rescuing Our Reefs* Lit. Anthology: *The Buffalo Are Back* Your Turn Practice Bk: *A Worm's Work, Dad and I See Green Worms* **Write to Research:** Write Notes and Facts on a Foldable **Write About Reading:** Write an Analysis (analyze text features)	**Weekly:** Food Web

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

The Key to Building Strong Readers and Writers

Grade 4 • Unit 2 • Scope and Sequence

Big Idea: Think It Through How can a challenge bring out our best?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 1 Writing Focus: Narrative Text Unit 1 Writing Products: Friendly Letter; Personal Narrative	Research
Week 4 **Weekly Concept:** Adaptations **Essential Question:** What helps an animal survive?	**Short Text:** "Adaptations at Work" **Genre:** Informational Text: Expository **Strategy:** Summarize	**Short Text:** "Animal Adaptations" **Lexile:** 850L **Genre:** Informational Text: Expository **Strategy:** Summarize **Skill:** Main Idea and Key Details **Text Features:** Photographs and Captions; Headings	**Strategy:** Summarize **Skill:** Main Idea and Key Details **Main Selection Genre:** Informational Text: Expository **Title: Spiders** **Lexile:** 820L **Paired Selection Genre:** Trickster Tale **Title:** "Anansi and the Birds" **Lexile:** 740L	**Strategy:** Summarize **Skill:** Main Idea and Key Details **Main Selections Genre:** Informational Text Expository **Titles:** A: *Extreme Animals* O: *Extreme Animals* E: *Extreme Animals* B: *Extreme Animals* **Paired Selections Genre:** Trickster Tale **Titles:** A: "The Nature of Light" O: "The Nature of Light" E: "The Nature of Light" B: "The Nature of Light"	**Reading/Writing Workshop:** Specific Vocabulary; Organization **Literature Anthology:** Genre; Sentence Structure; Organization; Specific Vocabulary; Connection of Ideas; Prior Knowledge	**Vocabulary Words:** *dizzy, experiment, genuine, hilarious, mischief, nowadays, politician, procedure* **Additional Domain Words:** *polymer, charted, Gulf Stream* **Additional Academic Words:** *sources, transition* **Vocabulary Strategy:** Greek Roots	**Phonics/Spelling Skill:** Vowel Teams **Structural Analysis:** Greek and Latin Roots	Rate and Accuracy	**Writing Trait:** Sentence Fluency: Transitions **Grammar Skill:** Adjectives That Compare **Grammar Mechanics:** Punctuation in Letters **Write to Sources:** Reading/Writing Workshop: *Stephanie Kwolek: Inventor* **Lit. Anthology:** *How Ben Franklin Stole the Lightning* **Your Turn Practice Bk:** *Breaking the Silence, Thomas Edison* **Write to Research:** Write a Report **Write About Reading:** Write an Analysis (analyze use of time line)	**Weekly:** Inventors
Week 5 **Weekly Concept:** Animals All Around **Essential Question:** How are writers inspired by animals?	**Title:** Animal Haiku **Genre:** Haiku **Strategy:** Ask and Answer Questions	**Short Texts:** "Dog," "The Eagle," "Chimpanzee," "Rat" **Lexile:** NP **Genre:** Lyric Poetry and Haiku **Skill:** Point of View **Literary Elements:** Meter and Rhyme	**Skill:** Point of View **Main Selections Genre:** Lyric Poetry and Haiku **Titles:** "The Sandpiper," "Bat," "The Grasshopper Springs," "Fireflies at Dusk" **Lexile:** NP **Paired Selections Genre:** Lyric Poetry and Haiku **Titles:** "Fog", "White Cat Winter" **Lexile:** NP	**Skill:** Point of View **Main Selections Genre:** Realistic Fiction **Titles:** A: *Putting on an Act* O: *The Big One* E: *The Big One* B: *Dolphin Cove* **Paired Selection Genre:** Poetry **Titles:** A: "Haiku" O: "Haiku" E: "Haiku" B: "Haiku"	**Reading/Writing Workshop:** Specific Vocabulary; Organization **Literature Anthology: Genre;** Specific Vocabulary; Purpose	**Vocabulary Words:** *brittle, creative, descriptive, outstretched* **Poetry Terms:** *metaphor, meter, rhyme, simile* **Additional Academic Vocabulary:** *plagiarism, presentation* **Vocabulary Strategy:** Figurative Language: Similes and Metaphors	**Phonics/Spelling Skill:** Suffixes **Structural Analysis:** Contractions	Expression and Phrasing	**Writing Trait:** Word Choice: Precise Language **Grammar Skill:** Combining Sentences **Grammar Mechanics:** Phrases and Interjections **Write to Sources:** Reading/Writing Workshop: "Dog," "The Eagle," "Chimpanzee," "Rat" Lit. Anthology: *The Sandpiper, Bat, The Grasshopper Springs, Fireflies at Dusk* Your Turn Practice Bk: *The Nautilus* **Write to Research:** Write a Summary **Write About Reading:** Write an Analysis (analyze poetic structure)	**Weekly:** Animals particular to different regions **Unit Level:** Research Skill: Reliable Sources **Unit Project:** Self-select and develop from options for unit research projects
Week 6 **Review and Assessment**										

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

The Key to Building Strong Readers and Writers

Grade 4 • Unit 3 • Scope and Sequence

Big Idea: That's the Spirit! How can you show your community spirit? (Song: "My Country 'Tis of Thee")	**Read Aloud**	**Reading/Writing Workshop Comprehension**	**Literature Anthology** **Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing** **Unit 3 Writing Focus: Opinion Writing** **Unit 3 Writing Products: Book Review; Opinion Essay**	**Research**
Week 1 **Weekly Concept:** Friendship **Essential Question:** How can you make new friends feel welcome?	**Title:** "Samson's Advice" **Genre:** Fantasy **Strategy:** Visualize	**Short Text:** "At the Library" **Lexile:** 800L **Genre:** Fantasy **Strategy:** Visualize **Skill:** Point of View	**Strategy:** Visualize **Skill:** Point of View **Main Selection Genre:** Fantasy **Title:** *The Cricket in Times Square* **Lexile:** 780L **Paired Selection Genre:** Legend **Title:** "The Girl and the Chenoo" **Lexile:** 880L	**Strategy:** Visualize **Skill:** Point of View **Main Selections Genre:** Fantasy **Titles:** A: *A New Bear in the Forest* O: *Not from Around Here* E: *Not from Around Here* B: *Cara and the Sky Kingdom* **Paired Selections Genre:** Legend **Titles:** A: "The Beckoning Cat" O: "Kintaro, Friend of the Animals" E: "Kintaro, Friend of the Animals" B: "Robin Hood's Great Friend"	**Reading/Writing Workshop:** Connection of Ideas; Genre **Literature Anthology:** Prior Knowledge; Connection of Ideas; Sentence Structure; Specific Vocabulary; Purpose	**Vocabulary Words:** *acquaintance, cautiously, complementary, jumble, logical, scantily, scrounging, trustworthy,* **Additional Academic Vocabulary:** *primary source, secondary source* **Vocabulary Strategy:** Context Clues: Paragraph Clues	**Phonics/Spelling Skill:** r-Controlled Vowels *er, ir, and ur* **Structural Analysis:** Closed Syllables	Expression	**Writing Trait:** Sentence Fluency: Transitions **Grammar Skill:** Action Verbs **Grammar Mechanics:** Titles **Write to Sources:** Reading/Writing Workshop: At the Library Lit. Anthology: The Cricket in Times Square Your Turn Practice Bk: The Oak Tree and the Tiny Bird, A Perfect Room **Write to Research:** Write a Description **Write About Reading:** Write an Analysis (analyze point of view)	**Weekly:** Important places in your community
Week 2 **Weekly Concept:** Helping the Community **Essential Question:** In what ways can you help your community?	**Title:** "Books" **Genre:** Historical Fiction **Strategy:** Visualize	**Short Text:** "Remembering Hurricane Katrina" **Lexile:** 800L **Genre:** Realistic Fiction **Strategy:** Visualize **Skill:** Point of View	**Strategy:** Visualize **Skill:** Point of View **Main Selection Genre:** Realistic Fiction **Title:** *Aguinaldo* **Lexile:** 650L **Paired Selection Genre:** Informational Text: Expository **Title:** "Partaking in Public Service" **Lexile:** 770L	**Strategy:** Visualize **Skill:** Point of View **Main Selections Genre:** Realistic Fiction **Titles:** A: *Playground Buddy* O: *Brick by Brick* E: *Brick by Brick* B: *Standing Guard* **Paired Selections Genre:** Expository **Titles:** A: "Making a Difference" O: "A Big Heart" E: "A Big Heart" B: "The Great Big Birthday Bash"	**Reading/Writing Workshop:** Specific Vocabulary; Genre **Literature Anthology:** Prior Knowledge; Sentence Structure; Genre; Connection of Ideas; Specific Vocabulary; Organization	**Vocabulary Words:** *assigned, generosity, gingerly, mature, organizations, proceeds, scattered, selective,* **Additional Academic Vocabulary:** *flashback, opinion* **Vocabulary Strategy:** Context Clues: Definitions and Restatements	**Phonics/Spelling Skill:** Words with Silent Letters **Structural Analysis:** Open Syllables	Expression	**Writing Trait:** Word Choice: Strong Words **Grammar Skill:** Verb Tenses **Grammar Mechanics:** Subject-Verb Agreement **Write to Sources:** Reading/Writing Workshop: Remembering Hurricane Katrina Lit. Anthology: Aguinaldo Your Turn Practice Bk: How Vera Helped The Bag Parade **Write to Research:** Persuasive Writing **Write About Reading:** Write an Analysis (analyze point of view)	**Weekly:** Community Service Projects
Week 3 **Weekly Concept:** Liberty and Justice **Essential Question:** How can one person make a difference?	**Title:** "Nelson Mandela: Working for Freedom" **Genre:** Informational Text: Biography **Strategy:** Reread	**Short Text:** "Judy's Appalachia" **Lexile:** 830L **Genre:** Informational Text: Biography **Strategy:** Reread **Skill:** Author's Point of View **Text Feature:** Time line	**Strategy:** Reread **Skill:** Author's Point of View **Main Selection Genre:** Informational Text: Biography **Title:** *Delivering Justice: W.W. Law and the Fight for Civil Rights* **Lexile:** 830L **Paired Selection Genre:** Informational Text: Autobiography **Title:** "Keeping Freedom in the Family: Coming of Age in the Civil Rights Movement" **Lexile:** 940L	**Strategy:** Reread **Skill:** Author's Point of View **Main Selections Genre:** Biography **Titles:** A: Jacob Riis: Champion of the Poor O: Jacob Riis: Champion of the Poor E: Jacob Riis: Champion of the Poor B: Jacob Riis: Champion of the Poor **Paired Selections Genre:** Expository **Titles:** A: "The Fight for Equality" O: "The Fight for Equality" E: "The Fight for Equality" B: "The Fight for Equality"	**Reading/Writing Workshop:** Connection of Ideas; Specific Vocabulary **Literature Anthology:** Prior Knowledge; Purpose; Connection of Ideas; Specific Vocabulary; Organization; Sentence Structure; Genre	**Vocabulary Words:** *boycott, encouragement, fulfill, injustice, mistreated, protest, qualified, registered,* **Additional Domain Words:** *slave, civil rights* **Additional Academic Vocabulary:** *time line, evidence* **Vocabulary Strategy:** Synonyms and Antonyms	**Phonics/Spelling Skill:** Soft *c* and *g* **Structural Analysis:** Final *e* Syllables	Accuracy	**Writing Trait:** Ideas: Relevant Evidence **Grammar Skill:** Main and Helping Verbs **Grammar Mechanics:** Punctuation in Contractions **Write to Sources:** Reading/Writing Workshop: *Judy's Appalachia* Lit. Anthology: *Delivering Justice: W.W. Law and the Fight for Civil Rights* Your Turn Practice Bk: *A Child's Fight for Rights, Talia Leman and Randomkid.org* **Write to Research:** Write a Timeline **Write About Reading:** Write an Analysis (analyze author's point of view)	**Weekly:** Person Who Has Made a Difference

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

The Key to Building Strong Readers and Writers

Grade 4 • Unit 3 • Scope and Sequence

Big Idea: That's the Spirit! How can you show your community spirit? (Song: "My Country 'Tis of Thee")	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A Approaching Level O On Level E ELL B Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3 Writing Focus: Opinion Writing Unit 3 Writing Products: Book Review; Opinion Essay	Research
Week 4 **Weekly Concept:** Powerful Words Essential Question: How can words lead to change?	**Short Text:** "Bringing Words to the Deaf" **Genre:** Informational Text: Biography **Strategy:** Reread	**Short Text:** "Words for Change" **Lexile:** 820L **Genre: Informational Text:** Biography **Strategy:** Reread **Skill:** Author's Point of View **Text Features:** Captions; Primary Sources	**Strategy:** Reread **Skill:** Author's Point of View **Main Selection Genre:** Informational Text: Biography **Title:** *Abe's Honest Words: The Life of Abraham Lincoln* **Lexile:** 780L **Paired Selection Genre:** Informational Text: Speech **Title:** "A New Birth of Freedom" **Lexile:** 1240L	**Strategy:** Reread **Skill:** Author's Point of View **Main Selections Genre:** Biography **Titles:** A: *Nellie Bly: Reporter for the Underdog* O: *Nellie Bly: Reporter for the Underdog* E: *Nellie Bly: Reporter for the Underdog* B: *Nellie Bly: Reporter for the Underdog* **Paired Selections Genre:** Expository **Titles:** A: "Around the World" O: "Around the World" E: "Around the World" B: "Around the World"	**Reading/Writing Workshop:** Purpose; Connection of Ideas **Literature Anthology:** Prior Knowledge; Specific Vocabulary; Sentence Structure; Organization; Connection of Ideas; Purpose	**Vocabulary Words:** *address, divided, haste, opposed, perish, proclamation, shattered, tension* **Additional Domain Words:** *office, inaugural, federal, Union* **Additional Academic Vocabulary:** *evaluate, paraphrase* **Vocabulary Strategy:** Latin and Greek Suffixes	**Phonics/Spelling Skill:** Plurals **Structural Analysis:** Suffixes *-ment, -ness, -age, -ance, -ence*	Expression	**Writing Trait:** Strong Conclusions **Grammar Skill:** Linking Verbs **Grammar Mechanics:** Subject-Verb Agreement **Write to Sources:** Reading/Writing Workshop: *Words for Change* Lit. Anthology: *Abe's Honest Words: The Life of Abraham Lincoln* Your Turn Practice Bk: *A True Declaration, Encouraging Change* **Write to Research:** Write a Sample Letter **Write About Reading:** Write an Analysis (analyze author's use of reasons and evidence)	**Weekly:** Characteristics of a Formal Letter
Week 5 **Weekly Concept:** Feeding the World **Essential Question:** In what ways can advances in science be helpful or harmful?	**Title:** "All About Organic" **Genre:** Informational Text: Persuasive Article **Strategy:** Reread	**Short Texts:** "Food Fight" **Lexile:** 870L **Genre:** Informational Text: Persuasive Article **Strategy:** Reread **Skill:** Author's Point of View **Text Feature:** Maps	**Strategy: Reread** **Skill:** Author's Point of View **Main Selection Genre:** Informational Text: Persuasive **Title:** *A New Kind of Corn* **Lexile:** 880L **Paired Selection Genre:** Informational Text: Procedural **Title:** "The Pick of the Patch" **Lexile:** 920L	**Strategy:** Reread **Skill:** Author's Point of View **Main Selections Genre:** Persuasive Text **Titles:** A: *The Battle Against Pests* O: *The Battle Against Pests* E: *The Battle Against Pests* B: *The Battle Against Pests* **Paired Selection Genre:** Poetry **Titles:** A: "Making an Organic Garden" O: "Making an Organic Garden" E: "Making an Organic Garden" B: "Making an Organic Garden"	**Reading/Writing Workshop:** Genre; Connection of Ideas **Literature Anthology:** Sentence Structure; Specific Vocabulary	**Vocabulary Words:** *advancements, agriculture, characteristics, concern, disagreed, inherit, prevalent, resistance* **Additional Domain Words:** *gourd* **Additional Academic Vocabulary:** *tone, audience* **Vocabulary Strategy:** Greek Roots	**Phonics/Spelling Skill:** Compound Words **Structural Analysis:** Roots and Related Words	Rate	**Writing Trait:** Voice: Audience and Purpose **Grammar Skill:** Irregular Verbs **Grammar Mechanics:** Correct Verb Usage **Write to Sources:** Reading/Writing Workshop: *Food for Fight* Lit. Anthology: *A New Kind of Corn* Your Turn Practice Bk: *Is Nuclear Energy Safe?, Should We Use a Virus to Stop Fire Ants?* **Write to Research:** Write a List **Write About Reading:** Write an Analysis (reflect on text structure)	**Weekly:** Innovation **Unit Level:** Research Skill: Gathering Information **Unit Project:** Self-select and develop from options for unit research projects.
Week 6 **Review and Assessment**										

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

The Key to Building Strong Readers and Writers

Grade 4 • Unit 4 • Scope and Sequence

Big Idea: Fact or Fiction? How do different writers treat the same topic? (Nursery Rhyme, "Star Light, Star Bright")	**Read Aloud**	**Reading/Writing Workshop Comprehension**	**Literature Anthology** **Main Selection, Paired Selection**	**Leveled Reader** **Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing** **Unit 4 Writing Focus: Narrative Text/ Poetry** **Unit 4 Writing Products: Friendly Letter; Poetry**	**Research**
Week 1 **Weekly Concept:** Our Government **Essential Question:** Why do we need government?	**Title:** "Speaking Out Against Child Labor" **Genre:** Informational Text: Narrative Nonfiction **Strategy:** Ask and Answer Questions	**Short Text:** "A World Without Rules" **Lexile:** 830L **Genre:** Informational Text: Narrative Nonfiction **Strategy:** Ask and Answer Questions **Skill:** Text Structure: Cause and Effect **Text Features:** Boldface Words; Pronunciations	**Strategy:** Ask and Answer Questions **Skill:** Text Structure: Cause and Effect **Main Selection Genre:** Informational Text: Narrative Nonfiction **Title:** *See How They Run* **Lexile:** 870L **Paired Selection Genre:** Informational Text: Expository **Title:** "The Birth of American Democracy" **Lexile:** 830L	**Strategy:** Ask and Answer Questions **Skill: Text Structure:** Cause and Effect **Main Selections Genre:** Narrative Nonfiction **Titles:** A: *A Day in the Senate* O: *A Day in the Senate* E: *A Day in the Senate* B: *A Day in the Senate* **Paired Selections** Genre: Informational Text: Expository **Titles:** A: "A New President Takes Office" O: "A New President Takes Office" E: "A New President Takes Office" B: "A New President Takes Office"	**Reading/Writing Workshop:** Connection of Ideas; Purpose **Literature Anthology:** Connection of Ideas; Sentence Structure; Specific Vocabulary; Organization, Purpose, Prior Knowledge	**Vocabulary Words:** *amendments, commitment, compromise, democracy, eventually, legislation, privilege, version* **Additional Domain Words:** *ballots, tallies* **Additional Academic Vocabulary:** *signal words, narrative nonfiction* **Vocabulary Strategy:** Latin Roots	**Phonics/Spelling Skill:** Inflectional Endings **Structural Analysis:** Vowel Team Syllables	Phrasing and Rate	**Writing Trait:** Organization: Strong Paragraphs **Grammar Skill:** Pronouns and Antecedents **Grammar Mechanics:** Pronoun Capitalization and Clarity **Write to Sources:** Reading/Writing Workshop: A World Without Rules Lit. Anthology: See How They Run Your Turn Practice Bk: We the People, An Interview with a State Representative **Write to Research:** Write Research Notes **Write About Reading:** Write an Analysis (analyze text str	**Weekly:** State Constitution
Week 2 **Weekly Concept:** Leadership **Essential Question:** Why do people run for public office?	**Title:** "Elephant Versus Monkey" **Genre:** Fantasy **Strategy:** Make, Confirm, or Revise Predictions	**Short Text:** "The TimeSpecs 3000" **Lexile:** 910L **Genre:** Fantasy **Strategy:** Make, Confirm, or Revise Predictions **Skill:** Point of View	**Strategy:** Make, Confirm, or Revise Predictions **Skill:** Point of View **Main Selection Genre:** Fantasy **Title:** *LaRue for Mayor* **Lexile:** 890L **Paired Selection Genre:** Informational Text: Expository **Titles:** "Bringing Government Home: Understanding State and Local Government" **Lexile:** 900L	**Strategy:** Make, Confirm, or Revise Predictions **Skill:** Point of View **Main Selections Genre:** Fantasy **Titles:** A: *Floozie Dreams* O: *The Wolves of Yellowstone* E: *The Wolves of Yellowstone* B: *Krillville* **Paired Selections Genre:** Informational Text: Expository **Titles:** A: "The Job of a Governor" O: "Who Wants to Be Mayor?" E: "Who Wants to Be Mayor?" B: "Running a Town"	**Reading/Writing Workshop:** Genre; Connection of Ideas **Literature Anthology:** Purpose; Specific Vocabulary; Organization; Prior Knowledge; Sentence Structure; Connection of Ideas; Genre	**Vocabulary Words:** *accompanies, campaign, governor, inland, opponent, overwhelming, tolerate, weary* **Additional Academic Vocabulary:** *political, persuasive techniques* **Vocabulary Strategy:** Figurative Language: Idioms	**Phonics/Spelling Skill:** Inflectional Endings: Changing *y* to *i* **Structural Analysis:** r-Controlled Vowel Syllables	Phrasing and Expression	**Writing Trait:** Ideas: Develop Character **Grammar Skill:** Types of Pronouns **Grammar Mechanics:** Subject and Object Pronouns **Write to Sources:** Reading/Writing Workshop: *The TimeSpecs 3000* Lit. Anthology: *LaRue for Mayor* Your Turn Practice Bk: *The Sheep in the Wilderness, The Aurora's First Mission* **Write to Research:** Draft a Plan **Write About Reading:** Write an Analysis (analyze point of view)	**Weekly:** Political Campaigns
Week 3 **Weekly Concept:** Breakthroughs **Essential Question:** How do inventions and technology affect your life?	**Title:** "Good-bye Icebox!" **Genre:** Historical Fiction **Strategy:** Make, Confirm, or Revise Predictions	**Short Text:** "A Telephone Mix-Up" **Lexile:** 950L **Genre:** Historical Fiction **Strategy:** Make, Confirm, or Revise Predictions **Skill:** Point of View	**Strategy:** Make, Confirm, or Revise Predictions **Skill:** Point of View **Main Selection Genre:** Historical Fiction **Title:** The Moon Over Star **Lexile:** 860L **Paired Selection Genre:** Informational Text: Expository **Title:** "3... 2... I We Have Spin-Off!" **Lexile:** 900L	**Strategy:** Make, Confirm, or Revise Predictions **Skill:** Point of View **Main Selections Genre:** Historical Fiction **Titles:** A: *Ron's Radio* O: *The Freedom Machine* E: *The Freedom Machine* B: *A Better Way* **Paired Selections Genre:** Expository **Titles:** A: "Roosevelt's Fireside Chat" O: "The Interstate Highway System" E: "The Interstate Highway System" B: "A History of Washing Technology"	**Reading/Writing Workshop:** Specific Vocabulary; Organization **Literature Anthology:** Genre; Sentence Structure; Specific Vocabulary; Prior Knowledge; Connection of Ideas; Purpose; Organization	**Vocabulary Words:** *decade, directing, engineering, gleaming, scouted, squirmed, technology, tinkering,* **Additional Domain Words:** *launch, ignition sequence, liftoff* **Additional Academic Vocabulary:** *formal language, third person* **Vocabulary Strategy:** Context Clues: Synonyms	**Phonics/Spelling Skill:** Words with /ul/, /ul/, and /ül/ **Structural Analysis:** Consonant + le Syllables	Expression	**Writing Trait:** Ideas: Ideas: Develop Plot **Grammar Skill:** Pronoun-Verb Agreement **Grammar Mechanics:** Punctuation in Dialogue **Write to Sources:** Reading/Writing Workshop: *A Telephone Mix-Up* Lit. Anthology: *The Moon Over Star* Your Turn Practice Bk: *Leonardo's Mechanical Knight, Starting Work on the Brooklyn Bridge* **Write to Research:** Write a Description **Write About Reading:** Write an Analysis (reflect on point of view)	**Weekly:** Plastics and their impact

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

The Key to Building Strong Readers and Writers

Grade 4 • Unit 4 • Scope and Sequence

Big Idea: Fact or Fiction? How do different writers treat the same topic? (Nursery Rhyme: "Star Light, Star Bright")	**Read Aloud**	**Reading/Writing Workshop Comprehension**	**Literature Anthology Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A *Approaching Level* O *On Level* E *ELL* B *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing** **Unit 4 Writing Focus:** Narrative Text/ Poetry **Unit 4 Writing Products:** Friendly Letter; Poetry	**Research**
Week 4 **Weekly Concept:** Wonders in the Sky **Essential Question:** How do you explain what you see in the sky?	**Title:** "Pictures in the Sky" **Genre:** Informational Text: Expository **Strategy:** Ask and Answer Questions	**Short Text:** "Wonders of the Night Sky" **Lexile:** 880L **Genre:** Informational Text: Expository **Strategy:** Ask and Answer Questions **Skill:** Text Structure: Cause and Effect **Text Features:** Diagrams; Boldface Words; Pronunciations	**Strategy:** Ask and Answer Questions **Skill:** Text Structure: Cause and Effect **Main Selection Genre:** Informational Text: Expository **Title:** *Why Does the Moon Change Shape?* **Lexile:** 900L **Paired Selection Genre:** Myths **Titles:** "Why the Sun Travels Across the Sky" (Helios); "Why There Is Thunder and Lightning" (Thor) **Lexile:** 910L	**Strategy:** Ask and Answer Questions **Skill:** Text Structure: Cause and Effect **Main Selections Genre:** Informational Text: Expository **Titles:** A: *Stargazing* O: *Stargazing* E: *Stargazing* B: *Stargazing* **Paired Selections Genre:** Myth **Titles:** A: "Orion the Hunter" O: "Orion the Hunter" E: "Orion the Hunter" B: "Orion the Hunter"	**Reading/Writing Workshop:** Connection of Ideas; Organization **Literature Anthology:** Genre; Organization; Specific Vocabulary; Connection of Ideas; Prior Knowledge	**Vocabulary Words:** *astronomer, crescent, phases, rotates, series, silver, specific, telescope* **Additional Domain Words:** *asteroid, dwarf planet, comet* **Additional Academic Words:** *simile, personification* **Vocabulary Strategy:** Context Clues: Paragraph Clues	**Phonics/Spelling Skill:** Diphthongs /oi/ and /ou/ **Structural Analysis:** Greek and Latin Roots	Accuracy	**Writing Trait:** Word Choice: Figurative Language **Grammar Skill:** Possessive Pronouns **Grammar Mechanics:** Possessive Nouns and Pronouns **Write to Sources:** Reading/Writing Workshop: *Wonders of the Night Sky* Lit. Anthology: *Why Does the Moon Change Shape?* Your Turn Practice Bk: *Stars: Lights in the Night Sky, How Rainbows Work* **Write to Research:** Write a Plan **Write About Reading:** Write an Analysis (analyze themes, topics, or events)	**Weekly:** Eclipses
Week 5 **Weekly Concept:** Achievements **Essential Question:** How do writers look at success in different ways?	**Title:** "Sam's Box" **Genre:** Narrative Poem **Strategy:** Visualize	**Short Texts:** "Sing to Me," "The Climb" **Lexile:** NP **Genre:** Narrative Poem **Skill:** Theme **Literary Elements:** Stanza; Repetition	**Skill:** Theme **Main Selection Genre:** Narrative Poem **Titles:** "Swimming to the Rock," "The Moondust Footprint" **Lexile:** NP **Paired Selection Genre:** Narrative Poem **Titles:** "Genius," "Winner" **Lexile:** NP	**Strategy:** Reread **Skill:** Theme **Main Selections Genre:** Realistic Fiction **Titles:** A: *Try, Try Again* O: *The Math-lete* E: *The Math-letes* B: *The Math-letes* **Paired Selection Genre:** Poetry **Titles:** A: "Sunlight Sparkling on Chrome" O: "Cross-Country Race" E: "Cross-Country Race" B: "Talent Show"	**Reading/Writing Workshop:** Genre; Connection of Ideas **Literature Anthology:** Sentence Structure; Specific Vocabulary	**Vocabulary Words:** *advancements, agriculture, characteristics, concerns, disagreed, inherit, prevalent, resistance* **Additional Domain Words:** *gourd* **Additional Academic Vocabulary:** *tone, audience* **Vocabulary Strategy:** Greek Roots	**Phonics/Spelling Skill:** Compound Words **Structural Analysis:** Roots and Related Words	Rate	**Writing Trait:** Voice: Audience and Purpose **Grammar Skill:** Irregular Verbs **Grammar Mechanics:** Correct Verb Usage **Write to Sources:** Reading/Writing Workshop: *Food for Fight* Lit. Anthology: *A New Kind of Corn* Your Turn Practice Bk: *Is Nuclear Energy Safe?, Should We Use a Virus to Stop Fire Ants?* **Write to Research:** Write a List **Write About Reading:** Write an Analysis (reflect on text structure)	**Weekly:** Innovation **Unit Level:** Research Skill: Gathering Information **Unit Project:** Self-select and develop from options for unit research projects
Week 6 **Review and Assessment**										

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

Grade 4 • Unit 5 • Scope and Sequence

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Big Idea: Figure It Out What helps you understand the world around you? (Myth: "Persephone")	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing **Unit 4 Writing Focus:** Narrative Text/ Poetry **Unit 4 Writing Products:** Friendly Letter; Poetry	Research
Week 1 **Weekly Concept:** Making It Happen **Essential Question:** In what ways do people show they care about each other?	**Title:** "A Special Birthday Hug" **Genre:** Realistic Fiction **Strategy:** Visualize	**Short Text:** "Sadie's Game" **Lexile:** 850L **Genre:** Realistic Fiction **Strategy:** Visualize **Skill:** Character, Setting, Plot: Problem and Solution	**Strategy:** Visualize **Skill:** Character, Setting, Plot: Problem and Solution **Main Selection Genre:** Realistic Fiction **Title:** *Mama, I'll Give You the World* **Lexile:** 970L **Paired Selection** Genre: Realistic Fiction **Title:** "What If It Happened to You?" **Lexile:** 890L	**Strategy: Visualize** **Skill:** Character, Setting, Plot: Problem and Solution **Main Selections Genre:** Realistic Fiction **Titles:** A: *Saving Stolen Treasure* O: *The Perfect Present* E: *The Perfect Present* B: *First Edition* **Paired Selections Genre:** Realistic Fiction **Titles:** A: "Miguel's Amazing Shyness Cure" O: "Fly Me to the Moon" E: "Fly Me to the Moon" B: "Magnolia Leaves"	**Reading/Writing Workshop:** Connection of Ideas; Specific Vocabulary **Literature Anthology:** Prior Knowledge; Sentence Structure; Connection of Ideas; Organization; Specific Vocabulary	**Vocabulary Words:** *bouquet, emotion, encircle, express, fussy, portraits, sparkles, whirl* **Additional Academic Words:** *foreshadowing, metaphor* **Vocabulary Strategy:** *Figurative Language: Similes and Metaphors*	**Phonics/Spelling Skill:** Closed Syllables **Structural Analysis:** Latin Prefixes	Expression	**Writing Trait:** Organization: Strong Openings **Grammar Skill:** Adjectives **Grammar Mechanics:** Punctuation **Write to Sources:** Reading/Writing Workshop: *Sadie's Game* Lit. Anthology: *Mama, I'll Give You the World* Your Turn Practice Bk: *The Stray Dog A Change of Heart* **Write to Research:** Persuasive Writing **Write About Reading:** Write an Analysis (analyze character, setting, plot)	**Weekly:** Organizations
Week 2 **Weekly Concept:** On the Move **Essential Question:** What are some reasons people moved west?	**Title:** "Horse-Tamer Hattie Heads West" **Genre:** Tall Tale **Strategy:** Visualize	**Short Text:** "My Big Brother, Johnny Kaw" **Lexile:** 850L **Genre:** Tall Tale **Strategy:** Visualize **Skill:** Character, Setting, Plot: Cause and Effect	**Strategy:** Visualize **Skill:** Character, Setting, Plot: Cause and Effect **Main Selection Genre:** Tall Tale **Title:** Apples to Oregon **Lexile:** 840L **Paired Selection Genre:** Informational Text: Expository **Title:** "Bound: Settling the American West" **Lexile:** 830L	**Strategy:** Visualize **Skill:** Character, Setting, Plot: Cause and Effect **Main Selections Genre:** Tall Tale **Titles:** A: *The Adventures of Sal Fink* O: *The Great Man of Nebraska* E: *The Great Man of Nebraska* B: *The Tale of John Henry* **Paired Selections Genre:** Biography **Titles:** A: "Traveling on the Mississippi" O: "Westward Ho!" E: "Westward Ho!" B: "The Transcontinental Railroad"	**Reading/Writing Workshop:** Connection of Ideas; Genre **Literature Anthology:** Genre; Purpose; Specific Vocabulary; Connection of Ideas; Prior Knowledge	**Vocabulary Words:** *plunging, prospector, scoffed, settlement, shrivel, territories, topple, withered* **Additional Academic Words** *hyperbole, appositive* **Vocabulary Strategy:** Homographs	**Phonics/Spelling Skill:** Open Syllables **Structural Analysis:** Irregular Plurals	Intonation and Phrasing	**Writing Trait:** Sentence Fluency: Vary Sentence Types **Grammar Skill:** Articles **Grammar Mechanics: Articles and Demonstrative Adjectives** **Write to Sources:** Reading/Writing Workshop: My Big Brother, Johnny Kaw Lit. Anthology: Apples to Oregon Your Turn Practice Bk: Working on the Weather, The Mighty John Henry **Write to Research:** Write a List **Write About Reading:** Write an Analysis (reflect on character, setting, plot)	**Weekly:** Oregon Trail
Week 3 **Weekly Concept:** Inventions **Essential Question:** How can inventions solve problems?	**Title:** "George Washington Carver: Scientist and Inventor" **Genre:** Informational Text: Biography **Strategy:** Summarize	**Short Text:** "Stephanie Kwolek: Inventor" **Lexile:** 830L **Genre:** Informational Text: Biography **Strategy:** Summarize **Skill:** Text Structure: Problem and Solution **Text Features:** Time Lines; Photographs and Captions	**Strategy:** Summarize **Skill:** Text Structure: Problem and Solution **Main Selection Genre:** Informational Text: Biography **Title:** *How Ben Franklin Stole the Lightning* **Lexile:** 970L **Paired Selection Genre:** Informational Text: Expository **Title:** "Energy Is Everywhere!" **Lexile:** 890L	**Strategy: Summarize** **Skill:** Text Structure: Problem and Solution **Main Selections Genre:** Biography **Titles:** A: *The Inventive Lewis Latimer* O: *The Inventive Lewis Latimer* E: *The Inventive Lewis Latimer* B: *The Inventive Lewis Latimer* **Paired Selections Genre:** Expository **Titles:** A: "The Nature of Light" O: "The Nature of Light" E: "The Nature of Light" B: "The Nature of Light"	**Reading/Writing Workshop:** Specific Vocabulary; Organization **Literature Anthology:** Genre; Sentence Structure; Organization; Specific Vocabulary; Connection of Ideas; Prior Knowledge	**Vocabulary Words:** *dizzy, experiment, genuine, hilarious, mischief, nowadays, politician, procedure* **Additional Domain Words:** *polymer, charted, Gulf Stream* **Additional Academic Words:** *sources, transition* **Vocabulary Strategy:** Greek Roots	**Phonics/Spelling Skill:** Vowel Teams **Structural Analysis:** Greek and Latin Roots	Rate and Accuracy	**Writing Trait:** Sentence Fluency: Transitions **Grammar Skill:** Adjectives That Compare **Grammar Mechanics:** Punctuation in Letters **Write to Sources:** Reading/Writing Workshop: Stephanie Kwolek: Inventor Lit. Anthology: How Ben Franklin Stole the Lightning Your Turn Practice Bk: Breaking the Silence, Thomas Edison **Write to Research:** Write a Report **Write About Reading:** Write an Analysis (analyze use of time line)	**Weekly:** Inventors

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

The Key to Building Strong Readers and Writers

Grade 4 • Unit 5 • Scope and Sequence

Big Idea: Figure It Out What helps you understand the world around you? (Myth: "Persephone")	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 5 Writing Focus: Informative Text Unit 5 Writing Products: Expository Letter; Research Report	Research
Week 4 **Weekly Concept:** Zoom In **Essential Question:** What can you discover when you look closely at something?	**Title:** "Stick Like a Gecko" **Genre:** Informational Text: Expository **Strategy:** Summarize	**Short Text:** "Summarize **Skill:** Text Structure: Sequence **Main Selection Genre:** Informational Text: Expository **Title:** *A Drop of Water* **Lexile:** 870L **Paired Selection Genre:** Fantasy **Title:** "The Incredible Shrinking Potion" **Lexile:** 980L	**Strategy:** Summarize **Skill:** Text Structure: Sequence **Main Selection Genre:** Informational Text: Expository **Title:** A Drop of Water **Lexile:** 870L **Paired Selection Genre:** Fantasy **Title:** "The Incredible Shrinking Potion" **Lexile:** 980L	**Strategy:** Strategy: Summarize **Skill:** Text Structure: Sequence **Main Selections Genre:** Informational Text: Expository **Titles:** A: *Secrets of the Ice* O: *Secrets of the Ice* E: *Secrets of the Ice* B: *Secrets of the Ice* **Paired Selections Genre:** Fantasy **Titles:** A: "Super-vision" O: "Super-vision" E: "Super-vision" B: "Super-vision"	**Reading/Writing Workshop:** Specific Vocabulary; Connection of Ideas **Literature Anthology:** Purpose; Organization; Specific Vocabulary; Sentence Structure, Connection of Ideas; Genre	**Vocabulary Words:** *astronomer, crescent, cling, dissolves, gritty, humid, magnify, microscope, mingle, typical* **Additional Domain Words:** *micrograph, molecules, particle, pollen, soot, rods, vapor* **Additional Academic Words:** *rate, purpose, expository* **Vocabulary Strategy:** Context Clues: Antonyms	**Phonics/Spelling Skill:** *r*-Controlled Vowel Syllables **Structural Analysis:** Frequently Misspelled Words	Rate	**Writing Trait:** Voice: Formal Voice **Grammar Skill:** Comparing With More and Most **Grammar Mechanics:** Combining Sentences **Write to Sources:** Reading/Writing Workshop: Your World Up Close Lit Anthology: A Drop of Water Your Turn Practice Bk: At Your Fingertips, Scott Aldrich's Micro Art **Write to Research:** Write a Summary **Write About Reading:** Write an Analysis (analyze use of sequence)	**Weekly:** Hubble Space Telescope
Week 5 **Weekly Concept:** Digging Up the Past **Essential Question:** How can learning about the past help you understand the future?	**Title:** "Pictures From Long Ago" **Genre:** Informational Text **Strategy:** Summarize	**Short Texts:** "Where It All Began" **Lexile:** 930L **Genre:** Informational Text: Informational Article **Strategy:** Summarize **Skill:** Text Structure: Sequence **Text Features:** Sidebar, Map	**Skill:** Summarize **Skill:** Text Structure: Sequence **Main Selection Genre:** Informational Text: Informational Article **Title:** *Rediscovering Our Spanish Beginnings* **Lexile:** 940L **Paired Selection Genre:** Informational Text: Informational Article **Title:** "History's Mysteries" **Lexile:** 890L	**Strategy:** Summarize **Skill:** Text Structure: Sequence **Main Selections Genre:** Informational **Titles:** A: *History Detectives* O: *History Detectives* E: *History Detective* B: *History Detective* **Paired Selection Genre:** Informational Text **Titles:** A: "Uncovering the Past" O: "Uncovering the Past" E: "Uncovering the Past" B: "Uncovering the Past"	**Reading/Writing Workshop:** Sentence Structure **Literature Anthology:** Prior Knowledge; Purpose; Specific Vocabulary	**Vocabulary Words:** *archaeology, document, era, evidence, expedition, permanent, tremendous, uncover* **Additional Domain Words:** *excavating* **Additional Academic Vocabulary:** *sidebar, listening skills* **Vocabulary Strategy:** Figurative Language: Proverbs and Adages	**Phonics/Spelling Skill:** Consonant + *le* Syllables **Structural Analysis:** Latin Suffixes	Rate and Expression	**Writing Trait:** Organization: Strong Conclusions **Grammar Skill:** Comparing With Good and Bad **Grammar Mechanics:** Combining Sentences **Write to Sources:** Reading/Writing Workshop: Where It All Began Lit Anthology: Rediscovering Our Spanish Beginnings Your Turn Practice Bk: Eastern Influence, A Visit to the Past **Write to Research:** Write a Description **Write About Reading:** Write an Analysis (reflect on author's support)	**Weekly:** Archaeologists **Unit Level:** **Research Skill:** Citing Sources **Unit Project:** Self-select and develop from options for unit research projects
Week 6 **Review and Assessment**										

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

The Key to Building Strong Readers and Writers

Grade 4 • Unit 6 • Scope and Sequence

Big Idea: Past, Present, and Future How can you build on what came before?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6 Writing Focus: Opinion Writing Unit 6 Writing Products: Book Review; Opinion Essay	Research
Week 1 **Weekly Concept:** Old and New **Essential Question:** How do traditions connect people?	**Title:** "Reading the Sky" **Genre:** Historical Fiction **Strategy:** Reread	**Short Text:** "A Surprise Reunion" **Lexile:** 650L **Genre:** Historical Fiction **Strategy:** Reread **Skill:** Theme	**Strategy:** Reread **Skill:** Theme **Main Selection Genre:** Historical Fiction **Title:** *The Game of Silence* **Lexile:** 900L **Paired Selection Genre:** Informational Text: Expository **Title:** "Native Americans: Yesterday and Today" **Lexile:** 900L	**Strategy:** Reread **Skill:** Theme **Main Selections Genre:** Historical Fiction **Titles:** A: *The Visit* O: *Our Teacher, the Hero* E: *Our Teacher, the Hero* B: *Continuing On* **Paired Selections** Genre: Realistic Fiction **Titles:** A: "Native American Boarding School" O: "The Life of Sarah Winnemucca" E: "The Life of Sarah Winnemucca" B: "Behind the Trail of Tears"	**Reading/Writing Workshop:** Prior Knowledge; Connection of Ideas **Literature Anthology:** Prior Knowledge; Specific Vocabulary; Connection of Ideas; Sentence Structure; Genre	**Vocabulary Words:** *ancestors, despised, endurance, forfeit, honor, intensity, imitating, retreated* **Additional Academic Vocabulary:** *denotation, connotation* **Vocabulary Strategy:** Connotation and Denotation	**Phonics/Spelling Skill:** Words with /ŋ/ **Structural Analysis:** Number Prefixes	Rate and Accuracy	**Writing Trait:** Word Choice: Strong Words **Grammar Skill:** Adverbs **Grammar Mechanics:** Good vs. Well **Write to Sources:** Reading/Writing Workshop: *A Surprise Reunion* Lit. Anthology: *The Game of Silence* Your Turn Practice Bk: *The Generation Belt, A Roman Tradition* **Write to Research:** Write a Report **Write About Reading:** Write an Analysis (analyze theme)	**Weekly:** Traditional Festivals
Week 2 **Weekly Concept:** Notes from the Past **Essential Question:** Why is it important to keep a record of the past?	**Title: "Waiting for Battle Orders"** **Genre: Historical Fiction** **Strategy:** Reread	**Short Text:** "Freedom at Fort Mose" **Lexile:** 1000L **Genre:** Historical Fiction **Strategy:** Reread **Skill:** Theme	**Strategy:** Reread **Skill:** Theme **Main Selection Genre:** Historical Fiction **Title:** Valley of the Moon **Lexile:** 980L **Paired Selection Genre:** Informational Text: Expository **Title:** "One Nation, Many Cultures" **Lexile:** 1050L	**Strategy:** Reread **Skill:** Theme **Main Selections Genre:** Historical Fiction **Titles:** A: *Mabuhay!* O: *Nonna's Recipes* E: *Nonna's Recipes* B: *Song and Dance* **Paired Selections Genre: Expository** **Titles:** A: "The Pensionado" O: "Little Italy" E: "Little Italy" B: "In Search of a Better Life"	**Reading/Writing Workshop:** Genre; Connection of Ideas **Literature Anthology:** Purpose; Organization; Sentence Structure; Connection of Ideas; Prior Knowledge; Specific Vocabulary; Genre	**Vocabulary Words:** *depicts, detested, discarding, eldest, ignored, obedience, refuge, treacherous* **Additional Academic Vocabulary:** *diary, intonation* **Vocabulary Strategy:** Homophones	**Phonics/Spelling Skill:** Homophones **Structural Analysis: Latin** Suffixes	Intonation	**Writing Trait:** Organization: Sequence **Grammar Skill:** Comparing with Adverbs **Grammar Mechanics:** Review Punctuation and Capitalization **Write to Sources:** Reading/Writing Workshop: *Freedom at Fort Mose* Lit. Anthology: *Valley of the Moon* Your Turn Practice Bk: *The Last Diary of Princess Ilet, August 23, 1886: Arrival in America* **Write to Research:** Write a Description **Write About Reading:** Write an Analysis (reflect on theme)	**Weekly:** Immigration in 19th century
Week 3 **Weekly Concept:** Resources **Essential Question:** How have our energy resources changed over the years?	**Title:** "Light Through the Ages" **Genre: Informational Text:** Narrative Nonfiction **Strategy:** Ask and Answer Questions Summarize	**Short Text:** "The Great Energy Debate" **Lexile:** 910L **Genre: Informational Text:** Narrative Nonfiction **Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Text Features:** Sidebars	**Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Main Selection Genre:** Informational Text: Narrative Nonfiction **Title:** *Energy Island* **Lexile:** 840L **Paired Selection Genre:** Myths **Title:** "The Gift of Fire" (Prometheus), "Water vs Wisdom" (Poseidon and Athena) **Lexile:** 910L	**Strategy:** Summarize **Skill:** Text Structure: Problem and Solution **Main Selections Genre:** Biography **Titles:** A: *Planet Power* O: *Planet Power* E: *Planet Power* B: *Planet Power* **Paired Selections Genre:** Myth **Titles:** A: "The Nature of Light" O: "The Nature of Light" E: "The Nature of Light" B: "The Nature of Light"	**Reading/Writing Workshop:** Organization; Genre **Literature Anthology:** Genre; Prior Knowledge; Connection of Ideas; Sentence Structure, Specific Vocabulary; Purpose	**Vocabulary Words:** *coincidence, consequences, consume, converted, efficient, incredible, installed, renewable* **Additional Domain Words:** *resource* **Additional Academic Vocabulary:** *Venn diagram, transition words* **Vocabulary Strategy:** Latin and Greek Prefixes	**Phonics/Spelling Skill:** Prefixes **Structural Analysis:** Words from Mythology	Expression	**Writing Trait:** Word Choice: Transition Words **Grammar Skill:** Negatives **Grammar Mechanics:** Correcting Double Negatives **Write to Sources:** Reading/Writing Workshop: The Energy Debate Lit. Anthology: Energy Island Your Turn Practice Bk: Energy from the Sea, Cooling Our Homes **Write to Research:** Compare and Contrast **Write About Reading:** Write an Analysis (main idea and key details)	**Weekly:** Energy Sources

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

The Key to Building Strong Readers and Writers

Grade 4 • Unit 6 • Scope and Sequence

Big Idea: Past, Present, and Future How can you build on what came before?	**Read Aloud**	**Reading/Writing Workshop Comprehension**	**Literature Anthology Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing** **Unit 6 Writing Focus: Opinion Writing** **Unit 6 Writing Products: Book Review; Opinion Essay**	**Research**
Week 4 **Weekly Concept:** Money Matters **Essential Question:** What has been the role of money over time?	**Title:** "All About Money" **Genre:** Informational Text: Expository **Strategy:** Ask and Answer Questions	**Short Text:** "The History of Money" **Lexile:** 900L **Genre:** Informational Text: Expository **Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Text Features:** Headings; Glossary	**Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Main Selection Genre:** Informational Text: Expository **Title:** ***The Big Picture of Economics*** **Lexile:** 970L **Paired Selection Genre:** Fiction: Folktale **Title:** "The Miller's Good Luck" **Lexile:** 830L	**Strategy:** Strategy: Ask and Answer Questions **Skill:** Main Idea and Key Details **Main Selections Genre:** Informational Text: Expository **Titles:** A: *The Bike Company* O: *The Bike Company* E: *The Bike Company* B: *The Bike Company* **Paired Selections Genre:** Folktale **Titles:** A: "The Shirt of Happiness" O: "The Shirt of Happiness" E: "The Shirt of Happiness" B: "The Shirt of Happiness"	**Reading/Writing Workshop:** Prior Knowledge **Literature Anthology: Genre;** Specific Vocabulary; Purpose; Connection of Ideas	**Vocabulary Words:** *currency, economics, entrepreneur, global, invest, marketplace, merchandise, transaction* **Additional Domain Words:** *scarcity, opportunity cost* **Additional Academic Vocabulary:** *scanning, skimming* **Vocabulary Strategy:** Figurative Language: Proverbs and Adages	**Phonics/Spelling Skill:** Suffixes **Structural Analysis:** Greek and Latin Roots	Accuracy	**Writing Trait:** Word Choice: Content Words **Grammar Skill:** Prepositions **Grammar Mechanics:** Review Using Quotations **Write to Sources:** Reading/Writing Workshop: *The History of Money* Lit. Anthology: The Big Picture of Economics Your Turn Practice Bk: *American Money, Where Does Dollar Come From?* **Write to Research:** Write a Summary **Write About Reading:** Write an Analysis (reflect on main idea and key details)	**Weekly:** World Currencies
Week 5 **Weekly Concept:** Finding My Place **Essential Question:** What shapes a person's identity?	**Title:** "Papa's Pastry Shop," "One Day" **Genre:** Free Verse Poetry **Strategy:** Reread	**Short Texts:** "Climbing Blue Hill," "My Name Is Ivy," "Collage" **Lexile:** NP **Genre:** Free Verse Poetry **Skill:** Theme **Literary Elements:** Imagery; Personification	**Skill:** Theme **Main Selections Genre:** Free Verse Poetry **Titles:** "The Drum," "Birdfoot's Grampa," "My Chinatown" **Lexile:** NP **Paired Selections Genre:** Free Verse Poetry **Titles:** "Growing Up," "My People" **Lexile:** NP	**Strategy:** Summarize **Skill:** Theme **Main Selections Genre:** Realistic Fiction **Titles:** A: *Hooked* O: *Homesick for American Samoa* E: *Homesick for American Samoa* B: *Saving Snowdrop* **Paired Selection Genre:** Poetry **Titles:** A: "Let's Make Music" O: "Piecing It All Together" E: "Piecing It All Together" B: "I Can Do It!"	**Reading/Writing Workshop:** Prior Knowledge; Specific Vocabulary **Literature Anthology:** Purpose; Prior Knowledge	**Vocabulary Words:** *gabbic, individuality, mist, roots* **Poetry Terms:** *free verse, imagery, metaphor, personification* **Additional Academic Vocabulary:** *meter, supporting* **Vocabulary Strategy:** Figurative Language: Metaphors	**Phonics/Spelling Skill:** Prefixes and Suffixes **Structural Analysis:** Words from Around the World	Phrasing	**Writing Trait:** Ideas: Supporting Details **Grammar Skill:** Using Prepositions **Grammar Mechanics:** Using Commas with Phrases **Write to Sources:** Reading/Writing Workshop: "Climbing Blue Hill," "My Name Is Ivy," "Collage" Lit. Anthology: "The Drum," "Birdfoot's Grampa," "My Chinatown" Your Turn Practice Bk: *Quiet Room* **Write to Research:** Write a Short Summary **Write About Reading:** Write an Analysis (reflect on word choice)	**Weekly:** Research Identity and Individuality **Unit Level:** Research Skill: Presenting **Unit Project:** Self-select and develop from options for unit research projects
Week 6 **Review and Assessment**										

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

UNIT OVERVIEW

Text Complexity Range for Grades 4–5

Lexile: 740 – 1010

TextEvaluator™: 23 – 51

READING

Week 1 — CLEVER IDEAS

ESSENTIAL QUESTION
Where do good ideas come from?

Build Background

Vocabulary
L.4.6 *brainstorm, flattened, frantically, gracious, muttered, official, original, stale*
Context Clues: Synonyms

Comprehension
RL.4.3 Strategy: Make Predictions
Skill: Sequence
Genre: Fairy Tale

Phonics
RF.4.3a Short Vowels, Inflectional Endings

Fluency
RF.4.4b Intonation

Week 2 — THINK OF OTHERS

ESSENTIAL QUESTION
How do your actions affect others?

Build Background

Vocabulary
L.4.6 *accountable, advise, desperately, hesitated, humiliated, inspiration, self-esteem, uncomfortably*
Idioms

Comprehension
RL.4.3 Strategy: Make Predictions
Skill: Problem and Solution
Genre: Realistic Fiction

Phonics
RF.4.3a Long *a*, Inflectional Endings

Fluency
RF.4.4b Expression and Rate

Week 3 — TAKE ACTION

ESSENTIAL QUESTION
How do people respond to natural disasters?

Build Background

Vocabulary
L.4.6 *alter, collapse, crisis, destruction, hazard, severe, substantial, unpredictable*
Context Clues: Multiple-Meaning Words

Comprehension
RI.4.5 Strategy: Reread
Skill: Compare and Contrast
Genre: Expository Text

Phonics
RF.4.3a Long *e*, Plurals

Fluency
RF.4.4c Accuracy

LANGUAGE ARTS

Writing
W.4.3b Write to Sources: Narrative Text
Trait: Ideas

Grammar
L.4.1F Sentences

Spelling
L.4.2D Short Vowels

Vocabulary
L.4.4a Build Vocabulary

Writing
W.4.3b Write to Sources: Narrative Text
Trait: Ideas

Grammar
L.4.1f Subjects and Predicates

Spelling
L.4.2d Long *a*

Vocabulary
L.4.5b Build Vocabulary

Writing
W.4.2b Write to Sources: Informative Text
Trait: Ideas

Grammar
L.4.2c Compound Sentences

Spelling
L.4.2d Long *e*

Vocabulary
L.4.5b Build Vocabulary

Writing Process **Genre Writing: Narrative** Friendly Letter T344–T349

Think It Through UNIT 1

Review and Assess

Week 4 — IDEAS IN MOTION

ESSENTIAL QUESTION
How can science help you understand how things work?

Build Background

Vocabulary
L.4.6 *accelerate, advantage, capabilities, friction, gravity, identity, inquiry, thrilling*
Context Clues: Definitions and Restatements

Comprehension
RI.4.5 Strategy: Reread
Skill: Cause and Effect
Genre: Narrative Nonfiction

Phonics
RF.4.3a Long *i*, Inflectional Endings

Fluency
RF.4.4b Phrasing and Rate

Writing
W.4.2b Write to Sources: Informative Text
Trait: Organization

Grammar
L.4.1a Clauses and Complex Sentences

Spelling
L.4.2d Long *i*

Vocabulary
L.4.4a Build Vocabulary

Week 5 — PUTTING IDEAS TO WORK

ESSENTIAL QUESTION
How can starting a business help others?

Build Background

Vocabulary
L.4.6 *compassionate, enterprise, exceptional, funds, innovative, process, routine, undertaking*
Suffixes

Comprehension
RI.4.2 Strategy: Reread
Skill: Main Idea and Key Details
Genre: Persuasive Article

Phonics
RF.4.3a Long *o*, Compound Words

Fluency
RF.4.4b Phrasing and Rate

Writing
W.4.1a Write to Sources: Opinion
Trait: Sentence Fluency

Grammar
L.4.1f Run-On Sentences

Spelling
L.4.2d Long *o*

Vocabulary
L.4.4a Build Vocabulary

Week 6

Reader's Theater
RF.4.4a Focus on Vocabulary
Fluency: Intonation, Phrasing, Accuracy

Reading Digitally
SL.4.2 Notetaking
Skimming and Scanning
Navigating Links

Research and Inquiry
W.4.7 Parts of a Library
Unit Projects
Presentation of Ideas

Unit 1 Assessment

Unit Assessment
pages 1-40
Fluency Assessment
pages 182-191

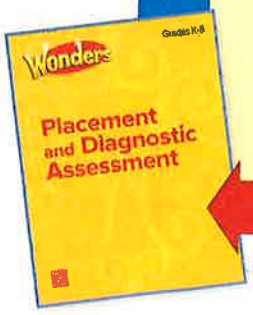
Writing
SL.4.4 Publishing Celebrations
Portfolio Choice

Genre Writing: Narrative Personal Narrative T350-T355

Suggested Lesson Plan

- Introduce key instructional routines
- Establish classroom procedures

DAYS 1–2	DAYS 3–4
Collaborative Conversations Procedures for participating in class discussions • Take Turns Talking • Listen Carefully • Add New Ideas **Vocabulary** Define/Example/Ask Routine Word Walls **Close Reading of Literature** Read "Where Have All the Fish Gone?" **Genre:** Folktale	**Close Reading of Literature** Reread "Where Have All the Fish Gone?" Use Text Evidence to Understand • Genre • Theme • Text Connections **Vocabulary** Context Clues Using a Thesaurus **Phonics and Decoding** Multisyllabic Word Strategy
Start Smart 1–3 PDF Online	**Start Smart 1–2, 4, 5 PDF Online**



Administer Placement and Diagnostic Assessment

Go Digital

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all materials provided online

DAYS 5–6

Collaborative Conversations

Procedures for participating in class discussions

- Prepare for Discussions
- Ask and Answer Questions
- Take on Discussion Roles
- Be Open to All Ideas

Close Reading of Informational Text

Read "A Strange Disappearance"

Genre: Expository Text

Start Smart 3, 6–7 PDF Online

DAYS 7–8

Close Reading of Informational Text

Reread "A Strange Disappearance"

Use Text Evidence to Understand

- Main Idea and Key Details
- Text Connections
- Genre

Vocabulary

Using a Dictionary or Glossary

Morphology

Phonics and Decoding

6 Syllable Types

Link to Spelling

Fluency

Fluency Routines

Start Smart 4–8 PDF Online

DAYS 9–10

Independent Reading

Independent Reading Routines

Write to Sources

- Analyze the Prompt
- Analyze the Model
- Share the Prompt
- Set Up Writer's Notebooks

Integrate Ideas

Research and Inquiry

Text Connections

Inquiry Space

Start Smart 6 PDF Online

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2018-19

GATEWAY LESSON PLAN TEMPLATE

Adapted from DE Department of Education (ACCESS PROJECT)
A 4 Step Approach:

1. **Identify the Standards**
2. **Define the Learning Outcomes**
3. **Identify the Instructional Activities**
4. **Execute Extension Activities/Assessment**

Weekly Lesson Plan Format

Week of: October 1st

1. Identify the standard(s)		
Content Area: ELA **Grade: 4**		**Unit: BOY Assessments**
a) List standards to be addressed	**CCSS.ELA-LITERACY.RL.4.10** I can read and comprehend literature, including stories, dramas, and poetry, in the grade 4 text complexity band proficiently, with scaffolding as needed. **CCSS.ELA-LITERACY.SL4.1b** I can engage effectively in class discussions. **CCSS.ELA-LITERACY.SL4.2** I can listen to and paraphrase texts. **CCSS.ELA-LITERACY.RL.4.7** I can make connections between different texts when I read.	
b) List activities currently implemented in the classroom and related skills	**Reading – Grammar – Writing** • Students will listen to Flocabulary videos about comprehension strategies. • Students will discuss why comprehension is an important skill for good readers. • Students will practice paraphrasing texts. • Students will compare two texts based on the essential question: Where do good ideas come from? • Students will analyze a picture and talk in groups to discuss their thoughts. • Students will understand the difference between sentences and fragments. • Students will write about a time when they had a good idea they had and illustrate it.	
2. Define the learning outcomes		
Level of support ⟹	**Least** support	**Moderate** support	**Most** support

List the desired outcomes for students	Throughout the lessons, students will read and respond to curriculum and teacher-led questions. Students will be able to independently read a text and answer comprehension questions to show what they know. They will also be able to compare and contrast two texts.	Students will be able to read a text and answer comprehension questions to show what they know with some teacher supports. They may use a Venn Diagram to help them compare and contrast.	Students will be able to read/listen to a text and answer comprehension questions to show what they know with maximum teacher supports. Students may need the use of Venn Diagrams, sentence starters, and other graphic organizers.
List the formative assessments (Be sure to include multiple ways for students to show what they know).	After a review of comprehension strategies, paraphrasing, and comparing/contrasting texts, students will independently read a text and answer various comprehension questions based on the read text, participate in class discussions, and compare/contrast two texts read in class.	After a brief review and teacher modeling of comprehension strategies, paraphrasing, and comparing/contrasting, students will read a text and answer various comprehension questions (with some teacher support) based on the read text.	After a review and teacher modeling of comprehension strategies, paraphrasing, and comparing/contrasting, students will read a text and answer various comprehension questions (with maximum teacher support) based on the read text.

3. Identify the instructional activities/arts infusion/sensory based techniques to be used within the unit

List the instructional activities planned for all students: ***Arts infusion** ***Sensory based techniques**	**List the barriers that may prevent students from accessing instruction, participating in activities, or demonstrating learning**	**List supports that can be implemented to reduce barriers Note UDL's utilized in this lesson**
Students will complete the following: • Review of comprehension strategies • Read varying levels of text and answer corresponding questions • Compare/contrast tests • Think-pair-share • Small group work • Whole group work	• Student behavior • Student anxiety • Varying reading skills • Technology functioning properly • Student attention and focus	• Small group instruction • Whole group instruction • Chunking material • Breaks • Teacher scribing as needed • Repeated directions • Visuals as needed

Lesson is subject to change as per student needs.

2019-2020

Gateway Lesson Plan

Weekly Plan Format

Week of: 23Sept2019
Teacher:

1. Identify the standard(s)		
Content Area: ELA	**Grade: 5**	**Unit 1: Eureka, I've got it, Week 1: Meeting a Need**

a) List standards to be addressed

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
L.3.1i - Produce simple, compound, and complex sentences.
RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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)
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.
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.
RF5.4b - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.
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, drawing on specific details in the text [e.g., how characters interact]").
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.
SL.51.b – Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1d – Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2 – Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3 – Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
L.5.2c – Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
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.
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 relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

b) List activities currently implemented in the classroom and related skills

- Turn and talk interactions when applicable
- Small group work
- Class discussion
- Independent practice and completion of assigned work (SIWBS)

2. Define the learning outcomes			
Level of support	**Least** support	**Moderate** support	**Most** support

List the desired outcomes for students	- Reading of directions with needed clarification - Work completion is independent. - Comprehension of material is evident in discussion and graded work.	- Directions read aloud with check for understanding with student. - Periodic check-ins with student to assure understanding and progress. - Seating is offered in best place for student to concentrate and get necessary help as needed. - Assistance and redirection implemented as needed. - Student demonstrates understanding of the content in discussions and work completed.	- Directions read aloud and chunked as needed. Consistent check-ins are carried out. - Student is seated in close proximity to the teacher or TA. - Any text is read aloud to and with the student. - Assigned items are discussed with the student and responses are created aloud before recording. - Assistance is offered in writing if needed along with spelling support. - Student is able to participate in class discussion adding their thoughts and ideas with support from the teacher. - Work is completed with the necessary assistance and any supports/accommodations listed in IEP.
List the formative assessments (Be sure to include multiple ways for students to show what they know).	Monitoring of responses in class discussions. Graded work completed. Analysis of complete graphic organizers or other work samples. Monitoring of post-it questions, comments, or responses. Analysis of any drawings or other depictions of understanding/comprehension of taught material. Oral responses to target questions. Listening to Turn-and-Talk/ small group discussions. Quizzes Selection quiz	Selection quiz with limited multiple choice	Selection quiz with limited multiple choice

3. Identify the instructional activities/arts infusion/sensory based techniques to be used within the unit

List the instructional activities planned for all students: ***Arts infusion** ***Sensory based techniques**	**List the barriers that may prevent students from accessing instruction, participating in activities, or demonstrating learning**	**List supports that can be implemented to reduce barriers Note UDL's utilized in this lesson**
- Spelling words (Fry words and text supplied words). - Close reading "One Hen" (T25A-25P) - "Banks: Their Business and Yours" close read (T25Q-25T) - Grammar - sentences(T32)	Student behavior and anxiety. Some students struggle with decoding, reading comprehension and writing. Text too difficult Inattention/unfocused	Read aloud to student all text. Intermittent reminders/prompts to refocus Point chart Sensory items Model process being used and/or provide an example.

2019-2020

	Difficulty navigating text and finding key language and answers Length of lesson	Break lessons into chunks. Use highlighters to find key concepts and vocabulary in text. Change position and groupings within the room.
4. How will you utilize your paraprofessional during the academic class?		
The paraprofessional will facilitate small group instruction. He will monitor & document behavior, assist students with following the procedures of the classroom expectations (bathroom, breaks, etc.) and assist individual students as needed.		
5. How will you utilize technology during the academic class?		
The ELMO will be utilized to review spelling and vocabulary words as well as display the electronic portions of the Wonders curriculum. Students will use their Chromebooks to complete assigned mini-games in Wonders.		
6.		

This Lesson Plan is subject to change.

Essential Question: Where do good ideas come from?

Unit 1 Week 1

Story

The Princess and the Pizza

Genre

Fairy Tale

Story

"Tomas and His Sons"

Genre

Fable

Story

"The Dragon Problem"

Genre

Fairy Tale

Comprehension Strategy

make predictions

Comprehension Skill

sequence

Vocabulary Strategy

context clues: synonyms

Writing Traits

ideas: descriptive details

Grammar

sentence types

Other Skills

inflectional endings, fluency: intonation

Genre

Fairy Tale

SPELLING/ PHONICS

short vowels

flat
cash
band
bell
left
shelf
wealth
grim
mill
hint
plot
dock
blot
odd
sum
plum
bluff
crunch
build
gym

Vocabulary

brainstorm- to attempt to solve a problem through a group discussion

flattened- made or became flat

frantically- with strong emotions because of worries or fear

muttered- spoke in a clear, unclear way

official- approved by authority

original- new; done for the first time

stale- not fresh

gracious- showing kindness and good manners

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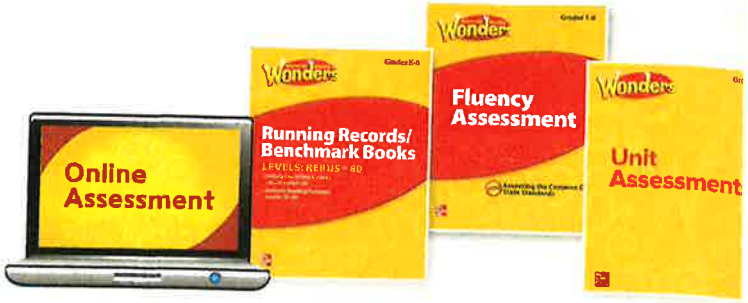
SUMMATIVE ASSESSMENT



TESTED SKILLS

✓ COMPREHENSION:
- Character, Setting, Plot: Sequence **RL.4.3**
- Character, Setting, Plot: Problem and Solution **RL.4.3**
- Text Structure:Cause and Effect **RI.4.5**
- Main Idea and Key Details **RI.4.2**
- Text Features: Heads and Subheads **RI.4.7**
- Text Evidence **RL.4.1, RI.4.1**

✓ VOCABULARY:
- Context Clues: Synonyms **L.4.5c**
- Figurative Language: Idioms **L.4.5b**
- Context Clues: Multiple-Meaning Words **L.4.4a**
- Context Clues:Definitions and Restatements **L.4.4a**
- Suffixes **L.3.4b**

✓ ENGLISH LANGUAGE CONVENTIONS:
- Sentences **L.4.1f**
- Subjects and Predicates **L.4.1f**
- Compound Sentences **L.4.2c**
- Clauses and Complex Sentences **L.4.1a, L.4.2c**
- Run-On Sentences **L.4.1f**

✓ WRITING:
- Writing About Text **W.4.9b**
- Narrative Performance Task **W.4.3a-e**

Elements of Summative Assessment

✓ Variety of Item Types
- Selected Response
- Multiple Selected Response
- Evidence-Based Selected Response
- Constructed Response
- Tech-Enhanced Items

✓ Performance-Based Task

Additional Assessment Options

FLUENCY

Conduct assessments individually using the differentiated passages in *Fluency Assessment*. Students' expected fluency goal for this Unit is **84–104 WCPM** with an accuracy rate of 95% or higher.

RUNNING RECORDS

Use the instructional reading level determined by the Running Record calculations for regrouping decisions. Students at Level 38 or below should be provided reteaching on specific Comprehension skills.

Using Assessment Results

Unit Assessment Skills and Fluency	If . . .	Then . . .
COMPREHENSION	Students score below 70% . . .	. . . reteach tested skills using the *Tier 2 Comprehension Intervention online PDFs.*
VOCABULARY	Students score below 70% . . .	. . . reteach tested skills using the *Tier 2 Vocabulary Intervention online PDFs.*
ENGLISH LANGUAGE CONVENTIONS	Students score below 70% . . .	. . . reteach tested skills using the *Tier 2 Writing and Grammar Intervention online PDFs.*
WRITING	Students score less than "2" on short-response items and "3" on extended constructed response items . . .	. . . reteach tested skills using appropriate lessons from the Strategies and Skills and/or Write About Reading sections in the *Tier 2 Comprehension Intervention online PDFs.*
	Students score less than "12" on the performance task . . .	. . . reteach skills using the *Tier 2 Writing and Grammar Intervention online PDFs.*
FLUENCY	Students have a WCPM score of 0–83 . . .	. . . reteach tested skills using the *Tier 2 Fluency Intervention online PDFs.*

Using Summative Data

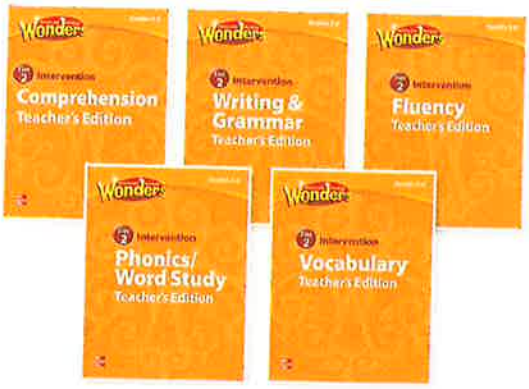
Check online reports for this Unit Assessment as well as your data dashboard. Use the data to assign small group instruction for students who are below the overall proficiency level for the tested skills.

Data-Driven Recommendations

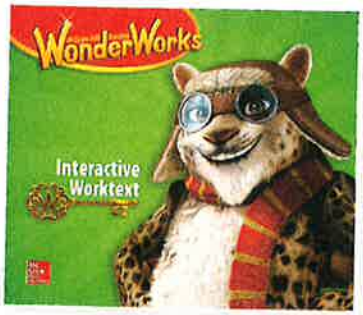
Response to Intervention

Use the appropriate sections of the *Placement and Diagnostic Assessment* as well as students' assessment results to designate students requiring:

TIER 2 Intervention Online PDFs



TIER 3 WonderWorks Intervention Program



Grade 5 • Unit 1 • Scope and Sequence

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Big Idea: Eureka! I've Got It! How can a challenge bring out our best?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 1 Writing Focus: Narrative Text Unit 1 Writing Products: Friendly Letter; Personal Narrative	Research
Week 1 **Weekly Concept:** Meeting a Need **Essential Question:** How do we get the things we need?	**Title:** Finding a Way **Genre:** Realistic Fiction **Strategy:** Reread	**Short Text:** A Fresh Idea **Lexile:** 760 **Genre:** Realistic Fiction **Strategy:** Reread **Skill:** Character, Setting, Plot: Sequence	**Strategy:** Reread **Skill:** Character, Setting, Plot: Sequence **Main Selection Title:** *One Hen* **Genre:** Realistic Fiction **Lexile:** 810 **Paired Selection Title:** *Banks: Their Business and Yours* **Genre:** Expository Text **Lexile:** 850	**Strategy:** Reread **Skill:** Character, Setting, Plot: Sequence **Main Selection Genre:** Realistic Fiction **Titles:** A: *Parker's Plan* O: *Can-do Canines* E: *Can-do Canines* B: *Cleaning Up the Competition* **Paired Selection Genre:** Expository Text **Titles:** A: Taking Care of Your Money O: You Can Bank on It E: You Can Bank on It B: Growing Money	**Reading/Writing Workshop:** Connection of Ideas; Genre **Literature Anthology:** Prior Knowledge; Specific Vocabulary; Organization; Sentence Structure; Connection of Ideas	**Vocabulary Words:** *afford, loan, profit, prosper, risk, savings, scarce, wages* **Additional Domain Words:** *transport, comb, wares* **Additional Academic Words:** *Venn diagram, descriptive details* **Vocabulary Strategy:** Context Clues: Synonyms	**Phonics/Spelling Skill:** Short Vowels	Expression and Accuracy	**Writing Trait:** Ideas: Descriptive Details **Grammar Skill:** Sentences **Grammar Mechanics:** Punctuate sentences **Write to Sources:** RWW: *A Fresh Idea* LA: *One Hen* YTPB: Building the Community **Write to Research:** Write a comparison **Write About Reading:** Analyze how illustrations contribute to a text's meaning	**Weekly:** Money and Loans
Week 2 **Weekly Concept:** Trial and Error **Essential Question:** What can lead us to rethink an idea?	**Title:** Shelter in a Storm **Genre:** Realistic Fiction, Adventure **Strategy:** Reread	**Short Text:** Whitewater Adventure **Lexile:** 760 **Genre:** Realistic Fiction, Adventure **Strategy:** Reread **Skill:** Character, Setting, Plot: Problem and Solution	**Strategy:** Reread **Skill:** Character, Setting, Plot: Problem and Solution **Main Selection Title:** *Second Day, First Impressions* **Genre:** Realistic Fiction, Adventure **Lexile:** 800 **Paired Selection** *Title: Lost in the Museum Wings* **Genre:** Realistic Fiction **Lexile:** 720	**Strategy:** Reread **Skill:** Character, Setting, Plot: Problem and Solution **Main Selection Genre:** Realistic Fiction **Titles:** A: *Dog Gone* O: *Shhh! It's a Surprise!* E: *Shhh! It's a Surprise!* B: *Lost and Found* **Paired Selection Genre:** Folktale **Titles:** A: Lights Out! O: The Perfect Gift E: The Perfect Gift B: It's a Challenge	**Reading/Writing Workshop:** Organization; Connection of Ideas **Literature Anthology:** Specific Vocabulary; Genre; Connection of Ideas; Sentence Structure; Prior Knowledge	**Vocabulary Words:** *accomplish, anxious, assemble, decipher, distracted, navigate, options, retrace* **Additional Domain Word:** *monarchs* **Additional Academic Words:** *suspense, solution* **Vocabulary Strategy:** Idioms	**Phonics/Spelling Skill:** Long Vowels	Intonation	**Writing Trait:** Voice: Style and Tone **Grammar Skill:** Subjects and Predicates **Grammar Mechanics:** Commas **Write to Sources:** RWW: Whitewater Adventure LA: Second Day, First Impressions YTPB: A Race Against the Clock **Write to Research:** Write a comparison **Write About Reading:** Analyze theme	**Weekly** Great Inventions
Week 3 **Weekly Concept:** Seeing for Yourself **Essential Question:** How can experiencing nature change the way you think about it?	**Title:** Capturing the Natural World **Genre:** Narrative Nonfiction **Strategy:** Ask and Answer Questions	**Short Text:** A Life in the Woods **Lexile:** 770 **Genre:** Narrative Nonfiction **Strategy:** Ask and Answer Questions **Skill:** Text Structure: Cause and Effect **Text Features:** Secondary and Primary Sources	**Strategy:** Ask and Answer Questions **Skill: Text Structure:** Cause and Effect **Main Selection Title:** Camping with the President **Genre:** Narrative Nonfiction **Lexile:** 760 **Paired Selection Title:** A Walk with Teddy **Genre:** Autobiography **Lexile:** 910	**Strategy:** Ask and Answer Questions **Skill:** Text Structure: Cause and Effect **Main Selections Genre:** Narrative Nonfiction **Titles:** A: *Save This Space!* O: *Save This Space!* E: *Save This Space!* B: *Save This Space!* **Paired Selection Genre:** Folktale **Titles:** A: The Journey of Lewis and Clark O: The Journey of Lewis and Clark E: The Journey of Lewis and Clark B: The Journey of Lewis and Clark	**Reading/Writing Workshop:** Purpose; Connection of Ideas **Literature Anthology:** Prior Knowledge; Specific Vocabulary; Sentence Structure; Purpose; Connection of Ideas	**Vocabulary Words:** *debris, emphasis, encounter, generations, indicated, naturalist, sheer, spectacular* **Additional Domain Words:** *bully, dee-lighted, day-to-day, centuries-old, cinnamon-colored, ringed, abundance, abundant* **Vocabulary Strategy:** Homographs	**Phonics/Spelling Skill:** Words with /ū/, /ů/, and /u/	Expression and Phrasing	**Writing Trait:** Word Choice: Strong Words **Grammar Skill:** Compound Sentences and Conjunctions **Grammar Mechanics:** Punctuation in compound sentences **Write to Sources:** RWW: A Life in the Woods LA: Camping with the President YTPB: At Home in the Desert **Write to Research:** Write a description **Write About Reading:** Analyze cause and effect	**Weekly Project:** National Parks

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

The Key to Building Strong Readers and Writers

Grade 5 • Unit 1 • Scope and Sequence

Big Idea: Think It Through How can a challenge bring out our best?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 1 Writing Focus: Narrative Text Unit 1 Writing Products: Friendly Letter; Personal Narrative	Research
Week 4 **Weekly Concept:** Inventions **Essential Question:** How does technology lead to creative ideas?	**Title:** A Pioneer of Photography **Genre:** Biography **Strategy:** Ask and Answer Questions	**Short Text:** Fantasy Becomes Fact **Lexile:** 800 **Genre:** Biography **Strategy:** Ask and Answer Questions **Skill:** Text Structure: Sequence **Text Features:** Illustrations and Photographs	**Strategy:** Ask and Answer Questions **Skill:** Text Structure: Sequence **Main Selection Title:** The Boy Who Invented TV **Genre:** Biography **Lexile:** 860 **Paired Selection Title:** Time to Invent **Genre:** Realistic Fiction **Lexile:** 770	**Strategy:** Ask and Answer Questions **Skill:** Text Structure: Cause and Effect **Main Selections Genre:** Biography **Titles:** A: *Snapshot! The Story of George Eastman* O: *Snapshot! The Story of George Eastman* E: *Snapshot! The Story of George Eastman* B: *Snapshot! The Story of George Eastman* **Paired Selections Genre:** Science Fiction **Titles:** A: The Ultimate Birthday O: The Ultimate Birthday E: The Ultimate Birthday B: The Ultimate Birthday	**Reading/Writing Workshop:** Prior Knowledge; Sentence Structure **Literature Anthology:** Connection of Ideas; Purpose; Specific Vocabulary; Sentence Structure	**Vocabulary Words:** *breakthrough, captivated, claimed, devices, enthusiastically, envisioned, passionate, patents* **Additional Domain Words:** *generator, bombarded, electron, whirl, converter, dissector* **Additional Academic Words:** *time-order, relevant details* **Vocabulary Strategy:** Greek Roots	**Phonics/Spelling Skill:** *r*-controlled Vowels /ar/, /ôr/, /ər/	Expression and Phrasing	**Writing Trait:** Organization: Sequence **Grammar Skill:** Complex Sentences **Grammar Mechanics:** Using commas **Write to Sources:** RWW: Fantasy Becomes Fact LA: The Boy Who Invented TV YTPB: Mary Anderson and the First Windshield Wipers **Write to Research:** Write facts **Write About Reading:** Analyze topic	**Weekly:** History of a Groundbreaking Invention
Week 5 **Weekly Concept:** New Technology **Essential Question:** What are the positive and negative effects of new technology?	**Title:** Electronic Books: A New Way to Read **Genre:** Persuasive Article **Strategy:** Reread	**Short Text:** Are Electronic Devices Good for Us? **Lexile:** 900 **Genre:** Persuasive Article **Strategy:** Reread **Skill:** Author's Point of View **Text Features:** Headings and Graphs	**Strategy:** Reread **Skill:** Author's Point of View **Main Selection Title:** The Future of Transportation **Genre:** Persuasive Article **Lexile:** 870 **Paired Selection Title:** Getting From Here to There **Genre:** Technical Text **Lexile:** 890	**Strategy:** Reread **Skill:** Author's Point of View **Main Selections Genre:** Expository Text **Titles:** A: *What About Robots?* O: *What About Robots?* E: *What About Robots?* B: *What About Robots?* **Paired Selection Genre:** Persuasive Article **Titles:** A: No Substitute O: No Substitute E: No Substitute B: No Substitute	**Reading/Writing Workshop:** Organization **Literature Anthology:** Purpose; Connection of Ideas; Genre	**Vocabulary Words:** *access, advance, analysis, cite, counterpoint, data, drawbacks, reasoning* **Additional Academic Words:** *fact, phrasing* **Vocabulary Strategy:** *Greek and Latin Prefixes*	**Phonics/Spelling Skill:** *r*-controlled Vowel /ûr/	Phrasing	**Writing Trait:** Sentence Fluency: Vary Sentence Structure **Grammar Skill:** Run-on Sentences and Fragments **Grammar Mechanics:** Correcting run-on sentences **Write to Sources:** RWW: Are Electronic Devices Good for Us? LA: The Future of Transportation YTPB: Do Genetically Modified Foods Benefit the World? **Write to Research:** Write an opinion **Write About Reading:** Analyze point of view	**Weekly:** Invention and Technology **Unit Level:** Research Skill: Beginning Research **Unit Project:** Self-select and develop from options for unit research projects
Week 6 **Review and Assessment**										

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

Grade 5 • Unit 2 • Scope and Sequence

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Big Idea: Taking the Next Step What does it take to put a plan into action?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* EL: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Unit Writing Products: Invitation with Directions, Explanatory Essay Writing Focus: Informative Text	Research
Week 1 **Weekly Concept:** Reaching a Compromise **Essential Question:** What do good problem solvers do?	**Title:** The Mayflower Compact **Genre:** Expository Text **Strategy:** Reread	**Short Text:** Creating a Nation **Lexile:** 690 **Genre:** Expository Text **Strategy:** Reread **Skill:** Text Structure: Problem and Solution **Text Features:** Headings, Time line	**Strategy:** Reread **Skill:** Text Structure: Problem and Solution **Main Selection Title:** Who Wrote the U.S. Constitution? **Genre:** Expository Text **Lexile:** 760 **Paired Selection Title:** Parchment and Ink **Genre:** Expository Text **Lexile: 830**	**Strategy:** Reread **Skill:** Text Structure: Problem and Solution **Main Selections Genre:** Expository Text **Titles:** A: *The Bill of Rights* O: *The Bill of Rights* E: *The Bill of Rights* B: *The Bill of Rights* **Paired Selections Genre:** Expository Text **Titles:** A: Having Your Say O: Having Your Say E: Having Your Say B: Having Your Say	**Reading/Writing Workshop:** Organization; Specific Vocabulary **Literature Anthology:** Prior Knowledge; Specific Vocabulary; Sentence Structure; Genre; Organization; Connection of Ideas	**Vocabulary Words:** *committees, convention, debate, proposal, representatives, resolve, situation, union* **Additional Domain Words:** *representatives, delegate, executive branch, legislative branch, judicial branch, House of Representatives, Senate, proportional, constitution, preamble* **Additional Academic Words:** *focus* **Vocabulary Strategy:** *Context Clues: Definitions and Restatements*	**Phonics/Spelling Skill:** Variant Vowel */ô/*; Diphthongs */oi/, /ou/*	Rate and Accuracy	**Writing Trait: Ideas:** Main Ideas **Grammar Skill:** Kinds of Nouns **Grammar Mechanics:** Capitalizing proper nouns **Write to Sources:** RWW: Creating a Nation LA: Who Wrote the U.S. Constitution? YTPB: The Oregon Treaty **Write to Research:** Write a comparison **Write About Reading:** Analyze problem-solving process	**Weekly:** Articles of Confederation and the U.S. Constitution
Week 2 **Weekly Concept:** Seeking the Answer **Essential Question:** What can you do to get the information you need?	**Title:** Jack and the King's Rainbow Fish **Genre:** Fairy Tale **Strategy:** Make, Confirm, and Revise Predictions	**Short Text:** A Modern Cinderella **Lexile:** 800 **Genre:** Fairy Tale **Strategy:** Make, Confirm, and Revise Predictions **Skill:** Character, Setting, **Plot:** Compare and Contrast Events	**Strategy:** Make, Confirm, and Revise Predictions **Skill:** Character, Setting, Plot: Compare and Contrast Events **Main Selection Title:** Where the Mountain Meets the Moon **Genre:** Fairy Tale **Lexile:** 820 **Paired Selection Title:** The Princess and the Pea **Genre:** Fairy Tale **Lexile: 690**	**Strategy:** Make, Confirm, and Revise Predictions **Skill:** Character, Setting, Plot: Compare and Contrast Events **Main Selections Genre:** Fairy Tale **Titles:** A: *The Bird of Truth* O: *The Talking Eggs* E: *The Talking Eggs* B: *Three Golden Oranges* **Paired Selections Genre:** Mystery **Titles:** A: The Singers of Bremen O: The Salamander E: The Salamander B: Toads and Diamonds	**Reading/Writing Workshop: Genre;** Organization **Literature Anthology:** Organization; Purpose; Connection of Ideas; Specific Vocabulary; Sentence Structure; Genre	**Vocabulary Words:** *circumstances, consideration, consults, destiny, expectations, presence, reveal, unsure* **Additional Domain Words:** *pedigree, credentials* **Additional Academic Words:** *conflict* **Vocabulary Strategy:** *Simile and Metaphor*	**Phonics/Spelling Skill:** Plurals	Expression and Accuracy	**Writing Trait:** Organization: Strong Openings **Grammar Skill:** Singular and Plural Nouns **Grammar Mechanics:** Forming plural nouns **Write to Sources:** RWW: A Modern Cinderella LA: Where the Mountain Meets the Moon YTPB: The Very Tiny House **Write to Research:** Write a list **Write About Reading:** Analyze plot	**Weekly:** Fairy Tales
Week 3 **Weekly Concept:** Investigations **Essential Question:** How do we investigate questions about nature?	**Title:** Thomas Moran, Landscape Painter **Genre:** Biography **Strategy:** Reread	**Short Text:** Growing in Place: The Story of E. Lucy Braun **Lexile:** 690 **Genre:** Biography **Strategy:** Reread **Skill: Text Structure:** Sequence **Text Features:** Illustrations and Photographs	**Strategy:** Reread **Skill:** Text Structure: Sequence **Main Selection Title:** The Boy Who Drew Birds **Genre:** Biography **Lexile:** 790 **Paired Selection Title:** Daedalus and Icarus **Genre:** Myth **Lexile: 610**	**Strategy:** Reread **Skill: Text Structure:** Sequence **Main Selections Genre:** Biography **Titles:** A: *Norman Borlaug and the Green Revolution* O: *Norman Borlaug and the Green Revolution* E: *Norman Borlaug and the Green Revolution* B: *Norman Borlaug and the Green Revolution* **Paired Selections Genre:** Myth **Titles:** A: Golden Apples O: Golden Apples E: Golden Apples B: Golden Apples	**Reading/Writing Workshop:** Specific Vocabulary; Organization **Literature Anthology:** Purpose; Genre; Specific Vocabulary; Organization; Connection of Ideas	**Vocabulary Words:** *behaviors, disappearance, energetic, flurry, migrate, observation, theory, transformed* **Additional Domain Words:** *specimens, herbarium, botany, thou, wouldst* **Additional Academic Words:** *quotation* **Vocabulary Strategy:** Greek and Latin Suffixes	**Phonics/Spelling Skill:** Inflectional Endings	Expression and Phrasing	**Writing Trait: Ideas:** Supporting Details **Grammar Skill:** More Plural Nouns **Grammar Mechanics:** Plural forms and Appositives **Write to Sources:** RWW: Growing in Place: The Story of E. Lucy Braun LA: The Boy Who Drew Birds YTPB: From Slave to Scientist **Write to Research:** Write facts **Write About Reading:** Analyze sequence	**Weekly:** Careers in Nature

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

The Key to Building Strong Readers and Writers

Grade 5 • Unit 2 • Scope and Sequence

Big Idea: Think It Through How can a challenge bring out our best?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Unit Writing Products: Invitation with Directions, Explanatory Essay Writing Focus: Informative Text	Research
Week 4 **Weekly Concept:** A Plan of Action **Essential Question:** When has a plan helped you accomplish a task?	**Title:** Lost Lake and the Golden Cup **Genre:** Folktale **Strategy:** Make, Confirm, and Revise Predictions	**Short Text:** The Magical Lost Brocade **Lexile:** 740 **Genre:** Folktale **Strategy:** Make, Confirm, and Revise Predictions **Skill:** Theme	**Strategy:** Make, Confirm, and Revise Predictions **Skill:** Theme **Main Selection Title:** Blancaflor **Genre:** Folktale **Lexile:** 870 **Paired Selection Title:** From Tale to Table **Genre:** Expository Text **Lexile:** 990	**Strategy:** Make, Confirm, and Revise Predictions **Skill:** Theme **Main Selections Genre:** Folktale **Titles:** A: *The Lion's Whiskers* O: *The Riddle of the Drum: A Tale from Mexico* E: *The Riddle of the Drum: A Tale from Mexico* B: *Clever Manka* **Paired Selections Genre:** Expository Text **Titles:** A: From Fiber to Fashion O: Make a Drum E: Make a Drum B: From Bee to You	**Reading/Writing Workshop:** Organization; Genre **Literature Anthology:** Genre; Sentence Structure; Connection of Ideas; Specific Vocabulary; Prior Knowledge	**Vocabulary Words:** *assuring, detected, emerging, gratitude, guidance, outcome, previous, pursuit* **Additional Domain Words:** *revive, embrace, subsided* **Additional Academic Words:** *foreshadowing, imagery* **Vocabulary Strategy:** Personification	**Phonics/Spelling Skill:** Contractions	Rate	**Writing Trait: Organization:** Sequence **Grammar Skill:** Possessive Nouns **Grammar** Mechanics: Adding -s or 's **Write to Sources:** RWW: The Magical Lost Brocade LA: Blancaflor YTPB: How the Fly Saved the River **Write to Research:** Write Instructions **Write About Reading:** Analyze theme	**Weekly:** Step by Step Planning
Week 5 **Weekly Concept:** Making It Happen **Essential Question:** What motivates you to accomplish a goal?	**Title:** How to Make a Friend **Genre:** Narrative poem **Strategy:** Reread	**Short Texts:** A Simple Plan, Rescue **Lexile:** NP **Genre:** Narrative and Free Verse Poetry **Strategy:** Reread **Skill:** Theme	**Strategy:** Reread **Skill:** Theme **Main Selections Title:** Stage Fright, Catching Quiet **Genre:** Narrative and Free Verse Poetry **Lexile:** NP **Paired Selection Title:** Foul Shot **Genre:** Free Verse Poetry **Lexile:** NP	**Strategy:** Reread **Skill:** Theme **Main Selections Genre:** Realistic Fiction **Titles:** A: *Clearing the Jungle* O: *I Want to Ride!* E: *I Want to Ride!* B: *Changing Goals* **Paired Selection Genre:** Poetry **Titles:** A: Just for Once O: Home Run E: Smash! B: Today's Lesson	**Reading/Writing Workshop:** Connection of Ideas; Specific Vocabulary **Literature Anthology:** Genre; Organization	**Vocabulary Words:** *ambitious, memorized, satisfaction, shuddered* **Additional Domain Words:** *Plot* **Additional Academic Words:** *rhythm, precise language* **Vocabulary Strategy:** Homographs	**Phonics/Spelling Skill:** Closed Syllables	Expression and Phrasing	**Writing Trait:** Word Choice: Precise Language **Grammar Skill:** Prepositional Phrases **Grammar Mechanics:** Punctuating titles and letters **Write to Sources:** RWW: A Simple Plan, Rescue LA: Stage Fright, Catching Quiet YTPB: Blue Ribbon Dreams **Write to Research:** Write an opinion **Write About Reading:** Analyze structure	**Poetry and Short Story Reviews** **Unit Level: Research Skill:** Gathering and Integrating Information **Unit Project:** Self-select and develop from options for unit research projects.
Week 6 **Review and Assessment**										

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

Grade 5 • Unit 3 • Scope and Sequence

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Big Idea: Getting from Here to There What kinds of experiences can lead to new discoveries?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Unit Writing Product: Book Review, Opinion Essay Writing Focus: Opinion	Research
Week 1 **Weekly Concept:** Cultural Exchange **Essential Question:** What can learning about different cultures teach us?	**Title:** Foods for Thought **Genre:** Realistic Fiction **Strategy:** Summarize	**Short Text:** A Reluctant Traveler **Lexile:** 770 **Genre:** Realistic Fiction **Strategy:** Summarize **Skill:** Theme	**Strategy:** Summarize **Skill:** Theme **Main Selection Title:** They Don't Mean It! **Genre:** Realistic Fiction **Lexile:** 870 **Paired Selection Title:** Where Did That Come From? **Genre:** Expository Text **Lexile:** 940	**Strategy: Summarize** **Skill: Theme** **Main Selections Genre: Realistic Fiction** **Titles:** A: *All the Way from Europe* O: *Dancing the Flamenco* E: *Dancing the Flamenco* B: *A Vacation in Minnesota* **Paired Selections Genre:** Expository Text **Titles:** A: A Sporting Gift O: Flamenco E: Flamenco B: The Scandinavian State	**Reading/Writing Workshop:** Purpose; Connection of Ideas **Literature Anthology:** Prior Knowledge; Specific Vocabulary; Connection of Ideas; Purpose; Genre	**Vocabulary Words:** *appreciation, blurted, complimenting, congratulate, contradicted, critical, cultural, misunderstanding* **Additional Domain Words:** *winter solstice* **Additional Academic Words:** *traditional, dialogue* **Vocabulary Strategy:** Context Clues: Cause/Effect	**Phonics/Spelling Skill:** Open Syllables	Intonation	**Writing Trait: Voice:** Formal and Informal Voice **Grammar Skill:** Action Verbs **Grammar Mechanics:** Subject-verb agreement **Write to Sources:** RWW: A Reluctant Traveler LA: They Don't Mean It! YTPB: Potluck or Potlatch? **Write to Research:** Write a description **Write About Reading:** Analyze theme	**Weekly:** Music or Dance Traditions
Week 2 **Weekly Concept:** Being Resourceful **Essential Question:** How can learning about nature be useful?	**Title:** Lucia the Hummingbird **Genre:** Fantasy **Strategy:** Summarize	**Short Text:** Survivaland **Lexile:** 790 **Genre:** Fantasy **Strategy:** Summarize **Skill:** Theme	**Strategy:** Summarize **Skill:** Theme **Main Selection Title:** Weslandia **Genre:** Fantasy **Lexile:** 900 **Paired Selection Title:** Plants with a Purpose **Genre:** Expository Text **Lexile:** 870	**Strategy: Summarize** **Skill: Theme** Main Selections Genre: Fantasy **Titles:** A: *Over the Top* O: *In Drama Valley* E: *In Drama Valley* B: *Welcome to the Wild* **Paired Selections Genre:** Mystery **Titles:** A: Rain-Forest Treasures O: Medicine from the Sea E: Medicine from the Sea B: Kakapo: A Very Special Parrot	**Reading/Writing Workshop:** Genre; Organization, Sentence Structure **Literature Anthology:** Genre; Purpose; Specific Vocabulary; Connection of Ideas; Prior Knowledge	**Vocabulary Words:** *civilization, complex, cultivate, devise, fashioned, resourceful, shortage, tormentors* **Additional Domain Words:** *staple, crop, found, breakfasting, tubers, aromatic, myriad, scornful, spruce, motif* **Additional Academic Words:** *sensory language* **Vocabulary Strategy:** Context Clues: Comparison	**Phonics/Spelling Skill:** Open Syllables *(V/V)*	Expression and Phrasing	**Writing Trait:** Word Choice: Connotation and Denotation **Grammar Skill:** Verb Tenses **Grammar Mechanics:** Avoid shifting tenses **Write to Sources:** RWW: Survivaland LA: Weslandia YTPB: The Cup that Shines at Night **Write to Research:** Write facts **Write About Reading:** Analyze theme	**Weekly:** Uses of a Natural Resource
Week 3 **Weekly Concept:** Patterns **Essential Question:** Where can you find patterns in nature?	**Title:** Protective Patterns **Genre:** Expository Text **Strategy:** Ask and Answer Questions	**Short** Text: Patterns of Change **Lexile:** 840 **Genre:** Expository Text **Strategy:** Ask and Answer Questions **Skill:** Main Ideas and Key Details **Text Features:** Diagram	**Strategy:** Ask and Answer Questions **Skill:** Main Ideas and Key Details **Main Selection Title:** The Story of Snow **Genre:** Expository Text **Lexile:** 890 **Paired Selection Title:** Fibonacci's Amazing Find **Genre:** Expository Text **Lexile:** 890	**Strategy:** Ask and Answer Questions **Skill:** Main Ideas and Key Details **Main Selections Genre:** Expository Text **Titles:** A: *Weather Patterns* O: *Weather Patterns* E: *Weather Patterns* B: *Weather Patterns* **Paired Selections Genre:** Expository Text **Titles:** A: Cloud Atlas O: Cloud Atlas E: Cloud Atlas B: Cloud Atlas	**Reading/Writing Workshop:** Connection of Ideas; Genre **Literature Anthology:** Specific Vocabulary; Genre; Connection of Ideas; Organization; Prior Knowledge	**Vocabulary Words:** *contact, erode, formation, moisture, particles, repetition, structure, visible* **Additional Domain Words:** *vapor, dendritic, water molecule, symmetry, Fahrenheit, Celsius* **Additional Academic Words:** *pattern, variation* **Vocabulary Strategy:** Greek Roots	**Phonics/Spelling Skill:** Vowel Team Syllables	Rate and Accuracy	**Writing Trait: Ideas:** Relevant Evidence **Grammar Skill:** Main Verbs and Helping Verbs **Grammar Mechanics:** Special helping verbs; Contractions, Troublesome words **Write to Sources:** RWW: Patterns of Change LA: The Story of Snow YTPB: Migration **Write to Research:** Write facts **Write About Reading:** Analyze main idea and key details	**Weekly:** Patterns in Nature

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

The Key to Building Strong Readers and Writers

Grade 5 • Unit 3 • Scope and Sequence

Big Idea: Think It Through How can a challenge bring out our best?	**Read Aloud**	**Reading/Writing Workshop Comprehension**	**Literature Anthology Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing** **Unit 2: Unit Writing Products:** Invitation with Directions, Explanatory Essay **Writing Focus:** Informative Text	**Research**
Week 4 **Weekly Concept:** Teamwork **Essential Question:** What benefits come from people working as a group?	**Title:** Teamwork in Space **Genre:** Expository Text **Strategy:** Ask and Answer Questions	**Short Text:** Gulf Spill Superheroes **Lexile:** 860 **Genre:** Expository Text **Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Text Features:** Photographs and Captions	**Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Main Selection Title:** Winter's Tail **Genre:** Expository Text **Lexile:** 940 **Paired Selection Title:** Helping Hands **Genre:** Expository Text **Lexile:** 1040	**Ask and Answer Questions** **Skill: Main Idea and Key Details** **Main Selections Genre: Expository Text** **Titles:** A: *The Power of a Team* O: *The Power of a Team* E: *The Power of a Team* B: *The Power of a Team* **Paired Selections Genre:** Expository Text **Titles:** A: Hands on the Wheel O: Hands on the Wheel E: Hands on the Wheel B: Hands on the Wheel	**Reading/Writing Workshop:** Prior Knowledge; Specific Vocabulary **Literature Anthology:** Organization; Purpose; Specific Vocabulary; Connection of Ideas; Prior Knowledge	**Vocabulary Words:** *artificial, collaborate, dedicated, flexible, function, mimic, obstacle, techniques* **Additional Domain Words:** *oceanographers, biologists, prostheses, prototypes* **Additional Academic Words:** *organization, restate* **Vocabulary Strategy:** *Latin Roots*	**Phonics/Spelling Skill:** Consonant + le Syllables	Rate	**Writing Trait: Organization:** Strong Conclusions **Grammar Skill:** Linking Verbs **Grammar Mechanics:** Punctuating titles and product names **Write to Sources:** RWW: Gulf Spill Superheroes LA: Winter's Tail YTPB: Building a Green Town **Write to Research:** Write a visual representation **Write About Reading:** Analyze main idea and key details	**Weekly:** Different Kinds of Teams
Week 5 **Weekly Concept:** Into the Past **Essential Question:** How do we explain what happened in the past?	**Title:** Stonehenge: Puzzle from the Past **Genre:** Persuasive Article **Strategy:** Summarize	**Short Text:** What Was the Purpose of the Inca's Strange Strings? **Lexile:** 920 **Genre:** Persuasive Article **Strategy:** Summarize **Skill:** Author's Point of View **Text Features:** Diagram	**Strategy:** Summarize **Skill:** Author's Point of View **Main Selection Title:** Machu Picchu: Ancient City **Genre:** Persuasive Article **Lexile:** 990 **Paired Selection Title:** Dig This Technology! **Genre:** Expository Text **Lexile:** 970	**Strategy:** Summarize **Skill:** Author's Point of View **Main Selections Genre:** Expository Text **Titles:** A: *The Anasazi* O: *The Anasazi* E: *The Anasazi* B: *The Anasazi* **Paired Selection Genre:** Persuasive Article **Titles:** A: The Anasazi Were Astronomers O: The Anasazi Were Astronomers E: The Anasazi Were Astronomers B: The Anasazi Were Astronomers	**Reading/Writing Workshop:** Organization; Prior Knowledge **Literature Anthology:** Prior Knowledge; Connection of Ideas; Genre	**Vocabulary Words:** *archaeologist, era, fragments, historian, intact, preserved, reconstruct, remnants* *Additional Domain Words* **Additional Academic Words:** *mysterious, opinion* **Vocabulary Strategy:** *Context Clues: Sentence Clues*	**Phonics/Spelling Skill:** r-controlled Vowel Syllables	Expression and Phrasing	**Writing Trait: Sentence Fluency:** Transitions **Grammar Skill:** Irregular Verbs **Grammar Mechanics:** Correct verb usage **Write to Sources:** RWW: What Was the Purpose of the Inca's Strange Strings? LA: Machu Picchu: Ancient City YTPB: What Was the Purpose of the Nazca Lines? **Write to Research:** Write an opinion **Write About Reading:** Analyze reasons and evidence	**Weekly: Mysteries from the Past** **Unit Level:** Research Skill: Taking Notes **Unit Project:** Self-select and develop from options for unit research projects
Week 6 **Review and Assessment**										

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

The Key to Building Strong Readers and Writers

Grade 5 • Unit 4 • Scope and Sequence

Big Idea: It's Up to You How do we decide what's important?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* EL: *ELL* BL: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4: Unit Writing Products: Fictional Narrative, Poetry Writing Focus: Narrative Text/Poetry	Research
Week 1 **Weekly Concept:** Sharing Stories **Essential Question:** What kinds of stories do we tell? Why do we tell them?	**Title:** The Legend of John Henry **Genre:** Tall Tale **Strategy:** Visualize	**Short Text:** How Mighty Kate Stopped the Train **Lexile:** 840 **Genre:** Tall Tale **Strategy:** Visualize **Skill:** Point of View	**Strategy:** Visualize **Skill:** Point of View **Main Selection** **Title:** Davy Crockett Saves the World **Genre:** Tall Tale **Lexile:** 1050 **Paired Selection Title:** How Grandmother Spider Stole the Sun **Genre:** Legend **Lexile:** 880	**Strategy:** Summarize **Skill:** Theme **Main Selections Genre:** Realistic Fiction **Titles:** A: *All the Way from Europe* O: *Dancing the Flamenco* E: *Dancing the Flamenco* B: *A Vacation in Minnesota* **Paired Selections Genre:** Expository Text **Titles:** A: A Sporting Gift O: Flamenco E: Flamenco B: The Scandinavian State	**Reading/Writing Workshop:** Genre; Specific Vocabulary **Literature Anthology:** Genre; Prior Knowledge; Specific Vocabulary; Organization; Connection of Ideas; Purpose	**Vocabulary Words:** *commenced, deeds, exaggeration, heroic, impress, posed, sauntered, wring* **Additional Domain Words:** *whipped* **Additional Academic Words:** *fable, hyperbole, outline* **Vocabulary Strategy:** Synonyms and Antonyms	**Phonics/Spelling Skill:** Words with Final /l/l/ and /l/n/	Expression	**Writing Trait:** Voice: Style and Tone **Grammar Skill:** Pronouns and Antecedents **Grammar Mechanics:** Pronoun-antecedent agreement in number and gender **Write to Sources:** RWW: How Mighty Kate Stopped the Train LA: Davy Crockett Saves the World YTPB: Pecos Bill's Wild Ride Write to Research: Write facts **Write About Reading:** Analyze point of view	**Weekly:** Folktales and Fables from Other Cultures
Week 2 **Weekly Concept:** Discoveries **Essential Question:** What can you discover when you give things a second look?	**Title:** The Mystery Riddle **Genre:** Mystery Play **Strategy:** Visualize	**Short Text:** Where's Brownie? (drama) **Lexile:** NA **Genre: Drama:** (Mystery Play) Strategy: Visualize **Skill:** Point of View	**Strategy:** Visualize **Skill:** Point of View **Main Selection Title:** A Window Into History: The Mystery of the Cellar Window **Genre: Drama:** Mystery Play **Lexile:** NP **Paired Selection Title:** A Second Chance For Chip: The Case of the Curious Canine **Genre:** Realistic Fiction **Lexile:** 730	**Strategy:** Visualize **Skill:** Point of View **Main Selections Genre:** Drama **Titles:** A: *The Mysterious Teacher* O: *The Unusually Clever Dog* E: *The Unusually Clever Dog* B: *The Surprise Party* **Paired Selections Genre:** Realistic Fiction **Titles:** A: The Case of the Missing Nectarine O: The Gift Basket E: The Gift Basket B: The Clothes Thief	**Reading/Writing Workshop:** Genre, Connection of Ideas, Organization **Literature Anthology:** Genre; Organization; Sentence Structure; Connection of Ideas	**Vocabulary Words:** *astounded, concealed, inquisitive, interpret, perplexed, precise, reconsider, suspicious* **Additional Academic Words:** *investigation, act* **Vocabulary Strategy:** Adages and Proverbs	**Phonics/Spelling Skill:** Prefixes	Rate and Accuracy	**Writing Trait: Ideas:** Develop Characters **Grammar Skill:** Kinds of Pronouns **Grammar Mechanics:** Use quotation marks in dialogue **Write to Sources:** RWW: Where's Brownie? LA: A Window Into History: The Mystery of the Cellar Window YTPB: A Penny Saved **Write to Research:** Write facts **Write About Reading:** Analyze character	**Weekly:** Different Methods of Fingerprinting
Week 3 **Weekly Concept:** Take Action **Essential Question:** What can people do to bring about a positive change?	**Title:** Fighting for Change **Genre:** Biography **Strategy:** Summarize	**Short Text:** Frederick Douglass: Freedom's Voice **Lexile:** 830 **Genre:** Biography **Strategy:** Summarize **Skill:** Author's Point of View **Text Features:** • Photographs • Captions	**Strategy:** Summarize **Skill:** Author's Point of View **Main Selection Title:** Rosa **Genre:** Biography **Lexile:** 860 **Paired Selection Title:** Our Voices, Our Votes **Genre:** Expository Text **Lexile:** 920	**Strategy:** Ask and Answer Questions **Skill:** Main Ideas and Key Details **Main Selections Genre:** Expository Text **Titles:** A: *Weather Patterns* O: *Weather Patterns* E: *Weather Patterns* B: *Weather Patterns* **Paired Selections Genre:** Expository Text **Titles:** A: Cloud Atlas O: Cloud Atlas E: Cloud Atlas B: Cloud Atlas	**Reading/Writing Workshop:** Prior Knowledge; Genre **Literature Anthology:** Specific Vocabulary; Prior Knowledge; Connection of Ideas; Organization	**Vocabulary Words:** *anticipation, defy, entitled, neutral, outspoken, reserved, sought, unequal* **Additional Domain Words:** *alterations, furtively, illegal, provision, second-class, citizenship, suffrage, amendment* **Additional Academic Words:** *logical, order* **Vocabulary Strategy:** Prefixes and Suffixes	**Phonics/Spelling Skill:** Homographs	Phrasing	**Writing Trait:** Organization: Logical Order **Grammar Skill:** Pronoun-Verb Agreement **Grammar Mechanics:** Use abbreviations **Write to Sources:** RWW: Frederick Douglass: Freedom's Voice LA: Rosa YTPB: A Warrior for Women's Rights **Write to Research:** Write a research plan **Write About Reading:** Analyze sequence	**Weekly:** Influential Person from the Last 100 Years

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

The Key to Building Strong Readers and Writers

Grade 5 • Unit 4 • Scope and Sequence

Big Idea: Think It Through How can a challenge bring out our best?	**Read Aloud**	**Reading/Writing Workshop Comprehension**	**Literature Anthology Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing** Unit 4: Unit Writing Products: Fictional Narrative, Poetry Writing Focus: Narrative Text/Poetry	**Research**
Week 4 **Weekly Concept:** Consider Our Resources **Essential Question:** Why are natural resources valuable?	**Title:** Minerals **Genre:** Expository Text **Strategy:** Summarize	**Short Text:** Power from Nature **Lexile:** 910 **Genre:** Expository Text **Strategy:** Summarize **Skill:** Author's Point of View **Text Features:** Chart	**Strategy:** Summarize **Skill:** Author's Point of View **Main Selection Title:** One Well **Genre:** Expository Text **Lexile:** 960 **Paired Selection Title:** The Dirt on Dirt **Genre:** Expository Text **Lexile:** 960	**Ask and Answer Questions** **Skill:** Main Idea and Key Details **Main Selections Genre:** Expository Text **Titles:** A: *The Delta* O: *The Delta* E: *The Delta* B: The Delta **Paired Selections Genre:** Expository Text **Titles:** A: Get Rich with Compost O: Get Rich with Compost E: Get Rich wrth Compost B: Get Rich with Compost	**Reading/Writing Workshop:** Specific Vocabulary; Organization Literature Anthology: Purpose; Specific Vocabulary; Connection of Ideas; Sentence Structure	**Vocabulary Words:** *absorb, affect, circulates, condense, cycle, gravity, necessity, seeps* **Additional Domain Words:** *extracted, morning dew, groundwater, polar icecaps, runoff* **Additional Academic Words:** *relationships* **Vocabulary Strategy:** Context Clues: Definitions and Restatements	**Phonics/Spelling Skill:** Words with /ch,sh/ and /zh/r/	Accuracy and Expression	**Word Choice:** Transitions **Grammar Skill:** Possessive Pronouns **Grammar Mechanics:** Apostrophes, possessives and reflexive pronouns **Write to Sources:** RWW: Power from Nature LA: One Well YTPB: The Wonders of Water **Write to Research:** Write a summary **Write About Reading:** Analyze reasons and facts	**Weekly:** Water Conservation
Week 5 **Weekly Concept:** Express Yourself **Essential Question:** How do you express that something is important to you?	**Title:** I'm a Swimmer **Genre:** Free Verse Poem **Strategy:** Visualize	**Short Texts:** How Do I Hold the Summer?, Catching a Fly, When I Dance **Lexile:** NA **Genre:** Lyric and Free Verse Poetry **Strategy:** Visualize **Skill:** Theme	**Strategy:** Visualize **Skill:** Theme **Main Selections Title:** Words Free as Confetti, Dreams **Genre:** Free Verse and Lyric Poetry **Lexile:** NP **Paired Selection Title:** A Story of How a Wall Stands **Genre:** Free Verse Poetry **Lexile:** NP	**Strategy:** Visualize **Skill:** Realistic Fiction **Main Selections Genre:** Realistic Fiction **Titles:** A: *Tell Me the Old, Old Stories* O: *From Me to You* E: *From Me to You* B: *Every Picture Tells a Story* **Paired Selection Genre:** Persuasive Article **Titles:** A: Family Ties O: Dear Gina E: Sssh! B: The Eyes of a Bird	**Reading/Writing Workshop:** Genre; Specific Vocabulary **Literature Anthology:** Specific Vocabulary; Genre; Prior Knowledge	**Vocabulary Words:** *barren, expression, meaningful, plumes* **Additional Domain Words:** *fast, gone, keep, thorngray, swaroar, goldlullaby* **Additional Academic Words:** *dictionary, thesaurus* **Vocabulary Strategy:** Simile and Metaphor	**Phonics/Spelling Skill:** *Suffixes -ance and -ence*	Expression and Phrasing	**Writing Trait:** Word Choice: Sensory Language **Grammar Skill:** Pronouns and Homophones **Grammar Mechanics:** Punctuating Poetry **Write to Sources:** RWW: How Do I Hold the Summer?, Catching a Fly, When I Dance LA: Words Free as Confetti, Dreams YTPB: Grandpa's Shed **Write to Research:** Write a summary **Write About Reading:** Analyze theme	**Weekly:** Famous Speeches **Unit Level:** **Research Skill:** Creating a Bibliography **Unit Project:** Self-select and develop from options for unit research projects
Week 6 **Review and Assessment**										

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

Grade 5 • Unit 5 • Scope and Sequence

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Big Idea: New Perspectives In what ways can things change?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* ELL B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 5: Unit Writing Products: Informational Article, Research Report Writing Focus: Informative Text	Research
Week 1 **Weekly Concept:** New Perspectives **Essential Question:** What experiences can change the way you see yourself and the world around you?	**Title:** A Change of Heart **Genre:** Realistic Fiction **Strategy:** Make, Confirm, and Revise Predictions	**Short Text:** Miguel in the Middle **Lexile:** 890 **Genre:** Realistic Fiction **Strategy:** Make, Confirm, and Revise Predictions **Skill:** Character, Setting, Plot: Compare and Contrast Settings	**Strategy:** Make, Confirm, and Revise Predictions **Skill:** Character, Setting, Plot: Compare and Contrast Settings **Main Selection** **Title:** Ida B... and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World **Genre:** Realistic Fiction **Lexile:** 970 **Paired Selection Title:** A Dusty Ride **Genre:** Realistic Fiction **Lexile:** 890	**Strategy:** Make, Confirm, and Revise Predictions **Skill:** Character, Setting, Plot: Compare and Contrast Settings **Main Selections Genre:** Realistic Fiction **Titles:** A: *King of the Board* O: *Snap Happy* E: *Snap Happy* B: *No Place Like Home* **Paired Selections** **Genre:** Expository Text **Titles:** A: All on Her Own O: Drum Roll for Justin E: Drum Roll for Justin B: Mealtime Mystery	**Reading/Writing Workshop:** Connection of Ideas **Literature Anthology:** Organization; Sentence Structure; Connection of Ideas; Prior Knowledge; Specific Vocabulary	**Vocabulary Words:** *disdain, focused, genius, perspective, prospect, stunned, superb, transition* ***Additional Domain Words:*** *enthusiasm, perceived, maneuvering, retreated* **Vocabulary Strategy:** Context Clues: Comparison	**Phonics/Spelling Skill:** Suffixes	Expression	**Writing Trait:** Organization: Strong Openings **Grammar Skill:** Independent and Dependent Clauses **Grammar Mechanics:** Appositives (commas) **Write to Sources:** RWW: Miguel in the Middle LA: Ida B... and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World YTPB: Bringing Home Laddie **Write to Research:** Write interview questions **Write About Reading:** Analyze setting	**Weekly:** Interview: Impact of Personal Experiences
Week 2 **Weekly Concept:** Better Together **Essential Question:** How do shared experiences help people adapt to change?	**Title:** Starting Over **Genre:** Historical Fiction **Strategy:** Make, Confirm, and Revise Predictions	**Short Text:** The Day the Rollets Got Their Moxie Back **Lexile:** 900 **Genre:** Historical Fiction **Strategy:** Make, Confirm, and Revise Predictions **Skill:** Character, Setting Plot: Compare and Contrast Characters	**Strategy:** Make, Confirm, and Revise Predictions **Skill:** Character, Setting Plot: Compare and Contrast Characters **Main Selection Title:** Bud, Not Buddy **Genre:** Historical Fiction **Lexile:** 950 **Paired Selection Title:** Musical Impressions of the Great Depression **Genre:** Expository Text **Lexile:** 990	**Strategy:** Make, Confirm, and Revise Predictions **Skill:** Character, Setting Plot: Compare and Contrast Characters **Main Selections Genre:** Historical Fiction **Titles:** A: *The Picture Palace* O: *Hard Times* E: *Hard Times* B: *Woodpecker Warriors* **Paired Selections Genre:** Expository Text **Titles:** A: The Golden Age of Hollywood O: Chicago: Jazz Central E: Chicago: Jazz Central B: A Chance to Work	**Reading/Writing Workshop:** Genre; Prior Knowledge; Connection of Ideas **Literature Anthology:** Prior Knowledge; Connection of Ideas; Specific Vocabulary; Genre	**Vocabulary Words:** *assume, guarantee, nominate, obviously, rely, supportive, sympathy, weakling* **Additional Domain Words:** *capacetic, recorder, tone, embouchure, stock market, prosperity, the Roaring Twenties, legislation, federal* **Additional Academic Words:** *historical fiction, dialect* **Vocabulary Strategy:** Idioms	**Phonics/Spelling Skill:** Homophones	Expression and Phrasing	**Writing Trait:** Sentence Fluency: Transitions **Grammar Skill:** Complex Sentences **Grammar Mechanics:** Use commas with essential and nonessential clauses **Write to Sources:** RWW: The Day the Rollets Got Their Moxie Back LA: Bud, Not Buddy YTPB: Nancy's First Interview Write to Research: Write a description **Write About Reading:** Analyze dialect	**Weekly:** Films During the Great Depression
Week 3 **Weekly Concept:** Our Changing Earth **Essential Question:** What changes in the environment affect living things?	**Title:** Changing Climate, Changing Lives **Genre:** Expository Text **Strategy:** Ask and Answer Questions	**Short Text:** Forests on Fire **Lexile:** 960 **Genre:** Expository Text **Strategy:** Ask and Answer Questions **Skill:** Text Structure: Compare and Contrast **Text Features:** • Photographs • Graphs	**Strategy:** Ask and Answer Questions **Skill:** Compare and Contrast **Main Selection Title:** Global Warming **Genre:** Expository Text **Lexile:** 980 **Paired Selection Title:** When Volcanoes Erupt **Genre:** Expository Text **Lexile:** 1040	**Strategy:** Ask and Answer Questions **Skill:** Main Ideas and Key Details **Main Selections Genre:** Expository Text **Titles:** A: *Ocean Threats* O: *Ocean Threats* E: *Ocean Threats* B: *Ocean Threats* **Paired Selections Genre:** Expository Text **Titles:** A: Floating Trash O: Floating Trash E: Floating Trash B: Floating Trash	**Reading/Writing Workshop:** Organization; Specific Vocabulary **Literature Anthology:** Genre; Prior Knowledge; Connection of Ideas; Organization; Specific Vocabulary; Purpose	**Vocabulary Words:** *atmosphere, decays, gradual, impact, noticeably, receding, stability, variations* **Additional Domain Words:** *nutrients, drought, El Niño, polyp, debris* **Additional Academic Words:** *graph, topic* **Vocabulary Strategy:** Context Clues: Paragraph Clues	**Phonics/Spelling Skill:** Prefixes	Rate	**Writing Trait: Ideas:** Develop a Topic **Grammar Skill:** Adjectives **Grammar Mechanics:** Capitalization and punctuation **Write to Sources:** RWW: Forests on Fire LA: Global Warming YTPB: Of Floods and Fish **Write to Research:** Write a description **Write About Reading:** Analyze compare-and-contrast text structure	**Weekly:** Nature Reserves or Wildlife Sanctuaries

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

The Key to Building Strong Readers and Writers

Grade 5 • Unit 5 • Scope and Sequence

Big Idea: New Perspectives In what ways can things change?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 5: Unit Writing Products: Informational Article; Research Report Writing Focus: Informative Text	Research
Week 4 **Weekly Concept:** Now We Know **Essential Question:** How can scientific knowledge change over time?	**Title:** The Sun: Our Star **Genre:** Expository Text Nonfiction **Strategy:** Ask and Answer Questions	**Short Text:** Changing Views of Earth **Lexile:** 910 **Genre:** Expository Text **Strategy:** Ask and Answer Questions **Skill:** Text Structure: Cause and Effect **Text Features:** Diagrams	**Strategy:** Ask and Answer Questions **Skill:** Text Structure: Cause and Effect **Main Selection Title:** When Is a Planet Not a Planet? **Genre:** Expository Text **Lexile:** 980 **Paired Selection Title:** New Moon **Genre:** Science Fiction **Lexile:** 870	**Strategy:** Ask and Answer Questions **Skill:** Author's Point of View **Main Selections Genre:** Expository Text **Titles:** A: *Mars* O: *Mars* E: *Mars* B: *Mars* **Paired Selections Genre:** Expository Text **Titles:** A: Zach the Martian O: Zach the Martian E: Zach the Martian B: Zach the Martian	**Reading/Writing Workshop:** Prior Knowledge, Connection of Ideas **Literature Anthology:** Sentence Structure; Specific Vocabulary; Genre; Connection of Ideas; Purpose; Prior Knowledge	**Vocabulary Words:** *approximately, astronomical, calculation, criteria, diameter, evaluate, orbit, spherical* **Additional Domain Words:** *dense, strife, discord* **Additional Academic Words:** *accuracy, verify* **Vocabulary Strategy:** Greek Roots	**Phonics/Spelling Skill:** Suffixes *-less* and *-ness*	Accuracy	**Writing Trait:** Organization: Strong Paragraphs **Grammar Skill:** Adjectives That Compare **Grammar Mechanics:** Using more and most **Write to Sources:** RWW: Changing Views of Earth LA: When Is a Planet Not a Planet? YTPB: Is There Life Out There? **Write to research:** Write facts **Write About Reading:** Analyze cause and effect	**Weekly:** Medicine Throughout History
Week 5 **Weekly Concept:** Scientific Viewpoints **Essential Question:** How do natural events and human activities affect the environment?	**Title:** Dams: Harnessing the Power of Water **Genre:** Persuasive Article **Strategy:** Ask and Answer Questions	**Short Text:** Should Plants and Animals from Other Places Live Here? **Lexile:** 930 **Genre:** Persuasive Article **Strategy:** Ask and Answer Questions **Skill:** Author's Point of View **Text Features: Chart Headings**	**Strategy:** Ask and Answer Questions **Skill:** Author's Point of View **Main Selection Title:** The Case of the Missing Bees **Genre:** Persuasive Article **Lexile:** 950 **Paired Selection Title:** Busy, Beneficial Bees **Genre:** Expository Text **Lexile:** 980	**Strategy:** Ask and Answer Questions **Skill:** Author's Point of View **Main Selections Genre:** Expository Text **Titles:** A: *The Great Plains* O: *The Great Plains* E: *The Great Plains* B: *The Great Plains* **Paired Selections Genre:** Expository Text **Titles:** A: Save the Great Plains Wolves O: Save the Great Plains Wolves E: Save the Great Plains Wolves B: Save the Great Plains Wolves	**Reading/Writing Workshop:** Connection of Ideas **Literature Anthology:** Organization; Sentence Structure; Purpose	**Vocabulary Words:** *agricultural, declined, disorder, identify, probable, thrive, unexpected, widespread* **Additional Academic Words:** *bibliography, conclusion* **Vocabulary Strategy:** Root Words	**Phonics/Spelling Skill:** Suffix *-ian*	Expression and Phrasing	**Writing Trait:** Organization: Strong Conclusions **Grammar Skill:** Comparing with Good and Bad **Grammar Mechanics:** Irregular comparative forms **Write to Sources:** RWW: Should Plants and Animals from Other Places Live Here? LA: The Case of the Missing Bees YTPB: What Is the Future of the Rain Forests? **Write to Research:** Write a list **Write About Reading:** Analyze point of view	**Weekly:** Nonnative Species **Unit Level:** *Research Skill: Interviewing* **Unit Project:** *Self-select and develop from options for unit projects*
Week 6 **Review and Assessment**										

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

The Key to Building Strong Readers and Writers

Grade 5 • Unit 6 • Scope and Sequence

Big Idea: Linked In How are we all connected?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A Approaching Level O On Level E ELL B Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6: Unit Writing Products: Book Review, Opinion Letter Writing Focus: Opinion	Research
Week 1 **Weekly Concept:** New Perspectives **Essential Question:** How do different groups contribute to a cause?	**Title:** Hope for the Troops **Genre:** Historical Fiction **Strategy:** Summarize	**Short Text:** Shipped Out **Lexile:** 810 **Genre:** Historical Fiction **Strategy:** Summarize **Skill:** Theme	**Strategy:** Summarize **Skill:** Theme **Main Selection Title:** The Unbreakable Code **Genre:** Historical Fiction **Lexile:** 640 **Paired Selection Title:** Allies in Action **Genre:** Expository Text **Lexile:** 870	**Strategy:** Make, Confirm, and Revise Predictions **Skill:** Character, Setting, Plot: Compare and Contrast Settings **Main Selections Genre:** Realistic Fiction **Titles:** A: *King of the Board* O: *Snap Happy* E: *Snap Happy* B: *No Place Like Home* **Paired Selections Genre:** Expository Text **Titles:** A: All on Her Own O: Drum Roll for Justin E: Drum Roll for Justin B: Mealtime Mystery	**Reading/Writing Workshop:** Prior Knowledge; Organization **Literature Anthology:** Sentence Structure; Specific Vocabulary; Prior Knowledge; Connection of Ideas; Organization	**Vocabulary Words:** *bulletin, contributions, diversity, enlisted, intercept, operations, recruits, survival* **Additional Domain Words:** *unbreakable, transmission, platoon, boot camp, drills, persevere, encode, decipher* **Additional Academic Words:** *feedback, media* **Vocabulary Strategy:** Homophones	**Phonics/Spelling Skill:** Words with Greek Roots	Expression and Phrasing	**Writing Trait:** Organization: Sequence **Grammar Skill:** Adverbs **Grammar Mechanics:** Capitalization and abbreviations in letters and formal e-mails **Write to Sources:** RWW: Shipped Out LA: The Unbreakable Code YTPB: Books for Victory **Write to Research:** Write facts **Write About Reading:** Analyze theme	**Weekly:** Impact of Natural Disasters
Week 2 **Weekly Concept:** Getting Along **Essential Question:** What actions can we take to get along with others?	**Title:** Diamond in the Sky **Genre:** Realistic Fiction **Strategy:** Summarize	**Short Text:** The Bully **Lexile:** 850 **Genre:** Realistic Fiction **Strategy:** Summarize **Skill:** Theme	**Strategy:** Summarize **Skill:** Theme **Main Selection Title:** The Friend Who Changed My Life **Genre:** Realistic Fiction **Lexile:** 860 **Paired Selection Title:** Choose Your Strategy: A Guide to Getting Along **Genre:** Expository Text **Lexile:** 850	**Strategy:** Make, Confirm, and Revise Predictions **Skill:** Character, Setting Plot: Compare and Contrast Characters **Main Selections Genre:** Historical Fiction **Titles:** A: *The Picture Palace* O: *Hard Times* E: *Hard Times* B: *Woodpecker Warriors* **Paired Selections Genre:** Expository Text **Titles:** A: The Golden Age of Hollywood O: Chicago: Jazz Central E: Chicago: Jazz Central B: A Chance to Work	**Reading/Writing Workshop:** Genre; Connection of Ideas; Specific Vocabulary **Literature Anthology:** Specific Vocabulary; Organization; Connection of Ideas; Purpose	**Vocabulary Words:** *abruptly, ally, collided, confident, conflict, intervene, protective, taunting* **Additional Domain Words:** *atrocity, vulnerability, convoluted, indisputably, contagious, antithesis, escalate, mortified* **Additional Academic Words:** *pacing* **Vocabulary Strategy:** Connotation and Denotation	**Phonics/Spelling Skill:** Words with Latin Roots	Intonation	**Writing Trait: Word Choice:** Time-order Words **Grammar Skill:** Adverbs That Compare **Grammar Mechanics:** Using good and well, more and most, -er and -est **Write to Sources:** RWW: The Bully LA: The Friend Who Changed My Life YTPB: The Battle of the Bedroom **Write to Research:** Write a comparison **Write About Reading:** Analyze theme	**Weekly:** Social Media
Week 3 **Weekly Concept:** Adaptations **Essential Question:** How are living things adapted to their environment?	**Title:** Bacteria: They're Everywhere **Genre:** Expository Text **Strategy:** Ask and Answer Questions	**Short Text:** Mysterious Oceans **Lexile:** 980 **Genre:** Expository Text **Strategy:** Ask and Answer Questions **Skill:** Text Structure: Cause and Effect **Text Features:** Map	**Strategy:** Ask and Answer Questions **Skill:** Text Structure: Cause and Effect **Main Selection Title:** Survival at 40 Below **Genre:** Expository Text **Lexile:** 990 **Paired Selection Title:** Why the Evergreen Trees Never Lose Their Leaves **Genre:** Pourquoi Story **Lexile:** 850	**Strategy:** Ask and Answer Questions **Skill:** Main Ideas and Key Details **Main Selections Genre:** Expository Text **Titles:** A: *Ocean Threats* O: *Ocean Threats* E: *Ocean Threats* B: *Ocean Threats* **Paired Selections Genre:** Expository Text **Titles:** A: Floating Trash O: Floating Trash E: Floating Trash B: Floating Trash	**Reading/Writing Workshop:** Specific Vocabulary; Connection of Ideas **Literature Anthology:** Specific Vocabulary; Genre; Prior Knowledge; Organization; Connection of Ideas	**Vocabulary Words:** *adaptation, agile, cache, dormant, forage, frigid, hibernate, insulates* **Additional Domain Words:** *vents, magma, submersible, bioluminous, chemosynthesis, caribou, tundra, carrion, vegetation, larvae, esophagus, torpor, lichens, circular, storehouse, sedges, alpine, ice* **Vocabulary Strategy:** Context Clues: Paragraph Clues	**Phonics/Spelling Skill:** Words from Mythology	Rate and Accuracy	**Writing Trait: Sentence Fluency:** Vary Sentence Structure **Grammar Skill:** Negatives **Grammar Mechanics:** Correct double negatives **Write to Sources:** RWW: Mysterious Oceans LA: Survival at 40 Below YTPB: Life in the Desert **Write to Research:** Write a description **Write About Reading:** Analyze cause and effect	**Weekly:** Animals of Madagascar

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

The Key to Building Strong Readers and Writers

Grade 5 • Unit 6 • Scope and Sequence

Big Idea: Linked In How are we all connected?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6: Unit Writing Products: Book Review, Opinion Letter Writing Focus: Opinion	Research
Week 4 **Weekly Concept:** Making a Difference **Essential Question:** What impact do our actions have on our world?	**Title:** Science Makes a Difference! **Genre:** Biography **Strategy:** Ask and Answer Questions	**Short Text:** Words to Save the World: The Work of Rachel Carson **Lexile:** 980 **Genre:** Biography **Strategy:** Ask and Answer Questions **Skill:** Text Structure: Problem and Solution **Text Features:** Illustrations	**Strategy:** Ask and Answer Questions **Skill:** Text Structure: Problem and Solution **Main Selection Title:** Planting the Trees of Kenya **Genre:** Biography **Lexile:** 1030 **Paired Selection Title:** The Park Project **Genre:** Expository Text **Lexile:** 950	**Strategy:** Ask and Answer Questions **Skill:** Text Structure: Problem and Solution **Main Selections Genre:** Biography **Titles:** A: *Marjory Stoneman Douglas: Guardian of the Everglades* O: *Marjory Stoneman Douglas: Guardian of the Everglades* E: *Marjory Stoneman Douglas: Guardian of the Everglades* B: *Marjory Stoneman Douglas: Guardian of the Everglades* **Paired Selections Genre:** Expository Text **Titles:** A: The Story of the Tree Musketeers O: The Story of the Tree Musketeers E: The Story of the Tree Musketeers B: The Story of the Tree Musketeers	**Reading/Writing Workshop:** Organization; Specific Vocabulary **Literature Anthology:** Genre; Sentence Structure; Prior Knowledge; Connection of Ideas	**Vocabulary Words:** *export, glistening, influence, landscape, native, plantations, restore, urged* **Additional Domain Words:** *trilogy, unison* **Additional Academic Words:** *skimming, scanning* **Vocabulary Strategy:** Synonyms and Antonyms	**Phonics/Spelling Skill:** Number Prefixes uni-, bi-, tri-, cent-	Expression and Phrasing	**Writing Trait: Ideas:** Focus on a Topic **Grammar Skill:** Sentence Combining **Grammar Mechanics:** Commas and colons **Write to Sources:** RWW: Words to Save the World: The Work of Rachel Carson LA: Planting the Trees of Kenya YTPB: The Father of Earth Day **Write to Research:** Write facts **Write About Reading:** Analyze problem-and-solution text structure	**Weekly:** Impact of Littering
Week 5 **Weekly Concept:** Out in the World **Essential Question:** What can our connections to the world teach us?	**Title:** The Beat **Genre:** Lyric Poem **Strategy:** Visualize	**Short Texts:** To Travel, Wild Blossoms **Lexile:** NA **Genre:** Lyric and Narrative Poetry **Strategy:** Visualize **Skill:** Point of View **Text Features:** Illustrations	**Strategy:** Visualize **Skill:** Point of View **Main Selections** Title: You Are My Music (Tú eres mi música), You and I **Genre:** Narrative and Lyric Poetry **Lexile:** NP **Paired Selection Title:** A Time to Talk **Genre:** Lyric Poetry **Lexile:** NP	**Strategy:** Ask and Answer Questions **Skill:** Author's Point of View **Main Selections Genre:** Expository Text **Titles:** A: *Your World, My World* O: *Flying Home* E: *Flying Home* B: *Helping Out* **Paired Selections Genre:** Expository Text **Titles:** A: Do I Know You? O: Tell Me, Show Me E: Fishing in the Supermarket B: A Journalistic Journey	**Reading/Writing Workshop:** Sentence Structure; Connection of Ideas **Literature Anthology:** Genre; Sentence Structure; Purpose	**Vocabulary Words:** *blares, connection, errand, exchange* **Additional Academic Words:** *metaphor, interview* **Vocabulary Strategy:** Personification	**Phonics/Spelling Skill:** Suffixes *-ible, -able*	Expression and Phrasing	**Writing Trait: Word Choice:** Strong Words **Grammar Skill:** Prepositional Phrases as Adjectives and Adverbs **Grammar Mechanics:** Using pronouns in prepositions phrases (objective pronouns) **Write to Sources:** RWW: To Travel, Wild Blossoms LA: You Are My Music (Tú eres mi música), You and I YTPB: Running **Write to Research:** Write a description **Write About Reading:** Analyze literary language	**Weekly:** Interview: Important Life Events **Unit Level: Research Skill:** Giving a Presentation **Unit Project:** Self-select and develop from options for unit projects
Week 6 **Review and Assessment**										

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

UNIT OVERVIEW

Text Complexity Range for Grades 4–5

Lexile: 740 – 1010

TextEvaluator™: 23 – 51

READING

Week 1 — REACHING A COMPROMISE

ESSENTIAL QUESTION
What do good problem solvers do?

Build Background

Vocabulary
L.5.6 *committees, convention, debate, proposal, representatives, resolve, situation, union*
Context Clues

Comprehension
RI.5.3 Strategy: Reread
Skill: Text Structure: Problem and Solution
Genre: Expository Text

Phonics
RF.5.3a Variant Vowel /ô/; Diphthongs /oi/, /ou/

Fluency
RF.5.4c Rate and Accuracy

Week 2 — SEEKING THE ANSWER

ESSENTIAL QUESTION
What can you do to get the information you need?

Build Background

Vocabulary
L.5.6 *circumstances, consideration, consults, destiny, expectations, presence, reveal, unsure*
Simile and Metaphor

Comprehension
RL.5.1 Strategy: Make Predictions
Skill: Character, Setting, Plot: Compare and Contrast
Genre: Fairy Tale

Phonics
RF.5.3a Plurals

Fluency
RF.5.4c Expression and Accuracy

Week 3 — INVESTIGATIONS

ESSENTIAL QUESTION
How do we investigate questions about nature?

Build Background

Vocabulary
L.5.6 *behaviors, disappearance, energetic, flurry, migrate, observation, theory, transformed*
Greek and Latin Suffixes

Comprehension
RI.5.5 Strategy: Reread
Skill: Text Structure: Sequence
Genre: Biography

Word Study
RF.5.3a Inflectional Endings

Fluency
RF.5.4b Expression and Phrasing

Inquiry Space **Informative Performance Task** Investigate: Solar Energy T39–T39, T102–T103, T166–T167

LANGUAGE ARTS

Writing
W.5.2a Write to Sources: Informative
Trait: Ideas

Grammar
L.3.1a Kinds of Nouns

Spelling
L.5.2e Variant Vowel /ô/

Vocabulary
L.5.4a Build Vocabulary

Writing
W.5.3a Write to Sources: Narrative
Trait: Organization

Grammar
L.3.1b Singular and Plural Nouns

Spelling
L.5.2e Plurals

Vocabulary
L.5.5a Build Vocabulary

Writing
W.5.2b Write to Sources: Informative
Trait: Ideas

Grammar
L.3.1b More Plural Nouns

Spelling
L.5.2e Inflectional Endings

Vocabulary
L.5.4a Build Vocabulary

Writing Process **Genre Writing: Expository** Invitation with Directions T344–T349

(l. to r.) Francis G. Mayer/Corbis; Hello Lovely/Corbis; Ingram Publishing/SuperStock; imagebroker.net/SuperStock; Ruth Jenkinson/Dorling Kindersley/Getty Images

Taking the Next Step

UNIT 2

Review and Assess

Week 4	Week 5	Week 6
A PLAN OF ACTION	MAKING IT HAPPEN	
ESSENTIAL QUESTION *When has a plan helped you accomplish a task?*	**ESSENTIAL QUESTION** *What motivates you to accomplish a goal?*	CCSS **Reader's Theater** RF.5.4a Focus on Vocabulary Fluency: Intonation, Phrasing, Accuracy
Build Background	**Build Background**	CCSS **Reading Digitally** RI.5.7 Notetaking Navigating Links
CCSS **Vocabulary** L.5.6 *assuring, detected, emerging, gratitude, guidance, outcome, previous, pursuit* Personification	CCSS **Vocabulary** L.5.6 *ambitious, free verse, memorized, narrative, repetition, rhyme, satisfaction, shuddered* Homographs	CCSS **Inquiry Space** SL.5.5 Creating a Presentation Speaking, Listening Review and Evaluate
CCSS **Comprehension** RL.5.2 Strategy: Make Predictions Skill: Theme Genre: Folktale	CCSS **Comprehension** RL.5.2 Literary Elements: Repetition and Rhyme Skill: Theme Genre: Narrative and Free Verse	**Unit 2 Assessment** **Unit Assessment Book** pages 43–78 **Fluency Assessment** pages 252–261
CCSS **Phonics** RF.5.3a Contractions	CCSS **Phonics** RF.5.3a Closed Syllables	
CCSS **Fluency** RF.5.4b Rate	CCSS **Fluency** RF.5.4b Expression and Phrasing	

Inquiry Space **Informative Performance Task** Investigate: Solar Energy T230–T231, T294–T295, T330–T331

CCSS **Writing** W.5.3b Write to Sources: Narrative Trait: Organization	CCSS **Writing** W.5.3a Write to Sources: Narrative Trait: Word Choice	CCSS **Writing** SL.5.5 Share Your Writing Portfolio Choice
CCSS **Grammar** L.3.2d Possessive Nouns	CCSS **Grammar** L.5.1a Prepositional Phrases	
CCSS **Spelling** L.5.2e Contractions	CCSS **Spelling** L.5.2e Closed Syllables	
CCSS **Vocabulary** L.5.5a Build Vocabulary	CCSS **Vocabulary** L.5.4 Build Vocabulary	

Writing Process **Genre Writing: Expository** Explanatory Essay T350–T355

SUGGESTED LESSON PLAN

Whole Group

READING		DAY 1	DAY 2
Teach, Model and Apply	Core	**Introduce the Concept** T10–T11 **Vocabulary** T14–T15 **Close Reading** "Creating a Nation," T16–T17	**Close Reading** "Creating a Nation," T16–T17 **Strategy Reread,** T18–T19 **Skill** Text Structure: Problem and Solution, T20–T21 **Vocabulary Strategy** Context Clues: Definitions and Restatements, T24–T25
	Options	**Listening Comprehension** T12–T13	**Genre** Expository Text, T22–T23
LANGUAGE ARTS			
Writing **Grammar** **Spelling** **Build Vocabulary**	Core	**Grammar** Kinds of Nouns, T32 **Spelling** Variant Vowel /ô/, T34 **Build Vocabulary** T36	**Write About the Text** Model Note Taking and Write to a Prompt, T28–T29 **Grammar** Kinds of Nouns, T32 **Build Vocabulary** T36
	Options	**Write About the Text** Writing Fluency, T28 **Genre Writing** Invitation with Directions: Read Like a Writer, T344	**Genre Writing** Invitation with Directions: Discuss the Expert Model, T344 **Spelling** Variant Vowel /ô/, T34

Writing Process: Informative Invitation with Directions, T344–T349 Use with Weeks 1–3

Small Group

Differentiated Instruction Use your data dashboard to determine each student's needs. Then select instructional support options throughout the week.

APPROACHING LEVEL

Leveled Reader
The Bill of Rights, T40–T41
"Having Your Say," T41
Literature Circles, T41

Phonics/Decoding
Review the Diphthong /oi/, T42
Build Words with /ô/, /oi/, /ou/, T42
Practice Words with /ô/, /oi/, /ou/, T43

Vocabulary
- High-Frequency and Vocabulary Words, T44
- Identify Related Words, T45

Context Clues, T45

Comprehension
- Identify Important Events, T46
- Review Problem and Solution, T47

Self-Selected Reading, T47

Fluency
Rate and Accuracy, T46

ON LEVEL

Leveled Reader
The Bill of Rights, T48–T49
"Having Your Say," T49
Literature Circles, T49

Vocabulary
Review Vocabulary Words, T50
Context Clues, T50

Comprehension
Review Problem and Solution, T51
Self-Selected Reading, T51

CUSTOMIZE YOUR OWN LESSON PLANS

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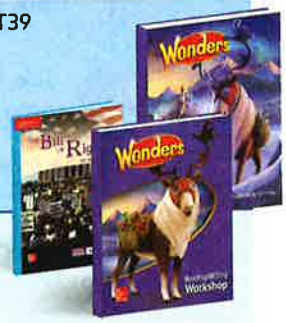
WEEK 1

DAY 3	DAY 4	DAY 5
Close Reading *Who Wrote the U.S. Constitution?,* T25A–T25R	**Fluency** T27 **Close Reading** "Parchment and Ink," T25S–T25V **Integrate Ideas** Inquiry Space, T38–T39	**Integrate Ideas** T38–T39 • Text Connections • Inquiry Space **Weekly Assessment** 
Phonics/Decoding • Variant Vowel /ô/; Diphthongs /oi/, /ou/, T26–T27	**Close Reading** *Who Wrote the U.S. Constitution?,* T25A–T25R	
Grammar Kinds of Nouns, T33	**Write About Two Texts** Model Note Taking and Taking Notes, T30–T31	**Write About Two Texts** Analyze Student Model and Write to the Prompt, T31 **Spelling** Variant Vowel /ô/, T35
Write About the Text T30 **Genre Writing** Invitation with Directions: Prewrite, T345 **Spelling** Variant Vowel /ô/, T35 **Build Vocabulary** T37	**Genre Writing** Invitation with Directions: Teach the Prewrite Minilesson, T345 **Grammar** Kinds of Nouns, T33 **Spelling** Variant Vowel /ô/, T35 **Build Vocabulary** T37	**Genre Writing** Invitation with Directions: Choose Your Topic, T345 **Grammar** Kinds of Nouns, T33 **Build Vocabulary** T37

Writing Process

Writing Process: Informative Invitation with Directions, T344–T349 Use with Weeks 1–3

BEYOND LEVEL

Leveled Reader
The Bill of Rights, T52–T53
"Having Your Say," T53
Literature Circles, T53

Vocabulary
Review Domain-Specific Words, T54
• Context Clues, T54
• Shades of Meaning, T54

Comprehension
Review Problem and Solution, T55
• Self-Selected Reading, T55
• Independent Study: Reaching a Compromise, T55

ENGLISH LANGUAGE LEARNERS

Shared Read
"Creating a Nation," T56–T57

Leveled Reader
The Bill of Rights, T58–T59
"Having Your Say," T59
Literature Circles, T59

Phonics/Decoding
Review the Diphthong /oi/, T42
Build Words with /ô/, /oi/, /ou/, T42
Practice Words with /ô/, /oi/, /ou/, T43

Vocabulary
Preteach Vocabulary, T60
Review High Frequency Words, T44
Review Vocabulary, T60
Context Clues, T61
Additional Vocabulary, T61

Spelling
Words with Variant Vowels and Diphthongs, T62

Writing
Writing Trait: Ideas, T62

Grammar
Kinds of Nouns, T63

2019-2020

Gateway Lesson Plan

Weekly Plan Format

Week of: 23Sept2019
Teacher:

1. Identify the standard(s)		
Content Area: ELA	**Grade: 5**	**Unit 1: Eureka, I've got it, Week 1: Meeting a Need**

a) List standards to be addressed

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
L.3.1i - Produce simple, compound, and complex sentences.
RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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)
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.
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.
RF5.4b - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.
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, drawing on specific details in the text [e.g., how characters interact]").
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.
SL.51.b – Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1d – Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2 – Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3 – Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
L.5.2c – Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
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.
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 relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

b) List activities currently implemented in the classroom and related skills

- Turn and talk interactions when applicable
- Small group work
- Class discussion
- Independent practice and completion of assigned work (SIWBS)

2. Define the learning outcomes			
Level of support	**Least** support	**Moderate** support	**Most** support

List the desired outcomes for students	- Reading of directions with needed clarification - Work completion is independent. - Comprehension of material is evident in discussion and graded work.	- Directions read aloud with check for understanding with student. - Periodic check-ins with student to assure understanding and progress. - Seating is offered in best place for student to concentrate and get necessary help as needed. - Assistance and redirection implemented as needed. - Student demonstrates understanding of the content in discussions and work completed.	- Directions read aloud and chunked as needed. Consistent check-ins are carried out. - Student is seated in close proximity to the teacher or TA. - Any text is read aloud to and with the student. - Assigned items are discussed with the student and responses are created aloud before recording. - Assistance is offered in writing if needed along with spelling support. - Student is able to participate in class discussion adding their thoughts and ideas with support from the teacher. - Work is completed with the necessary assistance and any supports/accommodations listed in IEP.
List the formative assessments (Be sure to include multiple ways for students to show what they know).	Monitoring of responses in class discussions. Graded work completed. Analysis of complete graphic organizers or other work samples. Monitoring of post-it questions, comments, or responses. Analysis of any drawings or other depictions of understanding/comprehension of taught material. Oral responses to target questions. Listening to Turn-and-Talk/ small group discussions. Quizzes Selection quiz	Selection quiz with limited multiple choice	Selection quiz with limited multiple choice

3. Identify the instructional activities/arts infusion/sensory based techniques to be used within the unit

List the instructional activities planned for all students: ***Arts infusion** ***Sensory based techniques**	**List the barriers that may prevent students from accessing instruction, participating in activities, or demonstrating learning**	**List supports that can be implemented to reduce barriers Note UDL's utilized in this lesson**
- Spelling words (Fry words and text supplied words). - Close reading "One Hen" (T25A-25P) - "Banks: Their Business and Yours" close read (T25Q-25T) - Grammar - sentences(T32)	Student behavior and anxiety. Some students struggle with decoding, reading comprehension and writing. Text too difficult Inattention/unfocused	Read aloud to student all text. Intermittent reminders/prompts to refocus Point chart Sensory items Model process being used and/or provide an example.

2019-2020

	Difficulty navigating text and finding key language and answers Length of lesson	Break lessons into chunks. Use highlighters to find key concepts and vocabulary in text. Change position and groupings within the room.
4. How will you utilize your paraprofessional during the academic class?		
The paraprofessional will facilitate small group instruction. He will monitor & document behavior, assist students with following the procedures of the classroom expectations (bathroom, breaks, etc.) and assist individual students as needed.		
5. How will you utilize technology during the academic class?		
The ELMO will be utilized to review spelling and vocabulary words as well as display the electronic portions of the Wonders curriculum. Students will use their Chromebooks to complete assigned mini-games in Wonders.		
6.		

This Lesson Plan is subject to change.

Essential Question: How do we get the things we need?

Unit 1 Week 1

Story

One Hen

Genre

Realistic Fiction

Story

"Banks: Their Business and Yours"

Genre

Expository Text

Story

"A Fresh Idea"

Genre

Realistic Fiction

Comprehension Strategy

reread

Comprehension Skill

character, setting, plot: sequence

Vocabulary Strategy

context clues

Writing Traits

ideas: descriptive details

Grammar

sentences

Other Skills

fluency: expression and accuracy

Genre

Realistic Fiction

SPELLING/ PHONICS

short vowels

jut
nick
tenth
shrug
stuff
sense
damp
cot
fling
notch
gush
scan
batch
rough
stump
tough
laugh
guess
lead
dove

Vocabulary

afford- to have enough money to pay for

loan- money borrowed

profit- the amount of money left after all the costs of running a business have been paid

prosper- to be successful; to do very well

risk- a chance of loss or harm

savings- money that is saved or set aside

scarce- difficult to get or find

wages- payments for work done

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PROGRESS MONITORING

Unit 2 Week 5 Formal Assessment	Standards Covered	Component for Assessment
Text Evidence	RL.5.1	• *Selection Test* • *Weekly Assessment* • *Approaching-Level Weekly Assessment*
Theme	RL.5.2	• *Weekly Assessment* • *Approaching-Level Weekly Assessment*
Homographs	L.5.5c	• *Selection Test* • *Weekly Assessment* • *Approaching-Level Weekly Assessment*
Writing About Text	W.5.9a	*Weekly Assessment*
Unit 2 Week 5 Informal Assessment	**Standards Covered**	**Component for Assessment**
Research/Listening/ Collaborating	SL.5.1d, SL.5.2, SL.5.3	• *RWW* • *Teacher's Edition*
Oral Reading Fluency (ORF) **Fluency Goal:** 100-120 words correct per minute (WCPM) **Accuracy Rate Goal:** 95% or higher	RF.5.4a, RF.5.4b, RF.5.4c	*Fluency Assessment*

Using Assessment Results

Weekly Assessment Skills and Fluency	If . . .	Then . . .
COMPREHENSION	Students score below 70% . . .	. . . assign Lessons 34–36 on Theme from the ***Tier 2 Comprehension Intervention online PDFs.***
VOCABULARY	Students score below 70% . . .	. . . assign Lesson 170 on Homographs and Homophones from the ***Tier 2 Vocabulary Intervention online PDFs.***
WRITING	Students score below "3" on constructed response item . . .	. . . assign Lessons 34–36 on Theme and/or Write About Reading Lesson 194 from the ***Tier 2 Comprehension Intervention online PDFs.***
FLUENCY	Students have a WCPM score of 93–99 . . .	. . . assign a lesson from Section 1 or 7–10 of the ***Tier 2 Fluency Intervention online PDFs.***
	Students have a WCPM score of 0–92 . . .	. . . assign a lesson from Sections 2–6 of the ***Tier 2 Fluency Intervention online PDFs.***

Using Weekly Data

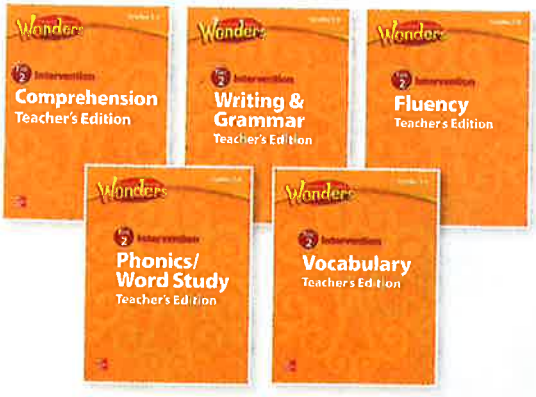
Check your data Dashboard to verify assessment results and guide grouping decisions.

Data-Driven Recommendations

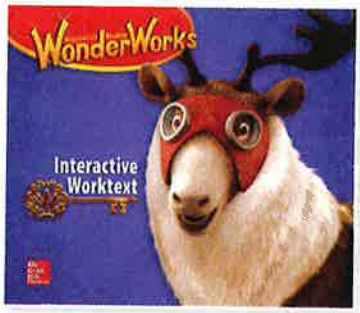
Response to Intervention

Use the appropriate sections of the ***Placement and Diagnostic Assessment*** as well as students' assessment results to designate students requiring:

TIER 2 Intervention Online PDFs



TIER 3 WonderWorks Intervention Program



Grade 6 • Unit 1 • Scope and Sequence

The Key to Building Strong Readers and Writers

McGraw-Hill Reading Wonders

Big Idea: Changes How can changes transform the way people look at the world?	**Read Aloud**	**Reading/Writing Workshop Comprehension**	**Literature Anthology Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* EL: *ELL* BL: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing** **Unit 1: Unit Writing Products:** Autobiographical Sketch; Personal Narrative **Writing Focus:** Narrative Text	**Research**
Week 1 **Weekly Concept:** Perspectives **Essential Question:** How do new experiences offer new perspectives?	**Title:** Crossing the Creek **Genre:** Realistic Fiction **Strategy:** Visualize	**Short Text:** Cow Music **Lexile:** 770 **Genre:** Realistic Fiction **Strategy:** Visualize **Skill:** Character, Setting, Plot: Compare and Contrast	**Strategy:** Visualize **Skill:** Character, Setting, Plot: Compare and Contrast **Main Selection Title:** Little Blog on the Prairie **Genre:** Realistic Fiction **Lexile:** 820 **Paired Selection Title:** The Writing on the Wall **Genre:** Personal Narrative **Lexile:** 9500	**Strategy:** Visualize **Skill:** Character, Setting, Plot: Compare and Contrast Main Selections Genre: Realistic Fiction **Titles:** A: *Silver Linings* O: *Call Me Max* E: *Call Me Max* B: *In the Lion's Den* **Paired Selection Genre:** Personal Narrative **Titles:** A: The Big Trek O: Fashion Swap E: Fashion Swap B: Watching the March	**Reading/Writing Workshop:** Prior Knowledge; Genre **Literature Anthology:** Prior Knowledge; Purpose; Genre; Connection of Ideas; Sentence Structure	**Vocabulary Words:** *adversity, alliance, confinement, inflicted, reminisce, retrieved, smuggle, spindly* **Additional Academic Words:** *multiple meaning words, vivid words* **Vocabulary Strategy: Context Clues:** Paragraph Clues	**Phonics/Spelling Skill:** Long Vowels	Intonation	**Writing Trait:Writing Trait:** Organization: Strong Openings **Grammar Skill:** Sentence Types and Fragments **Grammar Mechanics:** end punctuation and capitalization for each sentence type **Write to Sources:** RWW: Cow Music; LA: Little Blog on the Prairie; YTPB: Smart Start **Write to Research:** Write a description **Write About Reading:** Analyze characters, setting, and plot	**Weekly:** How an Invention Impacted Lives
Week 2 **Weekly Concept:** Alliances **Essential Question:** Why do people form alliances?	**Title:** The Drummer Boy **Genre:** Historical Fiction **Strategy:** Visualize	**Short Text:** Drumbeat of Freedom **Lexile:** 810 **Genre:** Historical Fiction **Strategy:** Visualize **Skill:** Character, Setting, Plot: Sequence	**Strategy:** Visualize **Skill:** Character, Setting, Plot: Sequence **Main Selection Title:** The Mostly True Adventures of Homer P. Figg **Genre:** Historical Fiction **Lexile:** 950 **Paired Selection Title:** Enough! **Genre:** Poetry **Lexile:** NP	**Strategy:** Visualize **Skill:** Character, Setting, Plot: Sequence Main Selections Genre: Historical Fiction **Titles:** A: The Sit-In O: Judy's Dream E: Judy's Dream B: Change the World, Step by Step **Paired Selection Genre:** Poetry **Titles:** A: Uprising O: We Were There E: A Little Longer B: Watching the March	**Reading/Writing Workshop:** Prior Knowledge; Genre Literature Anthology: Prior Knowledge; Purpose; Genre; Connection of Ideas; Sentence Structure	**Vocabulary Words:** *adversity, alliance, confinement, inflicted, reminisce, retrieved, smuggle, spindly* **Additional Academic Words:** *multiple meaning words, vivid words* **Vocabulary Strategy:** Context Clues: Paragraph Clues	**Phonics/Spelling Skill:** Long Vowels	Intonation	**Writing Trait:** Word Choice: Strong Words Grammar Skill: Subjects and Predicates Grammar Mechanics: avoid sentence fragments **Write to Sources:** RWW: Drumbeat of Freedom; LA: The Mostly True Adventures of Homer P. Figg; YTPB: Appreciation **Write to Research:** Write facts **Write About Reading:** Analyze themes	**Weekly** American Home-Front Efforts During WWII
Week 3 **Weekly Concept:** Environments **Essential Question:** How do life forms vary in different environments?	**Title:** Plants in Different Environments **Genre:** Expository Text **Strategy:** Reread	**Short Text:** The Secret World of Caves **Lexile:** 900 **Genre:** Expository Text **Strategy:** Reread **Skill:** Main Idea and Key Details **Text Features:** - Headings - Photographs and Captions - Diagrams	**Strategy:** Reread **Skill:** Main Idea and Key Details **Main Selection Title:** Journey into the Deep **Genre:** Expository Text **Lexile:** 920 **Paired Selection Title:** Extreme Exploration: An Interview with Dr. Eva Ramirez-Llodra **Genre:** Interview **Lexile:** 900	**Strategy:** Reread **Skill:** Main Idea and Key Details **Main Selections Genre:** Expository Text **Titles:** A: Rain-Forest Riches! O: Rain-Forest Riches E: Rain-Forest Riches B: Rain-Forest Riches! **Paired Selection Genre:** Interview **Titles:** A: Discovering the Rain Forest O: Discovering the Rain Forest E: Discovering the Rain Forest B: Discovering the Rain Forest	**Reading/Writing Workshop:** Specific Vocabulary; Connection of Ideas **Literature Anthology:** Prior Knowledge; Genre; Organization; Specific Vocabulary; Connection of Ideas	**Vocabulary Words:** *classification, compartment, engulfs, flanked, maneuvering, obscure, species, submerged* **Additional Domain Words:** *hibernate, methane, hydrogen sulfide* **Additional Academic Words:** *focus, Venn diagram* **Vocabulary Strategy:** Word Parts: Greek Roots	**Phonics/Spelling Skill:** frequently misspelled words	Accuracy	**Writing Trait:** Ideas: Focus on a Topic **Grammar Skill:** Sentence Combining **Grammar Mechanics:** punctuation in compound sentences (semi-colon and comma) **Write to Sources:** RWW: The Secret World of Caves; LA: Journey into the Deep; YTPB: Amazing Plant Discoveries **Write to Research:** Write a comparison **Write About Reading:** Analyze main idea and details	**Weekly:** Comparing and Contrasting Two Natural Environments

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

The Key to Building Strong Readers and Writers

Grade 6 • Unit 1 • Scope and Sequence

Big Idea: Changes How can changes transform the way people look at the world?	**Read Aloud**	**Reading/Writing Workshop Comprehension**	**Literature Anthology Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing** Unit 1 Unit Writing Products: Autobiographical Sketch; Personal Narrative Writing Focus: Narrative Text	**Research**
Week 4 **Weekly Concept:** Dynamic Earth **Essential Question:** How do natural forces affect Earth?	**Title:** The Roar of Lava **Genre:** Narrative Nonfiction **Strategy:** Reread	**Short Text:** The Monster in the Mountain **Lexile:** 860 **Genre:** Narrative Nonfiction **Strategy:** Reread **Skill:** Main Idea and Key Details **Text Features:** • Maps • Model	**Strategy:** Reread **Skill:** Main Idea and Key Details **Main Selection Title:** Into the Volcano **Genre:** Narrative Nonfiction **Lexile:** 960 **Paired Selection Title:** Donna O'Meara: The Volcano Lady **Genre:** Biography **Lexile:** 930	**Strategy:** Reread **Skill:** Main Idea and Key Details **Main Selections Genre:** Narrative Nonfiction **Titles:** A: Exploring the Deep O: Exploring the Deep E: Exploring the Deep B: Exploring the Deep **Paired Selections Genre:** Biography **Titles:** A: Curious About Earth O: Curious About Earth E: Curious About Earth B: Curious About Earth	**Reading/Writing Workshop:** Prior Knowledge; Purpose **Literature Anthology:** Purpose; Prior Knowledge; Connection of Ideas; Sentence Structure; Genre	**Vocabulary Words:** *cascaded, documentation, dynamic, exerts, plummeting, pulverize, scalding, shards* ***Additional Domain Words:*** *crust, mantle, core* ***Additional Academic Words:*** *style, tone* **Vocabulary Strategy:** Figurative Language: Metaphor and Simile	**Phonics/Spelling Skill:** r-controlled Vowels	Phrasing and Rate	**Writing Trait:** Voice: Style and Tone **Grammar Skill:** Clauses and Complex Sentences **Grammar Mechanics:** punctuating complex sentences **Write to Sources:** RWW: The Monster in the Mountain LA: Into the Volcano YTPB: Mount St. Helens **Write to Research:** Write a description **Write About Reading:** Analyze main idea and key details	**Weekly:** Description of Natural Resources
Week 5 **Weekly Concept:** Using Money **Essential Question:** What factors influence how people use money?	**Title:** Making Money for America **Genre:** Informational Article–Expository **Strategy:** Reread	**Short Text:** Making Money: A Story of Change **Lexile:** 960 **Genre:** Informational Article–Expository **Strategy:** Reread **Skill:** Author's Point of View **Text Features:** • Graphs • Sidebars	**Strategy:** Reread **Skill:** Author's Point of View **Main Selection Title:** The Economic Roller Coaster **Genre:** Informational Article–Expository **Lexile:** 950 **Paired Selection Title:** Our Federal Reserve at Work **Genre:** Persuasive Article **Lexile:** 970	**Strategy:** Reread **Skill:** Author's Point of View **Main Selections Genre:** Informational Article–Expository **Titles:** A: Money Changes O: Money Changes E: Money Changes B: Money Changes **Paired Selection Genre:** Persuasive Article **Titles:** A: Cash Is Here to Stay O: Cash Is Here to Stay E: Cash Is Here to Stay B: Cash Is Here to Stay	**Reading/Writing Workshop:** Organization; Purpose **Literature Anthology:** Organization; Genre	**Vocabulary Words:** *available, basically, factors, fluctuate, formula, inventory, manufactured, salaries* **Additional Academic Words:** *data, numerical* **Vocabulary Strategy:** Word Parts: Root Words	**Phonics/Spelling Skill:** compound words	Rate	**Sentence Fluency:** Transitions	**Weekly:** Research Economic Conditions **Unit Level:** Research Skill: Choosing a Research Focus/ Question **Unit Project:** Self-select and develop from weekly research options for unit research projects
Week 6 **Review and Assessment**										

The Key to Building Strong Readers and Writers

Grade 6 • Unit 2 • Scope and Sequence

Big Idea: Excursions Across Time What can we gain from reading about past civilizations?	**Read Aloud**	**Reading/Writing Workshop Comprehension**	**Literature Anthology** **Main Selection. Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing** Unit 2: Unit Writing Products: Explanatory Essay; Formal Letter Writing Focus: Informative Text	**Research**
Week 1 **Weekly Concept:** Contributions **Essential Question:** What contributions were made by early civilizations?	**Title:** The Builders of Ancient Egypt **Genre:** Expository Text **Strategy:** Ask and Answer Questions	**Short Text:** Empire of the Sea **Lexile:** 880 **Genre:** Expository Text **Strategy:** Ask and Answer Questions **Skill:** Text Structure: Problem and Solution **Text Features:** • Timelines • Maps	**Strategy:** Ask and Answer Questions **Skill: Text Structure:** Problem and Solution **Main Selection Title:** The Technology of Mesopotamia **Genre:** Expository Text **Lexile:** 990 **Paired Selection Title:** Gilgamesh Lost and Found **Genre:** Expository Text **Lexile:** 990	**Strategy:** Ask and Answer Questions **Skill:** Text Structure: Problem and Solution **Main Selections Genre:** Expository Text **Titles:** A: Lost in Time O: Lost in Time E: Lost in Time B: Lost in Time **Paired Selections** **Genre:** Expository Text **Titles:** A: Words from the Past O: Words from the Past E: Words from the Past B: Words from the Past	**Reading/Writing Workshop:** Organization; Connection of Ideas **Literature Anthology:** Connection of Ideas; Specific Vocabulary; Purpose; Genre; Sentence Structure	**Vocabulary Words:** *artifact, communal, derived, inscription, millennium, stationery, utilize, yields* **Additional Domain Words:** *irrigate* **Additional Academic Words:** *evaluate, resources* **Vocabulary Strategy:** **Word** Parts: Latin Roots	**Phonics/Spelling Skill:** Irregular plurals	Rate and Accuracy	**Writing Trait Ideas:** Supporting Details **Grammar Skill:** Kinds of Nouns **Grammar Mechanics:** capital letters, abbreviations, and colons in business letters **Write to Sources:** RWW: Empire of the Sea LA: The Technology of Mesopotamia YTPB: The Mysterious Olmecs Write to Research: Write facts **Write About Reading:** Analyze text structure	**Weekly:** Research Contributions of Early Civilizations
Week 2 **Weekly Concept:** Democracy **Essential Question:** How did democracy develop?	**Title:** The Road to Democracy **Genre:** Expository Text **Strategy:** Ask and Answer Questions	**Short Text:** The Democracy Debate **Lexile:** 880 **Genre:** Expository Text **Strategy:** Ask and Answer Questions **Skill: Text** Structure: Compare and Contrast **Text Features:** • Charts • Diagrams	**Strategy:** Ask and Answer Questions **Skill:** Text Structure: Compare and Contrast **Main Selection** Title: Who Created Democracy? **Genre:** Expository Text **Lexile:** 930 **Paired Selection Title:** How Ideas Become Laws **Genre:** Narrative Nonfiction **Lexile:** 940	**Strategy:** Ask and Answer Questions **Skill: Text Structure:** Compare and Contrast **Main Selections** Genre: Expository Text **Titles:** A: Everybody Counts O: Everybody Counts E: Everybody Counts B: Everybody Counts **Paired Selections Genre:** Narrative Nonfiction **Titles:** A: The Men on the Hill O: The Men on the Hill E: The Men on the Hill B: The Men on the Hill	**Reading/Writing Workshop:** Prior Knowledge; Genre **Literature Anthology:** Purpose; Organization; Connection of Ideas; Specific Vocabulary	**Vocabulary Words:** *aspiring, foundation, preceded, principal, promote, restrict, speculation, withstood* **Additional Domain Words:** *treason, federal government, delegates* **Additional Academic Words:** *accuracy, purpose* **Vocabulary Strategy:** Word Parts: Greek and Latin Prefixes	**Phonics/Spelling Skill:** Inflectional endings	Rate and Accuracy	**Writing Trait: Ideas:** Develop a Topic (facts, definitions, details, quotations, information, examples) **Grammar Skill:** Singular and Plural Nouns **Grammar Mechanics:** using commas in a series, using proper punctuation when writing a letter **Write to Sources:** RWW: The Democracy Debate LA: Who Created Democracy? YTPB: What is a Democracy? **Write to Research:** Write interview questions **Write About Reading:** Analyze text features	**Weekly:** Research Important Figures in History
Week 3 **Weekly Concept:** Ancient Societies **Essential Question:** What was life like for people in ancient cultures?	**Title:** The Special Guest **Genre:** Historical Fiction **Strategy:** Make, Confirm, Revise Predictions	**Short Text:** Yaskul's Mighty Trade **Lexile:** 690 **Genre:** Historical Fiction **Strategy:** Make, Confirm, Revise Predictions **Skill:** Point of View	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Point of View **Main Selection Title:** Roman Diary **Genre:** Historical Fiction **Lexile:** 940 **Paired Selection Title:** The Genius of Roman Aqueducts **Genre:** Expository Text **Lexile:** 1000	**Strategy:** Reread **Skill: Text Structure:** Sequence **Main Selections Genre:** Biography **Titles:** A: The Toolmaker O: The Ambassador E: The Ambassador B: Chihuli's Secret **Paired Selections Genre:** Expository Text **Titles:** A: Mayan Symbols O: The Best Pyramid E: The Best Pyramid B: Books Made from Bark	**Reading/Writing Workshop:** Specific Vocabulary; Prior Knowledge **Literature Anthology:** Genre; Organization; Purpose; Specific Vocabulary	**Vocabulary Words:** *alcove, commerce, domestic, exotic, fluent, stifling, upheaval, utmost* **Additional Domain Words:** *transmission, channels, aqueduct* **Additional Academic Words:** *clarify, logical* **Vocabulary Strategy:** Word Relationships: Connotations and Denotations	**Phonics/Spelling Skill:** closed syllables	Expression	**Writing Trait:** Organization: Strong Conclusions **Grammar Skill:** More Plural Nouns **Grammar Mechanics:** use correct plural forms **Write to Sources:** RWW: Yaskul's Mighty Trade LA: Roman Diary YTPB: Kush, A Land of Archers **Write to Research:** Write a description **Write About Reading:** Analyze point of view	**Weekly:** Research: Description of Daily Life in Ancient Cultures

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

The Key to Building Strong Readers and Writers

Grade 6 • Unit 2 • Scope and Sequence

Big Idea: Excursions Across Time What can we gain from reading about past civilizations?	**Read Aloud**	**Reading/Writing Workshop Comprehension**	**Literature Anthology Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing** Unit 2: Unit Writing Products: Explanatory Essay, Formal Letter Writing Focus: Informative Text	**Research**
Week 4 **Weekly Concept:** Influences **Essential Question:** What influences the development of a culture?	**Title:** Aban and the Physician **Genre:** Historical Fiction **Strategy:** Make, Confirm, Revise Predictions	**Short Text:** Cusi's Secret **Lexile:** 840 **Genre:** Historical Fiction **Strategy:** Make, Confirm, Revise Predictions **Skill:** Point of View	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Point of View **Main Selection Title:** A Single Shard **Genre:** Historical Fiction **Lexile:** 920 **Paired Selection Title:** A Scholar in the Family **Genre:** Drama **Lexile:** NP	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Point of View **Main Selections Genre:** Historical Fiction **Titles:** A: Wrought by Fires O: The Little Golden Llama E: The Little Golden Llama B: The Marka **Paired Selections Genre:** Drama **Titles:** A: That's Music! O: All Work and No Play E: All Work and No Play B Use Your Head!	**Reading/Writing Workshop:** Purpose; Specific Vocabulary **Literature Anthology:** Prior Knowledge; Genre; Specific Vocabulary; Purpose; Connection of Ideas	**Vocabulary Words:** *benefit, deftly, derision, eaves, expertise, impudence, legacy, symmetry* **Additional Domain Words:** *perimeter, arid, furrowed* **Additional Academic Words:** *flashback, signal* **Vocabulary Strategy:** Word Parts: Greek and Latin Suffixes	**Phonics/Spelling Skill:** open syllables	Expression	**Writing Trait: Sentence Fluency:** Transitions (to signal shifts from one time frame or setting to another) **Grammar Skill:** Possessive Nouns **Grammar Mechanics:** forming plural and possessive nouns **Write to Sources:** RWW: Cusi's Secret LA: A Single Shard YTPB: Approaching Zero **Write to Research:** Write facts **Write About Reading:** Analyze point of view	**Weekly:** Research: Influences Affecting an Ancient Culture
Week 5 **Weekly Concept:** Past and Present **Essential Question:** What can the past teach us?	**Titles:** My Friend Fred, Each New Moment Genre: Poetry Strategy: Visualize	**Short Texts:** Ozymanidas, Lifelong Friends Lexile: NP Genre: Poetry Strategy: Visualize Skill: Theme	**Strategy:** Visualize **Skill:** Theme **Main Selections Titles:** Majestic, Mummy, Clay **Genre: Poetry** **Lexile:** NP **Paired Selections Titles:** Maestro, Tradition **Genre:** Poetry **Lexile:** NP	**Strategy:** Visualize **Skill:** Theme **Main Selections Genre:** Realistic Fiction **Titles:** A: Just Like Pizarro O: Nat's Treasure E: Nat's Treasure B: *Digging In* **Paired Selection Genre:** Poetry **Titles:** A: Saving Italy O: The Photograph E: A Dream Fulfilled B: Land of the Dead	**Reading/Writing Workshop:** Connection of Ideas; Genre; Sentence Structure **Literature Anthology:** Prior Knowledge; Genre; Purpose	**Vocabulary Words:** *commemorate, contemplate, forlorn, majestic Poetry Terms lyric poetry, meter, rhyme scheme, sonnet* **Additional Academic Words:** *credible, interpret* **Vocabulary Strategy:** Figurative Language: Personification	**Phonics/Spelling Skill:** consonant - le syllables	Expression and Phrasing	**Writing Trait:** Word Choice: Precise Language **Grammar Skill:** Appositives **Grammar Mechanics:** using commas, dashes, and parentheses **Write to Sources:** RWW: Ozymanidas, Lifelong Friends LA: Majestic, Mummy, Clay YTPB: At Grandmother's Pueblo **Write to Research:** Write facts **Write About Reading:** Analyze literary language	**Weekly:** Reasons for a Civilization's Collapse **Unit Level:** Research Skill: Information from Multiple Sources **Unit Project:** Self-select and develop from weekly research options for unit research projects.
Week 6 **Review and Assessment**										

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

The Key to Building Strong Readers and Writers

Grade 6 • Unit 3 • Scope and Sequence

Big Idea: Accomplishments What does it take to accomplish a goal?	**Read Aloud**	**Reading/Writing Workshop Comprehension**	**Literature Anthology** **Main Selection, Paired Selection**	**Leveled Reader Main Selection, Paired Selection** A *Approaching Level* O *On Level* E *ELL* B *Beyond Level*	**Access Complex Text (ACT)**	**Vocabulary Words**	**Phonics**	**Fluency Skill**	**Writing** Unit 3: Unit Writing Products: Book Review, Argument Essay	**Research**
Week 1 **Weekly Concept:** Common Ground **Essential Question:** What happens when people share ideas?	**Title:** The Neighborhood Problem **Genre:** Realistic Fiction **Strategy:** Make, Confirm, Revise Predictions	**Short Text:** The Rockers Build a Soccer Field **Lexile:** 820 **Genre:** Realistic Fiction **Strategy:** Make, Confirm, Revise Predictions **Skill:** Theme	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Theme **Main Selection Title:** How Tía Lola Came to Visit Stay **Genre:** Realistic Fiction **Lexile:** 810 **Paired Selection Title:** The Music of Many **Genre:** Allegory **Lexile:** 940	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Theme **Main Selections Genre:** Realistic Fiction **Titles:** A: Common Ground O: Making Things Happen E: Making Things Happen B: Bringing Home the Circus **Paired Selections Genre:** Allegory **Titles:** A: Don't Be Late! O: Taking Your Time E: Taking Your Time B: Floating Away, Coming Together	**Reading/Writing Workshop:** Connection of Ideas; Specific Vocabulary **Literature Anthology:** Genre; Organization; Prior Knowledge; Connection of Ideas; Sentence Structure	**Vocabulary Words:** *capacity, enthralled, fallow, insight, negotiate, regulation, resemblance, uncomfy* **Additional Domain Words:** *dory* **Additional Academic Words:** *opinions, vivid verbs* **Vocabulary Strategy:** Context Clues: Paragraph Clues	**Phonics/Spelling Skill:** vowel team syllables	Expression	**Writing Trait:** Sentence Fluency: Transitions (to signal shifts from one time frame or setting to another) **Grammar Skill:** Action Verbs; Direct/Indirect Objects **Grammar Mechanics:** quotation marks and dialogue **Write to Sources:** RWW: The Rockers Build a Soccer Field LA: How Tía Lola Came to Visit Stay YTPB: Stuck Together **Write to Research:** Write a comparison Write About Reading: **Analyze theme**	**Weekly:** Research: Quotations and Paraphrases and Their Distinguishing Characteristics
Week 2 **Weekly Concept:** Transformations **Essential Question:** What kinds of challenges transform people?	**Title:** On the Mountain **Genre:** Realistic Fiction **Strategy:** Make, Confirm, Revise Predictions	**Short Text:** Facing the Storm **Lexile:** 900 **Genre:** Realistic Fiction **Strategy:** Make, Confirm, Revise Predictions **Skill:** Theme	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Theme **Main Selection Title:** Lizzie Bright and the Buckminster Boy **Genre:** Realistic Fiction **Lexile:** 1000 **Paired Selection Title:** Confronting a Challenge **Genre:** Personal Narrative **Lexile:** 990	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Theme **Main Selections Genre:** Realistic Fiction **Titles:** A: Bear Country O: Think Hard, Think Fast E: *Think Hard, Think Fast* B: *The Yard Sale* **Paired Selections Genre:** Personal Narrative **Titles:** A: The Call O: How Many Hands? E: How Many Hands? B: CAKE and Lemonade	**Reading/Writing Workshop:** Organization; Connection of Ideas **Literature Anthology:** Connection of Ideas; Specific Vocabulary; Sentence Structure; Organization; Genre	**Vocabulary Words:** *dilemma, feebly, persistent, recalled, roused, skewed, summon, vastness* **Additional Domain Word:** *dory* **Additional Academic Words:** *opinions, vivid verbs* **Vocabulary Strategy:** Context Clues: Paragraph Clues	**Phonics/Spelling Skill:** r-controlled vowel syllables	Phrasing	**Writing Trait:** Organization: Strong Conclusions **Grammar Skill:** Verb Tenses **Grammar Mechanics:** subject-verb agreement **Write to Sources:** RWW: Facing the Storm LA: Lizzie Bright and the Buckminster Boy YTPB: Poppy and the Junior Tigers **Write to Research:** Write facts **Write About Reading:** Analyze theme	**Weekly:** Research: Challenges People Have Faced
Week 3 **Weekly Concept:** Inspiration **Essential Question:** What can people accomplish by working together?	**Title:** A Spur-of-the-Moment Speech **Genre:** Narrative Nonfiction **Strategy:** Summarize	**Short Text:** Jewels from the Sea **Lexile:** 950 **Genre:** Narrative Nonfiction **Strategy:** Summarize **Skill: Text Structure:** Sequence **Text Feature:** Author's Voice/Tone	**Strategy:** Summarize **Skill:** Text Structure: Sequence **Main Selection Title:** The Pot That Juan Built **Genre:** Narrative Nonfiction **Lexile:** 1000 **Paired Selection Title:** A Box of Ideas **Genre:** Drama **Lexile:** NP	**Strategy: Summarize** **Skill: Text Structure: Sequence** **Main Selections Genre: Narrative Nonfiction** **Titles:** A: Coming Together for Change O: Coming Together for Change E: Coming Together for Change B: Coming Together for Change **Paired Selections Genre:** Drama **Titles:** A: Food for Thought O: Food for Thought E: Food for Thought B: Food for Thought	**Reading/Writing Workshop:** Organization; Genre **Literature Anthology:** Prior Knowledge; Connection of Ideas; Specific Vocabulary; Sentence Structure; Genre	**Vocabulary Words:** *abundant, impoverished, ingenuity, productivity, sharecropper, solitude, unearthed, windswept* **Additional Domain Words:** *manganese, iron oxide* **Additional Academic Words:** *outline, relevant evidence* **Vocabulary Strategy:** Word Parts: Prefixes and Suffixes	**Phonics/Spelling Skill:** frequently misspelled words	Rate and Accuracy	**Writing Trait:** Ideas: Relevant Evidence **Grammar Skill:** Main and Helping Verbs **Grammar Mechanics:** avoiding shifts in verb tenses **Write to Sources:** RWW: Jewels from the Sea LA: The Pot That Juan Built YTPB: Clean Water Partners **Write to Research:** Write facts **Write About Reading:** Analyze text structure	**Weekly:** Research Roles of Movie Makers

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

The Key to Building Strong Readers and Writers

Grade 6 • Unit 3 • Scope and Sequence

Big Idea: Accomplishments What does it take to accomplish a goal?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A Approaching Level O On Level E ELL B Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Unit Writing Products: Book Review, Argument Essay	Research
Week 4 **Weekly Concept:** Milestones **Essential Question:** How can one person affect the opinions of others?	**Title:** Benjamin Reifel and the IRA **Genre:** Biography **Strategy:** Summarize	**Short Text:** Marian Anderson: Struggles and Triumphs **Lexile:** 950 **Genre:** Biography **Strategy:** Summarize **Skill: Text Structure:** Cause and Effect **Text Features:** - Fictionalized Elements (supposing what subject thought to bring subject to life) - Suspense	**Strategy:** Summarize **Skill:** Text Structure: Cause and Effect **Main Selection Title:** Major Taylor **Genre:** Biography **Lexile:** 990 **Paired Selection Title:** Margaret Bourke-White: Fearless Photographer **Genre:** Biography **Lexile:** 1040	**Strategy: Summarize** **Skill: Text Structure: Cause and Effect** **Main Selections Genre: Biography** **Titles:** A: Beyond Expectation O: Beyond Expectation E: Beyond Expectation B: Beyond Expectation **Paired Selections Genre:** Expository Text **Titles:** A: A Fair Deal O: A Fair Deal E: A Fair Deal B: A Fair Deal	**Reading/Writing Workshop:** Purpose; Organization **Literature Anthology:** Genre; Purpose; Specific Vocabulary; Connection of Ideas; Sentence Structure	**Vocabulary Words:** *adept, aristocracy, collective, perseverance, prevail, prominent, spectator, trailblazer* **Additional Domain Words:** *maneuvered* **Additional Academic Words:** *fictionalized, infer* **Vocabulary Strategy:** Context Clues; Paragraph Clues	**Phonics/Spelling Skill:** prefixes	Phrasing and Rate	**Writing Trait:** Voice: Style and Tone **Grammar Skill:** Linking Verbs **Grammar Mechanics:** titles **Write to Sources:** RWW: Marian Anderson: Struggles and Triumphs LA: Major Taylor YTPB: Roberto Clemente: A Legendary Life **Write to Research:** Write facts **Write About Reading:** Analyze text structure	**Weekly:** Research Persuasive Techniques Used by Advertisers and Writers
Week 5 **Weekly Concept:** A Greener Future **Essential Question:** What steps can people take to promote a healthier environment?	**Title:** Away with E-Waste! **Genre:** Informational Article–Expository **Strategy:** Ask and Answer Questions	**Short Text:** Is Your City Green? **Lexile:** 1060 **Genre:** Informational Article–Expository **Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Text Features:** - Flowcharts - Sidebars	**Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Main Selection Title:** Stewards of the Environment **Genre:** Informational Article–Expository **Lexile:** 990 **Paired Selection Title:** Modern Transit for an Ancient City **Genre:** Persuasive Article **Lexile:** 1070	**Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Main Selections Genre:** Informational Article–Expository **Titles:** A: A World of Water O: A World of Water E: A World of Water B: *A World of Water* **Paired Selection Genre:** Persuasive Article **Titles:** A: Taking Action O Taking Action E: Taking Action B Taking Action	**Reading/Writing Workshop:** Purpose; Genre **Literature Anthology:** Specific Vocabulary; Genre	**Vocabulary Words:** *advocates, commonplace, designate, initial, insulation, invasive, irrational, optimal* *Additional Domain Words: conservation, median* *Additional Academic Words: counterargument, opposing claim* **Vocabulary Strategy:** Context Clues: Synonyms and Antonyms	**Phonics/Spelling Skill:** Suffixes -ion and -tion	Rate and Accuracy	**Writing Trait:** Ideas: Opposing Claims and Counter-arguments **Grammar Skill:** Irregular Verbs **Grammar Mechanics:** contractions with helping verbs and irregular verbs **Write to Sources:** RWW: Is Your City Green? LA: Stewards of the Environment YTPB: Trees for a Healthier Africa **Write to Research:** Write a research plan **Write About Reading:** Analyze main idea and key details	**Weekly:** Develop Research Plan for an Environmental Issue **Unit Level:** Research Skill: Quoting and Paraphrasing **Unit Project:** Self-select and develop from weekly research options for unit research projects.
Week 6 **Review and Assessment**										

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

The Key to Building Strong Readers and Writers

Grade 6 • Unit 4 • Scope and Sequence

Big Idea: Challenges How do people meet challenges and solve problems?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A Approaching Level O On Level E ELL B Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4: Unit Writing Products: Fictional Narrative, Poetry Writing Focus: Narrative Text/Poetry	Research
Week 1 **Weekly Concept:** Changing Environments **Essential Question:** How do people meet environmental challenges?	**Title:** Accessing the Great Lakes **Genre:** Expository Text **Strategy:** Reread	**Short Text:** The Day the Dam Broke **Lexile:** 1000 **Genre:** Expository Text **Strategy:** Reread **Skill:** Author's Point of View **Text Feature:** Primary Sources	**Strategy:** Reread **Skill: Author's Point of View** **Main Selection Title:** Years of Dust **Genre:** Expository Text **Lexile:** 1040 **Paired Selection Title:** Erica Fernandez: Environmental Activist **Genre:** Biographical Sketch **Lexile:** 1040	**Strategy:** Reread **Skill:** Author's Point of View **Main Selections Genre:** Expository Text **Titles:** A: Aground! The Story of the Exxon Valdez O: Aground! The Story of the Exxon Valdez E: Aground! The Story of the Exxon Valdez B: Aground! The Story of the Exxon Valdez **Paired Selections Genre:** Biographical Sketch **Titles:** A: Speaking Her Mind O: Speaking Her Mind E: Speaking Her Mind B: Speaking Her Mind	**Reading/Writing Workshop:** Connection of Ideas; Genre **Literature Anthology: Genre;** Organization; Purpose; Sentence Structure	**Vocabulary Words:** alignment, calamity, eclipse, generated, inconvenience, periodic, prolonged, tenacity **Additional Domain Word:** perennials **Additional Academic Words:** bibliography, conventions **Vocabulary Strategy:** Context Clues : Paragraph Clues	**Phonics/Spelling Skill:** more words with -ion	Rate and Accuracy	**Writing Trait:** Organization: Sequence **Grammar Skill:** Pronouns and Antecedents **Grammar Mechanics:** avoid vague pronoun references **Write to Sources:** RWW: The Day the Dam Broke LA: Years of Dust YTPB: Preparing for an Inevitable Earthquake **Write to Research:** Write a bibliography **Write About Reading:** Analyze author's point of view	**Weekly:** How to Prepare Bibliographies for Research Projects
Week 2 **Weekly Concept:** Overcoming Challenges **Essential Question:** How do people meet personal challenges?	**Title:** Going the Distance **Genre:** Biography **Strategy:** Reread	**Short Text:** She Had to Walk Before She Could Run **Lexile:** 990 **Genre:** Biography **Strategy:** Reread **Skill:** Author's Point of View **Text Features:** - Tables - Photographs	**Strategy:** Reread **Skill:** Author's Point of View **Main Selection Title:** Seeing Things His Own Way **Genre:** Biography **Lexile:** 1050 **Paired Selection Title:** Get Fit for Fun! **Genre:** Expository Text **Lexile:** 910	**Strategy:** Reread **Skill:** Author's Point of View **Main Selections Genre:** Biography **Titles:** A: Against the Odds O: Against the Odds E: Against the Odds B: Against the Odds **Paired Selections Genre:** Expository Text **Titles:** A: Talk with the Glove O: Talk with the Glove E: Talk with the Glove B: Talk with the Glove	**Reading/Writing Workshop:** Prior Knowledge; Purpose **Literature Anthology:** Purpose; Specific Vocabulary; Prior Knowledge; Connection of Ideas; Genre	**Vocabulary Words:** *assess, compensate, deteriorated, devastating, implement, peripheral, potential, summit* **Additional Domain Words:** *crevasses, retina* **Additional Academic Words:** *brainstorm, perspective* **Vocabulary Strategy:** Figurative Language: Idioms	**Phonics/Spelling Skill:** vowel alternation	Intonation	**Writing Trait:** Sentence Fluency Transitions **Grammar Skill:** Kinds of Pronouns **Grammar Mechanics:** proper use of subject and object pronouns and reflexive, intensive, reciprocal pronouns **Write to Sources:** RWW: She Had to Walk Before She Could Run LA: Seeing Things His Own Way YTPB: Jesse Owens: A Message to the World **Write to Research:** Write a research plan **Write About Reading:** Analyze author's point of view	**Weekly:** How to Develop a Research Plan for a Project
Week 3 **Weekly Concept:** Standing Tall **Essential Question:** When are decisions hard to make?	**Title:** Stage Fright **Genre:** Drama **Strategy:** Summarize	**Short Text:** Treasure in the Attic **Lexile:** NP **Genre:** Drama **Strategy:** Summarize **Skill:** Theme	**Strategy:** Summarize **Skill:** Theme **Main Selection Title:** The Case of the Magic Marker Mischief Maker: A Mickey Rangel Mystery **Genre:** Drama **Lexile:** NP **Paired Selection Title:** Dramatic Decisions: Theater Through the Ages **Genre:** Expository Text **Lexile:** 1070	**Strategy:** Ask and Answer Questions **Skill:** Main Ideas and Key Details **Main Selections Genre:** Expository Text **Titles:** A: Mixed Messages O: The Missing Swimsuit E: The Missing Swimsuit B: Something Fishy **Paired Selections Genre:** Expository Text **Titles:** A: What Is Opera? O: Movies: Plays on Film? E: Movies: Plays on Film? B: Indian Puppet Theatre	**Reading/Writing Workshop:** Prior Knowledge; Genre **Literature Anthology:** Genre; Specific Vocabulary; Connection of Ideas; Purpose; Organization	**Vocabulary Words:** *benefactor, empathy, endeavor, entail, extensive, indecision, multitude, tentatively* **Additional Domain Words:** *artifacts, dramatizes* **Additional Academic Words:** *expression, source* **Vocabulary Strategy:** Context Clues: Homophones	**Phonics/Spelling Skill:** prefixes and suffixes	Expression	**Writing Trait: Ideas:** Develop Characters **Grammar Skill:** Uses of Possessive Pronouns **Grammar Mechanics:** use quotation marks for direct quotations and dialogue **Write to Sources:** RWW: Treasure in the Attic LA: The Case of the Magic Marker Mischief Maker: A Mickey Rangel Mystery YTPB: Decisions **Write to Research:** Write an interview **Write About Reading:** Analyze theme	**Weekly:** Interview: Difficult Decisions

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

The Key to Building Strong Readers and Writers

Grade 6 • Unit 4 • Scope and Sequence

Big Idea: Think It Through How can a challenge bring out our best?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4: Unit Writing Products: Fictional Narrative, Poetry Writing Focus: Narrative Text/Poetry	Research
Week 4 **Weekly Concept:** Shared Experiences **Essential Question:** How do people uncover what they have in common?	**Title:** Humor in Humiliation Genre: Realistic Fiction Written in Free Verse **Strategy:** Summarize	**Short Text:** My Visit to Arizona **Lexile:** NP **Genre:** Realistic Fiction Written in Free Verse **Strategy:** Summarize **Skill:** Theme	**Strategy:** Summarize **Skill:** Theme **Main Selection Title:** Home of the Brave **Genre:** Realistic Fiction Written in Free Verse **Lexile:** NP **Paired Selection Title:** Aminata's Tale **Genre:** Realistic Fiction **Lexile:** 1000	**Strategy:** Summarize **Skill:** Theme **Main Selections Genre:** Realistic Fiction **Titles:** A: Treasures from Tonga O: So Many Stars E: So Many Stars B: The Best Friends' Birthdays **Paired Selections Genre:** Realistic Fiction Written in Free Verse **Titles:** A: Bigger, Louder, Faster O: I Wake in Efate E: Dreaming of Home B: The Same but Different	**Reading/Writing Workshop:** Sentence Structure; Genre **Literature Anthology:** Connection of Ideas; Sentence Structure; Genre, Specific Vocabulary	**Vocabulary Words:** *adjustment, chattering, ember, mentor, nomadic, rapport, reunites, sturdy* **Additional Domain Word:** *griotte* **Additional Academic Words:** *conflict, resolution* **Vocabulary Strategy:** Context Clues; Homographs	**Phonics/Spelling Skill:** Greek and Latin prefixes	Intonation	**Word Choice: Ideas:** Develop Plot **Grammar Skill:** Pronoun-Verb Agreement **Grammar Mechanics:** frequently confused words (including homophones) **Write to Sources:** RWW: My Visit to Arizona LA: Home of the Brave YTPB: Delayed **Write to Research:** Write a speech **Write About Reading:** Analyze theme	**Weekly:** Write Research Opinion Polls
Week 5 **Weekly Concept:** Taking Responsibility **Essential Question:** How can we take responsibility?	**Title:** Alejandro's Music **Genre:** Poetry **Strategy:** Ask and Answer Questions	**Short Text:** Hey Nilda, Hi Rachael **Lexile:** NP **Genre:** Poetry **Strategy:** Ask and Answer Questions **Skill:** Point of View	**Strategy:** Ask and Answer Questions **Skill:** Point of View **Main Selections Title:** This Is Just to Say; to Mrs. Garcia, in the office; to Thomas **Genre:** Poetry **Lexile:** NP **Paired Selections Title:** Primer Lesson, If I can stop one Heart from breaking **Genre:** Poetry **Lexile:** NP	**Strategy:** Ask and Answer Questions Skill: Point of View Main Selections Genre: Realistic Fiction **Titles:** A: The Go-Kart O: Team Robot Ninja E: Team Robot Ninja B: *The Hardest Lesson* **Paired Selection Genre:** Poetry **Titles:** A: Board Lesson O: Game On! E: Let's Play! B: Training Wheels	**Reading/Writing Workshop:** Specific Vocabulary; Organization **Literature Anthology:** Purpose; Connection of Ideas; Genre	**Vocabulary Words:** *answerable, lounge, obligation, proportion* *Poetry Terms: alliteration, assonance, free verse, narrative poem* **Additional Academic Words** *idiomatic expression, sensory language* **Vocabulary Strategy:** Figurative Language: Idioms	**Phonics/Spelling Skill:** Suffixes *-ance* and *-ence*	Expression and Phrasing	**Writing Trait:** Word Choice: Sensory Language **Grammar Skill:** More Pronouns **Grammar Mechanics:** using who and whom **Write to Sources:** RWW: Hey Nilda, Hi Rachael LA: This Is Just to Say; to Mrs. Garcia, in the office; to Thomas YTPB: Poem **Write to Research:** Write a list **Write About Reading:** Analyze point of view	**Weekly:** Famous Character's Qualities, Characteristics, or Circumstances **Unit Level:** Research Skill: Using Primary and Secondary Sources **Unit Project:** Self-select and develop from weekly research options for unit research projects
Week 6 **Review and Assessment**										

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

The Key to Building Strong Readers and Writers

Grade 6 • Unit 5 • Scope and Sequence

Big Idea: Discoveries How can discoveries open new possibilities?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 5: Unit Writing Products: History Research Report, Science Research Report Writing Focus: Informative Text	Research
Week 1 **Weekly Concept:** Myths **Essential Question:** Why do people tell and retell myths?	**Title:** The Flower of Liriolay **Genre:** Myth **Strategy:** Make, Confirm, Revise Predictions	**Short Text:** Thunder Helper **Lexile:** 980 **Genre:** Myth **Strategy:** Make, Confirm, Revise Predictions **Skill:** Character, Setting, Plot: Problem and Solution	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Character, Setting, Plot: Problem and Solution **Main Selection Title:** The Hero and the Minotaur **Genre:** Myth **Lexile:** 1030 **Paired Selection Title:** The A-MAZE-ing Tale of Theseus and the Minotaur **Genre:** Parody **Lexile:** 860	**Strategy: Make, Confirm, Revise Predictions** **Skill: Character, Setting, Plot: Problem and Solution** **Main Selections Genre: Myth** **Titles:** A: Crow Brings Daylight O: Thor's Journey to Utgard E: Thor's Journey to Utgard B: The Hero Twins **Paired Selections Genre:** Parody **Titles:** A: Crow Retires O: Thor's Counselor E: Thor's Counselor B: The Pro Twins	**Reading/Writing Workshop:** Genre; Sentence Structure **Literature Anthology:** Specific Vocabulary; Genre; Purpose; Connection of Ideas; Sentence Structure	**Vocabulary Words:** *audacity, deception, desolate, exploits, oblivious, somber, steadfast, valiant* *Additional Domain Words: tribute, sacrifice* **Additional Academic Words:** *cultural values, origin* **Vocabulary Strategy:** Word Parts: Word Origins	**Phonics/Spelling Skill:** homophones	Intonation and Phrasing	**Writing Trait:** Sentence Fluency: Transitions **Grammar Skill:** Adjectives **Grammar Mechanics:** capitalize proper nouns and adjectives **Write to Sources:** RWW: Thunder Helper LA: The Hero and the Minotaur YTPB: Athena and Arachne **Write to Research:** Write a summary **Write About Reading:** Analyze problem and solution	**Weekly:** Summary: Myth
Week 2 **Weekly Concept:** Personal Strength **Essential Question:** How do people show inner strength?	**Title:** Lok and the Transcontinental Railroad **Genre:** Historical Fiction **Strategy:** Make, Confirm, Revise Predictions	**Short Text:** Journey to Freedom **Lexile:** 920 **Genre:** Historical Fiction **Strategy:** Make, Confirm, Revise Predictions **Skill:** Character, Setting, Plot: Cause and Effect	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Character, Setting, Plot: Cause and Effect **Main Selection Title:** Elijah of Buxton **Genre:** Historical Fiction **Lexile:** 1070 **Paired Selection Title:** The People Could Fly **Genre:** Folktale **Lexile:** 510	**Strategy:** Make, Confirm, Revise Predictions **Skill:** Character, Setting, Plot: Cause and Effect **Main Selections Genre:** Historical Fiction **Titles:** A: Making Some News O: The Secret Room E: The Secret Rooms B: he Promised Land **Paired Selections Genre:** Folktale **Titles:** A: Wiley Outwits the Hairy Guy O: Featherella E: Featherella B: The Catfur Cloak	**Reading/Writing Workshop:** Specific Vocabulary; Prior Knowledge **Literature Anthology:** Specific Vocabulary; Sentence Structure; Prior Knowledge; Genre; Connection of Ideas	**Vocabulary Words:** *disposed, eavesdropping, fortitude, infinite, retaliation, rigors, stoop, undaunted* **Additional Academic Words:** *reaction, supportive* **Vocabulary Strategy:** Figurative Language: Adages and Proverbs	**Phonics/Spelling Skill:** words from around the world	Expression	**Writing Trait:** Word Choice: Strong Words **Grammar Skill:** Articles and Demonstrative Adjectives **Grammar Mechanics:** using colons and semicolons **Write to Sources:** RWW: Journey to Freedom LA: Elijah of Buxton YTPB: Following a Star **Write to Research:** Write a research plan **Write About Reading:** Analyze cause and effect	**Weekly:** Research: Underground Railroad
Week 3 **Weekly Concept:** Innovations **Essential Question:** How do people benefit from innovation?	**Title:** Fishing Through the Ages **Genre:** Expository Text **Strategy:** Reread	**Short Text:** The Science of Silk **Lexile:** 1010 **Genre:** Expository Text **Strategy:** Reread **Skill:** Text Structure: Cause and Effect **Text Features:** • Diagrams • Maps	**Strategy:** Reread **Skill:** Text Structure: Cause and Effect **Main Selection Title:** Before Columbus **Genre:** Expository Text **Lexile:** 1080 **Paired Selection Title:** Looking Back to Move Forward **Genre:** Expository Text **Lexile:** 1040	**Strategy:** Strategy: Reread **Skill: Text Structure:** Cause and Effect **Main Selections Genre:** Expository Text **Titles:** A: How Horses Changed the World O: How Horses Changed the World E: How Horses Changed the World B: How Horses Changed the World **Paired Selections Genre:** Expository Text **Titles:** A: From Cacao to Chocolate O: From Cacao to Chocolate E: From Cacao to Chocolate B: From Cacao to Chocolate	**Reading/Writing Workshop:** Purpose; Connection of Ideas **Literature Anthology:** Specific Vocabulary; Sentence Structure; Genre; Connection of Ideas	**Vocabulary Words:** *industrial, inefficient, manipulation, modification, mutated, nutrients, sparse, surplus* **Additional Domain Words:** *Americas, Paleoindians, synthetic* **Additional Academic Words:** *persuasive techniques* **Vocabulary Strategy:** Context Clues: Cause and Effect	**Phonics/Spelling Skill:** Latin roots	Rate and Accuracy	**Writing Trait: Ideas:** Organization: Logical Order **Grammar Skill:** Adjectives That Compare **Grammar Mechanics:** using hyphens **Write to Sources:** RWW: The Science of Silk LA: Before Columbus YTPB: Something to Write On, Please **Write to Research:** Write an ad **Write About Reading:** Analyze text structure	**Weekly:** Research: Print Ads

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

The Key to Building Strong Readers and Writers

Grade 6 • Unit 5 • Scope and Sequence

Big Idea: Discoveries How can discoveries open new possibilities?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A Approaching Level O On Level E ELL B Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 5: Unit Writing Products: History Research Report, Science Research Report Writing Focus: Informative Text	Research
Week 4 **Weekly Concept:** Breakthroughs **Essential Question:** How does technology lead to discoveries?	**Title:** Seeing Inside the Body **Genre:** Expository Text **Strategy:** Reread	**Short Text:** Light Detectives **Lexile:** 1090 **Genre:** Expository Text **Strategy:** Reread **Skill:** Text Structure: Sequence **Text Features:** • Diagrams • Models	**Strategy:** Reread **Skill:** Text Structure: Sequence **Main Selection Title:** Planet Hunter **Genre:** Expository Text **Lexile:** 1080 **Paired Selection Title:** Excursion to Mars **Genre:** Science Fiction **Lexile:** 1010	**Strategy:** Reread **Skill:** Text Structure: Sequence **Main Selections Genre:** Expository Text **Titles:** A: Looking Further: The Hubble Telescope O: Looking Further: The Hubble Telescope E: Looking Further: The Hubble Telescope B: Looking Further: The Hubble Telescope **Paired Selections Genre:** Science Fiction **Titles:** A: The Watchers O: The Watchers E: The Watchers B: The Watchers	**Reading/Writing Workshop:** Organization; Genre **Literature Anthology:** Purpose; Prior Knowledge, Organization; Connection of Ideas; Specific Vocabulary; Genre	**Vocabulary Words:** *colleagues, conservatively, deduction, drones, galaxy, sustain, ultimately, verify* **Additional Domain Word:** *hologram* **Additional Academic Words:** *technical term, verify* **Vocabulary Strategy:** Context Clues: Definitions and Restatements	**Phonics/Spelling Skill:** Greek roots	Expression	**Writing Trait:** Organization: Strong Paragraphs **Grammar Skill:** Comparing With More and Most **Grammar Mechanics:** using more and most **Write to Sources:** RWW: Light Detectives LA: Planet Hunter YTPB: Satellites Take Archeology to New Heights **Write to Research:** Write an outline **Write About Reading:** Analyze text features	**Weekly:** Research: Developing Project Outlines
Week 5 **Weekly Concept:** Exploration **Essential Question:** How have tools used for exploration evolved over time?	**Title:** Where in the World Am I? **Genre:** Informational Article–Expository **Strategy:** Summarize	**Short Text:** Tools of the Explorer's Trade **Lexile:** 1110 **Genre:** Informational Article–Expository **Strategy:** Summarize **Skill:** Author's Point of View **Text Features:** • Sidebars • Graphs	**Strategy:** Summarize **Skill:** Author's Point of View **Main Selection Title:** Out of This World **Genre:** Informational Article–Expository **Lexile:** 1010 **Paired Selection Title:** Space Shuttles on the Move **Genre:** Informational Article **Lexile:** 1090	**Strategy:** Summarize **Skill:** Author's Point of View **Main Selections Genre:** Informational Article–Expository **Titles:** A: A Microscopic World O: A Microscopic World E: A Microscopic World B: A Microscopic World **Paired Selections Genre:** Informational Article **Titles:** A: On a Nanoscale O: On a Nanoscale E: On a Nanoscale B: On a Nanoscale	**Reading/Writing Workshop:** Organization; Connection of Ideas **Literature Anthology:** Organization; Connection of Ideas; Purpose	**Vocabulary Words:** *application, catastrophic, computations, deployed, elevating, magnetic, obsolete, subsequently* **Additional Academic Words:** *neutral, positive* **Vocabulary Strategy:** Word Relationships: Connotations and Denotations	**Phonics/Spelling Skill:** Suffixes *-ive, -age, -ize*	Rate and Accuracy	**Writing Trait:** Word Choice: Content Words **Grammar Skill:** Comparing With Good and Bad **Grammar Mechanics:** irregular comparative forms **Write to Sources:** RWW: Tools of the Explorer's Trade LA: Out of This World YTPB: Hurtling Through Space from Home **Write to Research:** Write a timeline **Write About Reading:** Analyze author's point of view	**Weekly:** Research: Tools used in Exploration **Unit Level:** Research Skill: Creating a Bibliography **Unit Project:** Self-select and develop from weekly research options for unit research projects
Week 6 **Review and Assessment**										

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

Grade 6 • Unit 6 • Scope and Sequence

The Key to Building Strong Readers and Writers

Wonders

Big Idea: Taking Action When is it important to take action?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* E: *ELL* B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6: Unit Writing Products: Argument Essay; Review Writing Focus: Argument	Research
Week 1 **Weekly Concept:** Resources Essential Question: How have people used natural resources?	**Title:** Technology in the Ground **Genre:** Expository Text **Strategy:** Ask and Answer Questions	**Strategy:** The Fortunes of Fragrance **Lexile:** 1130 **Genre:** Expository Text **Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Text Features:** Diagrams	**Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Main Selection Title:** The Story of Salt **Genre:** Expository Text **Lexile:** 1110 **Paired Selection Title:** The Not-So-Golden Touch **Genre:** Myth **Lexile:** 1010	**Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Main Selections Genre:** Expository Text **Titles:** A: *The Spice Trade* O: The Spice Trade E: The Spice Trade B: The Spice Trade **Paired Selections Genre:** Myth **Titles:** A: A Clean Sweep O: A Clean Sweep E: A Clean Sweep B: A Clean Sweep	**Reading/Writing Workshop:** Prior Knowledge; Connection of Ideas **Literature Anthology:** Purpose; Sentence Structure; Connection of Ideas; Organization; Genre; Specific Vocabulary	**Vocabulary Words:** *commodity, distribution, dominant, edible, impenetrable, ornate, replenished, significant* **Vocabulary Strategy:** Word Parts: Latin Roots	**Phonics/Spelling Skill:** Suffixes -ible, -able	Rate and Accuracy	**Writing Trait:** Sentence Fluency: Vary Sentence Structure **Grammar Skill:** Adverbs **Grammar Mechanics:** adjective vs. adverb **Write to Sources:** RWW: The Fortunes of Fragrance LA: The Story of Salt YTPB: Harnessing the Sun's Energy **Write to Research:** Write a list of research findings **Write About Reading:** Analyze main idea and key details	**Weekly:** Research: Natural Resources
Week 2 **Weekly Concept:** Witnesses **Essential Question:** How do we learn about historical events?	**Title:** Mystery of the Missing Mummy **Genre:** Narrative Nonfiction **Strategy:** Ask and Answer Questions	**Short Text:** The Great Fire of London **Lexile:** 1040 **Genre:** Narrative Nonfiction **Strategy:** Ask and Answer Questions **Skill:** Text Structure: Cause and Effect **Text Features:** Primary Sources	**Strategy:** Ask and Answer Questions **Skill:** Text Structure: Cause and Effect **Main Selection Title:** The Great Fire **Genre:** Narrative Nonfiction **Lexile:** 1130 **Paired Selection Title:** Aftermath of a Fire **Genre:** Magazine Article **Lexile:** 1210	**Strategy:** Ask and Answer Questions **Skill:** Text Structure: Cause and Effect **Main Selections Genre:** Narrative Nonfiction **Titles:** A: Blown Away: When Krakatoa Exploded O: Blown Away: When Krakatoa Exploded E: Blown Away: When Krakatoa Exploded B: Blown Away: When Krakatoa Exploded **Paired Selections Genre:** Magazine Article **Titles:** A: A Sailor's Story O: A Sailor's Story E: A Sailor's Story B: A Sailor's Story	**Reading/Writing Workshop:** Purpose; Specific Vocabulary **Literature Anthology:** Sentence Structure; Purpose; Specific Vocabulary; Genre	**Vocabulary Words:** *agitated, crucial, futile, populous, presumed, smoldering, undiminished, urgency* **Additional Domain Words:** *conflagrations, asylum* **Vocabulary Strategy:** Figurative Language: Adages and Proverbs	**Phonics/Spelling Skill:** Suffixes *-ance, -ence, -ant, -ent*	Intonation and Phrasing	**Writing Trait: Voice:** Style and Tone **Grammar Skill:** Adverbs That Compare **Grammar Mechanics:** comparative and superlative adverbs **Write to Sources:** RWW: The Great Fire of London LA: The Great Fire YTPB: The New York City Triangle Shirtwaist Fire **Write to Research:** Write a list of research sources **Write About Reading:** Analyze topics	**Weekly:** Research Sources
Week 3 **Weekly Concept:** Investigations **Essential Question:** How can a scientific investigation be an adventure?	**Title:** Space Neighbor **Genre:** Expository Text **Strategy:** Summarize	**Short Text:** Researcher to the Rescue **Lexile:** 1130 **Genre:** Expository Text **Strategy:** Summarize **Skill:** Main Idea and Key Details **Text Features:** - Technical Terms - Flowchart	**Strategy:** Summarize **Skill:** Main Idea and Key Details **Main Selection Title:** Extreme Scientists **Genre:** Expository Text **Lexile:** 1130 **Paired Selection Title:** Making the Scientific Method Work for You Genre: Expository Text **Lexile:** 1140	**Strategy:** Summarize **Skill:** Main Idea and Key Details **Main Selections Genre:** Expository Text **Titles:** A: Adventure Under the Ice O: Adventure Under the Ice E: Adventure Under the Ice B: Adventure Under the Ice **Paired Selections Genre:** Expository Text **Titles:** A: What's Bean Happening? O: What's Bean Happening? E: What's Bean Happening? B: What's Bean Happening?	**Reading/Writing Workshop:** Purpose; Genre **Literature Anthology:** Sentence Structure; Organization; Prior Knowledge; Specific Vocabulary; Connection of Ideas; Genre	**Vocabulary Words:** *alternative, correspond, extract, foliage, hypothesis, protein, resilient, saturated* **Additional Domain Word:** *diversity* **Vocabulary Strategy:** Context Clues: Comparisons	**Phonics/Spelling Skill:** Greek suffixes	Accuracy	**Writing Trait:** Organization: Sequence **Grammar Skill:** Negatives **Grammar Mechanics:** correct double negatives **Write to Sources:** RWW: Researcher to the Rescue LA: Extreme Scientists YTPB: Researching the Ocean's Secrets **Write to Research:** Write a list of explorers/scientists **Write About Reading:** Analyze main idea and key details	**Weekly:** Research: Explorers as Scientists

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

The Key to Building Strong Readers and Writers

Grade 6 • Unit 6 • Scope and Sequence

Big Idea: Taking Action When is it important to take action?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: *Approaching Level* O: *On Level* ELL B: *Beyond Level*	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6: Unit Writing Products: Argument Essay; Review Writing Focus: Argument	Research
Week 4 **Weekly Concept:** Extraordinary Finds **Essential Question:** What can scientists reveal about ancient civilizations?	**Title:** Secrets Set in Stone **Genre:** Expository Text **Strategy:** Summarize	**Short Text:** Messages in Stone and Wood **Lexile:** 1140 **Genre:** Expository Text **Strategy:** Summarize **Skill:** Text Structure: Sequence **Text Features:** Lists	**Strategy:** Summarize **Skill:** Text Structure: Sequence **Main Selection Title:** Pharaoh's Boat **Genre:** Expository Text **Lexile:** 1170 **Paired Selection Title:** The Mystery of the Missing Sandals **Genre:** Mystery **Lexile:** 1070	**Strategy:** Summarize **Skill:** Text Structure: Sequence **Main Selections Genre:** Expository Text **Titles:** A: The Ancient City of Ur O: The Ancient City of Ur E: The Ancient City of Ur B: The Ancient City of Ur **Paired Selections Genre:** Mystery **Titles:** A: The Game O: The Game E: The Game B: The Game	**Reading/Writing Workshop:** Purpose; Organization **Literature Anthology:** Prior Knowledge; Sentence Structure; Connection of Ideas, Specific Vocabulary; Purpose; Genre	**Vocabulary Words:** *bedrock, embark, excavation, exquisite, intriguing, intrinsic, methodical, meticulously* **Additional Domain Word:** *funerary* **Vocabulary Strategy:** Word Parts: Greek Roots	**Phonics/Spelling Skill:** absorbed prefixes	Phrasing	**Writing Trait:** Word Choice: Time-Order Words **Grammar Skill:** Prepositions and Prepositional Phrases **Grammar Mechanics:** commas, dashes, parentheses **Write to Sources:** RWW: Messages in Stone and Wood LA: Pharaoh's Boat YTPB: Ancient Threads Reveal Early Weavers **Write to Research:** Write a pamphlet **Write About Reading:** Analyze text structure	**Weekly:** Research: Archaeology Profession
Week 5 **Weekly Concept:** Taking a Break **Essential Question:** Why is taking a break important?	**Title:** Ode to the Wind **Genre:** Poetry **Strategy:** Visualize	**Short Texts:** How Many Seconds?, An Ode to the Wind **Lexile:** NP **Genre:** Poetry **Strategy:** Visualize **Skill:** Theme	**Strategy:** Visualize **Skill:** Theme **Main Selections Title:** To You, Ode to Pablo's Tennis Shoes **Genre:** Poetry **Lexile:** NP **Paired Selections Title:** Drumbeat, Sittin' on the Dock of the Bay **Genre:** Poetry **Lexile:** NP	**Strategy:** Visualize **Skill:** Theme **Main Selections Genre:** Science Fiction **Titles:** A: Chill Out O: Liv's Vacation E: Liv's Vacation B: Vasca's Log **Paired Selections Genre:** Poetry **Titles:** A: Ode to Vacation Day O: Ode to Liv E: Liv's Gift B: Ode in Praise of Doing Nothing	**Reading/Writing Workshop:** Genre; Organization **Literature Anthology:** Connection of Ideas; Genre	**Vocabulary Words:** *horizons, incentive, recreation, unfettered* *Poetry Terms: hyperbole, imagery, ode, repetition* **Vocabulary Strategy:** Figurative Language : Hyperbole	**Phonics/Spelling Skill:** words from mythology	Expression and Phrasing	**Writing Trait:** Word Choice: Denotation and Connotation **Grammar Skill:** Sentence Combining **Grammar Mechanics:** review punctuation marks; semi-colons, colons, quotation marks **Write to Sources:** RWW: How Many Seconds?, An Ode to the Wind LA: To You, Ode to Pablo's Tennis Shoes YTPB: Ode to Mr. Lincoln **Write to Research:** Write a survey or interview **Write About Reading:** Analyze theme	**Weekly:** Survey or Interview **Unit Level:** Research Skill: Presentation Skills **Unit Project:** Self-select and develop from weekly research options for unit research projects.
Week 6 **Review and Assessment**										

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

UNIT OVERVIEW

Text Complexity Range for Grades 6–8

Lexile: 925 – 1185

TextEvaluator™: 36 – 64

READING

Week 1 — CONTRIBUTIONS

ESSENTIAL QUESTION
What contributions were made by early civilizations?

Build Background

Vocabulary
L.6.6 *artifact, communal, derived, inscription, millennium, stationery, utilize, yields*

Latin Roots

Comprehension
RI.6.2 Strategy: Ask and Answer Questions

Skill: Text Structure: Problem and Solution

Genre: Expository Text

Word Study
RF.5.3a Irregular Plurals

Fluency
RF.5.4c Rate and Accuracy

Week 2 — DEMOCRACY

ESSENTIAL QUESTION
How did democracy develop?

Build Background

Vocabulary
L.6.6 *aspiring, foundation, preceded, principal, promote, restrict, speculation, withstood*

Greek and Latin Prefixes

Comprehension
RI.6.3 Strategy: Ask and Answer Questions

Skill: Text Structure: Compare and Contrast

Genre: Expository Text

Word Study
RF.5.3a Inflectional Endings

Fluency
RF.5.4c Rate and Accuracy

Week 3 — ANCIENT SOCIETIES

ESSENTIAL QUESTION
What was life like for people in ancient cultures?

Build Background

Vocabulary
L.6.6 *alcove, commerce, domestic, exotic, fluent, stifling, upheaval, utmost*

Connotations and Denotations

Comprehension
RL.6.3 Strategy: Make Predictions

Skill: Point of View

Genre: Historical Fiction

Phonics
RF.5.3a Closed Syllables

Fluency
RF.5.4b Expression

Inquiry Space **Informative Performance Task** Investigate: Ancient Egypt T38–T39, T102–T103, T166–T167

LANGUAGE ARTS

Writing
W.6.2b Write to Sources: Informative Text

Trait: Ideas

Grammar
L.3.1c Kinds of Nouns

Spelling
L.6.2b Irregular Plurals

Vocabulary
L.6.4b Build Vocabulary

Writing
W.6.1a Write to Sources: Argument

Trait: Ideas

Grammar
L.3.1b Singular and Plural Nouns

Spelling
L.6.2b Inflectional Endings

Vocabulary
L.6.4b Build Vocabulary

Writing
W.6.3a Write to Sources: Narrative Text

Trait: Organization

Grammar
L.3.1b More Plural Nouns

Spelling
L.6.2b Closed Syllables

Vocabulary
L.6.4d Build Vocabulary

Writing Process **Genre Writing: Informative** Explanatory Essay T344–T349

(l to r) Jean Dominique DALLET/Alamy; Yann/Art Resource, NY; The Metropolitan Museum of Art/Art Resource, NY; Bonhomme/Kunstmuseum/Art Resource, NY

Excursions Across Time UNIT 2

Review and Assess

Week 4 — INFLUENCES

ESSENTIAL QUESTION
What influences the development of a culture?

Build Background

Vocabulary
L.6.6 *benefit, deftly, derision, eaves, expertise, impudence, legacy, symmetry*
Greek and Latin Suffixes

Comprehension
RL.6.6 Strategy: Make Predictions
Skill: Point of View
Genre: Historical Fiction

Phonics
RF.5.3a Open Syllables

Fluency
RF.5.4b Expression

Week 5 — PAST AND PRESENT

ESSENTIAL QUESTION
What can the past teach us?

Build Background

Vocabulary
L.6.6 *commemorate, contemplate, forlorn, lyric poetry, majestic, meter, rhyme scheme, sonnet*
Personification

Comprehension
RL.6.1 Genre: Lyric Poetry and Sonnet
Skill: Theme
Literary Elements: Rhyme Scheme and Meter

Phonics
RF.5.3a Consonant + le Syllables

Fluency
RF.5.4b Expression and Phrasing

Week 6

Reader's Theater
RF.5.4a Focus on Vocabulary
Fluency: Accuracy, Rate, and Prosody

Reading Digitally
RI.6.8 Notetaking
Navigating Links

Inquiry Space
SL.6.5 Creating a Presention
Speaking, Listening
Review and Evaluate

Unit 2 Assessment
Unit Assessment Book
pages 41–80
Fluency Assessment
pages 312–321

Inquiry Space **Informative Performance Task** Investigate: Ancient Egypt T230–T231, T294–T295, T330–T331

Writing
W.6.3a Write to Sources: Narrative Text
Trait: Sentence Fluency

Grammar
L.3.2d Possessive Nouns

Spelling
L.6.2b Open Syllables

Vocabulary
L.6.4b Build Vocabulary

Writing
W.6.3a Write to Sources: Narrative Text
Trait: Word Choice

Grammar
L.6.2a Appositives

Spelling
L.6.2b Consonants + *-le* Syllables

Vocabulary
L.6.5c Build Vocabulary

Writing
SL.6.5 Share Your Writing
Portfolio Choice

Writing Process **Genre Writing: Informative** Formal Letter T350–T355

DAY 3	DAY 4	DAY 5
Close Reading *The Technology of Mesopotamia,* T25A–T25P	**Fluency** T27 **Close Reading** "Gilgamesh Lost and Found," T25Q–T25R **Integrate Ideas** Inquiry Space, T38–T39	**Integrate Ideas** T38–T39 • Text Connections • Inquiry Space **Weekly Assessment**
Phonics/Decoding T26–T27 • Irregular Plurals	**Close Reading** *The Technology of Mesopotamia,* T25A–T25P	
Grammar Kinds of Nouns, T33	**Write About Two Texts** Model Note-Taking Taking Notes, T30	**Write About Two Texts** Analyze Student Model and Write to the Prompt, T31 **Spelling** Irregular Plurals, T35
Write About the Text T30 **Genre Writing** Informative: Prewrite, T345 **Spelling** Irregular Plurals, T35 **Build Vocabulary** T37	**Genre Writing** Informative: Teach the Prewrite, T345 **Grammar** Kinds of Nouns, T33 **Spelling** Irregular Plurals, T35 **Build Vocabulary** T37	**Genre Writing** Informative: Choose Your Topic and Plan, T345 **Grammar** Kinds of Nouns, T33 **Build Vocabulary** T37

Writing Process: Informative Explanatory Essay, T344–T349 Use with Weeks 1–3

BEYOND LEVEL

Leveled Reader
Lost in Time, T52–T53
"Words from the Past," T53
Literature Circles, T53

Vocabulary
Review Domain-Specific Words, T54
• Latin Roots, T54
• Independent Study, T54

Comprehension
Review Problem and Solution, T55
• Self-Selected Reading, T55
• Independent Study: Contributions, T55

ENGLISH LANGUAGE LEARNERS

Shared Read
"Empire of the Sea," T56–T57

Leveled Reader
Lost in Time, T58–T59
"Words from the Past," T59
Literature Circles, T59

Phonics/Decoding
Decode Irregular Plurals with *-ves,* T42
Build Irregular Plurals, T42
Practice Irregular Plurals, T43

Vocabulary
• Preteach Vocabulary, T60
• Review High-Frequency Words, T44
Review Vocabulary, T60
Latin Roots, T61
Additional Vocabulary, T61

Spelling
Irregular Plurals, T62

Writing
Writing Trait: Ideas, T62

Grammar
Kinds of Nouns, T63

SUGGESTED LESSON PLAN

Whole Group

READING		DAY 1	DAY 2
Teach, Model and Apply Reading/Writing Workshop	Core	**Introduce the Concept** T10–T11 **Vocabulary** T14–T15 **Close Reading** "Empire of the Sea", T16–T17	**Close Reading** "Empire of the Sea", T16–T17 **Strategy** Ask and Answer Questions, T18–T19 **Skill** Problem and Solution, T20–T21 **Vocabulary Strategy** Latin Roots, T24–T25
	Options	**Listening Comprehension** T12–T13	**Genre** Expository Text, T22–T23
LANGUAGE ARTS			
Writing **Grammar** **Spelling** **Build Vocabulary**	Core	**Grammar** Kinds of Nouns, T32 **Spelling** Irregular Plurals, T34 **Build Vocabulary** T36	**Write About the Text** Model Note-Taking and Write to a Prompt, T28–T29 **Grammar** Kinds of Nouns, T32 **Build Vocabulary** T36
	Options	**Write About the Text** Writing Fluency, T28 **Genre Writing** Informative: Read Like a Writer, T344	**Genre Writing** Informative: Discuss the Expert Model, T344 **Spelling** Irregular Plurals, T34
Writing Process		**Writing Process:** Informative Explanatory Essay, T344–T349 Use with Weeks 1–3	

Small Group

Differentiated Instruction Use your data dashboard to determine each student's needs. Then select instructional support options throughout the week.

APPROACHING LEVEL

Leveled Reader
Lost in Time, T40–T41
"Words from the Past," T41
Literature Circles, T41

Phonics/Decoding
Decode Irregular Plurals with *-ves*, T42 Tier 2
Build Irregular Plurals, T42 Tier 2
Practice Irregular Plurals, T43

Vocabulary
- High-Frequency and Vocabulary Words, T44 Tier 2
- Latin Roots, T45

Comprehension
- Identify Problems in Text, T46 Tier 2
- Review Problem and Solution, T47

Self-Selected Reading, T47

Fluency
Rate and Accuracy, T46 Tier 2

ON LEVEL

Leveled Reader
Lost in Time, T48–T49
"Words from the Past," T49
Literature Circles, T49

Vocabulary
Review Vocabulary Words, T50
Latin Roots, T50

Comprehension
Review Problem and Solution, T51
Self-Selected Reading, T51

2018-19

GATEWAY LESSON PLAN TEMPLATE

Adapted from DE Department of Education (ACCESS PROJECT)

A 4 Step Approach:

1. Identify the Standards
2. Define the Learning Outcomes
3. Identify the Instructional Activities
4. Execute Extension Activities/Assessment

Weekly Lesson Plan Format

Week of: 4-29-19 to 5-3-19

1. Identify the standard(s)		
Content Area: ELA	**Grade: 6**	**Unit: Module 1: Unit 2 Lesson 4**
a) List standards to be addressed	**Literature Text:** **Key Ideas and Details**: CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CCSS.ELA-LITERACY.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. **Craft and Structure**: CCSS.ELA-LITERACY.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone CCSS.ELA-LITERACY.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fit into the overall structure of a text and contributes to the development of the theme, setting, or plot. CCSS.ELA-LITERACY.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. **Integration of Knowledge and Ideas**: CCSS.ELA-LITERACY.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including	

contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
CCSS.ELA-LITERACY.RL.6.8
(RL.6.8 not applicable to literature)
CCSS.ELA-LITERACY.RL.6.9
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RL.6.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Informational Text:
Key Ideas and Details:
CCSS.ELA-LITERACY.RI.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.6.2
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-LITERACY.RI.6.3
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure:
CCSS.ELA-LITERACY.RI.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CCSS.ELA-LITERACY.RI.6.5
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CCSS.ELA-LITERACY.RI.6.6
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RI.6.7
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CCSS.ELA-LITERACY.RI.6.8
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
CCSS.ELA-LITERACY.RI.6.9
Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

	Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **Writing:** **Text Types and Purposes:** CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly. CCSS.ELA-LITERACY.W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. CCSS.ELA-LITERACY.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. CCSS.ELA-LITERACY.W.6.1.D Establish and maintain a formal style. CCSS.ELA-LITERACY.W.6.1.E Provide a concluding statement or section that follows from the argument presented. CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-LITERACY.W.6.2.A Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts. CCSS.ELA-LITERACY.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.W.6.2.E Establish and maintain a formal style. CCSS.ELA-LITERACY.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented. CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

	CCSS.ELA-LITERACY.W.6.3.A Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. CCSS.ELA-LITERACY.W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. CCSS.ELA-LITERACY.W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. CCSS.ELA-LITERACY.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. CCSS.ELA-LITERACY.W.6.3.E Provide a conclusion that follows from the narrated experiences or events. **Production and Distribution of Writing:** CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CCSS.ELA-LITERACY.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.) CCSS.ELA-LITERACY.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. **Research to Build and Present Knowledge:** CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.W.6.9.A Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). CCSS.ELA-LITERACY.W.6.9.B Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Range of Writing:
CCSS.ELA-LITERACY.W.6.10
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.

Speaking and Listening:

Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.6.1.A
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-LITERACY.SL.6.1.B
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-LITERACY.SL.6.1.C
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CCSS.ELA-LITERACY.SL.6.1.D
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CCSS.ELA-LITERACY.SL.6.2
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
CCSS.ELA-LITERACY.SL.6.3
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas:
CCSS.ELA-LITERACY.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-LITERACY.SL.6.5
Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.
CCSS.ELA-LITERACY.SL.6.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Language:

Conventions of Standard English:

	CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive). CCSS.ELA-LITERACY.L.6.1.B Use intensive pronouns (e.g., *myself, ourselves*). CCSS.ELA-LITERACY.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.* CCSS.ELA-LITERACY.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). CCSS.ELA-LITERACY.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* CCSS.ELA-LITERACY.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* CCSS.ELA-LITERACY.L.6.2.B Spell correctly. **Knowledge of Language:** CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-LITERACY.L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.* CCSS.ELA-LITERACY.L.6.3.B Maintain consistency in style and tone. **Vocabulary Acquisition and Use:** CCSS.ELA-LITERACY.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). CCSS.ELA-LITERACY.L.6.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

			Accommodations listed in **IEP**.
List the formative assessments (Be sure to include multiple ways for students to show what they know).	Monitoring of responses in class discussions. Graded work completed. Analysis of complete graphic organizers or other work samples. Monitoring of post-it questions, comments, or responses. Analysis of any drawings, writings or other depictions of understanding/comprehension of taught material. Oral responses to target questions. Listening to Turn-and-Talk/ small group discussions. Quizzes Teacher made tests		

3. Identify the instructional activities/arts infusion/sensory based techniques to be used within the unit

List the instructional activities planned for all students: *Arts infusion	**List the barriers that may prevent students from accessing instruction, participating in activities, or demonstrating learning**	**List supports that can be implemented to reduce barriers Note UDL's utilized in this lesson**
<u>Monday-Unit 2 Week 4- Essential Question: What influences the development of a culture?</u> <u>Monday</u> <u>Review classroom community culture and expectations</u> Classroom Introduction- Define the concept of culture and tradition Develop Classroom set up awareness (i.e. What is culture? What is a tradition? And ask students to give examples of their culture and/or tradition) Introduce and discuss the essential question "What influences the development of a culture on pg. 132 RWW (Reading/Writing workshop). Discuss and define the concept of Cultural Legacies. Exam how the legacy of terrace farming of the Yao people began 700 hundred years ago and how that legacy was passed down and still used in the Longji Mountains of China.	Text too difficult Inattention/unfocused Inappropriate behavior Inability to write independently Varied reading levels Difficulty navigating text and finding key language and answers Length of lesson Student behavior and anxiety Some students struggle with following directions even with teacher modeling.	Read aloud to student all text. Intermittent reminders/prompts to refocus Point chart Sensory items- fidget, pillow, Velcro, squish ball Assist students by allowing them to use a scribe from time to time. Model process being used and/or provide an example. Break lessons into chunks.

Watch the Go Digital video about how the culture on the Yao people is affected by living on the Longji Mountains. Also review for comprehension how the agricultural expertise the Yao people learned ensure the food supply of a region that was not suited for farming **Tuesday-** Introduce the vocabulary for the lesson discussing each word. Use vocabulary routine to interact with each word. (RWWpg134-135) Have students pick three vocabulary words and write one sentence for each Review essential question and genre of "Cusi's Secret" Analyze the text, craft and structure. Use the visualization strategy in the comprehension process. Integrate current knowledge and ideas making text to text connections while students scan text and make predictions Review and record Predictions made about Character, Setting, and Plot about the story to peak interest and gauge current knowledge of content Introduce the Grammar: Form and use of possessives. Read story "Cusi's Secret" **Wednesday-** Review classroom community culture and expectations Re-Read "Cusi's secret". Review the comprehension strategies of Read, Reread, and Integrate, and visualization. Complete Comprehension Skill activities focusing on Point of View. Highlighting the genre Historical fiction, how to determine the point of view in the story by the use of certain pronouns Use vocabulary strategy of "Synonyms" to interact with lesson vocabulary words -Frayer model activity Complete Language Arts activities. Write About the Text-Model note taking and writing to a prompt. Review Grammar: Build Vocabulary **Thursday-** Review classroom community culture and expectations again	Some students may rush through work to "be done". Lack of motivations for some students	Use highlighters to find key concepts and vocabulary in text. Change position and groupings within the room. Brain breaks activities

Introduce the main selection for the lesson "A Single Shard" Read the story as a group stopping to complete the designed "close reading" strategy discussions. Complete daily language activity and several of the grammar practice reproducible with vocabulary review **Friday-** Review classroom community culture and expectations again Reread aloud "Cusi's Secret". Have students compare and contrast ancient traditions and current cultural traditions with the story "A Single Shard". Explain the writing prompt for the lesson. Encourage students to try their best to include details they recall from each story. Have all students complete selection test Take vocabulary test		

This Lesson Plan is subject to change

Essential Question: How do new experiences offer new perspectives?

Unit 1 Week 1

Story

Little Blog on the Prairie

Genre

Realistic Fiction

Story

"The Writing on the Wall"

Genre

Personal Narrative

Story

"Cow Music"

Genre

Realistic Fiction

Comprehension Strategy

visualize

Comprehension Skill

character, setting, plot: compare and contrast

Vocabulary Strategy

context clues

Writing Traits

Organization-strong openings

Grammar

Sentence types

Other Skills

fluency: expression and phrasing

Genre

Realistic Fiction

SPELLING/ PHONICS

short vowels

gram
clash
dense
dread
prank
strict
drill
swan
prod
shrunk
scuff
clutch
threat
dwell
fund
text
rank
brink
mock
plaid

Vocabulary

consolation- something that provides comfort in a time of grief or loss

glimmer- a subtle or faint perception; a dim glow

heinous- shockingly bad or evil

indispensable- absolutely necessary, essential

perception- mental or physical awareness or understanding

phobic- having a specific fear or aversion

sarcastic- using sharp and contemptuous words meant to insult, demean, or make fun of someone

threshold- a gate or door; a point of entry or crossing over

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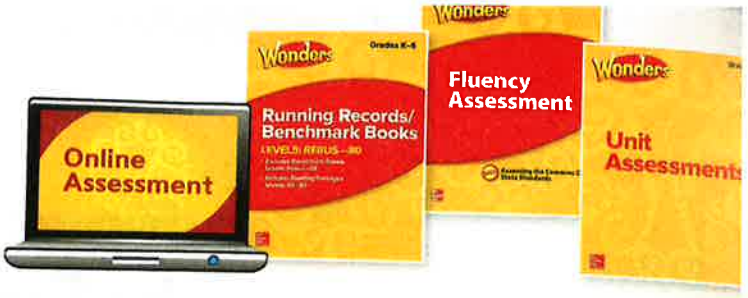
SUMMATIVE ASSESSMENT



TESTED SKILLS

✓ COMPREHENSION:
- Text Structure: Problem and Solution **RI.6.5**
- Text Feature: Timelines **RI.6.7**
- Text Structure: Compare and Contrast **RI.6.5**
- Point of View **RL.6.6**
- Theme **RL.6.2**
- Text Evidence **RL.6.1, RI.6.1**

✓ VOCABULARY:
- Latin Roots **L.6.4b**
- Greek and Latin Prefixes **L.6.4b**
- Connotation and Denotation **L.6.5c**
- Personification **L.6.5a**

✓ ENGLISH LANGUAGE CONVENTIONS:
- Kinds of Nouns **L.3.1c**
- Singular and Plural Nouns **L.3.1b**
- More Plural Nouns **L.3.1b**
- Possessive Nouns **L.3.2d**
- Appositives **L.6.2a**

✓ WRITING:
- Writing About Text **W.6.3a-e**
- Explanatory Performance Task **W.6.2a-f**

Elements of Summative Assessment

✓ Variety of Item Types
- Selected Response
- Multiple Selected Response
- Evidence-Based Selected Response
- Constructed Response
- Tech-Enhanced Items

✓ Performance-Based Task

Additional Assessment Options

FLUENCY

Conduct assessments individually using the differentiated passages in *Fluency Assessment*. Students' expected fluency goal for this Unit is **117–137 WCPM** with an accuracy rate of 95% or higher.

RUNNING RECORDS

Use the instructional reading level determined by the Running Record calculations for regrouping decisions. Students at Level 50 or below should be provided reteaching on specific Comprehension skills.

Using Assessment Results

Unit Assessment Skills and Fluency	If . . .	Then . . .
COMPREHENSION	Students score below 70% . . .	. . . reteach tested skills using the *Tier 2 Comprehension Intervention online PDFs.*
VOCABULARY	Students score below 70% . . .	. . . reteach tested skills using the *Tier 2 Vocabulary Intervention online PDFs.*
ENGLISH LANGUAGE CONVENTIONS	Students score below 70% . . .	. . . reteach tested skills using the *Tier 2 Writing and Grammar Intervention online PDFs.*
WRITING	Students score less than "2" on short-response items and "3" on extended constructed response items . . .	. . . reteach tested skills using appropriate lessons from the Strategies and Skills and/or Write About Reading sections in the *Tier 2 Comprehension Intervention online PDFs.*
	Students score less than "12" on the performance task . . .	. . . reteach skills using the *Tier 2 Writing and Grammar Intervention online PDFs.*
FLUENCY	Students have a WCPM score of 0–83 . . .	. . . reteach tested skills using the *Tier 2 Fluency Intervention online PDFs.*

Using Summative Data

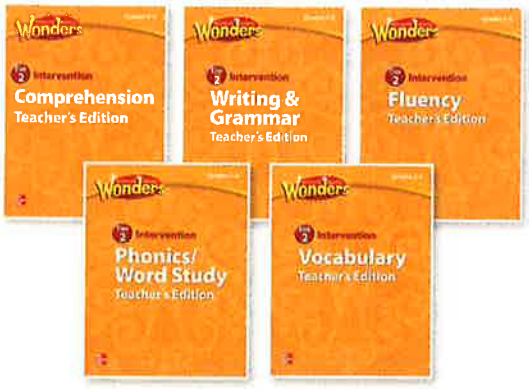
Check online reports for this Unit Assessment as well as your data dashboard. Use the data to assign small group instruction for students who are below the overall proficiency level for the tested skills.

Data-Driven Recommendations

Response to Intervention

Use the appropriate sections of the *Placement and Diagnostic Assessment* as well as students' assessment results to designate students requiring:

TIER 2 Intervention Online PDFs



TIER 3 WonderWorks Intervention Program

ELA Scope and Sequence: Grade 7
Based on the Collections Series

Unit Number & Title	Time Frame (in months or weeks)	Standards Addressed	Anchor Text	Summative Performance Task (**indicates a Common Assessment)
		RL 10	**Independent Swimming to Antarctica by Lynne Cox (Lexile 940)**	**Novel Study** Students will respond in their "Reading Response Journal" based on various prompts throughout the novel.
Unit 1: Collection 1 Bold Actions	**September-October**	RL 1, RL 3, RL 4, **SL 4, W 3**, L 1b, L4a, L4b, L 4c	**Rogue Wave Short Story by Theodore Taylor (Lexile 980L)**	***Diagnostic Test** **Writing Activity: Movie Activity(W 3, SL 4):** Think about ¨Rogue Wave¨ could be adapted as an action movie. Write a four paragraph movie outline showing how it could be done. USe your completed outline to ¨pitch¨-or present persuasively-your movie idea to a partner or group. In your outline, be sure to include: • a description of the opening scene that establishes the characters, setting, and conflict. • a description of each important scene in the plot. • suggestions for how to shoot each scene to convey the suspense.

			Close Reader Short story by Eleanora Tate "Big Things Come in Small Packages" (Lexile 900)	• cite several pieces of textual evidence • make inferences drawn from the text • analyze how particular elements of a story interact • analyze how setting shapes the characters or plot
		RI 1, RI 2, RI 3, RI 5, RI 6, RI 8, RI 9, SL 2, W1, W 4, W 6	**Online News Article by Paul Harris "Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life" (Lexile 1110)** **Editorial by Joanna Weiss "Ship of Fools"**	**Media Activity: Blog (RI 2, RI 3, RI 5, RI 6, RI 8, RI 9, SL 2, W 6)** With your classmates, create a class blog to discuss what you think would be an appropriate age to pursue such an undertaking. • To build the blog, map out your home page and plan one or more discussion threads. • Begin the blog by writing your own opinion of Abby's solo adventure. Was it foolish or wise for someone her age to attempt such a trip alone? • Refer to any of the three news pieces for evidence. Encourage classmates to post to the blog.

			(Lexile 1120) **TV News Interview by CBS News "Was Abby Too Young to Sail?"**	
			Close Reader: Essay by Robert Medina "Finding Your Everest" (Lexile1160)	• cite several pieces of textual evidence • determine two or more central (or main) ideas in a text • trace and evaluate an argument • assess claims, reasoning, and evidence in a text
		RL 1, RL 2, RL 3, RL 4, **W3, W5, W7**, L2a, L4c	**Greek Myth "The Flight of Icarus"** **retold by Sally Benson (1110L)**	**Writing Activity: Graphic Comic (W3, W5, W7):** "The Flight of Icarus" begins with references to Theseus and his escape from the labyrinth built by Daedalus. Retell your own version of the myth in the form of a graphic comic. In this kind of text, both verbal and visual elements work together. • Research retellings of the myth of Theseus and the Minotaur. • Redo the text of the myth in your own words. Try to keep any character

				speeches or descriptions as brief as possible. • Make sure that the words don't crowd the art space. • Plan how your characters will look. Use any descriptions you find in the text version of the myth to help you. • Do a rough sketch of your ideas before creating finished pages.
			Close Reader: Greek Myth Retold by Olivia Coolidge "Arachne" (Lexile1250)	• cite several pieces of textual evidence • determine a theme and analyze its development over the course of a text • analyze how particular elements of a story interact
			Poem by Stephen Dobyns "Icarus Flight"	**Speaking Activity: Response to Literature (W 2, SL 4)** The poet asks a number of questions throughout the poem, as if speaking directly to readers. What is the purpose of these questions? Do they cause you to consider Icarus's actions in a new light? Share your views in an oral response. • Think about the questions and views the poet presents.

				• Identify evidence from the poem to support your views. • Make sure your points are clear and convincing. Use verbal and nonverbal techniques to enhance your points.
			Informational Text by Patricia and Fredrick McKissack "Women in Aviation" (Lexile 1150)	**Writing Activity: Informative Report (W 2, W 6, W 8, W 10)** Do further research on one of the figures from "Women in Aviation." Then present your research in the form of a report. • Use text, online, and digital resources such as encyclopedias, web searches, and other texts to find facts and details. • Include details about the pilot s achievements and their importance. • Be sure to include additional quotes either directly from or about the aviator you chose.
		RI 1, RI 2, RI 3, RI 5, RI 6, RI 8, RI 9 SL 2, **W1**, **W4,** W6		**Unit Assessment(s):** **Option A: Write a Fictional Narrative (W3a-e, W4, W5, W10):** Use the texts in the collection as models for writing your own story in which the characters

				take bold actions in the face of a seemingly overwhelming challenge. • See how the example from ¨The Rogue Wave¨ uses descriptive setting and introduces characters. **Option B: Present an Argument (W1a-e, W5, W8, W9, W10, SL4, SL5, SL6, L3):** This collection depicts the bold actions of daring individuals. The myth ¨The Flight of Icarus¨ presents a clear message about the risks and rewards of taking those actions. In the following activity, you will draw from ¨The Flight of Icarus¨ and other texts in the collection to prepare and present an argument, either for taking bold actions or for avoiding them. **Collection 1 Test**
		RL 10	**Independent reading The Cay by Theodore Taylor (Lexile 860)**	**Novel Study** Students will respond in their "Reading Response Journal" based on various prompts throughout the novel.

Unit 2: Collection 2 Perception and Reality	**November-December**	RL 1, RL 2, RL 3 RL 4, RL 10, W 7. W 9, **SL 6, SL 4b, SL 4d**	**Folk Tale retold by Virginia Hamilton "The People Could Fly: (Lexile 430**	**Speaking Activity: Dramatic Reading RL10, SL 6** With a small group, do a dramatic reading of "The People Could Fly," using the text of the folk tale as a script. Follow these tips for preparing and performing: • Rehearse the reading several times. • Make sure your voices fit the personalities of the characters you portray. • Deliver lines with the appropriate emotion. • Keep in mind how the tale begins somberly but builds in intensity
			Close Reader: Short Story by "Heartbeat" (Lexile 840)	• cite several pieces of textual evidence • determine the theme or central idea in a text • provide an objective summary of a text • analyze how particular elements of a story interact
		RL 1, RL 2, RL 4, RL 5, SL 1, SL 4, SL 6	**Poem by W.B. Yeats "The Song of Wandering Aengus"** **Poem by William**	**Speaking Activity: Discussion With a small group** SL 1a–d, SL 4, SL 6 Discuss which speaker of these two poems seems more affected by what he perceives. To prepare for your discussion: • Consider what each speaker is longing for. • Think about the words used to express the speaker's longing in each poem.

			Shakespeare "Sonnet 43"	• Create a Venn Diagram to compare and contrast the two poems.
			Magazine Article by Susana Martinez-Conde and Stephen L Macknick "Magic and the Brain" (Lexile 1340)	**Speaking Activity: Demonstration** **W 7, SL 4, L 6** Do research to find an easily performed "magic trick" that is based on a science principle. Follow the step-by-step directions for the trick and practice performing it. Determine the principle that makes the trick work. Then demonstrate the trick in a performance for your classmates. Follow these suggestions during the demonstration: • If necessary, perform the trick a second time, but more slowly, indicating whatever you're doing to distract their attention. • At the end of the performance, explain the principle at work in the trick and how it relates to the article "Magic and the Brain." • Invite feedback. Discuss with your classmates whether the demonstration increases their understanding of neuromagic.
			Close Reading:	• cite several pieces of textual evidence

			Science Writing by Reynaldo Vasquez "Saving the Lost" (Lexile 920)	• determine the theme or central idea in a text • provide an objective summary of a text • analyze how particular elements of a story interact
		SL 2, SL 5, W 6	**Public Art by Julian Beever *Pavement Chalk Art***	**Media Activity: Poster** SL 5, W 6 Working in small groups, create a poster or a flyer that announces an exhibit of Beever's art in a city. Use your favorite design software program to lay out your work, including images and text. • Highlight the effectiveness of Beever's drawings as public art. • Promote the advantages of having sidewalk art in a city. • Present your completed flyer or poster to the other groups, explaining what you intend to communicate with it and how you accomplished that goal.
		RL 1, RL 2, RL 3, RL 4, RL 5, W 9a, L 4a, L 4c, L 5b, L 6	**Short Story by Cory Doctorow "Another Place, Another Time" (Lexile 1060)**	**Writing Activity: Character Analysis RL 1, RL 2, W 9a** With a partner, find and record references to the passage of time that connect to key experiences for Gilbert. For each important reference, also note what is happening to Gilbert. Together, write a

				one-page character profile of Gilbert, including details that answer these questions: • What are Gilbert's personal traits? • What motivates Gilbert's actions? • What life-changing events occur in his life? • When and where is he at the start of the story? At the end? • How has he changed by the end of the story?
		RL, RL2, **RL3**, RL4, RL5, RL7, RL10, **W2, W4, W9a, W10**, L4a, L4c, SL2	**Sorry, Wrong Number Drama by Lucille Fletcher (Lexile N)**	**Writing Activity: Character Analysis (W2, W4, W9a, W10):** Write a three-paragraph character analysis of Mrs. Stevenson. Support your analysis with examples of her actions, expressed in the dialogue and stage directions. Try to answer these questions. • How does she perceive herself? • How does she perceive other people such as the operators, police sergeant, and hospital workers? • What parts of her personality might have been misunderstood or allow her to be misunderstood by others? • How do her actions affect the drama?

				Unit Assessment(s): **Option A: Write an Argument (W1a-e, W4, W5, W9, W10):** Folktales like ¨The People Could Fly¨ often make readers reflect on the ways we perceive our world. Consider the common saying ¨seeing is believing¨ and its meaning. After reading the texts in this collection, do you believe this saying is true? You will draw from ¨The People Could Fly¨ and other texts in the collection to write an argument that states and supports your position. **Option B: Give a Summary Presentation (W 2a-f, W4, W5, W6, W10, SL4):** *Sorry, Wrong Number* is a drama chockful of actions and shifting perceptions. In the following activity, you will draw from Sorry, Wrong Number to deliver a summary presentation. **Collection 2 Test**

		RL 10	**Independent Reading Call of the Wild by Jack London (Lexile 1170)**	**Novel Study** Students will respond in their "Reading Response Journal" based on various prompts throughout the novel.
Unit 3 Collection 3 Nature at Work	**January-February**	RI 1, RI 2, RI 3, **R I 4, W 9,** L3a, L5a	***Mississippi Solo* Memoir by Eddy Harris (Lexile 830L)**	**Writing Activity: Analysis (RI 4, W 9):** Look back through the memoir to list examples of how the author uses similes and personifies the river. Focusing on examples from the list, write a two to four paragraph literary analysis that explains how the author uses figurative language in this memoir. • Support your main points by using quotes from the text as examples. • Explain the meanings of the examples and how they contribute to important ideas of the memoir. • Discuss what impressions you have about the author's writing style, based on his use of figurative language.
			Close Reader: Memoir by Helen Thayer	• cite multiple pieces of textual evidence • analyze interactions between elements of an informational text

			from *Polar Dream* (Lexile 1070)	• determine the meaning of words and phrases, including figurative language, and analyze the impact of specific word choice on meaning and tone • determine an author's point of view or purpose in a text
			Soliloquy by William Shakespeare from *The Tempest*	**Speaking Activity: Dramatic Reading** **SL 1, SL 6** Divide the lines of this soliloquy among the members of a small group so that each participant has several lines that express one idea or related ideas. • Together, discuss and analyze the Shakespearean vocabulary and sentence structure. • Use your analysis to rewrite Prospero's soliloquy in your own words. • Then, as a group, deliver your version of the soliloquy to the class.
		RL 1, RL 2, RL 3, RL 4, RL 6, W1, W 4, W 10, SL 1, L 1b, L 4c	**Short Story by Naomi Shihab Nye "Allied with Green" (Lexile 900)**	**Writing Activity: Argument** **W 1, W 4, W 10, SL 1** Look back through "Allied with Green" to take notes on the points Lucy makes in favor of green. Adapt those ideas to develop a three- to four-paragraph argument in support of or against her position.

				• Introduce your opinion. • Specify support for your opinion with reasons and examples. • Acknowledge a possible argument from an opponent and refute it. • Conclude with a statement that summarizes your opinion and ties your ideas together.
		RI 1, RI2, RI 3, RI 4, RI 5, RI 6, W 7, SL 4, L 1a, L 4B, L 6	**Expository Essay by Douglas Fox "Big Rocks' Balancing Act" (Lexile 1060)**	**Speaking Activity: Summary Presentation W 7, SL 4** Choose a concept or term about geology from "Big Rock's Balancing Acts" (for example: earthquake tremors, granite, bedrock, accelerator-mass spectrometer, erosion, Ice Age, or geology itself). Think of a question related to that term to explore, such as "How many ice ages have taken place on Earth?" Research your topic and present a brief summary of the information you find. • Find at least two informational print or online articles on the topic. Make sure these sources are credible and believable. • List the most important ideas you want to present.

				• Begin your summary with an introduction that specifies your topic clearly, establishes your central idea, and hooks listeners into listening further. • Explain the central idea or ideas from your research.
			Close Reader: Informational Text by James Vlahos "The Hidden Southwest: The Arch Hunters" (Lexile 1060)	• cite several pieces of textual evidence • determine two or more central ideas in a text • analyze the interactions among individuals, events, or ideas in a text • analyze the structure an author uses to organize a text
		RL 1, RL 2, R L 4, RL 5, RL 6, W2, **W10**, SL1	**"Ode to Enchanted Light" poem by Pablo Neruda (Lexile N/A) "Sleeping in the Forest" poem by Mary Oliver (Lexile N/A)**	**Writing Activity: Poem (W 3, W 10):** Write a four-stanza poem to describe an experience with nature. • Base the poem on your own experiences or on an imagined one. Experiment with figurative language. • Consider expressing a theme or message about nature. • As you create your poem, try reading it aloud to help you refine your choices of words or effects.

			Close Reader: Poems by Leslie Marmon Silko, Victor Hernandez Cruz, and Gwendolyn Brooks from *Poems About Nature*	• cite evidence from the text • determine the meaning of words and phrases, including figurative language • analyze how a poem's form contributes to its meaning
		RL 10	**Independent Reading Tuck Everlasting by Natalie Babbitt (Lexile 770)**	**Novel Study** Students will respond in their "Reading Response Journal" based on various prompts throughout the novel.
Unit 4 Collection 4 Risk and Exploration	**February-March**	RI 1, RI 4, RI 5, RI 6, RI 7, RI 8, SL 1, SL 3, **W 2, W 7, W 8,** L 4, L 4a,	**Remarks at the Dedication of the Aerospace Medical Center Speech by John F. Kennedy (Lexile 1380L)**	**Writing Activity: Research Report (W2, W7, W8):** Research a recent or planned space mission for medical research by NASA (National Aeronautics and Space Administration). • Identify one mission and write a brief description of its purpose and outcome.

		L 4c, L 4d		• Explain whether or not it is in keeping with Kennedy's views about space research. • Share your findings with the class.
			Close Reader: Online Essay by Joan Vernikos "Why Exploring the Ocean is Mankind's Next Giant Leap" (Lexile 1130)	• cite several pieces of textual evidence • determine central ideas in a text • trace and evaluate an argument • assess an author's claims and reasoning
		RI 1, RI 2, RI 4, RI 5, RI 6, RI 8, **W 7, W 8, SL 1**, SL 3, **SL 4**, L 1a, L4b, L 6	**Why Exploring the Ocean is Mankind's Next Giant Leap (Commentary by Philippe Cousteau (Lexile 1360L)**	**Speaking Activity: Informal Debate (W7, W8, SL 1, SL 4):** Philippe Cousteau begins by mentioning the 1960 exploration of the Mariana Trench. Would further exploration of this deep-sea region be worthwhile? Divide your group into two teams to informally debate that question.

		RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, **W 1, W 4, W 8, W 10,** L 1a, L 4a, L 4b, L 4c, L 6	**Living in the Dark Science Article by Cheryl Bardoe (Lexile 1200)**	**Writing Activity: Persuasive Essay (W1, W4, W8, W10):** Think about Santiago Herrara's statement at the end of the excerpt from "Living in the Dark." Why does he have that opinion? Why might someone else have a different opinion? Do you agree with Herrara's statement? Use your answers to those questions to write a one-to-three paragraph persuasive essay.
			Science Article by Elisabeth Rosenthal "Stinging Tentacles Offer Hint to Oceans' Decline" (Lexile 1370)	**Writing Activity: Research Report (W 2, W 7, W 8)** Research a recent or planned space mission for medical research by NASA (National Aeronautics and Space Administration). • Identify one mission and write a brief description of its purpose and outcome. • Explain whether or not it is in keeping with Kennedy's views about space research. • Share your findings with the class.

		RL 1, RL 2, RL 4, **W 2, W 9a**	**Your World Poem by Georgia Douglas Johnson (Lexile N/A)**	**Writing Activity: Analysis (W2, W9a):** Think about the extended metaphor in this poem. Write at least one paragraph analyzing the extended metaphor. These questions may help you organize your thoughts and writing: • What words and phrases show the comparison throughout the poem? • Why might the poet have chosen this comparison? • What feelings are suggested by the comparison?
				Unit Assessment(s): **Speaking Activity:Persuasive Speech (W1a-e, W4, W5, W7, W8, SL4, SL5, SL6):** Persuasive speeches such as John F. Kennedyś ¨Remarks at the Dedication of the Aerospace Medical Health Center¨ can inspire listeners to rise to great challenges. In the following activity, you will draw from Kennedyś speech and other texts in the collection to prepare and give a persuasive speech. You will try to

				persuade others whether major exploration is worth the risk. **Collection 4 Test**
		RL 10	**Independent Reading Free Choice**	**Novel Study** Students will respond in their "Reading Response Journal" based on various prompts throughout the novel.
Unit 5 Collection 5 The Stuff of Consumer Culture	**March-April**	RI 1, RI 2, RI 3, RI 4, RI 5, **W 1b**, W 6, L 3a, L 4a, L 6	**from Life at Home in the Twenty-First Century Informational Text by Jeanee (Lexile 1640L)**	**Writing Activity: Essay (W 1b, W 7):** You've just read that a number of different types of televisions have been available through the years. Find out a new development in TV technology and write about it in a brief informational essay. • Use digital or print sources about the consumer electronics to research your topic. • Take notes as you try to answer questions like: Who invented this technology and when? How does it work? How could it change how people watch T.V.s? Why would consumers want to purchase it?

				• Use your notes to create an outline of your ideas. • Share your completed essay with a partner or group that has written about other new features of TVs. Discuss the different features and consumers' attitudes toward them.
			Close Reader: Essay by Andres Padilla-Lopez "Teenager and New Technology" (Lexile 1640)	• cite multiple pieces of text evidence • determine central ideas in a text • determine the meaning of words • analyze the structure used to organize a text • determine an author's point of view
		RI 1, RI 2, RI 4, RI 5, RI 8, SL 1, L 1a, L 4d, L 5b, L 6	**Informational Text by Thomas Hine "Always Wanting More" from *I Want That* (Lexile 1240)**	**Speaking Activity: Discussion RI 8, SL 1** In small groups, prepare for a class discussion about the claims, or positions, that Thomas Hine shares about our consumer culture. • First, identify a list of the claims. • Consider the following questions: How well does the author support his claims? Are there any I would challenge? How does my own experience as a consumer connect to these claims? • With your other group members, discuss responses to the questions

				• Participants who disagree with Hine's ideas can present their own views. Be sure to support points with evidence. • For the class discussion, each small group might choose a reporter to present your responses to the
			Close Reader: Essay by Lourdes Barranco "Labels and Illusions"	• cite multiple pieces of textual evidence • make inferences • determine the central idea of a text • determine the meanings of words and phrases as they are used in the text • analyze the impact of a specific word choice on meaning and tone
		RL 1, RL 2, RL 4, RL 5, **W 2, W 4, W 10**	**Dump Poem by X.J. Kennedy (Lexile N/A) How Things Work Poem by Gary Soto (Lexile N/A)**	**Writing Activity: Analysis (W2, W4, W10):** Write a 1 page analysis of the poems ¨Dump¨ and ¨How things Work.¨ In the views and experiences of consuming expressed in each poem. • Complete the graphic organizer from the Compare Forms in Poetry section. Use the completed chart to organize your ideas. • Include words and lines from the poems to support key points and ideas in your analysis. • Organize your analysis clearly, using a compare-contrast structure.

				• Sum up each speakerś central idea, or theme, and the tone, or attitude toward the subject.
		RL 1, RL 2, RL 3, RL 4, **W 3, W 4, W 10,** L 2b, L 4d, L 6	**Earth (A Gift Shop) Short Story by Charles Yu (Lexile 1010)**	**Writing Activity: Short Story (W 3, W 4, W 10):** In the science fiction world of ¨Earth (A Gift Shop),¨ humans no longer live on Earth. What would it be like to vacation in that world? How and why might someone have had to escape Earth to find a home on another planet? Pick a part to expand into a short story of your own. • Create an outline of your story, including the narrator, characters, setting, and plot events with a conflict and resolution. • List the gadgets or technologies that the characters will encounter. • Include a theme that leaves readers with a message about technology. • Use your plan to draft and then revise a 2-3 page short paper.
			Close Reader: Short Story by Shinichi Hoshi "He-y Come on Ou-t"	• cite textual evidence • determine a theme or central idea in a text • analyze how particular elements of a story interact

			(Lexile 860)	• determine the meanings of words and phrases as they are used in text
				Unit Assessment(s): **Speaking Activity: Multimedia Presentation (W2a-f, W 4, W 5, W 6, W 7, W 8, W 10, SL4, SL5, SL6):** This collection focuses on the proliferation of consumerism and how it has affected American culture and our environment. In this activity, you will research a topic related to consumerism. You will draw from Life at Home in the Twenty-First Century, other texts in the collection, and your research findings to write an informative essay about the topic you chose. Then you will prepare and give a multimedia presentation on that topic. **Collection 5 Test**
		RL 10	**Independent Reading**	**Novel Study**

			Bud, Not Buddy by Christopher Paul Curtis (Lexile 950)	Students will respond in their "Reading Response Journal" based on various prompts throughout the novel.
Unit 6 Collection 6 Guided by a Cause	**May-June**	RI 1, RI 2, RI 3,RI 4, RI 5, RI 6, RI 9, W1b, W 6, SL 4, SL 6, L2, L4b, L4d	from Flesh & Blood So Cheap: The Triangle Fire and Its Legacy History Writing by Albert Marrin (Lexile 900L) from The Story of the Triangle Factory Fire History Writing by Zachary Kent (Lexile 1110)	**Speaking Activity: Oral Presentation (W2, W6, SL4, SL6):** The Triangle Factory Fire raised issues about inadequate workplace safety, labor rights, and factory jobs. Despite great progress in improving working conditions since 1911, these issues are still in the news. Make an oral presentation about a current event that shares features with the Triangle Factory Fire. • Use online and print resources to learn about a recent event. • Use several sources and get varied viewpoints and interpretations of the event. • Prepare a talk to tell about the event, the people, and the issues. • End your talk by telling how this event is similar to and

			Close Reader: History Writing by Lynne Olsen "The Most Daring of Our Leaders" (Lexile 1190) **Speech by John Lewis "Speech to the Democratic National Convention" (Lexile 890)**	• cite multiple pieces of text evidence • determine central ideas in a text • analyze interactions between individuals, events, and ideas • determine the meaning of words • analyze the structure of a text • determine an author's purpose • analyze how two authors write about history
		RL 1, RL 2, RL 4, RL 6, RL 9, **W3, W4,** W5, **W9, W10,** L1a, L5, L5b	**from Uprising Historical Novel by Margaret Peterson Haddix (Lexile 800L)**	**Writing Activity: New Chapter (W3, W4, W5, W9, W10):** Suppose that a short chapter follows the three that you have read. In this chapter, the point of view remains third-person limited, but events

				are seen through the eyes of a different character. Write that new chapter. • Choose a character already introduced such as Jacob or Harriet. • Read closely to learn about the characterś likely goals, experiences, and other interactions with other characters. • Read the nonfiction excerpts about the Triangle Fire to gather more factual details. • Write a draft of your chapter. • Read it aloud to a partner, and make revisions based on your listenerś suggestions.
			Close Reader Short Story by ZZ Packer from "Doris is Leaving" (Lexile 880)	• cite textual evidence • analyze how particular elements of a story interact • compare and contrast a fictional portrayal and a historical account of the same period
		RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, **RI 8, W1, W4, W9b,**	**Craig Kielburger Reflects on Working Toward Peace**	**Writing Activity: Critique (RI 1, RI 8, W1, W4, W9b, W10):** Has this essay persuaded you that global poverty can be ended? Why or why not? Write a

		W10, L1c, L4c, L6	**Personal Essay by Craig Kielburger (Lexile 1080L)**	two to three paragraph essay offering your opinion of Craig Kielburgerś essay. • Consider questions such as, *Does Kielburger do enough to convince you? Does his choice of evidence effectively support his point of view? If not, why is it inadequate and what additional evidence might he have included?* • Take notes on the evidence that Kielburger uses to support his claim about ending poverty. • In your essay, be sure to include an interesting introduction that clearly states your claim. • Use the evidence you found in the text to support your claim. • Use the evidence you found in the text to support your claim. • Include a conclusion that summarizes your opinion.
			Close Reader: Online Article by David Karas "Difference Maker: John	• cite multiple pieces of text evidence • determine central ideas in a text • analyze individuals, events, and ideas • determine the meaning of words

			Bergman and Popcorn Park" (Lexile 1130)	• determine an author's purpose or point of view
		RI 6, RI 7, SL 2, SL 3, SL 4, SL 5	**Documentary directed by Judy Jackson "It Takes a Child"**	**Media Activity: Photo Documentary SL 4, SL 5** What does it take to be committed to a cause despite great obstacles? Let people know about a person in your school or community who works on an important social cause. Create a photo documentary to tell that person's story. • Take photos of the person involved in his or her work, or use photos that already exist. • Choose some of the documentary features you learned about to help you create your documentary. • Interview your subject and include quotations in your documentary or record a soundtrack of the interview with music. • Present your documentary to a group of classmates. Then discuss their reactions to it.
		RL 1, Rl 2, RL 4, RL 5, **W 3, W 4,**	**A Poem for My Librarian, Mrs. Long Poem by**	**Writing Activity: Poem (W3, W4, W10):** Mrs. Long acted generously to a child, and that child never forgot it. Think back to an

		W10, L1a, L1c	**Nikki Giovanni (Lexile N/A)**	experience or a connection with someone who acted generously to you. Free-write about your memory-noting phrases, sentences, quotations, and anything else that comes to mind. Use your written ideas to write a poem in free verse form. Look back at the poem you've just read for ideas about how to: • convey the sights, sounds, and smells, you remember • portray the person you remember • tell about your feelings then and now
		RL 1, RL 2, RL 3, RL 4, RL 6, W 1, W 4, W 9a, W 10, L 1c, L 4c, L 6	**Short Story by D'Arcy McNickle "Train Time" (Lexile 670**	**Writing Activity: Character Analysis** **RL 1, RL 3, RL 6, W 1, W 4, W 9a, W 10** In "Train Time," the Major does not think he is doing anything wrong—or does he? Write two or three paragraphs to describe the character of the Major. • Answer these questions to help organize your ideas: What does the Major value? What actions does he take? How does the Majo seem to feel about Reservation Indians? • Include quotations from the story to support your ideas about the Major. • Discuss the different ways the author reveals the Major's character traits.

				Unit Assessment(s): **Writing Activity: Write an Expository Essay (W2a-f, W4, W5, W6, W7, W8, W10):** This collection focuses on important social causes and how people champion those causes. In the selections about the Triangle Factory Fire, you learned how a great tragedy led to public outcry for the causes of workplace safety and fair working conditions. In this activity, you will do additional research about a topic or person related to this fire. You will draw from the texts in the collection and your research findings to write an expository essay about the topic or person you chose. **Collection 6 Test**

Argument Writing Rubric
Grade 7

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
The writing – ▪ introduces the claim(s) (8W1a) ▪ acknowledges and distinguishes the claim(s) from alternate or opposing claims (8W1a) ▪ organizes reasons and evidence logically (8W1a) ▪ uses words, phrases, and/or clause to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence (8W1c) ▪ provides a concluding statement or section that follows from and supports the argument presented (8W1e) ▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (8W4)	The writing – • introduces the claim(s) (7W1a) • acknowledges alternate or opposing claims (7W1a) • organizes reasons and evidence logically (7W1a) • uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence (7W1c) • provides a concluding statement or section that follows from and supports the argument presented(7W1e) • produces clear and coherent writing appropriate to task, purpose, and audience (7W4)	The writing – ▪ attempts to introduce the claim(s) ▪ attempts to acknowledge alternate or opposing claims ▪ attempts to organize reasons and evidence logically • attempts to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence • attempts to provide a concluding statement or section that follows from and supports the argument presented • attempts to produce clear and coherent writing appropriate to task, purpose, and audience	The writing – ▪ makes little or no attempt to introduce the claim(s) ▪ makes little or no attempt to acknowledge alternate or opposing claims ▪ makes little or no attempt to organize reasons and evidence logically • makes little or no attempt to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence • makes little or no attempt to provide a concluding statement or section that follows from and supports the argument presented • makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience	Organization/Purpose 2 x
The writing – ▪ supports claim(s) with clear reasons and relevant and sufficient evidence (8W1b) ▪ skillfully uses accurate, credible resources (8W1b) ▪ skillfully uses relevant information from multiple print and digital sources (8W8) ▪ skillfully quotes or paraphrases data and conclusion of others while avoiding plagiarism (8W8) ▪ skillfully follows a standard format for citation, when appropriate (8W8)	The writing – ▪ supports claim(s) with logical reasoning and relevant evidence (7W1b) • uses accurate, credible sources (7W1b) ▪ uses relevant information from multiple print and digital sources (7W8) ▪ quotes or paraphrases the data and conclusions of others while avoiding plagiarism (7W8) ▪ follows a standard format for citation, when appropriate (7W8)	The writing – • attempts to support a claim with logical reasoning and relevant evidence • attempts to use accurate, credible sources • attempts to makes use of relevant information from multiple print and digital sources • attempts to quote or paraphrase the data and conclusions while avoiding plagiarism • attempts to follow a standard format for citation, when appropriate	The writing – ▪ makes little or no attempt to support a claim with logical reasoning and relevant evidence ▪ makes little or no attempt to use accurate and credible resources ▪ makes little or no attempt to use relevant information from multiple print and digital sources ▪ makes little or no attempt to quote or paraphrase the data and conclusions while avoiding plagiarism ▪ makes little or no attempt to follow a standard format for citation, when appropriate	Evidence/Elaboration 2 x
The writing – ▪ establishes and maintains a formal style (8W1d) ▪ employs language and tone appropriate to purpose and audience (L3)* ▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8L1-2)* ▪ has errors that do not interfere with understanding (8L1-2)*	The writing – ▪ establishes and maintains a formal style (7W1d) ▪ employs language and tone appropriate to purpose and audience (L3)* ▪ demonstrates a command of grade level appropriate standard English grammar, usage, and conventions (7L1-2)* ▪ has errors that do not interfere with understanding (7L1-2)*	The writing – ▪ attempts to establish and maintain a formal style ▪ attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that may interfere with understanding	The writing – ▪ makes little or no attempt to establish and maintain a formal style ▪ makes little or no attempt to demonstrate ▪ a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that interfere with understanding	Language/Conventions 1 x

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose
*Conventions Chart p. 2

CONVENTIONS CHART
Grade 7

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
• Spells words at grade level and below correctly. (7W2b)	• Uses capitalization rules from the previous grades (L2a)	Commas: • Uses a comma to separate coordinate adjectives *(e.g., It was a fascinating, enjoyable movie* but not, *He wore an old, green shirt.) (7L2a)* Comma, parenthesis or dash to set off nonrestrictive/ parenthetical information* (e.g., appositives, explanatory phrases/ clauses such as *Batman, the famous caped crusader, battled the Joker, Our teacher, who loves cake, enjoyed the birthday party we threw her)*	Phrases: • Avoids misplaced or dangling modifiers (7L1c) Pronouns: • Avoids inappropriate shifts in pronoun number and person* (previous grade L1c) • Avoids vague or ambiguous or unclear pronoun references* (previous grade L1d) Verbs: • Avoids inappropriate shifts in verb tense.* (previous grade L1d) Agreement: • Pronouns and antecedents agree *(Everybody wants his or her own book bag VS They all want their own book bags) (previous grade 1e)* • Subjects and verbs agree *(People who forget the words just hum the tune) (previous grade L1)* Frequently Confused Words: • Uses frequently confused words* correctly (previous grade L1g)	▪ Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas (7L1b)

* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

Narrative Writing Rubric
Grade 7

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
The writing – ▪ skillfully engages and orients the reader by establishing a context and point of view (8W3a) ▪ skillfully introduces a narrator and/or characters (8W3a) ▪ skillfully organizes an event sequence that unfolds naturally and logically (8W3a) ▪ uses a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events (8W3c) ▪ skillfully provides a conclusion that follows from the narrated experiences or events (8W3e) ▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (8W4)	The writing – • engages and orients the reader by establishing a context and point of view (7W3a) • introduces a narrator and/or characters (7W3a) • organizes an event sequence that unfolds naturally and logically (7W3a) • uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (7W3c) • provides a conclusion that follows from and reflects on the narrated experiences or events (7W3e) • produces clear and coherent writing appropriate to task, purpose, and audience (7W4)	The writing - • attempts to engage and orient the reader by establishing a context and point of view • attempts to introduce a narrator and/or characters • attempts to organize an event sequence that unfolds naturally and logically • attempts to use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another • attempts to provide a conclusion that follows from and reflects on the narrated experiences or events • attempts to produce clear and coherent writing appropriate to task, purpose, and audience	The writing - • makes little or no attempt to engage and orient the reader by establishing a context and point of view • makes little or no attempt to introduce a narrator and/or characters • makes little or no attempt to organize an event sequence that unfolds naturally and logically • makes little or no attempt to use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another • makes little or no attempt to provide a conclusion that follows from and reflects on the narrated experiences or events • makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience	Organization/Purpose 2 x ____ = ____
The writing – ▪ uses narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters (8W3b) ▪ skillfully uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (8W3d) ▪ skillfully uses relevant information from multiple print and digital sources, when appropriate (8W8) ▪ skillfully quotes or paraphrases while avoiding plagiarism (8W8) ▪ skillfully follows a standard format for citation, when appropriate (8W8)	The writing – • uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters (7W3b) • uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (7W3d) • uses relevant information from multiple print and digital sources, when appropriate (7W8) • skillfully quotes or paraphrases while avoiding plagiarism (7W8) • follows a standard format for citation, when appropriate (7W8)	The writing – • attempts to use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters • attempts to use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events ▪ attempts to quote or paraphrase while avoiding plagiarism • attempts to follow a standard format for citation, when appropriate	The writing – • makes little or no attempt to use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters • makes little or no attempt to use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events ▪ makes little or no attempt to quote or paraphrase while avoiding plagiarism • makes little or no attempt to follow a standard format for citation, when appropriate	Evidence/Elaboration 2 x ____ = ____

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
The writing – • skillfully maintains consistency in style and tone (L3)* • demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8L1-2)* • has errors that do not interfere with understanding (8L1-2)*	The writing – • maintains a consistent style and tone (L3)* • demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (7L1-2)* • has errors that do not interfere with understanding (7L1-2)*	The writing – • attempts to maintain a consistent style and tone • attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions • has errors that may interfere with understanding	The writing – • makes little to no attempt to maintain a consistent style and tone • makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions • has errors that interfere with understanding	**Language/Conventions** 1 x ____ = ____

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 3

CONVENTIONS CHART
Grade 7

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
• Spells words at grade level and below correctly (7W2b)	• Uses capitalization rules from the previous grades (L2a)	Commas: • Uses a comma to separate coordinate adjectives *(e.g., It was a fascinating, enjoyable movie* but not, *He wore an old, green shirt.) (7L2a)* Comma, parenthesis or dash to set off nonrestrictive/ parenthetical information* (e.g., appositives, explanatory phrases/ clauses such as *Batman, the famous caped crusader, battled the Joker, Our teacher, who loves cake, enjoyed the birthday party we threw her)*	Phrases: • Avoids misplaced or dangling modifiers (7L1c) Pronouns: • Avoids inappropriate shifts in pronoun number and person* (previous grade L1c) • Avoids vague or ambiguous or unclear pronoun references* (previous grade L1d) Verbs: • Avoids inappropriate shifts in verb tense* (previous grade L1d) Agreement: • Pronouns and antecedents agree *(Everybody wants his or her own book bag VS They all want their own book bags) (previous grade 1e)* • Subjects and verbs agree *(People who forget the words just hum the tune) (previous grade L1)* Frequently Confused Words: • Uses frequently confused words* correctly (previous grade L1g)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas (7L1b)

* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

Collection 1- Bold Actions Unit Planning

Performance Task Unpacked: Option A- Write a short story W 3a-e, W 4, W 5, W 10
Write a Fictional Narrative with a main character who boldly attempts to overcome a tremendous challenge.

1. Write a fictional narrative
2. Include elements of plot
3. Include character that takes bold action in an overwhelming challenge

Skills necessary for Performance Task: Option A

1. introduces and develops characters and a setting
2. contains a plot with a well-structured and logical sequence
3. establishes, develops, and resolves a conflict
4. uses dialogue, pacing, and relevant descriptive details
5. utilizes transitions to convey sequence
6. provides a conclusion that reflects a message about life

Performance Task Unpacked: Option B- Present an Oral Commentary W 1a-e, W 8, W 0, W 10, SL 4, SL 5, Sl 6, L 3

This collection depicts the bold actions of daring individuals.

1. The myth "The Flight of Icarus" presents a clear message about the risks and rewards of taking those actions.
2. In the following activity, you will draw from "The Flight of Icarus" and other texts in the collection
3. to prepare and present an argument,
4. either for taking bold actions or for avoiding them

Skills necessary for Performance Task: Option A

1. provides an introduction that clearly states your claim—the point your argument is making
2. includes quotations or examples from the texts to support or illustrate central ideas
3. uses good eye contact, volume, and pronunciation
4. includes visuals to emphasize salient points
5. concludes by restating the claim

Collection 1- Bold Actions Unit Planning

Texts to be used in Collections:

1. Rogue Wave: Short Story -*L980*
2. Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life: Online news article *L1110*
   a. Ships of Fools: Editorial *L1120*
   b. Was Abby Too Young to Sail? :TV News Interview
3. The Flight of Icarus: Greek Myth Retold *L1110*
4. Icarus Flight: Poem
5. Woman in Aviation: Informational Text *L1150*
6. Close Reading
   a. Big Things Come in Small Packages : Short Story
   b. Finding Your Everest: Essay *L1160*
   c. Arachne: Greek Myth *L1250*

Independent Reading:

- The Charge of the Light Brigade
  - Alfred, Lord Tennyson
- Icarus and Daedalus *L1180*
  - Retold by Josephine Preston Peabody

Key Learning Objective

1. Identify, analyze and make inference about the elements of plot in short story.
2. Analyze and compare news stories about the same event from various sources
3. Analyze the elements of a myth and to determine two or more themes.
4. Understand how the elements of form and the use of alliteration emphasize ideas and meaning in a poem.
5. Identify, analyze and draw conclusions about an author's purpose for writing informational texts.

Language and Style

- Sentence structure
- commas and coordinate adjectives
- subordinate clauses

Vocabulary Strategy

- Latin roots
- noun suffixes -ty and -ity
- Connotations and denotations

Instructional Support

- -Take notes on historical events as they present themselves throughout the unit in order to reflect back.
- -Paraphrase/reword large paragraphs from the texts in order to support comprehension.
- -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.

Differentiated Instruction

Reteach

- plot and Suspense
- reasons For/Against/claims and reasons
- analyze language: description
- rhythm in poetry
- author's purpose

Extend

- discuss themes
- Trace and evaluate argument
- analyze a myth
- determine fact or opinion

Collection 1- Bold Actions Unit Planning

• -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section. • -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions. • - Preview vocabulary/Remind students they will encounter the vocabulary through the unit. • -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary. • -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.	

Collection Essential Question:
What does it mean to face challenges fearlessly , even if it means failing in the attempt?

Collection __2_____ Unit Planning

Unit Plan: Perception and Reality: Collection 2

7th Grade

Performance Task Unpacked: Option A RL 1, W 1a-e, W 4, W 5, W 9, W 10
Write an Argument
Folk tales like "The People Could Fly" often make readers reflect on the ways we perceive our world. Consider the common saying "seeing is believing" and its meaning.

1. After reading the texts in this collection, do you believe this saying is true?
2. You will draw from "The People Could Fly" and other texts in the collection to
3. write an argument that states and supports your position.

Skills necessary for Performance Task: Option A

- contains an engaging introduction that clearly states the claim, or opinion
- supports the opinion with logical reasoning and relevant evidence
- presents and refutes opposing claims, or viewpoints
- uses language that effectively conveys ideas and adds interest
- concludes with a restatement of the claim

Performance Task Unpacked: Option B
Give a Summary Presentation
Sorry, Wrong Number is a drama chockful of actions and shifting perceptions. In the following activity, you will draw from Sorry, Wrong Number to deliver a summary presentation.

Skills necessary for Performance Task: Option B W 2a-f, W 4, W 5, W 6, W 10

- includes the title and author of the work being summarized
- restates in your own words the theme, or main idea, and its supporting details
- shows a comprehensive understanding of the source
- interests listeners through the use of effective verbal and nonverbal techniques

Texts to be used in Collections:

1. The People Could Fly: Folk Tale *L430*
2. The Song of Wandering Aengus: Poem
   Sonnet 43: Poem
3. Magic and the Brain: Magazine Article *L1340*
4. Pavement Chalk Art: Public Art
5. Another Place, Another Time: Short Story *L1060*
6. Sorry, Wrong Number: Drama

Key Learning Objective

1. Identify element of a folktale and summarize the story
2. Learn how to analyze a poem's form as well as the use of figurative language and sound devices to understand their effect on on meaning
3. Analyze how text features contribute to a text and to summarize text objectively.
4. Analyze the purpose of public art and the techniques Beever uses to create the illusion of 3-dimensionality.
5. Identify and analyze how setting affects character traits, motivations, and actions.
6. Analyze the elements of a drama and make comparisons between a script and a performance.

Collection __2_____ Unit Planning

7. Close Readers: a. Heartbeat: Short Story *L840* b. Saving the Lost: Science Writing *L920* c. A Christmas Carol: Novel Excerpt *L730* **Independent Reading:** • The Artilleryman's Vision ○ Walt Whitman • Richard Cory ○ Edwin Arlington Robinson • Kubla Khan ○ Samuel Taylor Coleridge	
Language and Style • Adverb clauses • Spell correctly	**Vocabulary Strategy** • Latin suffixes • The Greek prefix *neuro-* • Reference aids
Instructional Support • -Take notes on historical events as they present themselves throughout the unit in order to reflect back. • -Paraphrase/reword large paragraphs from the texts in order to support comprehension. • -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters. • -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the	**DIfferentiated Instruction** **Reteach** • Analyze characters • Paraphrase poetry • Summarize central ideas • Concept support: perspective • Symbols,determine meanings of words and phrases **Extend** • Give a presentations • Analyze form in poetry • Evaluate Ideas • Compare and Contrast • Analyze Theme • Analyze Story Elements \

Collection __2_____ Unit Planning

student notes section. • -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions. • - Preview vocabulary/Remind students they will encounter the vocabulary through the unit. • -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary. • -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.	
Collection Essential Question: How are things in life not always how we perceive them to be?	

Collection _____3___ Unit Planning

Grade 7 Unit Plan Nature at Work Collection 3

Performance Task Unpacked: Option A

Write a Personal Narrative W 3a-e, W 4, W 5, W 10

In this collection, you read about the strong and emotional connections that people have with different elements of nature.

1. In particular, consider the experience that Eddy Harris recounts in the excerpt from his memoir, Mississippi Solo.
2. Then think about your own interactions with nature.
3. Write a personal narrative about a natural setting that is meaningful to you.

Skills necessary for Performance Task: Option A

- begins with a captivating lead that clearly establishes the situation
- contains a well-structured event sequence that unfolds naturally and logically
- uses descriptive details that offer insight on significant events and feelings
- creates vivid images in the reader's mind through the use of sensory language
- provides a conclusion that follows from and reflects on the narrated experiences and events

Performance Task Unpacked: Option B

Write a Poetry Analysis W 2a–f, W 4, W 5, W 6, W 9a, W 10, SL 4

"Ode to enchanted light" and "Sleeping in the Forest" are lyric poems that convey an appreciation of nature. In this activity,

1. you will analyze each poet's style by comparing and contrasting elements such as form, structure, and use of figurative language.

Skills necessary for Performance Task: Option B

- begins with clear thesis statement
- uses an effective organizational structure and transitions
- analyzes ideas and elements of the text and provides supporting textual evidence
- clearly explains how the poets use figurative language
- provides a conclusion that summarizes main points

Texts to be used in Collections:

1. Mississippi Solo: Memoir *L830*
2. The Tempest: Sololoquy
3. Allied with Green: Short Story *L900*
4. Big Rocks' Balancing Act: Expository Essay *L1060*
5. Ode to Enchanted Light: poem Sleeping in the Forest
6. Close Readers:
   a. Polar Dream:Memoir *L1070*
   b. The Hidden Southwest: The Arch

Key Learning Objective

1. Identify features of a memoir and analyze the author's style.
2. Identify elements of Shakespearean language interpret meaning and analyze a soliloquy.
3. Determine the theme of a short story and to analyze word choice and style.
4. Analyze elements of an expository essay and its structure
5. Analyze poetic form and learn how poets use figurative language to express feelings and ideas

Collection _____3___ Unit Planning

<table>
<tr>
<td>Hunters: Informational Text L1060
c. Poems about Nature: Poems
Independent Reading
• Sea Fever
○ John Masefield
• Is the Moon Tired?
○ Christina Rossetti
• On the Grasshopper and Cricket
○ John Keats
• The Lake
○ Edgar Allan Poe
• I Wandered Lonely as a Cloud
○ William Wordsworth
• The First Snowfall
○ James Russell Lowell</td>
<td></td>
</tr>
<tr>
<td>Language and Style
• precise language
• sentence structure
• prepositional phrases</td>
<td>Vocabulary Strategy
• figures of speech
• using a glossary
• latin roots</td>
</tr>
<tr>
<td>Instructional Support
• -Take notes on historical events as they present themselves throughout the unit in order to reflect back.
• -Paraphrase/reword large paragraphs from the texts in order to support comprehension.
• -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.
• -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section.
• -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions.
• - Preview vocabulary/Remind students they will encounter the vocabulary</td>
<td>Differentiated Instruction
Reteach
• Characterization:Spider Map
• Determine meaning of words and phrases
• Figurative Language
• Summarize" What is this section mostly about?"
• Analyze Form

Extend
• Analyze Form
• Analyze point of view
• Analyze media
• Theme/central ideas</td>
</tr>
</table>

Collection _____3___ Unit Planning

through the unit. • -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary. • -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.	
Collection Essential Question: What is the beauty,power and mystery of nature?	

Collection 4 Unit Planning

Grade 7 Unit Plan Risk and Exploration Collection 4

Performance Task Unpacked:
Present an Argument W 1a–e, W 4, W 5, W 7, W 8, SL 4, SL 5, SL 6

Persuasive speeches such as John F. Kennedy's "Remarks at the Dedication of the Aerospace Medical Health Center" can have powerful effects.

1. In the following activity, you will draw from Kennedy's speech and other texts to prepare and present an argument.
2. You will try to persuade others whether major exploration is worth the risk.

Skills necessary for Performance Task

- contains an engaging introduction that establishes the claim
- supports key points with reasoning and relevant evidence pulled from a variety of solid, credible sources
- uses language that effectively conveys ideas and adds interest
- concludes by forcefully summing up the claim

Texts to be used in Collections:

1. Remarks at the Dedication of the Aerospace Medical Health Center: Speech *L1380*
2. Why Exploring the Ocean is Mankind's Next Giant Leap: Commentary *L1360*
3. Living in the Dark: Science Article *L1200*
4. Your World: Poem
5. Close Readers:
   a. Is Space Exploration Worth the Cost: Online Essay *L1130*
   b. Stinging Tentacles Offer Hint to Oceans' Decline: Science Article *L1370*

Independent Readinging

- **From Gulliver's Travels** *L 1330*
  - Jonathan Swift

Key Learning Objective

1. Trace and evaluate an argument.
2. Identify tone and evaluate the reasoning used to support a claim.
3. Analyze the structure of the informational text and paraphrase central ideas and details.
4. Identify and analyze how imagery and extended metaphor can express a particular message or idea

Language and Style

- Capitalization
- Adjective Clauses
- Verbal Phrases

Vocabulary Strategy

- Using context clues
- Prefixes
- greek roots

Instructional Support

Differentiated Instruction

Collection ___4___ Unit Planning

• -Take notes on historical events as they present themselves throughout the unit in order to reflect back. • -Paraphrase/reword large paragraphs from the texts in order to support comprehension. • -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters. • -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section. • -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions. • - Preview vocabulary/Remind students they will encounter the vocabulary through the unit. • -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary. • -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.	**Reteach** • Analyze language • trace an argument • Track causes and effects • Determine meanings **Extend** • Analyzing and Evaluating Presentations • Compare two arguments • Make connections • Form in poetry
Collection Essential Question: How far is too far?	

Collection ___5_____ Unit Planning

Unit Plan: 7th Grade **The Stuff of Consumer Culture** **Collection 5**

Performance Task Upacked: Create a Multimedia Presentation

This collection focuses on the proliferation of consumerism and how it has affected American culture and our environment.

1. In this activity, you will research a topic related to consumerism.
2. You will draw from Life at Home in the Twenty-First Century, other texts in the collection, and your research findings to write an informative essay about the topic you chose.
3. Then you will prepare and give a multimedia presentation on that topic.

Skills necessary for Performance Task:

1. uses technology to share information through text, graphics, video, music, and/or sound
2. organizes ideas logically in a way that is interesting and appropriate to purpose and audience
3. presents findings in a focused manner, with relevant facts, definitions, and examples
4. emphasizes salient points from a variety of sources and media
5. concludes with a section that summarizes the findings presented

Texts to be used in Collections:

1. Life at Home in the Twenty - First Century: Informational Text *L1640*
2. Always Wanting More: Informational Text *L1240*
3. Dump: Poem
   How Things Work: Poem
4. Earth (A Gift Shop)
5. Close Reader:
   a. Teenagers and New Technology: Essay *L1040*
   b. Labels and Illusions: Essay *L 1030*
   c. He-y Come on Ou-t!: Short Story *L860*

Independent Reading

- **The World is Too Much with Us**
  - William Wordsworth

Key Learning Objective

1. Identify Cause- and Effect patterns of organization in an informational text and draw conclusions from text and graphs
2. Identify features of an author's style and make inference using textual details and their own knowledge
3. analyze a poem's form and identify theme and irony
4. Identify elements of science fiction and analyze a story to determine its theme.

Language and Style

- eliminate redundancy
- noun clauses
- spelling

Vocabulary Strategy

- domain-specific words
- synonyms and antonyms
- verifying meaning

Instructional Support

Differentiated Instruction

Collection ___5_____ Unit Planning

• -Take notes on historical events as they present themselves throughout the unit in order to reflect back. • -Paraphrase/reword large paragraphs from the texts in order to support comprehension. • -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters. • -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section. • -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions. • - Preview vocabulary/Remind students they will encounter the vocabulary through the unit. • -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary. • -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.	**Reteach** • conclusions and statistics • determine meaning • Analyze structure and form • Informal Debate **Extend** • Group Discussion: TV's impact of family • Determine central ideas and details • analyze setting
Collection Essential Question: With our Consumer Culture, How much is enough?	

Collection ___6_____ Unit Planning

Unit Plan: 7th Grade **Blinded by a Cause** **Collection 6**

Performance Task Upacked: Option A **Write an Informative Essay**

This collection focuses on important social causes. In the selections about the Triangle Factory Fire, you learned how a great tragedy led to public outcry to improve workplace conditions.

1. In this activity, you will do additional research about a topic or person related to this fire.
2. You will draw from the texts in the collection and your research findings to
3. write an informative essay.

Skills necessary for Performance Task: Option A

- clearly states the topic in a strong thesis statement
- organizes ideas and concepts logically
- supports central ideas with details from credible sources
- uses appropriate transitions to link ideas
- establishes and maintains a formal style
- provides a conclusion that follows from and supports the information presented

Performance Task Upacked: Option B **Participate in a Panel Discussion**

In this collection, you read about problems in the world that inspire people to take action to solve those problems.

1. In this activity, you will draw from the selections you read to take part in a panel discussion about what commitment to a cause can mean.

Skills necessary for Performance Task: Option B

- makes a clear, logical generalization about the value of committing to a cause
- uses quotations and specific examples to illustrate ideas
- responds politely to the moderator and other group members
- evaluates other group members' contributions
- summarizes the discussion by synthesizing ideas

Texts to be used in Collections:

1. Flesh & Blood So Cheap: The Triangle Factory FIre and Its Legacy - History writing *L 900*
   The Story of the Triangle Factory Fire: History writing *L 1110*
2. Uprising: Excerpt from Historical Novel *L800*
3. Craig Kielburger Reflects of Working Toward Peace: Personal Essay *L 1080*
4. It Takes a Child : Documentary

Key Learning Objective

1. Determine central ideas and details, analyze chronological order, and analyze authors' writings on the same topic
2. Analyze points of view in a text and compare and contrast different genres
3. Identify and analyze elements of a personal essay determine an author's point of view.
4. Analyze the purpose of a documentary and

Collection ___6_____ Unit Planning

5. A Poem for My Librarian: Poem 6. Train Time: Short Story *L670* 7. Close Reader a. The Most Daring of Our Leaders: History Writing *L1190* b. Speech to the Democratic National Convention: Speech *L890* c. Doris is Coming: Short Story *L880* d. Difference Maker: John Bergman and Popcorn Park: Online Article *L1130* **Independent Reading:** • Letter to the President General of the Daughters of the American Revolution o Eleanor Roosevelt	understand the feature used in it 5. Analyse a poet's style and determine a theme 6. Analyze methods of characterization and flashback in a short story
Language and Style • capitalization • phrases • dangling modifiers • combining sentences with phrases • misplaced modifiers	**Vocabulary Strategy** • latin roots • analogies • multiple meanings • using a dictionary
Instructional Support • -Take notes on historical events as they present themselves throughout the unit in order to reflect back. • -Paraphrase/reword large paragraphs from the texts in order to support comprehension. • -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters. • -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section. • -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions. • - Preview vocabulary/Remind students	**Differentiated Instruction** **Reteach** • Restate main ideas • track causes and effects, obstacles in plot • track elements of personal essay • language support • determine meaning style • characterization **Extend** • Primary and secondary sources • discuss the role of women • elements of an argument • camera shots and shot selection • determining the meaning of words and phrases • character's point of view

Collection 6 Unit Planning

they will encounter the vocabulary through the unit. • -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary. • -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.	
Collection Essential Question: What inspires people to take action to improve their world?	

2019-2020

GATEWAY LESSON PLAN

A 4 Step Approach:

1. Identify the Standards
2. Define the Learning Outcomes
3. Identify the Instructional Activities
4. Execute Extension **Activities/Assessment**

Weekly Lesson Plan

Week of: September 23rd -September 27, 2019
Teacher:

1. Identify the standard(s)	
Content Area: ELA **Grade: 7**	**Unit: HMH Collections- Interactive Lesson –Participation in Collaborative Discussions**
a) List standards to be addressed	**Essential Question and Key Learning Objective** What elements, skills, and knowledge are necessary for participating effectively in collaborative discussions, contributing ideas and building on the ideas of others? • **SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grad 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.** **A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.** **B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.** **C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.** **D. Acknowledge new information expressed by others and, when warranted, modify their own views.** • **SL 6: Adapt speech to a variety of contexts and tasks, demonstrative command of formal English when indicated or appropriate.**

	procedure, speaking and listening, preparing for an action plan to present.		

3. Identify the instructional activities/arts infusion/sensory based techniques to be used within the unit

List the instructional activities planned for all students: ***Arts infusion** ***Sensory based techniques**	**List the barriers that may prevent students from accessing instruction, participating in activities, or demonstrating learning**	**List supports that can be implemented to reduce barriers** **Note UDL's utilized in this lesson**
Monday, 9/23: Introduction: Collaborative Discussions (Start with *Collaborative (adjective) describes an activity in which people cooperate as they work together. Examples of activities which are not collaborative discussions.* **Learning Objective** • Identify the characteristics of a strong discussion. ***Standards: SL 1, SL 6*** **Pre-Assessment: What makes a strong discussion? Examples of collaborative discussions.** ***Notetaking Organizer for: definitions of one-on-one, group, and teacher-led collaborative discussions. Tips for participation in collaborative discussions.** ****Lesson:** Interactive/Video Introduction to collaborative discussions: different types, what collaboration sounds like, comparing collaboration and shouting matches. **Lesson Extension/Class Discussion** • Listen/View collaboration discussion. 1. **Paired discussion:** Answers to questions from the video. Class discussion: Share out.	• Inequitable instruction time • Unfamiliarity of collaborative discussion • Unfamiliarity of vocabulary • Inattention/Unfocused • Inappropriate behavior • Difficulty with task initiation • Inability to write independently • Inability to collaborate with partner discussion. • Difficulty navigating text and finding key words and answers • Difficulty accessing Tutorials on Collections website • Difficulty Logging into Collections website for interactive learning.	• Read text aloud to all students • Break lessons into chunks • Break out into small groups for think-pair-share with direct teacher/staff supervision • Intermittent reminders/prompts to refocus • Note-taking graphic organizers • PowerPoint Presentations with video examples (embedded) • Level up tutoring (Collections text online tool)

Pre-Assessment: What's the difference between synthesizing and reflecting?
For students who do not know, define both.

***Journals for definitions and observation.**

****Lesson:** Interactive audio clip/class observation of challenges in collaboration. PowerPoint: Steps for preparing for a discussion.

Lesson extension/Class Discussion

- Discussion of how Karen's contribution affects the discussion. Discussion of how Ben's failure to do research cause a problem.

Group Work/Assessment: Small groups will pick a topic for discussion and decide which initial steps they will take to prepare for a discussion.

For 90 minute class: Tuesday, 9/24: Establishing and Following Procedure

Learning Objective

- Identify procedures for conducting successful discussions.

Standards: SL 1b

***ELA Journals for definitions of roles in collaborative groups:** moderator, facilitator, participant, recorder, secretary, minutes, time keeper.

****Lesson:** PowerPoint on Establishing and Following procedure in collaboration.

Lesson extension/Class Discussion

- Group share: Specific examples of

be mentioned in this discussion). Have students describe which of the procedures covered in this lesson were followed by their group.

- Teacher will point out that the size and make-up of a group may influence the choice of procedures.
- Ask students when it might make sense to hold a formal vote even if the group seems to agree on a point.

Group Work/Assessment: Small groups established will decide on the rules and procedures they will follow in their discussion

Wednesday, 9/25, 90 minute period: Speaking Constructively/Listening and Responding

This will extend to 9/26, depending on pacing and prior knowledge

Learning Objectives

- Establish and maintain a formal style of discussion
- Use evidence to persuade
- Clarify ideas and conclusions
- Maintain focus on the topic of discussion
- Pose and respond to questions in discussions
- Acknowledge new evidence and reasoning expressed by others

Standards: SL 1c, SL 6

Pre-assessment: Understanding the distinction between paraphrasing and empathizing.

Lesson: PowerPoints on Speaking constructively and Listening and

recorder, secretary, minutes, time keeper. **Lesson:** PowerPoint on Establishing and Following procedure in collaboration. **Lesson extension/Class Discussion** • Group share: Specific examples of participating in group discussions (no names of group members can be mentioned in this discussion). Have students describe which of the procedures covered in this lesson were followed by their group. • Teacher will point out that the size and make-up of a group may influence the choice of procedures. • Ask students when it might make sense to hold a formal vote even if the group seems to agree on a point. **Group Work/Assessment:** Small groups established will decide on the rules and procedures they will follow in their discussion. Posters will be used. **Thursday, 9/26: Speaking Constructively/Listening and Responding** **This may very well extend to 9/27, depending on pacing and prior knowledge** **Learning Objectives** • Establish and maintain a formal style of discussion • Use evidence to persuade • Clarify ideas and conclusions • Maintain focus on the topic of discussion		

Friday, 9/27: Wrapping up Your Discussion: **Depending on pacing and prior knowledge, this lesson/activity will extend into 10/1** **Learning Objectives:** • Paraphrase ideas and information to acknowledge the contributions of others • Create an action plan resulting from a discussion **Lesson and Discussion:** How to take notes during the discussion, paraphrasing statements from other participants to acknowledge the ideas and information that they contribute. Demonstrate the difference between a paraphrase and a summary. Main Point: paraphrasing statements in their notes lays the groundwork for a summary of the discussion. **Group Work/Assessment:** Groups will paraphrase the key points of their discussions and prepare for the action plan stage of their group project, which will be to plan a festival to celebrate their school community (incorporating the details –activities, locations- and roles of each group member in executing the action plan.		

4. How will you utilize your paraprofessional during the academic classes?
My para will facilitate small group instruction for RTI and ELA. The para will also work with those who need direct staff instruction in group discussions, developing procedures, and selecting a topic. She will also monitor and document behavior, utilizing the behavioral tracking sheet. She will assist in the procedures of the classroom operations. (Bathroom, breaks, specials, recess, organizing completed work for filing). Secondary support will pull students assigned to him for structured breaks and one-on-one support.
5. How will you utilize technology during the academic classes?
Each lesson will have PowerPoint presentations, video/audio, and assessments available. In addition, the students will be able to access the presentations at home with their individual usernames and passwords. Students may use PowerPoint in creating the final action plan in the upcoming weeks.

ELA Scope and Sequence: Grade 8
Based on the Collections Series

Unit Number & Title	Time Frame (in months or weeks)	Standards Addressed	Anchor Text	Summative Performance Task (**indicates a Common Assessment)
		RL 10	**Goodbye, Vietnam By Gloria Whelan (Lexile 810)**	**Novel Study** Students will respond in their "Reading Response Journal" based on various prompts throughout the novel.
Unit 1: Collection 1 Culture and Belonging	**September-October**	RL 1, **RL 2,** RL 3, RL 4, **W 2, W 4, W 9a, W 10,** L1c, L4a, L4d	**My Favorite Chaperone Short Story by Jean Davies Okimoto (Lexile 790L)**	***Diagnostic Test** **Writing Activity: Summary (RL 2, W 2, W 4, W 9, W 10):** Write a summary of "My Favorite Chaperone." To summarize briefly retell the plot of the story in your own words. • Introduce the major characters and state the conflict. • Summarize the major events in the rising action of the story. • Identify and describe the climax of the story. • Describe how the conflict is resolved.

			Close Reader: Short Story by Alma Luz Villanueva "Golden Glass" (Lexile 1010)	• cite textual evidence • draw inferences about characters' traits and motivations based on clues in the text • analyze how dialogue or story incidents reveal aspects of a character
		RI 1, RI 2, RI 3, RI 4, RI 5, RI6, SL 1a, W 7, L 1a, L 4c	**Personal Essay by Jean-Pierre Benoit "Bonne Ammee" (Lexile 700L)**	**Speaking Activity: Narrative (W 3, W 7, SL 4)** Present a story about a real-world event in the news that affected your life. • Research the event. • Explain the event and identify key people or places involved in it. • Describe how you are connected to the people or places involved in the event. • Explain how the event changed some part of your life. Have students work independently to draft their narratives. When students have completed their drafts, have them exchange narratives with a partner and give each other constructive feedback. Students may present their narratives in small groups and discuss the elements that made the narrative especially interesting and realistic.

		RI 1, RI 2, RI 4, RI 6, **W 7, W 8**, L4b, L6	**A Place to Call Home: What Immigrants Say Now About Life in America Research Study by Scott Bittle (Lexile 1220L)**	**Research Activity:Explanation (W7, W8):** Do research to discover where recent immigrants to the United States came from. • Choose one or more years to research. • Identify the number of immigrants who settled in the United States as well as birth countries. • Compare the number of immigrants who came from various countries. • Create a bar graph or circle graph to show your findings. • Explain why you chose to use the graphic aid you did.
			Close Reader Essay by Naisha Jackson "What to Bring" (Lexile 1010)	• cite strong and thorough textual evidence • draw inferences from the text • analyze how a text makes connections among and distinctions between individuals, ideas, or events
		RL 4, RI 1, RI 2, RI 3, RI 4, RI 5, RI 8, **W2, W7, W8**, L1b, L3a, L4b, L4d, L6	**from The Latecomer Memoir by Kao Kalia**	**Writing Activity:Informative Report (W2, W7, W8):** Research the Laotian Hmongs' involvement in the Vietnam War, and explain how the

			Yang (Lexile 940L)	relationship between the United States and the Hmong led families like the Yangs to immigrate to the United States. • Use print or digital sources for your research. • Identify why the United States recruited Hmong people for the war. • Explain how and where the Hmong people lived after the war. • Write a short report and share it with the class
			Memoir by Susan Powers "Museum Dance (Lexile 850)	• cite textual evidence • determine the meaning of words and phrases as they are used in a text, including figurative meanings • analyze the impact of specific word choices on meaning, including allusions • analyze a particular point of view in a memoir
		RI 1, RI 2, RI 3, RI 6, RI 7, **SL 2**, SL 4, **SL5, W7**	**New Immigrants Share Their Stories Documentary (Lexile N/A)**	**Media Activity: Video (SL 2, SL 5, W 7):** Work in small groups to create videos of your own personal stories. • Prepare for your video by choosing a brief personal story to tell. It might be an

				immigration story, or it could be a story about another important event in your life. Write down a few notes or an outline of your story. Use it as a guide in your interview. • Choose a ¨buddy¨ in the group to interview. Prepare a list of questions from to ask your buddy. Use the types of interview questions from New Immigrants Share Their Stories to guide you in writing your questions. Remember to keep them general and open-minded. • Record the interviews, modeling techniques you saw in the film.
		RL 1, RL 4, RL 9 W 7, W 9,	**Poem by Sherman Alexie "Powwow at the End of the World" (Lexile N/A)**	**Speaking Activity: Discussion** **T**he speaker in the poem makes allusions to stories about salmon. Do research to locate a retelling of a salmon myth originating among the Native Americans of the Northwest Coast. • Find a retelling of a myth such as "Salmon Boy,""The Legend of the Lost Salmon," or "How Salmon Came to the Squamish." • After reading the myth, compare and contrast its ideas about the significance of salmon with those mentioned in the poem. How does the poem reflect traditional ideas in a new way?

				• Discuss your conclusions with your classmates.
				Unit Assessment(s): **Option A: Write an Informative Essay (W2a-f, W4, W5, W8):** This collection focuses on immigration and its impact. You read texts about adjusting to a new culture. In this activity, you will research and write a short informative essay on the best ways for people from other countries to adjust to living in the United States. **Option B: Write a Personal Narrative(W3a-e, W4, W5, W10):** Like the characters in ¨My Favorite Chaperone,¨ and ¨The Latehomecomer, many people struggle to adjust to new situations or to fit in with different groups. Think about a time when you faced that type of challenge and write a personal narrative about your own experience. ****Collection Test 1**

		RL 10	**The Monsters of Morely Manor (Lexile 770)**	**Novel Study** Students will respond in their "Reading Response Journal" based on various prompts throughout the novel.
Unit 2 Collection 2 The Thrill of Horror	**November-December**	RL 1, RL 3, RL 4, RL 6, SL 1a, SL 4, SL 6, **W 3**, W 4, **W 9a**, W 10, L2a, L4c	**The Tell-Tale Heart A short story by Edgar Allan Poe (Lexile 850L)**	**Writing Activity: Narrative (W 3, W 9a):** Criminals sometimes undergo a psychiatric evaluation during which their mental health is reviewed by a psychologist. Based on the details from the story, write a narrative about the evaluation of the narrator by a mental health expert. Consider the following questions: • What crime did the narrator commit? • What was his motive? Was he insane, enraged, seeking revenge, or something else? • Would the narrator take responsibility for his crimes? • Why or Why not? • What might a mental health expert say about the narrator's state of mind?
			Close Reader: " The Outsider" Short Story by J.P. Lovecraft	• cite strong textual evidence • determine the meaning of words and phrases as they are used in the text

				• analyze how differences in points of view of the characters and the reader create suspense • read and comprehend stories
		RI 1, RI 2, RI 3, RI 4, RI 6, SL 1, **SL 1a, SL 1c, SL 3, SL 4,** L 1	**Scary Tales Essay by Jackie Torrence (Lexile 730L)**	**Speaking Activity: Debate (SL 1a, SL 1c, SL 3, SL 4):** Is it a good idea for middle school students to hear scary stories? Have a debate about this topic. • Working with a partner, decide which viewpoint you will argue. Is it a good idea for young people to hear scary stories, or is it a bad idea? • List reasons that support your viewpoint. Include evidence from "Scary Tales." • Prepare for counterarguments. • Practice your arguments orally. Then debate another pair of students who have chosen the opposite position.
		RL 1, RL 2, RL 4, RL 6, RL 9, **W 2b, W 7, W 8, W 9a,** L 1c, L 3a, L 4b, L 4c, L 4d	**The Monkey's Paw Short Story by W.W. Jacobs (Lexile 920L)**	**Writing Activity: Report (W 2b, W 7, W 8, W 9a):** Review lines 39-56. What ideas and attitudes about India are expressed here? Do research to learn about the historical relationship between Britain and India. Write a short report in which you:

				• explain how Britain came to rule India, including the role of the British East India Company. • describe the attitudes the two peoples had toward one another during the British rule. Then share your findings with the class. Be prepared to discuss the ways the attitudes in the story reflect the historical context.
			Poem by Edward Field "Frankenstein"	• cite textual evidence • determine the theme in a work of literature and • analyze its development over the course of a text
		RL 2, Rl 7, RI 7, SL 2, SL 4, SL 5	**Film by Ricky Lewis Jr. "The Monkey's Paw"**	**Media Activity: Storyboard** Work with a partner to create a storyboard for your own film retelling of a scene from"The Monkey's Paw." A storyboard is a device filmmakers use to plan the shooting of a movie. It serves as a map that includes images and descriptions.

				• Decide whether you will stay faithful to the short story or depart from the text. • Draw a series of at least 12 separate frames. Sketch the characters and scene for each frame. • Underneath each frame, write descriptions of shots—such as close-up, medium, or distance shots—and write a line of dialogue or describe what characters will say. • Consider what kind of music you will add and write where you'll include it.
		RI 1, RI 2, RI 3, RI 4, **SL 1a, SL 4,** L 2a, L 4b	**What Is the Horror Genre? Literary Criticism by Sharon A. Russell (Lexile 1030L)**	**Speaking Activity: Discussion (SL 1a, SL 4):** Use the characteristics of the horror genre descri in the essay to categorize the horror stories you have read and the horror films you have seen. • Work with a small group to create a list of stories and films. • Review the characters, setting, events, structure, and organization of the stories and films. • Decide how to categorize the stories and films. What creates the suspense in each one? Do they have similar themes or

				settings? Are the sources of horror alike in some way? • Be prepared to explain your categories as you share your final list with the class or a small group.
			Close Reader Essay by Daniel Cohen "Man-Made Monsters" (Lexile 1210)	• cite strong textual evidence • determine a central idea and analyze its development • provide an objective summary • analyze how a text makes connections among ideas
				Assessment(s): **Option A: Present an Argument (W1a-e, W 4, W 5, W 8, SL 4, SL 5, SL 6):** The horror genre is intended to inspire terror. In this activity, you will give a speech arguing whether a classic of the horror genre, "The Tell-Tale Heart," is appropriate for your age group to read. **Option B: Write a Literary Analysis (W2a-f, W 5, W 9, W 9a, W 10):**

				In this activity, you will write a literary analysis of one or both of the fictional horror stories in this collection. Use the criteria for horror explained in "What is the Horror Genre?" by Sharon A. Russell to support your analysis. Think about the structure of horror fiction and the tools its authors use, such as suspense and plot. As you analyze the story or stories, pay attention to setting, events, and details that make the work both believable and entertaining. ****Collection 2 Test**
		RL 10	**Behind Enemy Lines (Lexile 830)**	**Novel Study** Students will respond in their "Reading Response Journal" based on various prompts throughout the novel.
Unit 3 Collection 3 The Move Toward Freedom	**January-February**	RI 1, RI 3, RI 4, RI 5, RI 6, **W 2b, W 9b,** SL 1a, SL 1b, SL 1c, SL 1d, SL 4, L 4a, L 4d	**from Narrative of the Life of Frederick Douglass, an American Slave**	**Writing Activity: Literary Analysis (W 2b, W 9b):** How does the tone of Douglass's autobiography help him to achieve his purpose? Write a short literary analysis. • With a partner, discuss the author's purpose for writing. Identify the tone of

			Autobiography by Frederick Douglass (Lexile 1010L)	the piece, or the writer's attitude toward his subject. • Next, find examples where Douglass's choice of words helps establish the tone. • When you write, begin by stating your view. Then, support that view with evidence from the text.
			Close Reader: Historical Writing by Russell Freedman "My Friend Douglass" (Lexile 1180)	• cite strong textual evidence • determine a central idea of a text • analyze how a text makes connections between individuals • determine the meaning of words • analyze the structure of paragraphs in a text • determine an author's point of view
		RI 1, RI 3, RI 4, RI 5, **W7, W 9b, SL 1a, SL 4,** L 1c, L 3a, L5b, L 6	**from Harriet Tubman: Conductor on the Underground Railroad Biography by Ann Petry (Lexile 1010L)**	**Speaking Activity: Speech(W7, W 9b, SL 1a, SL 4):** Imagine that Harriet Tubman will be honored at a "Hall of Fame" for those who fought slavery. Prepare and give a speech explaining why she is a heroic figure. Consult sources in addition to the selection. Consider the following: • What kind of person was Harriet Tubman?

				• What was Tubman's motivation for bringing enslaved people to freedom? • What examples demonstrate Tubman's heroism? • How do historians judge Tubman's impact on the quest for freedom prior to the Civil War?
		RL 1, RL 2, RL 3, RL 4, SL 1, SL 2, **SL 4**, L1c, L4a, L 5a, L6, **W7, W8**	**The Drummer Boy of Shiloh Historical Fiction by Ray Bradbury (Lexile 930L)**	**Speaking Activity: Informative Report(W 7, W 8, SL 4):** Research the Battle of Shiloh, including the legend of the drummer boy. Find out how many people died and how the significance of the battle is viewed today. Discuss whether your reaction to the following parts of the story has changed as a result of your research: • lines 98-101 • lines 106-124 • lines 151-157 • lines 181-190

			Close Reader: **Short Story by Stephen Crane "A Mystery of Heroism" (Lexile 1010)**	• cite strong textual evidence • determine a theme of a text and analyze its relationship to a character • analyze how incidents in a story reveal aspects of a character • determine the meaning of words and phrases as they are used in a text
		RI 1, RI 3, RI 4, RI 5, RI 6, W 2, W 7, W 8, W 9b, L 1a, L 4a, L 4d, L 5c	**History Writing by Jame L Swanson from *Bloody Times:The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis* (Lexile 980)**	**Writing Activity:Informative Essay** Create a poster that compares and contrasts Abraham Lincoln and Jefferson Davis. • First, draw a Venn diagram on your poster. Label each side of the diagram with one man's name and include an image to represent him. • Next, revisit the text of Bloody Times to identify character traits of these two leaders. Write the traits in the appropriate sections of your Venn diagram. • Finally, use the traits you identified to write a brief character sketch of each man below the corresponding parts of the diagram.
			Close Reader Journal Entries by	• cite strong textual evidence • analyze how a text makes distinctions between ideas and events

			Louisa May Alcott "Civil War Journal" (Lexile 1480)	• determine the meaning of words and phrases as they are used in a text • analyze the structure of a specific paragraph in a text
		RL 1, RL 4, RL 5, **SL 1, SL 6**	**O Captain! My Captain Poem by Walt Whitman (Lexile N/A)**	**Speaking Activity: Respond by Speaking (SL 1, SL 6):** Work with a small group to present a choral reading of "O Captain! My Captain!" • Begin by reading the poem carefully. As a group, decide how each line should be read based on its message. Are the words expressing sorrow? praise? comfort? • Next, decide who will read each line or part of a line. Should some words be read by one speaker? by two speakers? by your entire group? • The choices you make about how the lines will be spoken should reflect your analysis of the poem. Be prepared to explain your choices.

				Assessment(s): **Option A: Participate in a Collaborative Discussion(W 1, W 7, W 9, SL 1a-d, SL 4):** This collection focuses on slavery and the Civil War. Look back at the excerpt from Narrative of the Life of Frederick Douglass, and at the other texts you read. Prepare a response to the literature by making a generalization about the ways in which people respond to the Civil War or to the struggle for freedom. Then make your case in a collaborative discussion, citing evidence from other texts to support the points in your response. **Option B: Write a Literary Analysis (W2a-f, W 5, W 7, W9a-b, SL 1a, L 1, L 2):** Ray Bradbury's "The Drummer Boy of Shiloh" invites readers to experience the night before the Civil War battle through the eyes of a young boy. In this activity, you will conduct research to learn how the historical details of the Battle of Shiloh are relevant to the story. Following a small-group discussion about your fresh insight into the story, you will write a literary analysis

				in which you offer an interpretation of the story's symbolism. ****Collection Test 3**
		RL 10	**Whale Rider (Lexile 810)**	**Novel Study** Students will respond in their "Reading Response Journal" based on various prompts throughout the novel.
Unit 4 Collection 4 Approaching Adulthood	**February-March**	RL 1, RL 2, RL 3, RL 4 **W 2, W 4, W 9a, W 10,** L1a, L4b, L4d, L6	**Marigolds Short Story by Eugenia Collier (Lexile 1140L)**	**Writing Activity: Literary Analysis (W 2, W 4, W 9a, W 10):** Write a short essay in which you analyze how Lizabeth changes over the course of "Marigolds." Be sure to support your ideas with sufficient evidence from the text. Consider the following questions before you write: • How aware is Lizabeth of her own surroundings and the wider world? • What does Lizabeth's reflection at the end of the story suggest about her feelings toward the move into adulthood?

			Close Reader Short Story by Anne Estevis "The Whistle" (Lexile 800)	• cite textual evidence to support inferences drawn from the text • determine a theme or central idea and summarize events • analyze how dialogue or incidents in a story propel the action and reveal character
		RL 1, RL 2, RL 4, RL 5 W4, **W9a**, W10, **SL 1a, SL 6**, L2c	**Hanging Fire Poem by Audre Lorde (Lexile N/A)** **Teenagers Poem by Pat Mora (Lexile N/A)**	**Speaking Activity: Response to Literature (W 9a, SL 1a, SL 4, SL 6):** Compare and contrast the two poems. • In a small group, work together to create Venn diagrams that show the similarities and differences between the poems' speakers, themes, and point of view. • Then each group member should deliver a short speech in which she or he reflects on the advice the speaker in each poem might give to the other. Include text evidence from the poems to support your thoughts.
			Close Reader Poem by Julio Noboa	• cite strong textual evidence • make inferences • determine the theme of a text

			Polanco "Identity" **Poem by Pat Mora "Hard on the Gas"**	• compare and contrast the structure of two or more texts
		RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, RI 8, RI 9, **W7**, L 1d, L4b, L4d, **SL3, SL4, SL5, SL6**	**When Do Kids Become Adults? Arguments from "Room for Debate" in the New York Times (Lexile 1440L)**	**Speaking Activity: Debate(SL3, SL4, SL5, SL6, W7):** When are kids ready to assume adult responsibilities? Working with a group, choose one issue presented in the selection and have a debate. • Assign one position on the issue to one half of your group, and assign the other position to the other half. • Research the issue. FInd answers to any questions you have. • Decide on a claim. Prepare to support your claim with evidence from the selections as well as from your own research. Consider displaying your evidence in visuals, such as charts or graphs. • When you debate, be sure to address counterarguments.

				• As you listen to other groups, carefully evaluate each speaker's reasoning and evidence.
			Close Reader History Article by Naoki Tanaka "Much Too Young to Work So Hard" (Lexile 1050)	• cite strong textual evidence • determine the author's purpose • evaluate the use of different mediums to present a topic • trace and evaluate an argument
		RI1, RI2, RI3, RI4, RI5, RI7, RI8, RI9, **W1a, W1b, W2, W4, W9b, W10,** L1, L4a	**Is 16 Too Young to Drive a Car? Article by Robert Davis (Lexile 1150L)** **Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older**	**Writing Activity: Argument (W1a, W1b, W2, W4, W9b, W10):** Which collection is most convincing to you? • Review the two selections, and jot down notes to support your opinion. • Meet with a small group to discuss which selection makes a stronger case by using sufficient details to prove its central idea. Use your notes to support your opinion. • Next, write a paragraph or two to explain and give reasons for your opinion.

			Teens (Article by Allison Aubrey (Lexile 1070L)	• Share your paragraph with the class. Discuss any opinions that you might not have considered during your group discussion.
		RI7, **W1a, W7, SL2, SL5**	**Persuading Viewers through Ads:** **Public Service Announcements** **Your Phone Can Wait (Lexile N/A)** **Driving Distracted (Lexile N/A)**	**Media Activity: Public Service Announcement(W1a, W1b, W7, SL2, SL5):** Work with your group to create your own print media public service announcement about safe driving for teenagers. • Brainstorm with your group for ideas to include. • Discuss the different techniques that would help you effectively deliver your message. • Research the topic and gather statistics that will help make your message more persuasive. • Create and lay out visuals that reflect your ideas.

				Assessment(s): **Option A: Write a Literary Analysis (W2a-f, W5, W9, W9a, W10):** The transition from childhood to adulthood can be complicated. Write a literary analysis about what "Marigolds" reveals about that transition and explore how its theme relates to modern life. **Option B: Produce a Multimedia Campaign (W1a-e, W4, W5, W6, W8, W9, W9b, SL5):** One selection in Collection 4 asks, "When Do Kids Become Adults?" In this activity, you will create a multimedia campaign to present your response to that age-old question. Your campaign will include an editorial along with messages in one or two other mediums. ****Collection 4 Test**

Unit 5 Collection 5 Anne Frank's Legacy	**March-April**	RL 1, RL3, RL4, RL6, **W4, W9a, W10**, SL 1a, **SL4, SL6**, L5a	**The Diary of Anne Frank Drama by Frances Goodrich and Albert Hackett (Lexile N/A) *Act 1, Scenes 1 and 2 are in the Close Reader and can be used for Pacing purposes**	**Speaking Activity: Response to Literature (W4, W9a, W10, SL4, SL6):** Choose three characters from the play, and plan a speech analyzing the character of each one. Use the character's words, actions, and interactions with others to support your analysis. • Identify each character and explain his or her role in the play. • Describe the character's physical appearance and age. • Discuss positive character traits as well as any weaknesses. • Explain the character's motivations, actions, and reactions in relation to others and to historical events. • Analyze the character's attitudes and feelings and how these change or remain the same over time.

		RL 5, RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, **SL1a, SL 1b,** L4a, L4d, L5c	**from The Diary of a Young Girl Diary by Anne Frank (Lexile 1020L)**	**Speaking Activity: Narrative (SL 1a, SL 1b, SL 4):** What does the story that Anne tells about her fountain pen reveal about her as a writer and a person? Perform this story as a skit for the class. • Working in groups, analyze Anne's purpose for including the story of her pen. What makes the pen so special to her? Why is the pen especially important during her time in the Annex? • As you prepare your skit, be sure to maintain Anne's style and use of details to describe the pen. Show how the events of the day led her to destroy her beloved pen. • After performing the skit, discuss how Anne's narrative, voice, and vivid description helped to bring this story to life.

		RI 1, RI 2, RI 3, RI 4, RI 6, **RI 8, W 4, W9b, W10, SL 1a, SL 1b,** L2a, L2b, L4b, L4d	**from Anne Frank: The Book, The Life, The Afterlife Literary Criticism by Francine Prose (Lexile 1410L)**	**Writing Activity: Analysis (RI 8, W 4, W9b, W10, SL 1a, SL 1b):** At the end of her essay, Francine Prose writes, "I would argue for Anne Frank's talent as a writer." Do you think Prose has made a convincing argument? Write an analysis that explains why or why not. • Work with a partner to analyze the argument. Remember to listen politely and to share ideas in a respectful way as you complete a graphic organizer showing Prose's claims and supporting evidence. • Discuss whether the evidence Prose presents is relevant and sufficient and if her reasoning is sound. • Next, work together to evaluate the author's tone and word choice. Do they strengthen her claims? Why or why not? • When you are ready to write, begin your analysis by stating your view. Then support that view with evidence from the text.

		RI 1, RI 2, RI 4, RI 5, RI 6, **W7, W8**, W9b, **SL 1a, SL 1b**	**After Auschwitz Speech by Elie Wiesel (Lexile 930L)**	**Speaking Activity: Discussion (W7, W8, SL 1a, SL 1b):** Imagine that you have been put in charge of a museum exhibit about the Holocaust. Create a remembrance poster for the exhibit based on Elie Wiesel's speech. • Choose two key quotes or ideas from the speech to highlight on your poster. • Research the Holocaust, collecting information from print and digital sources. • Select important facts, dates, quotes, and photographs to support the main points in Wiesel's speech. • On the poster, include visuals such as a timeline or your own artwork or symbols. • Describe your completed work to the class in an oral presentation. Discuss with classmates Wiesel's purpose and message and how your poster relates.

		RL 1, RL 2, RL 4, **W 1a-e, W 4, W 9a, W10**	**There But for the Grace Poem by Wislawa Szymborska (Lexile N/A)**	**Writing Activity: Analysis (W 1a-e, W 4, W 9a, W10):** Respond to the poem by analyzing its connection to the topic of this collection. • With a partner, discuss the poem's theme and how it relates to the themes present in other selections within the collection. • Compare and Contrast how similar ideas are presented across the texts. • Identify the relationships you see between the poem's language and the events described in the other texts. • Write one draft of your response, and then share it with your partner. Use your partner's feedback to improve and finalize your analysis. • Publish your responses in a collection you can share with the whole class.
				Assessment(s):

				Writing Activity: Research and Write an Informative Essay(W1a-f, W4, W5, W7, W9, W9b, W10): In Collection 5 you read about the experiences that Anne Frank and others had when hiding from the Nazis. What was life like for other Jews and the people hiding them? In this activity, you will research and write an informative essay comparing Anne Frank's experiences to those of others during the Holocaust. ****Collection 5 Test**

Unit 6 Collection 6 The Value of Work	**May-June**	RL 1, **RL 2**, RL 3, RL 4, RL 6, **W 4, W9a, W10,** L1c, L5a	**from The Adventures of Tom Sawyer Novel by Mark Twain (Lexile 1040L)**	**Writing Activity: Analysis (RL 2, W 4, W9a, W10):** Write an analysis that explains how the theme-the lesson or message-of this selection is developed through the character of Tom Sawyer. • Work with a partner to create a character chart for Tom. In the left column, list his qualities. In the right column, list the passages from the text that demonstrate each quality. • Next, determine the theme of the selection, drawing on the narrator's description of the lesson Tom learns. • When you are ready, begin your analysis by stating the theme. Then, describe how the theme is developed in relation to Tom's thoughts, feelings, speech, and actions.
		RI 1, **RI 2**, RI 4, RI 5,	**One Last Time Memoir**	**Speaking Activity: Presentation (RI 2, SL 1a, SL1b):**

		RI 6, **SL 1a, SL 1b**, L 1, L 2, L 4c, L 4d	**by Gary Soto (Lexile 1140L)**	With a small group, make a poster that illustrates the central idea of "One Last Time." • First, work with your group to determine the central idea of the memoir. What is the main message you think Gary Soto wants to communicate? Discuss the imagery and events that support this idea. • Next, make a poster. In the center, write the central idea. Then, create a collage of words and images from the selection that helps illustrate this idea. The images can be illustrations. you draw or photos from other sources. • Present your work to the class, explaining how the images and quotations in the poster connect to the central idea of the memoir.
			Close Reader Short Story by Ray Bradbury "The Flying Machine"	• cite strong textual evidence • determine the meaning of words and phrases as they are used in text • analyze the impact of specific word choices on meaning and tone

			Graphic Story by Bernard Krigstein "The Flying Machine (Lexile 790)	• compare and contrast the structure of two or more texts • analyze how differences in points of view create effects such as suspense
		RI 1, RI 2, RI 4, RI 5, RI 6, RI 8, **W 7, SL 4, SL 5, SL 6,** L4b, L4d	**Teens Need Jobs, Not Just Cash Argument by Anne Michaud** **Teens at Work (Lexile 1310)**	**Speaking Activity: Argument (W 7, SL 4, SL 5, SL 6):** In order to evaluate a claim made in an argument, you may need to do additional research. Develop an argument in which you present additional support that proves or disproves a claim made in one of the articles. • Identify a claim that you will research. • Use print and digital resources for your research. • Display the results of your research in a graph or chart. • Incorporate your findings into your argument and present it to the class. Be sure to use eye contact, appropriate volume, and clear pronunciation.

		RL 1, RL 2, RL 4, RL 5, **W4, W9a, W10**	**Chicago Poem by Carl Sandburg** **Find Work Poem by Rhina P. Espaillat** **My Mother Enters the Work Force Poem by Rita Dove (Lexile N/A)**	**Writing Activity: Compare and Contrast Essay (W4, W9a, W10):** Write an essay in which you compare and contrast two of the poems you just read. • Choose two of the three poems to write about. • To help plan your essay, create a Venn Diagram in which you compare and contrast the theme, tone, structure, and use of language in the two poems. • Use the notes from your diagram to write a comparison of the poems. • Be sure your essay includes evidence from both poems to support your conclusions.

			Close Reader Poem by Marge Piercy "To Be of Use" **Poem by Simon J Ortiz "A Story of How a Wall Stands"**	• cite strong textual evidence • determine a theme of a text • determine the meaning of words as they are used in a text • compare and contrast the structure of two texts
				Assessment(s): **Option A: Present a Narrative (W3a-e, W4, W5, SL4, SL6):** This collection includes narratives that explore the value of work. The excerpt from *The Adventures of Tom Sawyer* and "One Last Time," for example, relate tales of how two children-one fictional and one real-respond to the idea of work. In the following activity, you will script and present a narrative that reveals a lesson learned through an experience with work. **Option B: Write an Argument (W1a-e, W4, W5, W8, W9a-b, W10):**

				Write an argument that justifies your views about whether teenagers should gain work experience during their school years. Use evidence from the texts in the collection to support your position. ****Collection 6 Test**

Argument Writing Rubric
Grade 8

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
The writing – ▪ introduces precise claim(s) (9-10W1a) ▪ distinguishes the claim(s) from alternate or opposing claims (9-10W1a) ▪ creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence (9-10W1a) ▪ uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims (9-10W1c) ▪ skillfully provides a concluding statement or section that follows from and supports the argument presented (9-10W1e) ▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (9W4)	The writing – ▪ introduces the claim(s) (8W1a) ▪ acknowledges and distinguishes the claim(s) from alternate or opposing claims (8W1a) • organizes reasons and evidence logically (8W1a) • uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence (8W1c) • provides a concluding statement or section that follows from and supports the argument presented (8W1e) ▪ produces clear and coherent writing appropriate to task, purpose, and audience (8W4)	The writing – ▪ attempts to introduce the claim(s) ▪ attempts to acknowledge and distinguish the claim(s) from alternate or opposing claims ▪ attempts to organize reasons and evidence logically ▪ attempts to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence ▪ attempts to provide a concluding statement or section that follows from and supports the argument presented ▪ attempts to produce clear and coherent writing appropriate to task, purpose, and audience	The writing – • makes little or no attempt to introduce the claim(s) • makes little or no attempt to acknowledge and distinguish the claim(s) from alternate or opposing claims • makes little or no attempt to organize reasons and evidence logically • makes little or no attempt to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence • makes little or no attempt to provide a concluding statement or section that follows from and supports the argument presented • makes little to no attempt to produce clear and coherent writing appropriate to task, purpose, and audience	**Organization/Purpose** 2 x =
The writing – ▪ develops the claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns (9-10W1.b) ▪ uses relevant information from multiple authoritative print and digital sources (9-10W8) ▪ integrates information into the text selectively to maintain the flow of ideas avoids plagiarism (9-10W8) ▪ skillfully follows a standard format for citation, when appropriate (9-10W8)	The writing – ▪ supports claim(s) with clear reasons and relevant and sufficient evidence (8W1b) ▪ uses accurate, credible resources (8W1b) ▪ uses relevant information from multiple print and digital sources (8W8) ▪ appropriately quotes or paraphrases data and conclusion of others while avoiding plagiarism (8W8) ▪ follows a standard format for citation, when appropriate (8W8)	The writing – ▪ attempts to support claim(s) with clear reasons and relevant and sufficient evidence • attempts to use accurate, credible resources ▪ attempts to use relevant information from multiple print and digital sources ▪ attempts to appropriately quote or paraphrase data and conclusion of others while avoiding plagiarism ▪ attempts to follow a standard format for citation, when appropriate	The writing – • makes little to no attempt to support claim(s) with clear reasons and relevant and sufficient evidence • makes little to no attempts to use accurate, credible resources • makes little or no attempt to use relevant information from multiple print and digital sources • makes little to no attempts to appropriately quote or paraphrase data and conclusion of others while avoiding plagiarism • makes little to no attempt to follow a standard format for citation, when appropriate	**Evidence/Elaboration** 2 x =

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
The writing – ▪ establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing (9-10W1d) ▪ skillfully demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (9-10L1-2)* ▪ has errors that do not interfere with understanding (9-10L1-2)*	The writing – ▪ establishes and maintains a formal style (8.W.1d) ▪ employs language and tone appropriate to purpose and audience (L3)* ▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8L1-2)* ▪ has errors that do not interfere with understanding (8L1-2)*	The writing – • attempts to establish and maintain a formal style • attempts to employ language and tone appropriate to purpose and audience • attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions • has errors that may interfere with understanding	The writing – • makes little to no attempt to establish and maintain a formal style • makes little to no attempt to employ language and tone appropriate to purpose and audience • makes little to no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions • has errors that interfere with understanding	Language/Conventions 1 x =

Non-scorable responses: insufficient information, copied text, in language other than English, off topic, off purpose (see *Text-Based Scoring Guidelines*).
*Conventions Chart p. 3

CONVENTIONS CHART
GRADES 8

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
• Spells words at grade level and below correctly (L2c)	• Uses capitalization rules from the previous grades (L2a)	Comma, Ellipsis, Dash(8L2a): • To indicate a pause or break Ellipsis (…): • To show omitted words) • Comma, parenthesis or dash to set off nonrestrictive/ parenthetical information*	Verbs: • Correctly uses verbs in the active and passive voice (8L1b) • Correctly uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood (8L1c) • Correctly uses consistent and appropriate voice and mood (e.g., passive vs. active voice; conditional and subjunctive) (8L1d) • Avoids inappropriate shifts in verb tense (8L1)* Pronouns (previous grade L1c): • Avoids inappropriate shifts in pronoun number and person* • Avoids vague or ambiguous or unclear pronoun references* Agreement (previous grade L1d) : • Pronouns and antecedents agree (Everybody wants his or her own book bag VS They all want their own book bags) • Subjects and verbs agree (People who forget the words just hum the tune) Frequently Confused Words: • Uses frequently confused words* correctly (previous grade L1g)	• Avoid "fused" sentences* • Avoids sentence fragments* • May use purposeful fragments.

* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

Informative/Explanatory Writing Rubric
Grade 8

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
The writing – ▪ introduces the topic (9-10W2a) ▪ organizes complex ideas, concepts, and information to make important connections and distinctions (9-10W2a) ▪ uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts (9-10W2c) ▪ skillfully provides a concluding statement or section that follows from and supports the information or explanation presented (9-10W2f) ▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (9-10W4)	The writing – ▪ introduces the topic clearly, previewing what is to follow (8W2a) ▪ organizes ideas, concepts, and information into broader categories (8W2a) ▪ uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts (8W2c) ▪ provides a concluding statement or section that follows from and supports the information or explanation presented (8W2f) ▪ produces clear and coherent writing appropriate to task, purpose, and audience (8W4)	The writing - ▪ attempts to introduce the topic clearly, previewing what is to follow ▪ attempts to organize ideas, concepts, and information into broader categories ▪ attempts to use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts ▪ attempts to provide a concluding statement or section that follows from and supports the information or explanation presented ▪ attempts to produce clear and coherent writing appropriate to task, purpose, and audience	The writing - ▪ makes little or no attempt to introduce the topic clearly, previewing what is to follow ▪ makes little or no attempt to organize ideas, concepts, and information into broader categories ▪ makes little or no attempt to use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts ▪ makes little or no attempt to provide a concluding statement or section that follows from and supports the information or explanation presented ▪ makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience	Organization/Purpose 2 x ___ = ___
The writing – ▪ develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic (9-10W2b) ▪ skillfully includes formatting, graphics, and multimedia when useful to aiding comprehension (9-10W2a) ▪ uses precise language and domain-specific vocabulary to manage the complexity of the topic (9-10W2d) ▪ uses relevant information from multiple authoritative print and digital sources (9-10W8) integrates information into the text selectively to maintain the flow of ideas and avoid plagiarism (9-10W8) ▪ skillfully follows a standard format for citation, when appropriate (9-10W8)	The writing – ▪ develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples (8W2b) ▪ includes formatting, graphics, and multimedia when useful to aiding comprehension (8W2a) ▪ uses precise language and domain-specific vocabulary to inform about or explain the topic (8W2d) ▪ uses relevant information from multiple print and digital sources (8W8) • quotes or paraphrases data and conclusion of others while avoiding plagiarism (8W8) ▪ follows a standard format for citation, when appropriate (8W8)	The writing – • attempts to develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples ▪ attempts to include formatting, graphics, and multimedia when useful to aiding comprehension ▪ attempts to use precise language and domain-specific vocabulary to inform about or explain the topic • attempts to use relevant information from multiple print and digital sources • attempts to quote or paraphrase data and conclusion of others while avoiding plagiarism ▪ attempts to follow a standard format for citation, when appropriate	The writing – ▪ makes little or no attempt to develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples ▪ makes little or no attempt to include formatting, graphics, and multimedia when useful to aiding comprehension ▪ makes little or no attempt to use precise language and domain-specific vocabulary to inform about or explain the topic ▪ makes little or no attempt to use relevant information from multiple print and digital sources ▪ makes little or no attempt to quote or paraphrase data and conclusion of others while avoiding plagiarism ▪ makes little or no attempt to follow a standard format for citation, when appropriate	Evidence/Elaboration 2 x ___ = ___
The writing – ▪ establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written (9-10W2e) ▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (9-10L1-2) * ▪ has errors that do not interfere with understanding (9-10L1-2)*	The writing – • establishes and maintains a formal style (8W2e) • maintains consistency in style and tone (L3)* • demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8WL1-2)* • has errors that do not interfere with understanding (8WL1-2)*	The writing – ▪ attempts to establish and maintain a formal style • attempts to maintain consistency in style and tone ▪ attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that may interfere with understanding	The writing – ▪ makes little or no attempt to establish and maintain a formal style • makes little or no attempt to maintain consistency in style and tone ▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions • has errors that interfere with understanding	Language/Conventions 1 x ___ = ___

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose
*Conventions Chart p. 2

CONVENTIONS CHART
GRADES 8

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
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NARRATIVE WRITING RUBRIC
GRADE 8

Score of 4 – Above Grade Level		Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
The writing – ▪ engages and orients the reader by setting out a problem, situation or observation (9-10W3a) ▪ establishes one or multiple point(s) of view (9-10W3a) ▪ skillfully introduces a narrator and/or characters (9-10W3a) ▪ creates a smooth progression of experiences or events (9-10W3a) ▪ uses a variety of techniques to sequence events so that they build on one another to create a coherent whole (9-10W3c) ▪ integrates information into the text selectively to maintain the flow of ideas (9-10W8) ▪ provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative (9-10W3e) ▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (9-10W4)		The writing – ▪ engages and orients the reader by establishing a context and point of view (8W3a) ▪ introduces a narrator and/or characters (8W3a) ▪ organizes an event sequence that unfolds naturally and logically (8W3a) ▪ uses a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events (8W3c) ▪ provides a conclusion that follows from the narrated experiences or events (8W3e) ▪ produces clear and coherent writing appropriate to task, purpose, and audience (8W4)	The writing – ▪ attempts to engage and orient the reader by establishing a context and point of view ▪ attempts to introduce a narrator and/or characters ▪ attempts to organize an event sequence that unfolds naturally and logically ▪ attempts to use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events ▪ attempts to provide a conclusion that follows from the narrated experiences or events ▪ attempts to produce clear and coherent writing appropriate to task, purpose, and audience	The writing – ▪ makes little or no attempt to engage and orient the reader by establishing a context and point of view ▪ makes little or no attempt to introduce a narrator and/or characters ▪ makes little or no attempt to organize an event sequence that unfolds naturally and logically ▪ makes little or no attempt to use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events ▪ makes little or no attempt to provide a conclusion that follows from the narrated experiences or events ▪ makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience	**Organization/Purpose** 2 x ____ = ____
The writing – ▪ skillfully uses narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters (9-10W3b) ▪ uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters (9-10W3d) ▪ uses relevant information from multiple authoritative print and digital sources, when appropriate (9W-108) ▪ quotes or paraphrases while avoiding plagiarism (9-10W8) ▪ follows a standard format for citation, when appropriate (9-10W8)		The writing – ▪ uses narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters (8W3b) ▪ uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (8W3d) ▪ uses relevant information from multiple print and digital sources, when appropriate (8W8) ▪ quotes or paraphrases while avoiding plagiarism (8W8) ▪ follows a standard format for citation, when appropriate (8W8)	The writing – ▪ attempts to use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters ▪ attempts to use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events ▪ attempts to use relevant information from multiple print and digital sources, when appropriate ▪ attempts to quote or paraphrase while avoiding plagiarism ▪ follows a standard format for citation, when appropriate	The writing – ▪ makes little or no attempt to use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters ▪ makes little or no attempt to use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events ▪ makes little or no attempt to use relevant information from multiple print and digital sources, when appropriate ▪ makes little or no attempt to quote or paraphrase while avoiding plagiarism follows a standard format for citation, when appropriate	**Evidence/Elaboration** 2 x ____ = ____

Score of 4 – Above Grade Level		Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
• conforms to the guidelines in a style manual appropriate for the discipline and writing type, when appropriate (9-10L3a) • demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (9-10L1-2)* • has errors that do not interfere with understanding (9-10L1-2)*		The writing – • maintains consistency in style and tone (L3)* • demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8L1-2)* • has errors that do not interfere with understanding (8L1-2)*	The writing – • attempts to maintain consistency in style and tone • attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions • has errors that may interfere with understanding	The writing – ▪ makes little or no attempt to maintain consistency in style and tone ▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that interfere with understanding	**Language/Conventions** 1 x ___ = ___

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*Conventions Chart p. 3

CONVENTIONS CHART
GRADES 8

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* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

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Collection 1- Bold Actions Unit Planning

Grade 8 Collection 1 Culture and Belonging

Performance Task Unpacked:

Option A: Write an Informative Essay
(W2a-f, W4, W5, W8):

This collection focuses on immigration and its impact. You read texts about adjusting to a new culture. In this activity, research and write a short informative essay on the best ways for people from other countries to adjust to living in the United States.

1. provide an introduction that catches the reader's attention and clearly state the topic.
2. develop the topic using facts, definitions, examples, and quotations
3. logically organize main ideas and supporting details
4. use appropriate transitions to connect ideas
5. provide a conclusion that summarizes and supports the topic

Option B: Write a Personal Narrative(W3a-e, W4, W5, W10):

Like the characters in "My Favorite Chaperone," and "The Latehomecomer, many people struggle to adjust to new situations or to fit in with different groups. think about a time when you faced that type of challenge and write a personal narrative about your own experience.

1. establish a situation and introduce a narrator and characters
2. organize a well-structured event sequence that unfolds naturally and logically
3. use narrative techniques such as dialogue, pacing, relevant descriptive details, and reflection to develop experiences
4. provide a conclusion that follows from and reflects on the narrated experiences and events

Skills necessary for Performance Task:

Option A: Informative Essay

- identify and understand issues that seem common to the characters and people in the collection's texts.
  - How are lives different for immigrants; cost of living or maintaining ties to the country of origin, cultural differences?

- identify in research answers to relevant questions such as
  - Where can people go to find tips for adjusting to life in the United States?
  - What are some of the biggest obstacles to adjusting to life in a new country?
  - What sources are available to immigrants when they first arrive

- identify relevant and credible resources
- understanding purpose and audience

Option B: Write a Personal Narrative(W3a-e, W4, W5, W10):

- Establish the situation
  - Have you faced a situation in which you need to fit in or adjust to something new? How did you deal with it?

Collection 1- Bold Actions Unit Planning

- How were the strategies you used similar to or different from the strategies that the characters in the selections used?
- WHat contribute to making the event significatnt for you?

- Identify point of view; first person or third
- Sequencing of events in an order that make sense to the reader
  - use of graphic organizer
- Use of sensory details
- Consideration of purpose and audience

Texts to be used in Collections:

1. My Favorite Chaperone (L790)
2. Bonne Ammee (L700)
3. A Place to Call Home (L1220)
4. The Latecomer (L940)
5. New Immigrants Share Their Stories
6. Powwow at the End of the World
7. **Close Reader**
   - Golden Glass *L1010*
   - What to Bring *L1010*
   - Museum Indians *L850*

Independent Reading Selections:

- Jaw of Life *L910*
  - Jack London

Key Learning Objective

1. Recognize and analyze the elements of a story's plot and the author's methods of characterizations
2. Analyze elements of a personal essay, including its purpose, structure, central idea, and supporting details
3. Use text features and graphic aids to analyze and understand a nonfiction text
4. Analyze imagery and figurative language to better understand a memoir.
5. Recognize elements used in a documentary and understand and evaluate the purpose of each one
6. Use imagery and allusion to make inferences about the deeper meaning of a poem.

Language and Style

- Imperative Mood
- Participles
- Active and Passive Voice

Vocabulary Strategy

1. Context Clues
2. Using a Glossary
3. Using Greek Prefixes
4. Using Latin Prefixes

Instructional Support

- -Take notes on historical events as they present themselves throughout the unit in order to reflect back.
- -Paraphrase/reword large paragraphs from

Differentiated Instruction

Reteach

1. Use graphic organizer to keep track of story events
2. Use an idea support map to keep track of central ideas and supporting details

Collection 1- Bold Actions Unit Planning

the texts in order to support comprehension. • -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters. • -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section. • -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions. • - Preview vocabulary/Remind students they will encounter the vocabulary through the unit. • -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary. • -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.	3. Use an idea support map to keep track of central ideas and supporting details. As they continue reading, repeat with subheading for Part 2. 4. Use the cause and effect graphic organizer to help students keep track of the new law's effect on Yang and her family. 5. Review the term *motive* with students and discuss different motives that filmmakers might have when they make a documentary. Use this graphic to evaluate this documentary. 6. Analyze Modern fiction - interactive whiteboard lesson **Extend** 1. Analyze character choices 2. Determine Author's Purpose 3. Collaborative discussion: Have students discuss the responses of the immigrants surveyed and compare them to their own attitudes about life in the United States. 4. Create examples of imagery, similes, and metaphors 5. Create your own documentary dealing with an issue at this school. 6. Determine meaning of words and phrases: allusion

Collection Essential Question:
What does it mean to face challenges fearlessly , even if it means failing in the attempt?

Collection ____2____ Unit Planning

Grade 8 Collection 2 The Thrill of Horror

Option A:

Performance Task Unpacked: Present an Argument (W 1a-e, W 4, W 5, W 8, SL 4, SL 5, SL 6)

The horror genre is intended to inspire terror. In this activity,

1. you will give a speech
2. **arguing**
3. whether a classic of the horror genre, "The Tell-Tale Heart," is appropriate for your age group to read.

Skills necessary for Performance Task: Option A

1. contains an engaging introduction that establish the claim
2. support the claim with reason and relevant evidence from a variety of credible sources
3. emphasizes key points in focused coherent manner
4. uses language that effectively conveys ideas and adds interest
5. concludes by leaving the audience with a lasting impression

Option B:

Performance Task Unpacked: Write a Literary Analysis

In this activity, you will

1. write a literary analysis of one or both of the fictional horror stories in this collection.
2. Use the criteria for horror explained in "What Is the Horror Genre?" by Sharon A. Russell to support your analysis.
3. Think about the structure of horror fiction and the tools its authors use, such as suspense and plot.
4. As you analyze the story or stories, pay attention to setting, events, and details that make the work both believable and entertaining.

Skills necessary for Performance Task: Option B

- provides an introduction that captures the reader's attention and clearly states the topic
- cites textual evidence that strongly supports the writer's ideas
- clearly organizes ideas and concepts
- conveys key points through the analysis of relevant content
- provides a strong conclusion that summarizes the analysis

Texts to be used in Collections:	**Key Learning Objective**
1. The Tell Tale Heart: short story (Lexile 850)	1. Determine the point of view from which a story is told, evaluate the credibility of a narrator and identify techniques used to create suspense in a fictional account
2. Scary Tales: essay (Lexile 920)	2. analyze an essay to determine the author's viewpoint, counterarguments, and elements of language that contribute to the author's style.
3. The Monkey's Paw:short story (Lexile 920)	3. Determine and analyze a universal theme and analyze foreshadowing in a short story.
4. The Monkey's Paw: film	4. analyze the choices a filmmaker makes when he

Collection ____2____ Unit Planning

5. What is the Horror Genre? : Literary Criticism (Lexile 1030) 6. **Close Readers**: a. The Outsider: Short Story (Lexile 1270) b. Frankenstein: Poem c. Man-Made Monsters: Essay (Lexile 1210) **Independent Reading:** • Masque of the Red Death *L1240* o Edgar Allan Poe	or she decides to adapt a written story to movie form. 5. Analyze literary criticism to gain insight into literature
Language and Style 1. Using dashes 2. Subject-Verb agreement 3. Subjunctive mood 4. 5. Commas	**Vocabulary Strategy** 1. Use a thesaurus 2. 3. Using Latin roots 4. 5. Using Suffixes
Instructional Support • -Take notes on historical events as they present themselves throughout the unit in order to reflect back. • -Paraphrase/reword large paragraphs from the texts in order to support comprehension. • -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters. • -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section. • -Model/Practice effective discussions using	**DIfferentiated Instruction** **Reteach** 1. Analyze language repetition, track sequence of events 2. Analyze language contractions 3. Analyze archaic terms, track character's action 4. Multiple meaning words, viewing with a partner 5. Pronoun referents, track criteria **Extend** 1. Analyze voice 2. Conduct a debate 3. Compare Texts 4. Participate in classroom discussion- interactive whiteboard lesson

Collection ____2____ Unit Planning

Close Read Screencasts in class. Students use notes during discussions. • - Preview vocabulary/Remind students they will encounter the vocabulary through the unit. • -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary. • -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.	
Collection Essential Question: Why does the Horror Genre both terrify and fascinate?	

Collection ____3____ Unit Planning

Grade 8 Collection 3 The Move Towards Freedom

Performance Task Unpacked: Write a literary analysis in which you consider the symbolism in a story in light of its historical context.

1. Use the text " The Drummer Boy of Shiloh"
2. Conduct Research to learn how the historical details of the Battle of Shiloh are relevant to the story.
3. participate in a small group discussion about your insight into " The Drummer Boy of Shiloh"
4. Write a literary analysis in which you offer an interpretation of the story's symbolism

Skills necessary for Performance Task:

1. cites evidence from the text that strongly supports idea and analysis
2. Is organized in a way that is appropriate to purpose and audience
3. conveys ideas through the selection organization, and analysis of relevant content

Texts to be used in Collections:

1. Narrative of the Life of Frederick Douglass, an American Slave. Autobiography (L1010)
2. Harriet Tubman: Conductor on the Underground Railroad: Biography (L1010)
3. The Drummer Boy of Shiloh: Historical Fiction (L980)
4. O Captain! My Captain! : Poem
5. Close Reader
    a. My Friend Douglass: Historical Writing (L1180)
    b. A Mystery of Heroism: Short Story (L1010)
    c. Civil War Journal: Journal Entries (L1480)

Independent Reading Selections:

- Letter to Harriet Tubman
    - Frederick Douglass
- To Althea, from Prison
    - Richard Lovelace
- Do not weep, maiden, for war is Kind
    - Stephen Crane

Key Learning Objective

1. Analyze an autobiography and explain the author's purpose.
2. Identify methods of characterization in a biography and analyze the author's craft.
3. Identify and analyze the key elements of historical fiction and examine how authors create mood in a story.
4. Identify and and analyze a compare and contrast organizational pattern in a text and understand the impact of a word's connotation on meaning.
5. Recognize elegy as a poetic form and understand how extended metaphors can be used to express feelings and ideas

Language and Style

1.
2. Conditional Mood
3. Indicative Mood
4. Gerunds

Vocabulary Strategy

1. Use Context Clues
2. Use word relationships
3. Interpret figures of speech
4. Use context clues

Collection ____3____ Unit Planning

5.	5.
Instructional Support • -Take notes on historical events as they present themselves throughout the unit in order to reflect back. • -Paraphrase/reword large paragraphs from the texts in order to support comprehension. • -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters. • -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section. • -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions. • - Preview vocabulary/Remind students they will encounter the vocabulary through the unit. • -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary. • -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.	**Differentiated Instruction** **Reteach** 1. Analyze punctuation, Read with fluency 2. Analyze structure phrases and clauses, track shifts in time 3. Analyze archaic language 4. Analyze compare-contrast structure, create timeline 5. Analyze story structure **Extend** 1. Collaborative Discussion: Why did Douglass feel that being able to read is a curse? 2. Analyze Allusions 3. Analyze motivation 4. Analyze author's perspective 5. Analyze stanza and rhyme scheme
Collection Essential Question: How did the quest for freedom led to the American Civil War?	

Collection ____3____ Unit Planning

Collection ____4____ Unit Planning

Performance Task Unpacked: Create a campaign to recognize a certain life event- such as voting, getting a driver's license, or living independently - as the start of adulthood.

1. **Create a multimedia campaign to present your response to " When do Kids become Adults?"**
2. **Include an Editorial**
3. **A message in one or two other mediums**

Skills necessary for Performance Task:

1. presents an argument that supports claims with clear reasons and relevant evidence
2. draws evidence from informational texts and from print and digital research
3. integrates multimedia and visual displays to strengthen claims and to add interest

Texts to be used in Collections:

1. **Marigolds *L1140***
2. **Hanging Fire/ Teenagers**
3. **Room for Debate/When Do Kids Become Adults? *L1440***
4. **Is 16 Too Young To Drive a Car?/ Fatal Car Crashes Drop for 16- Year Olds, Rise For Older Teens *L1150/L1070***
5. **Your Phone Can Wait/ Driving Distracted**
6. **Close Reader Collection:**
   a. **The Whistle *L800***
   b. **Identity/Hard on Gas**
   c. **Much Too Young to Work So Hard *L1050***

Independent Reading Collection:

- **The Song of Hiawatha**
  - **Henry Wadsworth Longfellow**
- **The Seven Ages of Man**
  - **William Shakespeare**
- **From Poor Richard's Alamanck**
  - **Benjamin Franklin**
- **Epigrams**
  - **Mark Twain**

Key Learning Objective

1. **Identify the motivations of characters in a story and determine the factors that help them understand the theme of the story.**
2. **Make inference and determine the theme of a poem**
3. **Trace and evaluate arguments and evaluate supporting evidence to determine whether it is relevant or irrelevant.**
4. **Determine central ideas and details while analyzing relationships between ideas**
5. **Analyze the purpose of a public service announcement and understand the elements understand the elements used in it.**

Collection ____4____ Unit Planning

Language and Style • Infinitives • Words Ending in y • Shifts in Voice and Mood • Fragments	**Vocabulary Strategy** • Use Latin Suffixes • Greek Roots • Domain Specific Words
Instructional Support • -Take notes on historical events as they present themselves throughout the unit in order to reflect back. • -Paraphrase/reword large paragraphs from the texts in order to support comprehension. • -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters. • -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section. • -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions. • - Preview vocabulary/Remind students they will encounter the vocabulary through the unit. • -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary. • -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.	**Differentiated Instruction** **Reteach** 1. Visualize Descriptions 2. Organize Information 3. Irregular Plurals 4. Analyze Graphics 5. Use a chart to Track Details 6. Analyze Argument 7. Describe Images **Extend** 1. Make Inferences 2. Determine Meaning of Words and Phrases 3. Fact and Opinion 4. Write an objective summary 5. Persuasive Techniques a. Visual and print narration

Collection ____4____ Unit Planning

Collection Essential Question: What is the passage from childhood to adulthood?	

Collection ____5____ Unit Planning

Grade 8 Collection 5 Anne Frank's Legacy

Performance Task Unpacked: Research and write and informative essay comparing the experience of Anne Frank and her family to those of other jews hiding during World War II.

1. Answer what was life like for other Jews and the people hiding them.
2. Research and Write an informative essay comparing Anne Frank's experiences to those of others during the Holocaust.

Skills necessary for Performance Task:

1. provides and engaging introduction that clearly states the topic
2. clearly organizes ideas and concepts to make connections
3. includes facts, definitions and examples that support ideas
4. uses transitions to clarify relationships among ideas
5. provides a conclusion that supports the central idea

Texts to be used in Collections:

1. the Diary of Anne Frank- Drama
2. The Diary of Anne Frank- Diary L1020
3. After Auschwitz - Speech L1410
4. There but for the Grace: Poem
5. Close Reader:
   a. The Diary of Anne Frank: Act I Scene 1 and 2.

Independent/Additional Reading Collection:

- Holy Sonnet
  - John Donne
- Meditation 17
  - John Donne

Key Learning Objective

1. Analyze the key elements of a drama including its structure Characters, dialogue and events.
2. analyze the elements of a diary entry, and make and support inferences about the text.
3. Identify persuasive techniques and rhetorical devices in a speech
4. Analyze the use of sound devices in a poem to understand how they impact meaning

Language and Style

- Use ellipses

Vocabulary Strategy

- Connotation and denotation
- Latin suffixes

Instructional Support

- -Take notes on historical events as they present themselves throughout the unit in order to reflect back.
- -Paraphrase/reword large paragraphs from the texts in order to support comprehension.

Differentiated Instruction

Reteach

1. Analyze setting details, track sequence of events, analyze relationships
2. Analyze figurative language
3. Track differing views
4. Analyze imagery
5. Track opposites

Collection ____5____ Unit Planning

• -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters. • -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section. • -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions. • - Preview vocabulary/Remind students they will encounter the vocabulary through the unit. • -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary. • -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.	**Extend** 1. Analyze motivation, analyze the impact of perspective, debate issues 2. Analyze Diary's effect 3. Analyze voice 4. Analyze the speaker 5. Analyze sound devices
Collection Essential Question: What is the lasting Impact of a young girl and her diary?	

Collection ____5____ Unit Planning

Grade 8 Collection 6 The Value of Work

Performance Task Unpacked: Option A
Present a Narrative
This collection includes narratives that explore the value of work.

- The excerpt from The Adventures of Tom Sawyer and "One Last Time," for example, relate tales of how two children—one fictional and one real—respond to the idea of work.
- In the following activity, you will script and
- present a narrative
- that reveals a lesson learned through an experience with work.

Skills necessary for Performance Task: Option A

1. establishes context, appropriate register, and point of view
2. presents a logical sequence of events
3. uses a variety of connecting and transitional words or phrases to link ideas and events
4. employs narrative techniques to bring the story to life
5. provides a conclusion that reflects on the experience

Performance Task Unpacked: Option B
Write an Argument

- Write an argument
- that justifies your views about
- whether teenagers should gain work experience during their school years.
- Use evidence from the texts in the collection to support your position.

Skills necessary for Performance Task: Option B

- contains an engaging introduction that establishes the claim
- supports the claim with credible reasons and evidence
- establishes and maintains a formal style
- includes a conclusion that follows from the argument

Texts to be used in Collections:

1. The Adventures of Tom Sawyer: Novel Excerpt *L1040*
2. One Last Time: Memoir *L1140*
3. Tweens Need Jobs, Not Just Cash: Argument
   Teens at Work: Argument *L1310*

Key Learning Objective

1. Recognize the characteristics of a story told by an omniscient, third person narrator, how a third-person point of view creates dramatic irony, and how elements of a writer's style contribute to a humorous tone
2. cite evidence to draw conclusions about a text and analyze imagery and sensory details
3. Analyze an argument and determine whether its claims are sufficiently supported
4. analyze a poem's form to understand how the

Collection ____5____ Unit Planning

<table>
<tr>
<td>
4. Chicago: Poem
Find Work: Poem
My Mother Enters the Work Force: Poem
5. Close Reader:
a. The Flying Machine: Short Story L790
The Flying Machine: Graphic Novel
b. The Real McCoy: Biography L1250
c. To be of Use: Poem
The Story of How a Wall Stands

Independent/ Additional Reading Collection:
• The Village Blacksmith
o Henry Wadsworth Longfellow
• From Roughing It
o Mark Twain
• The Chimney Sweeper (from Songs of Innocence)
o William Blake
• The Chimney Sweeper (from Songs of Experience)
o William Blake
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<td>
use of figurative language emphasizes certain ideas
</td>
</tr>
<tr>
<td>
Language and Style
• interrogative mood
• semicolon and run-ons
</td>
<td>
Vocabulary Strategy
• verbal irony and puns
• using a dictionary
• using greek suffixes
</td>
</tr>
<tr>
<td>
Instructional Support
• -Take notes on historical events as they present themselves throughout the unit in order to reflect back.
• -Paraphrase/reword large paragraphs from the texts in order to support comprehension.
• -Create graphic organizer/outline to organize timelines, cause/effect relationships, compare/contrast characters.
</td>
<td>
Differentiated Instruction
Reteach
1. Analyze language: dialect, model fluency
2. Track sequence of events
3. Track reasons and evidence
4. Analyze rhythm

Extend
1. Create dialogue
2. Brainstorm titles
3. Evaluate argument
4. Create a poem
</td>
</tr>
</table>

Collection ____5____ Unit Planning

• -Model annotation strategies:Have students use reading tools in the online textbook (ie; highlighter) to highlight important parts of the text (text evidence). Have students highlight in different colors using their annotating tools. Categorize highlights by concept/skill set in the student notes section. • -Model/Practice effective discussions using Close Read Screencasts in class. Students use notes during discussions. • - Preview vocabulary/Remind students they will encounter the vocabulary through the unit. • -Model utilizing key vocabulary in class discussions. Encourage students to use vocabulary in pairs and in whole group. Write paragraphs demonstrating knowledge of key vocabulary. • -Students highlight key vocabulary as they encounter it and highlight context clues that helped them define the word.	
Collection Essential Question: What are the benefits and challenges that are part of being a worker?	

Lesson Plan ***Gateway Lab***

Teacher ***Lesson Duration: 1 week***
September 9-13, 2019
Subject: ELA/ 8thgrade
Special Education

ESSENIAL QUESTION: What background information do you learn about The Landlady in the first paragraph?

STANDARDS ADDRESSED: Cite several pieces of textual evidence to support what the text says explicitly.
Demonstrate command of the conventions of standard English grammar and usage when writing.
***LEARNING OBJECTIVES*: The student will be able to**:

1. Identify the setting.
2. Analyze how particular elements of a story interact.
3. Understand the characters in the story.
4. Identify plots stages.
5. Write a story using correct grammar.
6. Compare and Contrast.
7. Use the common, grade appropriate pronoun ending self

Orienting Activity:

Monday- ***Do Now, Map Testing (The Golden /Short Story)***
Vocabulary Practice, Close Reader Making your own story, Follow Up; Worksheet, Homework, Exit ticket
Tuesday- ***Do now, Cont.. The Golden*** *after reading 3 paragraphs, Comprehension questions 3, graphic organize Follow Up, Exit Ticket Homework*
Wednesday- , ***Do Now***, *Reading- Writing Connection, Increase your understanding of the* ***The Golden (short story)*** *Plot Diagram, Follow up- Worksheet, Exit Ticket. Homework,*
Thursday*- *Do Now, *Writing Prompt, Exploring foreshadowing*

	CCSS.ELA-LITERACY.L.6.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.L.6.5.A Interpret figures of speech (e.g., personification) in context. CCSS.ELA-LITERACY.L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. CCSS.ELA-LITERACY.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, untasteful, thrifty*). CCSS.ELA-LITERACY.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
b) List activities currently implemented in the classroom and related skills	Interactive reading using the hard-bound text (Wonders) Completion of assigned graphic organizers related to the text Turn and talk interactions when applicable Class discussion Independent completion of assigned work (SIWBS) Identifying discussing/defining new lesson vocabulary

2. Define the learning outcomes

Level of support →	**Least** support	**Moderate** support	**Most** support
List the desired outcomes for students	Reading of directions without any necessary clarifying comments. Work completion is independent. Comprehension of material is evident in discussion and graded work.	Directions read aloud with check for understanding for student. Periodic check-ins with student to assure understanding and progress. Seating is offered in best place for student to concentrate and get necessary help as needed. Assistance and redirection implemented as needed. Student demonstrates understanding of the content in discussions and work completed.	Directions read aloud and chunked as needed. Consistent check-ins are carried out. Student is seated in close proximity to the teacher or TA. Any text is read aloud to and with the student. Assigned items are discussed with the student and responses are created aloud before recording. Assistance is offered in writing when needed along with spelling support. Student is able to participate in class discussion adding their thoughts and ideas with support from the teacher. Work is completed with the necessary assistance and any supports/

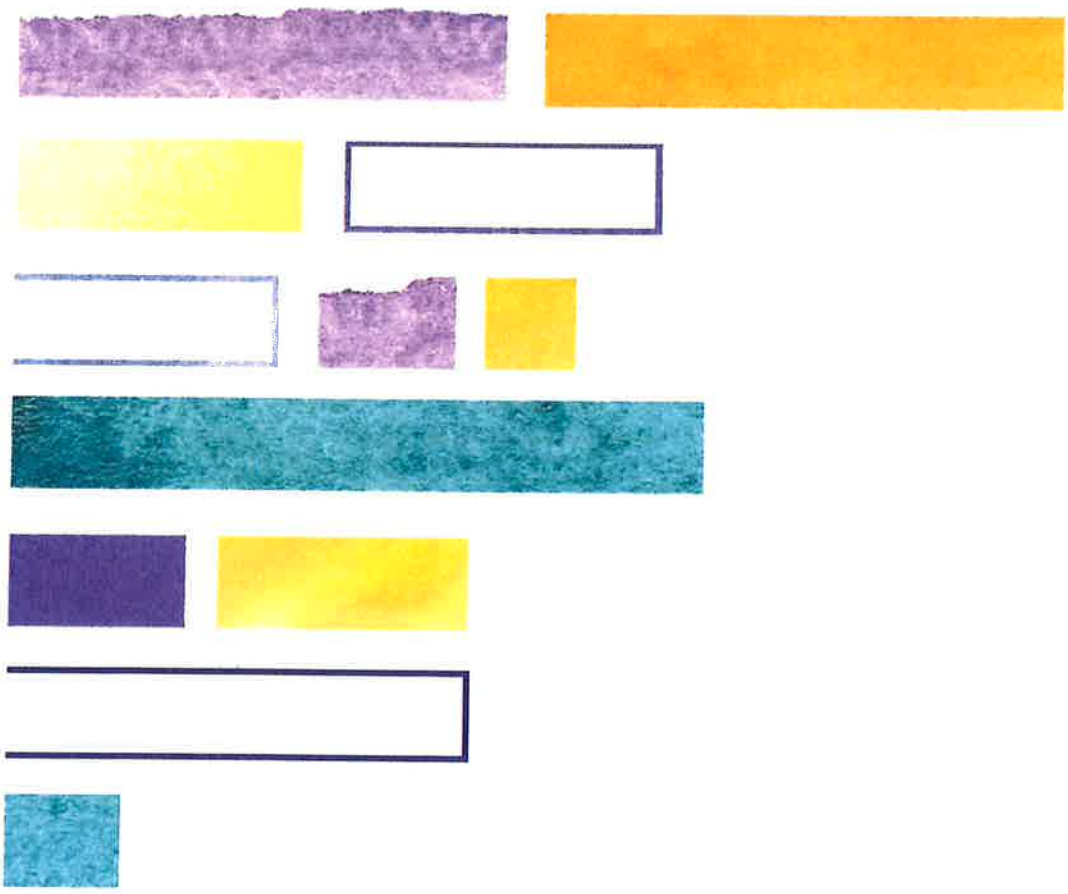
APPENDIX 2B

Mathematics Curriculum Documents

HMH

Math in Focus®

Singapore Math® by Marshall Cavendish®



2015–2020 TABLE OF CONTENTS COMPARISON
Grades 1–5

Global Design.
Elevated Learning.
Proven Achievement.

What's Inside?

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In *Math in Focus*® © 2020, chapters and sections in each grade have been combined, moved, or changed to provide focus on the major work of the grade level, to ensure maximum time for coverage of a topic before high stakes testing, and to align with the latest shifts in the research-based Singapore Math® curriculum. Math Journal and Performance Task features and STEAM Project Work have been added to provide increased emphasis for students on their attitude toward and understanding of their own learning process and additional focus on problem solving.

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Table of Contents Comparison

Grade 1

In **Grade 1**, content revisions include the shift of multiplication and division concepts to Grade 2 of *Math in Focus* © 2020.

Key Differentiators

- The position of this Section or Chapter changed.
- These Chapters or Sections have been combined.
- The name of this Chapter or Section was changed.
- This feature is new in © 2020.

Grade 1		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	CHAPTER 1 Numbers to 10 (Book A) **Chapter Opener** **Recall Prior Knowledge** 1 Counting to 10 2 Comparing Numbers 3 Number Patterns **Math Journal** **Put On Your Thinking Cap!** **Chapter Wrap-Up**	**CHAPTER 1 Numbers to 10 (Book A)** **Chapter Opener** **Recall Prior Knowledge** 1 Counting to 10 2 Comparing Numbers 3 Making Number Patterns **Math Journal** **Put On Your Thinking Cap!** **Chapter Wrap-up**
●	Chapter Review	
●	Performance Task	
●	CHAPTER 2 Addition and Subtraction Within 10 (Book A)	**CHAPTER 2 Number Bonds (Book A)**
	Chapter Opener **Recall Prior Knowledge** 1 Making Number Bonds	**Chapter Opener** **Recall Prior Knowledge** 1 Making Number Bonds **Math Journal** **Put On Your Thinking Cap!** **Chapter Wrap-up**
		CHAPTER 3 Addition Facts to 10 (Book A) **Chapter Opener** **Recall Prior Knowledge**
	2 Ways to Add	1 Ways to Add
	3 Making Addition Stories	2 Making Addition Stories
		Math Journal: Reading and Writing Math

Key Differentiators

- The position of this Section or Chapter changed.
- The name of this Chapter or Section was changed.
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- This feature is new in © 2020.

Grade 1		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	4 Real-World Problems: Addition	3 Real-World Problems: Addition **Put On Your Thinking Cap!** **Chapter Wrap-up**
		CHAPTER 4 Subtraction Facts to 10 (Book A) **Chapter Opener** **Recall Prior Knowledge**
	5 Ways to Subtract 6 Making Subtraction Stories	1 Ways to Subtract 2 Making Subtraction Stories **Math Journal: Reading and Writing Math**
	7 Real-World Problems: Subtraction 8 Making Fact Families **Math Journal** **Put On Your Thinking Cap!** **Chapter Wrap-Up**	3 Real-World Problems: Subtraction 4 Making Fact Families **Put On Your Thinking Cap!** **Chapter Wrap-up**
	Chapter Review	
	Performance Task	
	CHAPTER 3 Shapes and Patterns (Book A) **Chapter Opener** **Recall Prior Knowledge**	**CHAPTER 5 Shapes and Patterns (Book A)** **Chapter Opener** **Recall Prior Knowledge**
	1 Exploring Flat Shapes 2 Exploring Solid Shapes	1 Exploring Plane Shapes 2 Exploring Solid Shapes
	3 Using Shapes to Make Pictures and Models 4 Seeing Shapes Around Us	3 Making Pictures and Models with Shapes 4 Seeing Shapes Around Us
	5 Using Flat Shapes to Make Patterns	5 Making Patterns with Plane Shapes
	6 Using Solid Shapes to Make Patterns	6 Making Patterns with Solid Shapes
	Math Journal **Put On Your Thinking Cap!** **Chapter Wrap-Up** **Chapter Review**	**Put On Your Thinking Cap!** **Chapter Wrap-up**
	Performance Task	
	STEAM Project Work	
	CHAPTER 4 Numbers to 20 (Book A) **Chapter Opener** **Recall Prior Knowledge**	**CHAPTER 7 Numbers to 20 (Book A)** **Chapter Opener** **Recall Prior Knowledge**
	1 Counting to 20 2 Place Value	1 Counting to 20 2 Place Value

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- These Chapters or Sections have been combined.
- This feature is new in © 2020.

Grade 1		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	3 Comparing and Ordering Numbers	3 Comparing Numbers
	4 Number Patterns	4 Making Patterns and Ordering Numbers
	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-Up	**Chapter Wrap-up**
	Chapter Review	
	Performance Task	
	CHAPTER 5 Addition and Subtraction Facts Within 20 (Book A)	**CHAPTER 8 Addition and Subtraction Facts to 20 (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Ways to Add Fluently	1 Ways to Add
	2 Ways to Subtract Fluently	2 Ways to Subtract
	3 Real-World Problems: Addition and Subtraction	3 Real-World Problems: Addition and Subtraction Facts
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-Up	**Chapter Wrap-up**
	Chapter Review	
	Performance Task	
	STEAM Project Work	
	CHAPTER 6 Numbers to 40 (Book A)	**CHAPTER 12 Numbers to 40 (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Counting to 40	1 Counting to 40
	2 Place Value	2 Place Value
	3 Comparing, Ordering, and Number Patterns	3 Comparing, Ordering, and Patterns
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-Up	**Chapter Wrap-up**
	Chapter Review	
	Performance Task	

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Grade 1		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
●	**CHAPTER 7 Calendar and Time (Book A)**	**CHAPTER 15 Calendar and Time (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Using a Calendar	1 Using a Calendar
	2 Telling Time to the Hour	2 Telling Time to the Hour
	3 Telling Time to the Half Hour	3 Telling Time to the Half Hour
●	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-Up	**Chapter Wrap-up**
●	Chapter Review	
●	Performance Task	
●	**CHAPTER 8 Addition and Subtraction Within 40 (Book B)**	**CHAPTER 13 Addition and Subtraction to 40 (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Addition Without Regrouping	1 Addition Without Regrouping
	2 Addition with Regrouping	2 Addition with Regrouping
	3 Subtraction Without Regrouping	3 Subtraction Without Regrouping
	4 Subtraction with Regrouping	4 Subtraction with Regrouping
		5 Adding Three Numbers
	5 Real-World Problems: Addition and Subtraction	6 Real-World Problems: Addition and Subtraction
●	6 Getting Ready for Multiplication	
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-Up	**Chapter Wrap-up**
●	Chapter Review	
●	Performance Task	
●	CHAPTER 9 Length and Weight (Book B)	**CHAPTER 9 Length (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Comparing Lengths	1 Comparing Two Things
	2 Comparing More Lengths	2 Comparing More Than Two Things

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- The name of this Chapter or Section was changed.
- This feature is new in © 2020.

Grade 1		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	3 Using a Start Line 4 Measuring Length 5 Measuring Length in Units	3 Using a Start Line 4 Measuring Things 5 Finding Length in Units **Put On Your Thinking Cap!** **Chapter Wrap-up**
		CHAPTER 10 Weight (Book B) **Chapter Opener** **Recall Prior Knowledge** 1 Comparing Things 2 Finding the Weight of Things 3 Find Weight in Units **Put On Your Thinking Cap!** **Chapter Wrap-up**
	6 Comparing Weights 7 Measuring Weight 8 Measuring Weight in Units Math Journal **Put On Your Thinking Cap!** **Chapter Wrap-Up** Chapter Review Performance Task	
●	**CHAPTER 10 Numbers to 120 (Book B)** **Chapter Opener** **Recall Prior Knowledge** 1 Counting to 120 2 Place Value 3 Comparing, Ordering, and Number Patterns	**CHAPTER 16 Numbers to 120 (Book B)** **Chapter Opener** **Recall Prior Knowledge** 1 Counting to 120 2 Place Value 3 Comparing, Ordering, and Patterns
	Math Journal **Put On Your Thinking Cap!** **Chapter Wrap-Up**	**Math Journal** **Put On Your Thinking Cap!** **Chapter Wrap-up**
	Chapter Review Performance Task STEAM Project Work	
●	**CHAPTER 11 Addition and Subtraction Within 100 (Book B)** **Chapter Opener** **Recall Prior Knowledge** 1 Addition Without Regrouping 2 Addition with Regrouping	**CHAPTER 17 Addition and Subtraction to 100 (Book B)** **Chapter Opener** **Recall Prior Knowledge** 1 Addition Without Regrouping 2 Addition with Regrouping

Key Differentiators

- The position of this Section or Chapter changed.
- These Chapters or Sections have been combined.
- The name of this Chapter or Section was changed.
- This feature is new in © 2020.

Grade 1		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	3 Subtraction Without Regrouping	3 Subtraction Without Regrouping
	4 Subtraction with Regrouping	4 Subtraction with Regrouping
	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-Up	**Chapter Wrap-up**
	Chapter Review	
	Performance Task	
		Cumulative Review for Chapters 16 and 17
	CHAPTER 12 Graphs (Book B)	**CHAPTER 11 Picture Graphs and Bar Graphs (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Simple Picture Graphs	1 Simple Picture Graphs
		2 More Picture Graphs
	2 Tally Charts and Picture Graphs	3 Tally Charts and Bar Graphs
	3 Real-World Problems: Graphs	
	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-Up	**Chapter Wrap-up**
	Chapter Review	
	Performance Task	
	STEAM Project Work	
	CHAPTER 13 Money (Book B)	**CHAPTER 19 Money (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Penny, Nickel, and Dime	1 Penny, Nickel, and Dime
	2 Quarter	2 Quarter
	3 Counting Money	3 Counting Money
	4 Adding and Subtracting Money	4 Adding and Subtracting Money
	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-Up	**Chapter Wrap-up**
	Chapter Review	
	Performance Task	

Key Differentiators

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- The name of this Chapter or Section was changed.
- This feature is new in © 2020.

Grade 1		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	This content is now covered in Grade K.	**CHAPTER 6 Ordinal Numbers and Positions (Book A)** **Chapter Opener** **Recall Prior Knowledge** 1 Ordinal Numbers 2 Position Words **Math Journal** **Put On Your Thinking Cap!** **Chapter Wrap-up**
	This content is now covered in Chapter 8 and Chapter 11 of this grade.	**CHAPTER 14 Mental Math Strategies (Book B)** **Chapter Opener** **Recall Prior Knowledge** 1 Mental Addition 2 Mental Subtraction **Put On Your Thinking Cap!** **Chapter Wrap-up**
	This content is now covered in Chapter 8 of this grade.	**CHAPTER 18 Getting Ready for Multiplication and Division (Book B)** **Chapter Opener** **Recall Prior Knowledge** 1 Adding the Same Number 2 Sharing Equally 3 Finding the Number of Groups **Math Journal** **Put On Your Thinking Cap!** **Chapter Wrap-up**

Grade 2

In **Grade 2**, content revisions include the shift of volume and fraction concepts to Grade 3 of *Math in Focus* © 2020.

Key Differentiators

- The position of this Section or Chapter changed.
- The name of this Chapter or Section was changed.
- These Chapters or Sections have been combined.
- This feature is new in © 2020.

Grade 2		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	CHAPTER 1 Numbers to 1,000 (Book A)	**CHAPTER 1 Numbers to 1,000 (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
●	1 Counting to 1,000	1 Counting
	2 Place Value	2 Place Value
●	3 Comparing and Ordering Numbers	3 Comparing Numbers
●	4 Number Patterns	4 Order and Patterns
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
●	Chapter Review	
●	Performance Task	
●	STEAM Project Work	
	CHAPTER 2 Addition Within 1,000 (Book A)	**CHAPTER 2 Addition up to 1,000 (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
●	1 Adding Fluently Within 100	
		1 Addition and Subtraction Facts Within 20
	2 Adding Without Regrouping	2 Addition Without Regrouping
	3 Adding with Regrouping in Ones	3 Addition with Regrouping in Ones
	4 Adding with Regrouping in Tens	4 Addition with Regrouping in Tens
	5 Adding with Regrouping in Ones and Tens	5 Addition with Regrouping in Ones and Tens
	6 Adding Four 2-Digit Numbers	
●	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
●	Chapter Review	
●	Performance Task	

Key Differentiators

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- The name of this Chapter or Section was changed.
- These Chapters or Sections have been combined.
- This feature is new in © 2020.

Grade 2		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	CHAPTER 3 Subtraction Within 1,000 (Book A)	**CHAPTER 3 Subtraction up to 1,000 (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Subtracting Fluently Within 100	
	2 Subtracting Without Regrouping	1 Subtraction Without Regrouping
	3 Subtracting with Regrouping in Tens and Ones	2 Subtraction with Regrouping in Tens and Ones
	4 Subtracting with Regrouping in Hundreds and Tens	3 Subtraction with Regrouping in Hundreds and Tens
	5 Subtracting with Regrouping in Hundreds, Tens, and Ones	4 Subtraction with Regrouping in Hundreds, Tens, and Ones
	6 Subtracting Across Zeros	5 Subtraction Across Zeros
●	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
●	Chapter Review	
●	Performance Task	
	CHAPTER 4 Using Bar Models: Addition and Subtraction (Book A)	**CHAPTER 4 Using Bar Models: Addition and Subtraction (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Using Part-Whole in Addition and Subtraction	1 Using Part-Part-Whole in Addition and Subtraction
	2 Adding on and Taking Away Sets	2 Adding on and Taking Away Sets
	3 Comparing Two Sets	3 Comparing Two sets
	4 Real-World Problems: Two-Step Problems	4 Real-World Problems: Two-Step Problems
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
●	Chapter Review	
●	Performance Task	
●	CHAPTER 5 Length (Book A)	**CHAPTER 7 Metric Measurement of Length (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Measuring in Meters	1 Measuring in Meters
		2 Comparing Lengths in Meters

Key Differentiators

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- The name of this Chapter or Section was changed.
- These Chapters or Sections have been combined.
- This feature is new in © 2020.

Grade 2		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	2 Measuring in Centimeters	3 Measuring in Centimeters
●	3 Comparing and Ordering Metric Lengths	4 Comparing Lengths in Centimeters
●	4 Real-World Problems: Addition and Subtraction of Metric Lengths	5 Real-World Problems: Metric Length
		Put On Your Thinking Cap!
		Chapter Wrap-up
		CHAPTER 13 Customary Measurement of Length (Book B)
		Chapter Opener
		Recall Prior Knowledge
	5 Measuring in Feet	1 Measuring in Feet
		2 Comparing Lengths in Feet
	6 Measuring in Inches	3 Measuring in Inches
●	7 Comparing and Ordering Customary Lengths	4 Comparing Lengths in Inches and Feet
	8 Real-World Problems: Addition and Subtraction of Customary Lengths	
●	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
●	Chapter Review	
●	Performance Task	
●	STEAM Project Work	
	CHAPTER 6 Mass (Book A)	**CHAPTER 8 Mass (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Measuring in Kilograms	1 Measuring in Kilograms
		2 Comparing Masses in Kilograms

Key Differentiators

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- The name of this Chapter or Section was changed.
- These Chapters or Sections have been combined.
- This feature is new in © 2020.

Grade 2		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	2 Measuring in Grams	3 Measuring in Grams
		4 Comparing Masses in Grams
	3 Comparing Masses in Kilograms and Grams	
	4 Real-World Problems: Addition and Subtraction of Masses	5 Real-World Problems: Mass
	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	
	Performance Task	
	CHAPTER 7 Graphs and Line Plots (Book B)	**CHAPTER 17 Graphs and Line Plots (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Picture Graphs	1 Reading Picture Graphs with Scales
		2 Making Picture Graphs
		3 Real-World Problems: Picture Graphs
	2 Bar Graphs	4 Bar Graphs and Line Plots
	3 Line Plots	
	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	
	Performance Task	
	CHAPTER 8 Multiplication and Division (Book B)	**CHAPTER 5 Multiplication and Division (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 How to Multiply	1 How to Multiply
	2 How to Divide	2 How to Divide
	3 Real-World Problems: Multiplication and Division	
	4 Odd and Even Numbers	
	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**

Key Differentiators

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- The name of this Chapter or Section was changed.
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Grade 2		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	
	Performance Task	
	STEAM Project Work	
	CHAPTER 9 Multiplication Tables (Book B)	**CHAPTER 6 Multiplication Tables of 2, 5, and 1 (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Multiply by 2	1 Multiplying 2: Skip-Counting
		2 Multiplying 2: Using Dot Paper
	2 Multiply by 5	3 Multiplying 5: Skip-Counting
		4 Multiplying 5: Using Dot Paper
	3 Multiply by 10	5 Multiplying 10: Skip-Counting and Using Dot Paper
		6 Odd and Even Numbers
		Math Journal
		Put On Your Thinking Cap!
		Chapter Wrap-up
		CHAPTER 15 Multiplication Tables of 3 and 4 (Book B)
		Chapter Opener
		Recall Prior Knowledge
	4 Multiply by 3	1 Multiplying 3: Skip-Counting
		2 Multiplying 3: Using Dot Paper
	5 Multiply by 4	3 Multiplying 4: Skip-Counting
		4 Multiplying 4: Using Dot Paper
	6 Multiplying Numbers in Any Order	
	7 Dividing Using Multiplication Facts	5 Divide Using Related Multiplication Facts
	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	
	Performance Task	

Key Differentiators

- The position of this Section or Chapter changed.
- These Chapters or Sections have been combined.
- The name of this Chapter or Section was changed.
- This feature is new in © 2020.

Grade 2		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
●	Chapter 10 Time and Money (Book B) **Chapter Opener** **Recall Prior Knowledge** 1 Reading and Writing Time 2 Using A.M. and P.M.	**CHAPTER 14 Time (Book B)** **Chapter Opener** **Recall Prior Knowledge** 1 The Minute Hand 2 Reading and Writing Time 3 Using A.M. and P.M. 4 Elapsed Time **Put On Your Thinking Cap!** **Chapter Wrap-up**
●	3 Bills 4 Comparing Amounts of Money 5 Real-World Problems: Money	**CHAPTER 11 Money (Book B)** **Chapter Opener** **Recall Prior Knowledge** 1 Coins and Bills 2 Comparing Amounts of Money 3 Real-World Problems: Money
●	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
●	Chapter Review	
●	Performance Task	
●	CHAPTER 11 Shapes (Book B) **Chapter Opener** **Recall Prior Knowledge**	**CHAPTER 18 Lines and Surfaces (Book B)** **Chapter Opener** **Recall Prior Knowledge**
●	1 Lines and Surfaces	1 Parts of Lines and Curves
		Math Journal
		2 Flat and Curved Surfaces
		Put On Your Thinking Cap!
		Chapter Wrap-up

Key Differentiators

- The position of this Section or Chapter changed.
- The name of this Chapter or Section was changed.
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Grade 2		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
		CHAPTER 19 Shapes and Patterns (Book B) **Chapter Opener** **Recall Prior Knowledge**
●	2 Flat Shapes	1 Plane Shapes
	3 Solid Shapes	2 Solid Shapes
		3 Making Patterns
	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	
●	Performance Task	
●	STEAM Project Work	
	This content is now covered in Grade 3.	**CHAPTER 9 Volume (Book A)** **Chapter Opener** **Recall Prior Knowledge**
		1 Getting to Know Volume
		2 Measuring in Liters
		3 Real-World Problems: Volume
		Put On Your Thinking Cap!
		Chapter Wrap-up
	This content is now covered in Chapter 2 and Chapter 3 of this grade.	**CHAPTER 10 Mental Math and Estimation (Book B)** **Chapter Opener** **Recall Prior Knowledge**
		1 Meaning of Sum
		2 Mental Addition
		3 Meaning of Difference
		4 Mental Subtraction
		5 Rounding Numbers to Estimate
		Math Journal
		Put On Your Thinking Cap!
		Chapter Wrap-up

Key Differentiators

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- The name of this Chapter or Section was changed.
- This feature is new in © 2020.

Grade 2		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	This content is now covered in Grade 3 and Grade 4.	**CHAPTER 12 Fractions (Book B)** **Chapter Opener** **Recall Prior Knowledge** 1 Understanding Fractions 2 Comparing Fractions 3 Adding and Subtracting Like Fractions **Put On Your Thinking Cap!** **Chapter Wrap-up**
	This content is now covered in Chapter 2 of this grade. *This content is now covered in Chapter 10 of this grade.*	**CHAPTER 16 Using Bar Models: Multiplication and Division (Book B)** **Chapter Opener** **Recall Prior Knowledge** 1 Real-World Problems: Multiplication 2 Real-World Problems: Division 3 Real-World Problems: Measurement and Money **Put On Your Thinking Cap!** **Chapter Wrap-up**

Grade 3

In **Grade 3**, content revisions include the shift of symmetry and customary measurement to later grades of *Math in Focus* © 2020.

Key Differentiators

- The position of this Section or Chapter changed.
- The name of this Chapter or Section was changed.
- These Chapters or Sections have been combined.
- This feature is new in © 2020.

Grade 3		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	CHAPTER 1 Numbers to 10,000 (Book A)	**CHAPTER 1 Numbers to 10,000 (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
●	1 Counting to 10,000	1 Counting
	2 Place Value	2 Place Value
	3 Comparing and Ordering Numbers	3 Comparing and Ordering Numbers
●	4 Rounding Numbers to the Nearest Ten	
●	5 Rounding Numbers to the Nearest Hundred	
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
●	Performance Task	
●	STEAM Project Work	
●	CHAPTER 2 Addition Within 10,000 (Book A)	**CHAPTER 2 Mental Math and Estimation (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Addition Problems	
●	2 Mental Addition	1 Mental Addition
		2 Mental Subtraction
		3 More Mental Addition
	Estimation is now covered in Grade 4.	4 Rounding Numbers to Estimate
		5 Using Front-End Estimation
		Put On Your Thinking Cap!
		Chapter Wrap-up
		Chapter Review/Test
	3 Adding Fluently Within 1,000	

Key Differentiators

- The position of this Section or Chapter changed.
- These Chapters or Sections have been combined.
- The name of this Chapter or Section was changed.
- This feature is new in © 2020.

Grade 3		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
		CHAPTER 3 Addition up to 10,000 (Book A)
		Chapter Opener
		Recall Prior Knowledge
	4 Adding Without Regrouping	1 Addition Without Regrouping
●	5 Adding with Regrouping	2 Addition with Regrouping in Hundreds
		3 Addition with Regrouping in Ones, Tens, and Hundreds
●	6 Real-World Problems: Addition	
	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
●	Performance Task	
	CHAPTER 3 Subtraction Within 10,000 (Book A)	**CHAPTER 4 Subtraction up to 10,000 (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
●	1 Mental Subtraction	
	2 Subtracting Fluently Within 1,000	
	3 Subtracting Without Regrouping	1 Subtraction Without Regrouping
●	4 Subtracting with Regrouping	2 Subtraction with Regrouping in Hundreds and Thousands
		3 Subtraction with Regrouping in Ones, Tens, Hundreds, and Thousands
		4 Subtraction Across Zeros
●	5 Real-world Problems: Subtraction	
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap! Problem Solving**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
●	Performance Task	

Key Differentiators

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- The name of this Chapter or Section was changed.
- These Chapters or Sections have been combined.
- This feature is new in © 2020.

Grade 3		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
●	**CHAPTER 4 Multiplication Tables (Book A)**	**CHAPTER 6 Multiplication Tables of 6, 7, 8, and 9 (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Multiplying by 6	1 Multiplication Properties
	2 Multiplying by 7	2 Multiply by 6
	3 Multiplying by 8	3 Multiply by 7
	4 Multiplying by 9	4 Multiply by 8
	5 Multiplying by 11	5 Multiply by 9
	6 Multiplying by 12	
		6 Division: Finding the Number of Items in Each Group
		7 Division: Making Equal Groups
	7 Multiplication Patterns	
	8 Dividing Using Multiplication Facts	
●	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
●	Performance Task	
●	STEAM Project Work	
	CHAPTER 5 Multiplication (Book A)	**CHAPTER 7 Multiplication (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Multiplying Using Models	
	2 Multiplying Without Regrouping	1 Mental Multiplication
●	3 Multiplying with Regrouping	2 Multiplying Without Regrouping
		3 Multiplying Ones, Tens, and Hundreds with Regrouping
		4 Multiplying Ones, Tens, and Hundreds with Regrouping
		5 Division with Regrouping in Tens and Ones
●	Math Journal	

Key Differentiators

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- These Chapters or Sections have been combined.
- The name of this Chapter or Section was changed.
- This feature is new in © 2020.

Grade 3		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
●	Performance Task	
●	**CHAPTER 6 Using Bar Models; The Four Operations (Book A)**	**CHAPTER 9 Using Bar Models: Multiplication and Division (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
●	1 Real-World Problems: Multiplication	1 Real-World Problems: Multiplication
●	2 Real-World Problems: Division	2 Real-World Problems: Two-step Problems with Multiplication 3 Real-World Problems: Division
●	3 Real-World Problems: Four Operations	4 Real-World Problems: Two-step Problems with Division
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
●	Performance Task	
		Cumulative Review for Chapters 8 and 9
●	**CHAPTER 7 Fractions (Book B)**	**CHAPTER 14 Fractions (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Understanding Unit Fractions	1 Understanding Fractions
	2 Fractions as Part of a Whole	
	3 Fractions as Part of a Set	
●	4 Understanding Equivalent Fractions	2 Understanding Equivalent Fractions
		3 More Equivalent Fractions
	5 Comparing Fractions	4 Comparing Fractions
		5 Fractions as a Whole or Set
●	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**

Key Differentiators

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- These Chapters or Sections have been combined.
- This feature is new in © 2020.

Grade 3		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
●	Performance Task	
●	STEAM Project Work	
●	Chapter 8 Measurement (Book B)	**CHAPTER 11 Metric Length, Mass, and Volume (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	This content is now covered in Grade 2	1 Meters and Centimeters
		2 Kilometers and Meters
●	1 Mass: Kilograms and Grams	3 Kilograms and Grams
●	2 Liquid Volume: Liters and Milliliters	4 Liters and Milliliters
		Put On Your Thinking Cap!
		Chapter Wrap-up
		Chapter Review/Test
		CHAPTER 12 Real-World Problems: Measurement (Book B)
		Chapter Opener
		Recall Prior Knowledge
	3 Real-World Problems: One-Step Problems	1 Real-World Problems: One-Step Problems
		2 Real-World Problems: Two-Step problems
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
●	Performance Task	
●	STEAM Project Work	
●	**CHAPTER 9 Area and Perimeter (Book B)**	**CHAPTER 19 Area and Perimeter (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Area	1 Area
	2 Square Units (cm^2 and $in.^2$)	2 Square Units (cm^2 and $in.^2$)
	3 Square Units (m^2 and ft^2)	3 Square Units (m^2 and ft^2)

Key Differentiators

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- The name of this Chapter or Section was changed.
- These Chapters or Sections have been combined.
- This feature is new in © 2020.

Grade 3		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	4 Perimeter and Area	4 Perimeter and Area
	5 More Perimeter	5 More Perimeter
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
	Performance Task	
	CHAPTER 10 Time (Book B)	**CHAPTER 16 Time and Temperature (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Telling Time	1 Telling Time
	2 Converting Hours and Minutes	2 Converting Hours and Minutes
		3 Adding Hours and Minutes
		4 Subtracting Hours and Minutes
	3 Elapsed Time	5 Elapsed Time
		6 Measuring Temperature
		7 Real-World Problems: Time and Temperature
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
	Performance Task	
	CHAPTER 11 Graphs and Line Plots (Book B)	**CHAPTER 13 Bar Graphs and Line Plots (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Making Picture Graphs with Scales	
	2 Making Bar Graphs with Scales	1 Making Bar Graphs with Scales
	3 Reading and Interpreting Bar Graphs	2 Reading and Interpreting Bar Graphs
	4 Line Plots and Estimation	3 Line Plots
	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
	Performance Task	

Key Differentiators

- The position of this Section or Chapter changed.
- The name of this Chapter or Section was changed.
- These Chapters or Sections have been combined.
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Grade 3		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
●	CHAPTER 12 Angles, Lines, and Two-Dimensional Figures (Book B)	**CHAPTER 17 Angles and Lines (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Introducing Angles	1 Understanding and Identifying Angles
		2 Right Angles
	2 Introducing Perpendicular and Parallel Lines	3 Perpendicular Lines
		4 Parallel Lines
		Put On Your Thinking Cap!
		Chapter Wrap-up
		Chapter Review/Test
		CHAPTER 18 Two Dimensional Shapes (Book B)
	3 Polygons	1 Classifying Polygons
		2 Congruent Figures
	Symmetry is now covered in Grade 4.	3 Symmetry
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
●	Performance Task	
●	STEAM Project Work	
	This content is now covered in Chapter 2 and Chapter 3 in this grade.	**CHAPTER 5 Using Bar Models: Addition and Subtraction (Book A)**
		Chapter Opener
		Recall Prior Knowledge
		1 Real-World Problems: Addition and Subtraction
		Put On Your Thinking Cap!
		Chapter Wrap-up
		Chapter Review/Test

Key Differentiators

- The position of this Section or Chapter changed.
- These Chapters or Sections have been combined.
- The name of this Chapter or Section was changed.
- This feature is new in © 2020.

Grade 3		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	This content is now covered in Grade 2 and Grade 4.	**CHAPTER 8 Division (Book A)** **Chapter Opener** **Recall Prior Knowledge** 1 Mental Division 2 Quotient and Remainder 3 Odd and Even Numbers 4 Division Without Remainder and Regrouping 5 Division with Regrouping in Tens and Ones **Put On Your Thinking Cap!** **Chapter Wrap-up** **Chapter Review/Test**
	This content is now covered in Chapter 2 and Chapter 3 of this grade.	**CHAPTER 10 Money (Book B)** **Chapter Opener** **Recall Prior Knowledge** 1 Addition 2 Subtraction 3 Real-World Problems: Money **Put On Your Thinking Cap!** **Chapter Wrap-up** **Chapter Review/Test**
	This content is now covered in Grade 4.	**CHAPTER 15 Customary Length, Weight, and Capacity (Book B)** **Chapter Opener** **Recall Prior Knowledge** 1 Measuring Length 2 Measuring Weight 3 Measuring Capacity **Math Journal** **Put On Your Thinking Cap!** **Chapter Wrap-up** **Chapter Review/Test**

Grade 4

In **Grade 4**, content revisions include the shift of data and probability concepts and decimal computation to later grades of *Math in Focus* © 2020.

Key Differentiators

- The position of this Section or Chapter changed.
- The name of this Chapter or Section was changed.
- These Chapters or Sections have been combined.
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Grade 4		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	CHAPTER 1 Working with Whole Numbers (Book A)	**CHAPTER 1 Working with Whole Numbers (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Numbers to 100,000	1 Numbers to 100,000
	2 Numbers to 1,000,000	
	3 Comparing and Ordering Numbers	2 Comparing Numbers to 100,000
	4 Adding and Subtracting Multi-Digit Numbers	3 Adding and Subtracting Multi-Digit Numbers
		Math Journal
		Put On Your Thinking Cap!
		Chapter Wrap-up
		Chapter Review/Test
		CHAPTER 2 Estimation and Number Theory (Book A)
		Chapter Opener
		Recall Prior Knowledge
		1 Estimation
	5 Rounding and Estimating	
	6 Real-World Problems: Addition and Subtraction	
		2 Factors
		3 Multiples
		4 Multiplying Using Models
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
	Performance Task	
	STEAM Project Work	
	CHAPTER 2 Multiplication and Division (Book A)	**CHAPTER 3 Whole Number Multiplication and Division (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Multiplying by a 1-Digit or 2-Digit Number	1 Multiplying by a 2-Digit Number
		2 Modeling Division with Regrouping

Key Differentiators

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Grade 4		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	2 Quotient and Remainder	
	3 Dividing by a 1-Digit Number	4 Dividing by a 1-Digit Number
	4 Real-World Problems: Multiplication and Division	5 Real-World Problems: Multiplication and Division
●	5 Factors	
●	6 Multiples	
●	7 Real-World Problems: The Four Operations	
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
●	Performance Task	
●	STEAM Project Work	
	CHAPTER 3 Fractions and Mixed Numbers (Book A)	**CHAPTER 6 Fractions and Mixed Numbers (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Equivalent Fractions	
	2 Comparing and Ordering Fractions	
●	3 Adding and Subtracting Like Fractions	1 Adding Fractions
	4 Mixed Numbers	2 Subtracting Fractions
	5 Improper Fractions	3 Mixed Numbers
	6 Renaming Improper Fractions and Mixed Numbers	4 Improper Fractions 5 Renaming Improper Fractions and Mixed Numbers
●	7 Adding and Subtracting Mixed Numbers	6 Renaming Whole Numbers when Adding and Subtracting Fractions
	8 Multiplying Fractions and Whole Numbers	7 Fraction of a Set
	9 Real-World Problems: Fractions	8 Real-World Problems: Fractions
	This content is now covered in Grade 3.	9 Line Plots with Fractions of a Unit
●	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**

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Grade 4		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
●	Performance Task	
●	STEAM Project Work	
	CHAPTER 4 Decimals (Book A)	**CHAPTER 7 Decimals (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Understanding Tenths	1 Understanding Tenths
	2 Understanding Hundredths	2 Understanding Hundredths
●	3 Comparing and Ordering Decimals	3 Comparing Decimals
	4 Rounding Decimals	4 Rounding Decimals
	5 Fractions and Decimals	5 Fractions and Decimals
●	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
●	Performance Task	
●	**CHAPTER 5 Conversion of Measurements (Book B)**	**CHAPTER 12 Conversion of Measurements (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Length in Customary Units	1 Length
●	2 Weight and Volume in Customary Units	2 Mass, Weight, Volume
	3 Real-World Problems: Customary Units of Measure	
	4 Length in Metric Units	
	5 Mass and Volume in Metric Units	
	6 Real-World Problems: Metric Units of Measure	
	7 Time	3 Time
		4 Real-World Problems: Measurement
●	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
●	Performance Task	
●	STEAM Project Work	

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Grade 4

Key	*Math in Focus* © 2020	*Math in Focus* © 2015
●	**CHAPTER 6 Area and Perimeter (Book B)** **Chapter Opener** **Recall Prior Knowledge**	**CHAPTER 13 Area and Perimeter (Book B)** **Chapter Opener** **Recall Prior Knowledge**
●	1 Area and Unknown Sides	1 Area of a Rectangle
	2 Composite Figures	2 Rectangles and Squares
	3 Real-World Problems: Area and Perimeter	3 Composite Figures
		4 Using Formulas for Area and Perimeter
	Math Journal **Put On Your Thinking Cap!** **Chapter Wrap-up** **Chapter Review**	**Math Journal** **Put On Your Thinking Cap!** **Chapter Wrap-up** **Chapter Review/Test**
●	Performance Task	
●	**CHAPTER 7 Angles and Line Segments (Book B)** **Chapter Opener** **Recall Prior Knowledge**	**CHAPTER 9 Angles (Book B)** **Chapter Opener** **Recall Prior Knowledge**
	1 Understanding and Measuring Angles	1 Understanding and Measuring Angles
	2 Drawing Angles to 180°	2 Drawing Angles to 180°
	3 Turns and Angle Measures	3 Turns and Angle Measures
	4 Finding Unknown Angles	
		Put On Your Thinking Cap! **Chapter Wrap-up** **Chapter Review/Test**
		CHAPTER 10 Perpendicular and Parallel Line Segments (Book B) **Chapter Opener** **Recall Prior Knowledge**
●	5 Drawing Perpendicular and Parallel Line Segments	1 Drawing Perpendicular Line Segments
		2 Drawing Parallel Line Segments
		3 Horizontal and Vertical Lines
●	Math Journal **Put On Your Thinking Cap!** **Chapter Wrap-up**	**Put On Your Thinking Cap!** **Chapter Wrap-up** **Chapter Review/Test**

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Grade 4		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	Chapter Review	
	Performance Task	
	STEAM Project Work	
	CHAPTER 8 Polygons and Symmetry (Book B)	**CHAPTER 14 Symmetry (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Classifying Triangles	
	2 Classifying Polygons	
	3 Symmetric Shapes and Lines of Symmetry	1 Identifying Lines of Symmetry
		2 Rotational Symmetry
	4 Making Symmetric Shapes and Patterns	3 Making Symmetric Shapes and Patterns
	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
	Performance Task	
	CHAPTER 9 Tables and Line Graphs (Book B)	**Chapter 4 Tables and Line Graphs (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Making and Interpreting a Table	1 Making and Interpreting a Table
	2 Using a Table	2 Using a Table
	3 Line Graphs	3 Line Graphs
	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
	Performance Task	
	Average, mean, median, mode, and range are now covered in Course 1. Probability is now covered in Course 2.	**CHAPTER 5 Data and Probability (Book A)**
		Chapter Opener
		Recall Prior Knowledge
		1 Average
		2 Median, Mode, and Range
		3 Stem-and-Leaf Plots
		4 Outcomes

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Grade 4		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
		5 Probability as a Fraction 6 Real-World Problems: Data and Probability **Put On Your Thinking Cap!** **Chapter Wrap-up** **Chapter Review/Test**
	This content is now covered in Grade 5.	**CHAPTER 8 Adding and Subtracting Decimals (Book B)** **Chapter Opener** **Recall Prior Knowledge** 1 Adding Decimals 2 Subtracting Decimals 3 Real-World Problems: Decimals **Put On Your Thinking Cap!** **Chapter Wrap-up** **Chapter Review/Test**
	This content is now covered in Chapter 6 and Chapter 7 of this grade.	**CHAPTER 11 Squares and Rectangles (Book B)** **Chapter Opener** **Recall Prior Knowledge** 1 Squares and Rectangles 2 Properties of Squares and Rectangles **Put On Your Thinking Cap!** **Chapter Wrap-up** **Chapter Review/Test** **CHAPTER 15 Tessellations (Book B)** **Chapter Opener** **Recall Prior Knowledge** 1 Identifying Tessellations 2 More Tessellations **Math Journal** **Put On Your Thinking Cap!** **Chapter Wrap-up** **Chapter Review/Test**

Grade 5

In **Grade 5**, content revisions include the shift of algebra concepts and area of triangles to later grades of *Math in Focus* © 2020.

Key Differentiators

- The position of this Section or Chapter changed.
- The name of this Chapter or Section was changed.
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Grade 5		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	CHAPTER 1 Whole Numbers and the Four Operations (Book A)	**CHAPTER 1 Whole Numbers (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Numbers to 10,000,000	1 Numbers to 10,000,000
		2 Place Value
		3 Comparing Numbers to 10,000,000
		4 Rounding and Estimating
		CHAPTER 2 Whole Number Multiplication and Division (Book A)
		Chapter Opener
		Recall Prior Knowledge
		1 Using a Calculator
	2 Multiplying by Tens, Hundreds, Thousands, and Powers of Tens	2 Multiplying by Tens, Hundreds, or Thousands
		3 Multiplying by Powers of Ten
		4 Multiplying by 2-Digit Numbers
	3 Dividing by Tens, Hundreds, and Thousands	5 Dividing by Tens, Hundreds, or Thousands
	4 Multiplying and Dividing by 2-Digit Numbers Fluently	6 Dividing by 2-Digit Numbers
	5 Order of Operations	7 Order of Operations
	6 Real-World Problems: Four Operations of Whole Numbers	8 Real-World Problems: Multiplication and Division
	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
	Performance Task	
	STEAM Project Work	

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Grade 5		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	CHAPTER 2 Fractions and Mixed Numbers (Book A)	**CHAPTER 3 Fractions and Mixed Numbers (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
●	1 Fractions, Mixed Numbers, and Division Expressions	
●	2 Adding Unlike Fractions and Mixed Numbers	1 Adding Unlike Fractions
●	3 Subtracting Unlike Fractions and Mixed Numbers	2 Subtracting Unlike Fractions
		3 Fractions, Mixed Numbers, and Division Expressions
		4 Expressing Fractions, Division Expressions, and Mixed Numbers as Decimals
		5 Adding Mixed Numbers
		6 Subtracting Mixed Numbers
	4 Real-World Problems: Fractions and Mixed Numbers	7 Real-World Problems: Fractions and Mixed Numbers
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Test	**Chapter Review/Test**
●	Performance Task	
●	STEAM Project Work	
	CHAPTER 3 Multiplying and Dividing Fractions and Mixed Numbers (Book A)	**CHAPTER 4 Multiplying and Dividing Fractions and Mixed Numbers (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Multiplying Fractions and Whole Numbers	
	2 Multiplying Proper Fractions	1 Multiplying Proper Fractions
	3 Real-World Problems: Multiplying Proper Fractions	2 Real-World Problems: Multiplying with Proper Fractions
	4 Multiplying Improper Fractions	3 Multiplying Improper Fractions by Fractions
	5 Multiplying Mixed Numbers and Whole Numbers	4 Multiplying Mixed Numbers and Whole Numbers
	6 Real-World Problems: Multiplying Mixed Numbers	5 Real-World Problems: Multiplying Mixed Numbers
	7 Dividing Fractions and Whole Numbers	6 Dividing Fractions and Whole Numbers

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Grade 5		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	8 Real-World Problems: Multiplying and Dividing with Fractions	7 Real-World Problems: Multiplying and Dividing with Fractions
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
	Performance Task	
	CHAPTER 4 Decimals (Book A)	**CHAPTER 8 Decimals (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Understanding Thousandths	1 Understanding Thousandths
	2 Comparing, Ordering, and Rounding Decimals	2 Comparing and Rounding Decimals
	3 Decimals, Fractions, and Mixed Numbers	3 Rewriting Decimals as Fractions and Mixed Numbers
	Math Journal	**Put On Your Thinking Cap!**
	Put On Your Thinking Cap!	**Chapter Wrap-up**
	Chapter Wrap-up	**Chapter Review/Test**
	Chapter Test	
	Performance Task	
	STEAM Project Work	
	CHAPTER 5 Four Operations of Decimals (Book A)	**CHAPTER 9 Multiplying and Dividing Decimals (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Adding Decimals	
	2 Subtracting Decimals	
	3 Multiplying Decimals	1 Multiplying Decimals
	4 Multiplying Decimals by Tens, Hundreds, Thousands, and Powers of Tens	2 Multiplying by Tens, Hundreds, or Thousands
	5 Dividing Decimals	3 Dividing Decimals
	6 Dividing by Tens, Hundreds, or Thousands	4 Dividing by Tens, Hundreds, or Thousands
	7 Estimating Decimals	5 Estimating Decimals
	8 Converting Metric Units	6 Converting Metric Units
	9 Real-World Problems: Decimals	7 Real-World Problems: Decimals
	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!: Challenging Practice**
		Put On Your Thinking Cap!: Problem Solving

Key Differentiators

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Grade 5		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Test	**Chapter Review/Test**
●	Performance Task	
●	**CHAPTER 6 Volume (Book B)**	**CHAPTER 14 Surface Area and Volume (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Building Solids Using Unit Cubes	1 Building Solids Using Unit Cubes
	Surface area, prisms, and pyramids are now covered in Course 1.	2 Drawing Cubes and Rectangular Prisms 3 Prisms and Pyramids 4 Nets and Surface Area
	2 Understanding and Measuring Volume	5 Understanding and Measuring Volume
	3 Real-World Problems: Volume of a Rectangular Prism	6 Volume of a Rectangular Prism and Liquid
●	4 Real-World Problems: Volume of Composite Solids	7 Volume of Composite Solids
	Math Journal	
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Test	**Chapter Review/Test**
●	Performance Task	
●	STEAM Project Work	
●	**CHAPTER 7 Line Plots and the Coordinate Plane (Book B)**	**CHAPTER 11 Graphs and Probability (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Making and Interpreting Line Plots	1 Making and Interpreting Line Plots 2 Making and Interpreting Double Bar Graphs 3 Graphing an Equation 4 Comparing Data Using Line graphs 5 Combinations

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Grade 5		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
		6 Theoretical Probability and Experimental Probability
	2 Graphing on a Coordinate Plane	
●	3 Number Patterns and Graphs	
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!: Challenging Practice**
		Put On Your Thinking Cap!: Problem Solving
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
●	Performance Task	
●	**CHAPTER 8 Polygons (Book B)**	**CHAPTER 13 Properties of Triangles and Four-Sided Figures (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Classifying Triangles	1 Classifying Triangles
		2 Measures of Angles of a Triangle
		3 Right, Isosceles, and Equilateral Triangles
		4 Triangle Inequalities
●	2 Classifying Polygons	5 Parallelogram, Rhombus, and Trapezoid
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Test	**Chapter Review/Test**
●	Performance Task	
●	STEAM Project Work	
	CHAPTER 9 Ratio (Book B)	**CHAPTER 7 Ratio (Book A)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Finding Ratio	1 Finding Ratio
	2 Equivalent Ratios	2 Equivalent Ratios
		3 Real-World Problems: Ratios
		4 Ratios in Fraction Form
	3 Comparing Three Quantities	5 Comparing Three Quantities
	4 Real-World Problems: Ratio	6 Real-World Problems: More Ratios

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Grade 5		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
●	Performance Task	
●	STEAM Project Work	
	CHAPTER 10 Percent (Book B)	**CHAPTER 10 Percent (Book B)**
	Chapter Opener	**Chapter Opener**
	Recall Prior Knowledge	**Recall Prior Knowledge**
	1 Percent	1 Percent
●	2 Fractions, Decimals, and Percent	2 Expressing Fractions as Percents
	3 Percent of a Quantity	3 Percent of a Number
	4 Real-World Problems: Percent	4 Real-World Problems: Percent
	Math Journal	**Math Journal**
	Put On Your Thinking Cap!	**Put On Your Thinking Cap!**
	Chapter Wrap-up	**Chapter Wrap-up**
	Chapter Review	**Chapter Review/Test**
●	Performance Task	
	This content is now covered in Course 1.	**CHAPTER 5 Algebra (Book A)**
		Chapter Opener
		Recall Prior Knowledge
		1 Number Patterns and Relationships
		2 Using Letters as Numbers
		3 Simplifying Algebraic Expressions
		4 Inequalities and Equations
		5 Real-World Problems: Algebra
		Math Journal
		Put On Your Thinking Cap!
		Chapter Review/Test
	This content is now covered in Course 1.	**CHAPTER 6 Area (Book A)**
		Chapter Opener
		Recall Prior Knowledge
		1 Finding the Area of a Rectangle with Fractional Side Lengths
		2 Base and Height of a Triangle

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Grade 5		
Key	***Math in Focus* © 2020**	***Math in Focus* © 2015**
		3 Finding the Area of a Triangle **Put On Your Thinking Cap** **Chapter Review/Test**
	This content is now covered in Grade 4.	**CHAPTER 12 Angles (Book B)** **Chapter Opener** **Recall Prior Knowledge** 1 Angles on a Line 2 Angles at a Point 3 Vertical Angles **Put On Your Thinking Cap** **Chapter Review/Test**

Grade 5 38

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

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

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

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

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

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

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

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

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

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

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

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

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

Aligned with National and International Research Recommendations

Focus and Depth

National Council of Teachers of Mathematics

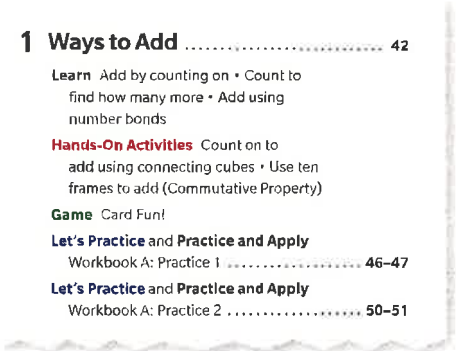
"A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and well articulated across the grades."

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

Math in Focus

addresses fewer topics in greater depth at each level.

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



1 Ways to Add 42

Learn Add by counting on • Count to find how many more • Add using number bonds

Hands-On Activities Count on to add using connecting cubes • Use ten frames to add (Commutative Property)

Game Card Fun!

Let's Practice and **Practice and Apply**
Workbook A: Practice 1 46–47

Let's Practice and **Practice and Apply**
Workbook A: Practice 2 50–51

Grade 1, Chapter 3, Lesson 1

Interlocking Concepts and Skills

National Math Advisory Panel

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

—*Foundations for Success*, 2008

Math in Focus

develops concepts and skills in tandem.

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

Clear Visuals and Use of Models

National Research Council

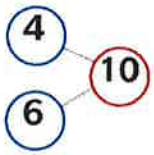
"Opportunities should involve connecting symbolic representations and operations with physical or pictorial representations, as well as translating between various symbolic representations."

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

Math in Focus

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

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



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

Emphasis on Problem Solving

Singapore Ministry of Education

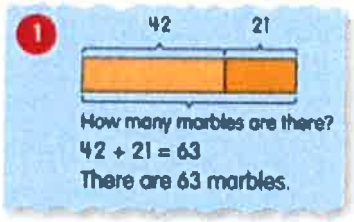
"Mathematical problem solving is central to mathematics learning. It involves the acquisition and application of mathematics concepts and skills in a wide range of situations, including non-routine, open-ended, and real-world problems."

—*Mathematics Syllabus: Primary*, 2006

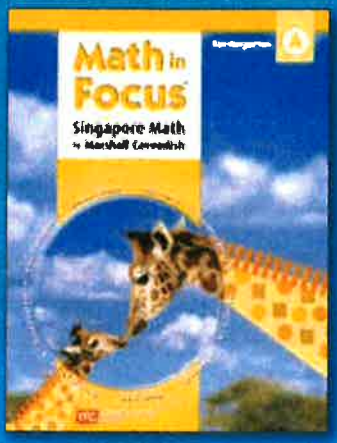
Math in Focus

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

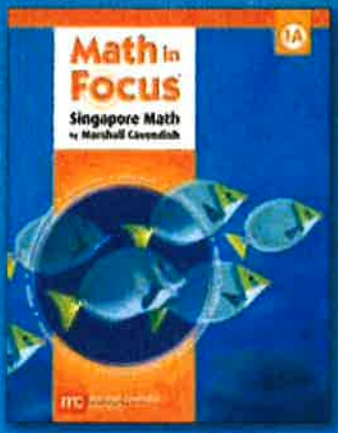
- The visual representation of word problems leads to symbolic solutions of *rich and complex problems.*
- Students draw on prior knowledge, as well as recently acquired concepts and skills, as they combine *problem solving strategies with critical thinking skills.*



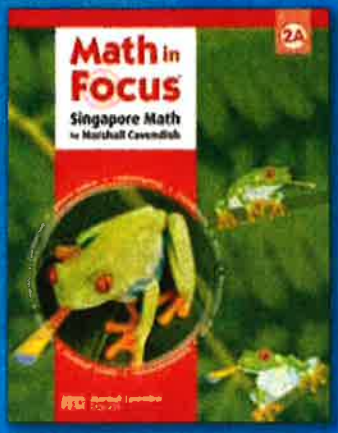
Bar Model: a visual representation of a word problem (Grade 2)



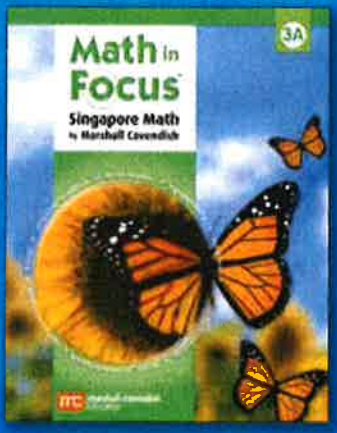
Grade K



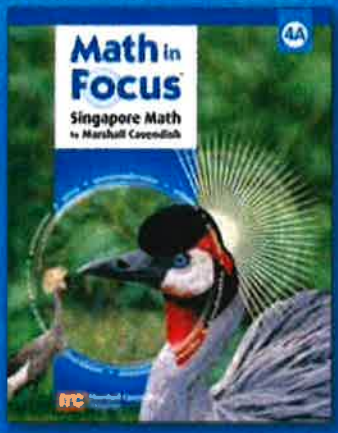
Grade 1



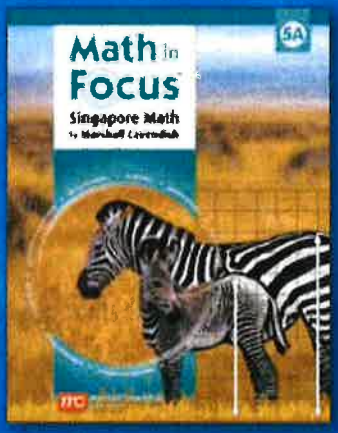
Grade 2



Grade 3



Grade 4



Grade 5

Math in Focus™

Singapore Math by Marshall Cavendish

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

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Math in Focus™

Singapore Math
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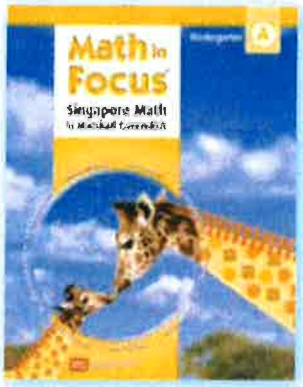
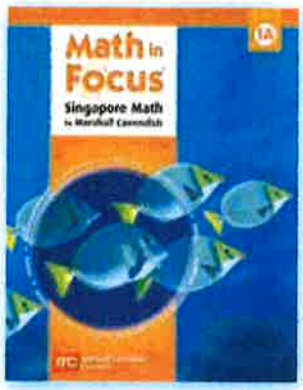
Grades K–5
Scope and Sequence

Your #1 Choice for
World-Class Mathematics!

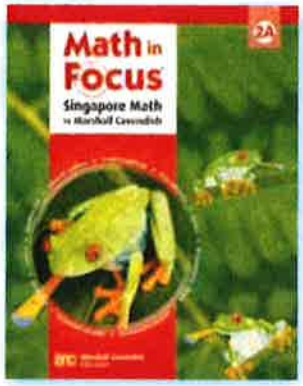
Deep Math Understanding.
Real-World Problem Solvers.



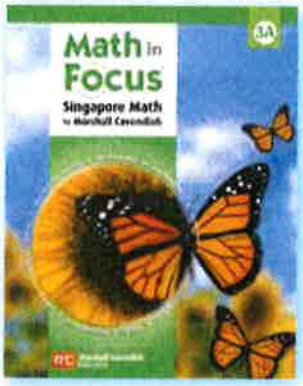
Grade K



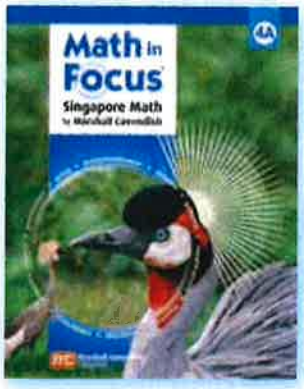
Grade 1



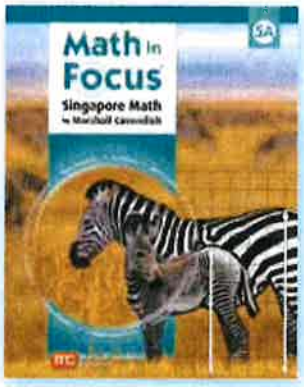
Grade 2



Grade 3



Grade 4



Grade 5

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

Scope and Sequence Grades K–5

Key Differences
and Distinguishing Characteristics

Articulated Sequence

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

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

Preparation for Algebra

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

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

Developmental Continuum

Kindergarten | **Grades 1–2** | **Grades 3–5**

Foundational concepts through songs, rhymes, and hands-on activities

Concept and skill development through hands-on instruction and practice

- basic facts
- place value
- mental math
- geometry concepts

Emphasis on problem solving, skill consolidation, and a deep understanding in preparation for algebra

- fractions
- decimals
- ratios
- model drawing
- expressions, equations, and inequalities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Standards	Descriptor	Citations
Standards for Mathematical Practice		
SMP.1	Make sense of problems and persevere in solving them.	**SE/TE 3A:** 147J–147K, 187–193, 205, 217K, 300–308, 309H, 333–350, 352, 354–360 **SE/TE 3B:** 51, 253, 317
SMP.2	Reason abstractly and quantitatively.	**SE/TE 3A:** 1F, 1H–1I, 14, 41–54, 56, 71H–71J, 97–108, 121–135, 147J–147K, 194–202, 204, 217H–217K, 223–238, 242, 252, 275, 289–296, 299–308, 309F–309G, 313–332, 361E–361G, 361–400, 404–412 **SE/TE 3B:** 49, 100, 181, 193, 252, 316
SMP.3	Construct viable arguments and critique the reasoning of others.	**SE/TE 3A:** 1H, 51, 71J, 133, 147K, 203, 217K, 297, 309H, 333–350, 351 **SE/TE 3B:** 147, 162, 191
SMP.4	Model with mathematics.	**SE/TE 3A:** 71F, 71I, 121–132, 147H, 147J, 187–193, 309F–309I, 313–350, 353, 361E–361G, 361–400, 402–412 **SE/TE 3B:** 50, 251
SMP.5	Use appropriate tools strategically.	**SE/TE 3B:** 315

Standards	Descriptor	Citations
SMP.6	Attend to precision.	**SE/TE 3A:** 1I, 55, 147H, 157, 309H, 333–340, 347, 361G, 401, 404–412 **SE/TE 3B:** 74, 99, 101, 124, 126, 133, 137–138, 140, 278, 287, 291, 382, 387, 395, 396
SMP.7	Look for and make use of structure.	**SE/TE 3A:** 1F–1I, 1–6, 17–54, 58–70, 71F–71G, 71I, 77–86, 87–96, 109–120, 217H–217I, 217K, 217–238, 289–296, 300–308, 309F–309I, 309–322, 333–350, 354–360, 361E–361G, 361–400, 404–412
SMP.8	Look for and express regularity in repeated reasoning.	**SE/TE 3A:** 1G, 1I, 25–40, 57, 71J, 134, 147K, 203–205, 217J–217K, 260, 262, 270, 279–288, 298 **SE/TE 3B:** 192, 397
Standards for Mathematical Content		
3.OA	**Operations and Algebraic Thinking**	
Represent and solve problems involving multiplication and division.		
3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.	**SE/TE 3A:** 218–220, 223–225, 231–232, 235–238, 243–244, 247–249, 253–254, 257–259, 263–264, 267, 273, 300, 301–302, 305, 310–311
3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.	**SE/TE 3A:** 289–293, 294, 295–296, 300, 301–304, 306, 365
3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	**SE/TE 3A:** 313–318, 319–322, 354, 355, 357–358, 367–374, 375–376, 377–382, 383–384, 404, 405–406

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Standards	Descriptor	Citations
3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	**SE/TE 3A:** 219, 221–222, 223–225, 230, 231–233, 235–238, 243–245, 247–249, 253–255, 257–259, 263–265, 267, 271, 273, 274, 275, 289–293, 295–296, 300, 301–304, 310–311, 365
Understand properties of multiplication and the relationship between multiplication and division.		
3.OA.5	Apply properties of operations as strategies to multiply and divide	**SE/TE 3A:** 220, 226–229, 233–234, 239–242, 245–246, 250–252, 255–256, 260–262, 265–266, 268–270, 272, 274–275, 278, 300, 303, 305, 310–312
3.OA.6	Understand division as an unknown-factor problem.	**SE/TE 3A:** 221–222, 289–293, 294, 295–296, 300, 301–304, 306
Multiply and divide within 100.		
3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	**SE/TE 3A:** 221–222, 223–230, 231–234, 235–242, 243–246, 247–252, 253–256, 257–262, 263–266, 267–270, 271–272, 273–276, 277–278, 289–293, 294, 295–296, 300, 301–304, 305–306, 301–312
Solve problems involving the four operations, and identify and explain patterns in arithmetic.		
3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding	**SE/TE 3A:** 121–128, 131–132, 136, 140–142, 143–145, 187–199, 201–202, 206, 208–212, 215, 366, 385–396, 397–400, 401, 402–403, 404, 405–408, 410–411
3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.	**SE/TE 3A:** 77–84, 85–86, 136, 137, 279–284, 285–286, 300, 304

Standards	Descriptor	Citations
3.NBT	**Number and Operations in Base Ten**	
Use place value understanding and properties of operations to perform multi-digit arithmetic.		
3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	**SE/TE 3A:** 41–44, 45–46, 47–52, 53–54, 57, 58, 62, 64, 65–66, 72–73, 105–106, 108, 115–117, 119–120, 122–123, 125–126, 131–132, 140, 180, 182, 189–190, 194, 198–199, 201–202, 208–209, 212
3.NBT.2	Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	**SE/TE 3A:** 97–100, 101–102, 138–139, 141, 161–164, 165–166, 207–208, 213–214 **SE/TE 3B:** 4–14, 15–23, 24–26, 63–68, 69–74, 374–383
3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.	**SE/TE 3A:** 323–324, 356
3.NF	**Number and Operations - Fractions**	
Develop understanding of fractions as numbers.		
3.NF.1	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	**SE/TE 3B:** 5–10, 11–12, 13–17, 20, 21–23, 51, 52, 53–55, 57–58, 59–60
3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	
3.NF.2.a	Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	**SE/TE 3B:** 16–17, 23, 52, 56, 58
3.NF.2.b	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	**SE/TE 3B:** 16–17, 23, 52, 56, 58

Standards	Descriptor	Citations
3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	
3.NF.3.a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	**SE/TE 3B:** 35–38, 39–40, 52, 55–56, 61
3.NF.3.b	Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	**SE/TE 3B:** 35–38, 39–40, 52, 55–56, 61
3.NF.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.	**SE/TE 3B:** 18–19, 24, 55
3.NF.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	**SE/TE 3B:** 41–44, 45, 46, 47–48, 52, 57–58, 62
3.MD	**Measurement and Data**	
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		
3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	**SE/TE 3B:** 215–221, 222, 223–224, 232, 235, 240–246, 250, 254, 256–258, 260
3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (L). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	**SE/TE 3B:** 69–74, 75–76, 77–86, 87–88, 89–93, 94, 95–98, 99, 100, 102, 103–160, 107–109

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Standards	Descriptor	Citations
Represent and interpret data.		
3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.	**SE/TE 3B:** 269–278, 279–282, 283–288, 289–296, 297–300, 301–306, 317–319, 320, 321–323, 326–327, 330–331
3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	**SE/TE 3B:** 307–312, 313–314, 315–316, 320, 324–325, 328, 332
Geometric Measurement: understand concepts of area and relate area to multiplication and to addition.		
3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.	
3.MD.5.a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	**SE/TE 3B:** 119–126, 127–130, 194, 195
3.MD.5.b	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	**SE/TE 3B:** 119–126, 127–130, 194, 195
3.MD.6	Measure areas by counting unit squares (square cm, square m, square in., square ft, and improvised units).	**SE/TE 3B:** 131–138, 139–142, 143–150, 151–154, 156–159, 167–169, 192, 194, 196–198, 201, 207–208
3.MD.7	Relate area to the operations of multiplication and addition.	
3.MD.7.a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	**SE/TE 3B:** 160–162, 170, 198, 206
3.MD.7.b	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	**SE/TE 3B:** 160–162, 170, 204, 206

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Standards	Descriptor	Citations
3.MD.7.c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.	**SE/TE 3B:** 160–161, 170, 198
3.MD.7.d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	**SE/TE 3B:** 163–166, 171–172, 194, 205–206
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.		
3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas, or with the same area and different perimeters.	**SE/TE 3B:** 157–159, 167–169, 173–181, 183–190, 191, 193, 194, 198–204, 209
3.G	**Geometry**	
Reason with shapes and their attributes.		
3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	**SE/TE 3B:** 377–389, 390, 391–394, 395, 396, 398, 400–401, 403–404
3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	**SE/TE 3B:** 5–10, 11–12, 13–15, 20, 21–22, 52, 53–53, 57, 59–60

Chapter Planning Guide

Total pacing: 12 days	Chapter Opener, Recall Prior Knowledge Pages 1 – 6 Pacing: 1 day	1 Counting to 10,000 Pages 7 – 16 Pacing: 1 day
Pacing	**DAY 1 of 12**	**DAY 2 of 12**
Learning Objectives	**What are the different ways you can represent a 4-digit number?** • Review related concepts from previous chapters or grades.	• Use base-ten blocks to count, read, and write numbers to 10,000. • Count by 1s, 10s, 100s, and 1,000 to 10,000.
New Vocabulary		ten thousand
Materials		• 1 set of base-ten blocks per pair • 1 copy of Place-Value Charts (Thousands, Hundreds, Tens, and Ones) (TR02) per pair
Instructional Resources	• **Student Edition 3A**, pp. 1 – 6	• **Student Edition 3A**, pp. 7 – 16 • **Extra Practice and Homework 3A**, Activity 1 • **Reteach 3**, Activity 1 • **Enrichment 3**, Activity 1
Mathematical Habits	• 7 Make use of structure	• 2 Use mathematical reasoning
Standards for Mathematical Content		
Fact Fluency		Fact Builder, p. 1

2 Place Value

Pages 17 – 24
Pacing: 2 days

3 Comparing and Ordering Numbers

Pages 25 – 40
Pacing: 3 days

DAYS 3 – 4 of 12	DAYS 5 – 6 of 12	DAY 7 of 12
• Use a place-value chart to read, write, and represent numbers to 10,000. • Read and write numbers to 10,000 in expanded form, standard form, and word form. • Recognize the value of digits in each place value of a 4-digit number.	• Use base-ten blocks, place-value charts, and number lines to compare and order numbers.	• Look for a pattern to complete a number sequence.
	number line	rule
• 1 set of place-value strips per pair • 1 set of base-ten blocks per pair • 1 10-sided die per group • 1 copy of Place-Value Charts (Thousands, Hundreds, Tens, and Ones) (TR02) per group	• 1 set of base-ten blocks per pair • 1 copy of Place-Value Charts (Thousands, Hundreds, Tens, and Ones) (TR02) per pair • 1 copy of a Number Line Template (TR03) per pair	• 1 set of base-ten blocks per pair • 1 copy of Place-Value Charts (Thousands, Hundreds, Tens, and Ones) (TR02) per pair • 1 copy of a Number Line Template (TR03) per pair
• **Student Edition 3A**, pp. 17 – 24 • **Extra Practice and Homework 3A**, Activity 2 • **Reteach 3**, Activity 2 • **Enrichment 3**, Activity 2	• **Student Edition 3A**, pp. 25 – 33 • **Extra Practice and Homework 3A**, Activity 3 • **Reteach 3**, Activity 3 • **Enrichment 3**, Activity 3	• **Student Edition 3A**, pp. 34 – 40 • **Extra Practice and Homework 3A**, Activity 3 • **Reteach 3**, Activity 3 • **Enrichment 3**, Activity 3
• 7 Make use of structure	• 7 Make use of structure • 8 Look for patterns	• 7 Make use of structure
Fact Builder, p. 2 Fact Builder, p. 3	Fact Strategy Practice, p. 4 Fact Builder, p. 5	Fact Strategy Practice, p. 6

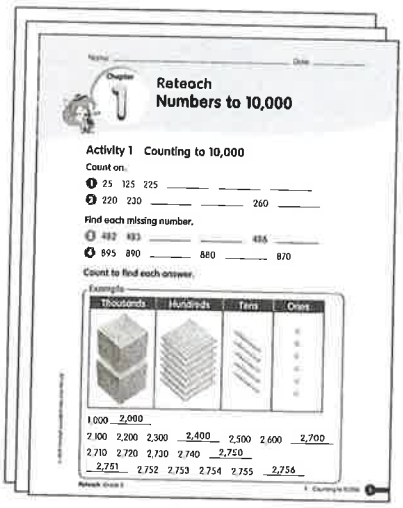
Chapter Planning Guide

	4 Rounding Numbers to the Nearest Ten Pages 41 – 46 Pacing: 1 day	5 Rounding Numbers to the Nearest Hundred Pages 47 – 54 Pacing: 1 day
Pacing	**DAY 8 of 12**	**DAY 9 of 12**
Learning Objectives	• Use number lines and place values to round numbers to the nearest ten.	• Use number lines and place values to round numbers to the nearest hundred.
New Vocabulary	round, estimate	
Materials	• 1 set of Numbered Cards (10 – 20) (TR04) per group • 1 copy of Place-Value Charts (Hundreds, Tens, and Ones) (TR01) per pair • 1 copy of Number Line Template (TR03) per pair	• 1 die per pair • 1 copy of Place-Value Charts (Thousands, Hundreds, Tens, and Ones) (TR02) per pair • 1 copy of a Number Line Template (TR03) per pair • 1 set of A – J Numbered Cards (TR05) per group
Instructional Resources	• **Student Edition 3A**, pp. 41 – 46 • **Extra Practice and Homework 3A**, Activity 4 • **Reteach 3**, Activity 4 • **Enrichment 3**, Activity 4	• **Student Edition 3A**, pp. 47 – 54 • **Extra Practice and Homework 3A**, Activity 5 • **Reteach 3**, Activity 5 • **Enrichment 3**, Activity 5
Mathematical Habits	• 2 Use mathematical reasoning • 7 Make use of structure	• 2 Use mathematical reasoning • 3 Construct viable arguments • 7 Make use of structure
Standards for Mathematical Content	• **3.NBT.1** Round whole numbers to the nearest 10 or 100.	• **3.NBT.1** Round whole numbers to the nearest 10 or 100.
Fact Fluency	Fact Strategy Practice, p. 7	Apply and Build Knowledge, p. 8

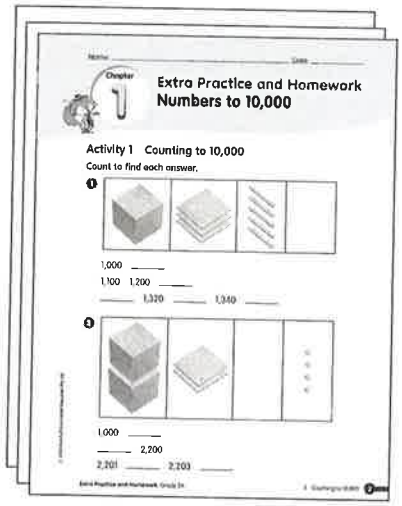
Math Journal, Put On Your Thinking Cap! Pages 55 – 57 Pacing: 1 day	Chapter Wrap-Up, Chapter Review, Performance Task, Project Work Pages 58 – 70 Pacing: 2 days
DAY 10 of 12	**DAYS 11 – 12 of 12**
Heuristics • Solve part of the problem • Look for patterns	• Reinforce and consolidate chapter skills and concepts.
• **Student Edition 3A**, pp. 55 – 57 • **Extra Practice and Homework 3A**, Put On Your Thinking Cap! • **Enrichment 3**, Put On Your Thinking Cap!	• **Student Edition 3A**, pp. 58 – 70 • **Chapter Review** • **Assessment Guide 3**, Chapter Test 1
• 2 Use mathematical reasoning • 6 Use precise mathematical language • 8 Look for patterns	• 2 Use mathematical reasoning • 7 Make use of structure
Writing about Math, p. 9	

Assessment and Differentiation

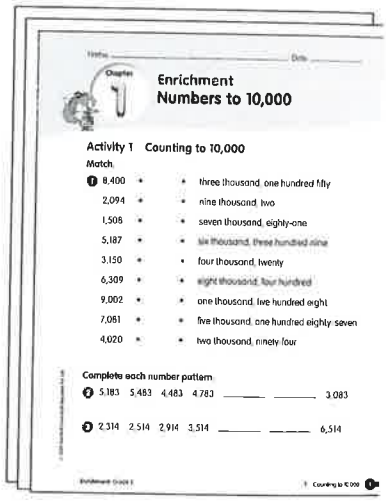
	Assessment	Differentiation
Readiness	**Student Edition 3A**, Chapter 1, Quick Check	**Reteach 2**, Chapter 1 Activities 1 to 4 **Extra Practice and Homework 2A**, Chapter 1 Activities 1 to 4
Formative	**Student Edition 3A**, Chapter 1, Try **Student Edition 3A**, Chapter 1, Independent Practice	**Reteach 3**, Chapter 1 **Extra Practice and Homework 3A**, Chapter 1 **Enrichment 3**, Chapter 1
	Student Edition 3A, Chapter 1, Chapter Review **Student Edition 3A**, Chapter 1, Performance Task	
Summative	**Assessment Guide 3**, Chapter Test 1	**Reteach 3**, Chapter 1 **Extra Practice and Homework 3A**, Chapter 1 **Enrichment 3**, Chapter 1



Reteach



Extra Practice and Homework



Enrichment

For Language Development

Select activities that reinforce the chapter vocabulary and the connections among these words, such as having students

- create a student-made dictionary that includes terms, definitions, and examples organized by chapter
- have a vocabulary bee by giving a definition and having students identify the term defined
- make flash cards for terms and examples, then mix and match
- discuss the Chapter Wrap-Up, encouraging students to use the chapter vocabulary

For Advanced Learners

To provide additional challenges, have students work on

- Enrichment activities
- Put On Your Thinking Cap! questions in **Student Edition** and **Extra Practice and Homework**

2019-20

GATEWAY LESSON PLAN TEMPLATE

A 4 Step Approach:

1. Identify the Standards
2. Define the Learning Outcomes
3. Identify the Instructional Activities
4. Execute Extension Activities/Assessment

Weekly Lesson Plan Format

Week of: 9-23-19
Teacher:

1. Identify the standard(s)	
Content Area: Subject: Math **Grade: 3**	
a) List standards to be addressed	**3.NBT.1 Round whole numbers to the nearest 10 or 100.**
b) List activities currently implemented in the classroom and related skills	Mini-morning meeting to set culture in our small group. Use of manipulatives to introduce concept Use of white boards to practice concepts Student Workbook A Technology- class presentation power point slides Class conversations and content discussions Accessing Prior knowledge Individual and small group student check-ins Concrete-Pictorial-Abstract progression format Extra practice and homework activities Reteach and enrichment activities Lesson Homework

2. Define the learning outcomes

Level of support ⟶	**Least** support	**Moderate** support	**Most** support
List the desired outcomes for students	Reading directions with any lesson clarification necessary. Work completion is independent with minimal teacher support.	Directions read aloud with check for understanding with student. Periodic check-ins with student to assure	Directions read aloud and chunked as needed. Consistent check-ins are carried out.

		understanding and progress. Preferential seating for quick teacher support. Assistance and redirection implemented as needed. Use of manipulations to aid in understanding. Modeling and examples for strategies used for lesson.	Student is seated in close proximity to the teacher or TA. All text is read aloud to student. Assigned items are discussed with student and responses are created aloud before the recording process begins. Strategies are suggested and modeled as necessary. Manipulatives are available at all times. Number of items required on assignment is altered as needed. Work is completed according to the IEP goals and objectives taking into account the accommodations housed in the IEP document.
List the formative assessments (Be sure to include multiple ways for students to show what they know).	Review of prior concepts-student led to check for understanding. Completed work graded. Analysis of work completed. Monitoring of student abilities to discuss their understanding of concepts and use of strategies. Math Unit assessments		

3. Identify the instructional activities/arts infusion/sensory based techniques to be used within the unit

List the instructional activities planned for all students: ***Arts infusion** ***Sensory based techniques**	**List the barriers that may prevent students from accessing instruction, participating in activities, or demonstrating learning**	**List supports that can be implemented to reduce barriers Note UDL's utilized in this lesson**

Monday- Review concepts taught and practiced on the previous lesson related to number lines. Assign "Try" problems 1-3 to be completed in small group setting with teacher support and check-ins. Regroup with the whole class to go over and discuss the "engage" & "learn" problems presented in student workbook pgs. 34-36. Students will independently complete the student pgs. 37 & 38 with teacher support before completing the "Independent Practice work on 39 & 40. Both teacher and para will rotate around the room to provide support and encouragement to students. **Tuesday-** Review concepts taught having students provide new vocabulary, and strategies they have learned during this lesson. Break into small groups to complete "Extra Practice and Homework" pgs. with reteaching and support provided within the small group. **Wednesday-** Unit 1, Lesson 4 Learning Objectives: **Use number lines and place values to round numbers to the nearest ten.** **Mathematical Habits: Use mathematical Habits** **Make use of Structure** **Lesson Vocabulary: round, estimate** Review and discuss learning objectives for this lesson. Have students solve "Think" problem with a partner and sharing their work with the class. Follow with lesson "Engage" and Learn" components (pgs. 41, 42 & 43). **Thursday-** Review concepts taught having students provide new vocabulary, and strategies they have learned during this lesson. Break into small groups to complete "Extra Practice and Homework" pgs. with reteaching and support provided within the small group. **Friday-** Introduce IXL to the class and relate the practice to the lesson concepts taught in class (Place	**Concepts too difficult** **Inattention/Unfocused** **Inappropriate behavior** **poor understanding**	**Read all text including problems** **Intermittent reminders/prompts to concentrate and refocus** **Sensory items- fidgets, pillows, Velcro, squish ball, thinking putty, Yogiboo animals** **Break lessons into chunks** **Use highlighters to highlight key strategies and concepts** **Change groupings, seating, position in room** **Movement breaks**

Value). Closely monitor student focus and success as they complete activities at their assigned level.		

4. How will you utilize your paraprofessional during the academic classes?
The para professional will support whole group instruction by participating as a group member and assisting in the monitoring of student behavior, participation, and understanding. The para will assist in helping students adhere to the procedures and expectations in the classroom. The para will conduct small group lessons as per the teacher's lesson plans dictate, and will monitor bathroom, breaks, behavior, and participation as needed.
5. How will you utilize technology during the academic classes?
Technology will extend and enhance student learning by implementing the "Focus on Math online components for learning skills, solving problems, implementing new strategies, and learning skill based games and skill work.
6.

Teacher's Name _____ Class _____ Date _____

CHAPTER 1	NUMBERS TO 10,000
What are the different ways you can represent a 4-digit number?	
SECTION 1.1 Counting to 10,000	
Pages 7–16	Pacing: 1 day

Learning Objectives
Use base-ten blocks to count, read, and write numbers to 10,000.
Count by 1s, 10s, 100s, and 1,000s to 10,000.

Mathematical Habit
Use mathematical reasoning

New Vocabulary
ten thousand

Materials
1 set of base-ten blocks per pair
1 copy of Place-Value Charts (Thousands, Hundreds, Tens, and Ones) (TR02) per pair

Online Tool
Virtual Manipulative: Represent Numbers to 9,999 Using Base-Ten blocks

Standards

CCSS.Math.Content.3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

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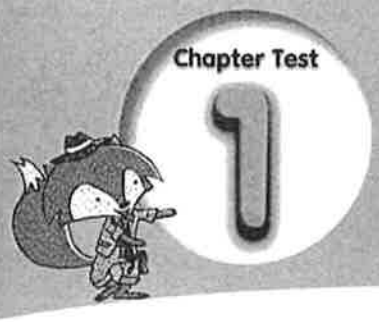
Name: _____ Date: _____



Assessment Guide
Numbers to 10,000

25
Suggested Time: 30 min

Section A Multiple-Choice Questions

(5 × 2 = 10 points)

1. Look at the number 2,078. Which place is the digit 7 in?

   (A) ones
   (B) tens
   (C) hundreds
   (D) thousands

2. Look for a pattern. What is the missing number?

   1,239 1,339 1,439 1,539 _____

   (A) 1,639
   (B) 1,739
   (C) 1,839
   (D) 2,639

3. What is the expanded form of 8,014?

   (A) 80 + 1 + 4
   (B) 800 + 1 + 40
   (C) 8,000 + 10 + 4
   (D) 8,000 + 100 + 40

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Section B Short Answer Questions

(6 to 8 Part A, 8 Part B, 8 Part C: 2 points each)

6 The trash machine will sound an alarm every 100 kilograms of trash loaded. The amount of trash in the machine now is 4,300 kilograms. What will be the next two weights for the machine to sound its alarm?

Show your work and write your answer in the space below.

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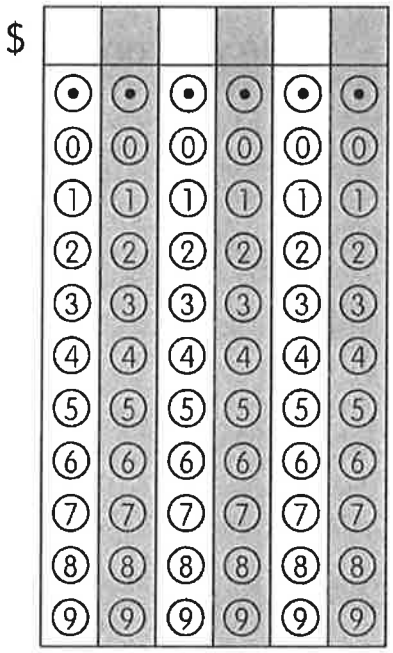
8 This question has three parts.

Part A

Sara needed supplies for her new business. She bought a copy machine for $667. How much did the copy machine cost, rounded to the nearest ten dollars?

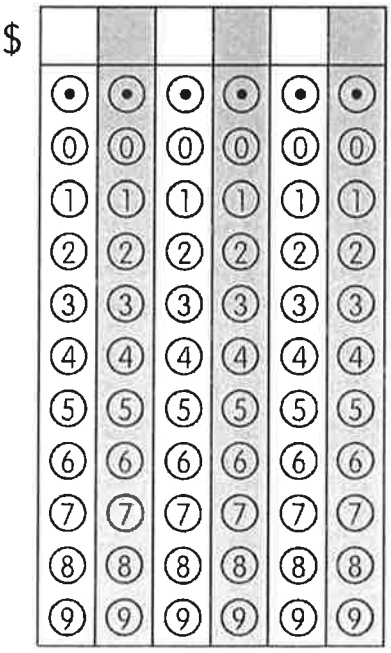
Write your answer in the answer grid.



Part B

Sara paid $1,125 for a computer. How much did the computer cost, rounded to the nearest hundred dollars?

Write your answer in the answer grid.



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Section C Constructed Response

(9: 3 points; 10: 2 points)

9 Daniel draws the number cards 4, 6, and 5 to make a 3-digit number. He says that 546 is the greatest number he can make because the 6 is in the place with the greatest value.

- Explain Daniel's mistake.
- What is the greatest number Daniel can make using the number cards?
- Explain how you arrived at your answer.

Write your answer and your work or explanation in the space below.

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Common Core State Standards for Mathematics
Grade 4

Standards	Descriptor	Citations
Standards for Mathematical Practice		
SMP.1	Make sense of problems and persevere in solving them.	**SE/TE 4A:** 1L–1M, 61–76, 79–88, 89H–89J, 89M, 101, 106, 121–128, 133–138, 208, 210–220, 221S, 325–340, 341K, 394, 396–404 **SE/TE 4B:** 240, 346
SMP.2	Reason abstractly and quantitatively.	**SE/TE 4A:** 1H, 1K–1M, 11, 16, 41, 46, 49, 52–60, 79, 89J, 89M, 125, 145–152, 208, 221M, 221O, 221Q, 221S, 239, 245, 267–275, 281, 295–296, 298, 323, 341G, 341I–341K, 355, 362, 375–376, 383, 385–387, 395 **SE/TE 4B:** 239, 294–296, 345, 347
SMP.3	Construct viable arguments and critique the reasoning of others.	**SE/TE 4A:** 89M, 207, 221L–221M, 221S, 231, 233, 239, 241, 321, 341K, 393 **SE/TE 4B:** 76, 85
SMP.4	Model with mathematics.	**SE/TE 4A:** 1H–1I, 1L, 1–10, 19–26, 61–76, 89H–89M, 89–100, 125, 129–144, 153–166, 179–183, 189–206, 209, 221L–221O, 221R, 221–230, 239, 244–255, 267–275, 279–284, 303–320, 324, 341F–341J, 341–361, 365–375, 377–383, 387–392 **SE/TE 4B:** 86, 240

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Standards	Descriptor	Citations
SMP.5	Use appropriate tools strategically.	**SE/TE 4B:** 1L, 49–51, 54, 89I–89M, 125, 129–166, 179–183, 189–206, 221S, 226, 232, 295, 321–324, 341I–341J, 375–385
SMP.6	Attend to precision.	**SE/TE 4A:** 1I, 1M, 27–31, 77, 89I, 121–124, 221L, 221N–221R, 221–230, 253, 256–261, 264, 267–286, 288–308, 341F–341H, 341–361, 365–368 **SE/TE 4B:** 82, 114, 155, 156, 270, 293
SMP.7	Look for and make use of structure.	**SE/TE 4A:** 1J–1K, 27, 35, 41–43, 89H, 89K–89L, 89–101, 107–120, 167–170, 172–179, 185, 341K, 394
SMP.8	Look for and express regularity in repeated reasoning.	**SE/TE 4A:** 1J, 1M, 27, 37, 78, 221S, 322, 341H, 365, 369–374 **SE/TE 4B:** 87, 240
Standards for Mathematical Content		
4.OA	**Operations and Algebraic Thinking**	
Use the four operations with whole numbers to solve problems.		
4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	**SE/TE 4A:** 179–185, 187–188, 213
4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	**SE/TE 4A:** 153–158, 163–166, 191–204, 207, 209, 213–214, 217–218

Standards	Descriptor	Citations
4.OA.3	Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	**SE/TE 4A:** 9, 61–71, 73–76, 83, 99–100, 189–206, 207, 208–209, 214, 216
Gain familiarity with factors and multiples.		
4.OA.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	**SE/TE 4A:** 167–178, 179–185, 187–188, 208, 212–213, 215
Generate and analyze patterns.		
4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	**SE/TE 4A:** 32–38, 40, 82
4.NBT	**Number and Operations in Base Ten**	
Generalize place value understanding for multi-digit whole numbers.		
4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	**SE/TE 4A:** 2–4, 11–18, 19–23, 25–26, 79, 81, 84
4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	**SE/TE 4A:** 2–5, 11–18, 19–23, 25–26, 27–31, 39, 77, 78–79, 81, 85

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Standards	Descriptor	Citations
4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	**SE/TE 4A:** 6, 49–60, 79, 82–83, 98, 115–118, 120, 345
Use place value understanding and properties of operations to perform multi-digit arithmetic.		
4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	**SE/TE 4A:** 7–8, 41–48, 82–83, 98
4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**SE/TE 4A:** 92–95, 101–120, 211, 215
4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**SE/TE 4A:** 121–124, 125–152, 212, 215
4.NF	**Number and Operations – Fractions**	
Extend understanding of fraction equivalence and ordering.		
4.NF.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	**SE/TE 4A:** 228, 231–235, 237–238, 327, 333, 335, 344

Standards	Descriptor	Citations
4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 12. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	**SE/TE 4A:** 239–252, 327–328, 334, 336–337
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.		
4.NF.3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.	
4.NF.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	**SE/TE 4A:** 253–260, 328, 346
4.NF.3.b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.	**SE/TE 4A:** 267–274, 275–281, 283–284, 328–329
4.NF.3.c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	**SE/TE 4A:** 285–294, 329
4.NF.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	**SE/TE 4A:** 303–308, 315–316, 331, 336

Standards	Descriptor	Citations
4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	
4.NF.4.a	Understand a fraction *a*/*b* as a multiple of 1/*b*.	**SE/TE 4A:** 267–274, 275–281, 283–284, 296, 301, 330
4.NF.4.b	Understand a multiple of *a*/*b* as a multiple of 1/*b*, and use this understanding to multiply a fraction by a whole number.	**SE/TE 4A:** 267–274, 275–281, 283–284, 295–299, 301–302, 324, 328–330
4.NF.4.c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	**SE/TE 4A:** 311–314, 318–320, 321, 330–332, 333
Understand decimal notation for fractions, and compare decimal fractions.		
4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	**SE/TE 4A:** 387–388, 392, 399, 402
4.NF.6	Use decimal notation for fractions with denominators 10 or 100.	**SE/TE 4A:** 342–343, 347–354, 355–364, 383–388, 391–392, 394, 397, 399–400, 401–402
4.NF.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	**SE/TE 4A:** 365–368, 373, 393, 395, 397–398, 400, 401–403

Standards	Descriptor	Citations
4.MD	**Measurement and Data**	
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.		
4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	**SE/TE 4B:** 2–3, 5–8, 19–28, 42–48, 49–56, 57–62, 63–70, 71–73, 77–87, 89–98
4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	**SE/TE 4B:** 8, 41–48, 63–70, 77–82, 84–87, 90–98
4.MD.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	**SE/TE 4B:** 102–106, 107–128, 129–140, 141–149, 151–157
Represent and interpret data.		
4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	**SE/TE 4A:** 309–311, 316–317, 330–331

Standards	Descriptor	Citations
Geometric measurement: understand concepts of angle and measure angles.		
4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.	**SE/TE 4B:** 172–175, 181–194, 243–244
4.MD.5.a	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.	**SE/TE 4B:** 172–175, 181–194, 205–212, 243–244, 245
4.MD.5.b	An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.	**SE/TE 4B:** 181–194, 249
4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	**SE/TE 4B:** 181–194, 195–204, 249
4.MD.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	**SE/TE 4B:** 213–222, 245–246, 248

Standards	Descriptor	Citations
4.G	**Geometry**	
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.		
4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	**SE/TE 4B:** 223–240, 251–252, 259–264, 265-272
4.G 2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	**SE/TE 4B:** 256–258, 259–264, 265–272, 293, 295–296, 299–300, 303–305
4.G 3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	**SE/TE 4B:** 273–281, 283–284, 285–292, 294–295, 301–302, 304, 306–307

Chapter Planning Guide

Total pacing: 17 days	Chapter Opener, Recall Prior Knowledge Pages 1 – 10 Pacing: 1 day	1 Numbers to 100,000 Pages 11 – 18 Pacing: 2 days
Pacing	**DAY 1 of 17**	**DAYS 2–3 of 17**
Learning Objectives	**Essential Question** **What are three different ways that you can read and write whole numbers?** • Review related concepts from previous chapters or grades.	• Read and write numbers to 100,000 in expanded form, standard form, and word form. • State the place and value of each digit in a 5-digit number.
New Vocabulary		hundred thousand
Materials		• 1 set of place-value chips per pair • 1 set of place-value strips per pair • 1 set of base-ten blocks per pair • 1 copy of Place-Value Chart (TR01) per student, if required
Instructional Resources	• **Student Edition 4A,** pp. 1 – 10	• **Student Edition 4A,** pp. 11 – 18 • **Extra Practice and Homework 4A,** Activity 1 • **Reteach 4,** Activity 1 • **Enrichment 4,** Activity 1
Mathematical Habits	• Use mathematical models	• Use mathematical reasoning
Standards for Mathematical Content		• **4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents 10 times what it represents in the place to its right. • **4.NBT.2** Read and write multi-digit whole numbers. Compare two multi-digit numbers. Use >, =, and < symbols.
Fact Fluency	Fact Strategy Practice, p. 1	Fact Strategy Practice, pp. 1 – 2

2 Numbers to 1,000,000 Pages 19 – 26 Pacing: 2 days	3 Comparing and Ordering Numbers Pages 27 – 40 Pacing: 3 days
DAYS 4–5 of 17	**DAY 6 of 17**
• Read and write numbers to 1,000,000 in standard form, word form, and expanded form. • State the place and value of each digit in a 6-digit number.	• Compare and order numbers to 1,000,000.
million, period	
• 1 set of place-value chips per pair • 1 set of place-value strips per pair • Base-ten thousand-cube • 1 copy of Place-Value Chart (TR01) per student • 1 copy of Find the Value Recording Sheet (TR02) per student	• 1 set of place-value chips per pair • 1 set of place-value strips per pair • 1 copy of Place-Value Chart (TR01) per student • 1 copy of Number Cards 0 – 9 (TR03) per pair
• **Student Edition 4A,** pp. 19 – 26 • **Extra Practice and Homework 4A,** Activity 2 • **Reteach 4,** Activity 2 • **Enrichment 4,** Activity 2	• **Student Edition 4A,** pp. 27 – 31 • **Extra Practice and Homework 4A,** Activity 3 • **Reteach 4,** Activity 3 • **Enrichment 4,** Activity 3
• Use mathematical models	• Use precise mathematical language
• **4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents 10 times what it represents in the place to its right. • **4.NBT.2** Read and write multi-digit whole numbers. Compare two multi-digit numbers. Use >, =, and < symbols.	• **4.NBT.2** Read and write multi-digit whole numbers. Compare two multi-digit numbers. Use >, =, and < symbols.
Fact Strategy Practice, pp. 2 – 3	Fact Strategy Practice, p. 3

Chapter Planning Guide

continued ...

	DAY 7 of 17	DAY 8 of 17
Pacing		
Learning Objectives	• Identify how much more or less one number is than another. • Find the rule in a number pattern.	• Create number patterns.
New Vocabulary		
Materials	• 1 set of place-value chips per student • 1 copy of Place-Value Chart (TR01) per student • 1 decahedra dice per pair	• 1 number cube (dice) per pair
Instructional Resources	• **Student Edition 4A,** pp. 32 – 35 • **Extra Practice and Homework 4A,** Activity 3 • **Reteach 4,** Activity 3 • **Enrichment 4,** Activity 3	• **Student Edition 4A,** pp. 36 – 40 • **Extra Practice and Homework 4A,** Activity 3 • **Reteach 4,** Activity 3 • **Enrichment 4,** Activity 3
Mathematical Habits	• Make use of structure	• Look for patterns
Standards for Mathematical Content	• **4.NBT.2** Read and write multi-digit whole numbers. Compare two multi-digit numbers. Use >, =, and < symbols. • **4.OA.5** Generate a pattern with a given rule. Identify features of the pattern that were not explicit in the rule itself.	• **4.OA.5** Generate a pattern with a given rule. Identify features of the pattern that were not explicit in the rule itself.
Fact Fluency	Fact Strategy Practice, p. 3	Fact Strategy Practice, p. 4

4 Adding and Subtracting Multi-Digit Numbers Fluently

Pages 41 – 48
Pacing: 2 days

DAY 9 of 17	DAY 10 of 17
• Add and subtract multi-digit numbers fluently.	• Add and subtract multi-digit numbers fluently.
• 1 set of place-value chips per pair • 1 copy of Place-Value Chart (TR01) per student	• 1 set of place-value chips per pair • 1 copy of Place-Value Chart (TR01) per student
• **Student Edition 4A,** pp. 41 – 43 • **Extra Practice and Homework 4A,** Activity 4 • **Reteach 4,** Activity 4 • **Enrichment 4,** Activity 4	• **Student Edition 4A,** pp. 44 – 48 • **Extra Practice and Homework 4A,** Activity 4 • **Reteach 4,** Activity 4 • **Enrichment 4,** Activity 4
• Make use of structure	• Use mathematical reasoning
• **4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.	• **4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Fact Strategy Practice, p. 4	Fact Strategy Practice, p. 4

Chapter Planning Guide

	5 Rounding and Estimating Pages 49 – 60 Pacing: 2 days		6 Real-World Problems: Addition and Subtraction Pages 61 – 76 Pacing: 3 days
Pacing	**DAY 11 of 17**	**DAY 12 of 17**	**DAYS 13–15 of 17**
Learning Objectives	• Round numbers to the nearest thousand.	• Estimate sums and differences. • Decide whether an estimate or an exact answer is needed.	• Use bar models to solve real-world addition and subtraction problems.
New Vocabulary		estimate	
Materials	• 1 decahedra dice per pair • 1 copy of Place-Value Chart (TR01) per student, if required		• Colored paper strips
Instructional Resources	• **Student Edition 4A**, pp. 49 – 51 • **Extra Practice and Homework 4A**, Activity 5 • **Reteach 4**, Activity 5 • **Enrichment 4**, Activity 5	• **Student Edition 4A**, pp. 52 – 60 • **Extra Practice and Homework 4A**, Activity 5 • **Reteach 4**, Activity 5 • **Enrichment 4**, Activity 5	• **Student Edition 4A**, pp. 61 – 76 • **Extra Practice and Homework 4A**, Activity 6 • **Reteach 4**, Activity 6 • **Enrichment 4**, Activity 6
Mathematical Habits	• Use appropriate tools strategically	• Use mathematical reasoning	• Persevere in solving problems • Use mathematical models
Standards for Mathematical Content	• **4.NBT.3** Round multi-digit whole numbers to any place.	• **4.NBT.3** Round multi-digit whole numbers to any place.	• **4.OA.3** Solve multistep word problems using the four operations. Assess the reasonableness of answers using appropriate strategies.
Fact Fluency	Fact Strategy Practice, p. 5	Apply and Build Knowledge, p. 6	Apply and Build Knowledge, pp. 7 – 8 Writing about Math, p. 9

Math Journal, Put On Your Thinking Cap! Pages 77 – 79 Pacing: 1 day	Chapter Wrap-Up, Chapter Review, Performance Task, Project Work Pages 80 – 88 Pacing: 1 day
DAY 16 of 17	**DAY 17 of 17**
Heuristics • Make a systematic list • Work backwards • Solve part of the problem	• Reinforce and consolidate chapter skills and concepts.
• **Student Edition 4A**, pp. 77 – 79 • **Extra Practice and Homework 4A**, Put On Your Thinking Cap! • **Enrichment 4**, Put On Your Thinking Cap!	• **Student Edition 4A**, pp. 80 – 88 • **Chapter Review** • **Assessment Guide 4**, Chapter Test 1
• Persevere in solving problems • Use mathematical reasoning • Use precise mathematical language • Look for patterns	• Persevere in solving problems
Writing about Math, p. 9	Apply and Build Knowledge, p. 10

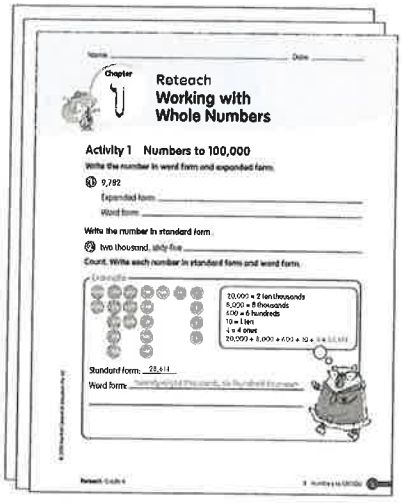
	Monday 9/30	Tuesday 10/1	Wednesday 10/2	Thursday 10/3	Friday 10/4
9:00 Getting Started	Holiday- school day off ↓	Breakfast → Have materials ready→	→Finish Breakfast Have materials ready →	→ Breakfast Have materials ready →	No School → Staff Professional Development Day
9:15 Morning Meeting		Discuss ways in which we can all help one another. Brainstorm ideas on the board.	Make a friendship chain that we can link together and hang in our classroom: This is something I can do to help others in my class	Find a group of students to work with this morning. Complete the "wheel" graphic organizer with words or pictures. How can I help myself in Mrs. Brennan's classroom?	
9:30-10:15 RTI		Introduce educational computer programs	Introduce Educational computer programs	Introduce Educational computer programs	
10:15-11:45 ELA- Genre: Narrative Nonfiction		Spelling words: long i Vocabulary: T195- Review from page T228 Essential Question: How can science help you understand how things work? T20 5-minute Quick Write T202, T203 Introduce Concepts (SI.4.1c) Draw a web and write words that you have learned about motion MINI LESSON: Interactive Read aloud T204 and T205 Go over all VOCABULARY WORD cards in group Close Read #1: "The Big Race-" Read 64-67 silently and see how Alex and Liam use science to help them win the race	Close Read #2: T208 and T209 (guided) "The Big Race." Comprehension Strategy: T 210 and T 211 Cause and Effect: T 212 and T 213 Context Clues: T 216 and T217 Close Read #1: Students will silently read the graphic novel excerpt: "A Crash Course in Forces and Motion." Close Read #2: Guided reading with text questions (teacher led)	Students will read "The Box-Zip Project" silently before rereading with the teacher (guided). T 217S – T217V T218 Phonics/Fluency After-Reading Whole Group T219: Inflectional Endings Students will complete Write to Sources Day 2 activity after reviewing T221 with teacher: Writing About the Text (T 222 and T 223- scaffolding) Students may select one leveled-reader to read silently	

		Mia: Para will assist with workbook pages to be completed, and writing assignments	Mia: Para will assist with workbook pages to be completed, and writing assignments	Mia: Para will assist with workbook pages to be completed, and writing assignments	
11:45-12:45 Lunch/Recess	Everyone →	→	→	→	→
12:50-1:50 Math		Chapter 5: Rounding & Estimating- TE 49 Student Edition: pages 49-50	Chapter 5: Rounding & Estimating- TE 51, T52, T52A Student Edition: pages 51-53	Chapter 5: Rounding & Estimating- TE: T55-T58 Student Edition: pages 54-56	
1:55-2:45 Science/Social Studies		Science: Natural Disasters Laptop: Research one natural disaster and do a pre-write	Science: Natural Disasters Laptop: Begin using your pre- write to write one paragraph	Science: Natural Disasters Laptop: Continue to write one paragraph with a topic sentence and 3 details about earthquakes	
2:45-2:55	Clean →	→Clean	→Clean	→Clean	→Clean
2:55-3:40	Specials	Specials	Specials	Specials	Specials
3:40-3:45	Return to room/Dismissal by buses	Return to room/Dismissal by buses	Return to Room/Dismissal by buses	Return to Room/Dismissal by buses	Return to Room/Dismissal by buses

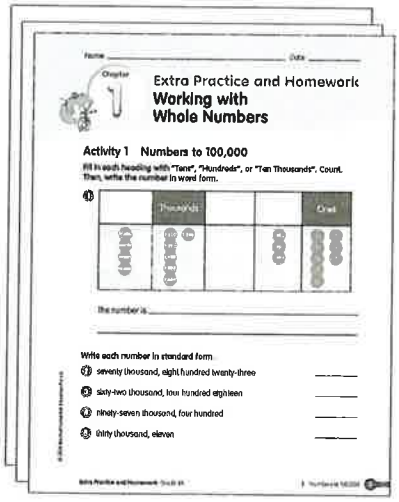
A = MUSIC B= GYM C=ART WENDY BRENNAN – GRADE 4- ROOM 103

Assessment and Differentiation

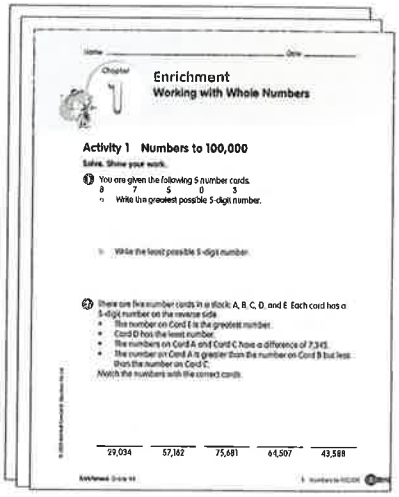
	Assessment	Differentiation
Readiness	**Student Edition 4A**, Chapter 1, Quick Check	**Reteach 4** **Extra Practice and Homework 4A**
Formative	**Student Edition 4A**, Chapter 1, Try **Student Edition 4A**, Chapter 1, Independent Practice **Student Edition 4A**, Chapter 1, Chapter Review **Student Edition 4A**, Chapter 1, Performance Task	**Reteach 4**, Chapter 1 **Extra Practice and Homework 4A**, Chapter 1 **Enrichment 4**, Chapter 1
Summative	**Assessment Guide 4**, Chapter Test 1	**Reteach 4**, Chapter 1 **Extra Practice and Homework 4A**, Chapter 1 **Enrichment 4**, Chapter 1


Reteach
Working with Whole Numbers
Activity 1 Numbers to 100,000

Reteach


Extra Practice and Homework
Working with Whole Numbers
Activity 1 Numbers to 100,000

Extra Practice and Homework


Enrichment
Working with Whole Numbers
Activity 1 Numbers to 100,000

Enrichment

For Language Development

Select activities that reinforce the chapter vocabulary and the connections among these words, such as having students

- create a student-made dictionary that includes terms, definitions, and examples organized by chapter
- have a vocabulary bee by giving a definition and having students identify the term defined
- make flash cards for terms and examples, then mix and match
- discuss the Chapter Wrap-Up, encouraging students to use the chapter vocabulary

For Advanced Learners

To provide additional challenges, have students work on

- Enrichment activities
- Put On Your Thinking Cap! questions in **Student Edition** and **Extra Practice and Homework**

Teacher's Name _____ Class _____ Date _____

CHAPTER 1	WORKING WITH WHOLE NUMBERS
What are three different ways that you can read and write whole numbers?	
SECTION 1.3 Comparing and Ordering Numbers	
Pages 27–40	Pacing: 3 days

Learning Objectives

Compare and order numbers to 1,000,000.
Identify how much more or less one number is than another.
Find the rule to complete a number pattern.
Create number patterns.

Mathematical Habits

Use precise mathematical language
Make use of structure
Look for patterns

Materials

1 set of place-value chips per pair
1 set of place-value strips per pair
1 copy of Place-Value Chart (TR01) per student
1 copy of Number Cards 0–9 (TR03) per pair
1 number cube (6-sided die) per pair
1 decahedra dice per pair

Online Tool

Learn Video: Ordering Numbers to 100,00 Using a Place-Value Chart

Standards

CCSS.Math.Content.4.OA.C.5
Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

CCSS.Math.Content.4.NBT.A.2
Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Open

Add to Plan

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Teacher's Name _____ Class _____ Date _____

Day 7 of 18	Pages 27–32	Date:

Think (page 27)
Engage (page 27)
Learn (pages 27 to 29) Compare and order numbers to 1,000,000
Hands-on Activity (page 30) Activity 1 Comparing numbers to 1,000,000; Activity 2 Ordering numbers to 1,000,000
Try (pages 31 to 32)
Day 7 Wrap Up

Day 8 of 18	Pages 32–35	Date:

Engage (page 32)
Learn (pages 32 to 33) Find missing numbers in a number pattern
Math Talk (page 32)
Hands-on Activity (page 34) Showing 10, 100, 1,000 more or less than a 5-digit number
Try (pages 34 to 35)
Math Sharing (page 35)
Day 8 Wrap Up

Day 9 of 18	Pages 36–39	Date:

Engage (page 36)
Learn (pages 36 to 37) Create number patterns
Hands-on Activity (page 37) Creating a number pattern
Math Talk (page 38)
Try (page 38)
Math Talk (page 38)
Day 9 Wrap Up

Practice, Differentiation, and Fact Fluency

Independent Practice pp. 39–40 and on Ed: Your Friend in Learning
Extra Support TE p. 40A; Reteach 1.3
On-Level TE p. 40A; Extra Practice & Homework 1.3
Advanced TE p. 40A; Enrichment 1.3
Fact Fluency Fact Strategy Practice, p. 3

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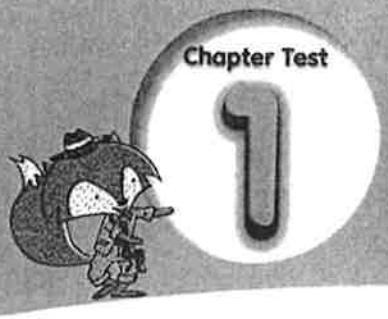
Name: _____ Date: _____



Assessment Guide Working with Whole Numbers

25

Suggested Time: 30 min

Section A Multiple-Choice Questions

(5 × 2 = 10 points)

1. Read the numbers.

   89,724 89,427 89,247 92,478

   Which is the least?

   (A) 92,478
   (B) 89,724
   (C) 89,427
   (D) 89,247

2. What is 273,629 when rounded to the nearest thousand?

   (A) 273,000
   (B) 273,600
   (C) 273,630
   (D) 274,000

3. What are the missing numbers?

   60,702 = _____ + 700 + _____

   (A) 6,000 and 2
   (B) 6,000 and 20
   (C) 60,000 and 2
   (D) 60,000 and 20

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4 Look for a pattern. What is the missing number?

26,783 25,783 24,783 23,783 _____

(A) 21,783
(B) 22,783
(C) 23,683
(D) 23,883

5 What is the sum of the value of 4 in 549,763 and the value of 9 in 387,962?

(A) 130,000
(B) 40,900
(C) 49,000
(D) 90,400

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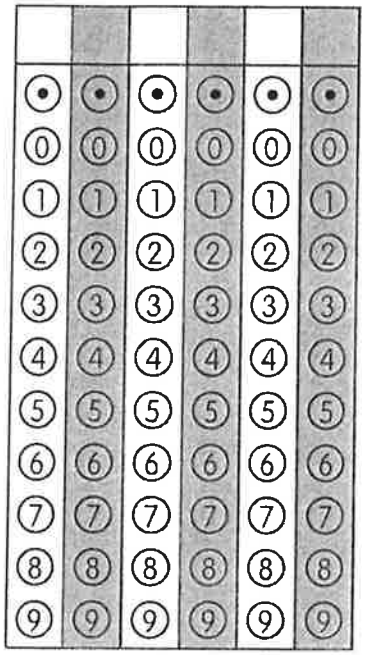
Section B Short Answer Questions

(5 × 2 = 10 points)

6 204,803 + 50,716 =

Write your answer in the answer grid.



7 The cost of a television set is $1,298. The cost of a refrigerator is $2,501. About how much do both items cost in all?

Show your work and write your answer in the space below.

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8 Store A earns $10,347. Store A earns $1,255 more than Store B.
How much do the two stores earn in all?

Show your work and write your answer in the space below.

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9 Tyler creates a number pattern for Ana to complete. Ana writes her answer in the blank.

8 7 10 9 12 11 14 13 16

Is Ana correct? Explain how you arrived at your answer.

Show your work and write your answer in the space below.

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10 An amusement park had 5,985 visitors in March. There were 1,070 more visitors in March than in April. In May, there were 524 more visitors than the total number of visitors in March and April. How many visitors were there in May?

Show your work and write your answer in the space below.

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Section C Constructed Response

(11: 3 points; 12: 2 points)

11 Sara finds the difference between 37,519 and 25,378. She gets the answer 12,261.

- Explain Sara's mistake.
- What should the correct answer be?
- Explain how you arrived at your answer.

Write your answer and your work or explanation in the space below.

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12 Amanda is thinking of a 5-digit number.

- The digit in the hundreds place is 7.
- The digit in the thousands place is the greatest possible digit.
- The digit in the ones place is double the digit in the ten thousands place.
- The digits in the thousands place and ones place add up to 17.
- The digits in the tens and ten thousands place add up to the digit in the hundreds place.

What number is Amanda thinking of?

Write your answer and your work or explanation in the space below.

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correlated to the

Common Core State Standards for Mathematics
Grade 5

Standards	Descriptor	Page Citations
Standards for Mathematical Practice		
SMP.1	Make sense of problems and persevere in solving them.	**For example:** **SE/TE 5A:** 1F, 1J, 1K, 1–10, 75–106, 107G–107J, 123–126, 139–142, 153–180, 181H–181P, 181–195, 201–215, 219–221, 233–286, 287E, 287G, 283–288, 312–326, 331O–331P, 421–452
SMP.2	Reason abstractly and quantitatively.	**For example:** **SE/TE 5A:** 1F, 1J, 1K, 1–10, 63–93, 107F–107H, 107J, 107–112, 117–122, 127–138, 143–152, 163–180, 181H–181I, 181K–181P, 187–195, 213–286, 287F–287G, 301–310, 315–326, 331H–331J, 331M, 331P, 339–341, 347–349, 357–358, 403–412, 435–452 **SE/TE 5B:** 169
SMP. 3	Construct viable arguments and critique the reasoning of others.	**For example:** **SE/TE 5A:** 1F, 1J, 11–19, 75–90, 107F–107J, 113–116, 123–126, 128, 139–142, 153–180, 181H, 181L, 181O–181P, 187–192, 219–221, 251–286, 287E–287F, 289–296, 298, 311–316, 317, 331H–331N, 331P, 341–346, 349–350, 354, 359–378, 395–420, 435–438
SMP.4	Model with mathematics.	**For example:** **SE/TE 5A:** 1K, 94–106, 181I–181J, 181L, 196–212, 222–232 **SE/TE 5B:** 201

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Standards	Descriptor	Page Citations
SMP.5	Use appropriate tools strategically.	**For example:** **SE/TE 5A:** 107F–107G, 107–112, 129–138 **SE/TE 5B:** 103, 135, 259
SMP.6	Attend to precision.	**For example:** **SE/TE 5A:** 1I, 45–62, 331L–331M, 375–388, 403–412 **SE/TE 5B:** 49, 123, 136, 137
SMP.7	Look for and make use of structure.	**For example:** **SE/TE 5A:** 1G, 1I–1K, 27–32, 45–74, 91–93, 107J, 163–165, 181L, 181P, 222–232, 269–286, 331P, 439–452 **SE/TE 5B:** 20, 126
SMP.8	Look for and express regularity in repeated reasoning.	**For example:** **SE/TE 5A:** 1G–1H, 1K, 19–44, 91–93, 181P, 269–286, 331K–331L, 331P, 363–378, 389–394, 439–452 **SE/TE 5B:** 22, 167
Standards for Mathematical Content		
5.OA	**Operations and Algebraic Thinking**	
Write and interpret numerical expressions.		
5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	**SE/TE 5A:** 22, 27–28, 30, 31–32, 35–36, 40–42, 43–44, 55, 58, 62, 66, 68, 70–72, 74, 93, 96, 101, 186, 224, 228, 231–232, 238, 277 **SE/TE 5B:** 73–78
5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	**SE/TE 5A:** 63–66, 72, 78, 92, 101

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Common Core State Standards for Mathematics, Grade 5

Standards	Descriptor	Page Citations
Analyze patterns and relationships.		
5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	**SE/TE 5B:** 91–102, 111–113
5.NBT	**Number and Operations in Base Ten**	
Understand the place value system.		
5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	**SE/TE 5A:** 288–291, 293–300, 301–306, 309–310, 311–312, 315–316, 317, 318–319, 321–324, 325–328, 332–335, 339–346, 347–356, 357–362, 363–378, 379–388, 389–402, 413–420, 435, 436–438, 441–448
5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	**SE/TE 5A:** 19–32, 33–44, 92, 95–96, 102, 335, 363–378, 389–402
5.NBT.3	Read, write, and compare decimals to thousandths.	
5.NBT.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	**SE/TE 5A:** 288–290, 293–300, 321, 324
5.NBT.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	**SE/TE 5A:** 290, 301–306, 309–310, 319, 322, 325, 328
5.NBT.4	Use place value understanding to round decimals to any place.	**SE/TE 5A:** 292, 307–308, 310, 318–319, 322, 324, 326–327

Standards	Descriptor	Page Citations
Perform operations with multi-digit whole numbers and with decimals to hundredths.		
5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	**SE/TE 5A:** 3–6, 45–49, 59–60, 69–71, 73–74, 85, 87, 97, 100, 104 **SE/TE 5B:** 21–22, 26, 37–42, 43–48, 55–62, 63–64
5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**SE/TE 5A:** 6–8, 33–44, 50–58, 61–62, 69–71, 73–74, 75–83, 85–90, 95–102, 103, 336–337 **SE/TE 5B:** 64
5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	**SE/TE 5A:** 332–338, 339–346, 347–356, 357–362, 363–378, 379–388, 389–402, 403–412, 413–420, 421–434, 435, 436–438, 441–448, 449–451 **SE/TE 5B:** 245–258, 266–269, 270–273
5.NF	**Number and Operations - Fractions**	
Use equivalent fractions as a strategy to add and subtract fractions.		
5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.	**SE/TE 5A:** 123–138, 139–152, 153–162, 163, 164–165, 167–174, 175–178, 224, 228, 231–232, 251–268, 278–282, 283–285 **SE/TE 5B:** 68, 72, 73–78, 107–108, 115
5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	**SE/TE 5A:** 123–124, 127–128, 133–134, 137–138, 139–140, 143–144, 148, 150, 152, 168–169, 170, 173–174, 175, 185, 201–212, 251–268, 278, 280, 283–285

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Standards	Descriptor	Page Citations
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.		
5.NF.3	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	**SE/TE 5A:** 113–122, 167, 170–171
5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	
5.NF.4.a	Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.	**SE/TE 5A:** 187–192, 193, 200, 201–212, 213–218, 219–232, 233–240, 241–250, 251–268, 269, 275–282, 283–285 **SE/TE 5B:** 241–244, 245–258, 261–263, 265–269, 270–273
5.NF.4.b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	**SE/TE 5A:** 222–224, 227–228, 230–232, 277
Perform operations with multi-digit whole numbers and with decimals to hundredths.		
5.NF.5	Interpret multiplication as scaling (resizing), by:	
5.NF.5.a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	**SE/TE 5A:** 193–197, 199, 213–214, 219–232, 277, 281
5.NF.5.b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	**SE/TE 5A:** 225–226, 281

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Standards	Descriptor	Page Citations
5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	**SE/TE 5A:** 187, 189, 192, 193–194, 201–212, 219–220, 222, 233–240, 251–268, 271, 278–282, 283–285 **SE/TE 5B:** 35–38, 42, 60, 73–78, 107–108, 115, 245–258
5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	
5.NF.7.a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.	**SE/TE 5A:** 241–244, 249, 259–260, 262–263, 269, 278
5.NF.7.b	Interpret division of a whole number by a unit fraction, and compute such quotients.	**SE/TE 5A:** 247–248, 250, 261–263, 268, 278
5.NF.7.c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.	**SE/TE 5A:** 259–262, 268
5.MD	**Measurement and Data**	
Convert like measurement units within a given measurement system.		
5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	**SE/TE 5A:** 413–420, 437, 449–451 **SE/TE 5B:** 27–42, 57, 55–62, 63–64
Represent and interpret data.		
5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.	**SE/TE 5B:** 68–69, 73–78, 103, 107–108, 115–117

Standards	Descriptor	Page Citations
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.		
5.MD.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	**SE/TE 5B:** 7–9, 10
5.MD.3.a	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	**SE/TE 5B:** 5–10, 51–53
5.MD.3.b	A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	**SE/TE 5B:** 11–14, 23, 55, 61
5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	**SE/TE 5B:** 11–26, 50–53, 55, 61, 63–64
5.MD.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	
5.MD.5.a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	**SE/TE 5B:** 11–26, 50–53, 61
5.MD.5.b	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	**SE/TE 5B:** 18–22, 25–26, 27–42, 43–48, 49, 50–53, 56–62, 63–64

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Standards	Descriptor	Page Citations
5.MD.5.c	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	**SE/TE 5B:** 43–48, 61
5.G	**Geometry**	
Graph points on the coordinate plane to solve real-world and mathematical problems.		
5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	**SE/TE 5B:** 70–71, 79–87, 89–90, 94–102, 109–114, 115–117
5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	**SE/TE 5B:** 70–71, 79–87, 89–90, 94–102, 109–114, 115–117
Classify two-dimensional figures into categories based on their properties.		
5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	**SE/TE 5B:** 129–134, 135, 136–137, 139–140, 141–142
5.G.4	Classify two-dimensional figures in a hierarchy based on properties.	**SE/TE 5B:** 129–134, 135, 136–137, 139–140, 141–142

Chapter Planning Guide

Total pacing: 13 days	Chapter Opener, Recall Prior Knowledge Pages 1 – 4 Pacing: 1 day	1 Building Solids Using Unit Cubes Pages 5 – 10 Pacing: 1 day
Pacing	**DAY 1 of 13**	**DAY 2 of 13**
Learning Objectives	**How can you measure the amount of space in a box or container? What units can we use?** • Review related concepts from previous chapters or grades.	• Use unit cubes to build solids. • Determine the number of unit cubes in an irregular solid. • Recognize that the volume of a solid is the amount of space it occupies.
New Vocabulary		unit cube, congruent, edge
Materials		• 1 set of 30 unit cubes or connecting cubes per pair • 1 copy of Grid paper (TR02) per pair
Lesson Resources	• **Student Edition 5B,** pp. 1 – 4	• **Student Edition 5B**, pp. 5 – 10 • **Extra Practice and Homework 5B**, Activity 1 • **Reteach 5**, Activity 1 • **Enrichment 5**, Activity 1
Mathematical Habits	• 1 Persevere in solving problems • 4 Use mathematical models	• 4 Use mathematical models • 7 Make use of structure
Standards for Mathematical Content		• **5.MD.3** Understand concepts of volume measurement. • **5.MD.3a** A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
Fact Fluency		Fact Builder, p. 52

2 Understanding and Measuring Volume

Pages 11 – 26
Pacing: 3 days

DAY 3 of 13	DAYS 4 – 5 of 13
• Find the volume of a solid made up of unit cubes.	• Find the volumes of cubes and rectangular prisms.
• 1 set of unit cubes or connecting cubes per pair	• 1 set of connecting cubes per pair
• **Student Edition 5B**, pp. 11 – 14 • **Extra Practice and Homework 5B**, Activity 2 • **Reteach 5**, Activity 2 • **Enrichment 5**, Activity 2	• **Student Edition 5B**, pp. 15 – 26 • **Extra Practice and Homework 5B**, Activity 2 • **Reteach 5**, Activity 2 • **Enrichment 5**, Activity 2
• 4 Use mathematical models • 7 Make use of structure	• 4 Use mathematical models • 7 Make use of structure • 8 Look for patterns
• **5.MD.3b** A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.	• **5.MD.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
Fact Strategy Practice, p. 53 Fact Builder, p. 53	Fact Strategy Practice, p. 55

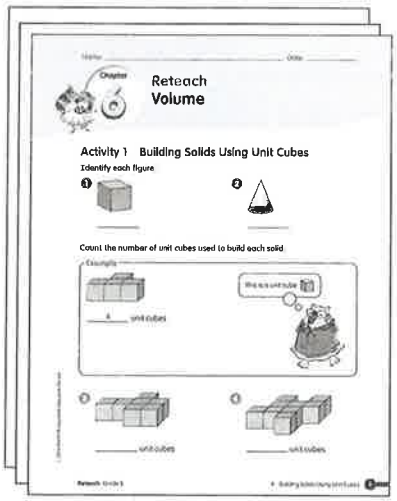
Chapter Planning Guide

	3 Real-World Problems: Volume of Rectangular Prisms Pages 27 – 42 Pacing: 3 days		4 Real-World Problems: Volume of Composite Solids Pages 43 – 48 Pacing: 2 days
Pacing	**DAY 6 of 13**	**DAYS 7 – 8 of 13**	**DAY 9 of 13**
Learning Objectives	• Use a formula to find the volume of a rectangular prism.	• Find the capacity of a rectangular container. • Solve word problems on volume of rectangular prisms and liquids.	• Find the volume of a solid figure composed of two rectangular prisms.
New Vocabulary			composite solid
Materials	• 1 set of connecting cubes per pair		
Lesson Resources	• **Student Edition 5B**, pp. 27 – 32 • **Extra Practice and Homework 5B**, Activity 3 • **Reteach 5**, Activity 3 • **Enrichment 5**, Activity 3	• **Student Edition 5B**, pp. 32 – 42 • **Extra Practice and Homework 5B**, Activity 3 • **Reteach 5**, Activity 3 • **Enrichment 5**, Activity 3	• **Student Edition 5B**, pp. 43 – 45 • **Extra Practice and Homework 5B**, Activity 4 • **Reteach 5**, Activity 4 • **Enrichment 5**, Activity 4
Mathematical Habits	• 4 Use mathematical models • 7 Make use of structure	• 4 Use mathematical models • 7 Make use of structure	• 4 Use mathematical models • 7 Make use of structure
Standards for Mathematical Content	• **5.MD.5** Solve multiplication and addition problems involving volume. • **5.MD.5a** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and relate it to the product of the edge lengths, and to the product of the height and the area of the base. • **5.MD.5b** Find the volumes of right rectangular prisms using the formulas.	• **5.MD.5** Solve multiplication and addition problems involving volume. • **5.MD.5a** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and relate it to the product of the edge lengths, and to the product of the height and the area of the base. • **5.MD.5b** Find the volumes of right rectangular prisms using the formulas.	• **5.MD.5c** Find volumes of solid figures composed of two non-overlapping right rectangular prisms.
Fact Fluency	Fact Builder, p. 55 Fact Strategy Practice, p. 56	Fact Builder, p. 57	Fact Strategy Practice, p. 58

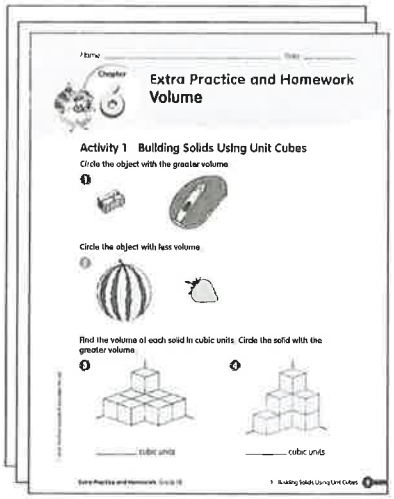
	Math Journal, Put On Your Thinking Cap! Pages 49 – 53 Pacing: 1 day	Chapter Wrap-Up, Chapter Review, Performance Task, Project Work Pages 54 – 66 Pacing: 2 days
DAY 10 of 13	**DAY 11 of 13**	**DAYS 12 – 13 of 13**
• Solve real-world problems on the volume of a composite solid.	**Heuristics** • Make a list • Look for patterns • Solve part of the problem • Simplify the problem	• Reinforce and consolidate chapter skills and concepts.
	• 1 set of connecting cubes per pair	
• **Student Edition 5B**, pp. 45 – 48 • **Extra Practice and Homework 5B**, Activity 4 • **Reteach 5**, Activity 4 • **Enrichment 5**, Activity 4	• **Student Edition 5B**, pp. 49 – 53 • **Extra Practice and Homework 5B**, Put On Your Thinking Cap! • **Enrichment 5**, Put On Your Thinking Cap!	• **Student Edition 5B**, pp. 54 – 66 • **Chapter Review** • **Assessment Guide 5**, Chapter Test 6
• 4 Use mathematical models • 7 Make use of structure	• 3 Construct viable arguments • 6 Use precise mathematical language • 7 Make use of structure • 8 Look for patterns	• 1 Persevere in solving problems • 2 Use mathematical reasoning • 4 Use mathematical models • 7 Make use of structure
• **5.MD.5c** Find volumes of solid figures composed of two non-overlapping right rectangular prisms.		
Apply and Build Knowledge, p. 59	Apply and Build Knowledge, p. 59 Apply and Build Knowledge, p. 60	

Assessment and Differentiation

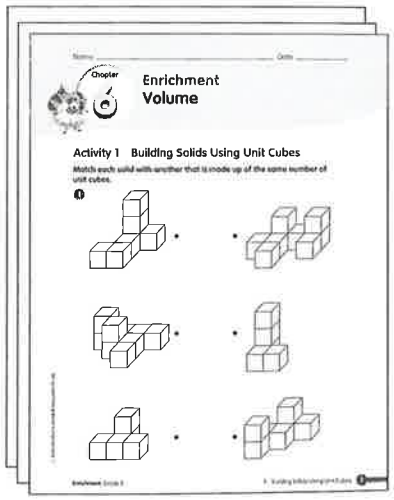
	Assessment	Differentiation
Readiness	**Student Edition 5B**, Chapter 6, Quick Check	**Reteach 1**, Chapter 3 Activity 2 **Extra Practice and Homework 1A**, Chapter 3 Activity 2 **Reteach 3**, Chapter 8 Activities 2 and 3 **Extra Practice and Homework 3B**, Chapter 8 Activities 2 and 3
Formative	**Student Edition 5B**, Chapter 6, Try **Student Edition 5B**, Chapter 6, Independent Practice **Student Edition 5B**, Chapter 6, Chapter Review **Student Edition 5B**, Chapter 6, Performance Task	**Reteach 5**, Chapter 6 **Extra Practice and Homework 5B**, Chapter 6 **Enrichment 5**, Chapter 6
Summative	**Assessment Guide 5**, Chapter Test 6	**Reteach 5**, Chapter 6 **Extra Practice and Homework 5B**, Chapter 6 **Enrichment 5**, Chapter 6



Reteach



Extra Practice and Homework



Enrichment

For Language Development

Select activities that reinforce the chapter vocabulary and the connections among these words, such as having students

- create a student-made dictionary that includes terms, definitions, and examples organized by chapter
- have vocabulary bee by giving a definition and having students identify the term defined
- make flash cards for terms and examples, then mix and match
- discuss the Chapter Wrap-Up, encouraging students to use the chapter vocabulary

For Advanced Learners

To provide additional challenges, have students work on

- Enrichment practices
- Put On Your Thinking Cap! questions in **Student Edition** and **Extra Practice and Homework**

2019-2020
Gateway Lesson Plan

Weekly Plan Format

Week of: 23Sept2019
Teacher:

1. Identify the standard(s)		
Content Area: Math	**Grade: 5**	**Chapter 1: Whole numbers and the 4 operations, Session 1: Numbers to 10,000,000**
a) List standards to be addressed 5.NBT.1 – Read and write numbers to 10,000,000 in expanded, standard and word form.		
b) List activities currently implemented in the classroom and related skills • Turn and talk interactions when applicable • Small group work • Class discussion • Independent practice and completion of assigned work (SIWBS)		

2. Define the learning outcomes			
Level of support	**Least** support	**Moderate** support	**Most** support
List the desired outcomes for students	- Reading of directions with needed clarification - Work completion is independent. - Comprehension of material is evident in discussion and graded work.	- Directions read aloud with check for understanding with student. - Periodic check-ins with student to assure understanding and progress. - Seating is offered in best place for student to concentrate and get necessary help as needed. - Assistance and redirection implemented as needed. - Student demonstrates understanding of the content in discussions and work completed.	- Directions read aloud and chunked as needed. Consistent check-ins are carried out. - Student is seated in close proximity to the teacher or TA. - Any text is read aloud to and with the student. - Assigned items are discussed with the student and responses are created aloud before recording. - Assistance is offered with spelling support. - Student is able to participate in class discussion adding their thoughts and ideas with support from the teacher. - Work is completed with the necessary assistance and any supports/accommodations listed in IEP.
List the formative assessments (Be sure to include multiple ways for students to show what they know).	- Monitoring of responses in class discussions. - Graded work completed. - Analysis of work samples. - Monitoring of post-it questions, comments, or responses. - Analysis of any drawings or other depictions of		

	understanding/comprehension of taught material. - Oral responses to target questions. - Listening to Turn-and-Talk/ small group discussions. - Quizzes - Teacher made tests		

3. Identify the instructional activities/arts infusion/sensory based techniques to be used within the unit

List the instructional activities planned for all students: ***Arts infusion** ***Sensory based techniques**	**List the barriers that may prevent students from accessing instruction, participating in activities, or demonstrating learning**	**List supports that can be implemented to reduce barriers** **Note UDL's utilized in this lesson**
- Math sprints on basic skills. - Think (p11) - Workbook pages 11-16	- Student behavior and anxiety. - Some students struggle with basic math operations, fluency. - inappropriate use of materials - Inattention/unfocused - Difficulty with decoding and reading comprehension - Math vocabulary - Length of lesson	- Read aloud to student all text. - Intermittent reminders/prompts to refocus - Point chart - Sensory items - Model process being used and/or provide an example. - Break lessons into chunks. - Use highlighters to find key numbers, words and vocabulary in text. - Change position and groupings within the room.

4. How will you utilize your paraprofessional during the academic class?

The paraprofessional will facilitate small group instruction. He will monitor & document behavior, assist students with following the procedures of the classroom expectations (bathroom, breaks, etc.) and assist individual students as needed.

5. How will you utilize technology during the academic class?

The ELMO will be utilized to present/review pages in the student workbook as well as display the electronic portions of the Math in Focus curriculum. Students will use assigned needed skills review and practice in Study Island, ixl and Math in Focus platform.

6.

This Lesson Plan is subject to change.

Teacher's Name _____ Class _____ Date _____

CHAPTER 1	WHOLE NUMBERS AND THE FOUR OPERATIONS
When do we use 7-digit numbers in real-world situations? Why are the four operations of whole numbers important in everyday life?	
SECTION 1.2 Multiplying by Tens, Hundreds, Thousands, and Powers of Tens	
Pages 19–32	Pacing: 3 days

Learning Objectives

Use patterns to multiply numbers by 10, 100, and 1,000.
Use multiples or powers of 10 to multiply.

Mathematical Habits

Make use of structure
Look for patterns

New Vocabulary

base
exponent
power
square
cube

Materials

1 set of place-value chips per student
1 set of place-value strips per student
1 copy of Place-Value Chart (TR01) per student

Online Tool

Learn Video: Using Whole-Number Exponents to Denote Powers of 10

Standards

CCSS.Math.Content.5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

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Teacher's Name _____ Class _____ Date _____

Day 4 of 18	Pages 19–22	Date:

Think (page 19)

(

Engage (page 19)
Learn (pages 19 to 20) Multiply by 10
Hands-on Activity (page 20) Multiplying by 10
Try (page 21)
Math Talk (page 21)
Day 4 Wrap Up

Day 5 of 18	Pages 22–27	Date:

Engage (page 22)
Learn (page 22) Multiply whole numbers by tens
Try (page 22)

(

Engage (page 23)
Learn (pages 23 to 24) Multiply by 100 and 1,000
Hands-on Activity (page 25) Multiplying by 100 and 1,000
Try (page 26)
Math Talk (page 26)
Day 5 Wrap Up

Day 6 of 18	Pages 27–30	Date:

Engage (page 27)
Learn (page 27) Multiply by hundreds and thousands
Try (page 28)

(

Engage (page 29)
Learn (pages 29 to 30) Multiply by powers of 10
Try (pages 30)
Day 6 Wrap Up

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Teacher's Name _____ Class _____ Date _____

Practice, Differentiation, and Fact Fluency

Independent Practice pp. 31–32 and on Ed: Your Friend in Learning
Extra Support TE p. 32A; Reteach 1.2
On-Level TE p. 32A; Extra Practice & Homework 1.2
Advanced TE p. 32A; Enrichment 1.2
Fact Fluency Fact Builder, p. 2; Fact Strategy Practice, p. 3; Fact Builder, p. 4

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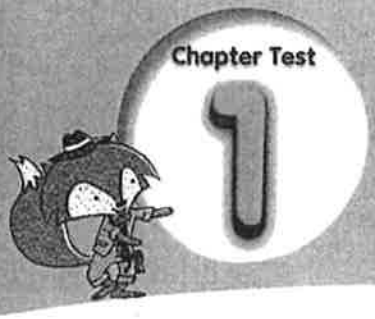
Name: _____ Date: _____



Assessment Guide Whole Numbers and the Four Operations

25

Suggested Time: 30 min

Section A Multiple-Choice Questions

(5 × 2 = 10 points)

1. What is the missing number?
3,000,000 + 20,000 + 300 + 50 = _____

(A) 3,020,350
(B) 3,023,050
(C) 3,303,050
(D) 3,230,050

2. What is nine million, fifty-nine thousand, twenty-one in standard form?

(A) 959,021
(B) 9,059,021
(C) 9,059,201
(D) 9,590,021

3. What is the value of 300×10^3?

(A) 3,000
(B) 30,000
(C) 300,000
(D) 3,000,000

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4 There are 2,700 chairs in a hall. There are 90 chairs in each row. How many rows are there?

(A) 27
(B) 30
(C) 270
(D) 300

5 Every month, a restaurant owner buys 1,045 cartons of rice. Each carton holds 40 packets of rice. How many packets of rice does the restaurant owner buy in 10 months?

(A) 4,180
(B) 41,800
(C) 418,000
(D) 4,180,000

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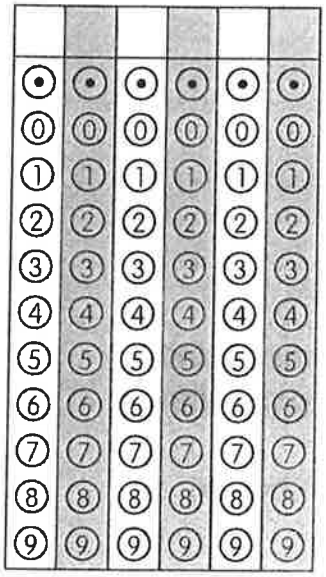
Section B Short-Answer Questions

(5 × 2 = 10 points)

6 Write 4,375,612 in word form.

7 6,452 × 35 =

Write your answer in the answer grid.



8 Divide 2,673 by 37.

Show your work and write your answer in the space below.

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9 What is the value of $23 - 5 \times (7 - 3)$?

Show your work and write your answer in the space below.

10 A load of wheat weighs 125 pounds. The wheat is packed into 20-pound bags. How many 20-pound bags of wheat are there?

Show your work and write your answer in the space below.

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Section C Constructed Response

(11: 3 points; 12: 2 points)

11 What is the 7-digit secret code?
Use the following clues to solve the secret code.

- All seven digits are different.
- The digit in the ten thousands place is 8.
- The digit in the thousands place is twice the digit in the hundred thousands place.
- The digit in the ones place is 4 more than the digit in the millions place.
- The digit in the millions place is 8 less than the digit in the hundreds place.
- The digit in the tens place is 2 more than the digit in the millions place.

Write your answer and your work or explanation in the space below.

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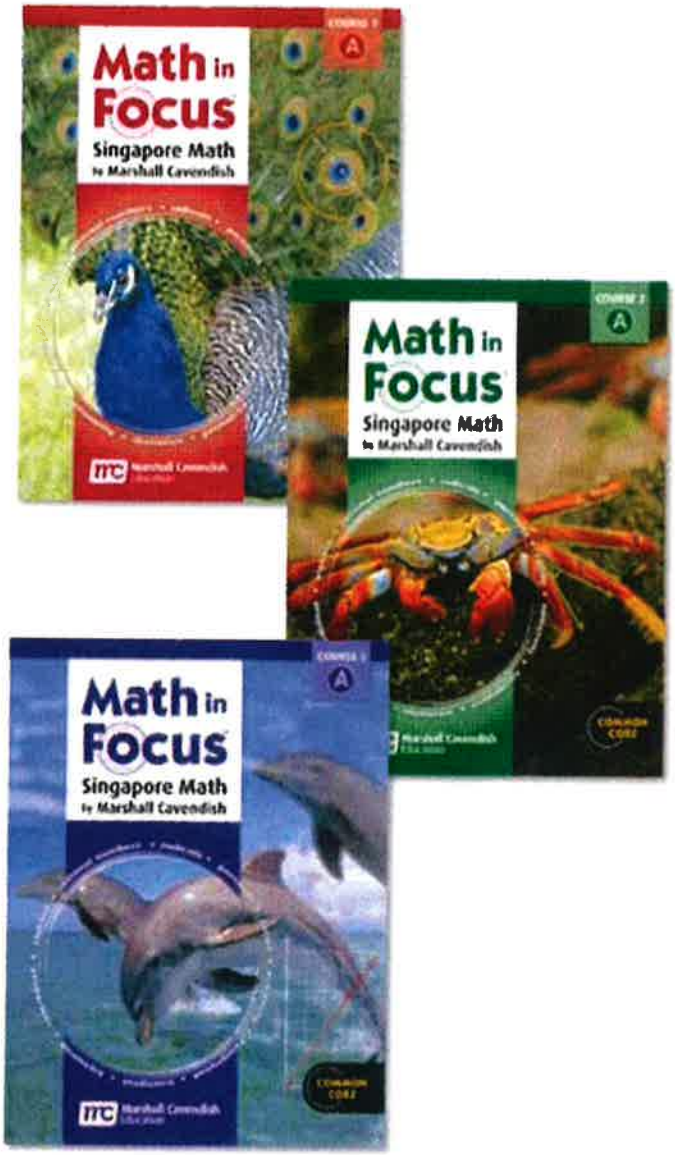
Math in Focus®

Singapore Math by Marshall Cavendish



Scope & Sequence

MIDDLE SCHOOL

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World-Class Singapore Math for Your Classrooms

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
Ratios and Proportional Relationships			
Ratios	Understand the concept of ratio and use ratio language to describe proportional relationships. Find the missing term in a pair of equivalent ratios or in a rate table. Plot pairs of equivalent rates in the coordinate plane. Use tables to compare ratios. Solve multi-step real-world problems involving ratios using bar models.	Compute unit rates where the terms are given in fractional units. Explore the relationship between two quantities that vary directly or inversely. Solve problems involving scale drawings. Use proportional reasoning to solve multi-step ratio and percent problems.	Define the slope of a line as the ratio of the vertical change to the horizontal change of the line.
Representing Ratios	Use multiplication or division to write equivalent ratios. Make tables of equivalent ratios, including whole number measurements. Use bar models to solve problems involving ratios of three quantities.	Represent quantities that vary directly or indirectly using equations or graphs from verbal descriptions. Find the constant of proportionality for quantities that vary directly or inversely from tables, graphs, verbal descriptions, or diagrams, such as scale drawings. Explain what the points (x, y), $(0, 0)$, and $(1, c)$ mean in the graph of a given proportional context.	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. Establish the constant of proportionality in similar figures. Use scales and scale factors to solve problems related to scale drawings

Ratios and Proporti
Rates
Percents

Scope and Sequence by Common Core Domain GRADES 6-8

The Number System

	Course 1	Course 2	Course 3
Sets and Numbers	Understand that positive and negative numbers can be used to describe quantities having opposite directions or values. Use positive and negative numbers to represent quantities in real-world contexts. Understand rational numbers as points on the number line. Extend number lines to represent points with negative coordinates; locate negative integers on a horizontal or vertical number line. Use negative numbers to identify and locate points in all four quadrants of the coordinate plane. Understand that the absolute value of a number is its distance from 0 on the number line. Interpret the absolute value of a rational number as magnitude for a positive or negative quantity in a given context.	Know that the set of positive and negative fractions, along with 0, make up the rational number system. Understand that some numbers, such as pi or the square root of 2, are irrational. Know that the set of real numbers is composed of the two distinct sets: rational numbers and irrational numbers. Understand that every rational number has a terminating or repeating decimal expansion.	Know that numbers that are not rational are called irrational.

The Number System (c

Number Representations	Repres decima a num Relate whole of a sc of a nu of a cu Find th a num Find th cube r square to 150
Compare and Order	Write, explair order t intege Interpr inequa about of two numbe

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
The Number System (continued)			
Place Value		Use place-value concepts to round decimals to a given place. Round a number to a given number of significant digits.	Write numbers in scientific notation.
Fraction Concepts		Write rational numbers in m/n form, where m and n are integers.	
Decimal Concepts		Write rational numbers as decimals. Understand that the decimal representation of a rational number is either terminating or repeating. Understand the difference between rounding a decimal and truncating it. Approximate the decimal form of an irrational number using rounding.	
Whole Number Computation:	Fluently divide multi-	Identify the number of	Compute with very large
	digit numbers using the	significant digits in a whole	and very small numbers

The Number System (c	
Fraction Computation	Interpr quotie Repres involvi and di using model Solve involvi fractio
Decimal Computation	Fluent divide using Repres involvi and di using model Solve multip decim remair contex
Estimation and Mental Math	Estima percer for rea

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
The Number System (continued)			
Computations with Rational Numbers: Addition and Subtraction		Describe situations in which opposite quantities combine to make 0. Understand the sum $p + q$ as the number located at a distance $\|q\|$ from p. Understand subtraction of a rational number as adding its inverse. Find the distance between two numbers on a number line using absolute value. Solve real-world problems involving addition and subtraction with rational numbers. Interpret the sum of two rational numbers in a real-world context.	
Computations with Rational Numbers: Multiplication and Division		Apply properties of operations to multiply and divide rational numbers. Understand that the quotient of any two integers a and b is the rational number a/b ($b \neq 0$). Understand that $-p/q = -p/q = p/-q$.	

Expressions and Equat	
Patterns	
Properties	Use th proper of two or alg whole-
Number Theory	Write

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
Expressions and Equations (continued)			
Functional Relationships	Use variables to write equations representing two real-world quantities that change in relation to one another. Analyze the relationship between an independent and dependent variable using graphs, tables, and equations.	Create function tables using a spreadsheet. Represent a direct proportion as a function table, an equation, and a graph. Represent an inverse proportion using a function table (with an appropriate range), an equation, and a graph.	Understand that a function is a rule that assigns to each input exactly one output. Represent functions algebraically, in tables, and in graphs. Know that the graph of a function is the set of ordered pairs consisting on an input and its corresponding output. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). Interpret the equation $y = mx + b$ as defining a linear function. Determine and interpret the rate of change and initial value of a function from the context or data. Give examples of functions that are not linear. Construct a function to model a linear relationship between two quantities.

Expressions and Equat	
Expressions/ Models	Write a numer and ge involvi expon Write a algebr using operat Identif expres such a produ Use th additi to writ expres factori from a Identif expres and ur expres Solve variabl real-w

Scope and Sequence by Common Core Domain GRADES 6–8

	Course 1	Course 2	Course 3
Expressions and Equations (continued)			
Number Sentences, Equations and Inequalities	Use substitution to identify value(s) that make an equation or inequality true. Write and solve addition and multiplication equations to solve real-world problems. Write and evaluate an inequality of the form $x < c$ or $x > c$ to represent a real-world situation. Recognize that an inequality of the form $x < c$ or $x > c$ has an infinite number of solutions and represent the solutions on a number line.	Identify equivalent equations. Write equivalent equations using properties of equality. Solve two-step equations of the form $ax + b = c$ and $a(x + b) = c$. Solve equations with the variable on both sides of the equation. Solve one-step inequalities using addition, subtraction, multiplication, or division. Solve word problems that lead to inequalities of the form $ax + b > c$ or $ax + b < c$. Graph the solution set of an inequality in one variable on a number line and interpret it in the context of a real-world problem.	Use square root and cube root radicals to represent solutions to equations. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solution. Solve linear equations with rational coefficients, including equations that require expanding and collecting like terms. Identify the slope, x-intercept, and y-intercept of a linear equation. Sketch the graph of a linear equation and write a linear equation from a graph or set of data. Know that the solutions to a system of linear equations in two variables correspond to points of intersection of their graphs. Solve systems of two linear equations in two variables algebraically. Estimate the solution of a system of two linear equations in two variables

Expressions and Equat	
The Coordinate Plane	Use ne identif in all f coordi Find th horizo segme plane. Use ta repres Solve by gra all fou coordi Plot pa rates r coordi Draw coordi coordi

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
The Number System (continued)			
The Coordinate Plane (continued)			Sketch the graph of a relationship whose verbal description has given qualities. Find the image of a figure in the coordinate plane under a translation, rotation, reflection, or dilation. Apply the Pythagorean Theorem to find the distance between two points in the coordinate plane.

Geometry	
Lines and Angles	Find th horizo segme plane.

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
Geometry (continued)			
Polygons	Identify regular polygons. Draw polygons in the coordinate plane given the coordinates of the vertices. Use coordinates to find the length of horizontal or vertical sides of polygons.	Solve problems involving drawings of geometric figures. Reproduce a scale drawing at a different scale. Know that if the measures of two angles and the non-included side of a triangle are given, then 0, 1, or 2 triangles may be possible. Construct a unique triangle given the lengths of its three sides, or the lengths of two sides and the measure of one angle, or the measures of two angles and the length of the included side. Know that no triangle is possible if, given the lengths of the three sides, the sum of any two of them is less than or equal to the length of the third side. Construct a quadrilateral from given conditions, including angle measures or lengths of sides or diagonals.	Explain a proof of the Pythagorean Theorem and its converse. Use the Pythagorean Theorem to find unknown side lengths in right triangles in real-world problems. Use the converse of the Pythagorean Theorem to determine whether a triangle is a right triangle.
Solid Figures	Find the cross sections formed by slicing a	Identify pyramids, cylinders, cones, and spheres	Apply the Pythagorean Theorem to find the slant

Geometry (continued)
Congruence and Similarity

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
Geometry (continued)			
Transformations			Verify experimentally that rotations, reflections, and translations preserve lengths, angle measures, parallelism, and perpendicularity. Find the image of a figure in the coordinate plane under a translation, rotation, reflection, or dilation. Understand that two figures are congruent if one can be moved onto the other by a series of translations, reflections, and rotations. Understand that two figures are similar if one can be moved onto the other by a series of translations, reflections, rotations, and dilations. Given two congruent or similar figures in a plane, find a sequence of transformations that moves one onto the other.
Circles	Identify the center, radius, diameter, and circumference of a circle.	Apply the formula for the area of a circle to develop the surface area	Know that arcs of circles can be used to mark off equal distances on a line

Geometry (continued)	
Perimeter and Circumference	Unders the for circum derive Use a the cir circles quarte Solve the cir circles
Area	Find th paralle and re by dec rectan Find a of a pl its are dimen Unders formul circle i Use a areas circles Solve involvi triangl trapez

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
Geometry (continued)			
Surface Area and Volume	Represent prisms and pyramids with triangular or rectangular faces using nets. Use nets of prisms and pyramids to find the surface areas. Find the volume of a rectangular prism with fractional edge lengths, and relate this to the formula $V = lwh$. Find the volume of non-rectangular prisms using the formulas $V = Bh$. Solve real-world problems involving surface area and volume of prisms.	Relate the volume of a pyramid to the volume of a prism and the volume of a cone to the volume of a cylinder. Find the volume of a pyramid, by relating it to a prism with the same base and height. Find the volume and surface area of cylinders, cones, and spheres. Solve problems involving the surface area and volume of figures composed of cubes and right prisms.	Apply the Pythagorean Theorem to find the slant height of pyramids and cones and find their surface areas.

Statistics and Probabil	
Classifying and Sorting	Repres freque and hi
Interpret / Analyze Data	Recogr questi Unders has a can be center Recogr of cen values single Identif of a da each, a is mos Descri shape and re center distrib Solve involvi mediar missin the me

Scope and Sequence by Common Core Domain GRADES 6-8

	Course 1	Course 2	Course 3
Statistics and Probability (continued)			
Outcomes		Use a Venn diagram to illustrate sample spaces and events. Identify the outcomes of a sample space that make up an event, when the event is stated in everyday language.	Represent the outcomes of compound events using organized lists or tree diagrams.
Expressing Probability		Know that the probability of an event is a number between 0 and 1 inclusive. Find the probability of complementary and mutually exclusive events. Approximate the probability of a chance event using an appropriate sampling technique. Compute the approximate relative frequency of a chance event from its probability. Develop a sampling technique (probability model) for equally likely events. Develop a sampling technique (probability model) for events that are not equally likely.	Use tree diagrams and multiplication to find the probabilities of dependent and independent events. Represent non-mutually exclusive events using Venn diagrams.

STANDARDS FOR M

1. Make sense of probl	
Build skills through a problem-solving perspective.	Build s and di and de percer analys and m proble
Plan how and use appropriate strategies, tools, and thinking skills to solve problems.	Discus ideas, strateg proble solutic
Use bar and other models consistently to persevere in problem solving.	Use ba real-w involvi divisio decim data a and m Apply proces proble Practic Chapte other
Monitor and	Explai

Scope and Sequence by Common Core Domain GRADES 6-8

STANDARDS FOR MATHEMATICAL PRACTICE

	Course 1	Course 2	Course 3
2. Reason abstractly and quantitatively			
Investigate mathematical ideas and models through a concrete to pictorial to abstract progression.	Use concrete and visual models to explore concepts more deeply, formulate conjectures, and justify reasoning in Let's Explore and Hands-On activities. Represent a wide variety of real-world contexts through the use of numbers, variables, equations, and inequalities. Apply the properties of operations in manipulating symbolic representations.	Use concrete and visual models to explore concepts more deeply, formulate conjectures, and justify reasoning in Hands-On and other activities. Represent a wide variety of real-world contexts through the use of real numbers, variables, equations, and inequalities. Apply the properties of operations in manipulating symbolic representations.	Use concrete and visual models to explore concepts more deeply, formulate conjectures, and justify reasoning in Hands-On, Technology, and other activities. Represent a wide variety of real-world contexts through the use of real numbers, variables, equations, and inequalities. Apply the properties of operations in manipulating symbolic representations.
Make sense of quantities and their relationships.	Use models to show relationships involving fractions, decimals, percents, and ratios. Apply understanding of models for multiplication and division of fractions and decimals. Generalize place value understanding for division with multi-digit decimals. Analyze the relationship between the dependent and independent variables using graphs and tables,	Use models to show the relationships between the types of real numbers. Apply understanding of models for operations with integers and other rational numbers. Extend place value understanding to show that all rational numbers can be written as either terminating or repeating decimals. Analyze the relationship between quantities in a	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Know that straight lines

2. Reason abstractly a	
Make sense of quantities and their relationships (continued).	
Investigate mathematical ideas and models.	Explor model justify On an Investi ideas proble activiti

Scope and Sequence by Common Core Domain GRADES 6-8

STANDARDS FOR MATHEMATICAL PRACTICE

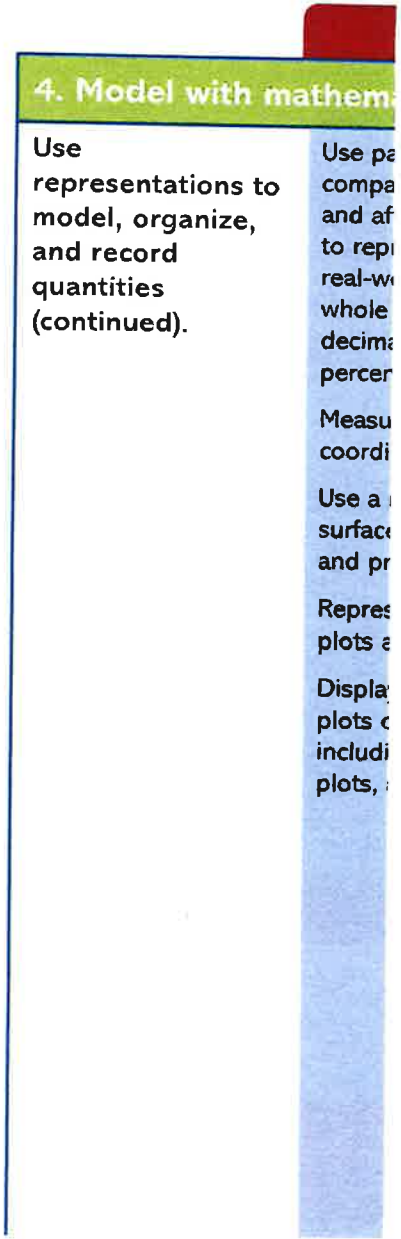
	Course 1	Course 2	Course 3
3. Construct viable arguments and critique the reasoning of others			
Identify, demonstrate, and explain mathematical proof.	Identify, describe, and extend patterns in tables of equivalent ratios. Use properties to classify prisms and pyramids. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes. Explain the relationships among the volume formulas of different prisms and pyramids.	Identify the constant of proportionality in tables, graphs, equations, and verbal descriptions. Use properties to classify polygons, cylinders, cones, pyramids, and spheres. Use properties of complementary, supplementary, vertical, and adjacent angles to find the unknown angles in a figure. Use informal arguments to establish facts about angle sum and exterior angles of triangles. Explain the relationships among the volume formulas of prisms, cones, cylinders, and spheres. Analyze numerical data by quantitative measures of variability (such as mean absolute deviation).	Know and apply the properties of integer exponents to generate equivalent numerical expressions. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane. Derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b. Emphasize the process skills: look for a pattern in generalizing and comparing the properties of two functions. Explain a proof of the Pythagorean Theorem and its converse. Establish through informal arguments the AA Similarity Theorem for triangles.

3. Construct viable arg	
Use a variety of reasoning skills to communicate arguments.	Use ra reason world proble reason of equ tape d numbe equati Apply operat equiva algebr Comm throug (expre inequa tables,
Share and communicate mathematical thinking and ideas.	Expres in Mat activiti vocabu Work t groups other a

Scope and Sequence by Common Core Domain GRADES 6-8

STANDARDS FOR MATHEMATICAL PRACTICE

	Course 1	Course 2	Course 3
4. Model with mathematics			
Interpret phenomena through representations.	Use exponents to represent repeated multiplication. Represent negative numbers on a number line and in the coordinate plane. Represent solutions of inequalities on a number line. Understand absolute value of a rational number as its distance from 0 on a number line. Find equivalent ratios and rates.	Introduce integers and rational numbers and their definitions. Introduce irrational numbers and illustrate with examples such as $\sqrt{2}$ and π. Map rational and irrational numbers on the number line. Understand subtraction of rational numbers as adding the additive inverse. Use the laws of equality to write equivalent equations.	Write numbers in exponential notation. Interpret numbers in scientific notation that have been generated by technology. Apply properties of real numbers to manipulate variables when solving linear equations in two variables. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solution. Represent functions algebraically, in tables, and in graphs. Construct a function to model a linear relationship between two quantities.
Use representations to model, organize, and record quantities.	Translate between fractions, decimals, ratios, and percents. Select the most useful form (fraction or decimal) for solving problems involving percents. Use a variety of models to	Translate among the various forms for rational numbers. Select the most useful form of a rational number to solve real-world and mathematical problems. Use activities with various	Know and apply the properties of integer exponents to write equivalent expressions. Use square root and cube root radicals to represent solutions to equations. Write two numbers in



STANDARDS FOR MATHEMATICAL PRACTICE

	Course 1	Course 2	Course 3
4. Model with mathematics (continued)			
Use variables and coordinate grids to represent and model.	Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. Use letters as variables in algebraic expressions, equations, inequalities, and formulas. Represent equivalent ratios and rates in tape diagrams, double number line diagrams, equations, or coordinate graphs. Use a coordinate grid to represent polygons and equations.	Extend the use of variables to write and solve simple equations for an unknown angle in a figure. Understand that rewriting a variable expression in different forms can shed light on how the quantities in a problem are related. Identify the constant of proportionality in tables, graphs, and equations. Use a coordinate grid to represent direct and inverse variation.	Use number patterns as a context for generating equations in two variables. Apply properties of real numbers to manipulate variables when solving linear equations in two variables. Represent functions algebraically, in tables, and in graphs. Know that the graph of a function is the set of ordered pairs consisting on an input and its corresponding output. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). Sketch the graph of a linear equation and write a linear equation from a graph or set of data. Represent systems of linear equations algebraically and graphically. Graph proportional relationships, interpreting

5. Use appropriate too	
Choose among tools: pencil and paper, concrete models, or technology in developing skills.	Use pa calcula Use ge (protra grid pa proble Use te manip compu draw. Select formul solvin perime area, a Use a compu

Scope and Sequence by Common Core Domain GRADES 6-8

STANDARDS FOR MATHEMATICAL PRACTICE

	Course 1	Course 2	Course 3
6. Attend to precision			
Communicate precisely by using mathematical language and symbols clearly in discussion with others.	Understand and use the lesson vocabulary to explain reasoning. Interpret symbols of relation in comparing positive and negative numbers, as well as absolute values. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line or in the coordinate plane. Draw and label bar models, identifying parts and units. Identify parts of an algebraic expression using mathematical terms (sum, term, product, factor, quotient, coefficient). Understand that pi represents the relationship between the circumference and diameter of a circle. Express surface area in square units and volume in cubic units. Use estimation to check the reasonableness of multi-digit computations with decimals and percents.	Understand and use the lesson vocabulary to explain reasoning. Interpret symbols of relation in comparing real numbers. Show that all rational numbers can be written as either terminating or repeating decimals. Understand that rewriting an expression in different forms can shed light on how the quantities in a problem are related. Identify and label parts of cylinders, cones, and spheres. Understand that pi is an irrational number. Express surface area in square units and volume in cubic units. Use estimation strategies to check the reasonableness of computations with rational and irrational numbers. Write numbers to a specific number of significant digits.	Use the lesson vocabulary to explain reasoning. Know that numbers that are not rational are irrational. Interpret symbols of relation in comparing real numbers and the relative sizes of two measurements expressed in scientific notation. Use square root and cube root radicals to represent solutions to equations. Identify and interpret the slope, x-intercept, and y-intercept of a linear equation. Understand that a function is a rule that assigns to each input exactly one output. Interpret the equation $y = mx + b$ as defining a linear function. Identify inconsistent and dependent systems of equations. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures in

7. Look for and make u	
Consolidate mathematical thinking.	Preser thinkir Journa class c
Recognize connections in mathematical ideas.	Relate and ra Unders can re as wel relatio Make square cubes Conve decim Apply operat equiva algebr Examir betwe prisms

STANDARDS FOR MATHEMATICAL PRACTICE

	Course 1	Course 2	Course 3
8. Look for and express regularity in repeated reasoning			
Notice regularity in repeated calculations and monitor the process.	Continue to use bar models to solve real-world problems involving multiplication; division; fractions, decimals, ratios, and percents; data analysis; geometry; and measurement. Apply the properties of operations to generate equivalent numerical and algebraic expressions. Apply standard algorithms for addition, subtraction, multiplication, and division of whole numbers and decimals. Apply standard algorithms for multiplication and division with fractions. Apply concepts of prime factorizations to finding square roots and cube roots of perfect squares and perfect cubes. Develop and apply formulas for finding the area of triangles, parallelograms, trapezoids, and regular polygons. Develop and apply formulas for finding the	Continue to use number lines, coordinate grids, and other visual models to solve real-world problems involving rational numbers, proportionality, geometry, measurement, probability, and statistics. Apply the properties of operations to generate equivalent numerical and algebraic expressions. Extend algorithms for decimals to include rational numbers. Extend algorithms for fraction operations to operations with positive and negative rational fractions. Apply properties of operations and factorizations to factor algebraic expressions with rational coefficients. Develop and apply formulas for the surface area and volume of pyramids, cones, cylinders, and spheres. Develop a probability model and use it to find probabilities of events.	Continue to use number lines, coordinate grids, and other visual models to solve real-world problems involving rational and irrational numbers, functions, proportionality, algebra, geometry, measurement, probability, and statistics. Compute with very large and very small numbers written in scientific notation. Know and apply the properties of integer exponents to write equivalent expressions. Apply properties of real numbers to manipulate variables when solving linear equations in two variables. Define the slope of a line as the ratio of the vertical change to the horizontal change of the line. Interpret the equation $y = mx + b$ as defining a linear function. Interpret the graph of a non-linear function as a curve.

8. Look for and expres	
Notice regularity in repeated calculations and monitor the process (continued).	Develc formul area o pyram of pris Develc formul distan interes

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Grade 6

Standard	Descriptor	Citations
Standards for Mathematical Practice		
SMP.1	Make sense of problems and persevere in solving them.	**SE/TE: Course 1A:** 1H, 32, 34–42, 85J, 85L–85N, 105–120, 143–145, 151, 165K, 219, 221–230, 231J –231K, 286–290, 293–302 **SE/TE: Course 1B:** 99, 203, 378
SMP.2	Reason abstractly and quantitatively.	**SE/TE: Course 1A:** 1F, 1H, 1–4, 34–42, 43G, 43I, 43J, 43–44, 67, 76–84, 85I, 85K, 85N, 93–95, 127–130, 152–164, 158–159, 165H–165K, 171–174, 191–200, 205–230, 231G, 231I–231K, 239–246, 261–265, 271–285, 291, 294–302, 303F, 303J, 314, 322, 325–335, 341 **SE/TE: Course 1B:** 34, 143, 174, 201, 251, 276, 292–293, 317, 358, 377
SMP.3	Construct viable arguments and critique the reasoning of others.	**SE/TE: Course 1A:** 43I, 62–68, 85L, 138–142, 231I, 271–276, 303G, 303J, 315–319, 341 **SE/TE: Course 1B:** 41, 143, 239

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Standard	Descriptor	Citations
SMP.4	Model with mathematics.	**SE/TE: Course 1A:** 1G, 11–14, 43G–43H, 43J, 45–59, 75–84, 85H, 85J, 85N, 85–88, 103–105, 152–164, 165G–165H, 165J, 165–168, 175–177, 201–204, 231F, 231H–231K, 231–239, 251–253, 261–265, 271–285, 292, 303F, 303–306, 310–314, 323–325 **SE/TE: Course 1B:** 41, 99
SMP.5	Use appropriate tools strategically.	**SE/TE: Course 1A:** 1F–1G, 5–10, 23–30, 43I, 59–61, 5H, 89–92, 165G, 165I–165J, 169–171, 83–188, 201–204, 231H, 247–250, 303F, 303H, 307–309, 323–325
SMP.6	Attend to precision.	**SE/TE: Course 1A:** 1F, 1G–1H, 10, 27, 31, 43J, 69–75, 85I, 85K–85N, 97, 121–126, 131–138, 146–151, 165H, 182, 231I, 268, 303I, 336–340 **SE/TE: Course 1B:** 97, 143
SMP.7	Look for and make use of structure.	**SE/TE: Course 1A:** 1G, 15–22, 85K, 132, 165I, 165K, 188–191, 218, 231H, 253–260, 303J, 341 **SE/TE: Course 1B:** 41, 98, 168, 175, 202
SMP.8	Look for and express regularity in repeated reasoning.	**SE/TE: Course 1B:** 322

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Standard	Descriptor	Citations
Standards for Mathematical Content		
6.RP	**Ratios and Proportional Relationships**	
Understand ratio concepts and use ratio reasoning to solve problems.		
6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	**SE/TE: Course 1A:** 169–172, 178–188, 199, 221–222, 224, 226, 230
6.RP.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.	**SE/TE: Course 1A:** 237
6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	**SE/TE: Course 1A:** 173–190, 192–219, 221–228, 230, 238–270, 291, 295–297, 301 **SE/TE: Course 1B:** 82, 104
6.RP.3a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	**SE/TE: Course 1A:** 190–191, 195, 199–200, 219, 223, 241–242, 245, 296
6.RP.3b	Solve unit rate problems including those involving unit pricing and constant speed.	**SE/TE: Course 1A:** 239–243, 245–246, 251–253, 256, 261–270, 277, 284–288, 290, 292, 295, 298, 300–301 **SE/TE: Course 1B:** 69
6.RP.3c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	**SE/TE: Course 1A:** 307–314, 315-322, 323-330, 331-340, 341, 343–348 **SE/TE: Course 1B:** 67, 76, 82, 99, 105
6.RP.3d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities	**SE/TE: Course 1A:** 171–172, 179, 188–189, 197, 199, 235–236

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Standard	Descriptor	Citations
6.NS	**The Number System**	
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.		
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.	**SE/TE: Course 1A:** 88–120, 153, 155–156, 159, 161, 233–234 **SE/TE: Course 1B:** 65–66
Compute fluently with multi-digit numbers and find common factors and multiples.		
6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.	**SE/TE: Course 1A:** 135–142 **SE/TE: Course 1B:** 66, 310
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	**SE/TE: Course 1A:** 86, 121–151, 153–154, 157–163, 215, 245, 247, 251, 258, 260, 272, 278, 292, 301, 324, 334–335, 346–348 **SE/TE: Course 1B:** 310
6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 12100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	**SE/TE: Course 1A:** 12–15, 17–22, 35–36, 38–40, 167, 188–189, 236 **SE/TE: Course 1B:** 3–4, 31
Apply and extend previous understandings of numbers to the system of rational numbers.		
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	**SE/TE: Course 1A:** 42, 45–68, 77–84 **SE/TE: Course 1B:** 113

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Standard	Descriptor	Citations
6.NS.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates..	**SE/TE: Course 1A:** 57–63, 65–66, 69–70, 73, 78, 82–83, 127–128, 137–138, 311–312, 318 **SE/TE: Course 1B:** 113, 115–128, 133–136, 145–147, 149–151, 311
6.NS.6a	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., 2(23) = 3, and that 0 is its own opposite.	**SE/TE: Course 1A:** 57–63, 65–66, 69–70, 73, 78, 82–83 **SE/TE: Course 1B:** 113, 311
6.NS.6b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	**SE/TE: Course 1B:** 56, 112, 115–128, 133–136, 145–147, 149–151
6.NS.6c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	**SE/TE: Course 1A:** 45–56, 59–63, 65–66, 69–70, 73, 77–78, 82–83, 127–128, 137–138, 311–312, 318 **SE/TE: Course 1B:** 112, 115–122, 123—136, 137-142, 143-151
6.NS.7	Understand ordering and absolute value of rational numbers.	**SE/TE: Course 1A:** 44–57, 59–75, 77–80, 82–83 **SE/TE: Course 1B:** 311
6.NS.7a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.	**SE/TE: Course 1A:** 45–47, 51–52, 55–57, 62–64, 66–68, 73, 79–80, 84 **SE/TE: Course 1B:** 84, 86–95, 99, 102–103
6.NS.7b	Write, interpret, and explain statements of order for rational numbers in real-world contexts.	**SE/TE: Course 1A:** 56, 59, 64, 68, 74, 80–81, 83–84

Standard	Descriptor	Citations
6.NS.7c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.	**SE/TE: Course 1A:** 69–75, 80
6.NS.7d	Distinguish comparisons of absolute value from statements about order.	**SE/TE: Course 1A:** 71–72, 74
6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	**SE/TE: Course 1B:** 123–136, 147, 150–151
6.EE	**Expressions and Equations**	
Apply and extend previous understandings of arithmetic to algebraic expressions.		
6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.	**SE/TE: Course 1A:** 23–29, 31, 35–36 **SE/TE: Course 1B:** 48
6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers.	**SE/TE: Course 1B:** 5–18, 35–41, 43, 46–48
6.EE.2a	Write expressions that record operations with numbers and with letters standing for numbers.	**SE/TE: Course 1B:** 5–14, 19–22, 25–26, 103
6.EE.2b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.	**SE/TE: Course 1A:** 15, 21, 29 **SE/TE: Course 1B:** 4, 19–20, 30–34
6.EE.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	**SE/TE: Course 1B:** 5–18, 35–41, 43, 46–48, 55

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Standard	Descriptor	Citations
6.EE.3	Apply the properties of operations to generate equivalent expressions.	**SE/TE: Course 1B:** 23–24, 55
6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).	**SE/TE: Course 1B:** 20, 24, 27–30, 32–34, 44, 48
Reason about and solve one-variable equations and inequalities.		
6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	**SE/TE: Course 1B:** 57–66, 83–97, 101–102, 104–106, 108
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	**SE/TE: Course 1B:** 5–9, 11–14, 16–20, 23, 25–26, 34–41, 43–50, 67–76, 77-82
6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.	**SE/TE: Course 1B:** 57–66, 77–82, 97, 108
6.EE.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	**SE/TE: Course 1B:** 83–96

Standard	Descriptor	Citations
Represent and analyze quantitative relationships between dependent and independent variables.		
6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	**SE/TE: Course 1B:** 67–76, 107, 109
6.G	**Geometry**	
Solve real-world and mathematical problems involving area, surface area, and volume.		
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	**SE/TE: Course 1B:** 114, 159–172, 173-190, 191-200, 201, 202-203, 205–212
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V=lwh and V=bh to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	**SE/TE: Course 1B:** 237–246, 249, 258, 260–264
6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	**SE/TE: Course 1B:** 119–120, 122, 129–132, 134–136
6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	**SE/TE: Course 1B:** 217–236, 250, 255–257

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Standard	Descriptor	Citations
6.SP	**Statistics and Probability**	
Develop understanding of statistical variability.		
6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	**SE/TE: Course 1B:** 266–272, 306
6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	**SE/TE: Course 1B:** 312–314, 315-324, 325-334, 335-340, 341-348, 349-358, 359-376, 377-378, 381–391
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	**SE/TE: Course 1B:** 312–314, 315-324, 325-334, 335-340, 341-348, 349-358, 359-376, 377-378, 381–391
Summarize and describe distributions.		
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	**SE/TE: Course 1B:** 273–280, 281-295, 298–307, 312–314, 315-324, 325-334, 335-340, 341-348, 349-358, 359-376, 377-378, 381–391

Standard	Descriptor	Citations
6.SP.5	Summarize numerical data sets in relation to their context, such as by:	**SE/TE: Course 1B:** 266–272, 273-280, 281-294, 297–306, 312–314, 315-324, 325-334, 335-340, 341-348, 349-358, 359-376, 377-378, 381–391
6.SP.5a	Reporting the number of observations.	**SE/TE: Course 1B:** 266–272, 273-280, 281-294, 297–306
6.SP.5b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	**SE/TE: Course 1B:** 267–269, 275–276, 286
6.SP.5c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	**SE/TE: Course 1B:** 312–314, 315-324, 325-334, 335-340, 341-348, 349-358, 359-376, 377-378, 381–391
6.SP.5d	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	**SE/TE: Course 1B:** 327–328, 330, 336, 352–353, 359–377, 382–383, 386

Chapter Planning Guide

Total pacing: 7 days	Chapter Opener, Recall Prior Knowledge Pages 1 – 4 Pacing: 1 day	1 Prime Factorization Pages 5 – 10 Pacing: 1 day
Pacing	**DAY 1 of 7**	**DAY 2 of 7**
Learning Objectives	**Essential Question** **How do you express a whole number as a product of its factors?** • Review related concepts from previous chapters or grades.	• Express a composite number as a product of its prime factors.
New Vocabulary		prime factor, prime factorization
Materials		• 24 counters per pair • 2 to 8 plates per pair
Instructional Resources	• **Student Edition 1A**, pp. 1 – 4	• **Student Edition 1A**, pp. 5 – 10 • **Extra Practice and Homework 1A**, Activity 1 • **Reteach 1**, Activity 1 • **Enrichment 1**, Activity 1
Mathematical Habits	• Use mathematical reasoning	• Use tools strategically • Use precise mathematical language
Fact Fluency	Fact Strategy Practice, p. 1	Fact Strategy Practice, p. 1

2 Common Factors and Multiples

Pages 11 – 22
Pacing: 2 days

3 Squares and Cubes

Pages 23 – 30
Pacing: 1 day

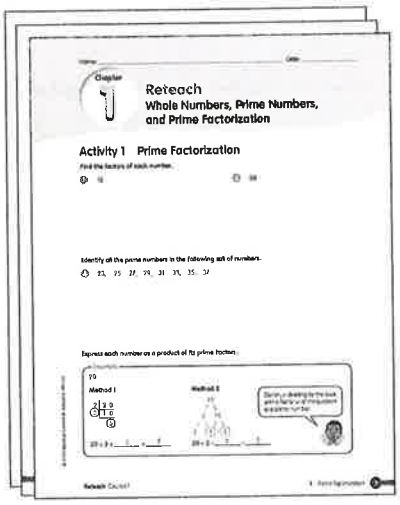
DAY 3 of 7	DAY 4 of 7	DAY 5 of 7
• Find the common factors and the greatest common factor of two whole numbers.	• Find the common multiples and the least common multiple of two whole numbers.	• Find the square and cube of a whole number. • Write the square and cube of a whole number using exponents. • Evaluate numerical expressions involving whole-number exponents.
greatest common factor	least common multiple	perfect square, perfect cube
		• 1 copy of 100-Square Grid (TR01) per student • 9 connecting cubes per pair
• **Student Edition 1A**, pp. 11 – 14 • **Extra Practice and Homework 1A**, Activity 2 • **Reteach 1**, Activity 2 • **Enrichment 1**, Activity 2	• **Student Edition 1A**, pp. 15 – 22 • **Extra Practice and Homework 1A**, Activity 2 • **Reteach 1**, Activity 2 • **Enrichment 1**, Activity 2	• **Student Edition 1A**, pp. 23 – 30 • **Extra Practice and Homework 1A**, Activity 3 • **Reteach 1**, Activity 3 • **Enrichment 1**, Activity 3
• Use mathematical models	• Make use of structure	• Use tools strategically • Use precise mathematical language
Fact Builder, p. 2	Fact Builder, p. 3	Fact Strategy Practice, p. 4

Chapter Planning Guide

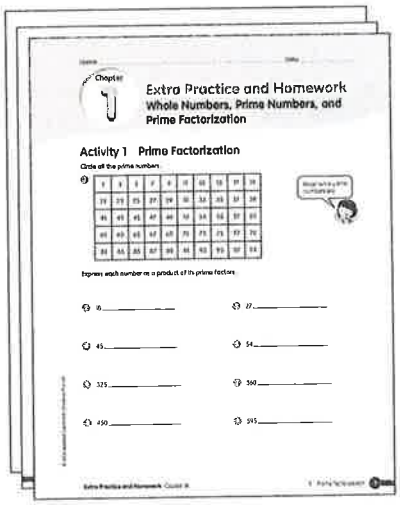
	Math Journal, Put On Your Thinking Cap! Pages 31 – 33 Pacing: 1 day	Chapter Wrap-Up, Chapter Review, Performance Task, Project Work Pages 34 – 42 Pacing: 1 day
Pacing	**DAY 6 of 7**	**DAY 7 of 7**
Learning Objectives	**Heuristics** • Restate the problem • Guess and check	• Reinforce and consolidate chapter skills and concepts.
New Vocabulary		
Materials		• The internet • Materials for the Cartesian Diver activity including, but not limited to (see materials list on chosen internet website): o 2-liter plastic bottle o pen o ruler o water o medicine dropper o brass fasteners
Lesson Resources	• **Student Edition 1A**, pp. 31 – 33 • **Extra Practice and Homework 1A**, Put On Your Thinking Cap! • **Enrichment 1**, Put On Your Thinking Cap!	• **Student Edition 1A**, pp. 34 – 42 • **Chapter Review** • **Assessment Guide 1**, Chapter Test 1
Mathematical Habits	• Use precise mathematical language • Persevere in solving problems	• Persevere in solving problems • Use mathematical reasoning
Fact Fluency	Apply and Build Knowledge, p. 6	Fact Strategy Practice, p. 7

Assessment and Differentiation

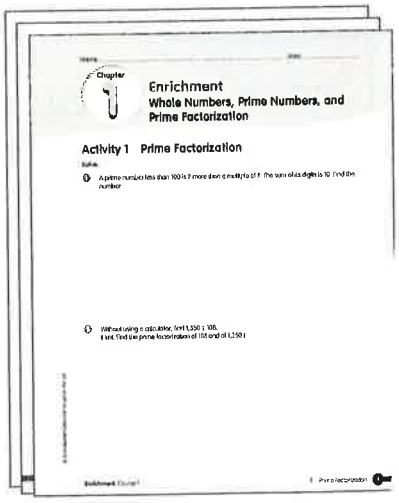
	Assessment	Differentiation
Readiness	**Student Edition 1A**, Chapter 1, Quick Check	**Reteach Grade 4** **Extra Practice and Homework Grade 4A** **Reteach Grade 5** **Extra Practice and Homework Grade 5A**
Formative	**Student Edition 1A**, Chapter 1, Try	**Reteach 1**, Chapter 1 **Extra Practice and Homework 1A**, Chapter 1 **Enrichment 1**, Chapter 1
	Student Edition 1A, Chapter 1, Independent Practice	
	Student Edition 1A, Chapter 1, Chapter Review **Student Edition 1A**, Chapter 1, Performance Task	
Summative	**Assessment Guide 1**, Chapter Test 1	**Reteach 1**, Chapter 1 **Extra Practice and Homework 1A**, Chapter 1 **Enrichment 1**, Chapter 1



Reteach



Extra Practice and Homework



Enrichment

For Language Development

Select activities that reinforce the chapter vocabulary and the connections among these words, such as having students

- create a student-made dictionary that includes terms, definitions, and examples organized by chapter
- have a vocabulary bee by giving a definition and having students identify the term defined
- make flash cards for terms and examples, then mix and match
- discuss the Chapter Wrap-Up, encouraging students to use the chapter vocabulary

For Advanced Learners

To provide additional challenges, have students work on

- Enrichment activities
- Put On Your Thinking Cap! questions in **Student Edition** and **Extra Practice and Homework**

2019-20

GATEWAY LESSON PLAN TEMPLATE

A 4 Step Approach:

1. Identify the Standards
2. Define the Learning Outcomes
3. Identify the Instructional Activities
4. Execute Extension Activities/Assessment

Weekly Lesson Plan Format

Week of: 9/23
Teacher:

1. Identify the standard(s)	
Content Area: **Subject** **Grade:** **6th** Math 6th	
a) List standards to be addressed	**CCSS.Math.Content.6.NS.B.4** Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. **CCSS.Math.Content.6.EE.A.1** Write and evaluate numerical expressions involving whole-number exponents.
b) List activities currently implemented in the classroom and related skills	IXL, Math computation, and Math word problems that incorporate other mathematical concepts.

2. Define the learning outcomes			
Level of support ⟶	**Least** support	**Moderate** support	**Most** support
List the desired outcomes for students	Students will be able to find the least common multiple and the greatest common factor	Students will be able to find the factor and multiples of at least 2 numbers. They may have difficulty with remembering and recalling how to find LCM and GCF	Students will still struggle the difference from multiples and factors.

List the formative assessments (Be sure to include multiple ways for students to show what they know).	These students will be able to explain to their peers these concepts. They also will receive enrichment work that will incorporate high order thinking Students will also receive homework	These students will be chosen throughout the lesson to explain their answers to their peers as well but in a smaller setting. Students will Students will also receive homework	Students will have a work that will reteach the concepts and also strengthen their understanding. Students will also receive homework

3. Identify the instructional activities/arts infusion/sensory based techniques to be used within the unit

List the instructional activities planned for all students: ***Arts infusion** ***Sensory based techniques**	**List the barriers that may prevent students from accessing instruction, participating in activities, or demonstrating learning**	**List supports that can be implemented to reduce barriers Note UDL's utilized in this lesson**
Cartesian Diver experiment(hands on)	Some students struggle with partner/group work and will refuse to do so. Students will not have the confidence and be unsure of the answer or the process which will lead to some giving up or acting up	

4. How will you utilize your paraprofessional during the academic classes? My para will be circulating throughout the room. He will be helping students with organizing of thoughts allowing them to come to the solution. If need be he pull a small group chosen by the teaching and working with them.

5. How will you utilize technology during the academic classes? Students will be IXL for extra practice of this concept. This will be used for earlier finishers along with students who struggle and need extra practice.

6.

Teacher's Name _____ Class _____ Date _____

CHAPTER 1	WHOLE NUMBERS, PRIME NUMBERS, AND PRIME FACTORIZATION

How do you express a whole number as a product of its factors?

SECTION 1.1 Prime Factorization

Pages 5–10 | Pacing: 1 day

Learning Objective

Express a composite number as a product of its prime factors.

Mathematical Habits

Use tools strategically

Use precise mathematical language

New Vocabulary

prime factor

prime factorization

Materials

24 counters per pair

2 to 8 plates per pair

Online Tools

Virtual Manipulative: Express a Composite Number as a Product of its Prime Factors Using a Factor Ladder; Express a Composite Number as a Product of its Prime Factors Using a Factor Tree

Standards

CCSS.Math.Content.6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.

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Teacher's Name _____ Class _____ Date _____

Day 2 of 8	Pages 5–8	Date:

Think (page 5)

(

Engage (page 5)
Learn (pages 5 to 7) Write a composite number as a product of its prime factors
Activity (page 5) Classifying whole numbers greater than 0 based on their number of factors
Math Talk (page 6)
Math Talk (page 7)
Try (page 8)
Day 2 Wrap Up

Practice, Differentiation, and Fact Fluency

Independent Practice pp. 9–10 and on Ed: Your Friend in Learning
Extra Support TE p. 10A; Reteach 1.1
On-Level TE p. 10A; Extra Practice & Homework 1.1
Advanced TE p. 10A; Enrichment 1.1
Fact Fluency Fact Strategy Practice, p. 1

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Name: _____ Date: _____

Chapter Test 1

Assessment Guide

Whole Numbers, Prime Numbers, and Prime Factorization

25

Suggested Time: 30 min

Section A Multiple-Choice Questions

(5 × 2 = 10 points)

1. Which expression represents 76 as a product of its prime factors?

   (A) 2×19

   (B) 4×19

   (C) $2 \times 2 \times 19$

   (D) $2 \times 2 \times 10 \times 9$

2. Which numbers are the common factors of 32 and 48?

   Choose **all** that apply.

   (A) 3

   (B) 4

   (C) 8

   (D) 12

   (E) 16

   (F) 24

3. Which expression represents the difference between the square of 8 and the cube of 4?

   (A) $8^2 + 4^3$

   (B) $8^2 - 4^3$

   (C) $8^3 + 4^2$

   (D) $8^3 - 4^2$

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4 What is the cube of 9?

(A) 12

(B) 27

(C) 81

(D) 729

5 What is the value of $5^3 + 7^2 - 8^2$?

(A) 404

(B) 110

(C) 13

(D) 6

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Section B Short Answer Questions

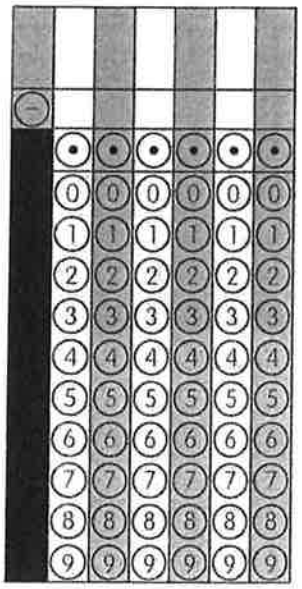
(6 to 10: 2 points each)

6 The number 192 is $2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 3$ when written as a product of its prime factors.
What is the number 1,920 written as a product of its prime factors?

Explain how you worked out the answer in the space below.

7 What is the greatest common factor of 56, 72, and 100?

Write your answer in the answer grid.



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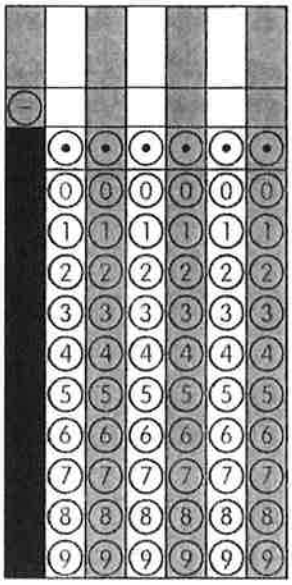
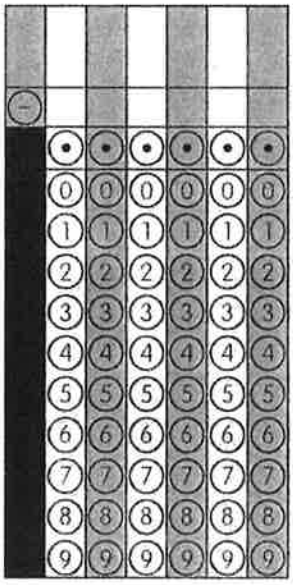
8 What is the least common multiple of 7 and 12?

Write your answer in the answer grid.



9 What is the value of 41^2?

Write your answer in the answer grid.



10 What is the value of $12^3 - 4^2 \times 9^2$?

Explain the steps you used to work out the answer in the space below.

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Section C Constructed Response

(⓫: 3 points; ⓬: 2 points)

⓫ Ann says the square root of $15^2 + 6^3 \times 2^2$ is 42. She explains that to find the answer, she first adds 15^2 and 6^3. Then, she multiplies the sum by 2^2. Finally, she finds the square root of the product.

- Explain why Ann's reasoning is incorrect.
- Determine the square root of $15^2 + 6^3 \times 2^2$.

Write your explanation, answer, and work in the space below.

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12 Mike needs to buy some items for a party. Paper plates are sold in packs of 10. Paper cups are sold in packs of 8. Mike wants the same number of each item. What is the least number of packs of each item that he must buy?

Write your answer and your work or explanation in the space below.

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Grade 7

Standard	Descriptor	Citations
Standards for Mathematical Practice		
SMP.1	Make sense of problems and persevere in solving them.	**SE/TE Course 2A:** 1U, 121–122, 125P, 187–196, 209I, 209K, 231–242, 259–266, 268, 270–276, 277P–277Q, 345–356, 358–359, 360–372 **SE/TE Course 2B:** 60, 112, 364–365
SMP.2	Reason abstractly and quantitatively.	**SE/TE Course 2A:** 1L–1Q, 1T–1U, 1–8, 15, 30, 33, 37, 46, 62, 63–67, 72, 78, 97–100, 112, 113–124, 125J–125K, 125M–125N, 125P–125Q, 125–128, 137–138, 144, 156–164, 167–170, 187–196, 198, 200–208, 209J–209K, 255, 270–276, 277L, 277N–277O, 277Q, 277–282, 286, 295, 331, 333, 335–340, 360–372 **SE/TE Course 2B:** 14, 16, 34, 43, 45, 57, 86, 90, 119–120, 217, 223, 283, 326
SMP.3	Construct viable arguments and critique the reasoning of others.	**SE/TE Course 2A:** 1L–1N, 1P, 1S, 1U, 15, 25, 33, 62, 95, 111, 125K, 125Q, 137, 197, 209H, 220, 277L–277O, 277Q, 296, 316, 334, 342, 344, 357 **SE/TE Course 2B:** 14, 61, 160, 189, 363

Standard	Descriptor	Citations
SMP.4	Model with mathematics.	**SE/TE Course 2A:** 1N–1O, 35–40, 43–46, 47–62, 67–68, 70–72, 75–78, 91–96, 97–100, 104–110, 113–124, 125J–125O, 125Q, 129–131, 139–140, 145–152, 153–156, 165–167, 182, 199, 200–208, 209H–209K, 209–212, 221–225, 231–242, 243–247, 269, 277O, 335–340 **SE/TE Course 2B:** 46, 151–158, 160, 291
SMP.5	Use appropriate tools strategically.	**SE/TE Course 2A:** 1N, 33 **SE/TE Course 2B:** 5–8, 25–26, 35–36, 39, 47, 50–51, 76–77, 79–88, 89–90, 93, 106–107, 127–128, 131–133
SMP.6	Attend to precision.	**SE/TE Course 2A:** 1P–1S, 1U, 60, 78, 96, 109, 125O, 125Q, 171–186, 200–208, 209I–209K, 229–230, 256, 267, 277L–277N, 277P, 295, 304, 316–317, 352 **SE/TE Course 2B:** 59, 111, 119–120, 217, 273, 291, 363
SMP.7	Look for and make use of structure.	**SE/TE Course 2A:** 1L, 1N–1O, 1Q–1U, 1–8, 37–40, 49, 68–70, 73–75, 79–90, 100–103, 112, 209K, 270–276 **SE/TE Course 2B:** 103–104, 131–133, 143–144
SMP.8	Look for and express regularity in repeated reasoning.	**SE/TE Course 2A:** 1P, 65, 209J, 248–249 **SE/TE Course 2B:** 131–133, 143–144, 164

Standard	Descriptor	Citations
Standards for Mathematical Content		
7.RP	**Ratios and Proportional Relationships**	
Analyze proportional relationships and use them to solve real-world and mathematical problems		
7.RP.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.	**SE/TE Course 2A:** 280, 283–285, 287, 290–292 **SE/TE Course 2B:** 91–98, 99–102, 103–108, 109–110, 111, 112, 115–118, 119–120, 157–158, 160
7.RP.2	Recognize and represent proportional relationships between quantities.	**SE/TE Course 2A:** 277–280, 282, 283–292, 293–296, 297–302, 303–306, 317–328, 329–334, 335–342, 343–344, 361–365, 368 **SE/TE Course 2B:** 78, 91–98, 99–102, 103–108, 109–110
7.RP.2a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	**SE/TE Course 2A:** 278–280, 283–292, 293–296, 297–302, 303–306
7.RP.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	**SE/TE Course 2A:** 283–292, 293–296, 297–302, 303–306, 307–312, 313–316, 317–328, 329–334 **SE/TE Course 2B:** 91–98, 99–102, 103–108, 109–110, 111, 115–118, 119–120
7.RP.2c	Represent proportional relationships by equations.	**SE/TE Course 2A:** 283–292, 293–296, 297–302, 303–306, 307–312, 313–316, 317–328, 329–334
7.RP.2d	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate	**SE/TE Course 2A:** 297–302, 303–306, 323–325, 330–332, 364–365

Standard	Descriptor	Citations
7.RP.3	Use proportional relationships to solve multistep ratio and percent problems.	**SE/TE Course 2A:** 307–312, 313–316, 345–352, 353–356, 357, 358–359, 364–368, 369–370 **SE/TE Course 2B:** 78, 91–98, 99–102, 103–108, 109–110, 111, 112, 115–118, 119–120, 157–158, 160
7.NS	**The Number System**	
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers		
7.NS.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	**SE/TE Course 2A:** 2–6, 32, 34–36, 39–41, 43, 45–46, 50–51, 55–58, 59–62, 79–85, 97–100, 116, 118, 120, 121–122
7.NS.1a	Describe situations in which opposite quantities combine to make 0.	**SE/TE Course 2A:** 35–38, 47–50
7.NS.1b	Understand $p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	**SE/TE Course 2A:** 32, 34–44, 45–46, 59, 97–100, 116
7.NS.1c	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	**SE/TE Course 2A:** 47–58, 59–62, 74–76, 83–85
7.NS.1d	Apply properties of operations as strategies to add and subtract rational numbers.	**SE/TE Course 2A:** 31–44, 45–46, 47–54, 73–76, 79–85, 91–92, 97–100, 107–108, 116–120

Standard	Descriptor	Citations
7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers	**SE/TE Course 2A:** 63–70, 71–72, 85–90, 93–94, 96, 100–103, 107–110, 111, 121–122
7.NS.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	**SE/TE Course 2A:** 63–68, 71
7.NS.2b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts	**SE/TE Course 2A:** 68–70, 71–72, 88–92, 94
7.NS.2c	Apply properties of operations as strategies to multiply and divide rational numbers.	**SE/TE Course 2A:** 86–90, 93–94, 96, 100–103, 111
7.NS.2d	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats	**SE/TE Course 2A:** 21–25, 29–30
7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers	**SE/TE Course 2A:** 73–76, 77–78, 79–92, 93–96, 111, 112, 121–122

Standard	Descriptor	Citations
7.EE	**Expressions and Equations**	
Use properties of operations to generate equivalent expressions		
7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	**SE/TE Course 2A:** 126–128, 129–134, 135–138, 139–142, 143–144, 145–150, 151–152, 153–160, 161–164, 165–168, 169–170, 201, 204, 210, 213–218, 219–220, 271, 274
7.EE.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.	**SE/TE Course 2A:** 171–182, 183–186, 202–204, 205–206
Solve real-life and mathematical problems using numerical and algebraic expressions and equations		
7.EE.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	**SE/TE Course 2A:** 73–76, 77–78, 79–92, 93–96, 104–106, 108–110, 111, 112, 117–120, 121–122, 187–192, 193–196, 197, 198–199
7.EE.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	**SE/TE Course 2A:** 187–192, 193–196, 197, 198–199, 202–204, 212, 221–228, 229–230, 231–238, 239–242, 243–254, 255–258, 268–269
7.EE.4a	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.	**SE/TE Course 2A:** 231–238, 239–242, 268, 272, 274, 275–276
7.EE.4b	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.	**SE/TE Course 2A:** 259–262, 263–266, 268–269, 273

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Common Core State Standards for Mathematics, Grade 7

Standard	Descriptor	Citations
7.G	**Geometry**	
Draw, construct, and describe geometrical figures and describe the relationships between them		
7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	**SE/TE Course 2B:** 91–98, 99–102, 103–108, 109–110, 111, 112, 115–118, 119–120
7.G.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	**SE/TE Course 2B:** 61, 79–88, 89–90
7.G.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	**SE/TE Course 2B:** 173–176, 179, 200
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume		
7.G.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	**SE/TE Course 2B:** 127–138, 139–142, 143–148, 149–150, 151–158, 159–160, 161–168, 169–172, 193–198, 200, 201–204
7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	**SE/TE Course 2B:** 5–14, 15–18, 19–28, 29–34, 35–40, 41–46, 47–54, 55–58, 59, 60, 65–70, 71–72
7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	**SE/TE Course 2B:** 122–126, 154–157, 159–160, 161–168, 169–172, 176–178, 180, 181–186, 187–188, 189, 190–191, 198–200

Standard	Descriptor	Citations
7.SP	**Statistics and Probability**	
Use random sampling to draw inferences about a population.		
7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	**SE/TE Course 2B:** 213–218, 219–220, 291
7.SP.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.	**SE/TE Course 2B:** 221–230, 231–234
Draw informal comparative inferences about two populations		
7.SP.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.	**SE/TE Course 2B:** 226–230, 232
7.SP.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.	**SE/TE Course 2B:** 226–230, 232–234, 297–299
Investigate chance processes and develop, use, and evaluate probability models		
7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 12 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	**SE/TE Course 2B:** 243–246, 257, 312

Standard	Descriptor	Citations
7.SP.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.	**SE/TE Course 2B:** 261–270, 271–276, 303–306
7.SP.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	**SE/TE Course 2B:** 277–286, 287–290, 300–305, 307–309, 314, 338–343, 367–374, 375–378
7.SP.7a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.	**SE/TE Course 2B:** 245–246, 257, 277–286, 287–290, 299–302
7.SP.7b	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.	**SE/TE Course 2B:** 277–286, 287–290, 291, 314
7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	**SE/TE Course 2B:** 327–332, 333–336, 337–342, 344–348, 349–352, 353–358, 360–362, 364–365, 368–374, 375–378
7.SP.8a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	**SE/TE Course 2B:** 315–322, 323–324, 327–332, 333–336, 337–342, 344–348, 349–352, 353–358, 360–362, 364–365, 368–374, 375–378
7.SP.8b	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	**SE/TE Course 2B:** 247–256, 258–260, 291, 313–314, 315–322, 323–326, 327–332, 333–336, 337–342, 344–348, 349–351, 354–358, 359–362, 364–365, 367–374, 375–378
7.SP.8c	Design and use a simulation to generate frequencies for compound events.	**SE/TE Course 2B:** 342–343

Chapter Planning Guide

Total pacing: 12 days	Chapter Opener, Recall Prior Knowledge Pages 1 – 4 Pacing: 1 day	1 Complementary, Supplementary, and Adjacent Angles Pages 5 – 18 Pacing: 2 days	
Pacing	**DAY 1 of 12**	**DAY 2 of 12**	**DAY 3 of 12**
Learning Objectives	**What are some special properties formed by angles on a straight line, angles at a point, and parallel lines and a transversal?** • Review related concepts from previous chapters or grades.	• Explore the properties of complementary angles and supplementary angles.	• Explore the properties of adjacent angles.
New Vocabulary		complementary angles, supplementary angles	adjacent angles
Materials		• 1 piece of paper per student • 1 copy of Rulers and Protractors (TR08) per student, as required	• 2 pieces of square paper per student
Instructional Resources	• **Student Edition 2B**, pp. 1 – 4	• **Student Edition 2B**, pp. 5 – 9 • **Extra Practice and Homework 2B**, Activity 1 • **Reteach 2**, Activity 1 • **Enrichment 2**, Activity 1	• **Student Edition 2B**, pp. 10 – 18 • **Extra Practice and Homework 2B**, Activity 1 • **Reteach 2**, Activity 1 • **Enrichment 2**, Activity 1
Mathematical Habits	• 2 Use mathematical reasoning • 6 Use precise mathematical language	• 2 Use mathematical reasoning • 3 Construct viable arguments • 6 Use precise mathematical language	• 2 Use mathematical reasoning • 6 Use precise mathematical language
Standards for Mathematical Content		• **7.G.5** Identify supplementary, complementary, vertical, and adjacent angles. Find unknown angles.	• **7.G.5** Identify supplementary, complementary, vertical, and adjacent angles. Find unknown angles.

2 Angles That Share a Vertex

Pages 19 – 34
Pacing: 2 days

3 Alternate Interior, Alternate Exterior, and Corresponding Angles

Pages 35 – 46
Pacing: 2 days

DAY 4 of 12	DAY 5 of 12	DAY 6 of 12
• Explore and apply the properties of angles at a point.	• Explore and apply the properties of vertical angles.	• Identify the type of angles formed by parallel lines and a transversal.
	vertical angles, congruent angles	transversal, alternate interior angles, alternate exterior angles, corresponding angles
• 1 copy of Rulers and Protractors (TR08) per student, as required • 3 paper circles per pair	• 1 copy of Rulers and Protractors (TR08) per student, as required	• 1 copy of Rulers and Protractors (TR08) per student, as required
• **Student Edition 2B**, pp. 19 – 25 • **Extra Practice and Homework 2B**, Activity 2 • **Reteach 2**, Activity 2 • **Enrichment 2**, Activity 2	• **Student Edition 2B**, pp. 25 – 34 • **Extra Practice and Homework 2B**, Activity 2 • **Reteach 2**, Activity 2 • **Enrichment 2**, Activity 2	• **Student Edition 2B**, pp. 35 – 38 • **Extra Practice and Homework 2B**, Activity 3 • **Reteach 2**, Activity 3 • **Enrichment 2**, Activity 3
• 2 Use mathematical reasoning • 6 Use precise mathematical language	• 2 Use mathematical reasoning • 6 Use precise mathematical language	• 2 Use mathematical reasoning • 4 Use mathematical models
• **7.G.5** Identify supplementary, complementary, vertical, and adjacent angles. Find unknown angles.	• **7.G.5** Identify supplementary, complementary, vertical, and adjacent angles. Find unknown angles.	• **7.G.5** Identify supplementary, complementary, vertical, and adjacent angles. Find unknown angles.

Chapter Planning Guide

↪ continued ...

4 Interior and Exterior Angles

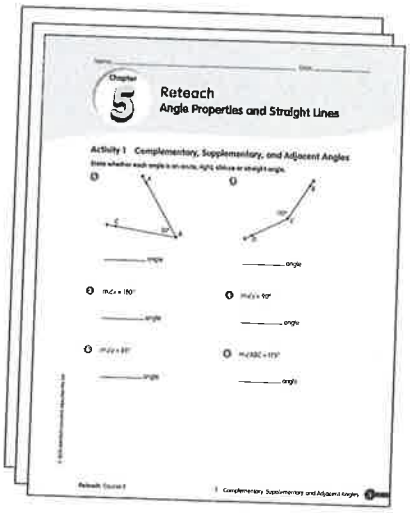
Pages 47 – 58
Pacing: 2 days

	DAY 7 of 12	DAY 8 of 12	DAY 9 of 12
Learning Objectives	• Identify the type of angles formed by parallel lines and a transversal. • Write and solve equations to find unknown angle measures.	• Explore and apply the properties of the interior angles of a triangle.	• Explore and apply the properties of the exterior angles of a triangle.
New Vocabulary		interior angles	exterior angles
Materials	• 1 copy of Rulers and Protractors (TR08) per student, as required	• 1 copy of Rulers and Protractors (TR08) per student, as required • 2 pieces of paper per student	• 1 copy of Rulers and Protractors (TR08) per student, as required
Instructional Resources	• **Student Edition 2B**, pp. 39 – 46 • **Extra Practice and Homework 2B**, Activity 3 • **Reteach 2**, Activity 3 • **Enrichment 2**, Activity 3	• **Student Edition 2B**, pp. 47 – 49 • **Extra Practice and Homework 2B**, Activity 4 • **Reteach 2**, Activity 4 • **Enrichment 2**, Activity 4	• **Student Edition 2B**, pp. 50 – 58 • **Extra Practice and Homework 2B**, Activity 4 • **Reteach 2**, Activity 4 • **Enrichment 2**, Activity 4
Mathematical Habits	• 2 Use mathematical reasoning • 4 Use mathematical models	• 2 Use mathematical reasoning • 3 Construct viable arguments	• 2 Use mathematical reasoning • 3 Construct viable arguments
Standards for Mathematical Content	• **7.G.5** Identify supplementary, complementary, vertical, and adjacent angles. Find unknown angles.	• **7.G.5** Identify supplementary, complementary, vertical, and adjacent angles. Find unknown angles.	• **7.G.5** Identify supplementary, complementary, vertical, and adjacent angles. Find unknown angles.

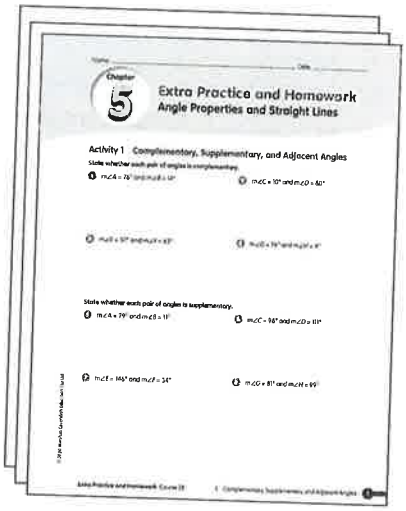
Math Journal, Put On Your Thinking Cap! Pages 59 – 61 Pacing: 1 day	Chapter Wrap-Up, Chapter Review, Performance Task, Project Work Pages 62 – 74 Pacing: 2 days
DAY 10 of 12	**DAYS 11 – 12 of 12**
Heuristics • Solve part of the problem • Consider special cases	• Reinforce and consolidate chapter skills and concepts.
• **Student Edition 2B**, pp. 59 – 61 • **Extra Practice and Homework 2B**, Put On Your Thinking Cap! • **Enrichment 2**, Put On Your Thinking Cap!	• **Student Edition 2B**, pp. 62 – 74 • **Chapter Review** • **Assessment Guide 2**, Chapter Test 5
• 1 Persevere in solving problems • 3 Construct viable arguments • 6 Use precise mathematical language	• 3 Construct viable arguments • 4 Use mathematical models • 6 Use precise mathematical language

Assessment and Differentiation

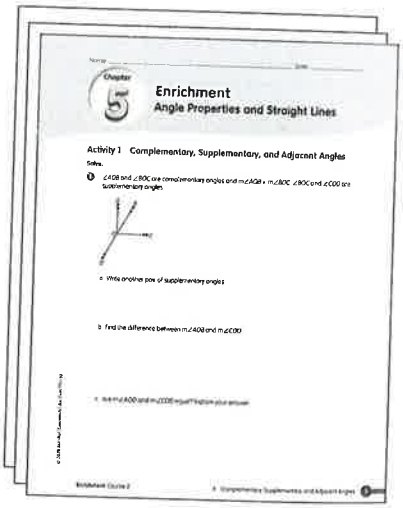
	Assessment	Differentiation
Readiness	**Student Edition 2B**, Chapter 5, Quick Check	**Reteach Grade 3**, Chapter 12 Activity 2 **Extra Practice and Homework Grade 3B**, Chapter 12 Activity 2 **Reteach Grade 4**, Chapter 7 Activity 1 **Extra Practice and Homework Grade 4B**, Chapter 7 Activity 1 **Reteach Grade 5**, Chapter 8 Activities 1 and 2 **Extra Practice and Homework Grade 5B**, Chapter 8 Activities 1 and 2
Formative	**Student Edition 2B**, Chapter 5, Try **Student Edition 2B**, Chapter 5, Independent Practice **Student Edition 2B**, Chapter 5, Chapter Review **Student Edition 2B**, Chapter 5, Performance Task	**Reteach 2**, Chapter 5 **Extra Practice and Homework 2B**, Chapter 5 **Enrichment 2**, Chapter 5
Summative	**Assessment Guide 2**, Chapter Test 5	**Reteach 2**, Chapter 5 **Extra Practice and Homework 2B**, Chapter 5 **Enrichment 2**, Chapter 5



Reteach



Extra Practice and Homework



Enrichment

For Language Development

Select activities that reinforce the chapter vocabulary and the connections among these words, such as having students

- create a student-made dictionary that includes terms, definitions, and examples organized by chapter
- have a vocabulary bee by giving a definition and having students identify the term defined
- make flash cards for terms and examples, then mix and match
- discuss the Chapter Wrap-Up, encouraging students to use the chapter vocabulary

For Advanced Learners

To provide additional challenges, have students work on

- Enrichment activities
- Put On Your Thinking Cap! questions in **Student Edition** and **Extra Practice and Homework**

2019-20

GATEWAY LESSON PLAN TEMPLATE

A 4 Step Approach:

1. Identify the Standards
2. Define the Learning Outcomes
3. Identify the Instructional Activities
4. Execute Extension Activities/Assessment

Weekly Lesson Plan Format

Week of: 9/23 – 9/27
Teacher:

1. Identify the standard(s)		
Content Area: Math	**Grade: 7**	**Classroom Intro -Chapter 1 – Quick Check**
a) List standards to be addressed	**CCSS.Math.Content.7.NS.A.2.d** Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. **CCSS.Math.Content.7.NS.A.1.c** Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	
b) List activities currently implemented in the classroom and related skills	Structures for mathematical instruction. Knowledge of real numbers on a number line. Study of fractions, decimals and conversions. Introduction to online resources.	

2. Define the learning outcomes			
Level of support ⟶	**Least** support	**Moderate** support	**Most** support
List the desired outcomes for students	Fluently utilize long division to convert fractions in to decimal notation. Order numbers on a number line by converting between number forms. Rotate through stations with limited prompting. During rotation with teacher, become a peer leader and share approaches to	Using a long division prompting card, convert fraction to decimal notation. Recall of basic facts sufficient when prompted. When working with the teacher in a station ask essential questions to gain understanding. When aided by teacher in small	Students are seated to ensure full view of board. Access to step by step white-board sleeves for long division as well as a prompting card. Students work in small group with teacher to collaborate and work through problems to discover gaps in learning. Teacher lead grouping to

	understanding. Completion of all station work	group instruction, develop an understanding of decimal notations. Complete majority of station work. By the end of the week, complete the Online independent practice with limited prompting.	ensure understanding and identify misconceptions. If fact fluency is low, student will receive a calculator to check their facts in order to complete the problem. Work for each station is initiated with the necessary assistance and any supports/accommodations listed in IEP.
List the formative assessments (Be sure to include multiple ways for students to show what they know).	-"Try" – page 22, 25, 28 -Engagement in Think and Engage -Group Discussion -Station Participation and Completion -Homework -Online Independent Practice - Small group pg. 29-30 to check for understanding		

3. Identify the instructional activities/arts infusion/sensory based techniques to be used within the unit

List the instructional activities planned for all students: ***Arts infusion** ***Sensory based techniques**	**List the barriers that may prevent students from accessing instruction, participating in activities, or demonstrating learning**	**List supports that can be implemented to reduce barriers** **Note UDL's utilized in this lesson**
Monday -Think page 21 - Engage page 21 - Math centers (Technology 1.1 Independent Practice, Long Division Worksheet, Teacher Lead pg. 22, Math Game) <u>Homework: Finish Long Division Worksheet</u> **Tuesday** - Engage page 23 - Direct Instruction – pg. 23-25 - Math centers (Technology 7th F.3, Factors Worksheet, Teacher Lead pg. 25, Math Game) **Wednesday** - Engage page 26 - Direct Instruction – pg. 26-27 - Math centers	Transitioning between stations for the first time. Controlled volume levels Attention to Task Low Fact Fluency Exposure to Vocabulary	Mr. Menna and Mr. Willis will be in the room for support and redirection Multiplication Charts available Key Terms defined in Direct instruction

(Technology 7th D.2, Decimals on a Number line , Teacher Lead pg. 28, Math Game) Homework: Pg. 2-3 Reteach **Thursday** -Independent practice Ed: Online 1.2 - Small group Extra Practice **Friday** - Math Games – SWAT, Remainder Raccoon - Independent practice Ed: Online 1.2 - Small group Extra Practice Homework: Pg. 4-6 Reteach	Computer Challenges -forgotten computers - utilizing other websites	Physical copy of independent practice provided in Textbook. Circulate and spot check for on task behaviors.

4. How will you utilize your paraprofessional during the academic classes?
Mr. Willis will work with the station that is participating in the math game. As a team we will ensure on task behavior, redirect misbehavior and work with small group.
5. How will you utilize technology during the academic classes?
TV used to project "Learns" and "Engages" Online manipulative number line, IXL for technology station

Teacher's Name _____ Class _____ Date _____

CHAPTER 1	RATIONAL NUMBERS
How is adding, subtracting, multiplying, and dividing rational numbers similar to performing operations with whole numbers?	
SECTION 1.3 Adding Integers	
Pages 31–46	Pacing: 5 days

Learning Objectives
Add integers with the same sign.
Add integers to their opposites.
Add integers with different signs.

Mathematical Habits
Use mathematical reasoning
Construct viable arguments
Use mathematical models
Use tools strategically
Make use of structure

New Vocabulary
zero pair
additive inverse

Materials
1 set of counters (yellow and red) per pair
1 copy of Number Lines (TR01) per student

Online Tools
Virtual Manipulative: Add Integers Using Counters; Add Integers Using a Number Line

Standards

CCSS.Math.Content.7.NS.A.1.a Describe situations in which opposite quantities combine to make 0. CCSS.Math.Content.7.NS.A.1.b Understand $p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. CCSS.Math.Content.7.NS.A.1.d Apply properties of operations as strategies to add and subtract rational numbers.

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Teacher's Name _____ Class _____ Date _____

Day 8 of 34	Pages 31–34	Date:

Think (page 31)

(

Engage (page 31)
Learn (pages 31 to 33) Add integers with the same sign
Activity (page 33) Adding integers with the same sign
Try (page 34)
Day 8 Wrap Up

Day 9 of 34	Pages 35–36	Date:

Engage (page 35)
Learn (pages 35 to 36) Add integers to their opposites
Math Talk (page 35)
Try (page 36)
Day 9 Wrap Up

Day 10 of 34	Pages 37–40	Date:

Engage (page 37)
Learn (pages 37 to 39) Add two integers with different signs
Activity (page 37) Exploring addition of integers
Math Talk (page 39)
Try (page 40)
Day 10 Wrap Up

Day 11 of 34	Pages 41–42	Date:

Engage (page 41)
Learn (pages 41 to 42) Add more than two integers with different signs

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Teacher's Name _____ Class _____ Date _____

Try (page 42)
Day 11 Wrap Up

Day 12 of 33	Pages 43–45	Date:

Engage (page 43)
Learn (pages 43 to 44) Add integers with different signs in a real-world situation
Try (page 44)
Let's Explore (page 44)
Day 12 Wrap Up

Practice and Differentiation

Independent Practice pp. 45–46 and on Ed: Your Friend in Learning
Extra Support TE p. 46A; Reteach 1.3
On-Level TE p. 46A; Extra Practice & Homework 1.3
Advanced TE p. 46A; Enrichment 1.3

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Name: _____ Date: _____

Chapter Test 1

Assessment Guide
Rational Numbers

25

Suggested Time: 30 min

Section A Multiple-Choice Questions

(5 × 2 = 10 points)

1. Which is the absolute value of $-\frac{26}{91}$ in simplest form?

   (A) $-\frac{26}{91}$

   (B) $\frac{26}{91}$

   (C) $\frac{2}{7}$

   (D) $\frac{4}{13}$

2. Which decimals are equivalent to $\frac{2}{11}$?

   Choose **all** that apply.

   (A) 0.18

   (B) 0.182

   (C) 0.18181...

   (D) $0.\overline{18}$

   (E) $0.\overline{181}$

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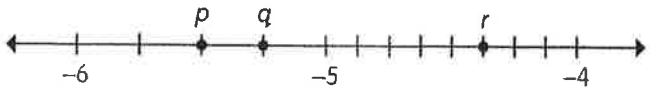
3 Three values on the number line are labeled p, q, and r.



Which statements about p, q, and r are correct?

Choose **all** that apply.

(A) $p = -6.5$ and p is the smallest value.

(B) $q = -5\frac{3}{4}$ and $q > p$.

(C) $r = -4\frac{3}{8}$ and r is the greatest value.

(D) $p = -5\frac{1}{2}$ and $p < r$.

(E) $r = -5.625$ and $r > q$.

4 Which pairs of integers are 5 units apart on a number line?

Choose **all** that apply.

(A) 3 and – 8

(B) – 10 and – 5

(C) – 15 and 10

(D) 13 and 8

(E) – 18 and – 13

5 Which expressions have answers that are negative?

Choose **all** that apply.

(A) $48 \div (-12) \times 2$

(B) $-48 \div 12 \times (-2)$

(C) $-48 \div (-12) \times 2$

(D) $-(-48 \div 12 \times 2)$

(E) $48 \div (-12 \times 2)$

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Section B Short Answer Questions

(6 to 10: 2 points each)

6 Evaluate each expression.

Write each answer in the table.

Expression	Value
$-11 + 11$	
$-13 + (-3)$	
$(-5) - (-12)$	
$-10 + 30 \div (-5)$	

7 A rope was $5\frac{2}{3}$ feet long. Diego cut off $1\frac{5}{8}$ feet of the rope. How long is the rope now?

Write your answer as $\frac{m}{n}$ in simplest form, where m and n are integers, in the space below.

8 Evaluate $\left(-1\frac{1}{2}\right) \cdot \left(-\frac{4}{15}\right)$.

Write your answer in the space below.

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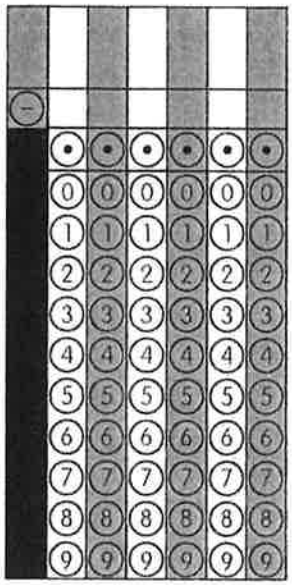
9 At 6 P.M., the temperature was 2.5°F. By midnight, it had dropped by 6.8°F. By 6 A.M. the next day, it had risen by 3.4°F. What was the final temperature in °F?

Write your answer in the answer grid.



10 James paid $13.20 for 12 mangoes. For every 5 mangoes that he bought, he got 1 mango free. Mary wants to buy 4 mangoes from the same shop. She has only $5.10. How much does she still need?

Explain the steps used to compute the amount of money that Mary still needs.
Write your answer and explanation in the space below.

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Section C Constructed Response

(11: 3 points; 12: 2 points)

11 Charles says the sum of $-28 + 52$ is -80. He explains that to find the answer, he first adds 28 and 52. Then, he multiplies the sum by -1.

- Explain why Charles' reasoning is incorrect.
- Evaluate $-28 + 52$.
- Explain how you found the answer.

Write your answer and explanations in the space below.

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12 Benjamin wants to buy 10 items from a supermarket. 5 of the items cost $7.25 each, 1 of them costs $12.55, and the rest cost $4.60 each. Benjamin has only $50. How much does Benjamin still need?

Write your answer and your work or explanation in the space below.

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correlated to the

Common Core State Standards for Mathematics
Grade 8

Standard	Descriptor	Citations
Standards for Mathematical Practice		
SMP.1	Make sense of problems and persevere in solving them.	**SE/TE Course 3A:** 1G, 29–40, 41K, 41L, 89–110, 111G, 143, 144, 157G, 157J, 157K, 163–170, 191–204, 208–218, 219K, 279–292, 311J, 311L, 339–348, 372, 373–386 **SE/TE Course 3B:** 2D, 9, 13–15, 18–19, 29, 30, 31, 43, 48E, 55, 62, 69, 74, 76, 88–90, 92, 94, 99, 112D, 118, 128, 129, 131, 144, 149, 172B, 185, 189, 204–205, 209, 216B, 225, 226, 235, 240, 247, 257
SMP.2	Reason abstractly and quantitatively.	**SE/TE Course 3A:** 1F–1G, 19–28, 33–36, 37–39, 40, 41H–41J, 41L, 53–78, 97–111, 111E, 113–116, 157H–157I, 157K, 171–181, 205–206, 219H–219K, 221–244, 255–264, 271–275, 278, 298–310, 311H, 311K–311L, 321–338, 357–370, 372, 373–386 **SE/TE Course 3B:** 2D, 728, 10, 12–14, 48F, 55, 63, 77, 90, 98–99, 112D, 122, 130, 136, 146–147, 150–151, 153, 172D, 175, 177–179, 186–187, 192–195, 201–206, 207–208, 216D, 237–243, 246–248

Standard	Descriptor	Citations
SMP.3	Construct viable arguments and critique the reasoning of others.	**SE/TE Course 3A:** 1E, 11–14, 111F, 123–142, 219J–219K, 267, 293–310, 311L, 371, 373–386 **SE/TE Course 3B:** 2B, 728, 11, 16, 28, 34, 40, 44, 48B, 48C, 55, 58C, 59, 63, 70, 77, 83, 90, 92C, 96, 98–99, 103, 107, 111, 112B, 122, 128D–128E, 130, 137, 149, 150, 159, 172B, 186–187, 190D–190E, 194–195, 194–195, 210, 216B, 218, 240C, 242–243
SMP.4	Model with mathematics.	**SE/TE Course 3A:** 1E, 7–10, 293–297 **SE/TE Course 3B:** 2C, 3, 6–11, 12–15, 20–27, 31–36, 36–39, 48D–48E, 49, 50, 51–58, 61–69, 73–82, 86–95, 98–102, 112C, 113, 115, 116–122, 130–139, 144–153, 172C, 174–182, 186–195, 198–206, 217–218, 216C, 220–226, 229–232, 252–255
SMP.5	Use appropriate tools strategically.	**SE/TE Course 3A:** 41K, 79–82, 179–190, **SE/TE Course 3B:** 2C, 3, 5, 7–11, 12–15, 20–27, 31–39, 43, 48D–48E, 49, 50, 51–58, 61–69, 73–82, 86–95, 98–102, 112C, 113, 115, 116–122, 130–139, 144–153, 157I, 172C, 174–182, 186–195, 198–206, 216C, 217–218, 220–226, 229–232, 252–255

Standard	Descriptor	Citations
SMP.6	Attend to precision.	**SE/TE Course 3A:** 1F–1G, 15–18, 29, 30–31, 111E, 116–122, 219H, 221–244 **SE/TE Course 3B:** 2, 6–15, 19, 20–27, 31–33, 36–39, 42, 44, 49–50, 53, 55, 57, 63, 68–69, 72, 77, 80–82, 86–90, 97, 99, 103, 105, 107, 112, 115, 122–125, 130, 131, 137, 143, 150, 172, 179, 187, 191–195, 198–203, 210, 236, 239, 243, 247, 264
SMP.7	Look for and make use of structure.	**SE/TE Course 3A:** 1G, 29, 30–31, 111G, 143, 144–145, 311J, 349–356 **SE/TE Course 3B:** 2A, 2C, 225, 24, 44, 48A, 48D–48E, 48, 49–50, 51, 65, 73, 93, 107–108, 112A, 112C, 112–115, 119, 123–125, 131, 159, 172, 172A, 172C, 173, 187, 191, 193, 210, 216A, 216C, 217–218, 222, 224, 231, 236, 239, 241, 245, 246, 247, 253, 254, 264
SMP.8	Look for and express regularity in repeated reasoning.	**SE/TE Course 3A:** 1G, 40, 41G–41K, 45–78, 82–88, 157K, 207, 219I, 245–254, 311H, 315–320 **SE/TE Course 3B:** 2C, 2D, 5, 6–15, 20–27, 31–33, 36–39, 48D–48E, 48F, 50, 55, 63, 77, 88–90, 98–102, 112C, 112D, 122–125, 130, 132–139, 146–147, 150–153, 172C, 172D, 175, 177–179, 186–187, 192–195, 201–206, 207–208, 216C, 216D, 217, 224–226, 229–232, 237–248, 253, 257–258

Standard	Descriptor	Citations
Standards for Mathematical Content		
8.NS	**The Number System**	
Know that there are numbers that are not rational, and approximate them by rational numbers.		
8.NS.1	Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.	**SE/TE Course 3A:** 3–5,15–16, 29, 30
8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).	**SE/TE Course 3A:** 7–12, 13–14, 30–31, 37–38
8.EE	**Expressions and Equations**	
Work with radicals and integer exponents.		
8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions.	**SE/TE Course 3A:** 45–52, 53–60, 61–70, 71–78, 79–88
8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational .	**SE/TE Course 3A:** 89–96, 101–106
8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.	**SE/TE Course 3A:** 113–122, 135–142, 147–152

Standard	Descriptor	Citations
8.EE.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	**SE/TE Course 3A:** 123–134, 147–152
Understand the connections between proportional relationships, lines, and linear equations.		
8.EE.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways	**SE/TE Course 3A:** 279–292, 304–306
8.EE.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.	**SE/TE Course 3A:** 221–244, 245–254, 255–270, 271–278, 299–306 **SE/TE Course 3B:** 128
Analyze and solve linear equations and pairs of simultaneous linear equations.		
8.EE.7	Solve linear equations in one variable.	**SE/TE Course 3A:** 163–170, 209
8.EE.7a	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	**SE/TE Course 3A:** 171–178, 210
8.EE.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	**SE/TE Course 3A:** 179–190, 191–198, 211

Standard	Descriptor	Citations
8.EE.8	Analyze and solve pairs of simultaneous linear equations.	**SE/TE Course 3A:** 315–320, 375
8.EE.8a	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	**SE/TE Course 3A:** 349–356
8.EE.8b	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.	**SE/TE Course 3A:** 210, 321–338, 357–370, 375–382
8.EE.8c	Solve real-world and mathematical problems leading to two linear equations in two variables.	**SE/TE Course 3A:** 212–214, 339–348, 378–380
8.F	**Functions**	
Define, evaluate, and compare functions.		
8.F.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output	**SE/TE Course 3A:** 240C–240D, 243–254, 259–264
8.F.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	**SE/TE Course 3A:** 278–285
8.F.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.	**SE/TE Course 3A:** 259–264 **SE/TE Course 3B:** 190–195

Standard	Descriptor	Citations
Use functions to model relationships between quantities.		
8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	**SE/TE Course 3A:** 240C–240D, 259–264, 266–269, 272–275 **SE/TE Course 3B:** 190–195
8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	**SE/TE Course 3A:** 259–264, 266–269, 272–275 **SE/TE Course 3B:** 190–195
8.G	**Geometry**	
Understand congruence and similarity using physical models, transparencies, or geometry software.		
8.G.1	Verify experimentally the properties of rotations, reflections, and translations.	**SE/TE Course 3B:** 193–200
8.G.1a	Lines are taken to lines, and line segments to line segments of the same length.	**SE/TE Course 3B:** 54–58, 64–68, 76–77
8.G.1b	Angles are taken to angles of the same measure.	**SE/TE Course 3B:** 54–58, 64–68, 77–79
8.G.1c	Parallel lines are taken to parallel lines.	**SE/TE Course 3B:** 55–58, 64–68, 77–79
8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	**SE/TE Course 3B:** 251–266, 271–278

Standard	Descriptor	Citations
8.G.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	**SE/TE Course 3B:** 129–144, 145–158, 159–176, 177–192
8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	**SE/TE Course 3B:** 251–266, 278
8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.	**SE/TE Course 3B:** 233–250, 271–278
Understand and apply the Pythagorean Theorem.		
8.G.6	Explain a proof of the Pythagorean Theorem and its converse.	**SE/TE Course 3B:** 2C–2D, 6–15
8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	**SE/TE Course 3B:** 81–96, 107–112, 286
8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	**SE/TE Course 3B:** 97–106
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.		
8.G.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	**SE/TE Course 3B:** 287–292, 293–300, 301–312, 313–320, 321–330, 335–342

Standard	Descriptor	Citations
8.SP	**Statistics and Probability**	
Investigate patterns of association in bivariate data.		
8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	**SE/TE Course 3B:** 347–362
8.SP.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	**SE/TE Course 3B:** 363–376
8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.	**SE/TE Course 3B:** 186–195
8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	**SE/TE Course 3B:** 377–390

Chapter Planning Guide

Total pacing: 9 days	Chapter Opener, Recall Prior Knowledge Pages 1 – 6 Pacing: 1 day	1 Introducing Irrational Numbers Pages 7 – 14 Pacing: 2 days	
Pacing	**DAY 1 of 9**	**DAY 2 of 9**	**DAY 3 of 9**
Learning Objectives	**What numbers make up the set of real numbers?** • Review related concepts from previous chapters or grades.	• Use rational approximations of irrational numbers to locate irrational numbers approximately on a number line.	• Use rational approximations of irrational numbers to locate irrational numbers approximately on a number line.
New Vocabulary		irrational number	
Materials			
Instructional Resources	**Student Edition 3A**, pp. 1 – 6	• **Student Edition 3A**, pp. 7 – 10 • **Extra Practice and Homework 3A**, Activity 1 • **Reteach 3**, Activity 1 • **Enrichment 3**, Activity 1	• **Student Edition 3A**, pp. 11 – 14 • **Extra Practice and Homework 3A**, Activity 1 • **Reteach 3**, Activity 1 • **Enrichment 3**, Activity 1
Mathematical Habits	• 1 Use mathematical models	• 4 Use mathematical models	• 3 Construct viable arguments
Standards for Mathematical Content		• **8.NS.1** Understand the concept of irrational numbers. • **8.NS.2** Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.	• **8.NS.1** Understand the concept of irrational numbers. • **8.NS.2** Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.

Chapter Planning Guide

	2 Introducing the Real Number System Pages 15 – 18 Pacing: 1 day	3 Introducing Significant Digits Pages 19 – 28 Pacing: 2 days	
Pacing	**DAY 4 of 9**	**DAY 5 of 9**	**DAY 6 of 9**
Learning Objectives	• Order real numbers.	• Determine the number of significant digits in a number. • Round a number to a particular number of significant digits.	• Round a number to a particular number of significant digits.
New Vocabulary	real number	significant digit	
Materials			
Instructional Resources	• **Student Edition 3A**, pp. 15 – 18 • **Extra Practice and Homework 3A**, Activity 2 • **Reteach 3**, Activity 2 • **Enrichment 3**, Activity 2	• **Student Edition 3A**, pp. 19 – 22 • **Extra Practice and Homework 3A**, Activity 3 • **Reteach 3**, Activity 3 • **Enrichment 3**, Activity 3	• **Student Edition 3A**, pp. 22 – 28 • **Extra Practice and Homework 3A**, Activity 3 • **Reteach 3**, Activity 3 • **Enrichment 3**, Activity 3
Mathematical Habits	• 6 Use precise mathematical language	• 2 Use mathematical reasoning	• 2 Use mathematical reasoning
Standards for Mathematical Content	• **8.NS.2** Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.		

Math Journal Put On Your Thinking Cap! Pages 29 – 31 Pacing: 1 day	Chapter Wrap-Up, Chapter Review, Performance Task, Project Work Pages 32 – 40 Pacing: 2 days
DAY 7 of 9	**DAYS 8 – 9 of 9**
Heuristics • Draw a diagram • Use a formula	• Reinforce and consolidate chapter skills and concepts.
• **Student Edition 3A**, pp. 29 – 31 • **Extra Practice and Homework 3A**, Put On Your Thinking Cap! • **Enrichment 3**, Put On Your Thinking Cap!	• **Student Edition 3A**, pp. 32 – 40 • **Chapter Review** • **Assessment Guide 3**, Chapter Test 1
• 1 Persevere in solving problems • 6 Use precise mathematical language • 7 Make use of structure	• 1 Persevere in solving problems • 2 Use mathematical reasoning • 8 Look for patterns

2019-20

GATEWAY LESSON PLAN TEMPLATE

A 4 Step Approach:

1. Identify the Standards
2. Define the Learning Outcomes
3. Identify the Instructional Activities
4. Execute Extension Activities/Assessment

Weekly Lesson Plan Format

Week of: September 23, 2019
Teacher:

1. Identify the standard(s)	
Content Area: **Subject** Math **Grade:** 8	
a) List standards to be addressed	**CCSS.Math.Content.8.EE.C.7.b** Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
b) List activities currently implemented in the classroom and related skills	Class discussions Think-Pair-Share Independent skill practice

2. Define the learning outcomes

Level of support ⟶	**Least** support	**Moderate** support	**Most** support
List the desired outcomes for students	Independent completion of work. Mastery of skills/concept as demonstrated through class discussions and graded work	Periodic check-ins for understanding. Completion of work with moderate assistance. Understanding of skills/concept is demonstrated through class discussions and independent work.	Check-in for understanding of directions in addition to skills/concept. Seated in close proximity with teacher or para. Completion of work with accommodations as outlined in IEP. Understanding of skills/concept is demonstrated through classroom discussions, verbal dialog with teacher or para, work completion.

List the formative assessments (Be sure to include multiple ways for students to show what they know).	Monitoring of class discussions and partner talk. Oral responses to questions. Graded work.		

3. Identify the instructional activities/arts infusion/sensory based techniques to be used within the unit

List the instructional activities planned for all students: ***Arts infusion** ***Sensory based techniques**	**List the barriers that may prevent students from accessing instruction, participating in activities, or demonstrating learning**	**List supports that can be implemented to reduce barriers** **Note UDL's utilized in this lesson**
Objectives • Solve linear equations with one variable. • Solve real-world problems involving linear equations with one variable. **Monday** - Background skills practice – adding and subtracting integers. **Tuesday and Wednesday** Background skills practice – adding/subtracting and simplifying linear expressions. **Thursday & Friday -** Math in Focus Chapter 4.1 Solve linear equations with one variable on both sides of the equation. Pg 163-165 Complete Independent Practice pg 169 Convert repeating decimals to fraction.pg 165-166 Complete Independent Practice Pg 170 #7 & #8	Lack of prior knowledge Distractions/Lack of focus Difficulty in thinking abstractly	Chunking the work Model the skill Allow for brakes

4. How will you utilize your paraprofessional during the academic classes?

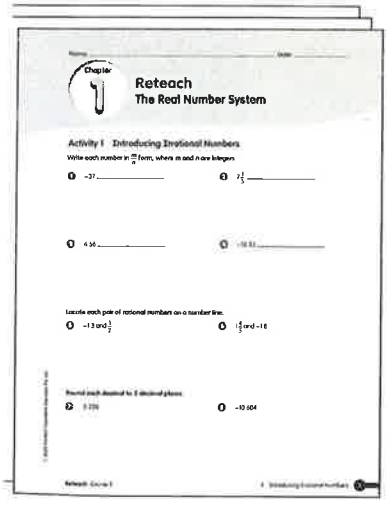
My para will work with one a small group while I work with another small group to assist and check for understanding during the background skills practice work. Also, she will work alongside identified students during direct instruction to assist with comprehension.

5. How will you utilize technology during the academic classes?

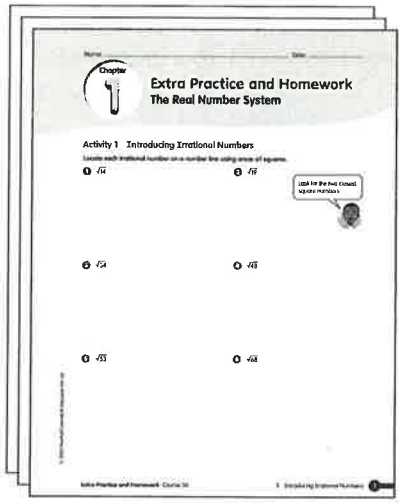
I will use the Powerpoint presentation of the lesson. Students will use calculators during certain parts of the lesson. Students who have mastered the skill will be challenged by going on iXL W13 Solve Equations Complete the Solution.
6.

Assessment and Differentiation

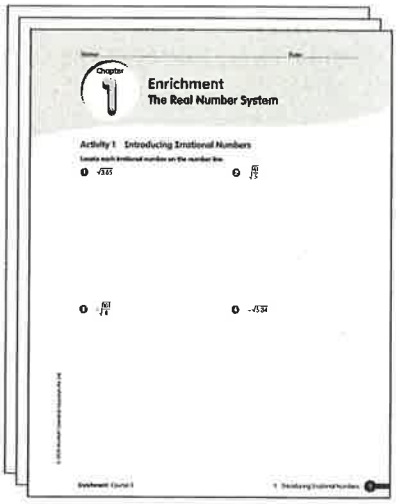
	Assessment	Differentiation
Readiness	**Student Edition 3A**, Chapter 1, Quick Check	**Reteach Grade 5**, Chapter 4 Activity 2 **Extra Practice and Homework Grade 5A**, Chapter 4 Activity 2 **Reteach Course 2**, Chapter 1 Activities 1 and 2 **Extra Practice and Homework Course 2A**, Chapter 1 Activities 1 and 2
Formative	**Student Edition 3A**, Chapter 1, Try **Student Edition 3A**, Chapter 1, Independent Practice **Student Edition 3A**, Chapter 1, Chapter Review **Student Edition 3A**, Chapter 1, Performance Task	**Reteach 3**, Chapter 1 **Extra Practice and Homework 3A**, Chapter 1 **Enrichment 3**, Chapter 1
Summative	**Assessment Guide 3**, Chapter Test 1	**Reteach 3**, Chapter 1 **Extra Practice and Homework 3A**, Chapter 1 **Enrichment 3**, Chapter 1



Reteach



Extra Practice and Homework



Enrichment

For Language Development

Select activities that reinforce the chapter vocabulary and the connections among these words, such as having students

- create a student-made dictionary that includes terms, definitions, and examples organized by chapter
- have a vocabulary bee by giving a definition and having students identify the term defined
- make flash cards for terms and examples, then mix and match
- discuss the Chapter Wrap-Up, encouraging students to use the chapter vocabulary

For Advanced Learners

To provide additional challenges, have students work on

- Enrichment practices
- Put On Your Thinking Cap! questions in **Student Edition** and **Extra Practice and Homework**

Teacher's Name _____ Class _____ Date _____

CHAPTER 1	THE REAL NUMBER SYSTEM
What numbers make up the set of real numbers?	
CHAPTER BEGINNING THE REAL NUMBER SYSTEM	
Pages 1–6	Pacing: 1 day

Learning Objective

To discover and describe the difference between rational and irrational numbers and compare their relative quantities by ordering them using a number line.

Mathematical Habit

Use mathematical models

Standards

CCSS.Math.Content.8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. CCSS.Math.Content.8.NS.A.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).

Day 1 of 9	Pages 1–6	Date:

Chapter Opener (page 1)

Essential Question (page 1)

Recall Prior Knowledge (pages 2 to 6)

Notes

Chapter OverviewConcrete Pictorial AbstractStudents will start off by using the number line as a pictorial representation of the irrational numbers, and subsequently real numbers as a whole. Finally, students will move on to the abstract

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Teacher's Name _____ Class _____ Date _____

representations while learning about significant digits.

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Name: _____ Date: _____

Chapter Test 1

Assessment Guide
The Real Number System

25

Suggested Time: 30 min

Section A Multiple-Choice Questions

(5 × 2 = 10 points)

1. Which statement describes the value of $\sqrt{32}$?

   (A) The value of $\sqrt{32}$ is between 4 and 4.5.

   (B) The value of $\sqrt{32}$ is between 4.5 and 5.

   (C) The value of $\sqrt{32}$ is between 5 and 5.5.

   (D) The value of $\sqrt{32}$ is between 5.5 and 6.

2. The length of the diagonal of a rectangle is $\sqrt{107}$ centimeters.

   Which statement describes the length of the diagonal?

   (A) The length is between 10 and 11 centimeters.

   (B) The length is between 11 and 12 centimeters.

   (C) The length is between 12 and 13 centimeters.

   (D) The length is between 13 and 14 centimeters.

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3 Compare the numbers below.

$1.\overline{23}, \frac{9}{7}, -\sqrt{2}, -\sqrt[3]{3}, -2.3, 0.2\pi$

Which statements are true?

Choose **all** that apply.

(A) 0.2π is between $-\sqrt{2}$ and $1.\overline{23}$.

(B) $-\sqrt{2}$ is between -2.3 and $-\sqrt[3]{3}$.

(C) $\frac{9}{7}$ is the greatest number.

(D) -2.3 is the least number.

(E) Both $-\sqrt{2}$ and $-\sqrt[3]{3}$ are between -1.5 and -1.

4 Which statements are true?

Choose **all** that apply.

(A) The number 123.0 has 3 significant digits.

(B) The number 30.0012 has 6 significant digits.

(C) The number 0.0010 has 1 significant digit.

(D) The number 0.0047 has 2 significant digits.

(E) The number 2,000 has 4 significant digits.

5 What is the value of 605,498 correct to 3 significant digits?

(A) 605,000

(B) 605,400

(C) 610,400

(D) 600,000

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Section B Short Answer Questions

(6 to 10: 2 points each)

6 Graph the position of $-\sqrt{51}$ on a number line.

Show your drawing in the space below.

7 Graph the following numbers on a number line, and state the greatest and the least numbers.

$-2.4, \frac{2}{7}, 2\sqrt{3}, \sqrt[3]{68}, -\pi$

Show your drawing, and write your answers in the space below.

8 Find the number of significant digits in each number.

Write each answer in the table.

Number	Number of Significant Digits
3.98	
0.0604	
3,543	
12.060	

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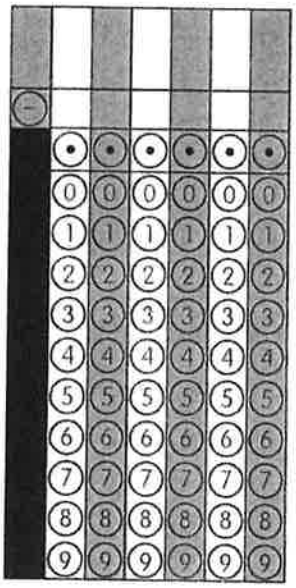
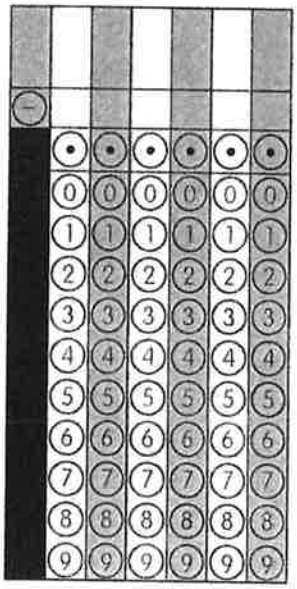
9 The number e is a famous irrational number. Its value equals 2.7182818284... .
Round this number to 4 significant digits.

Write your answer in the answer grid.



10 Evaluate $\frac{4+\sqrt{5}}{1-\pi}$. Round your answer to 3 significant digits.

Write your answer in the answer grid.



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Section C Constructed Response

(⓫: 3 points; ⓬: 2 points)

⓫ This question has two parts.

Part A

Locate $\sqrt{34}$ on a number line.
Explain how you found its position on the number line.

Show your drawing and explanation in the space below.

Part B

Give another irrational number in the form of $\sqrt{n}$, where n is an integer.
The value of this irrational number must be between $\sqrt{34}$ and 6.

Write your answer in the space below.

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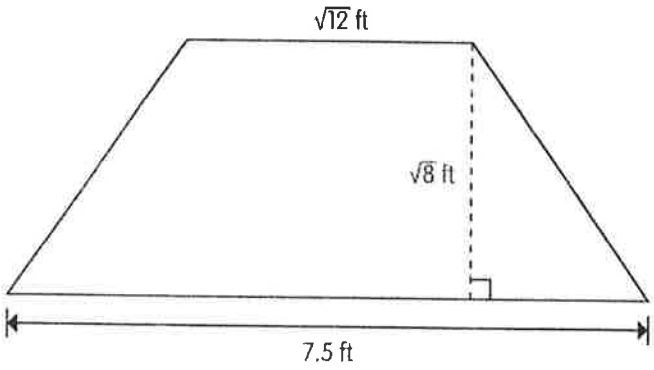
12 The dimensions of a trapezoid are shown.



Calculate the area of the trapezoid to 4 significant digits.

Explain how you worked out the answer in the space below.

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12 A company manager ordered a field day T-shirt for every one of his 1,056 employees.
The cost of each T-shirt was $15.
Alan finds the total cost of the T-shirts as shown.

$$\begin{array}{rr} & 1,056 \\ \times & \quad 15 \\ \hline & 502,530 \\ + & \quad 10,560 \\ \hline & 513,090 \end{array}$$

The total cost of the T-shirts is $513,090.

- What is Alan's mistake?
- Explain how you arrived at your answer.

Write your answer and your work or explanation in the space below.

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APPENDIX 2C

Social Studies Curriculum MOU

Social Studies Coalition of Delaware

Partnering to Promote Student Achievement & Quality Teaching

May 23, 2019

Dear Superintendent and/or Designee,

During the last few years, the Social Studies Coalition of Delaware has met monthly to address social studies issues that affect all districts and held institutes and workshops in the four strands of social studies. This year we continued our Professional Development Project, by providing training in social studies content and assessment. SSCD also worked collaboratively with the Delaware Department of Education to develop cluster assessment items that emulate the new items types on the Delaware System of Student Assessments (DeSSA) social studies, CCSS-ELA for History/Social Studies, SBAC and SAT assessments. The Lead Teachers of your district can now be used for professional development and as a resource for improving social studies instruction. The plans for the 2019-2020 year include: the development of the additional state assessment examples for use in the classroom, along with revision and modification of the current Delaware Recommended Curriculum Model Units. Additionally, continued cohorts of teacher training to build social studies content and standards-related pedagogy. Please visit our website at http://www.sscde.org/ to find out more about the organization. We are looking forward to continuing the efforts of the Coalition and ask you to renew your membership.

Eighteen districts and nine charter schools are members of the Coalition and it is time for the districts and charters to make their commitment to the SSCD for the 2019-2020 school year. The fee is $2000 for the period from July 1, 2019 to June 30, 2020. Payment is due by September 30, 2019.

Please review and sign the attached Memorandum of Understanding. Send the agreement to the Coalition's fiscal agent, when you request an IV for your business office:

Milford School District (S 108)
c/o Christie Floyd, Director of Operations Secretary
(cfloyd@msd.k12.de.us)

The Social Studies Coalition of Delaware appreciates your continuing support for social studies education. If you have any questions, please feel free to contact the officers of the SSCD listed below:

Darren Guido	Caesar Rodney School District	
	Co-Chair, Executive Board SSCD	darren.guido@cr.k12.de.us
Bridget Amory	Milford School District	
	Co-Chair, Executive Board SSCD	bamory@msd.k12.de.us
Nick Baker	Colonial School District	
	Financial Liaison, Executive Board	nbaker@colonial.k12.de.us
Fran O'Malley	Democracy Project, Institute for Public Administration, University of Delaware	
	Executive Secretary SSCD	fomalley@udel.edu

Sincerely,

Nicholas Baker, Ed. D
SSCD Financial Liaison
c/o: SSCD Member Representative

MEMORANDUM OF UNDERSTANDING
THE SOCIAL STUDIES COALITION OF DELAWARE

PURPOSE OF THIS MEMO

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

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

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

MISSION

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

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

GUIDING PRINCIPLES

- The purpose of the partnership is to support continuous standards-based reform of social studies education in Delaware schools.
- Adoption and implementation of curricula is the responsibility of individual school systems. The Coalition is established to assist them in this endeavor and to provide cost effective standards-based education programs.
- Costs will be shared in a way that all parties benefit as equally as possible. Every effort will be made to provide services in support of the program at cost. Member districts and charter schools will pay **$2000** by Sept. 30, 2019 to support Coalition actions beginning July 1, 2019 through June 30, 2020 for professional development, development of products and other activities. Thereafter, annual fees will be determined by the Board.
- Professional development will be provided by the Coalition. Individual districts/charter schools will provide additional support for the participants.

- The Coalition will seek to coordinate financial support from foundations, affiliates, the Delaware Department of Education and others for implementation of standards-based social studies education for Delaware students.

G0VERNANCE OF THE COALITION

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

The purpose of the Board is to:

- Establish and approve operating policies and practices for the Coalition.
- Set and approve the annual budget for the Coalition and monitor expenditures. The Milford School District has agreed to act as the fiscal agent at no cost, and for this will receive a reduced membership fee for the 2019-2020 school year.
- Establish and implement an effective communications program.
- Promote partnerships among the K-12 public schools, higher education and the business community.

Coalition Leadership –
SSCD leadership shall be administered by an Executive Committee and directed by the Board. The Executive Committee shall consist of two chairpersons, an Executive Secretary, a Financial Liaison and the Education Associate for Social Studies from the Delaware Department of Education. Two chairpersons shall be elected by the voting members of the Board to a two year, staggered term without remuneration and will coordinate the Coalition's activities and chair meetings. The Executive Secretary and Financial Liaison shall be appointed by the chairs.

Regular meetings of the Coalition's Executive Committee and Board will be held on a monthly basis during the school year. The Board will establish sub-committees to manage specific aspects of the Coalition as needed.

Signatures of Agreement – 2019-2020

Martin J White (Principal) 9/23/19

District/Charter Representative to SSCD Date

9/23/19 Head of School

Superintendent –District/Charter Date

School District/Charter School name Gateway Lab School, charter school

APPENDIX 2D

Science Coalition MOU

C20-196

DELAWARE SCIENCE COALITION

Promoting Scientific Literacy for All Students

Delaware Science Coalition Memorandum of Agreement

The **Gateway Lab School** agrees to abide by the Delaware Science Coalition's bylaws and join the Delaware Science Coalition partnership. The Delaware Science Coalition program is sustained by local district/charter school fees in combination with state allocations. Professional development; materials acquisitions; distribution, collection and refurbishment of science curricular units; and any other associated costs are supported by these funding sources. The Coalition's bylaws and fee schedule for school year 2019-2020 are attached to this Memorandum of Agreement.

Signed: Kathy W Kelly — 6/21/19

Director — **Date**

CIPD Curriculum Instruction & Professional Development

[signature] — 6/26/19

Associate Secretary — **Date**

Academic Support Team

[signature] — 6/28/19

Associate Secretary, Operations support — **Date**

nsfnmo

[signature] Head of School — 9/30/19

LEA Official, Title — **Date**

[signature] Principal — 9/30/19

Science Coalition Representative — **Date**

APPENDIX 2E

Visual & Performing Arts Curriculum Documents

Delaware Department of Education

Standards-Alignment Review Rubric for Visual & Performing Arts Units of Instruction

Dimension I	Dimension II	Dimension III	Dimension IV
Alignment to the Depth of the Visual & Performing Arts Standards	**Key Shifts**	**Instructional Supports**	**Assessments**
The lesson/unit aligns with the letter and spirit of the Standards for Visual & Performing Arts. o Targets a set of grade-level or proficiency level standards. o Includes a clear and explicit purpose for instruction. o Selects artistic concepts that measure within the grade-level or proficiency level and are of sufficient quality and scope for the stated purpose. *A unit or longer lesson should:* o Integrate creating, performing/presenting/producing, responding and connecting so that students apply and synthesize advancing artistic literacy skills.	*The lesson/unit addresses key shifts in the Arts Standards* o **Meaning:** Makes discerning deep conceptual meaning a central focus of instruction. o **Academic Vocabulary:** Focuses on building students' academic vocabulary in context throughout instruction. *A unit or longer lesson should:* o **Building Disciplinary Knowledge:** Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific master works of art.	*The unit is responsive to varied student learning needs:* o Cultivates student interest and engagement creating performing/presenting/producing, responding and connecting about authentic master works of art. o Addresses proficiency targets/I Can statements and is easy to understand and use. o Provides *all* students with multiple opportunities to engage in instruction; includes appropriate scaffolding. o Focuses on challenging concepts and engages students in a productive struggle through discussion questions and other supports that build toward proficiency. o Integrates appropriate supports for students that have disabilities or read well below the grade level text band.	*The unit regularly assesses whether students are able to demonstrate standards-based content and skills:* o Elicits direct, observable evidence of the degree to which a student can independently demonstrate the targeted standards. o Assesses student performance in all four modes of artistic communication. o Includes aligned proficiency-oriented rubrics that provide sufficient guidance for interpreting student performance. *A unit should:* o Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.

		o Provides extensions and/or more advanced opportunities for students whose performance is beyond the target for unit. *A unit should:* o Include a progression of learning where concepts and skills advance and deepen over time (*may be more applicable across the year or several units*). o Gradually remove supports, requiring students to demonstrate their independent capacities (*may be more applicable across the year or several units*). o Provide for authentic learning, application of artistic literacy skills, student-directed inquiry, analysis, evaluation and/or reflection and self-assessment. o Use technology and media to deepen learning.	
Rating: 3 2 1 0	**Rating: 3 2 1 0**	**Rating: 3 2 1 0**	**Rating: 3 2 1 0**

Adapted from Achieve's EQuIP Rubric for Lessons & Units

Rating Scale for Dimensions I, II, III, IV: 3: Meets all of the criteria in the dimension; **2**: Meets most of the criteria in the dimension; **1**: Meets some of the criteria in the dimension; **0**: Does not meet the criteria in the dimension. *(Rating for Dimension I: Alignment is non-negotiable and requires a rating of 2 or 3. If rating is 0 or 1 then the review does not continue.)*

Directions: The Quality Review Rubric provides criteria to determine the quality and alignment of lessons and units to (1) Identify exemplars/ models for teachers' use within and across states; (2) provide constructive criteria-based feedback to developers; and (3) review existing instructional materials to determine what revisions are needed.

Step 1 – Review Materials

- Record the grade and title of the lesson/unit on the recording form.

- Scan to see what the lesson/unit contains and how it is organized.
- Read key materials related to instruction, assessment and teacher guidance.
- Study and measure the master works of art that serves as the centerpiece for the lesson/unit, analyzing complexity, quality, scope, and relationship to instruction.

Step 2 – Apply Criteria in Dimension I: Alignment
- Identify the grade-level CCSS that the lesson/unit targets.
- Closely examine the materials through the "lens" of each criterion.
- Individually check each criterion for which clear and substantial evidence is found.
- Identify and record input on specific improvements that might be made to meet criteria or strengthen alignment.
- Enter your rating 0 – 3 for Dimension I: Alignment

Note: Dimension I is non-negotiable. In order for the review to continue, a rating of 2 or 3 is required. If the review is discontinued, consider general feedback that might be given to developers/teachers regarding next steps.

Step 3 – Apply Criteria in Dimensions II – IV
- Closely examine the lesson/unit through the "lens" of each criterion.
- Record comments on criteria met, improvements needed and then rate 0 – 3.

When working in a group, individuals may choose to compare ratings after each dimension or delay conversation until each person has rated and recorded their input for the remaining Dimensions II – IV.

Step 4 – Apply an Overall Rating and Provide Summary Comments
- Review ratings for Dimensions I – IV adding/clarifying comments as needed.
- Write summary comments for your overall rating on your recording sheet.
- Total dimension ratings and record overall rating E, E/I, R, N – adjust as necessary.

If working in a group, individuals should record their overall rating prior to conversation.

Step 5 – Compare Overall Ratings and Determine Next Steps
- Note the evidence cited to arrive at final ratings, summary comments and similarities and differences among raters. Recommend next steps for the lesson/unit and provide recommendations for improvement and/or ratings to developers/teachers.

Depth-of-Knowledge in the Fine Arts

MUSIC

DOK 1

Students at DOK 1 are able to recall facts, terms, musical symbols, and basic musical concepts, and to identify specific information contained in music (e.g., pitch names, rhythmic duration, voice and instrument classification, music history).

DOK 2

Students at DOK 2 engage in mental processing beyond recalling or reproducing a response. Students begin to apply pitch relationships while singing (e.g., so-do), perform accurately on an instrument, and begin to self-assess their own performance. They apply correct fingerings, bowings and stickings, and interpret notation. They can explain and interpret contrasting styles and genres. Students can hear and recognize basic forms (e.g., ABA, strophic), intervals, and rhythmic patterns. Students will sight-read independently.

DOK 3

In DOK 3, students demonstrate more complex and abstract thinking in their musical performance. Students play or sing in a group, responding to the cues of the conductor. In this situation, they will use aural skills to blend, balance, and sing/play in-tune; apply pitch and rhythmic accuracy; express elements, articulation, diction, and phrasing. Students begin to play independent parts in an ensemble. They can compose a simple melody in a given key, and improvise over static harmony (e.g., play mallet instruments over a bordun or improvise over a single chord). Students use music theory knowledge to analyze chords/harmonies, realize figured bass and interpret jazz chords.

DOK 4

DOK 4 requires complex reasoning that includes planning, investigating, and/or analyzing results. Students compose in two or more voices, which requires the application of harmony, voice leading, and chord progressions. When improvising, students respond to chord changes and develop complex phrases. They rehearse and perform solos with or without accompaniment or in non-conducted ensembles, in which they are required to make individual informed decisions about style, balance, and expressive elements.

Depth-of-Knowledge in the Fine Arts

Sample Question Stems	Performance Examples	Annotation
DOK 1: Who wrote _____? What is this symbol _____?	• Identify rhythmic musical notation including whole note, half note, quarter note, and eighth-note pairs. • Identify the musical terms ***piano, forte, crescendo*** and ***diminuendo***. • Echo short rhythmic and melodic patterns on a classroom instrument.	Students are asked only to recall previously learned information and to make an automatic response.
DOK 2: Demonstrate _____? How are _____ and _____ alike? Different? Can you relate _____ to _____? What interval am I singing?	• If there are four beats in each measure and you have four measures, how many beats do you have? Write this as a math problem. • Read and perform a short piece of music using effective expression (i.e., dynamics and tempo).	Students are converting rhythmic notation into mathematical equations, which demonstrates understanding of a concept. Students are required to apply previously learned concepts through performing material learned at DOK Level 1.
DOK 3: What makes this performance superior to others you have listened to? Support your answer with specific details.	• Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment of tone quality, expression, phrasing, pitch and rhythmic accuracy. • Evaluate a recorded performance. Provide supporting details for your assessment.	Students are to evaluate a performance and give a rationale for their assessment
DOK 4: Create a composition using instruments or voices of your choice	• Improvise a melody and/or harmonic accompaniment with variations, within specified	Students are creating and performing their own improvisation.

that creates a mood of increasing intensity.	guidelines, e.g., a chord progression. • Compose, in 2 or more parts, an 8-measure phrase with no non-chord tones.	Students are to compose within specified guidelines.

THEATRE

DOK 1

Students at DOK 1 will be asked:

- Parts of the stage; theatre terminology; general theatre safety; theatre hierarchy; basic rules of audience etiquette
- To perform in front of the class, creating a stereotypical or previously seen character (not themselves)

DOK 2

Students at DOK 2 will:

- Compare and contrast styles of acting; identify technical problems on stage and formulate desired outcomes; recognize basic elements of major theatrical time periods; recognize and follow basic script formatting; demonstrate proper audience etiquette;
- Perform in front of class, creating an original character in scene work

DOK 3

Students performing at DOK 3 will be able to:

- Complete basic character analysis and perform said character; perform the required tasks for a technical theatre crew; demonstrate basic playwriting skills; direct a scene with characterization and blocking
- Perform short form improvisational format (scene games, line games, head to head, extraordinary, etc.)

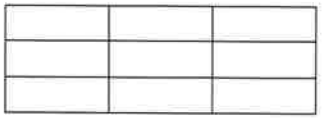
Depth-of-Knowledge in the Fine Arts

DOK 4

Students performing at DOK 4 will be able to:

- Create an in-depth character analysis, including textural and historical support for choices and perform said character;
- Perform the functions of a technical element, serving as a designer, stage manager or crew chief;
- Write a script, in proper format, with contextual support of historical theme, characterization, and technical direction;
- Direct a one-act with script analysis, characterization, blocking, and technical elements to support the playwright's intent

Depth-of-Knowledge in the Fine Arts

Sample Question Stems	Performance Examples	Annotation
DOK 1: Draw and label _____? Identify _____. Who wrote _____? What are the rules to _____? To what time period does _____ belong?	Label the 9 areas of the stage:  Create a graphic organizer depicting the theatre hierarchy	This asks for recall of specific information. This tasks asks for recall of specific information
DOK 2: How would you compare and contrast _____? How would you apply what you learned to _____? What elements are recognizable in _____? What steps are needed to _____?	Attend a full-length play demonstrating theatre etiquette. From traits you have observed in several people, create an original character in scene work. Identify and execute the steps in building a flat	Students are required to apply previously learned concepts through performing material learned at DOK Level 1. This shows the conceptual understanding of a procedure and then executing those skills.
DOK 3: What conclusions can you draw about this character? *(character analysis)* How would you adapt _____ to _____? *(technical)* What would happen if _____? *(playwriting, improvisation, directing, technical)*	All elements of technical theatre are necessary for a complete production: • Identify the problems and possible solutions in a production, including set, light, sound, costumes, makeup, properties, or business • Demonstrate how one element of technical theatre can affect the others	This shows that students can reason and plan within the area of technical theatre. Previous knowledge is necessary to accomplish this DOK level.
DOK 4: How could the playwright have	Direct a one-act show, creating a complete script and character	This requires complex reasoning, planning and thinking, as well as

Depth-of-Knowledge in the Fine Arts

changed (character's) actions to foreshadow _____?	analysis, blocking notation, rehearsal process, and design elements for all technical aspects.	follow-through. It will also take extended time to complete due to the complexity of the project.

Depth-of-Knowledge in the Fine Arts

DANCE

A variety of dance genres (e.g., folk, ballroom/social, square, contra, ballet, modern, jazz, tap, hip hop, ethnic) can be used to develop depth-of-knowledge at any grade or ability level.

DOK 1

Students may be asked to perform basic dance movements in a variety of genres or mimic the teacher or electronic media/video. These types of movement do not require previous dance training.

DOK 2

Students may apply concepts of proper movement technique as it relates to the style of dance. Students develop body awareness (e.g., shape, space, timing, rhythm and force). Students explore how to alter movements so kinesthetic and visual differentiation is felt and viewed. Students begin to describe the movement they are seeing.

DOK 3

Students utilize more independent thinking and action to execute dance movement with proper technique and qualitative distinction (e.g., elements and qualities of movement). Improvisation may be performed as an individual, with a partner, or in a group. Students are able to make assessments of self and others through value statements.

DOK 4

Students use awareness of physical movement and aspects of dance as an art from to create and critique original choreographed dances. Movement expresses meaning of ideas, themes and concepts. Students address how movement choices clarify expression of ideas. Students may incorporate use of music/sound, costuming, props, and lighting to support their solo or group work. Students review and revise their work throughout the creative process to enhance the final choreography.

Depth-of-Knowledge in the Fine Arts

Sample Question Stems	Performance Examples	Annotation
DOK 1: Which locomotor steps are used within this sequence? What qualities of motion do you see in this movement sequence? Does the Troika folk dance use running locomotor steps?	• Identify the elements of movement in isolation. • Which of the following directions in space is not used in the Electric Slide? a. Forward c. sideward b. Backward d. diagonal • Does the *ballet frappe* movement have a percussive quality?	In each of these examples, the students are recalling the type of step, the direction in space, or quality of motion used within the dance.
DOK 2: Classify _____. What do you notice about _____? Demonstrate the _____.	• Compare and contrast the use of elements in two different genres of dance. • Demonstrate _____ (e.g., levels in space, jazz square, locomotor and non-locomotor movements, seven qualities of movement).	Students are applying skills and recognizing relationships within the dance curriculum.
DOK 3: What is your interpretation of the dance? Support your rationale. What would happen if _____? How would you adapt _____ to create _____?	• View a dance by a famous choreographer, and describe the qualities and directions used in the dance to support your interpretation. • Choose a topic (e.g., stories, words, paintings, sounds, textures) and improvise movements to portray the theme. • Learn a dance and then alter movements to create a new dance (e.g., add a turn, air moment, twist, inversion).	Students are providing support for reasoning, applying complex and abstract thinking, and formulating multiple responses.
DOK 4: What would you use to support _____ (ex: thematic concept)? How would you use	• Use movement elements, qualities of movement, and locomotor and non-locomotor movement to create an original dance. • Research a topic to support knowledge and make movement choices. An awareness of audience	Students use creativity in their reasoning, planning, and real-world applications to make original choreography for informal or formal performance.

Depth-of-Knowledge in the Fine Arts

movement to express the idea of _____?	and presentation is necessary.	

Depth-of-Knowledge in the Fine Arts

VISUAL ART

DOK 1

Students at DOK 1 are able to define and describe the use of art elements, principles, style, media, and/or techniques. They can identify the function of art in a culture, and make connections between visual art and other content areas.

DOK 2

Students at DOK 2 can make examples of and compare and contrast art elements, principles, style, media, and/or techniques through guided practice. They can compare and contrast art elements, principles, style, subject matter, theme, media, and techniques in two works of art.

DOK 3

Students at DOK 3 create original artwork within a set of teacher-directed parameters which could include subject matter, theme, historical style, elements and principles, media, and/or technique. They can express a personal point of view through the creation of artwork, and create art that serves a purpose in society (e.g., fine crafts, graphic design; group identity; social, cultural or political commentary. Students justify artistic decisions and analyze and evaluate the effectiveness of communicating meaning in art.

DOK 4

Students at DOK 4 select a topic of personal interest as a theme/subject for creation of art and define an artistic problem. The conduct research using a variety of sources (e.g., print materials, photographs, internet, and historical exemplars) and develop ideas through a series of studies. They choose and use elements, principles, style, media, and techniques that will best express the intended meaning. Students can write an artist's statement that explains and defends artistic decisions. Students develop and defend personal answers to aesthetic questions: "What is the nature of art?" "What is beauty?" and "Who decides what makes something art?" They draw and defend conclusions about how art is influenced by and influences culture/history.

Depth-of-Knowledge in the Fine Arts

Sample Question Stems	Performance Examples	Annotation
DOK 1 What does _____ mean? Which of the following is a cool color? (red, blue, white, orange)	• List the characteristics of _____. • What is one way to create a rough texture in a painting?	Students are asked to recall previously learned information and provide a rote response.
DOK 2 How are _____ and _____ alike and/or different? What colors would you mix to create _____?	• Create a variety of colors, tints and shades by mixing pigments.	Students show understanding of a concept by performance of a basic skill.
DOK 3 How would you express the idea of _____ in a two-dimensional artwork? What is the recurring theme in this artist's work? Provide supporting details.	• Use implied texture, rhythmic lines, and emphasis to create an original artwork that identifies a group (e.g., teens, family, a school club) • Develop a plan for expressing _____ in artwork addressing decisions on the use of elements, principles, subject matter, theme, style, media, and techniques.	Students make decisions, plan and create art within teacher-set parameters. There are multiple correct answers.
DOK 4 Why might one person consider an abstract work beautiful while another person might consider it grotesque? How do distinctly different characteristics in this artwork work together to express _____?	• Use a variety of resources to research a "big idea" of your choice. Develop multiple images that communicate a personal interpretation of the idea and refine them into a plan for a two- or three-dimensional artwork. Select elements, principles, media, style, and techniques most appropriate to the expression of the idea. During the creative process, self-evaluate and improve the work. Write an artist's statement.	Students need extended time and use a variety of student-selected resources for inspiration. Students work as self-directed artists who use complex reasoning and planning. Students generate multiple correct answers to the artistic problems they set. They choose and use art elements, principles, style, media and techniques to achieve a desired effect.

Dance Model Cornerstone Assessments	
K-2 grade cluster	Who am I?
3-5 grade cluster	Who am I?
6-8 grade cluster	Who am I?
Proficient	Community Mosaic
Accomplished	Community Mosaic
Advanced	Community Mosaic

Media Arts Model Cornerstone Assessments	
K-2 grade cluster	Moving Image – Describing Art Documentary
3-5 grade cluster	Moving Image – Media Literacy Documentary
6-8 grade cluster	Moving Image – Producing an Art History Documentary
Proficient	Moving Image Documentary
Accomplished	Transmedia Documentary – Describing an Artist over Two Platforms
Advanced	Moving Image Documentary: "Trends in Media Arts"

Music Model Cornerstone Assessments			
Model Cornerstone Assessments	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
General Music, Grade 2, Creating	Student work samples	Student work samples	Student work samples
General Music, Grade 2, Performing	Student work samples		
General Music, Grade 2, Responding			
General Music, Grade 5, Creating			
General Music, Grade 5, Performing	Student work samples	Student work samples	
General Music, Grade 5, Responding	Student work samples	Student work samples	Student work samples
General Music, Grade 8, Creating	Student work samples	Student work samples	Student work samples
General Music, Grade 8, Performing			
General Music, Grade 8, Responding			
Ensembles, Creating			
Ensembles, Novice/Intermediate, Performing	Student work samples	Student work samples	
Ensembles, Proficient, Performing	Student work samples	Student work samples	
Ensembles, Accomplished/Advanced, Performing			
Ensembles, Responding			

Ensembles, Harmonizing Instruments, Proficient	Student work samples	Student work samples	Student work samples
Music Technology, Proficient			
Music Composition/Theory, Proficient	Student work samples	Student work samples	Student work samples
Music Composition/Theory, Accomplished			
Music Composition/Theory, Advanced			

NAfME/Library of Congress- Teaching with Primary Resources

https://nafme.org/my-classroom/nafme-tps-curriculum-units-2014-music-responding-standards/

Theatre Model Cornerstone Assessments	
K-2 grade cluster	Drama Machine
3-5 grade cluster	Adapting a character from literature or a folk story into an improvised scene
6-8 grade cluster A	Creating an original plot and characters through improvisation
6-8 grade cluster B	Pantomime
Proficient	Character-Based Improvisation
Accomplished	Design Concept Presentation
Advanced A	Acting Performance
Advanced B	Design Concept Presentation

Visual Arts Model Cornerstone Assessments	
K-2 grade cluster	Self-Portraits: Communicating Personal Interests
3-5 grade cluster	Investigating Places of Personal Significance
6-8 grade cluster	Investigating Contemporary Art and Practice
Proficient	Social, Cultural, or Political Issues in Contemporary Art
Accomplished	Creating and Exhibiting a New Work in Response to an Existing Personal Work
Advanced	Social, Cultural, and/or Political Exhibition as a Springboard into Art Making

Music Pacing Guide Third Grade

Units	Learning Targets	Big Idea	Enduring Understandings	Essential Questions
Unit 1: Music for the Fun of It! 8/30-10/1	1.13, 2.1, 2.2, 2.6, 2.7, 2.9, 2.10, 4.2, 5.1, 5.2, 6.2, 6.5, 6.6, 7.1, 7.3, 8.2, 8.3, 8.5, 9.2	Ensemble	In order to engage in an ensemble you must be both a performer and a listener with the ability to react.	To what extent does participation in an instrumental ensemble impact the performance of the ensemble?
Unit 2: The World Around You 10/4-10/29	1.2, 1.3, 1.4, 1.5, 1.13, 1.14, 4.2, 4.5, 6.2, 8.4, 8.5, 9.1, 9.2, 9.3, 9.5, 9.6	We Are the World	Music as a form of expression becomes part of the history and culture.	To what extent does music affect the world community?
Unit 3: Tunes, Tales, and Traditions 11/1-12/10	1.2, 1.3, 1.4, 1.6, 1.14, 1.15, 4.2, 6.3, 6.7, 6.9, 8.2, 8.3, 8.5	Voice	A voice is a tool which when used according to the rules and apart from the rules can move others' emotions.	How conscious and deliberate is the process of creating good music?
Winter Arts Festival** 12/13-1/14	7.1, 7.2, 7.3, 7.4, 7.5	Evaluation	An audience is the central participant in a musical performance.	To what extent does the consideration of the audience impact the performance?
Unit 4: Music on the Go! 1/17-2/11	1.4, 1.8, 1.9, 1.14, 2.1, 2.9, 5.6, 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.2, 7.4, 7.5	Knowledge	Knowledge of music provides more opportunities to connect with the meaning.	To what extent does knowledge impact enjoyment?
Unit 5: Sing a Wish, Dance a Dream 2/14-3/11	2.1, 2.2, 2.6, 2.7, 2.9, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10, 6.1, 6.7, 6.9, 9.4	Interpretation	Written music is open to individual interpretation.	Why learn to read and notate music? Why not?
Spring Arts Festival/Musical** 3/14-5/6	7.6, 7.7, 7.8	Audience Participation	Audience participation and reaction are an integral part of the performance.	What are the advantages and disadvantages of a live performance?
Unit 6: Express Yourself! 5/9-6/3	1.6, 2.1, 4.1, 4.6, 5.8, 5.9, 6.2, 9.2, 9.4, 9.5, 9.6	Like or Not Like?	There will be positive and negative aspects to all music based on personal preferences and levels of understanding.	Why do I like the music that I like?

*Standard 5 is covered on all units through the Reading Music Enrichment section of each unit.
** Standards 1, 2, and 7 are evaluated at each Festival.

Gateway Lab School GLS_Music_Scope_and_Sequence[1] Last Updated 11/28/2009

Music Pacing Guide Fourth Grade

Units	Learning Targets		Big Idea	Enduring Understandings	Essential Questions
Unit 1: Music for Everyone 8/30-10/1	1.3, 1.6, 1.8, 1.10, 1.11, 1.3, 3.1, 3.2, 4.1, 4.5, 5.2, 5.4, 5.5, 5.6, 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 8.3, 8.4, 9.1, 9.2, 9.4		Musical Description	Music has its own vocabulary.	How can I use words to describe what I hear?
Unit 2: Musical Messages, Musical Journeys 10/4-10/29	1.6, 1.8, 1.10, 1.11, 1.15, 2.3, 2.4, 2.5, 2.11, 2.12, 6.7, 6.9, 8.3, 8.4, 9.2, 9.5, 9.6		Working Together	Working together requires effort.	How can I work together with the others in the ensemble?
Unit 3: Happy Go Lucky! 11/1-12/10	1.4, 1.17, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.3, 5.7, 5.8, 5.9, 5.10, 6.2		Right or Wrong?	Written music is open to individual interpretation.	How do I know if I got it right?
Winter Arts Festival** 12/13-1/14	7.1, 7.2, 7.3, 7.4, 7.5		Evaluation	An audience is the central participant in a musical performance.	To what extent does the consideration of the audience impact the performance?
Unit 4: Musical Discoveries 1/17-2/11	2.1, 2.2, 2.6, 2.7, 2.8, 2.9, 2.10, 2.13, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 4.1, 4.2, 4.6, 9.3, 9.4		Improvise	Improvisation is achieving a balance among technique, listening, understanding, communicating, and responding.	To what extent is improvisation a form of communication?
Unit 5: One Musical Planet 2/14-3/11	6.6, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6		Society's Influence	Music as a form of expression becomes part of the history and culture.	To what extent do musicians influence society and does society influence musicians?
Spring Arts Festival/Musical** 3/14-5/6	7.6, 7.7, 7.8	Audience Participation	Audience participation and reaction are an integral part of the performance.		What are the advantages and disadvantages of a live performance?
Unit 6: A Time to Dream, A Time to Sing 5/9-6/3	4.1, 4.2, 4.3, 4.4, 4.5, 8.1, 8.2, 8.3, 8.4, 8.5		Arranging allows for freedom in format of presentation.		Should music be rearranged that has already been created?

*Standard 5 is covered on all units through the Reading Music Enrichment section of each unit.

** Standards 1, 2, and 7 are evaluated at each Festival.

Music Pacing Guide Fifth Grade

Units	Learning Targets	Big Idea	Enduring Understandings	Essential Questions
Unit 1: Americans Sing! 8/30-10/1	1.1, 1.2, 1.3, 1.8, 1.15, 2.1, 2.3, 3.1, 3.2, 3.6, 4.1, 4.3, 5.4, 5.5, 9.4	Notation	Written music is a language that has symbols and rules that enable a musician or performer to maintain accurate communication over time and distance.	Why learn to read and notate music? Why not?
Unit 2: Coming To America 10/4-10/29	2.2, 2.10, 2.11, 5.1, 5.2, 6.4, 6.7, 7.3, 7.6, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6	Culture	Music as a form of expression becomes part of the history and culture.	To what extent does music play a role in culture?
Unit 3: The Old Becomes the New 11/1-12/10	1.4, 1.5, 1.6, 1.11, 1.14, 1.17, 4.1, 5.3, 5.4, 8.2, 8.3, 8.4	Vocals	A voice is a toll which when used according to the rules and apart from the rules can move others' emotions and/or communicate meaning.	How conscious and deliberate is the process of creating good music?
Winter Arts Festival** 12/13-1/14	7.1, 7.2, 7.3, 7.4, 7.5	Evaluation	An audience is the central participant in a musical performance.	To what extent does the consideration of the audience impact the performance?
Unit 4: A Tale to Be Told 1/17-2/11	4.6, 6.1, 6.6, 6.9, 7.8, 7.7, 7.5, 8.1, 8.2, 8.3, 8.4, 8.5	Cross Curricular	Music complements other art forms.	To what extent is participation in music education an important part of one's comprehensive education?
Unit 5: Expressions in Song 2/14-3/11	1.12, 2.6, 3.1, 3.2, 3.3, 3.4, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 4.4, 5.2, 5.6, 5.5, 6.8, 7.1	Improvisation	Improvisation is achieving a balance among technique, listening, understanding, communicating, and responding.	How much do you have to know about song structure and chord progressions to improvise well?
Spring Arts Festival/Musical** 3/14-5/6	7.6, 7.7, 7.8	Audience Participation	Audience participation and reaction are an integral part of the performance.	What are the advantages and disadvantages of a live performance?
Unit 6: Music for Changing Times 5/9-6/3	5.8, 5.9, 6.2, 6.3, 6.5, 9.2, 9.5, 9.6	History	Changes in history cause changes in music.	To what extent does music reflect our times?

*Standard 5 is covered on all units through the Reading Music Enrichment section of each unit.
** Standards 1, 2, and 7 are evaluated at each Festival.

Gateway Lab School GLS_Music_Scope_and_Sequence[1] Last Updated 11/28/2009

Curriculum Scope & Sequence

School __Gateway Lab School_____ Grade or Course _Grade 6_____ Teacher ____Music

Unit Order By unit title and/or time frame	**Learning Targets**	**Theme or Big Idea**	**Enduring Understandings**	**Essential Questions**
8/30-9/24	3.1, 3.8, 3.10, 2.6, 2.7, 2.10, 1.1, 1.2, 1.3,	Preparation	To become a skilled performer requires persistence.	When is music deliberate and when is it spontaneous?
9/27-10/29	1.6, 1.7, 1.15, 1.14, 2.12, 4.2	Skilled Performance	A performance does not need to vary from the original piece in order to be considered an artful performance.	When does mere repetition or imitation become creative and artful performance?
11/1-12/3	6.1, 6.2, 6.3	Active Listening	Listening is an active endeavor.	When is sound considered music?
12/7-1/3	7.2, 7.4, 7.5	Educated Opinions	The more vocabulary and understanding one has of the performance the more clearly one can evaluate.	On what basis can music be compared and contrasted?
1/3-1/21	6.8, 7.2, 7.5, 7.6, 7.7, 7.8	Winter Arts Festival		
1/24-2/25	5.1, 5.2, 5.3, 5.4	Notation	Written music is open to individual interpretation.	Why learn to read and notate music? Why not?
2/28-3/25	9.2, 9.4, 9.5, 9.6	History of Musicals	Hollywood is always looking for ways to attract audiences.	How do the contemporary and international musicals compare to those of the past?
3/28-5/6	8.1, 1.9, 2.8, 2.11, 1.13	Spring Arts Festival/Musical		
4/1-5/6	3.4, 3.5	Improvising	Improvising as an individual allows complete creative freedom of expression.	To what extent is improvisation a form of communication?
5/9-6/1	8.5, 4.5, 4.6, 4.4	Technological Sounds	Arranging allows for freedom in format of presentation.	To what extent have changes in technology influenced the art of music?

Curriculum Scope & Sequence

School __Gateway Lab School_____ Grade or Course _Grade 7_____ Teacher ____Music

Unit Order By unit title and/or time frame	**Learning Targets**	**Theme or Big Idea**	**Enduring Understandings**	**Essential Questions**
8/30-9/24	1.15, 1.17, 1.4, 1.5, 1.6, 1.11	Voice Variations (including Beat Boxing)	A voice is a tool which when used according to the rules and apart from the rules can move others' emotions.	When does singing move from mere repetition or imitation to creative and artful performance?
9/27-10/29	8.2, 6.1, 6.8, 9.5, 9.2	Brain Research	Music has aesthetic, kinesthetic, and affective characteristics. Our physical bodies respond instantly to the sound the ear hears and the mind interprets.	To what extent does learning in the arts contribute to a student's cognitive ability?
11/1-12/3	2.1, 2.2, 2.3, 2.4, 2.13, 2.12, 2.8, 2.9, 2.11	Rhythm Instrumental Ensemble	Different instruments require different physical skill sets.	When does playing an instrument move from mere repetition or imitation to creative and artful performance?
12/7-1/3	3.6, 3.7	Improvisation	Improvising as part of an ensemble allows freedom within guidelines.	How much in music is technical skill and how much is "magic"?
1/3-1/21	6.8, 7.2, 7.5, 7.6, 7.7, 7.8	Winter Arts Festival		
1/24-2/25	5.5, 5.6, 5.7	Notation	Written music is a language that has symbols and rules that enable a musician or performer to maintain accurate communication over time and distance.	When is the best time to learn notation? According to whom?
2/28-3/25	4.4, 4.5, 4.2	Arrangement Variations	Arranging allows for freedom in format and presentation.	Should music be rearranged that has already been created?
3/28-4/1	8.1, 1.9, 2.8, 2.11, 1.13	Spring Arts Festival/Musical		
4/6-5/6	7.1, 7.3, 7.6, 9.2, 9.3, 9.4	Aesthetics	There will be positive and negative aspects to all music based on personal preferences and levels of understanding.	Why did your parents like that music anyway?
5/9-6/1	6.6, 6.7, 6.4, 6.5, 7.8, 7.6	Audience Selection of a Winner	Due to programs like American Idol and America's Got Talent, the audience has played a larger role in determining quality.	How does the concept of quality relate to musical performance?

Gateway Lab School GLS_Music_Scope_and_Sequence[1] Last Updated 11/28/2009

Curriculum Scope & Sequence

School __Gateway Lab School_____ Grade or Course _Grade 8_____ Teacher _____Music

Unit Order By unit title and/or time frame	**Learning Targets**	**Theme or Big Idea**	**Enduring Understandings**	**Essential Questions**
8/30-9/24	8.1, 7.5	Music Industry	A small group of individuals determine what gets produced based on what they think consumers will buy.	What influence does the music industry have on what gets produced?
9/27-10/29	1.9, 1.10, 1.12, 1.13, 1.16, 2.8, 2.9, 2.11	Ensembles	In order to engage in an ensemble one must be both a performer and a listener with the ability to react.	To what extent does participation in a vocal or instrumental ensemble impact the performance of the ensemble?
11/1-12/3	3.2, 3.3, 3.9	Improvisation	Improvisation is achieving a balance among technique, listening, understanding, communicating, and responding.	How much do you have to know about song structure and chord progressions to improvise well?
12/7-1/3	8.1, 8.3, 7.8, 7.7, 9.1, 9.2, 9.3	Cultural Influence	Music is a study and reflection of society. Music reflects the environment and times of its creation.	How influential is the taste of the time, and why?
1/3-1/21	6.8, 7.2, 7.5, 7.6, 7.7, 7.8	Winter Arts Festival		
1/24-2/25	5.9, 5.10, 7.1, 7.3, 7.4	Notate or Not to Notate	A musician may compose for a variety of reasons. Some of those reasons may negate the need to record in notation or aurally.	Should all music be shared?
2/28-3/25	4.5, 4.6	Music in Films	Compositions are communication of emotions.	How does purpose impact the composition?
3/28-5/6	8.1, 1.9, 2.8, 2.11, 1.13	Spring Arts Festival/Musical		
4/1-5/6	6.8, 6.9, 9.6, 9.4	Six-Degrees of Separation in Music	Knowledge of music provides more opportunities to connect with the meaning.	Who influenced whom?
5/9-6/1	8.2, 8.3	Music as Dance; Dance as Music	Music complements other art forms.	When does dance become music, and music become dance?

2019-20

GATEWAY LESSON PLAN TEMPLATE

A 4 Step Approach:

1. Identify the Standards
2. Define the Learning Outcomes
3. Identify the Instructional Activities
4. Execute Extension **Activities/Assessment**

Weekly Lesson Plan Format

Week of: 9-23 to 9-27
Teacher:

1. Identify the standard(s)			
Content Area: **Music**	**Grade: 3-8**	**Unit: Music In Your World**	
a) List standards to be addressed	**Anchor Standard 9**: Apply criteria to evaluate artistic work. **Anchor Standard 11**: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. **I CAN** use criteria to evaluate music and performances and demonstrate my understanding by citing evidence from the elements of music. **I CAN** tell you how music relates to other subjects and daily life.		
b) List activities currently implemented in the classroom and related skills	Class discussions concerning the classrooms theme **Music in Your World** Class discussions concerning classroom procedures and expectations		
2. Define the learning outcomes			
Level of support ⟶	**Least** support	**Moderate** support	**Most** support
List the desired outcomes for students	Individually students will : Determine and explain what vibrates on a specified instrument to make sound Recognize that vibrations can be changed to alter the pitch of a sound and determine how to alter pitch on certain instruments	With minimal staff prompting and visual aids (such as graphic organizers (if needed)) students will: . Determine and explain what vibrates on a specified instrument to make sound Identify the difference between a high and low pitch	With staff prompting and visual aids (such as graphic organizers or gestures) students will: Determine what vibrates on a specified instrument to make sound With staff prompting identify the difference between High and low Pitch

	Be able to define the musical term Timbre and identify differences in timbre of different instruments and music.	Be able to define the musical term Timbre and identify differences in timbre of different instruments and music.	Be able to define the musical term Timbre.
List the formative assessments (Be sure to include multiple ways for students to show what they know).	Teacher observation Rubrics Comprehension Questions Warm-up Journal Fist to Five Exit Ticket	Teacher observation Rubrics Comprehension Questions Warm-up Journal Fist to Five Exit Ticket	Teacher observation Rubrics Comprehension Questions Warm-up Journal Fist to Five Exit Ticket

3. Identify the instructional activities/arts infusion/sensory based techniques to be used within the unit

List the instructional activities planned for all students: ***Arts infusion** ***Sensory based techniques**	**List the barriers that may prevent students from accessing instruction, participating in activities, or demonstrating learning**	**List supports that can be implemented to reduce barriers** **Note UDL's utilized in this lesson**
Introduction pre-assessment tool, to activate prior knowledge, students are asked: After listening to music students are asked what instruments do they hear **(3rd)** and if they can organize those instruments by pitch? Students will review and discuss the vocabulary words *vibration*: a rapid back-and-forth movement as well as the word *Pitch*: defining a sound as high or low. Instructor will demonstrate various ways in which students will be able to visualize vibrations through instruments in the classroom and explain the source of the vibration. Students will: (In groups) Be given instruments and fill out a graphic organizer in which they will have to Identify the source of the vibration that produces sound **(6-8)** Students will: Go on a sound walk.	Challenging behavior Multistep directions Attending to task Print Speech Auditory processing delays	Brain Breaks Extended Time Graphic organizers Anchor Charts/Maps Review session of important background information

Creating a list of the various sounds they hear. What is vibrating to create each of these sounds? Describe the pitch of each sound. **(4th-5th)** Students will listen to various excerpts of music and that: when they think the pitch is high they should stand on tiptoe and when they think it is low they should crouch down to the ground. **(3rd)** **Extension** Introduction pre-assessment tool, to activate prior knowledge Students will be asked to listen to piece music and write one word to describe the piece. Students will be introduced to the term Timbre (pronounced "tam-bur") Students will participate in a instructor led discussion explain that the *timbre* of something is what makes a particular sound unique from another sound (also referred to as tone color or texture) Students will discuss words they can use to describe the Timbre of specific musical pieces and instruments through a Think Pair Share activity *Exit ticket: Review of learned material*		

4. How will you utilize your paraprofessional during the academic classes?
The classroom paraprofessional will assist in daily classroom operations and procedures. (Assisting in small/ whole group instruction, student behavior etc.)
5. How will you utilize technology during the academic classes?
Technology will be used for composing, listening , writing , researching music

Art Pacing Guide Third Grade

Units	Learning Targets	Big Idea	Enduring Understandings	Essential Questions
Unit 1: Mood 8/30-9/30	1.3, 2.1, 2.3, 4.1, 4.2, 6.1	Line and Shape	Both art and writing attempt to express mood.	How can I use lines and shapes to express mood?
Unit 2: Animation 10/1-11/5	2.1, 2.2, 2.4, 6.3	Space and Form	Animation artists study space and form in photographs to know how to draw scenes for storyboards.	How can I create the appearance of space on a flat surface?
Unit 3: Advertisements 11/9-12/22	1.1, 1.1, 1.6, 3.1, 3.2	Color and Value	Advertisers utilize color so you will connect that product to that combination of colors.	How does a child who cannot read, know the signs for their favorite items?
Winter Arts Festival 1/3-1/21	5.1, 5.2, 5.3, 5.4	Criteria	Using vocabulary from art class can help you explain what you like or don't like in the way of art.	Do I like this piece of art? Why or Why not?
Unit 4: Feel It with Your Eyes 1/24-2/25	1.4, 1.5, 1.7, 3.3, 3.4, 4.6, 4.7	Texture and Balance	Artists use texture and balance to help the viewer sense how the object in the art would feel.	How can I use texture and balance to give a sense about how the object feels?
Unit 5: Solving Problems 2/28-3/25	2.5, 2.9, 2.10, 3.5, 3.6, 6.2	Pattern, Rhythm, and Movement	The process of creating art requires critical and creative problem solving.	How do artists make decisions when solving art problems?
Spring Arts Festival 3/28-5/6	5.5, 5.6, 5.7	Reflection	Reflection, assessment and refinement are key steps in the process of creating art.	What was I trying to communicate in the art piece I selected for the Spring Arts Festival?
Unit 6: Bringing It All Together 5/9-6/1	2.8, 2.9, 2.10, 3.5, 3.6	Harmony, Variety, and Unity	Artists use harmony, variety, emphasis, and unity to create a pleasing and interesting piece of art.	How do harmony and variety create a feeling of unity?

Art Pacing Guide Fourth Grade

Units	Learning Targets	Big Idea	Enduring Understandings	Essential Questions
Unit 1: Cultures 8/30-9/30	1.1, 1.2, 4.1, 4.2, 4.3	Line	Art celebrates the unique characteristics of a culture.	How is line used in art from various cultures and times?
Unit 2: Symbolism's Strength 10/1-11/5	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.4	Shape, Pattern, Rhythm, and Movement	The process of choosing and evaluating subject matter, symbols, and ideas may be deliberate or intuitive.	How will symbols be used in my work?
Unit 3: Music and Art 11/9-12/22	1.4, 1.5, 2.1, 2.2, 2.3, 6.2	Color and Value	Connecting visual art to other disciplines can deepen learning.	How are color and value evident in music?
Winter Arts Festival 1/3-1/21	5.1, 5.2, 5.3, 5.4	Criteria	Timeless works of art are deemed important for a number and variety of reasons.	Why might this piece of art, which I don't personally like, be appealing to someone else?
Unit 4: Form and Function 1/24-2/25	2.4, 2.5, 2.6, 4.5, 4.6, 4.7, 6.2	Form, Texture, and Emphasis	Form and function may or may not be related to the other.	To what extent does good design integrate form with function?
Unit 5: Realism vs. Surrealism 2/28-3/25	2.7, 2.8, 2.9, 2.10, 6.1, 6.2	Space, Proportion, and Distortion	Artists use accurate proportions to realistically depict people and objects.	How do distortions impact the piece of art?
Spring Arts Festival 3/28-5/6	5.5, 5.6, 5.7	Reflection	Reflection, assessment and refinement are key steps in the process of creating art.	How effective was this artist at communicating ideas and emotions? What "star" (positive) and "wish" (recommendation) would you give?
Unit 6: The Un-Art 5/9-6/1	1.6, 1.7, 6.3, 6.4	Balance, Harmony, Variety, and Unity	Artists use balance, variety, harmony, and unity to organize works of art.	What effect will imbalance, disharmony, disunity, and repetition bring to my art?

Art Pacing Guide Fifth Grade

Units	Learning Targets	Big Idea	Enduring Understandings	Essential Questions
Unit 1: Natural Resource 8/30-9/30	3.1, 3.2, 3.3, 4.1, 4.2, 4.3	Line, Shape, and Value	Natural resources have influenced the creation of indigenous art forms.	In what ways might natural resources influence the creation of art?
Unit 2: 2-D and 3-D Creations 10/1-11/5	2.1, 2.2, 2.3, 2.7, 2.10, 3.4	Space, Shape, and Form	Many artists use space, shape, and form in two- and three-dimensional works of art.	How do artists create depth on a flat surface?
Unit 3: Cultural Influence 11/9-12/22	1.1, 1.6, 1.7, 4.4, 4.5, 4.6, 4.7	Color and Pattern	Subject matter, symbols, and ideas are all rooted in culture.	To what extent does culture influence art?
Winter Arts Festival 1/3-1/21	5.1, 5.2, 5.3, 5.4	Criteria	Timeless works of art are deemed important for a number and variety of reasons.	Why might this piece of art, which I don't personally like, be appealing to someone else?
Unit 4: Rules 1/24-2/25	1.1, 1.4, 1.5, 6.1	Proportion and Distortion	Artists learn rules in order to break them.	How can breaking the rules create a different effect?
Unit 5: Client Wishes 2/28-3/25	2.4, 2.5, 2.6, 2.8, 2.9, 6.2, 6.3	Texture, Rhythm, Movement, and Balance	Artists make specific decisions about what and how they include objects and the form of their artwork.	How can I produce a piece of art that my client will like?
Spring Arts Festival 3/28-5/6	5.5, 5.6, 5.7	Reflection	Reflection, assessment and refinement are key steps in the process of creating art.	How effective was this artist at communicating ideas and emotions? What "star" (positive) and "wish" (recommendation) would you give?
Unit 6: Communication 5/9-6/1	3.5, 3.6, 6.3, 6.4	Harmony, Variety, Emphasis, and Unity	Art is a form of expression that employs a system of visual symbols.	How and why is art used as a vehicle for communication?

Gateway Lab School GLS_Art_Scope_and_Sequence[1] Last Updated 11/28/2009
School __Gateway Lab School_____ Grade or Course _Grade 6_____ Teacher _____Art_____

Unit Order By unit title and/or time frame	**Learning Targets**	**Theme or Big Idea**	**Enduring Understandings**	**Essential Questions**
8/30-9/30 Chp 1, 2, 3, 4 (IA)	1.1, 1.2, 1.3, 3.2, 3.4, 2.8, 2.1, 2.2	Communication	Artists must understand media, techniques, and processes as tools to communicate.	How and why is art used as a vehicle for communication? How does art tell a story?
10/1-11/5 Chp. 5 (IA)	5.3, 5.4, 5.6	Personal Criteria	What I like and don't like is influenced by what I see and experience?	To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art?
11/9-12/22 Chp. 10 (IA)	2.5, 2.8, 2.9	Architecture	Architects consider how the building will be used when creating a building design.	How do form and function fit together when designing a building?
1/3-1/21	5.1, 5.2, 5.3, 5.4	Winter Arts Festival		
1/24-2/25 Design Shows on TVand Web Sources	4.3, 4.5	Interior Design	Interior design requires the designer to move past his/her personal preferences in order to be successful.	How does an interior designer identify a client's style?
2/28-3/25 Chp 5 (IA) & Survey of History & Culture Chp. 5-8 (UA)	4.1, 1.1, 1.4	Exploring Media and Geography	Natural resources have influenced the creation of indigenous art forms.	How are the elements of art different through geographical location?
3/28-5/6	5.5, 5.6, 5.7	Spring Arts Festival/Musical		
5/9-6/1 Artsource Companion Video & Individual Lessons from Chapters	6.3, 6.1	ELA - revision, draft; Math - geometric terms; Music - rhythm; Dance - flow	Understanding how terms are used in other subjects can enhance and expand the creative process.	How are terms that are used in art and other subjects related? Why does it matter?

Gateway Lab School GLS_Art_Scope_and_Sequence[1] Last Updated 11/28/2009

Curriculum Scope & Sequence

School __Gateway Lab School_____ Grade or Course _Grade 7_____ Teacher _____Art_____

Unit Order By unit title and/or time frame	**Learning Targets**	**Theme or Big Idea**	**Enduring Understandings**	**Essential Questions**
8/30-9/30 Chp. 1, 2, 3 (EA)	1.6, 1.7, 2.6, 2.7, 2.9	Decisions	Artists make thoughtful choices in creating works of art.	Why do artists select one medium over another?
10/1-11/5 Chp. 11 (IA); 12 (EA); 16 & 17 (UA)	1.1, 1.2, 1.5, 1.7, 2.4, 2.2	Contemporary Art Styles - Kinetic, Environmental	Artists are always trying new things and finding new media with which to communicate.	Is all art meant to communicate a message?
11/9-12/22 Studio Cyberspace: Critique Web Site Design	5.5, 5.3, 5.6, 6.3, 2.1, 2.3, 2.5, 2.6	Web Site Design	In this fast pace society, the design of a web site needs to catch the audiences' attention and be easy to navigate.	What elements of art do graphic web site designers consider?
1/3/1/21	5.1, 5.2, 5.3, 5.4	Winter Arts Festival		
1/24-2/25 Chp. 5 (EA)	3.3, 3.5, 5.1, 5.5, 5.6, 5.7	Definition of Art	Timeless works of art are deemed important for a number and variety of reasons.	What makes some works of art great? When does a work of art have merit?
2/28-3/25 Chp 6 (EA) & Survey of History & Culture Chp. 9-11 (UA)	4.1, 4.4	Costume Design - Textiles	Costume designers use their knowledge of history and culture to design a costume that fit for a particular scene.	How do costume designers make decisions about what a costume should look like?
3/28-5/6	5.5, 5.6, 5.7	Spring Arts Festival/Musical		
5/9-6/1 Chp. 10 (EA)	1.1, 1.3, 1.4	Photography	Photographers take several elements into consideration when planning the perfect shot.	What makes one photograph a work of art and another a keeper of memories?

Gateway Lab School GLS_Art_Scope_and_Sequence[1] Last Updated 11/28/2009

Curriculum Scope & Sequence

School __Gateway Lab School_____ Grade or Course _Grade 8_____ Teacher _____Art_____

Unit Order By unit title and/or time frame	**Learning Targets**	**Theme or Big Idea**	**Enduring Understandings**	**Essential Questions**
8/30-9/30 Chp. 2 & 3 (UA)	1.4, 1.5, 2.10, 2.3, 2.4, 2.5	Communication	Artists must understand media, techniques and processes to manipulate media to achieve desired effects.	To what extent can media be manipulated using a variety of techniques and processes?
10/1-11/5 Chp. 4 (UA)	3.6, 5.4, 5.2, 5.5	Artist's Craft	Reflection, assessment, and refinement are key steps in the process of creating art.	Does this piece of art communicate what I intended? If not, how should I change it?
11/9-12/22 Chp. 11 (EA)	2.8, 3.2, 3.4,	Advertising	The process of creating art requires critical and creative problem solving.	How do advertisers merge art with the needs of their clients?
1/3-1/21	5.1, 5.2, 5.3, 5.4	Winter Arts Festival		
1/24-2/11 Chp 13 (IA)	5.5, 5.6, 5.7	Book Illustrations - Caldecott Awards	Each award group has their own criteria for what they are looking for.	Who decides which book illustrations are the best?
2/14-3/4 Chp. 15 (EA)	6.2, 1.4, 1.6, 1.1, 2.2, 2.7	Art in Cartoons, Video Games, and Movies	The means for creating art always changes.	How does technology impact art?
3/7-3/25 Chp. 14 (EA)	1.6, 1.1, 2.2, 2.7	Set Design	Artists create illusions of real life objects and make us believe.	How do I take the concept in my head and create it on stage?
3/28-5/6	5.5, 5.6, 5.7	Spring Arts Festival/Musical		
5/9-6/1 Chp. 1 & Survey of History & Culture Chp. 12-15 (UA)	3.3, 3.1	Museum Decisions and Design	Art celebrates the unique characteristics of all cultures. Art preserves and depicts history in ways words cannot.	How do museum a curator make decisions about which art to include and how it will be displayed?

Elements and Principles of Art

Scope and Sequence

Elements of Art	Level K						Level 1						Level 2						Level 3					
	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U
Line	1-6						1-6	1					1-4						1-2					
Shape		1-6			6			1-6		1			5-6					2, 4	3-6					
Color			1-6						1-6						1-3			1, 3			1-6			
Value															4-6						1			
Space				1, 3						2, 5, 6				5-6						1-3				
Form				2-6	5					1-4		4		1-4				2, 4		4-6				
Texture					1-6						1-3						5-6					5-6		

Principles of Art	Level K						Level 1						Level 2						Level 3					
	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	
Pattern						1					4-5					1-2							1-3	
Rhythm						2					6					3-6							4-6	
Balance						3-4						1-2					1-2					1-4		
Proportion																								
Emphasis												3-4					3-4							
Variety																		3-4						
Harmony																		1-2						
Unity						5-6						5-6						5-6						

*Numbers indicate lesson numbers within a given unit.

Level 4						Level 5						Level 6					
u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6
-6						1-2						1					
	1-2					3	1					2					
		1-4						1-4					1-4				
		5-6				4-6							2-3				
				1-3			1-3					5-6					
			1-3				4-6					3-4					
			4-5							1			5-6				

Level 7	Level 8
Exploring Art	Understanding Art
Chapter 2, 6, 7, 8, 9, 10, 11	Chapter 2, 6, 8, 9, 12, 15, 16
Chapter 2, 6, 8, 9, 10, 11	Chapter 2, 3, 5, 8, 9, 13, 14, 16, 17
Chapter 2, 4, 8, 9, 11, 13	Chapter 2, 3, 4, 8, 11, 12, 14–17
Chapter 14	Chapter 13, 14, 15
Chapter 2, 4, 10, 12	Chapter 6, 7, 13, 15
Chapter 2, 6, 11, 12, 13	Chapter 6, 14, 15
Chapter 2, 14	Chapter 3, 5, 6, 11–16

Level 4						Level 5						Level 6					
u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6
	3							5-6						1-3			
	4-6									2-3				4-6			
					1-3					4-6					1-4		
				4-6					1-6							1-6	
			6		5						3-4				5-6		
					5						2						1-2
					4						1						3-4
					6						5-6						5-6

Level 7	Level 8
Exploring Art	Understanding Art
Chapter 3, 6	Chapter 7, 8, 10, 15, 17
Chapter 3, 4, 7	
Chapter 3, 11, 12	Chapter 5, 7, 9, 10, 11, 13
Chapter 3, 11, 14	Chapter 5, 11, 12
Chapter 3, 11	Chapter 5, 10, 11, 12, 16
Chapter 3, 6, 13	Chapter 3, 4, 5, 10, 15
Chapter 3, 6, 7	Chapter 4, 5, 7, 12, 16
Chapter 3	Chapter 7

Media

Scope and Sequence

Media	Level K						Level 1						Level 2						Level 3					
	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U
Collage	6	2	2, 3		1	3	3		5			3, 4	5	5					4					
Drawing	2, 4, 5	4, 5	1, 4, 5	1	2	1, 2	1	1–3, 5	1, 4		2, 6	1, 5				2, 3	2–4, 6	4	1, 2, 5, 6	3	1	1	3, 5	
Fiber Arts					4, 6						5						5					6		
Mixed Media		6		3, 4	3		5			5	1	2	2, 6	2	2, 3	6				6	4, 6			
Painting	1		6				1, 2, 4	4	3, 6	6			3, 4	6	1, 4–6			1, 3	3	2	2, 3, 5	4		
Photography																								
Printmaking		3									4					1				1			1	
Three-Dimensional Forms				2, 5, 6	5	4, 6				1–4	3	6	1	1, 3, 4		4	1	5		4, 5		2, 3	4, 6	
Technology	3	1				5	6	6	2							5		2, 6				5	2	

*Numbers indicate lesson numbers within a given unit.

Level 4						Level 5						Level 6					
1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6
	6	3				1		4	2		5	6					1
6	3, 4	2		1, 2, 4, 5		2, 4, 5	1, 4	1, 5	1, 4	3	2	1	3	1, 2, 4	3–5	1, 2, 5	
					3, 6					2	4	2					3, 5
	1, 5		4, 5		1, 4					1			6			6	4
		4-6			2, 5		2, 3	3	3	4, 5	1	5	1, 2, 4	5	1		
				3		6											2
											3						
			1-3				5, 6	6	5, 6		6	3, 4		3, 6	6	3	6
	2	1	6	6		3		2		6			5		2	4	

Level 7	Level 8
Exploring Art	Understanding Art
Chapter 1, 6, 10	Chapter 10
Chapter 2, 7, 11, 14	Chapter 3, 15, 16
Chapter 1, 2, 3, 13	Chapter 7, 8, 10, 12
Chapter 5, 13	Chapter 2, 3
Chapter 2, 3, 4, 5, 6, 9, 11, 14	Chapter 1–8, 10, 11, 13–17
Chapter 10	Chapter 1, 17
Chapter 3, 4, 8	Chapter 1, 3, 6, 8, 14–17
Chapter 2, 3, 4, 5, 7, 12, 13	Chapter 1, 2, 3, 5–13, 15–17
Chapter 4, 11, 15	Chapter 3, 17

Elements and Principles of Art

Scope and Sequence

Elements of Art	Level K						Level 1						Level 2						Level 3					
	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U
Line	1-6						1-6	1					1-4						1-2					
Shape		1-6			6			1-6		1			5-6					2, 4	3-6					
Color			1-6						1-6						1-3			1, 3			1-6			
Value															4-6						1			
Space				1, 3						2, 5, 6				5-6						1-3				
Form				2-6	5					1-4		4		1-4				2, 4		4-6				
Texture					1-6						1-3						5-6					5-6		

Principles of Art	Level K						Level 1						Level 2						Level 3					
	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U
Pattern						1					4-5					1-2							1-3	
Rhythm						2					6					3-6							4-6	
Balance						3-4						1-2					1-2					1-4		
Proportion																								
Emphasis												3-4					3-4							
Variety																		3-4						
Harmony																		1-2						
Unity						5-6						5-6						5-6						

*Numbers indicate lesson numbers within a given unit.

Level 4						Level 5						Level 6					
U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6
1–6						1–2						1					
	1–2					3	1					2					
		1–4						1–4					1–4				
		5–6				4–6							2–3				
				1–3			1–3					5–6					
			1–3				4–6					3–4					
			4–5							1			5–6				

Level 7	Level 8
Exploring Art	Understanding Art
Chapter 2, 6, 7, 8, 9, 10, 11	Chapter 2, 6, 8, 9, 12, 15, 16
Chapter 2, 6, 8, 9, 10, 11	Chapter 2, 3, 5, 8, 9, 13, 14, 16, 17
Chapter 2, 4, 8, 9, 11, 13	Chapter 2, 3, 4, 8, 11, 12, 14–17
Chapter 14	Chapter 13, 14, 15
Chapter 2, 4, 10, 12	Chapter 6, 7, 13, 15
Chapter 2, 6, 11, 12, 13	Chapter 6, 14, 15
Chapter 2, 14	Chapter 3, 5, 6, 11–16

Level 4						Level 5						Level 6					
U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6
	3							5–6						1–3			
	4–6									2–3				4–6			
					1–3					4–6					1–4		
				4–6					1–6							1–6	
			6		5						3–4				5–6		
					5						2						1–2
					4						1						3–4
					6						5–6						5–6

Level 7	Level 8
Exploring Art	Understanding Art
Chapter 3, 6	Chapter 7, 8, 10, 15, 17
Chapter 3, 4, 7	
Chapter 3, 11, 12	Chapter 5, 7, 9, 10, 11, 13
Chapter 3, 11, 14	Chapter 5, 11, 12
Chapter 3, 11	Chapter 5, 10, 11, 12, 16
Chapter 3, 6, 13	Chapter 3, 4, 5, 10, 15
Chapter 3, 6, 7	Chapter 4, 5, 7, 12, 16
Chapter 3	Chapter 7

Media

Scope and Sequence

	Level K						Level 1						Level 2						Level 3					
Media	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6
Collage	6	2	2, 3		1	3	3		5			3, 4	5	5					4					
Drawing	2, 4, 5	4, 5	1, 4, 5	1	2	1, 2	1	1–3, 5	1, 4		2, 6	1, 5				2, 3	2–4, 6	4	1, 2, 5, 6	3	1	1	3, 5	6
Fiber Arts					4, 6						5						5					6		2
Mixed Media		6		3, 4	3		5			5	1	2	2, 6	2	2, 3	6				6	4, 6			4
Painting	1		6				1, 2, 4	4	3, 6	6			3, 4	6	1, 4–6			1, 3	3	2	2, 3, 5	4		
Photography																								
Printmaking		3									4					1				1			1	
Three-Dimensional Forms				2, 5, 6	5	4, 6				1–4	3	6	1	1, 3, 4		4	1	5		4, 5		2, 3	4, 6	1,
Technology	3	1				5	6	6	2							5		2, 6				5	2	

*Numbers indicate lesson numbers within a given unit.

Level 4						Level 5						Level 6					
U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6
	6	3				1		4	2		5	6					1
1–6	3, 4	2		1, 2, 4, 5		2, 4, 5	1, 4	1, 5	1, 4	3	2	1	3	1, 2, 4	3–5	1, 2, 5	
					3, 6					2	4	2					3, 5
	1, 5		4, 5		1, 4					1			6			6	4
		4–6			2, 5		2, 3	3	3	4, 5	1	5	1, 2, 4	5	1		
				3		6											2
											3						
			1–3				5, 6	6	5, 6		6	3, 4		3, 6	6	3	6
	2	1	6	6		3		2		6			5		2	4	

Level 7	Level 8
Exploring Art	Understanding Art
Chapter 1, 6, 10	Chapter 10
Chapter 2, 7, 11, 14	Chapter 3, 15, 16
Chapter 1, 2, 3, 13	Chapter 7, 8, 10, 12
Chapter 5, 13	Chapter 2, 3
Chapter 2, 3, 4, 5, 6, 9, 11, 14	Chapter 1–8, 10, 11, 13–17
Chapter 10	Chapter 1, 17
Chapter 3, 4, 8	Chapter 1, 3, 6, 8, 14–17
Chapter 2, 3, 4, 5, 7, 12, 13	Chapter 1, 2, 3, 5–13, 15–17
Chapter 4, 11, 15	Chapter 3, 17

Elements and Principles of Art

Scope and Sequence

Elements of Art	Level K						Level 1						Level 2						Level 3					
	u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u
Line	1-6						1-6	1					1-4						1-2					
Shape		1-6			6			1-6		1			5-6					2, 4	3-6					
Color			1-6						1-6						1-3			1, 3			1-6			
Value															4-6						1			
Space				1, 3						2, 5, 6				5-6						1-3				
Form				2-6	5					1-4		4		1-4				2, 4		4-6				
Texture					1-6						1-3						5-6					5-6		

Principles of Art	Level K						Level 1						Level 2						Level 3					
	u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	
Pattern						1					4-5					1-2							1-3	
Rhythm						2					6					3-6							4-6	
Balance						3-4						1-2					1-2					1-4		
Proportion																								
Emphasis												3-4					3-4							
Variety																		3-4						
Harmony																		1-2						
Unity						5-6						5-6						5-6						

*Numbers indicate lesson numbers within a given unit.

Level 4						Level 5						Level 6					
	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6
						1–2						1					
	1–2					3	1					2					
		1–4						1–4					1–4				
		5–6				4–6							2–3				
				1–3			1–3					5–6					
			1–3				4–6					3–4					
			4–5							1			5–6				

Level 7	Level 8
Exploring Art	Understanding Art
Chapter 2, 6, 7, 8, 9, 10, 11	Chapter 2, 6, 8, 9, 12, 15, 16
Chapter 2, 6, 8, 9, 10, 11	Chapter 2, 3, 5, 8, 9, 13, 14, 16, 17
Chapter 2, 4, 8, 9, 11, 13	Chapter 2, 3, 4, 8, 11, 12, 14–17
Chapter 14	Chapter 13, 14, 15
Chapter 2, 4, 10, 12	Chapter 6, 7, 13, 15
Chapter 2, 6, 11, 12, 13	Chapter 6, 14, 15
Chapter 2, 14	Chapter 3, 5, 6, 11–16

Level 4						Level 5						Level 6					
1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6
	3							5–6						1–3			
	4–6									2–3				4–6			
					1–3					4–6					1–4		
				4–6					1–6							1–6	
			6		5						3–4				5–6		
					5						2						1–2
					4						1						3–4
					6						5–6						5–6

Level 7	Level 8
Exploring Art	Understanding Art
Chapter 3, 6	Chapter 7, 8, 10, 15, 17
Chapter 3, 4, 7	
Chapter 3, 11, 12	Chapter 5, 7, 9, 10, 11, 13
Chapter 3, 11, 14	Chapter 5, 11, 12
Chapter 3, 11	Chapter 5, 10, 11, 12, 16
Chapter 3, 6, 13	Chapter 3, 4, 5, 10, 15
Chapter 3, 6, 7	Chapter 4, 5, 7, 12, 16
Chapter 3	Chapter 7

Media

Scope and Sequence

Media	Level K						Level 1						Level 2						Level 3					
	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	
Collage	6	2	2, 3		1	3	3		5			3, 4	5	5					4					
Drawing	2, 4, 5	4, 5	1, 4, 5	1	2	1, 2	1	1–3, 5	1, 4		2, 6	1, 5				2, 3	2–4, 6	4	1, 2, 5, 6	3	1	1	3, 5	
Fiber Arts					4, 6						5						5					6		
Mixed Media		6		3, 4	3		5			5	1	2	2, 6	2	2, 3	6				6	4, 6			
Painting	1		6				1, 2, 4	4	3, 6	6			3, 4	6	1, 4-6			1, 3	3	2	2, 3, 5	4		
Photography																								
Printmaking		3									4					1				1			1	
Three-Dimensional Forms				2, 5, 6	5	4, 6				1–4	3	6	1	1, 3, 4		4	1	5		4, 5		2, 3	4, 6	
Technology	3	1				5	6	6	2							5		2, 6				5	2	

*Numbers indicate lesson numbers within a given unit.

Level 4						Level 5						Level 6					
U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6
	6	3				1		4	2		5	6					1
-6	3, 4	2		1, 2, 4, 5		2, 4, 5	1, 4	1, 5	1, 4	3	2	1	3	1, 2, 4	3-5	1, 2, 5	
					3, 6					2	4	2					3, 5
	1, 5		4, 5		1, 4					1			6			6	4
		4-6			2, 5		2, 3	3	3	4, 5	1	5	1, 2, 4	5	1		
				3		6											2
											3						
			1-3				5, 6	6	5, 6		6	3, 4		3, 6	6	3	6
	2	1	6	6		3		2		6			5		2	4	

Level 7	Level 8
Exploring Art	Understanding Art
Chapter 1, 6, 10	Chapter 10
Chapter 2, 7, 11, 14	Chapter 3, 15, 16
Chapter 1, 2, 3, 13	Chapter 7, 8, 10, 12
Chapter 5, 13	Chapter 2, 3
Chapter 2, 3, 4, 5, 6, 9, 11, 14	Chapter 1-8, 10, 11, 13-17
Chapter 10	Chapter 1, 17
Chapter 3, 4, 8	Chapter 1, 3, 6, 8, 14-17
Chapter 2, 3, 4, 5, 7, 12, 13	Chapter 1, 2, 3, 5-13, 15-17
Chapter 4, 11, 15	Chapter 3, 17

Elements and Principles of Art

Scope and Sequence

Elements of Art	Level K						Level 1						Level 2						Level 3				
	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U
Line	1-6						1-6	1					1-4						1-2				
Shape		1-6			6			1-6		1			5-6					2, 4	3-6				
Color			1-6						1-6						1-3			1, 3			1-6		
Value															4-6						1		
Space				1, 3						2, 5, 6				5-6						1-3			
Form				2-6	5					1-4		4		1-4				2, 4		4-6			
Texture					1-6						1-3						5-6					5-6	

Principles of Art	Level K						Level 1						Level 2						Level 3				
	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5
Pattern						1					4-5					1-2							1-3
Rhythm						2					6					3-6							4-6
Balance						3-4						1-2					1-2					1-4	
Proportion																							
Emphasis												3-4					3-4						
Variety																		3-4					
Harmony																		1-2					
Unity						5-6						5-6						5-6					

*Numbers indicate lesson numbers within a given unit.

Level 4						Level 5						Level 6					
U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6
1–6						1–2						1					
	1–2					3	1					2					
		1–4						1–4					1–4				
		5–6				4–6							2–3				
				1–3			1–3					5–6					
			1–3				4–6					3–4					
			4–5							1			5–6				

Level 7	Level 8
Exploring Art	Understanding Art
Chapter 2, 6, 7, 8, 9, 10, 11	Chapter 2, 6, 8, 9, 12, 15, 16
Chapter 2, 6, 8, 9, 10, 11	Chapter 2, 3, 5, 8, 9, 13, 14, 16, 17
Chapter 2, 4, 8, 9, 11, 13	Chapter 2, 3, 4, 8, 11, 12, 14–17
Chapter 14	Chapter 13, 14, 15
Chapter 2, 4, 10, 12	Chapter 6, 7, 13, 15
Chapter 2, 6, 11, 12, 13	Chapter 6, 14, 15
Chapter 2, 14	Chapter 3, 5, 6, 11–16

Level 4						Level 5						Level 6					
U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6
	3							5–6						1–3			
	4–6									2–3				4–6			
					1–3					4–6					1–4		
				4–6					1–6							1–6	
			6		5						3–4				5–6		
					5						2						1–2
					4						1						3–4
					6						5–6						5–6

Level 7	Level 8
Exploring Art	Understanding Art
Chapter 3, 6	Chapter 7, 8, 10, 15, 17
Chapter 3, 4, 7	
Chapter 3, 11, 12	Chapter 5, 7, 9, 10, 11, 13
Chapter 3, 11, 14	Chapter 5, 11, 12
Chapter 3, 11	Chapter 5, 10, 11, 12, 16
Chapter 3, 6, 13	Chapter 3, 4, 5, 10,
Chapter 3, 6, 7	Chapter 4, 5, 7, 12, 16
Chapter 3	Chapter 7

Level 4						Level 5						Level 6					
U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6
	6	3				1		4	2		5	6					1
1–6	3, 4	2		1, 2, 4, 5		2, 4, 5	1, 4	1, 5	1, 4	3	2	1	3	1, 2, 4	3–5	1, 2, 5	
					3, 6					2	4	2					3, 5
	1, 5		4, 5		1, 4					1			6			6	4
		4–6			2, 5		2, 3	3	3	4, 5	1	5	1, 2, 4	5	1		
				3		6											2
											3						
			1–3				5, 6	6	5, 6		6	3, 4		3, 6	6	3	6
	2	1	6	6		3		2		6			5		2	4	

Level 7	Leve
Exploring Art	Understa Art
Chapter 1, 6, 10	Chapte
Chapter 2, 7, 11, 14	Chapter 3,
Chapter 1, 2, 3, 13	Chapter 7, 8
Chapter 5, 13	Chapter
Chapter 2, 3, 4, 5, 6, 9, 11, 14	Chapter 1 11, 13–
Chapter 10	Chapter
Chapter 3, 4, 8	Chapter 1 8, 14–
Chapter 2, 3, 4, 5, 7, 12, 13	Chapter 1 5–13, 15
Chapter 4, 11, 15	Chapter

Media

Scope and Sequence

Media	Level K						Level 1						Level 2						Level 3				
	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5
Collage	6	2	2, 3		1	3	3		5			3, 4	5	5					4				
Drawing	2, 4, 5	4, 5	1, 4, 5	1	2	1, 2	1	1–3, 5	1, 4		2, 6	1, 5				2, 3	2–4, 6	4	1, 2, 5, 6	3	1	1	3, 5
Fiber Arts					4, 6						5						5					6	
Mixed Media		6		3, 4	3		5			5	1	2	2, 6	2	2, 3	6				6	4, 6		
Painting	1		6				1, 2, 4	4	3, 6	6			3, 4	6	1, 4–6			1, 3	3	2	2, 3, 5	4	
Photography																							
Printmaking		3									4					1				1			1
Three-Dimensional Forms				2, 5, 6	5	4, 6				1–4	3	6	1	1, 3, 4		4	1	5		4, 5		2, 3	4, 6
Technology	3	1				5	6	6	2							5		2, 6				5	2

*Numbers indicate lesson numbers within a given unit.

Elements and Principles of Art

Scope and Sequence

Elements of Art	Level K						Level 1						Level 2						Level 3					
	u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6
Line	1-6						1-6	1					1-4						1-2					
Shape		1-6			6			1-6		1			5-6					2, 4	3-6					
Color			1-6						1-6						1-3			1, 3			1-6			
Value															4-6						1			
Space				1, 3						2, 5, 6				5-6						1-3				
Form				2-6	5					1-4		4		1-4				2, 4		4-6				
Texture					1-6						1-3						5-6					5-6		

Principles of Art	Level K						Level 1						Level 2						Level 3					
	u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6
Pattern						1					4-5					1-2							1-3	
Rhythm						2					6					3-6							4-6	
Balance						3-4						1-2					1-2					1-4		
Proportion																								
Emphasis												3-4					3-4							3-
Variety																		3-4						2
Harmony																		1-2						1
Unity						5-6						5-6						5-6						5-

Level 4						Level 5						Level 6					
u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6
1-6						1-2						1					
	1-2					3	1					2					
		1-4						1-4					1-4				
		5-6				4-6							2-3				
				1-3			1-3					5-6					
			1-3				4-6					3-4					
			4-5							1			5-6				

Level 7	Level 8
Exploring Art	Understanding Art
Chapter 2, 6, 7, 8, 9, 10, 11	Chapter 2, 6, 8, 9, 12, 15, 16
Chapter 2, 6, 8, 9, 10, 11	Chapter 2, 3, 5, 8, 9, 13, 14, 16, 17
Chapter 2, 4, 8, 9, 11, 13	Chapter 2, 3, 4, 8, 11, 12, 14–17
Chapter 14	Chapter 13, 14, 15
Chapter 2, 4, 10, 12	Chapter 6, 7, 13, 15
Chapter 2, 6, 11, 12, 13	Chapter 6, 14, 15
Chapter 2, 14	Chapter 3, 5, 6, 11–16

Level 4						Level 5						Level 6					
u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6
	3							5-6						1-3			
	4-6									2-3				4-6			
					1-3					4-6					1-4		
				4-6					1-6							1-6	
			6		5						3-4				5-6		
					5						2						1-2
					4						1						3-4
					6						5-6						5-6

Level 7	Level 8
Exploring Art	Understanding Art
Chapter 3, 6	Chapter 7, 8, 10, 15, 17
Chapter 3, 4, 7	
Chapter 3, 11, 12	Chapter 5, 7, 9, 10, 11, 13
Chapter 3, 11, 14	Chapter 5, 11, 12
Chapter 3, 11	Chapter 5, 10, 11, 12, 16
Chapter 3, 6, 13	Chapter 3, 4, 5, 10, 1
Chapter 3, 6, 7	Chapter 4, 5, 7, 12, 16
Chapter 3	Chapter 7

Media

Scope and Sequence

Media	Level K						Level 1						Level 2						Level 3					
	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6	U1	U2	U3	U4	U5	U6
Collage	6	2	2, 3		1	3	3		5			3, 4	5	5					4					
Drawing	2, 4, 5	4, 5	1, 4, 5	1	2	1, 2	1	1–3, 5	1, 4		2, 6	1, 5				2, 3	2–4, 6	4	1, 2, 5, 6	3	1	1	3, 5	6
Fiber Arts					4, 6						5						5					6		2
Mixed Media		6		3, 4	3		5			5	1	2	2, 6	2	2, 3	6				6	4, 6			4
Painting	1		6				1, 2, 4	4	3, 6	6			3, 4	6	1, 4–6			1, 3	3	2	2, 3, 5	4		
Photography																								
Printmaking		3									4					1				1			1	
Three-Dimensional Forms				2, 5, 6	5	4, 6				1–4	3	6	1	1, 3, 4		4	1	5		4, 5		2, 3	4, 6	1,
Technology	3	1				5	6	6	2							5		2, 6				5	2	

*Numbers indicate lesson numbers within a given unit.

Level 4						Level 5						Level 6					
u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6	u1	u2	u3	u4	u5	u6
	6	3				1		4	2		5	6					1
-6	3, 4	2		1, 2, 4, 5		2, 4, 5	1, 4	1, 5	1, 4	3	2	1	3	1, 2, 4	3–5	1, 2, 5	
					3, 6					2	4	2					3, 5
	1, 5		4, 5		1, 4					1			6			6	4
		4–6			2, 5		2, 3	3	3	4, 5	1	5	1, 2, 4	5	1		
				3		6											2
											3						
			1–3				5, 6	6	5, 6		6	3, 4		3, 6	6	3	6
	2	1	6	6		3		2		6			5		2	4	

Level 7	Level 8
Exploring Art	Understanding Art
Chapter 1, 6, 10	Chapter 10
Chapter 2, 7, 11, 14	Chapter 3, 15, 16
Chapter 1, 2, 3, 13	Chapter 7, 8, 10, 12
Chapter 5, 13	Chapter 2, 3
Chapter 2, 3, 4, 5, 6, 9, 11, 14	Chapter 1–8, 10, 11, 13–17
Chapter 10	Chapter 1, 17
Chapter 3, 4, 8	Chapter 1, 3, 6, 8, 14–17
Chapter 2, 3, 4, 5, 7, 12, 13	Chapter 1, 2, 3, 5–13, 15–17
Chapter 4, 11, 15	Chapter 3, 17

Emphasis in Forms

'ap-Up

‹tra! For the Art Specialist

Time: About 45 minutes

ocus

: ***Transparency 34*** to discuss how artists ate emphasis in forms by decorating t of the form differently. Have students k for examples of emphasis through :oration on their own shoes or clothing.

each

ve students complete the Alternate ivity. What are some other ways they ıld have created emphasis on the mal?

eflect

ide students through evaluation of their rks of art using the four steps of art ticism. (See pages 28–29 for more about criticism.)

Alternate Activity

Materials:

- yarn
- buttons
- blunt tapestry needles
- burlap or squares of old sheets
- markers

1. Discuss students' favorite animals. Do the animals have any natural areas of emphasis? Have students choose an animal they would like to show. Have students draw the outline of that animal on the fabric with marker.
2. Have students stitch over the outline. See the Technique Tips on page 231 for information about stitchery. Have students emphasize the eyes of the animal by sewing buttons for eyes.

Research in Art Education

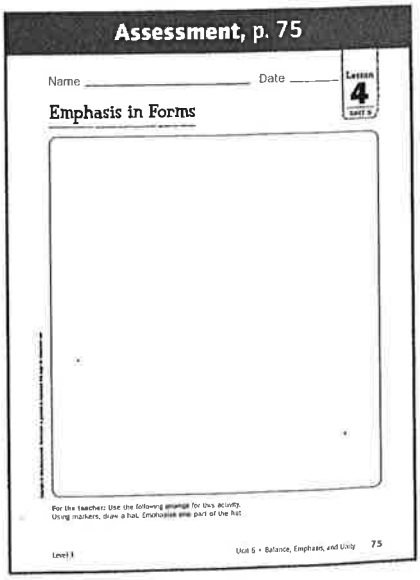
An overview of research concerning the arts in education shows that high-arts involvement leads to outcomes "central to the goals society typically articulates for public education—productive social membership, critical and higher-order thinking, and commitment to the skills for lifelong learning" ("Promising Signs of Positive Effects: Lessons from the Multi-Arts Studies" in *Critical Links*, p. 99).

ssessment

Use the following rubric to evaluate the artwork students make in e Creative Expression activity and to assess students' understanding of emphasis in forms.

Have students complete page 75 or 76 in their ***Assessment*** books.

Art History and Culture	Aesthetic Perception	Creative Expression	Art Criticism
he student can compare ootwear traditions from ifferent cultures.	The student accurately identifies emphasis in forms.	The student's cut paper slipper clearly shows emphasis.	The student thoughtfully and honestly evaluates his or her own work using the four steps of art criticism.
he student's comparison s weak or incomplete.	The student shows emerging awareness of emphasis in forms.	The student's cut paper slipper shows some awareness of emphasis.	The student attempts to evaluate his or her own work but shows an incomplete understanding of evaluation criteria.
he student cannot ompare footwear raditions from different ultures.	The student cannot identify emphasis in forms.	The student's cut paper slipper does not show emphasis.	The student makes no attempt to evaluate his or her own work.


Assessment, p. 75

Name _____ Date _____ Lesson 4

Emphasis in Forms

rap-Up

NSAE 1.a, 1.b, 1.c, 1.d, 2.a, 2.b, 2.c, 3.b

xtra! For the Art Specialist

Time: About 45 minutes

ocus

ve students point out primary and condary colors in the art on ***Large Prints*** *Firebirds* and ***42*** *Noreaster*. Ask students describe how the artists used color to ıphasize important parts. Discuss how e repetition of colors unifies each work, or gives it a sense of rhythm. Ask ıdents to explain how an artist's use of lor can affect the mood of an artwork.

each

ıve students create a drawing using lors that illustrate a particular mood.

eflect

ave students use the four steps of art iticism to evaluate their work. Did they fectively use color to illustrate a mood in eir drawing? Create a class exhibition. ave students identify the main idea of ıe works of art.

Alternate Activity

Materials:

- 12" × 18" manila paper
- multicolor packs of crayons (at least 64 colors per pack)

1. Ask students to think of something that makes them experience an emotion, or mood. For example, playing with their dog or cat might make them feel happy, or doing homework might make them feel grouchy.
2. Students select several colors they feel will illustrate their mood and create a drawing about the event using a limited palette of only those colors.

Research in Art Education

Education in the arts aids in "developing worthy citizens, people who enjoy intellectual and emotional control, people with skill and initiative, and people who are aware of their world" (Gaitskell, C.D., and Al Hurwitz. *Children and Their Art: Methods for the Elementary School.* Toronto: Harcourt, 1970).

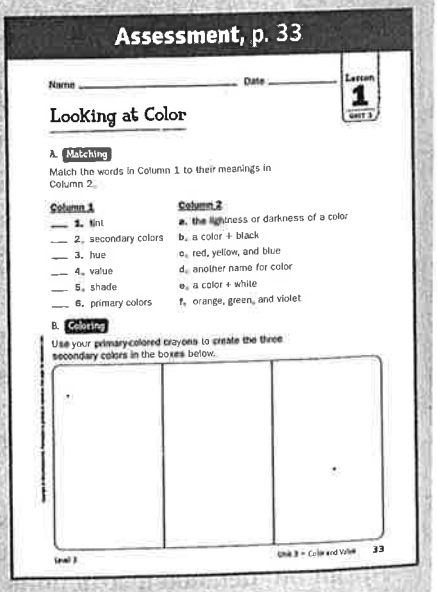
Assessment

Use the following rubric to evaluate the artwork students make in ıe Creative Expression activity and to assess students' understanding of primary and condary colors and value as created by tints and shades.

Art History and Culture	Aesthetic Perception	Creative Expression	Art Criticism
The student demonstrates knowledge of the lives and art of Russell and Held.	The student accurately identifies the primary and secondary colors and tints and shades in works of art and in the environment.	The student effectively plans and creates an illustration of a special occasion using color to express a mood or an emotion.	The student evaluates own work using the four steps of art criticism.
The student shows emerging awareness of the lives and art of Russell and Held.	The student shows emerging awareness of the primary and secondary colors and tints and shades in works of art and in the environment.	The student shows some awareness of how to plan and create an illustration of a special occasion using color to express a mood or an emotion.	The student attempts to evaluate own work but shows an incomplete understanding of evaluation criteria.
The student does not demonstrate knowledge of the lives and art of Russell and Held.	The student cannot identify primary and secondary colors or tints and shades in works of art or in the environment.	The student shows no awareness of how to plan and create an illustration of a special occasion using color to express a mood or an emotion.	The student makes no attempt to evaluate own artwork.

Have students complete page 33 or 34 in their ***Assessment*** books.

Assessment, p. 33


Name _____ Date _____ Lesson 1

Looking at Color

A. Matching

Match the words in Column 1 to their meanings in Column 2.

Column 1	Column 2
___ 1. tint	a. the lightness or darkness of a color
___ 2. secondary colors	b. a color + black
___ 3. hue	c. red, yellow, and blue
___ 4. value	d. another name for color
___ 5. shade	e. a color + white
___ 6. primary colors	f. orange, green, and violet

B. Coloring

Use your primary-colored crayons to create the three secondary colors in the boxes below.

Level 2 Unit 3 • Color and Value 33

Lesson 2

Space in Two-Dimensional Art

Wrap-Up

Extra! For the Art Specialist

Time: About 30 minutes

Focus

Study ***Large Print 63*** *The Icebergs,* and discuss how the feeling of depth was created in the artwork. How do the objects in the foreground differ from those in the background? What do you notice about the details on the objects? What do you notice happens to the size of the objects?

Teach

Review the six perspective techniques. Discuss how artists use the six techniques when painting and drawing outdoor scenes. Explain to the students that they will be creating an outdoor scene based on a real place using collected images from photographs or magazines. Have students begin collecting photographs and magazine images prior to this lesson.

Reflect

Have students evaluate their works of art using the four steps of art criticism. Encourage them to locate an area outside the school to draw, and describe which of the six perspective techniques they might use.

Alternate Activity

Materials:

- Art Journal
- 12" × 18" heavy white drawing paper
- pencils, erasers
- tempera paint
- paintbrushes
- cotton swabs
- water containers
- newspaper

1. As a class, make a list on the board of places you have visited, places you would like to visit, or places that are meaningful to you. Decide on one place you want to depict, and collect images of that place.
2. In your Art Journal, plan your ideas for your outdoor scene. Make sure to include the six perspective techniques.
3. Lightly draw your best ideas onto the drawing paper. Begin by painting the sky first. Your other objects will then overlap this area of your painting.
4. Paint in solid areas first and add details on top last. Use the cotton swab to paint the shape of the heads of any people that might be included in your scene. Add shadows, highlights, and textures last.

Research in Art Education

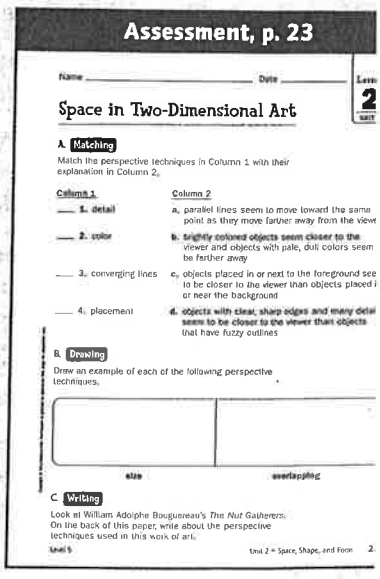
One case study showed tha students who were "learnin disabled and who were 'reluctant' readers" were be able to engage in reading w the creation and analysis of visual art was incorporated their discussions of stories. suggests that combining vis art with reading may help certain readers ("Reading *Is* Seeing: Using Visual Respon to Improve the Literacy Rea of Reluctant Readers" in, *Critical Links,* p. 144). As students study the use of sp in two-dimensional art, encourage them to think ab the impact that illustrations have on a book.

Assessment

Use the following rubric to evaluate the artwork students make in the Creative Expression activity and to assess students' understanding of space in two-dimensional art.

	Art History and Culture	Aesthetic Perception	Creative Expression	Art Criticism
3 POINTS	The student can demonstrate knowledge of the lives and work of Winslow Homer and William Adolphe Bouguereau.	The student accurately identifies the use of space in two-dimensional art.	The student's painting clearly illustrates the use of space in two-dimensional art.	The student thoughtfully and honestly evaluates own work using the four steps of art criticism.
2 POINTS	The student's knowledge of the lives and work of Winslow Homer and William Adolphe Bouguereau is weak or incomplete.	The student shows emerging awareness of space in two-dimensional art.	The student's painting shows some awareness of space in two-dimensional art.	The student attempts to evaluate own work, but shows an incomplete understanding of evaluation criteria.
1 POINT	The student cannot demonstrate knowledge of the lives and work of Winslow Homer or William Adolphe Bouguereau.	The student cannot identify the use of space in two-dimensional art.	The student's painting shows no understanding of space in two-dimensional art.	The student makes no attempt to evaluate own artwork.

Have students complete page or 24 in their ***Assessment*** book



Assessment, p. 23

Name _____ Date _____

Space in Two-Dimensional Art

A. Matching

Match the perspective techniques in Column 1 with their explanation in Column 2.

Column 1

1. detail
2. color
3. converging lines
4. placement

Column 2

a. parallel lines seem to move toward the same point as they move farther away from the view
b. brightly colored objects seem closer to the viewer and objects with pale, dull colors seem be farther away
c. objects placed in or next to the foreground see to be closer to the viewer than objects placed or near the background
d. objects with clear, sharp edges and many detai seem to be closer to the viewer than objects that have fuzzy outlines

B. Drawing

Draw an example of each of the following perspective techniques.

size overlapping

C. Writing

Look at William Adolphe Bouguereau's *The Nut Gatherers.* On the back of this paper, write about the perspective techniques used in this work of art.

Level 5 Unit 2 • Space, Shape, and Form 23

esson 3
rap-Up

Subtractive Sculpture

xtra! For the Art Specialist

Time: About 45 minutes

ocus

dy ***Large Print 55*** *Floating City* and :uss with students various techniques d in subtractive sculpture. Ask students ıis could be considered an example of tractive sculpture.

each

ɔare cups or containers of plaster prior ıe lesson. As a class, select a theme, ı as the zoo or the ocean. Explain to lents that they will carve simple shapes ɜd on the class theme. Demonstrate ving on all sides and carving into the ter with a spoon as an introduction to lesson. Have the students complete alternate activity.

eflect

e students use the four steps of art cism to evaluate their work. Have n explain how their sculptures fit the ɜ theme.

Alternate Activity

Materials:

- sketchbook
- pencils, erasers
- collected images
- modeling plaster
- plastic bowl or bucket, cold water
- mixing stick
- paper cup or container
- assorted carving tools
- newspapers
- paper towels

1. Have students select an image and sketch a simple animal form such as a fish or reptile. The design should be simple.
2. Have students tear the mold from the plaster form. Have them use a pencil to draw their sketches into the plaster.
3. Students should use a spoon to scrape away the plaster surrounding the design. They can use a nail or a paper clip to carve out small areas or add texture and details. When students finish carving, they should sand lightly the areas they want smooth.
4. Create a class display. Have students document interesting facts about the species they carved.

Research in Art Education

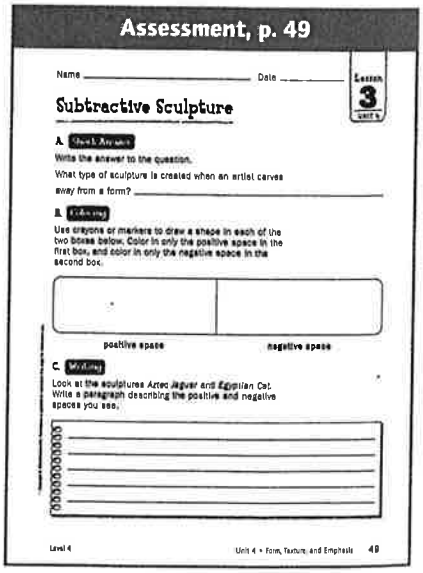
"Talk about art, or art criticism, is probably one of the ways we share the contents of our inner lives without embarrassment. Art criticism is very much like teaching: it is the sharing of discoveries about art, or in some cases about life, where art has its ultimate source." (Hurwitz, Al, and Stanley Madeja. *The Joyous Vision*. New Jersey: Prentice Hall, 1997.)

ssessment

Use the following rubric to evaluate the artwork students make in the tive Expression activity and to assess students' understanding of subtractive sculpture.

Art History and Culture	Aesthetic Perception	Creative Expression	Art Criticism
student demonstrates vledge of Egyptian and c cultures.	The student can explain how subtractive sculptures are created.	The student's sculpture is clearly a subtractive sculpture.	The student thoughtfully and honestly evaluates own work using the four steps of art criticism.
student shows some vledge of Egyptian Aztec cultures.	The student shows emerging awareness of how subtractive sculptures are created.	The student's sculpture shows some attempt to create a subtractive sculpture.	The student attempts to evaluate own work but shows an incomplete understanding of evaluation criteria.
student cannot onstrate knowledge of tian or Aztec cultures.	The student cannot explain how subtractive sculptures are created.	The student's sculpture is not a subtractive sculpture.	The student makes no attempt to evaluate own work.

Have students complete page 49 or 50 in their ***Assessment*** books.



Assessment, p. 49

Name _____ Date _____

Lesson 3

Subtractive Sculpture

A. Short Answer

Write the answer to the question.

What type of sculpture is created when an artist carves away from a form? _____

B. Coloring

Use crayons or markers to draw a shape in each of the two boxes below. Color in only the positive space in the first box, and color in only the negative space in the second box.

positive space | negative space

C. Writing

Look at the sculptures *Aztec Jaguar* and *Egyptian Cat*. Write a paragraph describing the positive and negative spaces you see.

Level 4 Unit 4 • Form, Texture, and Emphasis 49

xtra! For the Art Specialist

Time: About 45 minutes

ocus

ly ***Large Print 30*** *Exuberance* and ask lents if this image has more of some s than others. Which ones? Does one know the primary hues? How ıy secondary hues are there?

each

ain to student that they will be ting new colors today and using them aint a snail picture. Have students plete the Alternate Activity.

eflect

e students evaluate their work using our steps of art criticism.

Alternate Activity

Materials:

- 12" × 18" white drawing paper
- mixing trays or paper plates
- small brushes
- water dishes
- newspaper
- red, yellow, and blue tempera paint
- a snail image

1. Paint three pairs of snails, leaving space to add a third snail to each group. Paint the snail pairs using the following colors:

   a yellow snail with a blue snail

   a blue snail with a red snail

   a red snail with a yellow snail

2. Mix the primary colors to create the secondary colors. Paint a third snail in each group. Match the secondary snail color with the primary snail color group it belongs to.

Research in Art Education

"The general goal of art criticism is to try to understand mankind and the human condition. But beyond that, it seeks to discover and communicate the 'meaning' of art—usually of modern or contemporary art because it can be examined in the context of the present." Risatti, H. "Art Criticism in Discipline-Based Art Education." *Journal of Aesthetic Education* 21 (2), (Summer 1987): 217–225.

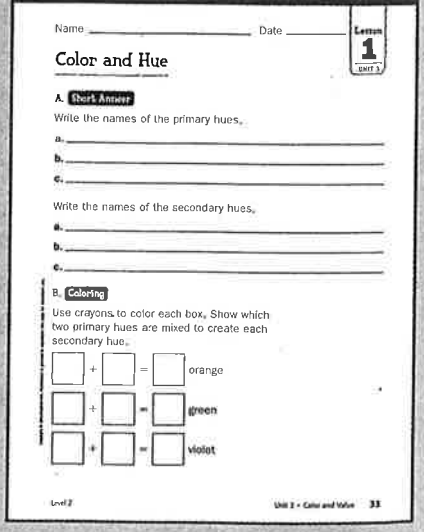
ssessment

Use the following rubric to evaluate the artwork students make in Creative Expression activity and to assess students' understanding of color and hue.

Art History and Culture	Aesthetic Perception	Creative Expression	Art Criticism
student can identify compare two modern aintings.	The student accurately identifies color and hue in his or her environment.	The student's painting clearly illustrates a good use of color and hue.	The student thoughtfully and honestly evaluates his or her own work using the four steps of art criticism.
student's ification or parison is weak or mplete.	The student shows emerging awareness of color and hue, but cannot consistently identify them.	The student's painting shows some awareness of color and hue.	The student attempts to evaluate his or her own work, but shows an incomplete understanding of evaluation criteria.
student cannot ify or compare two rm art paintings.	The student cannot identify color and hue.	The student's painting shows no understanding of color and hue	The student makes no attempt to evaluate his or her own artwork.

Have students complete page 33 or 34 in their ***Assessment*** books.

Assessment, p. 33


Name _____ Date _____

Lesson 1 UNIT 3

Color and Hue

A. Short Answer

Write the names of the primary hues.

a. _____

b. _____

c. _____

Write the names of the secondary hues.

a. _____

b. _____

c. _____

B. Coloring

Use crayons to color each box. Show which two primary hues are mixed to create each secondary hue.

☐ + ☐ = ☐ orange

☐ + ☐ = ☐ green

☐ + ☐ = ☐ violet

Level 2 Unit 3 • Color and Value 33

2018-19

GATEWAY LESSON PLAN TEMPLATE

Adapted from DE Department of Education (ACCESS PROJECT)

A 4 Step Approach:

1. **Identify the Standards**
2. **Define the Learning Outcomes**
3. **Identify the Instructional Activities**
4. **Execute Extension Activities/Assessment**

Weekly Lesson Plan Format

Week of: December 10 – December 17

1. Identify the standard(s)	
Content Area: Art Grade: 3-8	**Unit: Review and Color Properties (Intro)**
a) List standards to be addressed	**Creating – Organize artistic ideas and work.** Grade 3 VA:Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials. Grade 3 VA: Re.7.2.3a Determine messages communicated by an image. Grade 4 VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem. Grade 4 VA: Re.7.2.4a Analyze components in visual imagery that convey messages. Grade 5 VA:Cr1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art. Grade 6 VA: Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. Grade 7 VA:Cr1.2.7a Develop criteria to guide making a work of art or design to meet an identified goal. Grade 7 VA:Cr.2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. Grade 7 VA: Re.7.2.7a Analyze multiple ways that images influence specific audiences. Grade 8 VA:Cr2.3.8a Select, organize, and design images to make visually clear and compelling presentations. Grade 8 VA: Re. 7.2.8a Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
b) List activities currently implemented in the classroom and related skills	• Students will experiment with given materials to explore the 3 properties of color. • Students will continue to study parts of a color wheel and color families. • Students will create a finished piece of artwork using principles of color theory and the properties of color. • Students will review prior material on elements of art. • Students will evaluate finished works of art using critique sandwich, peer critique assessment tool and/or rubric and new

	information learned in unit. • Students will participate in groups for review of material. • Students will complete an individual assessment on color theory. • Students will view a presentation on color properties as an intro to the next project. • Students will complete a project using color properties.

2. Define the learning outcomes			
Level of support	**Least** support	**Moderate** support	**Most** support
List the desired outcomes for students	Students will complete a longer term project using three color properties. Students will identify color properties present in historical and contemporary artwork. Students will assess final artwork. Students will view a presentation on color properties. Students will complete a short-term project using black and white materials and follow up with color materials.	Student will receive intermittent teacher assistance to complete a longer term project using color properties. Students will have group assistance in identifying color properties present in historical and contemporary artwork. Students will assess final artwork. Students will view a presentation on color properties and complete a project using black and white materials and follow up with color materials with intermittent group/teacher assistance.	Students will have group and one-on-one teacher assistance to complete a longer-term project using color properties and identifying color properties present in historical and contemporary artwork. Students will receive one-on-one teacher assistance to assess final artwork. Student will view a presentation on color properties and receive one-on-one teacher assistance. Students will complete a short term project in black and white and follow up with color materials and teacher assistance.
List the formative assessments (Be sure to include multiple ways for students to show what they know).	Students will answer comprehension questions as a whole group and participate in group games and quizzes to review elements of art in general and the principles of color theory and the properties of color. Students will have access to rubric to create work with final goals in mind. Students will complete an individual written assessment on color theory/color properties.	Students will answer comprehension questions as a whole group with some teacher explanation of definitions. Students will be able to identify the elements of art and principles of color theory/properties and definitions with some prompting in a group setting. Student will have coaching on completion of project with end goals in mind in regards to the rubric tool. Students will complete an individual written	Students will be able to identify the elements of art and color theory/properties and principles used in the current art project with some teacher and group prompting. Students will complete an individual written assessment on color theory/properties with one-on-one teacher assistance.

		assessment on color theory/color properties with some teacher prompting.	

3. Identify the instructional activities/arts infusion/sensory based techniques to be used within the unit		
List the instructional activities planned for all students: ***Arts infusion** ***Sensory based techniques**	**List the barriers that may prevent students from accessing instruction, participating in activities, or demonstrating learning**	**List supports that can be implemented to reduce barriers Note UDL's utilized in this lesson**
Students will complete the following activities: • Presentation • Grouping • Learning stations • Think, pair, share gaming • Comprehension Questions	Student behavior and anxiety. Some students struggle with fear of failure when completing an artwork. Some students struggle with the concept of ownership and sharing. Some students struggle with reading and writing.	Encouraging feedback regarding final projects. Suggestions to come from students themselves regarding personal improvement. Encourage collaborative efforts. Help students that are struggling with reading and writing one-on-one.

Lesson is subject to change.

Gateway Lab School GLS_Theatre_Scope&Sequence[1] Last Updated 11/28/2009

Curriculum Scope & Sequence

School __Gateway Lab School_____ Grade or Course _Grade 3_____ Teacher ____Theatre

Unit Order By unit title and/or time frame	**Learning Targets**	**Theme or Big Idea**	**Enduring Understandings**	**Essential Questions**
Unit 1: Dramatize Using Puppetry 9/6-10/1	1.2, 1.3, 1.6	Plot	Improvisation is a way of writing a play.	How do you match your voice to your puppet's character?
Unit 2: Dramatized Folktale 10/4-10/29	1.1, 1.5, 2.1, 2.2, 2.4	Character	Folktales are used to teach lessons.	Where do folktales come from?
Unit 3: Improvised Folktale 11/1-12/10	3.2, 3.3, 5.1, 6.3	Visual Elements	Folklore is a part of everyday lives.	How can we enhance our performance?
Mid-Winter Tales (public performance at the Winter Arts Festival) 12/13-1/21	1.1, 1.5, 2.1, 2.4, 3.1, 5.1, 7.6, 8.1	Storytelling Festival		
Unit 4: Reader's Theatre - Create Sound Effects and Voices 1/24-2/18	3.1, 6.2, 6.4, 6.5	Sound and Voice	Selections for Reader's Theater come from a variety of sources.	How do proper breathing techniques impact a Reader's Theater performance?
Unit 5: Pantomime - Dramatize a Literary Selection 2/21-3/18	2.1, 2.4, 2.5, 7.3, 7.4	Movement	Nonverbal communication can be more impactful than using words.	How do you use pantomime in your life?
School-wide Spring Musical (public performance) 3/21-5/6	2.2, 2.4, 3.1, 6.3, 6.4, 6.5, 7.5	Integrated Arts		
Unit 6: Write and Perform a Script 5/9-6/3	8.1, 4.1, 4.2,	Subject, Mood, and Theme	Dialogue we hear everyday can be used in a script.	How do we identify how someone else is feeling?

Gateway Lab School GLS_Theatre_Scope&Sequence[1] Last Updated 11/28/2009

Curriculum Scope & Sequence

School __Gateway Lab School_____ Grade or Course _Grade 4_____ Teacher ____Theatre

Unit Order By unit title and/or time frame	**Learning Targets**	**Theme or Big Idea**	**Enduring Understandings**	**Essential Questions**
Unit Activity	Grade-Level Expectations	Element	Enduring Understanding	Essential Question
Unit 1: Dramatize a Story 8/30-10/1	1.2, 1.5, 4.1, 6.2, 6.4	Plot	Memorable stories have within them universal themes to which we can relate.	How does conflict inform plot?
Unit 2: Write and Perform a Monologue 10/4-10/29	1.2, 1.6, 2.3, 2.4	Character	Actors bring personal experience to a role, making each characterization unique	What part does personal experience play in character work?
Unit 3: Dramatized Literary Selection - Pantomime 11/1-12/10	2.1, 2.5, 5.1, 8.1, 8.2	Movement	Movement defines character.	How can habitual movement patterns hinder character development?
Mid-Winter Tales (public performance at the Winter Arts Festival) 12/13-1/21	2.5, 5.1, 6.3, 7.5, 7.6	Dramatized Stories	Performances bring a purpose to the practicing.	What habits can I follow while practicing that will help me when I perform?
Unit 4: Dramatized Literary Selection - Use Sound Effect & Voice1/24-2/18	1.5, 1.6, 2.1, 2.4, 8.2	Sound and Voice	Performers need to develop vocal expression to communicate effectively.	How does sound create images?
Unit 5: Improvisation - Use Visual Elements 2/21-3/18	3.2, 3.3, 4.2, 6.5	Visual Elements	Knowledge of production elements provides us with wider choices to express ourselves.	How can improvisation prepare an actor for a script?
School-wide Spring Musical (public performance) 3/21-5/6	3.3, 4.4, 6.5, 7.4, 7.5, 7.6	Integrated Arts	Performances bring a purpose to the practicing.	What habits can I follow while practicing that will help me when I perform?
Unit 6: Write and Perform a Script 5/9-6/3	4.1, 4.2, 6.1, 6.2, 7.4, 7.5	Subject, Mood, and Theme	Dramatic scenes are constructed through the use of units of action and "beats."	How can writers structure language to convey mood and meaning?

Gateway Lab School GLS_Theatre_Scope&Sequence[1] Last Updated 11/28/2009

Curriculum Scope & Sequence

School __Gateway Lab School_____ Grade or Course _Grade 5_____ Teacher ____Theatre

Unit Order By unit title and/or time frame	**Learning Targets**	**Theme or Big Idea**	**Enduring Understandings**	**Essential Questions**
Unit 1: Dramatize a Poem 9/6-10/1	1.2, 1.5, 4.1, 4.2, 8.2	Plot	Drama reflects history and culture.	How can poetry be used as a bridge to cultural diversity?
Unit 2: Write and Perform a Monologue 10/4-10/29	1.2, 1.6, 7.4, 7.3	Character	Imagination is the foundation for creating a character.	Why is character background important to creating a role?
Unit 3: Dramatized Story - Pantomime 11/1-12/10	2.4, 2.5, 5.3, 8.3	Movement	There is a wide variety of movement techniques used for characterization.	How does movement communicate character?
Mid-Winter Tales (public performance at the Winter Arts Festival) 12/13-1/21	2.5, 3.1, 8.3, 8.4, 3.3	Dramatized Stories		
Unit 4: Reader's Theatre - Sound Effect 1/24-2/18	2.1, 2.4, 4.1, 4.2	Sound and Voice	Learning proper breathing techniques enhances vocal production.	How does breath control affect a performance?
Unit 5: Dramatized Literary Selection - Use Visual Elements 2/21-3/18	3.2, 3.3, 5.1, 5.3, 6.3	Visual Elements	Critical analysis of literature is necessary for understanding dramatic concepts.	Why is it important to be familiar with all aspects of a production?
School-wide Spring Musical (public performance) 3/21-5/6	3.3, 5.1, 5.2, 6.3, 6.5	Integrated Arts		
Unit 6: Write and Perform a Script 5/9-6/3	4.1, 4.2, 4.3, 6.1, 6.3, 7.5, 7.6	Subject, Mood, and Theme	Script writing is based on personal experience, prior knowledge and imagination.	How can writing a script help an actor to understand him or herself and others?

Gateway Lab School GLS_Theatre_Scope&Sequence[1] Last Updated 11/28/2009

Curriculum Scope & Sequence

School __Gateway Lab School_____ Grade or Course _Grade 6_____ Teacher ____Theatre

Unit Order By unit title and/or time frame	**Learning Targets**	**Theme or Big Idea**	**Enduring Understandings**	**Essential Questions**
8/30-9/24	1.1, 2.4, 6.1	Fundamentals of acting	Portraying a range of characters encourages understanding of self.	Why does an actor need to develop certain skills in order to create a wide range of characters?
9/27-10/29	2.1, 2.4	Voice and Movement	Actors must be trained to use their body and voice to create unique characterizations.	How do performers prepare and use their bodies for presentations?
11/1-12/3	1.3, 2.1, 2.4	Improvisation	Improvisation is an important tool of the actor for the development of spontaneity and authenticity.	How does improvisation assist in the development of acting skills that can be used in scripted scenes?
12/7-1/3	1.1, 1.2, 1.3, 1.7	Original work	Material for original work comes from our personal experience.	How do your personal experiences affect your script writing?
1/3-1/21	3.2, 3.3,	Winter Arts Festival		
1/24-2/25	8.1, 8.2, 8.3	Theater History and Culture	Drama is a reflection of history and culture	How does drama reflect the lives of people in the past?
2/28-3/25	7.1, 7.2, 7.5, 8.4	Learning to appreciate theater as an audience	Knowledge of dramatic arts leads to a lifelong appreciation in all the arts.	How does theater impact a community?
3/28-5/6	3.2, 3.3, 6.2	Spring Arts Festival/Musical		
4/1-5/6	4.1, 4.2	Directing	How the roles and responsibilities of a director contribute to artistic vision.	How does a director make choices regarding a production?
5/9-6/1	3.1, 3.2, 3.5	Designing and building	Technical aspects of production such as **lighting, set, props, make-up and costume design** enhance and support a production.	How do technical aspects of a production and performers work together?

Gateway Lab School GLS_Theatre_Scope&Sequence[1] Last Updated 11/28/2009

Curriculum Scope & Sequence

School __Gateway Lab School_____ Grade or Course _Grade 7_____ Teacher ____Theatre

Unit Order By unit title and/or time frame	**Learning Targets**	**Theme or Big Idea**	**Enduring Understandings**	**Essential Questions**
8/30-9/24	1.1,1.3, 1.6, 2.3,2.4, 6.1	Original Character Biography	The portrayal of a character must include research into background, history and motivation of that character.	How do events in our lives contribute to the choices we make in the future?
9/27-10/29	2.1, 2.4	Voice and Body	The voice and body are essential communication tools for developing and presenting characters.	How can we learn to use our bodies and voices in new ways?
11/1-12/3	1.6, 2.1, 2.4	Storytelling	Storytellers use specific techniques to bring the audience into the story.	Where are some good sources for stories that can be used for storytelling?
12/7-1/3	1.3, 1.4, 6.2, 8.3	Radio play	Role of radio theater in the history of entertainment and news.	How does the requirements of a script written for the medium of radio differ from television?
1/3-1/21	5.1, 5.2, 5.4, 6.3	Winter Arts Festival		
1/24-2/25	3.1, 6.5, 7.4	Costumes	Historically, fashion communicates a character's style and status in society.	How does what we wear inform others about us?
2/28-3/25	1.2, 7.4,	Script Analysis	Analysis of character, plot, and theme are essential for a production concept.	How does a director form his or her vision for a show?
3/28-5/6	4.2, 4.3, 4.4, 6.4	Spring Arts Festival/Musical		
4/1-5/6	1.5,1.6, 1.7, 6.2,	Adapt literature for performance.	Material from a variety of sources can be adapted for the stage.	Where do we find material for original works?
5/9-6/1	4.1, 4.2, 4.3, 4.4, 4.5	Directing	Playwright and director share ideas when producing an original play.	How do we collaborate?

Curriculum Scope & Sequence

School __Gateway Lab School_____ Grade or Course _Grade 8_____ Teacher ____Theatre

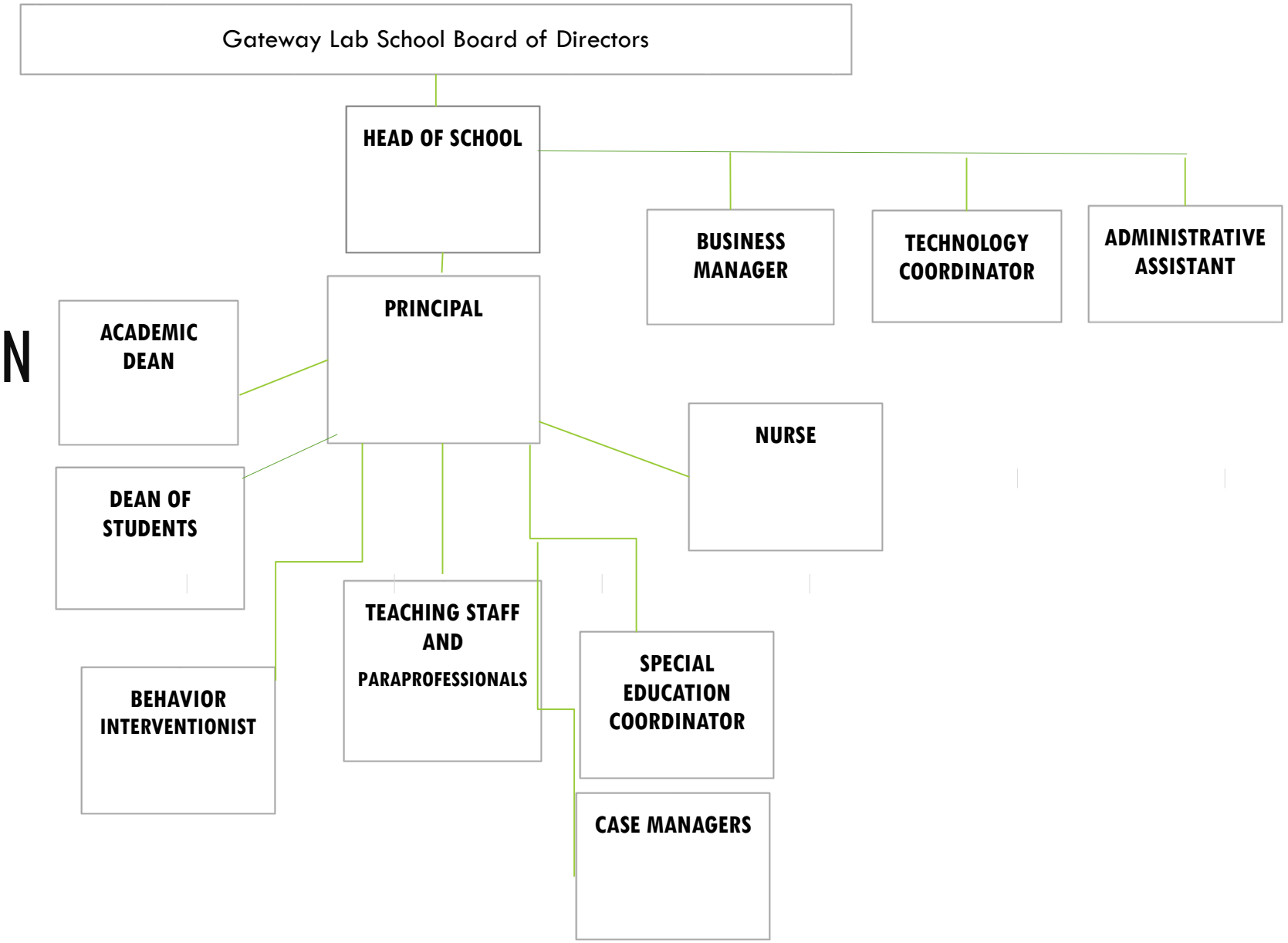
Unit Order By unit title and/or time frame	**Learning Targets**	**Theme or Big Idea**	**Enduring Understandings**	**Essential Questions**
8/30-9/24	2.1, 2.4, 2.5	Monologue	Portraying a believable character demands effective use of voice and body techniques.	How does an actor determine what approach to use when creating a character?
9/27-10/29	2.5, 8.3, 8.4,8.5	Cultural differences in actor training	There is a wide variety of performance technique and training.	How do actors from other countries train for acting?
11/1-12/3	2.1,2.5, 6.7, 8.1, 8.2,	Stock characterization	Commedia dell'arte continues to exert its influence on film and television characters.	Where do you see stock characters in your favorite film and television characters?
12/7-1/3	1.1,1.3, 8.3,	Mask Making	Role of mask and theater is intricately intertwined throughout history.	How can wearing a mask enhance characterization?
1/3-1/21	3.1, 4.3,4.4, 4.5, 7.4	Winter Arts Festival		
1/24-2/25	3.2, 3.3, 3.4, 6.5	Set and Light Design	Design concepts of line, color, space and shape are used to communicate locale and mood.	How is setting, mood, and action created by set and light design?
2/28-3/25	6.3, 6.4, 6.5	Musical Theater	Musicals require an actor training approach that is unique to this genre.	Which aspects of actor training are most important in a musical?
3/28-5/6	3.1, 3.2, 3.3, 3.4, 6.3, 6.4	Spring Arts Festival/Musical		
4/1-5/6	2.2,2.4, 2.5,	Interpreting Literature	It is imperative the performer selects his/her own material	Where do you find literature for interpretation?
5/9-6/1	6.6, 8.4, 8.5	Careers	There is a large variety of needs and demands that require trained professionals to carry out the various tasks of producing theater.	Which resources are most useful for finding out about careers in acting?

Appendix 3 Current Organizational Chart

APPENDIX 3

Organizational Chart

GATEWAY ORGANIZATION CHART



Appendix 4 Board Governance Training Certificates/Documents

APPENDIX 4

Board Governance Training Certificates

DANA
LEADING THE SECTOR FORWARD
Delaware Alliance for Nonprofit Advancement

100 W. 10th Street
Suite 1012
Wilmington, DE 19801

P 302 777 5500
F 302 777 5386
www.delawarenonprofit.org

November 15, 2018

Gateway Lab Charter School
2501 Centerville Road
Wilmington, DE 19808

Attention: Joyce Henderson, Board President

Dear Joyce,

This letter is to certify that board excellence governance training was completed on November 12, 2018 for the below listed board members of Gateway Lab Charter School:

Kenyatta Austin
Sherlock Hack
Tina Horgan
Tara Ford
Heidi Shanus
Doreen Rathmell
Doug Salter
Lawrence Heredia
Joyce Henderson
Pam Draper
Catherine Dolan

Board members will receive a certificate signed by the President and CEO and the Executive Vice President, Excellence Academy of DANA.

Please let me know if you need anything further from me.

Sincerely,

Paul Stock

Paul Stock
Executive Vice President,
Excellence Academy

DANA

LEADING
THE SECTOR
FORWARD

Delaware Alliance for
Nonprofit Advancement

Delaware Alliance for Nonprofit Advancement

recognizes that

Catherine Dolan

has completed

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President & Chief Executive Officer

Appendix 5 Board member and school leader succession plans

APPENDIX 5

Succession Plans

Appendix 5

Board and School Leader Succession Plans

A formalized succession plan for the Board and School Leadership will be discussed at the upcoming BOD Annual meeting in Fall 2019. The School will share the approved plan with the Department of Education upon completion.

2018 Gateway Board of Directors Matrix

	Member Name		Sector											Skills/Expertise/Attributes																	Age				Board Dir	Parent Dir	Teacher Dir	Term Begin	Term End	Financial Resp Training	Resigned
		Committee Involment	Non-profit	Law	Public Relations/Marketing	Finance/Banking	Accounting	Technology	Real Estate	Medical	Education	Higher Education	Entrepreuener	Management/Leadership	Legal	Finance/Investments	Marketing/Communications/Sales	Fundraising	Advocacy/Gov Relations	Logistics	Human Resouces	Board Management	Business Start - up	Mental Health	Fundraising Capacity			M	F	to 34	35-49	50-64	65+		State Requirmment of 1	State Requirmment of 1				
1	Kenyetta Austin	***	x								x	x					x		x									x		x							Apr-17	Apr-19	Sep-17	
2	Sherlock Hack- Treas	****/*****	x													x												x					x			Apr-18	Apr-21	Oct-18	
3	Joyce Henderson- Pres	**	x									x		x		x					x	x			x				x			x				Oct-17	Oct-19	Dec-17	
4																																									
5	Heidi Shanus	***									x																		x							Jul-18	Jul-19	Aug-18	
6	Doreen Rathmell	**									x																		x						x	Sep-18	Apr-18	Oct-18	
7	Doug Salter		x						x				x	x				x						x					x					x			Nov-18	20-Nov	Nov-18	
8	Lawrence Heredia	*****								x																			x					x			Nov-18	20-Nov	Dec-18	
9	Tara Ford	****									X																								x		19-Aug	22-Aug	Oct-18	
	CBOC																																								
1	Tara Ford	****									x																		x			x			x	**Sep-18**	**Sep-19**	**Oct-18**	
	Advisory																																								
1	Rachel Anderson	*	x									x		x				x			x							x		x										
2	Tricia Dallas	*																																							
3	Patricia Smith	*																																							
4	Mary Teeter	*																																							

* = Advisory Committee Member
** = Operation and Sustainability
*** = Community Outreach Committee
**** = CBOC Committee
***** = Finance Committee

	Resignations																																								
1	Geoff Grivner - SEC	**		x											x							x					x			x			x			**Aug-16**	**Aug-18**		**Jul-18**
2	Jon Fletcher	**	x		x						x		x				x	x	x			x					x					x	x			**Dec-15**	**Oct-18**		**Aug-18**
3	Henry Clampitt	**	x						x					x	x	x	x					x					x				x		x			**Aug-16**	**Aug-18**		**Aug-18**
4	Jamie Navone										x																		x						x	**Apr-18**	**Apr-20**		**Aug-18**
5	Tina Horgan																																			**17-Feb**	**19-Feb**		**19-Sep**

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Appendix 6 Current Board Bylaws

APPENDIX 6

Board Bylaws

BYLAWS OF GATEWAY CHARTER SCHOOL, INC.

*Adopted as of **March 13, 2008***
*Updated as of **August 8, 2018***

INTRODUCTION

The purpose of this corporation (the "Corporation" or "School") is restricted to the opening and operation of charter schools, before school programs, after school programs and educationally related programs offered outside the traditional school year.

ARTICLE I – POWERS AND FUNCTIONS OF DIRECTORS

Subject to limitations imposed by law, the Certificate of Incorporation, or these bylaws, all corporate powers shall be exercised by or under the authority of the Board of Directors (the "Board"). The Board has the power to manage the property and business of the Corporation. The members of the Corporation (the "Members") shall have no voting rights, other than as provided by the General Corporation Law of the State of Delaware and the provisions of these bylaws.

Without limiting the foregoing, the Board shall conduct the business of the Corporation, including:

i) Adopting the bylaws of the Corporation;
ii) Determining the general policies and strategic planning of the Corporation;
iii) Establishing the annual budget and approving major expenditures;
iv) Approving projects and approving the overall budget of said projects;
v) Approving the administrative budget of the Corporation;
vi) Approving the annual reports of the Corporation;
vii) Approving the annual financial statements of the Corporation; and
viii) Electing officers and filling vacancies in said offices as may occur from time to time during the year.

ARTICLE II – MEETINGS OF THE BOARD

Section 1. Compliance with the provisions of the Freedom of Information Act.

The Board shall conduct its meetings as if it were a "public body" as defined in 29 Del. Code § 10002(a) and according to the requirements of Chapter 100 of said Title 29 (the "Act"). In addition to the published notices required by the Act, notices of each meeting of the Board shall be forwarded to its members by any method which preserves proof of such notice.

Section 2. Quorum.

A quorum for the transaction of business at any meeting of the Board shall consist of one-half of the voting directors plus one. An act of a quorum present and voting at a duly called meeting shall be the act of the Board, except as may otherwise be provided elsewhere by these bylaws.

Section 3. Participation by Conference Telephone.

Notwithstanding any provision of these bylaws to the contrary, members of the Board, or of any committee thereof, may participate in a meeting of such Board, taskforce, or committee by means of conference telephone, google hangout or similar communications equipment by means of which all persons participating in the meeting can hear each other and such participation shall constitute presence in person at such meeting. All meetings must be posted 7 days for public knowledge.

Section 4. Reliance.

A member of the Board, or of any committee thereof, shall in the performance of his or her duties, be fully protected in relying in good faith upon the records of the Corporation and upon such information, opinions, reports or statements presented to the Corporation by any of its officers, or employees, or committees of the Board, or by any other person as to matters the member reasonably believes are within such other person's professional or expert competence and who has been selected with reasonable care by or on behalf of the Corporation.

ARTICLE III – BOARD OF DIRECTORS

Section 1. Number.

At a minimum, the Board shall consist of five members: A Parent Director, A teacher Director, and three Community Directors, as defined in Article III Section 2; however, the Board may consist of up to eleven members. The number of directors constituting the Board may be reduced as a result of a vacancy or increased upon the approval of additional members as provided in Sections 5 and 8, respectively, of this Article III.

Section 2. Eligibility.

Eligibility: Members of the Board of Directors do not need to be Members of the Corporation. One member of the Board is required to be a certified teacher or parent/ legal guardian of a current student. A Parent Director who ceases to be a parent or legal guardian of a student enrolled at the School may

continue in office upon request to be a community director for the remainder of the term with required board approval. Teacher Directors must be voted upon by their peers via an election process, and then complete an interview process before approval onto the board. A Teacher Director shall be deemed to have resigned from the Board of Directors on the date the Teacher Director is no longer employed as a teacher at the School. Members of the Board that are neither Parent Directors nor Teacher Directors shall make up the remainder of the Board ("Community Director"). All references to "director" or "Director" within these Bylaws is a general reference to any or all four classes of Directors referenced in this Section, unless otherwise stated. Additionally, the term "Board Member" and "Director" or "director" are used interchangeably in these Bylaws.

Section 3. Voting Rights.

Each director shall have one vote. Teacher and Staff Directors are precluded from voting on issues related to firing or staff compensation at the School.

Section 4. Liability.

No director shall be personally liable for the debts, liabilities or obligations of the Corporation.

Section 5. Approval and Term.

The Parent Directors shall be approved by the Board such that they are parents or legal guardians of students enrolled in the School and the Teacher and Staff Directors shall be approved by the Board such that they are employed at the School, in accordance with the provisions of Article V. The directors may, in their discretion, approve additional directors pursuant to an affirmative vote of a majority of all Directors then serving, provided that the limit on the number of directors set forth above in Section 1 of this Article III shall not be exceeded.

Section 6. Staggered Terms

The Directors' terms shall be organized in the following manner:

i) Parent Directors

Parent Directors elected to the Board shall serve either one (1), two (2), or three (3) year terms. The Board shall decide, by majority vote at the time of election, whether the term of service for a newly elected Parent Director will be a one (1), two (2), or three (3) year term. Parent Directors will be elected consistent with the provisions in the other Sections of this Article.

ii) Teacher/Staff Directors

Teacher/Staff Directors elected to the Board shall serve either one (1), or two (2) year terms. The Board shall decide, by a quorum of the board whether the term of service for a newly elected Teacher/Staff Director will be a one (1) or two (2) year term. Teacher/Staff Directors will be elected consistent with the provisions in the other Sections of this Article.

iii) *Community Directors*

Community Directors elected to the Board shall serve either one (1), two (2), or three (3) year terms. The Board shall decide, by majority vote at the time of election, whether the term of service for a newly elected Community Director will be a one (1), two (2), or three (3) year term. Community Directors will be elected consistent with the provisions in the other Sections of this Article.

iv) *Consecutive Terms*

No member may serve more than two consecutive terms; provided, however, that the initial terms of the Parent Directors, Teacher/Staff Directors or Community Directors expiring at the term that was approved.

v) *Term Renewals*

All Directors term renewals must be affirmed by a vote (quorum) of the Board.

Section 7. President of the Board.

The Board shall approve, at its annual meeting a President of the Board (the "President") who shall be a director and who shall hold office until the first meeting of the Board following the next annual meeting of the Members and until his or her successor is approved or until his or her earlier resignation or removal by act of the Board. The President shall preside at meetings of the Members of the Corporation and of the Board. In the absence of the President, a Vice-President shall preside at meetings of the members of the Board.

Section 8. Vacancies.

The directors may, in their discretion, fill any vacancy by a affirmative vote of a quorum of the directors then serving; provided, however, that any vacancy with respect to a Teacher/Parent Director position on the Board must be filled by a parent or legal guardian of a student enrolled in the School and any Teacher position on the Board must be filled by a teacher employed by the school. The term of service for any new Director elected to fill a vacancy resulting from a removal outlined in Section 9 or a resignation outlined in Section 10 of this Article shall be the remainder of the term of the Director being replaced. The remainder of the term shall not be considered for purposes of calculating "consecutive

terms" as outlined in Section 6 of this Article. The same policy shall apply in filling vacated positions on the Executive Committee.

Section 9. Removal.

A director may be removed from the Board, with or without cause, by an affirmative vote (quorum) of the whole Board, provided that: first, notice of such proposed action shall be given in the agenda of the meeting at which such removal is considered; second, the Board member has been informed in writing at least ten (10) calendar days prior to the meeting of the reason for the proposed removal; and third, the Board member is given an opportunity to be heard at the proposed removal meeting

Section 10. Resignations

Any director may resign from a committee of the Board, an office of the Board, or the Board itself by giving written notice to the President or the Secretary. Any such resignation shall take effect on the date of receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

Section 11. Compensation.

Directors shall serve without compensation.

Section 12: Emeritus Status

Section i: *Definition*

There shall be a category of director known as a "Director Emeritus". This title may be bestowed upon individuals who are not presently serving on the Gateway Lab School Board of Directors ("Board"), but who have previously served the Board with distinction and excellence.

Section ii: *Terms*

A Director Emeritus is elected to serve a term of three (3) years, renewable at the discretion of the Director Emeritus, so long as he or she remains active in the work of Gateway Lab School and subject to Subsection "vi" of this title. A Director Emeritus may end his or her term at any time; alternatively, a Director Emeritus may have his or her term ended by action of the Board pursuant to Subsection "vi" of this title.

Section iii: *Privileges & Limitations of a Director Emeritus*

A Director Emeritus shall be entitled to:

- Receive all written notices and information which are provided to the Board;
- Attend all Board meetings;
- Participate in meetings of Board Committees; and
- Attend all other school events.

A Director Emeritus shall not:

- Be subject to any attendance policy;
- Be counted in determining whether a quorum is present;
- Be entitled to hold office; and/or
- Be entitled to vote at any board meeting.

Section iv: *Eligibility*:

The Board will consider and weigh, in a proportion subject to their absolute discretion, the following factors in evaluating whether to award Director Emeritus status to a previous board member:

- Whether the candidate has served the Board with distinction;
- Whether the candidate has held an important leadership role;
- Whether the candidate has made or continues to make significant contributions to the betterment of the school;
- Whether the candidate has engaged in major volunteer or advocacy activities in his or her service on the Board;
- Whether the candidate has participated in one or more Gateway Lab School activities (events, networking fundraisers, etc.);
- Whether the candidate has created a positive legacy that will impact the school far into the future;
- Whether the candidate's contributions have caused others to aspire to greater contributions and standards for Board service; and/or
- Whether this candidate's contributions were vital to the creation, perpetuation, growth, or development of the school.

Section v: *Election:*

On an annual basis, the Leadership and Governance Committee will consider potential candidates and may nominate one or more individuals for Director Emeritus designation. The

Leadership and Governance Committee will present the nomination(s) along with supporting statements to the Board for its consideration.

A simple majority vote of directors present at a meeting in which a quorum is present is sufficient to approve an individual for Director Emeritus designation. Any director who is **the** candidate for consideration of Director Emeritus designation may not vote in the election deciding whether to award that designation.

Section vi: *Board Termination of Director Emeritus Status*:

The Board intends for termination of Director Emeritus status to generally be left to the discretion of the individual who is granted the designation. However, any individual designated Director Emeritus is still subject to the Directors' Code of Conduct. Should the Board determine that a an individual designated Director Emeritus has violated the Directors' Code of Conduct, the Board may take appropriate action to address the violation, up to and including rescinding that individual's Director Emeritus status.

Section 13: Board Giving Policy *(Last Updated August 2018*)

Charitable contributions by a prospective board member are a significant responsibility and require commitment of personal time, and energy. A strong nonprofit organization represents board of directors who provide financial resources to the operation of the organization. While board members have varying capacities to give and charitable giving is a personal decision; each board member shall make a cash donation to Gateway Lab School (GLS) at a level they consider meaningful and generous by their own standard. Pledges should be made to the Finance Committee Chair in October at the annual meeting. Pledges can be satisfied by the following options: automated monthly payments or a lumpsum payment made by May 1st of each year to the Treasurer of the Board.
Having 100% board participation in giving is important to Gateway Lab School's funding opportunities and future.

Section 14: Attendance *(Last Updated August 2018))*

Board members are required to attend at least 75% of scheduled meetings during a calendar year (except for emergencies beyond the control of the board member). Failure to fulfill these time commitments will constitute automatic resignation from the Board of Directors which will be formally acknowledged in the next regularly scheduled board meeting.

ARTICLE IV – Committees & Taskforces of the Board

Section 1. Establishment by Board.

The Board may appoint, or may provide for the appointment of, committees or taskforces consisting of directors with such duties and powers as the Board may, from time to time, designate and prescribe. In the absence or disqualification of any member of any committee or taskforce and any alternate member in his or her place, the Board may appoint another member of the Board to act at the meeting in the place of any such absent or disqualified member. The Board may, from time to time, suspend, alter, continue or terminate any of such committees or taskforces their powers and functions thereof.

Section 2. Action.

Unless otherwise provided in the resolution of the Board designating a committee or taskforce, a majority of the members shall constitute a quorum unless the committee shall consist of one or two members, in which case one member shall constitute a quorum. All matters properly brought before the committee or taskforce shall be determined by a majority vote of the members present.

Section 3. Action Without Formal Meeting.

Any action that may be taken by a committee at a meeting may be taken without a meeting if all members thereof consent thereto in writing, and such writing is filed with the minutes of the proceedings of such committee; provided, however, that no such action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public meeting as required by the Act.

Section 4. Procedures.

Each committee or taskforce may determine the procedural rules for meeting and conducting its business and shall act in accordance therewith, except as otherwise provided by law. Adequate provision shall be made for notice to all members of any committee or taskforce of all meetings of that committee.

ARTICLE V – MEMBERS

Section 1. Eligibility.

The Members of the Corporation shall be the members of the Board of Directors.

Section 2 Approval of Directors.

The Teacher and Staff Members shall elect the Teacher Staff Directors. Such directors shall be elected by a plurality of the votes of each class of Members present or represented by proxy at a regular or the annual meeting of the Members. The Operational and Sustainability Committee shall be responsible for the solicitation, interviewing, and nominating of candidates to become Parent Members, Teacher/ Staff Members or Community Members of the Board of Directors of the Corporation. A report from the Operational and Sustainability Committee shall include the name, address, occupation, employer, educational background and such other information as is consistent with the Board application with respect to all candidates for membership on the Board of Directors.

Section 3. Annual Meeting.

An annual meeting (October) of the Members of the Corporation, for the purpose of strategic planning, approving directors for the ensuing year and for the transaction of such other business as may properly come before the meeting, shall be held at such place, on such date, and at such time as shall have been established by the Board.

Section 4 Regular Meeting.

In addition to the Annual Meeting, the Board shall hold monthly meetings each school year, the dates of which shall be determined by the Board, and at such other times as the Board may, from time to time, determine.

Section 5 Special Meetings.

Special meetings of the Members of the Corporation may be held at the call of the Board, or by written petition by at least 50% of the Members of the Corporation, for any purpose or purposes. Such request shall state the purpose or purposes of the proposed meeting.

Section 6. Notice.

A notice of any annual, regular or special meeting, setting forth the time, date and place of the meeting, shall be given by the Secretary in person, by mail, by telephone, by telecopier, by telegram or by electronic mail not less than seven (7) days in advance of the meeting to each Member at the address last

shown on the records of the Corporation. Unless otherwise indicated in the notice thereof, any and all business may be transacted at any annual or special meeting.

Section 7. Quorum.

At any meeting of the Members, a quorum for the transaction of business shall consist of a majority plus one of all of the Members of the Corporation either present at an annual, regular or special meeting represented by proxy, except to the extent that a greater number of Members may otherwise be required by law. An act of the majority of Members present and voting or represented by proxy shall be the act of the Members, except as may otherwise be required by these bylaws.

Section 7. Waiver.

The transaction of business at any meeting of the Members of the Corporation however called and noticed and wherever held, shall be as valid as though held at a meeting after regular call and notice, if a quorum is present in person or by proxy.

ARTICLE VI – OFFICERS

Section 1. Officers.

The officers of the Corporation shall consist of the President, a Vice President, a Secretary, a Treasurer, and such assistants as the Board may deem necessary. The officers shall perform such duties as described in this Article and shall receive no compensation for these services, except as otherwise expressly noted. Only members of the Board may serve as the President, Vice President, Treasurer and Secretary. No Officer may hold more than one position at the same time.

Section 2. Approval and Term.

The officers of the Corporation shall be nominated and approved by the Board of Directors at its annual meeting. The officers shall serve at the pleasure of, the Board and each officer shall hold office for a one year term and until a successor is selected and qualified. Directors selected to the officer positions may serve no more than two (2) consecutive one-year terms. Former officers, after a break in service of one year, may be selected to another (2) consecutive one-year term as an officer.

Section 3. Vacancies.

A vacancy in any of the offices of the Corporation may be filled for the unexpired term by the Board. The term of service for any new Officer elected to fill a vacancy resulting from a resignation or removal shall be the remainder of the one year term of the Officer being replaced, and shall continue in accordance with the qualifications set forth in Section 2 of Article 6 for a successor Officer.

Section 4. President.

The President shall preside at all meetings of the Board and all meetings of the Members of the Corporation. The President shall serve as the principal executive officer of the Corporation. He or she may sign with the Secretary or with any other officer authorized by the Board any deeds, mortgages, bonds, contracts or other instruments which the board has authorized, except in cases where the signing and execution should be expressly delegated by the board or by these by-laws or by statute to some other officer or agent of the Corporation. The President shall see that all orders and resolutions of the Board and the Executive Committee or other committees of the Board are carried into effect. The President shall also have general supervision and direction of the officers and shall see that their duties and those assigned to other directors are properly performed.

Section 5. Vice President.

The Vice President shall have such powers and duties as may be prescribed from time to time by the President or by the Board. In the absence or disability of the President, the Vice President shall perform all the duties of the President. The Vice President will be expected to chair at least one committee.

Section 6. Secretary.

The Secretary shall keep or cause to be kept a record of the proceedings of the Board, shall make service of all such notices as may be required under the provisions of these bylaws or by law, shall be custodian of the corporate records, and shall have such other powers and duties as may be prescribed from time to time by the President or the Board. The Secretary will serve as the FIOA Coordinator.

Section 7. Treasurer.

The Treasurer shall be responsible for the oversight of the custody of all Assets of the Corporation, shall generally supervise the accounting and bookkeeping of the Corporation, shall regularly report to the Board as to the financial condition and results of the operation of the Corporation, and shall

have such other powers and duties as may be prescribed from time to time by the President or the Board. This position will serve as Chair of the Citizens Budget Oversight Committee(CBOC).

ARTICLE VII – EXECUTION OF INSTRUMENTS—

Section 1. Electronic Transactions, Checks, Drafts and Orders for Payment of Money. ??????

All electronic transactions, checks, drafts and orders for payment of money shall be approved and/or signed by the Head of School or designated Business Manager approved by the Board. Any checks, drafts, and orders for payment made from accounts outside of the state accounting system (FSF), must be signed by the Head of School and Financial Secretary or individual designated by the Board (dual signatures). The Head of School with oversight of the Board, will ensure that the appropriate separation of duties and internal controls exists in accordance with the policies and procedures defined in the Budget and Accounting Manual, as well as the laws set forth by the Delaware Code.

Section 2. Contracts.

All contracts, conveyances or other instruments which have been authorized by the Board shall be executed in the name and on behalf of the Corporation.

ARTICLE VIII – INDEMNIFICATION

Section 1. Right to Indemnification.

The Corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "proceeding") by reason of the fact the he, or a person for whom he is the legal representative, is or was a director or officer of the Corporation or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation or of a partnership, joint venture, trust, enterprise, or nonprofit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys' fees) reasonably incurred by such person. The Corporation shall be required to indemnify a person in connection with a proceeding (or part thereof) initiated by such person only if the proceeding (or part thereof) was authorized by the Board of the Corporation.

Section 2. Prepayment of Expenses.

The Corporation shall pay the expenses (including attorneys' fees) incurred in defending any proceeding in advance of its final disposition, provided, however, that the payment of expenses incurred by a director or officer in advance of the final disposition of the proceeding shall be made only upon receipt of an undertaking by the director or officer to repay all amounts advanced if it should be ultimately determined that the director or officer is not entitled to be indemnified under this Article or otherwise.

Section 3. Claims.

If a claim for indemnification or payment of expenses under this Article is not paid in full within sixty days after a written claim therefore has been received by the Corporation, the claimant may file suit to recover the unpaid amount of such claim and, if successful in whole or in part, shall be entitled to be paid the expense of prosecuting such claim. In any such action the Corporation shall have the burden of proving that the claimant was not entitled to the requested indemnification or payment of expenses under applicable law.

Section 4. Nonexclusivity of Rights.

The rights conferred on any person by this Article VIII shall not be exclusive of any other rights which such person may have or hereafter acquire under any statute, provision of the certificate of incorporation, these bylaws, an agreement, vote of Members or disinterested directors or otherwise.

Section 5. Other Indemnification.

The Corporation's obligation, if any, to indemnify any person who was or is serving at its request as a director, officer, employee or agent of another corporation, partnership, joint venture, trust, enterprise or nonprofit entity shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, enterprise or nonprofit enterprise.

Section 6. Liability Insurance.

The Corporation may purchase and maintain insurance on behalf of any person who was or is a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such

capacity, or arising out of his status as such, whether or not the Corporation would have the power or the obligation to indemnify him against such liability under the provisions of this Article VIII.

Section 7. Amendment or Repeal.

Any repeal or modification of the foregoing provisions of this Article VIII shall not adversely affect any right or protection hereunder of any person in respect of any act or omission occurring prior to the time of such repeal or modification.

ARTICLE IX – CONFLICTS OF INTEREST POLICY

Section 1. Purpose.

The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 2. Voting and Disclosure.

In order to minimize any risk of any conflict of interest concerning the Board of Directors and officers of the Corporation, all board members and officers shall refrain from voting on any issue in which they have a financial interest. In particular, Staff Directors are precluded from voting on issues related to Staff compensation at the School. All Board members and officers must make a full disclosure annually of all organizations, together with any other relationships which, in the judgment of the director or officer, has the potential for creating a conflict of interest. Furthermore, in the event that the Board of Directors considers any matter that may have a material impact on any organization of which a director or officer serves as a director, officer or key employee or as to which a director or officer otherwise has a material relationship, such director or officer must disclose such relationship to the Board of Directors and must refrain from voting on such matter.

Section 3. Board Approval.

No director or officer, or any spouse, sibling, parent or child (in each case whether by birth, marriage, guardianship or legal adoption) of such director or officer or any employee or other person or entity in which a director or officer has a material financial interest, shall receive any payment or other

direct benefit from the Corporation for any services rendered unless the Board of Directors, after full disclosure of the terms and conditions of such payments, approves such payments.

ARTICLE X – AMENDMENT OF BYLAWS

These bylaws may be amended, suspended or repealed by the affirmative vote of a quorum of all members of the Board of Directors of the Corporation serving at a meeting noticed and called for the purpose of amending, suspending or repealing the bylaws.

ARTICLE XII – GIFTS

The Board may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for the general purpose, or any special purpose, of the Corporation.

ARTICLE XIII – FISCAL YEAR

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

Appendix 7 Up-to-date Certificate of Occupancy

APPENDIX 7

Certificate of Occupancy

NEW CASTLE COUNTY

Department of Land Use - Licensing Division

87 Reads Way, New Castle, DE 19720

CERTIFICATE OF OCCUPANCY

Effective Date: 8/12/2013

Permit Number: 201306932

Contractor:

GG&A (GRAYSON,GRAYSON & ASSOC)
1050 INDUSTRIAL DRIVE
SUITE 110
MIDDLETOWN, DE 19709-

Property Owner:

ST CATHERINE OF SIENNA R C CH
2505 CENTERVILLE RD
WILMINGTON, DE 19808

Parcel Number: 0703420041

Lot:

Property Address: 2501 CENTERVILLE RD

Subdivision: ST CATHERINE SIENNA

Project Information:

Occupancy/Use Group: E

Type of Construction: IIB

Permission is hereby granted to occupancy:

9,280 SQ. FT. TENANT FIT-OUT (REV. 8/7/13: VARIOUS CHANGES PER ARCHITECT'S LETTER)

The areas of the structure(s) listed above have been inspected for compliance with the codes listed for the occupancy and the use for which the project is classified. Additionally, any special stipulations and conditions for this certificate are defined above.

This certificate of occupancy may be suspended or revoked wherever the certificate is issued in error, or on the basis of incorrect information supplied, or where it is determined that the building or structure or portion thereof is in violation of the provisions of the New Castle County Code.

File Copy

Code Official Signature

Appendix 8 Up-to-date Fire Inspection Certificate

APPENDIX 8

Fire Inspection Certificate

DELAWARE STATE FIRE MARSHAL
FIRE ALARM SYSTEM
CERTIFICATE OF INSPECTION

☒ **Annual Certificate of Inspection** ☐ **Non-Annual WITH a MAJOR deficiency**

☐ **Property/Address Changed**

PROTECTED PROPERTY

Name: St. Catherine of Siena - Church & School

Owner/Contact: St. Catherine of Siena

Address/City: 2505 Centerville Road / Wilmington

Phone Number: 302-633-4900

PROPERTY OWNER

Owner: St. Catherine of Siena

Address: 2505 Centerville Road, Wilmington, DE 19808

FIRE ALARM SIGNALING SYSTEM COMPANY INFORMATION

Company Name: Preferred Security, Inc.

FAL #: 0180

Technician's Name: Paul Pennachi

Date: 11/21/18

FIRE ALARM SIGNALING SYSTEM MONITORING

Is this system monitored off-site? ☒ Yes ☐ No

If yes, provide name, location and phone # of monitoring station: COPS Monitoring
Williamstown, NJ 08094 1-800-633-2677

SYSTEM INFORMATION

System ID Number:

Panel Location: Electrical Room

System Type: ☐ Central Station Monitored ☒ Remote Station Monitored ☐ Proprietary ☐ Local Alarm Only ☐ Dialer

PANEL MANUFACTURER: FCI **MODEL NUMBER:** FC-72

MAJOR DEFICIENCIES IDENTIFIED DURING INSPECTION **NONE** ☒ **CHECKED BELOW** ☐

- ☐ 7601 – System Out-of-Service / Impaired
- ☐ 7602 – Unprotected Residential Corridors
- ☐ 7603 – FACP in ALARM / TROUBLE
- ☐ 7604 – System Monitoring Out-of-Service
- ☐ 7605 – More than 10% of Initiating Devices Failed
- ☐ 7606 – More than 10% of Sounding Devices Failed
- ☐ 7607 – Other (Make Comment)

MINOR DEFICIENCIES IDENTIFIED DURING INSPECTION **NONE** ☒ **CHECKED BELOW** ☐

☐ 7620	☐ 7624	☐ 7628	☐ 7632	☐ 7636
☐ 7621	☐ 7625	☐ 7629	☐ 7633	☐ 7637
☐ 7622	☐ 7626	☐ 7630	☐ 7634	☐ 7638
☐ 7623	☐ 7627	☐ 7631	☐ 7635	☐ 7639

COMMENTS/DEFICIENCY DESCRIPTION

Replaced the following Smoke Detectors 2-8 Lower Level Girls Bathroom, 5-7 Dry Storage, 5-8 Gym Janitors Closet, 5-10 Gym Girls Bathroom at time of inspection

FOR INTERNAL USE ONLY:

Data Entry Date: _____ Date Received By T.S. Manager: _____ FM Assigned: _____ Date FM Assigned: _____ Date Inspected: _____

☐ **NO MAJOR DEFICIENCIES FOUND** ☐ **MAJOR DEFICIENCIES FOUND:** _____ ☐ **MAJOR DEFICIENCIES VERIFIED:** _____

DATE NOV ISSUED: _____ COMPLIANCE DATE: _____ 1ST EXTENSION DATE: _____ 2ND EXTENSION & APPROVAL DATE: _____

DOC. #75-01-04-01-01

Appendix 9 Up-to-date Insurance Certificate(s)

APPENDIX 9

Insurance Certificate

GATEW-2 OP ID: NP

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 09/30/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER New Castle Insurance, LTD. 621 Delaware Street New Castle, DE 19720 Douglas J. Salter 302-328-6111	CONTACT NAME: Douglas J. Salter PHONE (A/C, No, Ext): 302-328-6111 FAX (A/C, No): 302-322-3124 E-MAIL ADDRESS: dsalter@newcastleinsure.com
INSURED Gateway Charter School, Inc. 2501 Centerville Road Wilmington, DE 19808	INSURER(S) AFFORDING COVERAGE / NAIC # INSURER A : Great American Insurance Co. 16691 INSURER B : INSURER C : INSURER D : INSURER E : INSURER F :

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$ 1,000,000
	CLAIMS-MADE / OCCUR			PAC 315-14-02-08	07/15/2019	07/15/2020	DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 100,000
							MED EXP (Any one person)	$ 5,000
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 3,000,000
	POLICY / PRO-JECT / LOC						PRODUCTS - COMP/OP AGG	$ 3,000,000
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
A	X UMBRELLA LIAB X OCCUR						EACH OCCURRENCE	$ 2,000,000
	EXCESS LIAB / CLAIMS-MADE			UMB 3-15-13-99-08	07/15/2019	07/15/2020	AGGREGATE	$ 2,000,000
	DED X RETENTION $ 0							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						PER STATUTE / OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N (Mandatory in NH)	N / A					E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	Property Section			PAC 315-14-02-08	07/15/2019	07/15/2020		

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

DEDEPTE

Delaware Department of Education
The Townsend Building
401 Federal St, Suite 2
Dover, DE 19901-3639

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE
Douglas J. Salter

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Appendix 10 ERIP Reporting SY17/18 and SY18/19

APPENDIX 10

ERIP Reporting SY 17/18 & SY 18/19

Manage/Edit Locations

David Wainwright

Drills

More Info! Click on a row.

+ Add New Drill

Drill Type

View All

Archived

Manage Archives

Not archived

Show 10 entries

ID	Name	Type	Coordinator	Date/Time	Status
71599	Monthly Fire Drill 2019/2020 September	Fire Drill	David Wainwright	September 24, 2019, 2:17 pm	Complete
69263	Biannual Bus Evacuation Drill #1 2019/2020	Bus Evacuation Drill	David Wainwright	September 4, 2019, 9:20 am	Complete
68064	Monthly Fire Drill 2019/2020 August	Fire Drill	David Wainwright	August 27, 2019, 10:17 am	Complete
55507	Monthly Fire Drill May 2018/2019	Fire Drill	David Wainwright	May 28, 2019, 2:19 pm	Complete
54906	Semiannual Lockdown Drill	Lockdown/Intruder Drill	David Wainwright	May 15, 2019, 2:27 pm	Complete
54339	Biannual Bus Evacuation Drill #2 2018/2019	Bus Evacuation Drill	David Wainwright	May 1, 2019, 8:41 am	Complete
53511	Annual Table Top Exercise	Tabletop Exercise	David Wainwright	April 18, 2019, 10:00 am	Complete

ID	Name	Type	Coordinator	Date/Time	Status
53410	Monthly Fire Drill April 2018/2019	Fire Drill	David Wainwright	April 12, 2019, 9:37 am	Complete
52598	Monthly Fire Drill March 2018/2019	Fire Drill	David Wainwright	March 28, 2019, 2:17 pm	Complete
52273	Cranston Heights Fire Company	Other Drill	David Wainwright	March 25, 2019, 10:15 am	Complete

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Manage/Edit Locations

David Wainwright

Drills

More Info! Click on a row.

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Drill Type

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Archived

Manage Archives

Not archived

Show 10 entries

ID	Name	Type	Coordinator	Date/Time	Status
50005	Semiannual Lockdown Drill	Lockdown/Intruder Drill	David Wainwright	February 7, 2019, 10:31 am	Complete
49873	Monthly Fire Drill February 2018/2019	Fire Drill	David Wainwright	February 5, 2019, 2:29 pm	Complete
49150	Monthly Fire Dril January 2018/2019	Fire Drill	David Wainwright	January 29, 2019, 4:32 pm	Complete
47001	Monthly Fire Drill December 2018/2019	Fire Drill	David Wainwright	December 13, 2018, 2:32 pm	Complete
46023	Shelter In Place - Medical Emergency	Other Drill	David Wainwright	November 28, 2018, 9:11 am	Complete
45411	Monthly Fire Drill November 2018/2019	Fire Drill	David Wainwright	November 8, 2018, 1:02 pm	Complete
43114	Monthly Fire Drill September 2018/2019	Fire Drill	David Wainwright	September 27, 2018, 1:00 pm	Complete

ID	Name	Type	Coordinator	Date/Time	Status
43603	Monthly Fire Drill October 2018/2019	Fire Drill	David Wainwright	October 10, 2018, 10:22 am	Complete
43950	Biannual Bus Evacuation Drill #1 2018/2019	Bus Evacuation Drill	David Wainwright	October 17, 2018, 8:31 am	Complete
34679	April 2018 Fire Drill	Fire Drill	Keron Edwards/Gina Harrison	April 12, 2018, 10:00 am	Complete

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Manage/Edit Locations

David Wainwright

Drills

More Info! Click on a row.

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Show 10 entries

ID	Name	Type	Coordinator	Date/Time	Status
32578	May 2018 Fire Drill	Fire Drill	Gina Harrison/Keron Edwards	May 15, 2018, 1:00 pm	Complete
32576	March 2018 Fire Drill	Fire Drill	Gina Harrison/Keron Edwards	March 26, 2018, 9:30 am	Complete
32585	May 2018 Intruder Drill	Lockdown/Intruder Drill	Gina Harrison/Keron Edwards	May 18, 2018, 2:00 pm	Complete
32583	March 2018 Intruder Drill	Lockdown/Intruder Drill	Gina Harrison/Keron Edwards	March 19, 2018, 2:00 pm	Complete
32581	Feb 2018 Intruder Drill	Lockdown/Intruder Drill	Gina Harrison/Keron Edwards	February 26, 2018, 2:30 pm	Complete
32580	Nov 2017 Intruder Drill	Lockdown/Intruder Drill	Gina Harrison/Keron Edwards	November 13, 2017, 9:00 am	Complete

ID	Name	Type	Coordinator	Date/Time	Status
32573	February 2018 Fire Drill	Fire Drill	Gina Harrison/Keron Edwards	February 14, 2018, 10:45 am	Complete
32571	January 2018 Fire Drill	Fire Drill	Gina Harrison/Keron Edwards	January 24, 2018, 11:00 am	Complete
32570	December 2017 Fire Drill	Fire Drill	Gina Harrison/Keron Edwards	December 12, 2017, 9:15 am	Complete
32568	November 2017 Fire Drill	Fire Drill	Gina Harrison/Keron Edwards	November 6, 2017, 10:00 am	Complete

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Manage/Edit Locations

David Wainwright

Drills

More Info! Click on a row.

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Drill Type

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Archived

Manage Archives

Not archived

Show 10 entries

ID	Name	Type	Coordinator	Date/Time	Status
32566	Table Top	Lockdown/Intruder Drill	Gina Harrison/Keron Edwards	October 18, 2017, 12:00 pm	Complete
32565	September 2017 Fire Drill	Fire Drill	Gina Harrison/Keron Edwards	September 28, 2017, 10:00 am	Complete
20978	bus evacuaton	School Bus Evacuation Drill	Cedrick Lusby	March 20, 2017, 12:10 pm	Complete
20977	Intruder lock down	Lockdown/Intruder Drill	Cedrick Lusby	March 17, 2017, 2:00 pm	Complete
20710	Saftey/intruder table top exercise	Tabletop Exercise	Cedrick Lusby	January 27, 2017, 5:00 pm	Complete
20711	Jan fire drill	Fire Drill	Cedrick Lusby	January 10, 2017, 4:00 pm	Complete
20470	Dec Fire drill	Fire Drill	Cedrick Lusby	December 15, 2016, 4:00 pm	Complete

ID	Name	Type	Coordinator	Date/Time	Status
20469	Nov Fire drill	Fire Drill	Cedrick Lusby	November 11, 2016, 2:00 pm	Complete
19559	Table top active shooter	Tabletop Exercise	Cedrick Lusby	August 24, 2015, 2:00 pm	Complete
20134	Oct fire drill	Fire Drill	Cedrick Lusby	October 24, 2016, 6:07 pm	Complete

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Appendix 11 Summary of Findings from Independent Audits

APPENDIX 11

Summary of Audit Findings

There were no findings from independent audits of Gateway Lab School during the current term.

Appendix 12 Final Fiscal Year 2019 Revenue & Expenditure Budget Report

APPENDIX 12

Final FY 2018 Revenue & Expenditure Report

GATEWAY LAB SCHOOL						
For the Month Ending June 30, 2019			**REVENUE BUDGET**			
			Anticipated			
STATE FUNDS	**FY2019 Approved Budget**	**Receipt To Date**	**Remaining**	**% Received**		
1 Operations (05213)	2,985,465.15	2,985,465.00	0.15	100.0%		
2 Educational Sustainment Funds (05289)	71,622.00	64,818.00	6,804.00	90.5%		
3 Technology Block Grant (05235)	8,675.00	8,675.00	0.00	100.0%		
4 SSBG--K-3 (05309)	1,210.33	1,210.33	0.00	100.0%		
5 Safety & Security (10171)	12,745.48	12,745.48	0.00	100.0%		
6 MCI/State (50022)	30,521.00	30,521.00	0.00	100.0%		
7 State Continuing	114,271.81	114,271.81	0.00	100.0%		
Total State Funds	**3,224,510.77**	**3,217,706.62**	**6,804.15**	99.8%		
LOCAL AND OTHER FUNDS						
1 Local Funds School Districts & Interest	1,586,683.90	1,617,211.38	-30,527.48	101.9%		1
2 Continuing Local	43,536.61	43,536.61	0.00	100.0%		
3 Cafeteria Funds	19,140.92	19,140.92	0.00	100.0%		
4 CSCRP	6,793.00	8,900.25	-2,107.25	131.0%		
5 CSD Settlement	18,762.80	18,716.00	46.80	99.8%		
6 Longwood Foundation	33,568.65	33,568.65	0.00	100.0%		
7 Welfare Foundation	25,000.00	25,000.00	0.00	100.0%		
8 Before Care	21,000.00	11,689.29	9,310.71	55.7%		
9 Donations	50,306.96	53,431.70	-3,124.74	106.2%		
10 Miscellaneous Receipts	10,000.00	10,464.94	-464.94	104.6%		
Total Local Funds	**1,814,792.84**	**1,841,659.74**	**-26,866.90**	101.5%		
FEDERAL						
1 Current Year	160,974.00	168,910.00	-7,936.00	104.9%		
2 Continuing	52,845.15	52,845.15	0.00	100.0%		
Total Federal	**213,819.15**	**221,755.15**	**-7,936.00**	103.7%		
ALL FUNDS TOTAL	5,253,122.76	5,281,121.51	-27,998.75	100.5%		
For the Month Ending June 30, 2019			**EXPENDITURE BUDGET**			
Operating Buidget	**FY2019 Approved Budget**	**Encumbrance**	**Expenditures**	**Balance Remaining**	**% Obligated**	
1 Salaries and Benefits	2,705,294.81		2,727,057.71	-21,762.90	100.8%	2
2 Facility Lease	392,293.71		424,984.91	-32,691.20	108.3%	3
3 Facility Maintenance	120,745.97		107,320.23	13,425.74	88.9%	
4 Utilities	48,297.20		43,078.84	5,218.36	89.2%	
5 Instructional	1,025,021.32		885,420.24	139,601.08	86.4%	
6 Other Expenses	279,900.88		232,530.41	47,370.47	83.1%	
7 Transportation	186,082.31		211,573.68	-25,491.37	113.7%	
8 Food Service	0.00		0.00	0.00	#DIV/0!	
9 Management Company	0.00		0.00	0.00		
10 Contingency	97,094.63		0.00	97,094.63	0.0%	
Total Operating Budget	**4,854,730.82**	**0.00**	**4,631,966.02**	**222,764.80**	**95.4%**	
FEDERAL	**213,818.80**	**0.00**	**171,032.24**	**42,786.56**	**80.0%**	
CAFETERIA FUNDS	**7,204.05**		**8,277.39**	**-1,073.34**	**114.9%**	4
OTHER LOCAL FUNDS	**141,224.35**	**0.00**	**58,228.46**	**82,995.89**	**41.2%**	
	0.00					
BEFORE CARE	**7,780.29**		**10,711.46**	**-2,931.17**	**137.7%**	5
ALL FUNDS TOTAL	**5,224,758.31**	**0.00**	**4,880,215.57**	**344,542.74**	**93.4%**	
Unallocated	**28,364.45**					
Notes:						
1--Interest Receipts not budgeted due to the varying, minimal impact to budget.						
2--Board approved salary policy will be supported through the 2% contingency instead of elevating the salary/oec budget lines.						
3--13 lease payments were disbursed to ensure timely payment by July 1.						
4--Cafeteria funds obligated beyond the budgeted amount will be supported by available cafeteria funds.						
5--Reconciliation of EPER adjustments						

Appendix 13 Approved Preliminary Fiscal Year 2020 Budget

APPENDIX 13

Approved Preliminary FY 2020 Budget

GATEWAY LAB SCHOOL					
For the Month Ending			**REVENUE BUDGET**		
			Anticipated		
STATE FUNDS	**FY2020 Preliminary Budget**	**Receipt To Date**	**Remaining**	**% Received**	
1 Operations (05213)	2,842,783.15	0.00	2,842,783.15	0.0%	
2 Educational Sustainment Funds (05289)	71,622.00		71,622.00	0.0%	
3 Technology Block Grant (05235)	8,675.00		8,675.00	0.0%	
4 SSBG--K-3 (05309)	1,210.33		1,210.33	0.0%	
5 Safety & Security (10171)	12,745.48		12,745.48	0.0%	
6 MCI/State (50022)	30,521.00		30,521.00	0.0%	
7 State Continuing	26,983.97	26,983.97	0.00	100.0%	
Total State Funds	**2,994,540.93**	**26,983.97**	**2,967,556.96**	0.9%	
LOCAL AND OTHER FUNDS					
1 Local Funds School Districts & Interest	1,752,732.22	0.00	1,752,732.22	0.0%	
2 Continuing Local	103,084.60	103,084.60	0.00	100.0%	
3 Cafeteria Funds	10,864.00	10,863.53	0.47	100.0%	
4 CSCRP	759.00	759.16	-0.16	100.0%	
5 CSD Settlement	0.00	0.00	0.00	#DIV/0!	
6 Longwood Foundation	29,077.00	29,077.40	-0.40	100.0%	
7 Welfare Foundation	25,000.00	25,000.00	0.00	100.0%	
8 Before Care	978.00	280.33	697.67	28.7%	
9 Donations	35,146.00	34,392.59	753.41	97.9%	
10 Miscellaneous Receipts	1,870.00	582.49	1,287.51	31.1%	
Total Local Funds	**1,959,510.82**	**204,040.10**	**1,755,470.72**	10.4%	
FEDERAL					
1 Current Year	163,026.00	0.00	163,026.00	0.0%	
2 Continuing	50,722.56	50,722.56	0.00	100.0%	
Total Federal	**213,748.56**	**50,722.56**	**163,026.00**	23.7%	
ALL FUNDS TOTAL	5,167,800.31	281,746.63	4,886,053.68	5.5%	
For the Month Ending			**EXPENDITURE BUDGET**		
Operating Buidget	**FY2020 Preliminary Budget**	**Encumbrance**	**Expenditures**	**Balance Remaining**	**% Obligated**
1 Salaries and Benefits	2,789,505.90		0.00	2,789,505.90	0.0%
2 Facility Lease	392,293.71		0.00	392,293.71	0.0%
3 Facility Maintenance	120,458.65		0.00	120,458.65	0.0%
4 Utilities	39,081.78		0.00	39,081.78	0.0%
5 Instructional	714,083.05		0.00	714,083.05	0.0%
6 Other Expenses	349,982.29		0.00	349,982.29	0.0%
7 Transportation	223,037.10		0.00	223,037.10	0.0%
8 Contingency	221,915.15		0.00	221,915.15	0.0%
Total Operating Budget	**4,850,357.63**	**0.00**	**0.00**	**4,850,357.63**	**0.0%**
FEDERAL	**211,460.44**	**0.00**	**0.00**	**211,460.44**	**0.0%**
CAFETERIA FUNDS	**0.00**		**0.00**	**0.00**	**#DIV/0!**
OTHER LOCAL FUNDS	**0.00**	**0.00**	**0.00**	**0.00**	**#DIV/0!**
BEFORE CARE	**0.00**		**0.00**	**0.00**	**#DIV/0!**
ALL FUNDS TOTAL	**5,061,818.07**	**0.00**	**0.00**	**5,061,818.07**	**0.0%**
Unallocated	**105,982.24**				

Appendix 14 Fiscal Year 2019 Audited Financial Statements

LAS AMÉRICAS ASPIRA ACADEMY

(A Component Unit of the State of Delaware)

NEWARK, DELAWARE

FINANCIAL STATEMENTS

JUNE 30, 2019

LAS AMÉRICAS ASPIRA ACADEMY
(A Component Unit of the State of Delaware)

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LAS AMÉRICAS ASPIRA ACADEMY
(A Component Unit of the State of Delaware)

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INDEPENDENT AUDITOR'S REPORT

September 30, 2019

Board of Directors
Las Américas ASPIRA Academy
Newark, Delaware

Report on Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of Las Américas ASPIRA Academy ("the School"), Newark, Delaware (a component unit of the State of Delaware), as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation

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and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting polices used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Las Américas ASPIRA Academy as of June 30, 2019, and the respective changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Las Américas ASPIRA Academy's 2018 financial statements, and we expressed unmodified opinions on the respective financial statements of the governmental activities and each major fund in our report dated September 28, 2018. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2018 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 through 11, and the budgetary comparison schedule - general fund, schedule of the School's proportionate share of the net pension liability, schedule of School pension contributions, schedule of the School's proportionate share of the net OPEB liability, and schedule of School OPEB contributions on pages 40 through 44 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, schedule of expenditures by natural classification - governmental funds, and schedule of expenditures of federal awards, as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"), are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, schedule of expenditures by natural classification - governmental funds, and schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, schedule of expenditures by natural classification - governmental funds, and schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated September 30, 2019, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Barbacane, Thornton & Company LLP

BARBACANE, THORNTON & COMPANY LLP

MANAGEMENT'S DISCUSSION AND ANALYSIS

This discussion and analysis of the financial performance of Las Américas ASPIRA Academy ("the School") provides an overview of the School's financial activities for the year ended June 30, 2019, which was the School's eighth year of operations. The School is located at 326 Ruthar Drive, Newark, DE 19711. Please read this analysis in conjunction with the Independent Auditor's Report and School's financial statements.

FINANCIAL HIGHLIGHTS

General revenues increased by 19.3 percent from $9,526,750 to $11,365,928, primarily due to an increase in state and local school district funding, both a direct result of the School's growing enrollment which went from 740 to 784 students. The School's total liabilities increased by 10.4 percent from $41,916,338 to $46,265,001.

USING THIS ANNUAL FINANCIAL REPORT

This annual financial report consists of a series of financial statements and notes to those statements. The statements are organized so that the reader can understand the School as a whole and then proceed to provide an increasingly detailed look at specific financial activities.

REPORTING THE SCHOOL AS A WHOLE

The Statement of Net Position and Statement of Activities

One of the most important questions asked about school finances is, "Is the School better or worse off as a result of the year's activities?" The statement of net position and the statement of activities report information about the School as a whole and about its activities in a manner that helps to answer this question. These statements include all assets, deferred outflows of resources, liabilities, and deferred inflows of resources using the accrual basis of accounting similar to the accounting used by private sector corporations. All of the current year's revenues and expenses are taken into consideration regardless of when cash is received or paid.

These two statements report the School's net position and the changes in net position. The change in net position provides the reader with a tool to assist in determining whether the School's financial health is improving or deteriorating. The reader will need to consider other nonfinancial factors such as student enrollment stability and facility conditions in arriving at a conclusion regarding the overall health of the School.

REPORTING THE SCHOOL'S MOST SIGNIFICANT FUNDS

Fund Financial Statements

This analysis of the School's major funds and fund financial statements provides detailed information about the most significant funds - not the School as a whole. Some funds are required to be established

by State statute, while many other funds are established by the School to help manage money for particular purposes and compliance with various grant provisions.

Governmental Funds

The School's activities are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year end available for spending in future periods. These funds are reported using the modified accrual accounting method, which measures cash and other financial assets that can be readily converted to cash. The governmental fund statements provide a detailed short-term view of the School's general government operations and the basic services it provides. Governmental fund information helps one determine whether there are more or fewer financial resources available to spend in the near future to finance the School's programs. The relationship (or differences) between governmental activities (reported in the statement of net position and the statement of activities) and governmental funds is reconciled in the basic financial statements. Activities related to capital assets, long-term debt, and compensated absences are the primary reconciling items.

ENTITY-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, liabilities and deferred inflows of resources exceeded assets and deferred outflows of resources by $18,080,753 at the close of the fiscal year. Note that investment in capital assets is reported net of related debt and net of depreciation. The School uses capital assets to provide services; consequently, these assets are not available for future spending.

A comparative analysis of net position and changes in net position follows:

Table 1
NET POSITION
June 30, 2019 and 2018

	Governmental Activities	
	2019	2018
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES		
Current assets:		
Cash, pooled cash, and investments	$ 2,852,478	$ 3,588,368
Receivables	30,973	81,641
Prepaid expenses	39,965	201,043
Total Current Assets	2,923,416	3,871,052
Noncurrent assets:		
Due from State	252,139	156,685
Capital assets, net of depreciation	20,352,063	20,639,732
Total Noncurrent Assets	20,604,202	20,796,417
Total Assets	23,527,618	24,667,469
DEFERRED OUTFLOWS OF RESOURCES:		
Deferred outflows of resources - pension	2,205,699	1,996,766
Deferred outflows of resources - OPEB	5,278,121	1,772,471
Total Deferred Outflows of Resources	7,483,820	3,769,237
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	$ 31,011,438	$ 28,436,706

Table 1
NET POSITION
June 30, 2019 and 2018

(cont'd)	Governmental Activities 2019	2018
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET DEFICIT		
Current liabilities:		
Accounts payable	$ 31,276	$ 46,419
Accrued salaries and related costs	1,273,789	946,386
Unearned revenue	17,511	12,948
Bonds payable	335,129	120,129
Total Current Liabilities	1,657,705	1,125,882
Noncurrent liabilities:		
Compensated absences	369,576	261,142
Bonds payable	21,983,997	22,319,126
Net pension liability	3,092,441	2,800,443
Net OPEB liability	19,161,282	15,409,745
Total Noncurrent Liabilities	44,607,296	40,790,456
Total Liabilities	46,265,001	41,916,338
DEFERRED INFLOWS OF RESOURCES:		
Deferred inflows of resources - pension	175,718	49,374
Deferred inflows of resources - OPEB	2,651,472	1,829,484
Total Deferred Inflows of Resources	2,827,190	1,878,858
NET DEFICIT:		
Net investment in capital assets	(508,200)	(359,607)
Unrestricted (deficit)	(17,572,553)	(14,998,883)
Total Net Deficit	(18,080,753)	(15,358,490)
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET DEFICIT	$ 31,011,438	$ 28,436,706

Table 2
CHANGES IN NET POSITION
For the Fiscal Years Ended June 30, 2019 and 2018

	Governmental Activities 2019	2018
REVENUES		
General revenues:		
Charges to school districts	$ 3,523,535	$ 3,075,591
Payments from primary government	7,204,190	6,142,755
Other local revenue	505,828	218,441
Interest income	132,375	89,963
Total General Revenues	11,365,928	9,526,750
Program revenues:		
Charges for services	377,460	316,737
Operation grants and contributions	862,706	1,514,353
Total Program Revenues	1,240,166	1,831,090
TOTAL REVENUES	12,606,094	11,357,840

Table 2
CHANGES IN NET POSITION
For the Fiscal Years Ended June 30, 2019 and 2018

	Governmental Activities	
(cont'd)	2019	2018
EXPENSES		
Instructional services	11,610,795	9,096,299
Support services:		
Operation and maintenance of facilities	1,271,370	1,122,176
Transportation	805,109	734,670
Food service	611,270	512,220
Interest on long-term debt	1,029,813	1,040,383
Loss on disposal of capital assets	-	2,497
TOTAL EXPENSES	15,328,357	12,508,245
Change in Net Deficit	$ (2,722,263)	$ (1,150,405)

Governmental Activities

Net position of the School's governmental activities decreased by $2,722,263, and unrestricted net position reflects a negative balance of $17,572,553.

The statement of activities shows the cost of program services and the charges for services and grants offsetting those services. The next table reflects the cost of program services and the net cost of those services after taking into account the program revenues for governmental activities. General revenues that include charges to school districts, investment earnings, and state entitlements must support the net cost of the School's programs.

	2019		2018	
	Total Cost	Net Cost	Total Cost	Net Cost
Governmental Activities:				
Instructional services	$ 11,610,795	$ 10,861,189	$ 9,096,299	$ 7,667,894
Support services:				
Operation and maintenance of facilities	1,271,370	1,261,770	1,122,176	1,112,576
Transportation	805,109	805,109	734,670	734,670
Food service	611,270	130,310	512,220	119,135
Interest on long-term debt	1,029,813	1,029,813	1,040,383	1,040,383
Loss on disposal of fixed assets	-	-	2,497	2,497
Total Expenses	$ 15,328,357	$ 14,088,191	$ 12,508,245	$ 10,677,155

The reliance on general revenues to support governmental activities is indicated by the net services column reflecting the need for $14,088,191 of support.

THE SCHOOL'S FUNDS

The School's governmental funds (as presented on the balance sheet) reported a combined fund balance of $1,600,840, compared to last year's total of $2,865,299. The schedule below indicates the fund balance as of June 30, 2019 and 2018 and the change in fund balance for the year ended June 30, 2019.

	Governmental Funds		
	2019	2018	Change
FUND BALANCES			
Nonspendable	$ 39,965	$ 60,043	$ (20,078)
Restricted	1,458,863	1,439,916	18,947
Unassigned	102,012	1,365,340	(1,263,328)
TOTAL FUND BALANCES	$ 1,600,840	$ 2,865,299	$ (1,264,459)

Governmental Funds

The School's fund balances decrease is due to a variety of factors. The table that follows assists in illustrating the financial activities and balance of governmental funds.

REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

	2019	2018
REVENUES		
Charges to school districts	$ 3,523,535	$ 3,075,591
State aid	7,108,736	6,112,361
Federal aid	837,418	668,319
Interest income	87,246	44,834
Food service revenue	140,679	138,934
Other local revenues	515,428	228,041
After care	160,824	154,708
Donations	25,288	846,034
Summer camp	66,357	13,495
TOTAL REVENUES	12,465,511	11,282,317
EXPENDITURES		
Current:		
Instruction	9,796,473	8,001,570
Operation and maintenance of facilities	661,304	675,383
Transportation	805,109	734,670
Food service	611,270	512,220

REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

(cont'd)	2019	2018
Capital outlays:		
Property	592,730	2,774,595
Equipment	158,271	831,793
Debt service:		
Principal	75,000	140,390
Interest	1,029,813	1,040,383
TOTAL EXPENDITURES	13,729,970	14,711,004
NET CHANGE IN FUND BALANCES	(1,264,459)	(3,428,687)
FUND BALANCES, BEGINNING OF YEAR	2,865,299	6,293,986
FUND BALANCES, END OF YEAR	$ 1,600,840	$ 2,865,299

The largest revenue reported by the School for the year was for aid received from the State of Delaware, accounting for 57.0 percent of total revenues. Charges to local school districts for students attending the School was also significant, accounting for 28.3 percent.

The largest portion of general fund expenditures is for personnel costs, which include salaries and related employment costs. The School is a service-oriented organization, and as such, is very labor intensive.

GENERAL FUND AND DEBT SERVICE FUND BUDGET INFORMATION

The School's budget is prepared on the modified accrual basis of accounting. The most significant budgeted fund in the general fund. The School may amend its revenue and expenditure estimates periodically due to changing conditions. The School operates on a preliminary operating budget for the first half of the year, and a final operating budget the second half of the year once the September 30 unit count is verified by the authorizer.

The following are explanations for the more significant variances between budget versus actual revenues and expenditures as shown on page 40.

Revenues

State Aid

A favorable variance of $1,181,099 is attributable primarily to adjustments to final state funding.

Federal Aid

A favorable variance of $251,562 is attributable primarily to increased participation in our school meal program, which generated higher than projected revenue from federal aid. This was the positive result of operating a full service kitchen.

Local Revenues

A combined favorable variance of $645,659 is attributable to receiving a grant of $215,000 from the New Schools Venture Fund in March 2019, increased local school district funding, as well as higher than anticipated receipts for our extended care programs.

Expenditures

Salaries and Employment Costs

A combined unfavorable variance of $333,574 is a result of projecting salaries, health insurance, and other employment costs on a cash accounting method for the period of July 1, 2018 through June 30, 2019. Accrued salaries and other employment costs paid throughout the summer are included in the fiscal year 2019 Operating Budget.

Public Utilities Service

A favorable variance of $9,761 is a result of the School operating the entire 125,000 sq. ft. building for the second full year after completion of the Phase IV Construction Project. The School has its entire HVAC system on a schedule, thus producing savings when the school building is "unoccupied."

Transportation - Buses

An unfavorable variance of $13,129 is a result of the School under projecting for extracurricular transportation costs, such as the middle school sports trips and School field trips.

Contractual Services

A favorable variance of $158,612 is the result of projecting costs for various contracted services that were instead included in the Library renovation and exterior grounds improvements project, as well as lower than anticipated medical (therapy service) costs.

Repairs and Maintenance

A favorable variance of $31,043 is the result of conservatively projecting maintenance costs for the new 125,000 square foot building.

Capital Outlay

The combined unfavorable variance for capital outlay for property and equipment of $91,001 is the result of the School's library renovation and exterior grounds improvements project, which was budgeted for in the Capital Projects Fund instead of the General Fund.

Capital Projects Fund

As of June 30, 2019, the School had a capital projects fund balance of $1,458,863. This was an increase of $18,947 from the prior year. The School pays for its general obligation bonds out of this fund. The District reported expenditures of $1,111,112 in 2018 - 2019. These expenditures were primarily related to debt service payments.

CAPITAL ASSETS

The School has $20,352,063 in net capital assets. Acquisitions for governmental activities totaled $691,821, and depreciation was $979,490. Detailed information regarding capital asset activity is included in Note 4 to the financial statements.

DEBT ADMINISTRATION

As of June 30, 2019, the School had total outstanding debt of $22,319,126 in the form of revenue bonds issued for the purpose of refinancing previous debt and financing building improvements (Phase IV Construction).

Other obligations include accrued vacation pay and sick leave for School employees. More detailed information about long-term liabilities is included in Note 5 to the financial statements.

FACTORS EXPECTED TO HAVE AN EFFECT ON FUTURE OPERATIONS

Fiscal year 2019 was the eighth year of operation as a functioning K-8 School. The School's enrollment is at 784 with a planned enrollment of 945 students in fiscal year 2020. The Delaware Department of Education granted approval for us to expand to a High School with a planned opening in August 2020. We will operate the new campus at 750 Otts Chapel Rd, Newark, DE 19713. The School will incur some operational costs, as we now have possession of the new facility. Such costs are included in the FY 2020 Operating Budget. We will also complete a minor fit out of the new facility to accommodate the expansion, but we anticipate covering such capital costs with the procurement of additional grants. Additionally, larger enrollment will result in an increase in state and local district revenues, as well as an increase in operating expenses at our current K-8 school.

The financial model the School has developed is based on the funding formula currently in effect under the Delaware Charter School Law. If the funding formula for charter schools changes, adjustments to the underlying assumptions of the model will be made.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide our fellow citizens, customers, investors, and creditors with a general overview of the School's finances and to show the School's accountability for the money it receives. If you have questions about this report or need additional financial information, please contact the School's Chief Operating Officer at (302) 292-1463, Ext. 203.

BASIC FINANCIAL STATEMENTS

LAS AMÉRICAS ASPIRA ACADEMY
STATEMENTS OF NET POSITION
JUNE 30, 2019 AND 2018

	2019	2018
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES		
CURRENT ASSETS:		
Cash and pooled cash	$ 1,393,615	$ 2,148,452
Investments	1,458,863	1,439,916
Accounts receivable	30,973	81,641
Deposits	-	141,000
Prepaid expenses	39,965	60,043
Total Current Assets	2,923,416	3,871,052
NONCURRENT ASSETS:		
Due from State	252,139	156,685
Land	529,959	529,959
Depreciable capital assets, net	19,822,104	20,109,773
Total Noncurrent Assets	20,604,202	20,796,417
DEFERRED OUTFLOWS OF RESOURCES		
Deferred pension	2,205,699	1,996,766
Deferred OPEB	5,278,121	1,772,471
TOTAL DEFERRED OUTFLOWS OF RESOURCES	7,483,820	3,769,237
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	$ 31,011,438	$ 28,436,706
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET DEFICIT		
CURRENT LIABILITIES:		
Accounts payable	$ 31,276	$ 46,419
Accrued salaries and related costs	1,273,789	946,386
Unearned summer camp fees	17,511	12,948
Bonds payable	335,129	120,129
Total Current Liabilities	1,657,705	1,125,882
NONCURRENT LIABILITIES:		
Compensated absences	369,576	261,142
Bonds payable	21,983,997	22,319,126
Net pension liability	3,092,441	2,800,443
Net OPEB liability	19,161,282	15,409,745
Total Noncurrent Liabilities	44,607,296	40,790,456
Total Liabilities	46,265,001	41,916,338
DEFERRED INFLOWS OF RESOURCES:		
Deferred pension	175,718	49,374
Deferred OPEB	2,651,472	1,829,484
TOTAL DEFERRED INFLOWS OF RESOURCES	2,827,190	1,878,858
NET DEFICIT:		
Net investment in capital assets	(508,200)	(359,607)
Unrestricted (deficit)	(17,572,553)	(14,998,883)
Total Net Deficit	(18,080,753)	(15,358,490)
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET DEFICIT	$ 31,011,438	$ 28,436,706

The accompanying notes are an integral part of these financial statements.

LAS AMÉRICAS ASPIRA ACADEMY
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2019
(With Summarized Comparative Data for June 30, 2018)

		Program Revenues			Net (Expense) Revenue and Changes in Net Deficit	
					Totals	
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	2019	2018
GOVERNMENTAL ACTIVITIES						
Instructional services	$ (11,610,795)	$ 227,181	$ 522,425	$ -	$ (10,861,189)	$ (7,667,894)
Support services:						
Operation and maintenance of facilities	(1,271,370)	9,600	-	-	(1,261,770)	(1,112,576)
Transportation	(805,109)	-	-	-	(805,109)	(734,670)
Food service	(611,270)	140,679	340,281	-	(130,310)	(119,135)
Interest on long-term debt	(1,029,813)	-	-	-	(1,029,813)	(1,040,383)
Loss on disposal of capital assets	-	-	-	-	-	(2,497)
TOTAL GOVERNMENTAL ACTIVITIES	$ (15,328,357)	$ 377,460	$ 862,706	$ -	(14,088,191)	(10,677,155)
		GENERAL REVENUES				
		Charges to school districts			3,523,535	3,075,591
		State aid not restricted to specific purposes			7,204,190	6,142,755
		Other local revenues			505,828	218,441
		Interest income			132,375	89,963
		TOTAL GENERAL REVENUES			11,365,928	9,526,750
		CHANGE IN NET DEFICIT			(2,722,263)	(1,150,405)
		NET DEFICIT, BEGINNING OF YEAR			(15,358,490)	(14,208,085)
		NET DEFICIT, END OF YEAR			$ (18,080,753)	$ (15,358,490)

The accompanying notes are an integral part of these financial statements.

LAS AMÉRICAS ASPIRA ACADEMY
BALANCE SHEET - GOVERNMENTAL FUNDS
JUNE 30, 2019
(With Summarized Comparative Data for June 30, 2018)

	General Fund	Capital Projects Fund	Total Government Funds 2019	Total Government Funds 2018
ASSETS:				
Cash and pooled cash	$ 1,393,615	$ -	$ 1,393,615	$ 2,148,452
Investments	-	1,458,863	1,458,863	1,439,916
Accounts receivable	30,973	-	30,973	81,641
Deposit	-	-	-	141,000
Prepaid expenditures	39,965	-	39,965	60,043
TOTAL ASSETS	$ 1,464,553	$ 1,458,863	$ 2,923,416	$ 3,871,052
LIABILITIES AND FUND BALANCES				
LIABILITIES:				
Accounts payable	$ 31,276	$ -	$ 31,276	$ 46,419
Accrued salaries and related costs	1,273,789	-	1,273,789	946,386
Unearned summer camp fees	17,511	-	17,511	12,948
TOTAL LIABILITIES	1,322,576	-	1,322,576	1,005,753
FUND BALANCES:				
Nonspendable	39,965	-	39,965	60,043
Restricted	-	1,458,863	1,458,863	1,439,916
Unassigned	102,012	-	102,012	1,365,340
TOTAL FUND BALANCES	141,977	1,458,863	1,600,840	2,865,299
TOTAL LIABILITIES AND FUND BALANCES	$ 1,464,553	$ 1,458,863	$ 2,923,416	$ 3,871,052

The accompanying notes are an integral part of these financial statements.

LAS AMÉRICAS ASPIRA ACADEMY
RECONCILIATION OF BALANCE SHEET - GOVERNMENTAL FUNDS TO STATEMENT OF NET POSITION
JUNE 30, 2019

TOTAL FUND BALANCES - GOVERNMENTAL FUNDS		$ 1,600,840
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets used in the governmental activities are not financial resources and, therefore, are not reported in the funds. Capital assets net of accumulated depreciation as detailed in the footnotes are included in the statement of net position.		20,352,063
Long-term assets applicable to governmental activities are not due and receivable in the current period and, therefore, are not reported as fund assets.		
Due from State of Delaware		252,139
Some liabilities are not due and payable in the current period and, therefore, are not reported in the funds. Those liabilities consist of:		
Compensated absences	$ (369,576)	
Net pension liability	(3,092,441)	
Net OPEB liability	(19,161,282)	
Bonds payable in future years, net	(22,319,126)	(44,942,425)
Deferred inflows of resources and deferred outflows of resources related to the School's net pension liability are based on the differences between actuarially determined actual and expected investment returns, changes in the actuarially determined proportion of the School's amount of the total pension liability, and pension contributions made after the measurement date of the net pension liability. These amounts will be amortized over the estimated remaining average service life of the employees.		
Deferred outflows - pension	2,205,699	
Deferred inflows - pension	(175,718)	2,029,981
Deferred inflows and outflows of resources related to the School's net OPEB liability are based on the differences between actuarially determined actual and expected investment returns, changes in the actuarially determined proportion of the School's amount of returns, changes in the actuarially determined proportion of the School's amount of the total OPEB liability, and OPEB contributions made after the measurement date of the net OPEB liability. These amounts will be amortized over the estimated remaining average service life of the employees.		
Deferred outflows - OPEB	5,278,121	
Deferred inflows - OPEB	(2,651,472)	2,626,649
TOTAL NET DEFICIT - GOVERNMENTAL ACTIVITIES		$ (18,080,753)

The accompanying notes are an integral part of these financial statements.

LAS AMÉRICAS ASPIRA ACADEMY
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2019
(With Summarized Comparative Data for the Year Ended June 30, 2018)

	General Fund	Capital Projects Fund	Total Governmental Funds 2019	Total Governmental Funds 2018
REVENUES				
Charges to school districts	$ 3,523,535	$ -	$ 3,523,535	$ 3,075,591
State aid	7,108,736	-	7,108,736	6,112,361
Federal aid	837,418	-	837,418	668,319
Interest income	43,400	43,846	87,246	44,834
Food service revenue	140,679	-	140,679	138,934
Other local revenues	515,428	-	515,428	228,041
After care	160,824	-	160,824	154,708
Donations	25,288	-	25,288	846,034
Summer camp	66,357	-	66,357	13,495
TOTAL REVENUES	12,421,665	43,846	12,465,511	11,282,317
EXPENDITURES				
Current:				
Instruction	9,796,473	-	9,796,473	8,001,570
Operation and maintenance of facilities	655,005	6,299	661,304	675,383
Transportation	805,109	-	805,109	734,670
Food services	611,270	-	611,270	512,220
Capital outlays:				
Property	592,730	-	592,730	2,774,595
Equipment	158,271	-	158,271	831,793
Debt service:				
Principal	-	75,000	75,000	140,390
Interest	-	1,029,813	1,029,813	1,040,383
TOTAL EXPENDITURES	12,618,858	1,111,112	13,729,970	14,711,004
DEFICIENCY OF REVENUES UNDER EXPENDITURES	(197,193)	(1,067,266)	(1,264,459)	(3,428,687)
OTHER FINANCING SOURCES (USES):				
Transfers in (out)	(1,086,213)	1,086,213	-	-
TOTAL OTHER FINANCING SOURCES (USES)	(1,086,213)	1,086,213	-	-
NET CHANGE IN FUND BALANCES	(1,283,406)	18,947	(1,264,459)	(3,428,687)
FUND BALANCES, BEGINNING OF YEAR	1,425,383	1,439,916	2,865,299	6,293,986
FUND BALANCES, END OF YEAR	$ 141,977	$ 1,458,863	$ 1,600,840	$ 2,865,299

The accompanying notes are an integral part of these financial statements.

LAS AMÉRICAS ASPIRA ACADEMY
RECONCILIATION OF STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS TO STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2019

NET CHANGE IN FUND BALANCES - TOTAL GOVERNMENTAL FUNDS		$ (1,264,459)
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets with an initial, individual cost of more than $5,000 are capitalized, and the cost is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which depreciation exceeded capital outlays in the current period. Disposal of fixed assets must be recognized at a gain or loss on entity-wide statements when incurred.		
Capital outlays	$ 691,821	
Depreciation expense	(979,490)	(287,669)
Some revenues reported in the statement of activities are not available to finance current expenditures and, therefore, are not reported as revenues in the governmental funds.		95,454
Debt and capital lease proceeds are reported as financing sources in the governmental funds and, thus, contribute to the change in fund balance. In the statement of net position, however, issuing debt and obtaining capital leases increases long-term liabilities and does not affect the statement of activities. Similarly, repayment of principal is an expenditure in the governmental funds but reduces the liability in the statement of net position. In addition, bond premiums are reported as other financing sources; however, these amounts are reported on the statement of net position as deferred charges and amortized over the life of the debt.		
Principal repayments	75,000	
Amortization of bond premium	45,129	120,129
Some expenses reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds:		
Compensated absences		(108,434)
Pension expenses in the statement of activities differ from the amount reported in the governmental funds because pension expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing pension plan, whereas pension expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists.		(209,409)
OPEB expenses in the statement of activities differ from the amount reported in the governmental funds because OPEB expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing OPEB plan, whereas OPEB expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists.		(1,067,875)
CHANGE IN NET DEFICIT - GOVERNMENTAL ACTIVITIES		$ (2,722,263)

The accompanying notes are an integral part of these financial statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Description of the Charter School

Las Américas ASPIRA Academy is organized under Delaware Code, Title 14, Chapter 5 of the State of Delaware. The Charter School Law grants authority for independent public schools to be created for the purpose of increasing choices for parents of public school students and increasing academic performance. A charter school is an independent public school governed by an independent board of directors. In Delaware, charter schools have the same basic standing as a school district with some exceptions - most notably, they may not levy taxes. To encourage innovation, charter schools operate free from a number of state laws and regulations. Las Américas ASPIRA Academy's initial charter was granted for a four-year period, renewable every five years thereafter. Las Américas ASPIRA Academy's first full year of school started September 1, 2011.

Charter schools are funded similarly to other public schools in that state and local funds are allocated for each enrolled student. Public funds are not provided for facilities. Charter schools may charge for selected additional costs consistent with those permitted by other school districts. Because a charter school receives local, state, and federal funds, they may not charge tuition.

The financial statements of Las Américas ASPIRA Academy ("the School") have been prepared in conformity with generally accepted accounting principles as applied to local governmental units. The Governmental Accounting Standards Board ("GASB") is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the School are described below.

Reporting Entity

The School is a special purpose government and is considered a component unit of the State of Delaware. A component unit, although a legally separate entity, is, in substance, part of the State of Delaware's operations. The School has no component units for which it is considered to be financially accountable.

Entity-wide and Fund Financial Statements

The entity-wide financial statements (the statement of net position and the statement of activities) report information on all activities of the School. For the most part, the effect of interfund activity has been removed from these financial statements.

The statement of activities demonstrates the degree to which the direct expenses of a given program are offset by program revenues. Direct expenses are those that are clearly identifiable

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

with a specific program. Program revenues include grants and contributions that are restricted to meeting the operational or capital requirements of a particular function.

Separate financial statements are provided for governmental funds. The major individual governmental funds are reported as separate columns in the fund financial statements.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

Entity-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Charges to the School are recognized as revenues in the year for which they are billed. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Amounts reported as program revenues include 1) charges to students for special fees, supplies, food, or services provided; 2) operating grants and contributions; and 3) capital grants and contributions. Internally dedicated resources are reported as general revenues rather than as program revenues. Likewise, general revenues include charges to school districts.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, are recorded only when payment is due.

Charges to the school districts, state appropriations, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when the School receives cash.

The School reports the following major governmental funds:

- **General Fund** – The general fund is the School's primary operating fund. It accounts for all financial resources of the School, except those required to be accounted for in another fund.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

- **Capital Projects Fund** – The capital projects fund accounts for resources accumulated and payments made for the acquisition and improvement of sites, construction and remodeling of facilities, and procurement of equipment necessary for providing educational programs for all students within the School.

Cash

The School's cash is considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition, as well as cash deposits held in an investment pool controlled by the personnel of the State Treasurer's Office in Dover, Delaware.

Investments

Investments are recorded at fair value.

In establishing the fair value of investments, the School uses the following hierarchy. The lowest level of valuation available is used for all investments.

Level 1 – Valuations based on quoted market prices in active markets for identical assets or liabilities that the entity has the ability to access.

Level 2 – Valuations based on quoted prices of similar products in active markets or identical products in markets that are not active or for which all significant inputs are observable, directly or indirectly.

Level 3 – Valuations based on inputs that are unobservable and significant to the overall fair value measurement.

Receivables

The School considers all accounts receivable at year end to be collectible; therefore, no allowance for doubtful accounts has been recorded.

Capital Assets

Capital assets, which include land, buildings and improvements, furniture and fixtures, and equipment, are reported in the entity-wide financial statements. The School defines capital assets as assets with an initial, individual cost of more than $5,000 and an estimated useful life in excess of one year.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Such assets are recorded at historical cost or estimated cost if purchased or constructed. Donated capital assets are recorded at estimated fair value at the date of donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend the lives of the assets are not capitalized. Major outlays for capital assets and improvements are capitalized as projects are constructed.

Building and improvements, furniture and fixtures, and equipment of the School are depreciated using the straight-line method over the estimated useful lives of the related assets. The School generally uses the following estimated useful lives:

Building and improvements	22 - 40 years
Furniture	3 years
Equipment	5 years

Deferred Inflows and Outflows of Resources

In addition to assets, the statement of net position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to future periods and so will not be recognized as an outflow of resources (expense) until then. The School reports deferred pension and OPEB contributions resulting from pension and OPEB contributions subsequent to the measurement date of the net pension and OPEB liabilities and certain other items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods. In addition to liabilities, the statement of net position includes a separate section for deferred inflows of resources. This separate financial statement element represents a source of net position that applies to future periods. The School reports certain items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods.

Long-term Obligations

In the entity-wide financial statements, long-term debt is reported as liabilities. In the fund financial statements, the face amount of debt issued is reported as other financing sources. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as operating expenditures/expenses.

Compensated Absences

Vacation pay plus related payroll taxes are accrued when incurred in the entity-wide financial statements. The liability for these amounts is reported in the governmental funds only when the liability matures, for example, as a result of employee resignations and retirements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Vacation – Twelve-month employees can accumulate up to 42 days of vacation. Any days in excess of 42 are dropped as of July 1 of each year. Employees are paid for unused vacation upon termination and retirement at the current rate of pay.

Sick Leave – Sick leave allowances are as follows: teachers shall be allowed 10 days of sick leave per year, and annual employees earn one day of sick leave for each month worked. Any unused sick days shall be accumulated to the employee's credit up to a maximum of 120 days. Compensation for accumulated sick days is received when employees (a) qualify and apply for state pension and are paid at a rate of 50 percent of the per diem rate of pay not to exceed 120 days; or (b) in the case of death, when payment is made to the employee's estate at a rate of one day's pay for each day of unused sick leave not to exceed 120 days.

The compensated absences liability was $369,576 at June 30, 2019, of which $252,139 was reimbursable by the State of Delaware.

Fund Equity

Fund balance will be displayed in the following classification (if applicable) depicting the relative strength of the spending constraints placed on the purposes for which resources can be used:

Nonspendable – amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

Restricted – amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

Committed – amounts that can be used only for specific purposes determined by formal action of the Board of Directors. The Board is the highest level of decision-making authority for the School. Commitments may be established, modified, or rescinded only through resolutions approved by the Board of Directors.

Assigned – amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. The Head of School may assign amounts for specific purposes.

Unassigned – all other spendable amounts.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balances are available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

available, the School considers amounts to have been spent first out of committed funds, then assigned funds and finally, unassigned funds, as needed, unless the Board or Head of School has provided otherwise in its commitment or assignment actions.

Net Position

Net position represents the difference between assets and deferred outflows of resources and liabilities and deferred inflows of resources. The net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the School or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. Any remaining portions of net position are reflected as unrestricted. When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first and then unrestricted resources as they are needed.

Income Tax Status

The School is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code and, therefore, has no provision for federal income taxes. The School qualifies for the charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(1). The School did not engage in any unrelated business activities during the fiscal year. Management believes more likely than not that its tax-exempt status and tax positions will be sustained if examined by authorities.

Use of Estimates in the Preparation of Financial Statements

The preparation of basic financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

Comparative Data

Comparative total data for the prior year is presented in the basic financial statements to provide an understanding of changes in the School's financial position and operations. That comparative data is not at the level of detail required for a presentation in conformity with generally accepted accounting principles and, therefore, should be read in conjunction with the School's financial statements for the year ended June 30, 2018, from which the summarized information was derived.

NOTE 2 CASH, POOLED CASH, AND INVESTMENTS

Deposits

At June 30, 2019, the School had a cash and pooled cash balance of $1,393,615. Of those amounts, $1,392,326 was part of an investment pool controlled by the personnel of the State Treasurer's Office in Dover, Delaware, and all investment decisions are made by the State Treasurer's Office. These funds are considered to be highly liquid and available for immediate use and, thus, are recorded as cash equivalents in these financial statements.

The funds held by the State of Delaware investment pool, an internal investment pool, are specifically identified for the School, but the credit risk cannot be categorized for these funds. Credit risk for such investments depends on the financial stability of the State of Delaware. The State reports that its investment securities are stated at quoted market prices, except that investment securities with a remaining maturity at time of purchase of one year or less are stated at cost or amortized cost.

At June 30, 2019, the reported amount of the School's deposits outside of the State Treasurer's Office was $1,289 and the bank balance was $1,289, all of which was covered by federal depository insurance.

Investments

State statutes authorize the School to invest in U.S. government securities, government agency securities, certificates of deposit, time deposits and bankers acceptances, corporate debt instruments, money market funds, and other similar instruments that are insured by the Federal Deposit Insurance Corporation ("FDIC") or are backed by the full faith and credit of the United States of America or any of its agencies or instrumentalities.

The School categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The School has the following recurring fair value measurements as of June 30, 2019:

Investment Type	Fair Value	Level 1
Money Market Mutual Fund	$ 1,458,863	$ 1,458,863
TOTAL	$ 1,458,863	$ 1,458,863

Custodial Credit Risk

For an investment, custodial credit risk is the risk that, in the event of the failure of the counterparty, the School will not be able to recover the value of its investments or collateral

NOTE 2 CASH, POOLED CASH, AND INVESTMENTS (cont'd)

security that are in the possession of an outside party. As of June 30, 2019, none of School's investments were subject to custodial credit risk.

Interest Rate Risk

The School does not have an investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. However, to ensure that its assets remain liquid enough to satisfy its current obligations, at June 30, 2019, all of the School's investments had maturity dates of less than one year.

Credit Risk

The School has no investment policy that would limit its investment choices to those with certain credit ratings.

NOTE 3 ACCOUNTS RECEIVABLE

Accounts receivable represent receivables for revenues earned by the School. At June 30, 2019, receivables are as follows:

Description	
Passed through the State of Delaware:	
Federal government	$ 12,922
Other receivables:	
Miscellaneous receivables	18,051
Total accounts receivable	$ 30,973

NOTE 4 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2019 is as follows:

	Beginning Balances	Additions	Deletions	Ending Balances
Governmental Activities:				
General capital assets not being depreciated:				
Land	$ 529,959	$ -	$ -	$ 529,959
Total general capital assets not being depreciated	529,959	-	-	529,959

NOTE 4 CAPITAL ASSETS (cont'd)

(cont'd)	Beginning Balances	Additions	Deletions	Ending Balances
General capital assets being depreciated:				
Building and improvements	20,350,140	559,200	-	20,909,340
Furniture and equipment	2,060,354	132,621	(40,108)	2,152,867
Total general capital assets being depreciated	22,410,494	691,821	(40,108)	23,062,207
Accumulated depreciation	2,300,721	979,490	(40,108)	3,240,103
Total general capital assets being depreciated, net	20,109,773	(287,669)	-	19,822,104
Governmental Activities, Net	$ 20,639,732	$ (287,669)	$ -	$ 20,352,063

Depreciation expense was charged to the following governmental activities:

Instructional services	$ 428,604
Operation and maintenance of facilities	550,886
	$ 979,490

NOTE 5 LONG-TERM DEBT

During the year ended June 30, 2017, the School issued revenue bonds, Series A and Series B of 2016 in the amounts of $20,125,000 and $900,000, respectively, in order to repay the balances of the three notes issued in 2015 and fund ongoing construction.

The Series A of 2016 bonds bear interest ranging from 3.25 percent to 5.00 percent, maturing June 1, 2026 to June 1, 2051, with interest payable on December 1 and June 1.

The Series B of 2016 bonds bear interest at 6.25 percent and mature on June 1, 2022, with interest payable on December 1 and June 1.

A schedule of changes in long-term liabilities for the year ended June 30, 2019 is as follows:

	Amounts Outstanding 7/1/2018	Additions	Retirements	Amounts Outstanding 6/30/2019	Due Within One Year
Governmental Activities:					
Bond payable	$20,950,000	$ -	$ 75,000	$20,875,000	$ 290,000
Bond premium	1,489,255	-	45,129	1,444,126	45,129
Net pension liability	2,800,443	291,998	-	3,092,441	-
Net OPEB liability	15,409,745	3,751,537	-	19,161,282	-
Compensated absences	261,142	108,434	-	369,576	-
Total Governmental Activities	$40,910,585	$4,151,969	$ 120,129	$44,942,425	$ 335,129

NOTE 5 LONG-TERM DEBT (cont'd)

Payment of the bond payable is expected to be refunded by the Capital Projects Fund, and all other liabilities are expected to be funded by the General Fund.

A summary of the School's bonds payable is as follows:

Description	Amount of Original Issue	Interest Rate	Maturity Date	Balance June 30, 2019
Series A of 2016	$20,125,000	3.25% - 5.00%	Annually	$ 20,125,000
Series B of 2016	900,000	6.25%	Annually	750,000
Bonds payable, at face				20,875,000
Unamortized premium				1,444,126
Bonds payable, net				$ 22,319,126
Amounts due in one year				$ 335,129
Amounts due after one year				21,983,997
				$ 22,319,126

The total principal and interest maturities as of June 30, 2019 are as follows:

Year Ending June 30,	Principal	Interest	Total
2020	$ 290,000	$ 1,025,125	$ 1,315,125
2021	305,000	1,007,000	1,312,000
2022	325,000	987,938	1,312,938
2023	340,000	972,725	1,312,725
2024	350,000	961,675	1,311,675
2025 - 2029	1,970,000	4,607,987	6,577,987
2030 - 2034	2,480,000	4,087,750	6,567,750
2035 - 2039	3,175,000	3,402,000	6,577,000
2040 - 2044	4,040,000	2,525,750	6,565,750
2045 - 2049	5,160,000	1,409,000	6,569,000
2050 - 2051	2,440,000	184,500	2,624,500
Total	$ 20,875,000	$ 21,171,450	$ 42,046,450

NOTE 6 FUND BALANCES

As of June 30, 2019, fund balances are composed of the following:

	General Fund	Capital Projects Fund	Total Governmental Funds
Nonspendable:			
Prepaids	$ 39,965	$ -	$ 39,965
Restricted:			
Capital Projects	-	41,863	41,863
Repair and Replacement	-	100,000	100,000
Reserve	-	1,317,000	1,317,000
Unassigned	102,012	-	102,012
Total Fund Balances	$ 141,977	$ 1,458,863	$ 1,600,840

NOTE 7 LEASING ARRANGEMENTS

Operating Lease – Lessee

The School leases copier equipment, computer, iPads, and related accessories through ten operating lease agreements. The School has entered into these lease agreements at different times during fiscal years 2016, 2017, 2018, and 2019. Two of the leases expired this fiscal year, while the remaining leases expire at varying times in September 2019, May 2020, June 2020, and June 2021. Total expense paid under these lease agreements was $172,478 for the year ended June 30, 2019.

At June 30, 2019, the minimum future rental payments under noncancelable leasing arrangements for the remaining years and in the aggregate are as follows:

Year Ending June 30,	
2020	$ 131,970
2021	45,298
	$ 177,268

NOTE 8 PENSION PLAN

Plan Description

School employees are considered state employees and are covered under the State of Delaware Employees' Pension Plan ("the Plan"), which is a cost-sharing, multiple-employer defined benefit public employees' retirement system ("the State PERS") defined by the Delaware Code.

The State of Delaware General Assembly is responsible for setting benefits and contributions, and amending plan provisions; administrative rules and regulations are adopted and maintained by the Board of Pension Trustees ("the Board").

The following are brief descriptions of the Plan in effect as of June 30, 2018. For a more complete description, please refer to the Delaware Employees' Pension Plan Comprehensive Annual Financial Report. Separately issued financial statements for the Plan may be obtained by writing to the State of Delaware Public Employee Retirement System, McArdle Building, Suite 1, 860 Silver Lake Boulevard, Dover, DE 19904; by calling 1-800-722-7300; or by visiting the PERS website at www.delawarepensions.com.

Plan Description and Eligibility

The State Employees' Pension Plan is a cost-sharing multiple employer defined benefit plan that covers virtually all full-time or regular part-time employees of the State, including employees of other affiliated entities.

There are two tiers within this plan: 1) employees hired prior to January 1, 2012, and 2) employees hired on or after January 1, 2012.

Benefits Provided

Service Benefits

Final average monthly compensation (employees hired on or after January 1, 2012 may not include overtime in pension compensation) multiplied by 2.0 percent and multiplied by years of credited service prior to January 1, 1997, plus final average monthly compensation multiplied by 1.85 percent and multiplied by years of credited service after December 31, 1996, subject to minimum limitations. For this plan, final average monthly compensation is the monthly average of the highest three periods of twelve consecutive months of compensation.

Vesting

Employees hired before January 1, 2012 vest in the plan after five years of credited service. Employees hired on or after January 1, 2012 vest in the plan after ten years of credited service.

NOTE 8 PENSION PLAN (cont'd)

Retirement

Employees hired before January 1, 2012 may retire at age 62 with five years of credited service; at age 60 with 15 years of credited service; or after 30 years of credited service at any age. Employees hired on or after January 1, 2012 may retire at age 65 with at least 10 years of credited service; at age 60 with 20 years of credited service; or after 30 years of credited service at any age.

Disability Benefits

Disability benefits for those employees hired before January 1, 2012 are offered using the same calculations as the Service Benefits described above. Employees in this program must have five years of credited service. In lieu of disability pension benefits, over 90 percent of the members of this plan opted into a Disability Insurance Program offered by the State effective January 1, 2006. Employees hired on or after January 1, 2012 are also included in the Disability Insurance Program.

Survivor and Burial Benefits

In the event of the death of a member of the Plan, the eligible survivor receives 50 percent of the benefits received under the pension (or 67.7 percent with two percent reduction of the benefit, or 75 percent with a three percent reduction of the benefit, or 100 percent with six percent reduction of benefit). If the employee is an active member of the Plan with at least five years of credited service, the eligible survivor receives 75 percent of the benefit the active employee would have received at age 62.

Burial benefits are established at $7,000 per plan member.

Contributions

Member Contributions

Employees hired before January 1, 2012 contribute three percent of earnings in excess of $6,000. Employees hired on or after January 1, 2012 contribute five percent of earnings in excess of $6,000.

Employer Contributions

Employer contributions are determined by the Board. For the year ended June 30, 2019, the rate of the employer contribution was 11.83 percent of covered payroll. The School's contribution to PERS for the year ended June 30, 2019 was $685,466.

NOTE 8 PENSION PLAN (cont'd)

PRI Contribution

All reporting units participating in the State PERS make contributions to a PRI fund which accumulates resources to fund ad hoc postretirement increases granted by the General Assembly. The increases are funded over a five-year period from the PRI fund. The allocation of the contribution from the PRI fund to the Pension Trust is a reduction of the net pension liability of each participating employer.

Pension Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2019, the School reported a liability of $3,092,441 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2018, and the total pension liability used to calculate the net pension liability was determined by rolling forward the Plan's total pension liability as of June 30, 2017 to June 30, 2018. The School's proportion of the net pension liability was calculated based on the actual contributions made during the measurement period in proportion to the total of all employer contributions made during the measurement period. At June 30, 2018, the School's proportion was 0.2395 percent, which was an increase of 0.0485 percent from its proportion measured as of June 30, 2017.

For the year ended June 30, 2019, the School recognized pension expense of $945,641. At June 30, 2019, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	$ -	$ 131,087
Changes in proportions	820,187	-
Changes in assumptions	538,430	-
Contributions subsequent to the date of measurement	685,466	-
Differences between actual and expected experience	161,616	44,631
	$2,205,699	$ 175,718

An amount of $685,466 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2018 measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2020. Other amounts will be reported as deferred outflows of resources and deferred inflows of resources related to pensions, and will be recognized in pension expense as follows:

NOTE 8 PENSION PLAN (cont'd)

Year Ending June 30,	
2020	$ 544,464
2021	403,511
2022	60,060
2023	146,602
2024	189,878
	$1,344,515

Actuarial Assumptions

The total pension liability as of the June 30, 2018 measurement date was determined by an actuarial valuation as of June 30, 2017, and update procedures were used to roll forward the total pension liability to June 30, 2018. These actuarial valuations used the following actuarial assumptions, applied to all periods:

- Investment return – 7.0 percent, including inflation of 2.5 percent
- Salary increases – 2.5 percent + merit, including inflation of 2.5 percent
- Cost-of-living adjustments – ad hoc

The total pension liabilities are measured based on assumptions pertaining to interest rates, inflation rates, and employee demographic behavior in future years. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the actual experience deviates, the larger the impact on future financial statements.

Mortality rates were based on the Sex Distinct RP-2014 Combined Mortality Table projected to 2017 using an adjusted version on MP-2015 mortality improvement scale on a fully generational basis.

Projected benefit payments do not include the effects of projected ad hoc cost-of-living adjustments ("ad hoc COLAs"), as they are not substantively automatic. The primary considerations relevant to making this determination include the historical patterns of granting the changes and the consistency in the amounts of the changes.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by

NOTE 8 PENSION PLAN (cont'd)

weighting the expected future real rates of return by an asset allocation percentage, which is based on the nature and mix of current and expected plan investments, and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the Plan are summarized in the following table:

Asset Class	Long-term Expected Real Rate of Return	Target Asset Allocation
Domestic equity	5.7%	30.7%
International equity	5.7%	13.9%
Fixed income	2.0%	23.3%
Alternative investments	7.8%	24.4%
Cash and equivalents	0.0%	7.7%

Discount Rate

The discount used to measure the total pension liability was 7.0 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at rates determined by the Board, as actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the School's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.0 percent, as well as what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.0 percent) or one percentage point higher (8.0 percent) than the current rate.

	1% Decrease 6.0%	Current Rate Discount Rate 7.0%	1% Increase 8.0%
School's proportionate share of the net pension liability	$ 6,001,215	$ 3,092,441	$ 650,081

NOTE 8 PENSION PLAN (cont'd)

Pension Plan Fiduciary Net Position

Detailed information about PERS' fiduciary net position is available in PERS Comprehensive Annual Financial Report, which can be found on the Plan's website at www.delawarepensions.com.

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN

Plan Description

School employees are considered state employees and are covered under the State of Delaware Employees' Other Postemployment Benefit Fund Trust ("the Plan"), which is a cost-sharing, multiple-employer defined benefit plan defined by the Delaware Code.

The State of Delaware General Assembly is responsible for setting benefits and contributions, and amending plan provisions; administrative rules and regulations are adopted and maintained by the DPERS Board of Pension Trustees, which acts as the Board of Trustees ("the Board") for the Plan and is responsible for the financial management of the Plan.

The following are brief descriptions of the Plan in effect as of June 30, 2018. For a more complete description, please refer to the Delaware Public Employees' Retirement System Comprehensive Annual Financial Report. Separately issued financial statements for the Plan may be obtained by writing to the State of Delaware Public Employee Retirement System, McArdle Building, Suite 1, 860 Silver Lake Boulevard, Dover, DE 19904; by calling 1-800-722-7300; or by visiting the PERS website at www.delawarepensions.com.

Plan Description and Eligibility

The State of Delaware Employees' Other Postemployment Benefit ("OPEB") Fund Trust is a cost-sharing multiple employer plan that covers all employees of the State that are eligible to participate in the defined benefit pension plan, including employees of other affiliated entities.

Benefits Provided

The Plan provides medical coverage to pensioners and their eligible dependents. The participant's cost of Plan benefits is variable based on years of service. Pensioners who retire after July 1, 2012 and who become eligible for Medicare will pay an additional five percent of the Medicare Supplement offered by the State. Surviving spouses are eligible for coverage after a retiree's death.

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Contributions

Employer Contributions

Participating employers fund the Plan for current retirees on a pay-as-you-go basis along with funding for future benefits at a rate that is approved in the annual budget, but not actuarially determined. For the year ended June 30, 2019, the rate of the employer contribution was 11.79 percent of covered payroll. The School's contribution to the Plan for the year ended June 30, 2019 was $683,069.

Other Postemployment Benefits Plan Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2019, the School reported a liability of $19,161,282 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2018, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the Plan's total OPEB liability as of June 30, 2017 to June 30, 2018. The School's proportion of the net OPEB liability was calculated based on the actual contributions made during the measurement period in proportion to the total of all employer contributions made during the measurement period. At June 30, 2018, the School's proportion was 0.2334 percent, which was an increase of 0.0467 percent from its proportion measured as of June 30, 2017.

For the year ended June 30, 2019, the School recognized OPEB expense of $1,750,944. At June 30, 2019, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	$ -	$ 48,144
Changes in proportions	4,595,052	-
Changes in assumptions	-	2,603,328
Contributions subsequent to the date of measurement	683,069	-
	$5,278,121	$2,651,472

An amount of $683,069 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2018 measurement date and will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2020. Other amounts will be

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

reported as deferred outflows of resources and deferred inflows of resources related to OPEB, and will be recognized in OPEB expense as follows:

Year Ending June 30,	
2020	$ 293,953
2021	293,953
2022	293,953
2023	303,489
2024	758,232
	$ 1,943,580

Actuarial Assumptions

The total OPEB liability as of the June 30, 2018 measurement date was determined by an actuarial valuation as of June 30, 2017, and update procedures were used to roll forward the total pension liability to June 30, 2018. These actuarial valuations used the following actuarial assumptions:

- Discount rate – 3.87 percent
- Salary increases – 3.25 percent + merit
- Healthcare cost trend rates – 6.80 percent

Mortality rates were based on the Sex Distinct RP-2014 Total Dataset Healthy Annuitant Mortality Table, including adjustment for healthy annuitant and disabled annuitant. Future mortality improvements are projected to 2020.

The total OPEB liabilities are measured based on the assumptions pertaining to interest rates, inflation rates, and employee demographic behavior in future years. The assumptions used were based on the results of an actuarial experience study conducted in 2016. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the actual experience deviates, the larger the impact on future financial statements.

Discount Rate

The discount rate used to measure the total OPEB liability was 3.58 percent at the beginning of the current measurement period and 3.87 percent at the end, based on the Bond Buyer GO 20-Bond Municipal Bond Index, an index satisfying the GASB requirement of an index rate for 20-

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that employer contributions to the Plan will continue to follow the pay-as-you-go contribution policy. Based on the assumptions of a pay-as-you-go plan, the discount rates used at the June 30, 2018 and 2017 measurement date are equal to the applicable rate of the 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

Sensitivity of the School's proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability, calculated using the discount rate of 3.78 percent, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (2.78 percent) or one percentage point higher (4.78 percent) than the current rate.

	1% Decrease 2.78%	Current Rate Discount Rate 3.78%	1% Increase 4.78%
School's proportionate share of the net OPEB liability	$ 22,801,428	$ 19,161,282	$ 16,299,053

Sensitivity of the School's Proportionate Share of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the net OPEB liability, calculated using the healthcare cost trend rate of 7.0 percent, as well as what the net OPEB liability would be if it were calculated using a healthcare cost trend rate that is one percentage point lower (6.0 percent) or one percentage point higher (8.0 percent) than the current rate.

	1% Decrease 5.8%	Current Rate Healthcare Trend Rate 6.8%	1% Increase 7.8%
School's proportionate share of the net OPEB liability	$ 16,314,690	$ 19,161,282	$ 22,627,731

Plan Fiduciary Net Position

Detailed information about the Plan's fiduciary net position is available in PERS Comprehensive Annual Financial Report, which can be found on the Plan's website at www.delawarepensions.com.

NOTE 10 RISK MANAGEMENT

The School has purchased commercial insurance policies for various risks of loss related to torts; theft, damage, or destruction of assets; errors or omissions; injuries to employees; or acts of God. Payments of premiums for these policies are recorded as expenses of the School for the year ended June 30, 2019. There was no significant reduction in coverage compared to the prior year.

NOTE 11 COMMITMENTS AND CONTINGENCIES

In the normal course of business, there are various outstanding commitments and contingent liabilities in addition to the normal encumbrances for the purchase of goods and services. The School does not anticipate losses from these transactions.

Grants

The School receives significant financial assistance from federal agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and is subject to audit by the State Office of Auditor of Accounts. Any disallowed claims resulting from such audits could become a liability of the general fund. The School's administration believes such disallowance, if any, would be immaterial.

NOTE 12 EXCESS EXPENDITURES OVER APPROPRIATIONS

The School overspent budgetary appropriations in the following categories:

Salaries	$	297,137
Employment costs	$	36,437
Transportation - buses	$	13,129
Supplies and materials	$	37,794
Student activities	$	12,198
Property	$	5,730
Equipment	$	85,271

The excess expenditures were covered by other expenditure categories that were less than their budgeted appropriations and revenues that exceeded their budget.

NOTE 13 DEFICIT NET POSITION

For governmental activities, the unrestricted net deficit amount of $17,572,553 includes the effect of deferring the recognition of pension and OPEB contributions made subsequent to the

NOTE 13 DEFICIT NET POSITION (cont'd)

measurement date of the net pension and OPEB liabilities, and the deferred outflows related to the pension and OPEB plans. This is offset by the School's actuarially determined pension and OPEB liabilities, and the deferred inflows related to the pension and OPEB plans.

NOTE 14 SUBSEQUENT EVENTS

The School has evaluated all subsequent events through September 30, 2019, the date the financial statements were available to be issued.

REQUIRED SUPPLEMENTARY INFORMATION

LAS AMÉRICAS ASPIRA ACADEMY
BUDGETARY COMPARISON SCHEDULE - GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2019

	Original Budget	Final Budget	Actual Amounts	Variance with Final Budget Positive (Negative)
REVENUES				
Charges to school districts	$ 3,143,817	$ 3,075,591	$ 3,523,535	$ 447,944
State aid	6,957,298	5,927,637	7,108,736	1,181,099
Federal aid	734,893	585,856	837,418	251,562
Interest income	-	-	43,400	43,400
Food service revenue	141,929	98,339	140,679	42,340
Other local revenues	743,368	429,224	515,428	86,204
After care	164,116	158,698	160,824	2,126
Donations	36,000	20,000	25,288	5,288
Summer camp	63,000	48,000	66,357	18,357
TOTAL REVENUES	11,984,421	10,343,345	12,421,665	2,078,320
EXPENDITURES				
Current:				
Salaries	5,616,587	5,877,950	6,175,087	(297,137)
Employment costs	2,951,788	3,188,317	3,224,754	(36,437)
Travel	26,500	29,000	27,099	1,901
Contractual services	546,450	610,100	451,488	158,612
Communications	8,000	16,500	8,734	7,766
Public utilities service	161,000	177,000	167,239	9,761
Insurance	34,000	41,500	41,448	52
Transportation - buses	797,444	791,980	805,109	(13,129)
Repairs and maintenance	125,000	154,000	122,957	31,043
Supplies and materials	679,416	745,950	783,744	(37,794)
Student activities	48,000	48,000	60,198	(12,198)
Capital outlays:				
Property	587,000	587,000	592,730	(5,730)
Equipment	118,000	73,000	158,271	(85,271)
TOTAL EXPENDITURES	11,699,185	12,340,297	12,618,858	(278,561)
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	285,236	(1,996,952)	(197,193)	1,799,759
OTHER FINANCING USES				
Transfer out	(1,086,213)	(1,086,213)	(1,086,213)	-
TOTAL OTHER FINANCING USES	(1,086,213)	(1,086,213)	(1,086,213)	-
NET CHANGE IN FUND BALANCE	(800,977)	(3,083,165)	(1,283,406)	1,799,759
FUND BALANCE, BEGINNING OF YEAR	1,425,383	1,425,383	1,425,383	-
FUND BALANCE, END OF YEAR	$ 624,406	$ (1,657,782)	$ 141,977	$ 1,799,759

NOTE: The School's budget is presented on the modified accrual basis of accounting.

LAS AMÉRICAS ASPIRA ACADEMY
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
STATE OF DELAWARE EMPLOYEES' PENSION PLAN
FOR THE YEAR ENDED JUNE 30, 2019

	MEASUREMENT DATE				
PROPORTIONATE SHARE OF NET PENSION LIABILITY	JUNE 30, 2018	JUNE 30, 2017	JUNE 30, 2016	JUNE 30, 2015	JUNE 30, 2014
School's proportion of the net pension liability	0.2395%	0.1910%	0.1756%	0.1409%	0.1061%
School's proportion of the net pension liability - dollar value	$ 3,092,441	$ 2,800,443	$ 2,646,247	$ 937,416	$ 390,535
School's covered employee payroll	$ 4,754,194	$ 3,721,305	$ 3,349,061	$ 2,627,918	$ 1,939,990
School's proportionate share of the net pension liability as a percentage of its covered employee payroll	65.05%	75.25%	79.01%	35.67%	20.13%
Plan fiduciary net position as a percentage of the total pension liability	87.49%	85.31%	84.11%	92.67%	95.80%

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

LAS AMÉRICAS ASPIRA ACADEMY
SCHEDULE OF SCHOOL PENSION CONTRIBUTIONS
STATE OF DELAWARE EMPLOYEES' PENSION PLAN
FOR THE YEAR ENDED JUNE 30, 2019

CONTRIBUTIONS	JUNE 30, 2019	JUNE 30, 2018	JUNE 30, 2017	JUNE 30, 2016	JUNE 30, 2015
Contractually required contribution	$ 685,466	$ 495,387	$ 356,501	$ 320,840	$ 251,229
Contributions in relation to the contractually required contribution	685,466	495,387	356,501	320,840	251,229
Contribution excess	$ -	$ -	$ -	$ -	$ -
School's covered employee payroll	$ 5,794,303	$ 4,754,194	$ 3,721,305	$ 3,349,060	$ 2,627,918
Contributions as a percentage of covered-employee payroll	11.83%	10.42%	9.58%	9.58%	9.56%

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

LAS AMÉRICAS ASPIRA ACADEMY
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY
STATE OF DELAWARE EMPLOYEES' OPEB PLAN
FOR THE YEAR ENDED JUNE 30, 2019

	MEASUREMENT DATE	
PROPORTIONATE SHARE OF NET OPEB LIABILITY	JUNE 30, 2018	JUNE 30, 2017
School's proportion of the net OPEB liability	0.2334%	0.1867%
School's proportion of the net OPEB liability - dollar value	$ 19,161,282	$ 15,409,745
School's covered employee payroll	$ 5,794,303	$ 4,754,194
School's proportionate share of the net OPEB liability as a percentage of its covered employee payroll	330.69%	324.13%
Plan fiduciary net position as a percentage of the total OPEB liability	4.44%	4.13%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

LAS AMÉRICAS ASPIRA ACADEMY
SCHEDULE OF SCHOOL OPEB CONTRIBUTIONS
STATE OF DELAWARE EMPLOYEES' OPEB PLAN
FOR THE YEAR ENDED JUNE 30, 2019

CONTRIBUTIONS	JUNE 30, 2019	JUNE 30, 2018
Contractually required contribution	$ 683,069	$ 524,241
Contributions in relation to the contractually required contribution	683,069	524,241
Contribution excess	$ -	$ -
School's covered employee payroll	$ 5,794,303	$ 4,754,194
Contributions as a percentage of covered-employee payroll	11.79%	11.03%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

SUPPLEMENTARY INFORMATION

LAS AMÉRICAS ASPIRA ACADEMY
COMBINING BALANCE SHEET - GENERAL FUND
JUNE 30, 2019

	State Allocation	Local Funding	Federal Funding	Total
ASSETS				
Cash and pooled cash	$ 324,772	$ 1,068,843	$ -	$ 1,393,615
Accounts receivable	-	18,051	12,922	30,973
Deposits	-	-	-	-
Prepaid expenditures	-	39,965	-	39,965
Due from other funding source	-	12,922	-	12,922
TOTAL ASSETS	$ 324,772	$ 1,139,781	$ 12,922	$ 1,477,475
LIABILITIES AND FUND BALANCES (DEFICIT)				
LIABILITIES				
Accounts payable	$ -	$ 31,276	$ -	$ 31,276
Accrued salaries and related costs	-	1,273,789	-	1,273,789
Unearned summer camp fees	-	17,511	-	17,511
Due to other funding source	-	-	12,922	12,922
TOTAL LIABILITIES	-	1,322,576	12,922	1,335,498
FUND BALANCES (DEFICIT)				
Nonspendable	-	39,965	-	39,965
Unassigned (deficit)	324,772	(222,760)	-	102,012
TOTAL FUND BALANCES (DEFICIT)	324,772	(182,795)	-	141,977
TOTAL LIABILITIES AND FUND BALANCES (DEFICIT)	$ 324,772	$ 1,139,781	$ 12,922	$ 1,477,475

LAS AMÉRICAS ASPIRA ACADEMY
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2019

	State Allocation	Local Funding	Federal Funding	Total
REVENUES				
Charges to school districts	$ -	$ 3,523,535	$ -	$ 3,523,535
State aid	7,108,736	-	-	7,108,736
Federal aid	-	-	497,137	497,137
Interest income	-	43,400	-	43,400
Food service revenue	-	140,679	340,281	480,960
Other local revenues	-	515,428	-	515,428
After care	-	160,824	-	160,824
Donations	-	25,288	-	25,288
Summer camp	-	66,357	-	66,357
TOTAL REVENUES	7,108,736	4,475,511	837,418	12,421,665
EXPENDITURES				
Current:				
Instruction	5,440,584	3,860,368	495,521	9,796,473
Operation and maintenance of facilities	40,470	613,294	1,241	655,005
Transportation	-	804,734	375	805,109
Food services	140,421	130,568	340,281	611,270
Capital outlays:				
Property	87,758	504,972	-	592,730
Equipment	35,729	122,542	-	158,271
TOTAL EXPENDITURES	5,744,962	6,036,478	837,418	12,618,858
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	1,363,774	(1,560,967)	-	(197,193)
OTHER FINANCING USES:				
Transfer out	(1,086,213)	-	-	(1,086,213)
TOTAL OTHER FINANCING USES	(1,086,213)	-	-	(1,086,213)
NET CHANGE IN FUND BALANCES	277,561	(1,560,967)	-	(1,283,406)
FUND BALANCES, BEGINNING OF YEAR	47,211	1,378,172	-	1,425,383
FUND BALANCES (DEFICIT), END OF YEAR	$ 324,772	$ (182,795)	$ -	$ 141,977

LAS AMÉRICAS ASPIRA ACADEMY
SCHEDULE OF EXPENDITURES BY NATURAL CLASSIFICATION - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2019

EXPENDITURES	
Current:	
Salaries	$ 6,175,087
Employment costs	3,224,754
Travel	27,099
Contractual services	451,488
Communications	8,734
Public utilities service	167,239
Insurance	41,448
Transportation - buses	805,109
Repairs and maintenance	129,256
Supplies and materials	783,744
Student activities	60,198
Capital outlays:	
Property	592,730
Equipment	158,271
Debt service:	
Principal	75,000
Interest	1,029,813
TOTAL EXPENDITURES	$ 13,729,970

SINGLE AUDIT SUPPLEMENT

BTCPA
BARBACANE
THORNTON
& COMPANY

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

September 30, 2019

Board of Directors
Las Américas ASPIRA Academy
Newark, Delaware

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Las Américas ASPIRA Academy ("the School"), Newark, Delaware, as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated September 30, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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Board of Directors
Las Américas ASPIRA Academy

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Barbacane, Thornton & Company LLP

BARBACANE, THORNTON & COMPANY LLP

BTCPA
BARBACANE
THORNTON
& COMPANY

INDEPENDENT AUDITOR'S REPORT ON
COMPLIANCE FOR EACH MAJOR PROGRAM AND
ON INTERNAL CONTROL OVER COMPLIANCE
REQUIRED BY THE UNIFORM GUIDANCE

September 30, 2019

Board of Directors
Las Américas ASPIRA Academy
Newark, Delaware

Report on Compliance for Each Major Federal Program

We have audited Las Américas ASPIRA Academy's ("the School") compliance with the types of compliance requirements described in the OMB *Compliance Supplement* that could have a direct and material effect on the School's major federal programs for the year ended June, 30, 2019. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and recommendations.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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We believe that our audit provides a reasonable basis for our opinion on compliance for the School's major federal programs. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each major federal program for the year ended June 30, 2019.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Barbacane, Thornton & Company LLP

BARBACANE, THORNTON & COMPANY LLP

LAS AMÉRICAS ASPIRA ACADEMY
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2019

FEDERAL GRANTOR PROJECT TITLE	Source Code	FEDERAL CFDA NUMBER	GRANT PERIOD BEGINNING/ ENDING DATES	GRANT AMOUNT	TOTAL RECEIVED FOR YEAR	ACCRUED (DEFERRED) REVENUE 06/30/18	REVENUE RECOGNIZED	CURRENT YEAR EXPENDITURES	ACCRUED (DEFERRED) REVENUE 06/30/19	PASSED THROUGH TO SUB-RECIPIENTS
U.S. Department of Agriculture										
Passed through DE Department of Education										
National School Lunch Program	I	10.555	07/01/18-06/30/19	N/A	$ 277,526	$ -	$ 283,877	$ 283,877	$ 6,351	$ -
Summer Food Program For Children	I	10.559	07/01/18-06/30/19	N/A	6,207	-	12,158	12,158	5,951	-
Total Child Nutrition Cluster					283,733	-	296,035	296,035	12,302	-
Child and Adult Care Food Program	I	10.558	07/01/18-06/30/19	N/A	43,627	-	44,247	44,247	620	-
Total U.S. Department of Agriculture					327,360	-	340,282	340,282	12,922	-
U.S. Department of Education										
Passed through DE Department of Education										
Title I - Grants to Local Education Agencies	I	84.010	07/01/17-11/30/19	$ 185,230	23,796	23,796	-	-	-	-
Title I - Grants to Local Education Agencies	I	84.010	07/01/18-11/30/20	188,948	188,948	-	188,948	188,948	-	-
Total CFDA #84.10					212,744	23,796	188,948	188,948	-	-
I.D.E.A. Part B	I	84.027	07/01/17-11/30/19	117,566	29,253	-	29,253	29,253	-	-
I.D.E.A. Part B	I	84.027	07/01/18-11/30/20	132,069	124,817	-	124,817	124,817	-	-
Total CFDA #84.027					154,070	-	154,070	154,070	-	-
Special Education Preschool Grants	I	84.173	07/01/18-06/30/19	585	585	-	585	585	-	-
Total Special Education Cluster					154,655	-	154,655	154,655	-	-
English Language Acquistion	I	84.365	07/01/17-11/30/19	19,887	6,448	-	6,448	6,448	-	-
English Language Acquistion	I	84.365	07/01/18-11/30/20	19,887	13,907	-	13,907	13,907	-	-
Total CFDA #84.365					20,355	-	20,355	20,355	-	-
Title II - Improving Teacher Quality State Grants	I	84.367	07/01/17-11/30/19	36,039	3,076	-	3,076	3,076	-	-
Title II - Improving Teacher Quality State Grants	I	84.367	07/01/18-11/30/20	38,112	38,112	-	38,112	38,112	-	-
Total CFDA #84.367					41,188	-	41,188	41,188	-	-
Temporary Emergency Impact Aid for Displaced Students	I	84.938C	07/01/18-02/28/19	72,000	72,000	-	72,000	72,000	-	-
Title IV	I	84.424	07/01/17-11/30/19	10,000	31	-	31	31	-	-
Title IV	I	84.424	07/01/18-11/30/20	19,959	19,959	-	19,959	19,959	-	-
Total CFDA #84.424					19,990	-	19,990	19,990	-	-
Total U.S. Department of Education					520,932	23,796	497,136	497,136	-	-
TOTAL FEDERAL AWARDS					$ 848,292	$ 23,796	$ 837,418	$ 837,418	$ 12,922	$ -

Source Code:

I = Indirect funding

LAS AMÉRICAS ASPIRA ACADEMY
NEWARK, DELAWARE

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

NOTE A BASIS OF ACCOUNTING

All expenditures included in the schedule of expenditures of federal awards are presented on the basis that expenditures are reported to the respective federal grantor agencies. Accordingly, expenditures are recorded when the federal obligation is determined.

NOTE B INDIRECT COST RATE

The School has not elected to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance. For the year ended June 30, 2019, there were no indirect costs included in the schedule of expenditures of federal awards.

SCHEDULE OF FINDINGS AND RECOMMENDATIONS

LAS AMÉRICAS ASPIRA ACADEMY
NEWARK, DELAWARE

SCHEDULE OF FINDINGS AND RECOMMENDATIONS

PART A - SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued [*unmodified, qualified, adverse, or disclaimer*]:

Unmodified

Internal control over financial reporting:

• Material weakness(es) identified?	____ Yes	X No
• Significant deficiency(ies) identified?	____ Yes	X None reported
• Noncompliance material to financial statements noted?	____ Yes	X No

Federal Awards

Internal control over major program:

• Material weakness(es) identified?	____ Yes	X No
• Significant deficiency(ies) identified?	____ Yes	X None reported

Type of auditor's report issued on compliance for major program [*unmodified, qualified, adverse, or disclaimer*]:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance? ____ Yes X No

Identification of major programs:

CFDA Numbers	*Name of Federal Program or Cluster*
10.555, 10.559	Child Nutrition Cluster
10.558	Child and Adult Care Food Program

Dollar threshold used to distinguish between Type A and Type B programs: $ 750,000

Auditee qualified as low-risk auditee? ____ Yes X No

LAS AMÉRICAS ASPIRA ACADEMY
NEWARK, DELAWARE

SCHEDULE OF FINDINGS AND RECOMMENDATIONS (cont'd)

PART B - FINDINGS RELATED TO FINANCIAL STATEMENTS

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

PART C - FINDINGS RELATED TO FEDERAL AWARDS

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

Appendix 15 Board Approved 5-Year Budget Sheets (100% and 80% Enrollment)

APPENDIX 15

Projected Budgets for FY2021 through FY 2025

100% Scenario

PROJECTED BUDGETS FY2021 THROUGH FY2025

EXPLANATION OF BUDGET WORKSHEETS

Revenues:

State & Local

(1) State Revenue Funding Summary—see attached Funding Summary for FY2021 reflecting revenue estimates for enrollment of 216. For Projected Fiscal Years 2022 to FY2025; revenue estimates for enrollment of 216, 232, 248, 264 respectively have been projected based upon a 2% increase each year with FY2021 being the base year. State revenue calculations for FY2021 were projected using the experience and degree levels of current staff for a more accurate result than the average salary as represented in the State Revenue template. Increasing State salary schedules, effective July 1, 2019 by 2% each year through FY2025. Collectively, this resulted in an average increase of 2% for state appropriation resources.

(2) School District Local Fund Transfers—see attached Local Funding revenue calculations for FY2021 reflecting revenue estimates for enrollment of 216. For Projected Fiscal Years 2022 to FY2025; revenue estimates for enrollment of 216, 232, 248, 264 respectively have been projected based upon the average per pupil amount for FY2021 with the addition of 1% each year thereafter given the fluctuation in local per pupil amounts and potential change in student configuration.

Federal

(1) Entitlement Funding—Federal allocations are projected forward at the FY2020 funding level given recent reductions over the past fiscal years.

Other—There are no definitive future awards

(1) Foundations—As of FY2020, there are no awards for future years. The school is now eligible to approach Longwood for future awards and will pursue the efforts.

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

Expenditures:

State & Local

Personnel Salaries/Other Employer Costs

(4 to 16) Consideration was given for a potential step or bonus for all staff each year.
--The FY2020 OEC rate of 32.33% and Health insurance with 2% inflation was applied for each year.
--Year 2, noted for FY2023 where enrollment was increased by 16 to 232, one teacher was added.
--Year 3, noted for FY2024 where enrollment was increased by 16 to 248, one teacher was added.
--Year 4, noted for FY2025 where enrollment was increased by 16 to 264, one teacher was added.

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

(17) Transportation—based upon the FY2020 contracts for 6 buses and aides to transport students to and from school. The proportional adjustments each year should be sufficient should additional routes have to be added with the increase in enrollment.

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

(22) Textbooks—Book purchases.

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

(27) Therapists—Psychological/Therapists

(28) Classroom Technology—Computer services

(31) Contracted Services—Temporary and Paraprofessional Services

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

(33) Insurance—Liability coverage

(34) Rent—Lease amendment signed September 28, 2018 reflects no change in annual amount through FY2021. The Gateway Lab School is currently working on purchase options.

(36) Utilities—Electric

(37) Maintenance—B & G Repair and Maintenance

(38) Telephone/Communications—Telephones and Bandwidth

(41) Other—Custodial Services/Supplies and Trash

Administrative/Operations Support—With the exception of Equipment purchase, projected expenses were elevated based upon a proportional increase in students and a 2% increase applied each year.

(42) Equipment Lease/Maintenance—Photocopiers

(43) Equipment Purchase—Administrative Equipment

(44) Supplies and Materials—Office Supplies

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

(46) Postage and Shipping

(47) Enrollment/Recruiting—Advertising

(49) Technology Plan—Hardware maintenance

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

2% Contingency—remaining funds will be set aside for future facility planned projects

<u>Federal</u>

Personnel Salaries/Other Employer Costs

(12) Paraprofessional and .6 FTE of a Special Education Coordinator

--The FY2019 OEC rate of 32.33% and Health insurance rates were applied for each year.

(20) Supplies and Materials—Instructional
(23) Professional Development—Staff training

(30) Contracted Services—Paraprofessional Services

Other Funds—There are no definitive future awards

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

	State & Local Revenue					
		YEAR 0	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**
1	State Appropriations	$3,446,634	$3,515,567	$3,851,499	$4,199,462	$4,559,802
2	School District Local Fund Transfers	$1,763,982	$1,781,622	$1,932,730	$2,086,682	$2,243,519
3	Prior Year Carryover Funds	$0	$106,258	$204,848	$391,970	$552,027
	TOTAL STATE & LOCAL REVENUE	**$5,210,616**	**$5,403,447**	**$5,989,076**	**$6,678,113**	**$7,355,349**

	State & Local Expenses										
		YEAR 0		**YEAR 1**		**YEAR 2**		**YEAR 3**		**YEAR 4**	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
4	Classroom Teachers	$816,869.00	16.00	$833,206	16.00	$899,246	17.00	$1,015,981	18.00	$1,184,426	19.00
5	Special Education Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
6	Special Teachers (Phys Ed, Art, Music)	$110,904	2.00	$113,122	2.00	$115,384	2.00	$117,692	2.00	$120,046	2.00
7	Counselors	$45,078	1.00	$45,979	1.00	$46,899	1.00	$47,837	1.00	$48,794	1.00
8	Principal/Administrative	$293,221	3.00	$299,086	3.00	$305,068	3.00	$311,169	3.00	$317,392	3.00
9	Nurse	$50,457	1.00	$51,467	1.00	$52,496	1.00	$53,546	1.00	$54,617	1.00
10	Clerical	$100,024	2.00	$102,025	2.00	$104,065	2.00	$106,147	2.00	$108,269	2.00
11	Custodial	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
12	Substitutes	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
13	Other	$441,347.94	8.40	$450,175	8.40	$459,178	8.40	$468,362	8.40	$477,729	8.40
14	Other Employer Costs (32.33% of Salaries)	$600,660		$612,673		$640,889		$685,633		$747,235	
15	Health Insurance	$445,203		$454,107		$471,618		$497,909		$533,155	
16	Other Benefits	$0		$0		$0		$0		$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$2,903,764**	**33.40**	**$2,961,839**	**33.40**	**$3,094,843**	**34.40**	**$3,304,275**	**35.40**	**$3,591,663**	**36.40**
	Student Support										
17	Transportation	$336,185		$342,908		$375,675		$409,615		$444,763	
18	Extra Curricular Transportation	$0		$0		$0		$0		$0	
19	Cafeteria	$0		$0		$0		$0		$0	
20	Extra Curricular	$0		$0		$0		$0		$0	
21	Supplies and Materials	$45,984		$46,904		$51,386		$56,028		$60,836	
22	Textbooks	$34,208		$34,892		$38,226		$41,679		$45,256	
23	Curriculum	$0		$0		$0		$0		$0	
24	Professional Development	$12,986		$13,246		$14,512		$15,823		$17,180	
25	Assessments	$0		$0		$0		$0		$0	
26	Other Educational Program	$0		$0		$0		$0		$0	
27	Therapists (Occupational, Speech)	$315,876		$322,193		$393,795		$510,614		$635,331	
28	Classroom Technology	$25,367		$25,874		$28,346		$30,907		$33,559	
29	School Climate	$0		$0		$0		$0		$0	
30	Computers	$0		$0		$0		$0		$0	
31	Contracted Services	$445,323		$454,230		$538,449		$668,336		$806,587	
32	Other	$0		$0		$0		$0		$0	
	SUBTOTAL STUDENT SUPPORT	**$1,215,928**		**$1,240,247**		**$1,440,389**		**$1,733,003**		**$2,043,513**	
	Operations and Maintenance of Facilities										
33	Insurance (Property/Liability)	$19,706		$20,100		$22,021		$24,010		$26,070	
34	Rent	$392,294		$392,294		$392,294		$392,294		$392,294	
35	Mortgage	$0		$0		$0		$0		$0	
36	Utilities	$45,318		$46,225		$47,149		$48,092		$49,054	
37	Maintenance	$31,098		$31,720		$34,751		$37,890		$41,141	
38	Telephone/Communications	$2,810		$2,867		$3,036		$3,212		$3,393	
39	Construction	$0		$0		$0		$0		$0	
40	Renovation	$0		$0		$0		$0		$0	
41	Other	$106,567		$108,698		$119,085		$129,844		$140,985	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$597,793**		**$601,903**		**$618,336**		**$635,342**		**$652,938**	
	Administrative/Operations Support										
42	Equipment Lease/Maintenance	$23,878		$24,355		$24,843		$25,339		$25,846	
43	Equipment Purchase	$6,620		$6,752		$21,887		$22,325		$22,772	
44	Supplies and Materials	$13,165		$13,428		$13,697		$13,971		$14,250	
45	Printing and Copying	$11,706		$11,940		$13,081		$14,263		$15,487	
46	Postage and Shipping	$1,739		$1,774		$1,944		$2,119		$2,301	
47	Enrollment / Recruitment	$24,807		$25,303		$50,810		$51,826		$52,862	
48	Staffing (recruitment and assessment)	$0		$0		$0		$0		$0	
49	Technology Plan	$28,110		$28,672		$29,246		$29,831		$30,427	
50	Other	$276,846		$282,383		$288,031		$293,791		$299,667	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$386,872**		**$394,610**		**$443,538**		**$453,466**		**$463,613**	
	Management Company										
51	Fees	$0		$0		$0		$0		$0	
52	Salaries/Other Employee Costs	$0		$0		$0		$0		$0	
53	Curriculum	$0		$0		$0		$0		$0	
54	Accounting and Payroll	$0		$0		$0		$0		$0	
55	Other	$0		$0		$0		$0		$0	
	SUBTOTAL MANAGEMENT COMPANY	**$0**		**$0**		**$0**		**$0**		**$0**	
	STATE & LOCAL EXPENDITURES	**$5,104,358**		**$5,198,599**		**$5,597,106**		**$6,126,086**		**$6,751,727**	
56	**# Students**	216		216		232		248		264	
	REVENUE LESS EXPENDITURES	**$106,258**		**$204,848**		**$391,970**		**$552,027**		**$603,622**	
	2 % CONTINGENCY CHECK	$104,212.32		$108,068.94		$119,781.53		$133,562.27		$147,106.98	

	Federal Funds	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Entitlement Funding	$161,221	$161,221	$161,221	$161,221	$161,221
2	Other Federal Grants	$0	$0	$0	$0	$0
	TOTAL FEDERAL REVENUE	**$161,221**	**$161,221**	**$161,221**	**$161,221**	**$161,221**

	Federal Expenses	YEAR 0	FTE	YEAR 1	FTE	YEAR 2	FTE	YEAR 3	FTE	YEAR 4	FTE
	Personnel Salaries / Other Employer Costs										
3	Classroom Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
4	Special Education Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
5	Special Teachers (Phys Ed, Art, Music)	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
6	Counselors	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
7	Principal/Administrative	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
8	Nurse	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
9	Clerical	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
10	Custodial	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
11	Substitutes	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
12	Other	$71,556	1.60	$71,556	1.60	$71,556	1.60	$71,556	1.60	$71,556	1.60
13	Other Employer Costs (32.33% of Salaries)	$23,134		$23,134		$23,134		$23,134		$23,134	
14	Health Insurance	$8,010		$8,010		$8,010		$8,010		$8,010	
15	Other Benefits	$0		$0		$0		$0		$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$102,700**	**1.60**	**$102,700**	**1.60**	**$102,700**	**1.60**	**$102,700**	**1.60**	**$102,700**	**1.60**
	Student Support										
16	Transportation	$0		$0		$0		$0		$0	
17	Extra Curricular Transportation	$0		$0		$0		$0		$0	
18	Cafeteria	$0		$0		$0		$0		$0	
19	Extra Curricular	$0		$0		$0		$0		$0	
20	Supplies and Materials	$6,500		$6,500		$6,500		$6,500		$6,500	
21	Textbooks	$0		$0		$0		$0		$0	
22	Curriculum	$0		$0		$0		$0		$0	
23	Professional Development	$15,651		$15,651		$15,651		$15,651		$15,651	
24	Assessments	$0		$0		$0		$0		$0	
25	Other Educational Program	$0		$0		$0		$0		$0	
26	Therapists (Occupational, Speech)	$0		$0		$0		$0		$0	
27	Classroom Technology	$0		$0		$0		$0		$0	
28	School Climate	$0		$0		$0		$0		$0	
29	Computers	$0		$0		$0		$0		$0	
30	Contracted Services	$36,370		$36,370		$36,370		$36,370		$36,370	
31	Other	$0		$0		$0		$0		$0	
	SUBTOTAL STUDENT SUPPORT	**$58,521**		**$58,521**		**$58,521**		**$58,521**		**$58,521**	
	Operations and Maintenance of Facilities										
32	Insurance (Property/Liability)	$0		$0		$0		$0		$0	
33	Rent	$0		$0		$0		$0		$0	
34	Mortgage	$0		$0		$0		$0		$0	
35	Utilities	$0		$0		$0		$0		$0	
36	Maintenance	$0		$0		$0		$0		$0	
37	Telephone/Communications	$0		$0		$0		$0		$0	
38	Construction	$0		$0		$0		$0		$0	
39	Renovation	$0		$0		$0		$0		$0	
40	Other	$0		$0		$0		$0		$0	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$0**		**$0**		**$0**		**$0**		**$0**	
	Administrative/Operations Support										
42	Equipment Lease/Maintenance	$0		$0		$0		$0		$0	
41	Equipment Purchase	$0		$0		$0		$0		$0	
42	Supplies and Materials	$0		$0		$0		$0		$0	
43	Printing and Copying	$0		$0		$0		$0		$0	
44	Postage and Shipping	$0		$0		$0		$0		$0	
45	Enrollment / Recruitment	$0		$0		$0		$0		$0	
46	Staffing (recruitment and assessment)	$0		$0		$0		$0		$0	
47	Technology Plan	$0		$0		$0		$0		$0	
48	Other	$0		$0		$0		$0		$0	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$0**		**$0**		**$0**		**$0**		**$0**	
	Management Company										
49	Fees	$0		$0		$0		$0		$0	
50	Salaries/Other Employee Costs	$0		$0		$0		$0		$0	
51	Curriculum	$0		$0		$0		$0		$0	
52	Accounting and Payroll	$0		$0		$0		$0		$0	
53	Other	$0		$0		$0		$0		$0	
	SUBTOTAL MANAGEMENT COMPANY	**$0**		**$0**		**$0**		**$0**		**$0**	
	FEDERAL EXPENDITURES	**$161,221**		**$161,221**		**$161,221**		**$161,221**		**$161,221**	
54	**# Students**	216		216		232		248		264	
	REVENUE LESS EXPENDITURES	**$0**		**$0**		**$0**		**$0**		**$0**	

	Other Funds	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Non Profit Grants	$0	$0	$0	$0	$0
2	Foundation Funds	$0	$0	$0	$0	$0
3	Donations	$0	$0	$0	$0	$0
4	Construction / Bank Loans	$0	$0	$0	$0	$0
5	Cafeteria Funds	$0	$0	$0	$0	$0
6	Miscellaneous Revenue	$0	$0	$0	$0	$0
7	Prior Year Carryover Funds	$0	$0	$0	$0	$0
	TOTAL OTHER REVENUE	**$0**	**$0**	**$0**	**$0**	**$0**

	Other Expenses	YEAR 0	FTE	YEAR 1	FTE	YEAR 2	FTE	YEAR 3	FTE	YEAR 4	FTE
	Personnel Salaries / Other Employer Costs										
8	Classroom Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
9	Special Education Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
10	Special Teachers (Phys Ed, Art, Music)	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
11	Counselors	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
12	Principal/Administrative	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
13	Nurse	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
14	Clerical	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
15	Custodial	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
16	Substitutes	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
17	Other	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
18	Other Employer Costs (32.33% of Salaries)	$0		$0		$0		$0		$0	
19	Health Insurance	$0		$0		$0		$0		$0	
20	Other Benefits	$0		$0		$0		$0		$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$0**	**0.00**	**$0**	**0.00**	**$0**	**0.00**	**$0**	**0.00**	**$0**	**0.00**
	Student Support										
21	Transportation	$0		$0		$0		$0		$0	
22	Extra Curricular Transportation	$0		$0		$0		$0		$0	
23	Cafeteria	$0		$0		$0		$0		$0	
24	Extra Curricular	$0		$0		$0		$0		$0	
25	Supplies and Materials	$0		$0		$0		$0		$0	
26	Textbooks	$0		$0		$0		$0		$0	
27	Curriculum	$0		$0		$0		$0		$0	
28	Professional Development	$0		$0		$0		$0		$0	
29	Assessments	$0		$0		$0		$0		$0	
30	Other Educational Program	$0		$0		$0		$0		$0	
31	Therapists (Occupational, Speech)	$0		$0		$0		$0		$0	
32	Classroom Technology	$0		$0		$0		$0		$0	
33	School Climate	$0		$0		$0		$0		$0	
34	Computers	$0		$0		$0		$0		$0	
35	Contracted Services	$0		$0		$0		$0		$0	
36	Other	$0		$0		$0		$0		$0	
	SUBTOTAL STUDENT SUPPORT	**$0**		**$0**		**$0**		**$0**		**$0**	
	Operations and Maintenance of Facilities										
37	Insurance (Property/Liability)	$0		$0		$0		$0		$0	
38	Rent	$0		$0		$0		$0		$0	
39	Mortgage	$0		$0		$0		$0		$0	
40	Utilities	$0		$0		$0		$0		$0	
41	Maintenance	$0		$0		$0		$0		$0	
42	Telephone/Communications	$0		$0		$0		$0		$0	
43	Construction	$0		$0		$0		$0		$0	
44	Renovation	$0		$0		$0		$0		$0	
45	Other	$0		$0		$0		$0		$0	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$0**		**$0**		**$0**		**$0**		**$0**	
	Administrative/Operations Support										
46	Equipment Lease/Maintenance	$0		$0		$0		$0		$0	
47	Equipment Purchase	$0		$0		$0		$0		$0	
48	Supplies and Materials	$0		$0		$0		$0		$0	
49	Printing and Copying	$0		$0		$0		$0		$0	
50	Postage and Shipping	$0		$0		$0		$0		$0	
51	Enrollment / Recruitment	$0		$0		$0		$0		$0	
52	Staffing (recruitment and assessment)	$0		$0		$0		$0		$0	
53	Technology Plan	$0		$0		$0		$0		$0	
54	Other	$0		$0		$0		$0		$0	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$0**		**$0**		**$0**		**$0**		**$0**	
	Management Company										
55	Fees	$0		$0		$0		$0		$0	
56	Salaries/Other Employee Costs	$0		$0		$0		$0		$0	
57	Curriculum	$0		$0		$0		$0		$0	
58	Accounting and Payroll	$0		$0		$0		$0		$0	
59	Other	$0		$0		$0		$0		$0	
	SUBTOTAL MANAGEMENT COMPANY	**$0**		**$0**		**$0**		**$0**		**$0**	
	OTHER EXPENDITURES	**$0**		**$0**		**$0**		**$0**		**$0**	
60	**# Students**	216		216		232		248		264	
	REVENUE LESS EXPENDITURES	**$0**		**$0**		**$0**		**$0**		**$0**	

FY2021

STATE REVENUE

FUNDING SUMMARY

GATEWAY LAB CHARTER SCHOOL							
FY2021 ENROLLMENT OF 216							
					REVENUE		
TEACHERS					**STATE**	**STATE**	**Total**
Units	**FRAC**		**STEP**	**DEG**	**SALARY**	**HEALTH INS**	**S & H**
1.0			18	M	48,862	21,428	70,291
1.0			18	M15	49,943	12,737	62,680
1.0			18	M30	51,972	0	51,972
1.0			15	M	47,806	21,612	69,418
1.0			18	M	48,862	21,438	70,300
1.0			9	M	41,569	21,438	63,007
1.0			7	M	37,934	8,264	46,198
1.0			8	M	38,964	12,460	51,424
1.0			3	B	30,438	8,264	38,702
1.0					71,984	33,253	105,237
1.0			5	D	40,451	12,535	52,986
1.0			7	B30	36,362	8,264	44,626
1.0			7	B	34,301	12,177	46,479
1.0			18	B30	44,737	0	44,737
1.0			18	M45	53,063	17,149	70,212
1.0			2	M	34,158	8,264	42,422
1.0			8	M	38,964	0	38,964
1.0			10	M	42,599	21,612	64,210
1.0			3	B15	31,582	12,737	44,319
1.0			15	M	47,806	12,177	59,983
1.0			3	B	30,438	8,264	38,702
1.0			16	M45	51,981	0	51,981
1.0			9	B	36,362	17,149	53,511
1.0			13	M	45,744	12,535	58,279
1.0			7	M	37,934	12,535	50,469
0.91			5	B	29,313	8,145	37,459
25.91							
Nurse	0.19				7,362	2,423	9,785
Visiting Teacher	0.10				4,533	1,247	5,781
Academic Exc	0.86				44,974	10,726	55,700
Related Services-Basic	0.18				8,284	2,282	10,566
Related Services-Intense	1.27				58,908	15,873	74,782
Related Services-Complex	2.82				130,431	35,171	165,602
					1,358,622	392,160	1,750,782

ADMINISTRATORS	ADM EXP	TYPE ADM	STEP	DEG	STATE SALARY	STATE HEALTH INS	Total S & H
Principal	2	P25	18	M15	66,523	21,438	87,961
Administrative Asst	4	AA	18	M	65,671	16,079	81,750
11 Month Supvr	0.17				11,060	2,120	13,180
Transportation Supvr	0.03				1,952	374	2,326
Assistant Principal	0.65				39,348	8,107	47,455
					184,555	48,118	232,673
SECRETARIES			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
1.0					22,907	16,574	39,481
1.0			13	ND	36,986	21,428	58,414
					59,893	38,002	97,895
CUSTODIANS			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
3.0					80,133	37,416	117,549
					80,133	37,416	117,549
CAFETERIA			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
	0.73				18,533	9,105	27,638
	1.34				15,791	16,712	32,503
					34,324	25,817	60,141
TOTAL SALARY					1,717,527		
TOTAL HEALTH INS					541,514		
OEC	0.3233				555,276		
TOTAL SALARY & OEC					2,814,317		
Division II--AOC		2,925			15,805		
Division II--Energy		2,387			61,847		
Division III--Equalization		6,843			177,302		
Division III--Visiting Teacher		0.10			684		
Division III--Psychologists		0.18			491		

AE Division III		0.86			5,885		
AE Division II		0.86			2,516		
AE Allotment							
Educational Sustainment Fund					79,117		
Education Accntab					0		
Technology Block Grant					8,675		
Prof & Curr Dev					3,121		
MCI					27,692		
Opportunity Grant					24,000		
SSBG--K-3					1,854		
Safety & Security					11,531		
Transportation		211			211,798		
TOTAL OTHER SOURCES					632,318		
SAL & OTHER					**3,446,634**		

FY2021

LOCAL REVENUE

FUNDING SUMMARY

Charter School Name:	Gateway Lab Charter School													
								#students per unit						
New Charter School Estimated State and Local Fund Calculations						Regular/Special K-3		16.2						
Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.						Regular Students 4-12		20						
--State earnings are detailed on the New Charter State Template Tab below.						Special Students 4-12 Basic		8.4						
Please enter the following information:						Special Students 4-12 Intense		6						
Specify grade configuration for the year of estimate	3-8	(Example K-8, 9-12)				Special Students 4-12 Complex		2.6						
Specify the county the school will be located	New Castle	Choices New Castle, Kent or Sussex												
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.														
Enter the number of tenth graders in the box in cell location J12														
State Funding	**Local Funding**	**Total Funding**			**UNITS**	25.91								
$2,870,261	$1,763,982	**$4,634,243**			Enter Estimated # of 10th Graders Here				0					
29 Appoquinimink	**#**	**Local Pupil Rate**	**Amount**		**31 Brandywine**	**#**	**Local Pupil Rate**	**Amount**		**10 Caesar Rodney**	**#**	**Local Pupil Rate**	**Amount**	
Regular/Special K-3	0.00	$2,084.49	**$0**		Regular/Special K-3	0.00	$5,132.48	**$0**		Regular/Special K-3	0.00	$1,353.18	**$0**	
Regular Students 4-12	1.00	$1,688.43	**$1,688**		Regular Students 4-12	8.00	$4,157.31	**$33,258**		Regular Students 4-12	0.00	$1,096.07	**$0**	
Special Students 4-12 Basic	3.00	$4,020.08	**$12,060**		Special Students 4-12 Basic	3.00	$9,898.35	**$29,695**		Special Students 4-12 Basic	0.00	$2,609.70	**$0**	
Special Students 4-12 Intense	2.00	$5,628.11	**$11,256**		Special Students 4-12 Intense	3.00	$13,857.69	**$41,573**		Special Students 4-12 Intense	0.00	$3,653.58	**$0**	
Special Students 4-12 Complex	0.00	$12,987.95	**$0**		Special Students 4-12 Complex	3.00	$31,979.29	**$95,938**		Special Students 4-12 Complex	0.00	$8,431.34	**$0**	
Totals	**6.00**		**$25,005**			**17.00**		**$200,464**			**0.00**		**$0**	
17 Cape Henlopen	**#**	**Local Pupil Rate**	**Amount**		**13 Capital**	**#**	**Local Pupil Rate**	**Amount**		**33 Christina**	**#**	**Local Pupil Rate**	**Amount**	
Regular/Special K-3	0.00	$3,268.73	**$0**		Regular/Special K-3	0.00	$1,432.02	**$0**		Regular/Special K-3	6.00	$4,548.37	**$27,290**	
Regular Students 4-12	0.00	$2,647.67	**$0**		Regular Students 4-12	0.00	$1,159.93	**$0**		Regular Students 4-12	44.00	$3,684.18	**$162,104**	
Special Students 4-12 Basic	0.00	$6,303.97	**$0**		Special Students 4-12 Basic	0.00	$2,761.75	**$0**		Special Students 4-12 Basic	16.00	$8,771.85	**$140,350**	
Special Students 4-12 Intense	0.00	$8,825.56	**$0**		Special Students 4-12 Intense	0.00	$3,866.45	**$0**		Special Students 4-12 Intense	12.00	$12,280.60	**$147,367**	
Special Students 4-12 Complex	0.00	$20,366.69	**$0**		Special Students 4-12 Complex	0.00	$8,922.57	**$0**		Special Students 4-12 Complex	9.00	$28,339.84	**$255,059**	
Totals	**0.00**		**$0**			**0.00**		**$0**			**87.00**		**$732,170**	
34 Colonial	**#**	**Local Pupil Rate**	**Amount**		**37 Delmar**	**#**	**Local Pupil Rate**	**Amount**		**36 Indian River**	**#**	**Local Pupil Rate**	**Amount**	
Regular/Special K-3	5.00	$3,124.77	**$15,624**		Regular/Special K-3	0.00	$728.13	**$0**		Regular/Special K-3	0.00	$2,896.83	**$0**	
Regular Students 4-12	20.00	$2,531.06	**$50,621**		Regular Students 4-12	0.00	$589.78	**$0**		Regular Students 4-12	0.00	$2,346.43	**$0**	
Special Students 4-12 Basic	11.00	$6,026.33	**$66,290**		Special Students 4-12 Basic	0.00	$1,404.25	**$0**		Special Students 4-12 Basic	0.00	$5,586.75	**$0**	
Special Students 4-12 Intense	3.00	$8,436.87	**$25,311**		Special Students 4-12 Intense	0.00	$1,965.95	**$0**		Special Students 4-12 Intense	0.00	$7,821.45	**$0**	
Special Students 4-12 Complex	3.00	$19,469.69	**$58,409**		Special Students 4-12 Complex	0.00	$4,536.81	**$0**		Special Students 4-12 Complex	0.00	$18,049.49	**$0**	
Totals	**42.00**		**$216,254**			**0.00**		**$0**			**0.00**		**$0**	
15 Lake Forest	**#**	**Local Pupil Rate**	**Amount**		**16 Laurel**	**#**	**Local Pupil Rate**	**Amount**		**18 Milford**	**#**	**Local Pupil Rate**	**Amount**	
Regular/Special K-3	0.00	$1,330.51	**$0**		Regular/Special K-3	0.00	$710.91	**$0**		Regular/Special K-3	0.00	$1,127.71	**$0**	
Regular Students 4-12	0.00	$1,077.71	**$0**		Regular Students 4-12	0.00	$575.84	**$0**		Regular Students 4-12	0.00	$913.44	**$0**	
Special Students 4-12 Basic	0.00	$2,565.99	**$0**		Special Students 4-12 Basic	0.00	$1,371.04	**$0**		Special Students 4-12 Basic	0.00	$2,174.86	**$0**	
Special Students 4-12 Intense	0.00	$3,592.38	**$0**		Special Students 4-12 Intense	0.00	$1,919.45	**$0**		Special Students 4-12 Intense	0.00	$3,044.80	**$0**	
Special Students 4-12 Complex	0.00	$8,290.11	**$0**		Special Students 4-12 Complex	0.00	$4,429.51	**$0**		Special Students 4-12 Complex	0.00	$7,026.47	**$0**	
Totals	**0.00**		**$0**			**0.00**		**$0**			**0.00**		**$0**	
32 Red Clay	**#**	**Local Pupil Rate**	**Amount**		**23 Seaford**	**#**	**Local Pupil Rate**	**Amount**		**24 Smyrna**	**#**	**Local Pupil Rate**	**Amount**	
Regular/Special K-3	2.00	$4,429.38	**$8,859**		Regular/Special K-3	0.00	$1,200.69	**$0**		Regular/Special K-3	0.00	$1,135.88	**$0**	
Regular Students 4-12	26.00	$3,587.80	**$93,283**		Regular Students 4-12	0.00	$972.56	**$0**		Regular Students 4-12	1.00	$920.06	**$920**	
Special Students 4-12 Basic	6.00	$8,542.37	**$51,254**		Special Students 4-12 Basic	0.00	$2,315.62	**$0**		Special Students 4-12 Basic	0.00	$2,190.62	**$0**	
Special Students 4-12 Intense	22.00	$11,959.32	**$263,105**		Special Students 4-12 Intense	0.00	$3,241.87	**$0**		Special Students 4-12 Intense	0.00	$3,066.87	**$0**	
Special Students 4-12 Complex	6.00	$27,598.44	**$165,591**		Special Students 4-12 Complex	0.00	$7,481.24	**$0**		Special Students 4-12 Complex	1.00	$7,077.40	**$7,077**	
Totals	**62.00**		**$582,091**			**0.00**		**$0**			**2.00**		**$7,997**	
35 Woodbridge	**#**	**Local Pupil Rate**	**Amount**											
Regular/Special K-3	0.00	$1,127.03	**$0**											
Regular Students 4-12	0.00	$912.89	**$0**											
Special Students 4-12 Basic	0.00	$2,173.56	**$0**											
Special Students 4-12 Intense	0.00	$3,042.98	**$0**											
Special Students 4-12 Complex	0.00	$7,022.26	**$0**											
Totals	**0.00**		**$0**											

APPENDIX 15

Projected Budgets for FY2021 through FY 2025

80% Scenario

PROJECTED BUDGETS FY2021 THROUGH FY2025

EXPLANATION OF BUDGET WORKSHEETS

Revenues:

State & Local

(1) State Revenue Funding Summary—see attached Funding Summary for FY2021 reflecting revenue estimates for enrollment of 173. For Projected Fiscal Years 2022 to FY2025; revenue estimates for enrollment of 173, 186, 198, 211 respectively have been projected based upon a 2% increase each year with FY2021 being the base year. State revenue calculations for FY2021 were projected using the experience and degree levels of current staff for a more accurate result than the average salary as represented in the State Revenue template. Increasing State salary schedules, effective July 1, 2019 by 2% each year through FY2025. Collectively, this resulted in an average increase of 2% for state appropriation resources.

(2) School District Local Fund Transfers—see attached Local Funding revenue calculations for FY2021 reflecting revenue estimates for enrollment of 173. For Projected Fiscal Years 2022 to FY2025; revenue estimates for enrollment of 173, 186, 198, 211 respectively have been projected based upon the average per pupil amount for FY2021 with the addition of 1% each year thereafter given the fluctuation in local per pupil amounts and potential change in student configuration.

(3) Prior Year Carryover Funds— The FY2020 published preliminary local charter billing for the Gateway Lab Charter School reflects an average per pupil reduction from the FY2019 $9,224.91 to FY2020 $7,508.81 for an estimated total loss of $326,043.80 for the projected 190 students on September 18, 2019. That being said, the impact for future projections includes a prior year amount of $124,958 for FY2021 to ensure that the budget meets the 2% contingency criteria of $89,296.18 and budget coverage of $35,661.82.

Federal

(1) Entitlement Funding—Federal allocations for Title I, Title II and IDEA B are projected forward at 80% of the FY2020 funding level to reflect the reduction in students relative to the 100% scenario.

Other—There are no definitive future awards

(1) Foundations—As of FY2020, there are no approved awards for future years. The school is now eligible to approach Longwood for future awards and will pursue the efforts.

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

Expenditures:

State & Local

Personnel Salaries/Other Employer Costs

(4 to 16) All staff is frozen at the FY2020 salary.
--The FY2020 OEC rate of 32.33% and Health insurance with 2% inflation was applied for each year. For FY2021 and FY2022, 3 staff was reduced as a result of the 80% enrollment scenario. For FY2023 through FY2025, 1 of the 3 staff was added back.
--Year 2, noted for FY2023 where enrollment was increased by 13 to 186, one teacher was added.
--Year 3, noted for FY2024 where enrollment was increased by 12 to 198, one teacher was added.
--Year 4, noted for FY2025 where enrollment was increased by 13 to 211, one teacher was added.

Student Support—Projected expenses were adjusted based upon a proportional change in students and a 2% increase applied each year.

(17) Transportation—based upon the FY2020 contracts for 6 buses and aides to transport students to and from school. The proportional adjustments each year should be sufficient should routes have to be adjusted with the change in enrollment.

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

(22) Textbooks—Book purchases.

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

(27) Therapists—Psychological/Therapists

(28) Classroom Technology—Computer services

(31) Contracted Services—Temporary and Paraprofessional Services

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

(33) Insurance—Liability coverage

(34) Rent—Lease amendment signed September 28, 2018 reflects no change in annual amount through FY2021. The Gateway Lab School is currently working on purchase options.

(36) Utilities—Electric

(37) Maintenance—B & G Repair and Maintenance

(38) Telephone/Communications—Telephones and Bandwidth

(41) Other—Custodial Services/Supplies and Trash

Administrative/Operations Support—With the exception of Equipment purchase, projected expenses were adjusted based upon a proportional change in students and a 2% increase applied each year.

(42) Equipment Lease/Maintenance—Photocopiers

(43) Equipment Purchase—Administrative Equipment

(44) Supplies and Materials—Office Supplies

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

(46) Postage and Shipping

(47) Enrollment/Recruiting—Advertising

(49) Technology Plan—Hardware maintenance

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

2% Contingency—remaining funds will be set aside for future facility planned projects and/or salary policy

Federal

Personnel Salaries/Other Employer Costs

(12) Paraprofessional and .6 FTE of a Special Education Coordinator
--The FY2019 OEC rate of 32.33% and Health insurance rates were applied for each year.

(20) Supplies and Materials—Instructional

(23) Professional Development—Staff training

(30) Contracted Services—Paraprofessional Services

Other Funds—There are no definitive future awards

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

		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
	State & Local Revenue										
1	State Appropriations	$2,915,828		$2,974,145		$3,261,588		$3,541,453		$3,849,452	
2	School District Local Fund Transfers	$1,424,023		$1,438,263		$1,561,804		$1,679,191		$1,807,336	
3	Prior Year Carryover Funds	$124,958		$89,300		$90,806		$166,670		$190,766	
	TOTAL STATE & LOCAL REVENUE	**$4,464,809**		**$4,501,707**		**$4,914,198**		**$5,387,315**		**$5,847,554**	
	State & Local Expenses										
		YEAR 0		**YEAR 1**		**YEAR 2**		**YEAR 3**		**YEAR 4**	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
4	Classroom Teachers	$739,824.00	15.00	$739,824	15.00	$852,273	17.00	$1,013,129	18.00	$1,222,392	19.00
5	Special Education Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
6	Special Teachers (Phys Ed, Art, Music)	$108,729	2.00	$108,729	2.00	$108,729	2.00	$108,729	2.00	$108,729	2.00
7	Counselors	$44,194	1.00	$44,194	1.00	$44,194	1.00	$44,194	1.00	$44,194	1.00
8	Principal/Administrative	$287,472	3.00	$287,472	3.00	$287,472	3.00	$287,472	3.00	$287,472	3.00
9	Nurse	$49,468	1.00	$49,468	1.00	$49,468	1.00	$49,468	1.00	$49,468	1.00
10	Clerical	$98,063	2.00	$98,063	2.00	$98,063	2.00	$98,063	2.00	$98,063	2.00
11	Custodial	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
12	Substitutes	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
13	Other	$345,062.00	6.40	$345,062	6.40	$345,062	6.40	$345,062	6.40	$345,062	6.40
14	Other Employer Costs (32.33% of Salaries)	$540,820		$540,820		$577,175		$629,180		$696,834	
15	Health Insurance	$389,976		$397,776		$436,027		$483,473		$540,297	
16	Other Benefits	$0		$0		$0		$0		$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$2,603,608**	**30.40**	**$2,611,408**	**30.40**	**$2,798,463**	**32.40**	**$3,058,770**	**33.40**	**$3,392,511**	**34.40**
	Student Support										
17	Transportation	$269,259		$274,644		$301,188		$327,032		$355,474	
18	Extra Curricular Transportation	$0		$0		$0		$0		$0	
19	Cafeteria	$0		$0		$0		$0		$0	
20	Extra Curricular	$0		$0		$0		$0		$0	
21	Supplies and Materials	$36,830		$37,567		$41,197		$44,732		$48,623	
22	Textbooks	$27,398		$27,946		$30,647		$33,276		$36,170	
23	Curriculum	$0		$0		$0		$0		$0	
24	Professional Development	$10,401		$10,609		$11,634		$12,633		$13,731	
25	Assessments	$0		$0		$0		$0		$0	
26	Other Educational Program	$0		$0		$0		$0		$0	
27	Therapists (Occupational, Speech)	$217,701		$222,055		$243,516		$264,411		$287,407	
28	Classroom Technology	$20,317		$20,723		$22,726		$24,676		$26,822	
29	School Climate	$0		$0		$0		$0		$0	
30	Computers	$0		$0		$0		$0		$0	
31	Contracted Services	$321,379		$327,807		$359,488		$471,238		$512,221	
32	Other	$0		$0		$0		$0		$0	
	SUBTOTAL STUDENT SUPPORT	**$903,285**		**$921,350**		**$1,010,396**		**$1,177,998**		**$1,280,448**	
	Operations and Maintenance of Facilities										
33	Insurance (Property/Liability)	$15,783		$16,099		$17,655		$19,169		$20,837	
34	Rent	$392,294		$392,294		$392,294		$392,294		$392,294	
35	Mortgage	$0		$0		$0		$0		$0	
36	Utilities	$36,297		$37,023		$37,763		$38,518		$39,289	
37	Maintenance	$24,907		$25,405		$27,860		$30,251		$32,882	
38	Telephone/Communications	$2,810		$2,867		$3,036		$3,212		$3,393	
39	Construction	$0		$0		$0		$0		$0	
40	Renovation	$0		$0		$0		$0		$0	
41	Other	$85,352		$87,059		$95,473		$103,666		$112,681	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$557,443**		**$560,746**		**$574,082**		**$587,110**		**$601,375**	
	Administrative/Operations Support										
42	Equipment Lease/Maintenance	$19,124		$19,507		$19,897		$20,295		$20,701	
43	Equipment Purchase	$6,620		$6,752		$21,887		$22,325		$22,772	
44	Supplies and Materials	$10,544		$10,755		$10,970		$11,190		$11,413	
45	Printing and Copying	$9,376		$9,563		$10,488		$11,388		$12,378	
46	Postage and Shipping	$1,393		$1,421		$1,558		$1,692		$1,839	
47	Enrollment / Recruitment	$19,869		$20,266		$45,672		$46,585		$47,517	
48	Staffing (recruitment and assessment)	$0		$0		$0		$0		$0	
49	Technology Plan	$22,514		$22,964		$23,424		$23,892		$24,370	
50	Other	$221,733		$226,168		$230,691		$235,305		$240,011	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$311,174**		**$317,397**		**$364,587**		**$372,672**		**$381,001**	
	Management Company										
51	Fees	$0		$0		$0		$0		$0	
52	Salaries/Other Employee Costs	$0		$0		$0		$0		$0	
53	Curriculum	$0		$0		$0		$0		$0	
54	Accounting and Payroll	$0		$0		$0		$0		$0	
55	Other	$0		$0		$0		$0		$0	
	SUBTOTAL MANAGEMENT COMPANY	**$0**		**$0**		**$0**		**$0**		**$0**	
	STATE & LOCAL EXPENDITURES	**$4,375,509**		**$4,410,901**		**$4,747,528**		**$5,196,549**		**$5,655,336**	
56	**# Students**	173		173		186		198		211	
	REVENUE LESS EXPENDITURES	**$89,300**		**$90,806**		**$166,670**		**$190,766**		**$192,218**	
	2 % CONTINGENCY CHECK	$89,296.18		$90,034.15		$98,283.97		$107,746.30		$116,951.08	

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

	Federal Funds	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Entitlement Funding	$130,977	$130,977	$140,068	$148,459	$157,550
2	Other Federal Grants	$0	$0	$0	$0	$0
	TOTAL FEDERAL REVENUE	**$130,977**	**$130,977**	**$140,068**	**$148,459**	**$157,550**

	Federal Expenses	YEAR 0	FTE	YEAR 1	FTE	YEAR 2	FTE	YEAR 3	FTE	YEAR 4	FTE
	Personnel Salaries / Other Employer Costs										
3	Classroom Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
4	Special Education Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
5	Special Teachers (Phys Ed, Art, Music)	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
6	Counselors	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
7	Principal/Administrative	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
8	Nurse	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
9	Clerical	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
10	Custodial	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
11	Substitutes	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
12	Other	$71,556	1.60	$71,556	1.60	$71,556	1.60	$71,556	1.60	$71,556	1.60
13	Other Employer Costs (32.33% of Salaries)	$23,134		$23,134		$23,134		$23,134		$23,134	
14	Health Insurance	$8,010		$8,010		$8,010		$8,010		$8,010	
15	Other Benefits	$0		$0		$0		$0		$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$102,700**	**1.60**	**$102,700**	**1.60**	**$102,700**	**1.60**	**$102,700**	**1.60**	**$102,700**	**1.60**
	Student Support										
16	Transportation	$0		$0		$0		$0		$0	
17	Extra Curricular Transportation	$0		$0		$0		$0		$0	
18	Cafeteria	$0		$0		$0		$0		$0	
19	Extra Curricular	$0		$0		$0		$0		$0	
20	Supplies and Materials	$6,500		$6,500		$6,500		$6,500		$6,500	
21	Textbooks	$0		$0		$0		$0		$0	
22	Curriculum	$0		$0		$0		$0		$0	
23	Professional Development	$15,651		$15,651		$15,651		$15,651		$15,651	
24	Assessments	$0		$0		$0		$0		$0	
25	Other Educational Program	$0		$0		$0		$0		$0	
26	Therapists (Occupational, Speech)	$0		$0		$0		$0		$0	
27	Classroom Technology	$0		$0		$0		$0		$0	
28	School Climate	$0		$0		$0		$0		$0	
29	Computers	$0		$0		$0		$0		$0	
30	Contracted Services	$6,126		$6,126		$15,217		$23,608		$32,699	
31	Other	$0		$0		$0		$0		$0	
	SUBTOTAL STUDENT SUPPORT	**$28,277**		**$28,277**		**$37,368**		**$45,759**		**$54,850**	
	Operations and Maintenance of Facilities										
32	Insurance (Property/Liability)	$0		$0		$0		$0		$0	
33	Rent	$0		$0		$0		$0		$0	
34	Mortgage	$0		$0		$0		$0		$0	
35	Utilities	$0		$0		$0		$0		$0	
36	Maintenance	$0		$0		$0		$0		$0	
37	Telephone/Communications	$0		$0		$0		$0		$0	
38	Construction	$0		$0		$0		$0		$0	
39	Renovation	$0		$0		$0		$0		$0	
40	Other	$0		$0		$0		$0		$0	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$0**		**$0**		**$0**		**$0**		**$0**	
	Administrative/Operations Support										
42	Equipment Lease/Maintenance	$0		$0		$0		$0		$0	
41	Equipment Purchase	$0		$0		$0		$0		$0	
42	Supplies and Materials	$0		$0		$0		$0		$0	
43	Printing and Copying	$0		$0		$0		$0		$0	
44	Postage and Shipping	$0		$0		$0		$0		$0	
45	Enrollment / Recruitment	$0		$0		$0		$0		$0	
46	Staffing (recruitment and assessment)	$0		$0		$0		$0		$0	
47	Technology Plan	$0		$0		$0		$0		$0	
48	Other	$0		$0		$0		$0		$0	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$0**		**$0**		**$0**		**$0**		**$0**	
	Management Company										
49	Fees	$0		$0		$0		$0		$0	
50	Salaries/Other Employee Costs	$0		$0		$0		$0		$0	
51	Curriculum	$0		$0		$0		$0		$0	
52	Accounting and Payroll	$0		$0		$0		$0		$0	
53	Other	$0		$0		$0		$0		$0	
	SUBTOTAL MANAGEMENT COMPANY	**$0**		**$0**		**$0**		**$0**		**$0**	
	FEDERAL EXPENDITURES	**$130,977**		**$130,977**		**$140,068**		**$148,459**		**$157,550**	
54	**# Students**	173		173		186		198		211	
	REVENUE LESS EXPENDITURES	**($0)**		**($0)**		**($0)**		**$0**		**($0)**	

Rev. 8/27/2019

APPENDIX 15

Projected Budgets for FY2021 through FY 2025

80% Scenario

PROJECTED BUDGETS FY2021 THROUGH FY2025

EXPLANATION OF BUDGET WORKSHEETS

Revenues:

State & Local

(1) State Revenue Funding Summary—see attached Funding Summary for FY2021 reflecting revenue estimates for enrollment of 173. For Projected Fiscal Years 2022 to FY2025; revenue estimates for enrollment of 173, 186, 198, 211 respectively have been projected based upon a 2% increase each year with FY2021 being the base year. State revenue calculations for FY2021 were projected using the experience and degree levels of current staff for a more accurate result than the average salary as represented in the State Revenue template. Increasing State salary schedules, effective July 1, 2019 by 2% each year through FY2025. Collectively, this resulted in an average increase of 2% for state appropriation resources.

(2) School District Local Fund Transfers—see attached Local Funding revenue calculations for FY2021 reflecting revenue estimates for enrollment of 173. For Projected Fiscal Years 2022 to FY2025; revenue estimates for enrollment of 173, 186, 198, 211 respectively have been projected based upon the average per pupil amount for FY2021 with the addition of 1% each year thereafter given the fluctuation in local per pupil amounts and potential change in student configuration.

(3) Prior Year Carryover Funds— The FY2020 published preliminary local charter billing for the Gateway Lab Charter School reflects an average per pupil reduction from the FY2019 $9,224.91 to FY2020 $7,508.81 for an estimated total loss of $326,043.80 for the projected 190 students on September 18, 2019. That being said, the impact for future projections includes a prior year amount of $124,958 for FY2021 to ensure that the budget meets the 2% contingency criteria of $89,296.18 and budget coverage of $35,661.82.

Federal

(1) Entitlement Funding—Federal allocations for Title I, Title II and IDEA B are projected forward at 80% of the FY2020 funding level to reflect the reduction in students relative to the 100% scenario.

Other—There are no definitive future awards

(1) Foundations—As of FY2020, there are no approved awards for future years. The school is now eligible to approach Longwood for future awards and will pursue the efforts.

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

Expenditures:

State & Local

Personnel Salaries/Other Employer Costs

(4 to 16) All staff is frozen at the FY2020 salary.
--The FY2020 OEC rate of 32.33% and Health insurance with 2% inflation was applied for each year. For FY2021 and FY2022, 3 staff was reduced as a result of the 80% enrollment scenario. For FY2023 through FY2025, 1 of the 3 staff was added back.
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Student Support—Projected expenses were adjusted based upon a proportional change in students and a 2% increase applied each year.

(17) Transportation—based upon the FY2020 contracts for 6 buses and aides to transport students to and from school. The proportional adjustments each year should be sufficient should routes have to be adjusted with the change in enrollment.

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

(22) Textbooks—Book purchases.

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

(27) Therapists—Psychological/Therapists

(28) Classroom Technology—Computer services

(31) Contracted Services—Temporary and Paraprofessional Services

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

(33) Insurance—Liability coverage

(34) Rent—Lease amendment signed September 28, 2018 reflects no change in annual amount through FY2021. The Gateway Lab School is currently working on purchase options.

(36) Utilities—Electric

(37) Maintenance—B & G Repair and Maintenance

(38) Telephone/Communications—Telephones and Bandwidth

(41) Other—Custodial Services/Supplies and Trash

Administrative/Operations Support—With the exception of Equipment purchase, projected expenses were adjusted based upon a proportional change in students and a 2% increase applied each year.

(42) Equipment Lease/Maintenance—Photocopiers

(43) Equipment Purchase—Administrative Equipment

(44) Supplies and Materials—Office Supplies

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

(46) Postage and Shipping

(47) Enrollment/Recruiting—Advertising

(49) Technology Plan—Hardware maintenance

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

2% Contingency—remaining funds will be set aside for future facility planned projects and/or salary policy

Federal

Personnel Salaries/Other Employer Costs

(12) Paraprofessional and .6 FTE of a Special Education Coordinator
--The FY2019 OEC rate of 32.33% and Health insurance rates were applied for each year.

(20) Supplies and Materials—Instructional

(23) Professional Development—Staff training

(30) Contracted Services—Paraprofessional Services

Other Funds—There are no definitive future awards

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

		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
	State & Local Revenue										
1	State Appropriations	$2,915,828		$2,974,145		$3,261,588		$3,541,453		$3,849,452	
2	School District Local Fund Transfers	$1,424,023		$1,438,263		$1,561,804		$1,679,191		$1,807,336	
3	Prior Year Carryover Funds	$124,958		$89,300		$90,806		$166,670		$190,766	
	TOTAL STATE & LOCAL REVENUE	**$4,464,809**		**$4,501,707**		**$4,914,198**		**$5,387,315**		**$5,847,554**	
	State & Local Expenses										
		YEAR 0		**YEAR 1**		**YEAR 2**		**YEAR 3**		**YEAR 4**	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
4	Classroom Teachers	$739,824.00	15.00	$739,824	15.00	$852,273	17.00	$1,013,129	18.00	$1,222,392	19.00
5	Special Education Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
6	Special Teachers (Phys Ed, Art, Music)	$108,729	2.00	$108,729	2.00	$108,729	2.00	$108,729	2.00	$108,729	2.00
7	Counselors	$44,194	1.00	$44,194	1.00	$44,194	1.00	$44,194	1.00	$44,194	1.00
8	Principal/Administrative	$287,472	3.00	$287,472	3.00	$287,472	3.00	$287,472	3.00	$287,472	3.00
9	Nurse	$49,468	1.00	$49,468	1.00	$49,468	1.00	$49,468	1.00	$49,468	1.00
10	Clerical	$98,063	2.00	$98,063	2.00	$98,063	2.00	$98,063	2.00	$98,063	2.00
11	Custodial	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
12	Substitutes	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
13	Other	$345,062.00	6.40	$345,062	6.40	$345,062	6.40	$345,062	6.40	$345,062	6.40
14	Other Employer Costs (32.33% of Salaries)	$540,820		$540,820		$577,175		$629,180		$696,834	
15	Health Insurance	$389,976		$397,776		$436,027		$483,473		$540,297	
16	Other Benefits	$0		$0		$0		$0		$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$2,603,608**	**30.40**	**$2,611,408**	**30.40**	**$2,798,463**	**32.40**	**$3,058,770**	**33.40**	**$3,392,511**	**34.40**
	Student Support										
17	Transportation	$269,259		$274,644		$301,188		$327,032		$355,474	
18	Extra Curricular Transportation	$0		$0		$0		$0		$0	
19	Cafeteria	$0		$0		$0		$0		$0	
20	Extra Curricular	$0		$0		$0		$0		$0	
21	Supplies and Materials	$36,830		$37,567		$41,197		$44,732		$48,623	
22	Textbooks	$27,398		$27,946		$30,647		$33,276		$36,170	
23	Curriculum	$0		$0		$0		$0		$0	
24	Professional Development	$10,401		$10,609		$11,634		$12,633		$13,731	
25	Assessments	$0		$0		$0		$0		$0	
26	Other Educational Program	$0		$0		$0		$0		$0	
27	Therapists (Occupational, Speech)	$217,701		$222,055		$243,516		$264,411		$287,407	
28	Classroom Technology	$20,317		$20,723		$22,726		$24,676		$26,822	
29	School Climate	$0		$0		$0		$0		$0	
30	Computers	$0		$0		$0		$0		$0	
31	Contracted Services	$321,379		$327,807		$359,488		$471,238		$512,221	
32	Other	$0		$0		$0		$0		$0	
	SUBTOTAL STUDENT SUPPORT	**$903,285**		**$921,350**		**$1,010,396**		**$1,177,998**		**$1,280,448**	
	Operations and Maintenance of Facilities										
33	Insurance (Property/Liability)	$15,783		$16,099		$17,655		$19,169		$20,837	
34	Rent	$392,294		$392,294		$392,294		$392,294		$392,294	
35	Mortgage	$0		$0		$0		$0		$0	
36	Utilities	$36,297		$37,023		$37,763		$38,518		$39,289	
37	Maintenance	$24,907		$25,405		$27,860		$30,251		$32,882	
38	Telephone/Communications	$2,810		$2,867		$3,036		$3,212		$3,393	
39	Construction	$0		$0		$0		$0		$0	
40	Renovation	$0		$0		$0		$0		$0	
41	Other	$85,352		$87,059		$95,473		$103,666		$112,681	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$557,443**		**$560,746**		**$574,082**		**$587,110**		**$601,375**	
	Administrative/Operations Support										
42	Equipment Lease/Maintenance	$19,124		$19,507		$19,897		$20,295		$20,701	
43	Equipment Purchase	$6,620		$6,752		$21,887		$22,325		$22,772	
44	Supplies and Materials	$10,544		$10,755		$10,970		$11,190		$11,413	
45	Printing and Copying	$9,376		$9,563		$10,488		$11,388		$12,378	
46	Postage and Shipping	$1,393		$1,421		$1,558		$1,692		$1,839	
47	Enrollment / Recruitment	$19,869		$20,266		$45,672		$46,585		$47,517	
48	Staffing (recruitment and assessment)	$0		$0		$0		$0		$0	
49	Technology Plan	$22,514		$22,964		$23,424		$23,892		$24,370	
50	Other	$221,733		$226,168		$230,691		$235,305		$240,011	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$311,174**		**$317,397**		**$364,587**		**$372,672**		**$381,001**	
	Management Company										
51	Fees	$0		$0		$0		$0		$0	
52	Salaries/Other Employee Costs	$0		$0		$0		$0		$0	
53	Curriculum	$0		$0		$0		$0		$0	
54	Accounting and Payroll	$0		$0		$0		$0		$0	
55	Other	$0		$0		$0		$0		$0	
	SUBTOTAL MANAGEMENT COMPANY	**$0**		**$0**		**$0**		**$0**		**$0**	
	STATE & LOCAL EXPENDITURES	**$4,375,509**		**$4,410,901**		**$4,747,528**		**$5,196,549**		**$5,655,336**	
56	**# Students**	173		173		186		198		211	
	REVENUE LESS EXPENDITURES	**$89,300**		**$90,806**		**$166,670**		**$190,766**		**$192,218**	
	2 % CONTINGENCY CHECK	$89,296.18		$90,034.15		$98,283.97		$107,746.30		$116,951.08	

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

	Federal Funds	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Entitlement Funding	$130,977	$130,977	$140,068	$148,459	$157,550
2	Other Federal Grants	$0	$0	$0	$0	$0
	TOTAL FEDERAL REVENUE	**$130,977**	**$130,977**	**$140,068**	**$148,459**	**$157,550**

	Federal Expenses	YEAR 0	FTE	YEAR 1	FTE	YEAR 2	FTE	YEAR 3	FTE	YEAR 4	FTE
	Personnel Salaries / Other Employer Costs										
3	Classroom Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
4	Special Education Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
5	Special Teachers (Phys Ed, Art, Music)	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
6	Counselors	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
7	Principal/Administrative	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
8	Nurse	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
9	Clerical	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
10	Custodial	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
11	Substitutes	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
12	Other	$71,556	1.60	$71,556	1.60	$71,556	1.60	$71,556	1.60	$71,556	1.60
13	Other Employer Costs (32.33% of Salaries)	$23,134		$23,134		$23,134		$23,134		$23,134	
14	Health Insurance	$8,010		$8,010		$8,010		$8,010		$8,010	
15	Other Benefits	$0		$0		$0		$0		$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$102,700**	**1.60**	**$102,700**	**1.60**	**$102,700**	**1.60**	**$102,700**	**1.60**	**$102,700**	**1.60**
	Student Support										
16	Transportation	$0		$0		$0		$0		$0	
17	Extra Curricular Transportation	$0		$0		$0		$0		$0	
18	Cafeteria	$0		$0		$0		$0		$0	
19	Extra Curricular	$0		$0		$0		$0		$0	
20	Supplies and Materials	$6,500		$6,500		$6,500		$6,500		$6,500	
21	Textbooks	$0		$0		$0		$0		$0	
22	Curriculum	$0		$0		$0		$0		$0	
23	Professional Development	$15,651		$15,651		$15,651		$15,651		$15,651	
24	Assessments	$0		$0		$0		$0		$0	
25	Other Educational Program	$0		$0		$0		$0		$0	
26	Therapists (Occupational, Speech)	$0		$0		$0		$0		$0	
27	Classroom Technology	$0		$0		$0		$0		$0	
28	School Climate	$0		$0		$0		$0		$0	
29	Computers	$0		$0		$0		$0		$0	
30	Contracted Services	$6,126		$6,126		$15,217		$23,608		$32,699	
31	Other	$0		$0		$0		$0		$0	
	SUBTOTAL STUDENT SUPPORT	**$28,277**		**$28,277**		**$37,368**		**$45,759**		**$54,850**	
	Operations and Maintenance of Facilities										
32	Insurance (Property/Liability)	$0		$0		$0		$0		$0	
33	Rent	$0		$0		$0		$0		$0	
34	Mortgage	$0		$0		$0		$0		$0	
35	Utilities	$0		$0		$0		$0		$0	
36	Maintenance	$0		$0		$0		$0		$0	
37	Telephone/Communications	$0		$0		$0		$0		$0	
38	Construction	$0		$0		$0		$0		$0	
39	Renovation	$0		$0		$0		$0		$0	
40	Other	$0		$0		$0		$0		$0	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$0**		**$0**		**$0**		**$0**		**$0**	
	Administrative/Operations Support										
42	Equipment Lease/Maintenance	$0		$0		$0		$0		$0	
41	Equipment Purchase	$0		$0		$0		$0		$0	
42	Supplies and Materials	$0		$0		$0		$0		$0	
43	Printing and Copying	$0		$0		$0		$0		$0	
44	Postage and Shipping	$0		$0		$0		$0		$0	
45	Enrollment / Recruitment	$0		$0		$0		$0		$0	
46	Staffing (recruitment and assessment)	$0		$0		$0		$0		$0	
47	Technology Plan	$0		$0		$0		$0		$0	
48	Other	$0		$0		$0		$0		$0	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$0**		**$0**		**$0**		**$0**		**$0**	
	Management Company										
49	Fees	$0		$0		$0		$0		$0	
50	Salaries/Other Employee Costs	$0		$0		$0		$0		$0	
51	Curriculum	$0		$0		$0		$0		$0	
52	Accounting and Payroll	$0		$0		$0		$0		$0	
53	Other	$0		$0		$0		$0		$0	
	SUBTOTAL MANAGEMENT COMPANY	**$0**		**$0**		**$0**		**$0**		**$0**	
	FEDERAL EXPENDITURES	**$130,977**		**$130,977**		**$140,068**		**$148,459**		**$157,550**	
54	**# Students**	173		173		186		198		211	
	REVENUE LESS EXPENDITURES	**($0)**		**($0)**		**($0)**		**$0**		**($0)**	

Rev. 8/27/2019

	Other Funds	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Non Profit Grants	$0	$0	$0	$0	$0
2	Foundation Funds	$0	$0	$0	$0	$0
3	Donations	$0	$0	$0	$0	$0
4	Construction / Bank Loans	$0	$0	$0	$0	$0
5	Cafeteria Funds	$0	$0	$0	$0	$0
6	Miscellaneous Revenue	$0	$0	$0	$0	$0
7	Prior Year Carryover Funds	$0	$0	$0	$0	$0
	TOTAL OTHER REVENUE	**$0**	**$0**	**$0**	**$0**	**$0**

	Other Expenses	YEAR 0	FTE	YEAR 1	FTE	YEAR 2	FTE	YEAR 3	FTE	YEAR 4	FTE
	Personnel Salaries / Other Employer Costs										
8	Classroom Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
9	Special Education Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
10	Special Teachers (Phys Ed, Art, Music)	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
11	Counselors	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
12	Principal/Administrative	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
13	Nurse	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
14	Clerical	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
15	Custodial	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
16	Substitutes	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
17	Other	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
18	Other Employer Costs (32.33% of Salaries)	$0		$0		$0		$0		$0	
19	Health Insurance	$0		$0		$0		$0		$0	
20	Other Benefits	$0		$0		$0		$0		$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$0**	**0.00**	**$0**	**0.00**	**$0**	**0.00**	**$0**	**0.00**	**$0**	**0.00**
	Student Support										
21	Transportation	$0		$0		$0		$0		$0	
22	Extra Curricular Transportation	$0		$0		$0		$0		$0	
23	Cafeteria	$0		$0		$0		$0		$0	
24	Extra Curricular	$0		$0		$0		$0		$0	
25	Supplies and Materials	$0		$0		$0		$0		$0	
26	Textbooks	$0		$0		$0		$0		$0	
27	Curriculum	$0		$0		$0		$0		$0	
28	Professional Development	$0		$0		$0		$0		$0	
29	Assessments	$0		$0		$0		$0		$0	
30	Other Educational Program	$0		$0		$0		$0		$0	
31	Therapists (Occupational, Speech)	$0		$0		$0		$0		$0	
32	Classroom Technology	$0		$0		$0		$0		$0	
33	School Climate	$0		$0		$0		$0		$0	
34	Computers	$0		$0		$0		$0		$0	
35	Contracted Services	$0		$0		$0		$0		$0	
36	Other	$0		$0		$0		$0		$0	
	SUBTOTAL STUDENT SUPPORT	**$0**		**$0**		**$0**		**$0**		**$0**	
	Operations and Maintenance of Facilities										
37	Insurance (Property/Liability)	$0		$0		$0		$0		$0	
38	Rent	$0		$0		$0		$0		$0	
39	Mortgage	$0		$0		$0		$0		$0	
40	Utilities	$0		$0		$0		$0		$0	
41	Maintenance	$0		$0		$0		$0		$0	
42	Telephone/Communications	$0		$0		$0		$0		$0	
43	Construction	$0		$0		$0		$0		$0	
44	Renovation	$0		$0		$0		$0		$0	
45	Other	$0		$0		$0		$0		$0	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$0**		**$0**		**$0**		**$0**		**$0**	
	Administrative/Operations Support										
46	Equipment Lease/Maintenance	$0		$0		$0		$0		$0	
47	Equipment Purchase	$0		$0		$0		$0		$0	
48	Supplies and Materials	$0		$0		$0		$0		$0	
49	Printing and Copying	$0		$0		$0		$0		$0	
50	Postage and Shipping	$0		$0		$0		$0		$0	
51	Enrollment / Recruitment	$0		$0		$0		$0		$0	
52	Staffing (recruitment and assessment)	$0		$0		$0		$0		$0	
53	Technology Plan	$0		$0		$0		$0		$0	
54	Other	$0		$0		$0		$0		$0	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$0**		**$0**		**$0**		**$0**		**$0**	
	Management Company										
55	Fees	$0		$0		$0		$0		$0	
56	Salaries/Other Employee Costs	$0		$0		$0		$0		$0	
57	Curriculum	$0		$0		$0		$0		$0	
58	Accounting and Payroll	$0		$0		$0		$0		$0	
59	Other	$0		$0		$0		$0		$0	
	SUBTOTAL MANAGEMENT COMPANY	**$0**		**$0**		**$0**		**$0**		**$0**	
	OTHER EXPENDITURES	**$0**		**$0**		**$0**		**$0**		**$0**	
60	**# Students**	173		173		186		198		211	
	REVENUE LESS EXPENDITURES	**$0**		**$0**		**$0**		**$0**		**$0**	

FY2021

STATE REVENUE

FUNDING SUMMARY

GATEWAY LAB CHARTER SCHOOL							
FY2021 ENROLLMENT OF 173							
					REVENUE		
TEACHERS					**STATE**	**STATE**	**Total**
Units	**FRAC**		**STEP**	**DEG**	**SALARY**	**HEALTH INS**	**S & H**
1.0			18	M	48,862	21,428	70,291
1.0			18	M15	49,943	12,737	62,680
1.0			18	M30	51,972	0	51,972
1.0			15	M	47,806	21,612	69,418
1.0			18	M	48,862	21,438	70,300
1.0			9	M	41,569	21,438	63,007
1.0			7	M	37,934	8,264	46,198
1.0			8	M	38,964	12,460	51,424
1.0					71,984	33,253	105,237
1.0			5	D	40,451	12,535	52,986
1.0			7	B	34,301	12,177	46,479
1.0			18	M45	53,063	17,149	70,212
1.0			8	M	38,964	0	38,964
1.0			10	M	42,599	21,612	64,210
1.0			3	B15	31,582	12,737	44,319
1.0			15	M	47,806	12,177	59,983
1.0			16	M45	51,981	0	51,981
1.0			9	B	36,362	17,149	53,511
1.0			13	M	45,744	12,535	58,279
1.0			7	M	37,934	12,535	50,469
0.90			5	B	28,991	8,145	37,137
20.90							
Nurse	0.16				5,946	1,956	7,902
Visiting Teacher	0.08				3,627	998	4,624
Academic Exc	0.69				36,084	8,606	44,689
Related Services-Basic	0.15				6,605	1,829	8,434
Related Services-Intense	1.02				47,135	12,699	59,834
Related Services-Complex	2.28				105,455	28,436	133,891
					1,132,525	345,904	1,478,429

ADMINISTRATORS	ADM EXP	TYPE ADM	STEP	DEG	STATE SALARY	STATE HEALTH INS	Total S & H
Principal	2	P25	18	M15	66,523	21,438	87,961
Administrative Asst	4	AA	18	M	65,671	16,079	81,750
11 Month Supvr	0.14				9,108	1,746	10,854
Transportation Supvr	0.02				1,301	249	1,551
					142,604	39,512	182,116
SECRETARIES			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
1.0					22,907	16,574	39,481
1.0			13	ND	36,986	21,428	58,414
					59,893	38,002	97,895
CUSTODIANS			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
3.0					80,133	37,416	117,549
					80,133	37,416	117,549
CAFETERIA			STEP		STATE SALARY	STATE HEALTH INS	Total S & H
	0.73				18,533	9,105	27,638
	1.07				12,609	13,345	25,954
					31,142	22,450	53,592
TOTAL SALARY					1,446,297		
TOTAL HEALTH INS					483,285		
OEC	0.3233				467,588		
TOTAL SALARY & OEC					2,397,170		
Division II--AOC		2,925			1,150		
Division II--Energy		2,387			49,888		
Division III--Equalization		6,843			143,019		
Division III--Visiting Teacher		0.08			547		
Division III--Psychologists		0.15			391		
AE Division III		0.69			4,722		

AE Division II		0.69			2,018		
AE Allotment							
Educational Sustainment Fund					72,038		
Education Accntab					0		
Technology Block Grant					8,675		
Prof & Curr Dev					2,497		
MCI					27,692		
Opportunity Grant					24,000		
SSBG--K-3					1,854		
Safety & Security					11,531		
Transportation		168			168,635		
TOTAL OTHER SOURCES					518,659		
SAL & OTHER					**2,915,828**		

FY2021

LOCAL REVENUE

FUNDING SUMMARY

Charter School Name:	Gateway Lab Charter School													
								#students per unit						
New Charter School Estimated State and Local Fund Calculations						Regular/Special K-3		16.2						
Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.						Regular Students 4-12		20						
--State earnings are detailed on the New Charter State Template Tab below.						Special Students 4-12 Basic		8.4						
Please enter the following information:						Special Students 4-12 Intense		6						
Specify grade configuration for the year of estimate	3-8	(Example K-8, 9-12)				Special Students 4-12 Complex		2.6						
Specify the county the school will be located	New Castle	Choices New Castle, Kent or Sussex												
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.														
Enter the number of tenth graders in the box in cell location J12														

State Funding	Local Funding	Total Funding			UNITS	20.90								
$2,338,617	$1,424,023	**$3,762,640**			Enter Estimated # of 10th Graders Here							0		

29 Appoquinimink	**#**	**Local Pupil Rate**	**Amount**		**31 Brandywine**	**#**	**Local Pupil Rate**	**Amount**		**10 Caesar Rodney**	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$2,084.49	**$0**		Regular/Special K-3	0.00	$5,132.48	**$0**		Regular/Special K-3	0.00	$1,353.18	**$0**
Regular Students 4-12	1.00	$1,688.43	**$1,688**		Regular Students 4-12	6.00	$4,157.31	**$24,944**		Regular Students 4-12	0.00	$1,096.07	**$0**
Special Students 4-12 Basic	2.00	$4,020.08	**$8,040**		Special Students 4-12 Basic	2.00	$9,898.35	**$19,797**		Special Students 4-12 Basic	0.00	$2,609.70	**$0**
Special Students 4-12 Intense	1.00	$5,628.11	**$5,628**		Special Students 4-12 Intense	3.00	$13,857.69	**$41,573**		Special Students 4-12 Intense	0.00	$3,653.58	**$0**
Special Students 4-12 Complex	0.00	$12,987.95	**$0**		Special Students 4-12 Complex	2.00	$31,979.29	**$63,959**		Special Students 4-12 Complex	0.00	$8,431.34	**$0**
Totals	**4.00**		**$15,357**			**13.00**		**$150,272**			**0.00**		**$0**

17 Cape Henlopen	**#**	**Local Pupil Rate**	**Amount**		**13 Capital**	**#**	**Local Pupil Rate**	**Amount**		**33 Christina**	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$3,268.73	**$0**		Regular/Special K-3	0.00	$1,432.02	**$0**		Regular/Special K-3	4.00	$4,548.37	**$18,193**
Regular Students 4-12	0.00	$2,647.67	**$0**		Regular Students 4-12	0.00	$1,159.93	**$0**		Regular Students 4-12	35.00	$3,684.18	**$128,946**
Special Students 4-12 Basic	0.00	$6,303.97	**$0**		Special Students 4-12 Basic	0.00	$2,761.75	**$0**		Special Students 4-12 Basic	13.00	$8,771.85	**$114,034**
Special Students 4-12 Intense	0.00	$8,825.56	**$0**		Special Students 4-12 Intense	0.00	$3,866.45	**$0**		Special Students 4-12 Intense	10.00	$12,280.60	**$122,806**
Special Students 4-12 Complex	0.00	$20,366.69	**$0**		Special Students 4-12 Complex	0.00	$8,922.57	**$0**		Special Students 4-12 Complex	8.00	$28,339.84	**$226,719**
Totals	**0.00**		**$0**			**0.00**		**$0**			**70.00**		**$610,699**

34 Colonial	**#**	**Local Pupil Rate**	**Amount**		**37 Delmar**	**#**	**Local Pupil Rate**	**Amount**		**36 Indian River**	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	4.00	$3,124.77	**$12,499**		Regular/Special K-3	0.00	$728.13	**$0**		Regular/Special K-3	0.00	$2,896.83	**$0**
Regular Students 4-12	16.00	$2,531.06	**$40,497**		Regular Students 4-12	0.00	$589.78	**$0**		Regular Students 4-12	0.00	$2,346.43	**$0**
Special Students 4-12 Basic	9.00	$6,026.33	**$54,237**		Special Students 4-12 Basic	0.00	$1,404.25	**$0**		Special Students 4-12 Basic	0.00	$5,586.75	**$0**
Special Students 4-12 Intense	3.00	$8,436.87	**$25,311**		Special Students 4-12 Intense	0.00	$1,965.95	**$0**		Special Students 4-12 Intense	0.00	$7,821.45	**$0**
Special Students 4-12 Complex	2.00	$19,469.69	**$38,939**		Special Students 4-12 Complex	0.00	$4,536.81	**$0**		Special Students 4-12 Complex	0.00	$18,049.49	**$0**
Totals	**34.00**		**$171,483**			**0.00**		**$0**			**0.00**		**$0**

15 Lake Forest	**#**	**Local Pupil Rate**	**Amount**		**16 Laurel**	**#**	**Local Pupil Rate**	**Amount**		**18 Milford**	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,330.51	**$0**		Regular/Special K-3	0.00	$710.91	**$0**		Regular/Special K-3	0.00	$1,127.71	**$0**
Regular Students 4-12	0.00	$1,077.71	**$0**		Regular Students 4-12	0.00	$575.84	**$0**		Regular Students 4-12	0.00	$913.44	**$0**
Special Students 4-12 Basic	0.00	$2,565.99	**$0**		Special Students 4-12 Basic	0.00	$1,371.04	**$0**		Special Students 4-12 Basic	0.00	$2,174.86	**$0**
Special Students 4-12 Intense	0.00	$3,592.38	**$0**		Special Students 4-12 Intense	0.00	$1,919.45	**$0**		Special Students 4-12 Intense	0.00	$3,044.80	**$0**
Special Students 4-12 Complex	0.00	$8,290.11	**$0**		Special Students 4-12 Complex	0.00	$4,429.51	**$0**		Special Students 4-12 Complex	0.00	$7,026.47	**$0**
Totals	**0.00**		**$0**			**0.00**		**$0**			**0.00**		**$0**

32 Red Clay	**#**	**Local Pupil Rate**	**Amount**		**23 Seaford**	**#**	**Local Pupil Rate**	**Amount**		**24 Smyrna**	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	2.00	$4,429.38	**$8,859**		Regular/Special K-3	0.00	$1,200.69	**$0**		Regular/Special K-3	0.00	$1,135.88	**$0**
Regular Students 4-12	21.00	$3,587.80	**$75,344**		Regular Students 4-12	0.00	$972.56	**$0**		Regular Students 4-12	1.00	$920.06	**$920**
Special Students 4-12 Basic	5.00	$8,542.37	**$42,712**		Special Students 4-12 Basic	0.00	$2,315.62	**$0**		Special Students 4-12 Basic	0.00	$2,190.62	**$0**
Special Students 4-12 Intense	17.00	$11,959.32	**$203,308**		Special Students 4-12 Intense	0.00	$3,241.87	**$0**		Special Students 4-12 Intense	0.00	$3,066.87	**$0**
Special Students 4-12 Complex	5.00	$27,598.44	**$137,992**		Special Students 4-12 Complex	0.00	$7,481.24	**$0**		Special Students 4-12 Complex	1.00	$7,077.40	**$7,077**
Totals	**50.00**		**$468,215**			**0.00**		**$0**			**2.00**		**$7,997**

35 Woodbridge	**#**	**Local Pupil Rate**	**Amount**
Regular/Special K-3	0.00	$1,127.03	**$0**
Regular Students 4-12	0.00	$912.89	**$0**
Special Students 4-12 Basic	0.00	$2,173.56	**$0**
Special Students 4-12 Intense	0.00	$3,042.98	**$0**
Special Students 4-12 Complex	0.00	$7,022.26	**$0**
Totals	**0.00**		**$0**

Attachment 1: Video
https://vimeo.com/359145773