

## **Original Charter Application**

**DELAWARE DEPARTMENT OF EDUCATION**

**CHARTER SCHOOL APPLICATION FORM FOR**

**A NEW SCHOOL TO BE OPENED**

**IN SEPTEMBER 2001**

<u>Charter School of Southern New Castle County</u>	<u>Marie Page</u>
<b>Name of Proposed School</b>	<b>Name of Contact Person</b>
<u>Marie Page</u>	<u>847 Shallcross Lake Rd.</u>
<b>Name of the Head of the Board</b>	<b>Mailing Address of Contact Person</b>
	<u>Middletown, DE 19709</u>
<u>September 2001</u>	<u>302-378-9898</u>
<b>Opening Date</b>	<b>Telephone Number of Contact Person</b>
<u>K-8</u>	<u>302-378-9877</u>
<b>Grades for School</b>	<b>Fax Number of Contact Person</b>

<b>First Year Enrollment</b>	<u>483</u>	<u>K-6</u>
	<b>Number</b>	<b>First Year Grade Span</b>
<b>Second Year Enrollment</b>	<u>558</u>	<u>K-7</u>
	<b>Number</b>	<b>Second Year Grade Span</b>
<b>Third Year Enrollment</b>	<u>633</u>	<u>K-8</u>
	<b>Number</b>	<b>Third Year Grade Span</b>

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 will serve as the approved charter for the school. A charter cannot be altered without the approval of the Secretary of Education and State Board of Education.





## Overview

1. The Charter School of Southern New Castle County (CSSNCC) intends to provide students who enroll with the opportunity for a world-class education. The charter will be held by a local group of citizens who desire a tuition-free public school alternative for the children of southern New Castle County. The founding board intends to contract the operations of the school to Beacon Education Management of Westborough, MA.

The mission of the school is to provide equitable opportunities for all students to acquire an education focused on linkages among rigorous academics, technology and careers to produce students who are prepared for success. Students will acquire the knowledge, skills, values and attitudes to be responsible citizens and effective workers in the global workforce of the 21st Century.

The Board of CSSNCC intends to locate the school in southern New Castle County and will seek an initial enrollment in grades K -6 of approximately 500 students and a maximum K-8 enrollment of approximately 650 students. (The K-8 enrollment will be divided into two school units. The Board will determine during the initial charter term whether to add a high school program, and will follow the appropriate Department of Education procedures in the event of an affirmative decision.)

All students, including those who may be " at risk" will be well served at this school. The school will use New Standards™ developed by the National Center for Education and the Economy and Learning Research and Development Center at the University of Pittsburgh for Science, Mathematics and English/Language Arts. In addition, standards from the National History Standards and the Geography Education National Implementation Project will be used for History and Geography. Standards for Technology, World Language, Health and the Arts are drawn from the national database. Content for the School's education program will be provided through the Core Knowledge Sequence™. The school will also use a number of proven instructional programs including: Open Court Reading, SRA Mathematics and the FOSS program for science. (Open Court Reading has been cited by the Center for Education Reform in Washington D.C. as one of the three most effective reading programs available to schools.) The school design will include small class sizes (18) in Kindergarten and Grade 1. Following the practice known as "looping," students will also remain with their teachers for at least two years. The school's assessment program will include standardized tests, state assessments and portfolio assessment.

The school's program, governance system and community involvement will be based upon the following innovations to insure that all children achieve success:

- › The integration of technology, teacher presented instruction and project based learning.
- › A longer school day and school year.
- › The development of an Individual Learning Plan for each student.
- › Continuous feedback to students and parents from internal and external assessments.
- › Active parent involvement in their child's education program and school governance.
- › The integration of community based and school based support services.
- › Individual student support from tutors, mentors and school based personnel.
- › The integration of instructional strategies, governance and finance around a unified vision.

2a. The school will meet public education's need for tuition-free public school choice. Specifically, by delivering an education program that combines the Core Knowledge Sequence, project-based learning, and character education, the school will offer a challenging education program that is unique to the Southern New Castle County area. In addition, the school will

differentiate itself from other public schools by providing the opportunity for students to attend the same school from Kindergarten through Grade 8.

The Board notes that according to the 1999 Delaware School District Profile for the Appoquinimink School District, there was a 101% increase in enrollment from 1988 to 1998. Since charter schools do not receive funding for major capital expenditures, the school will provide additional enrollment capacity to the district within the per pupil funding allotment.

**2b.** The charter school model is appropriate to address the local area's needs because of three simple characteristics of the charter school law:

1. The Charter School will provide a cost-effective, tuition-free public school alternative that is accountable for performance. If the school does not meet its proposed objectives it will lose students and/or have the charter revoked.
2. Parents and teachers are involved in the governance of the school.
3. The statute provides the flexibility to design a program that works for our children and to manage the program so that it will adapt to the changing needs of our children.

**2c.** The School will improve public education in Delaware because it will use a consistent, organized curriculum that is managed by the same leadership team from grades K-8. More importantly, the School will improve education because it is accountable for results on multiple levels. The Board, its management company, and the staff understand that the School will lose its right to educate children if they do not satisfy the terms of the charter or the needs of its customers, the parents and students.

The inability to reliably provide accountability for performance at numerous levels, and in particular, the ability to remove a school's "right to educate" children is the primary barrier to the use of the above-mentioned strategies in non-charter public schools throughout the state.

**2d.** Per the requirements of the statute, the Board will release an annual report that includes documentation concerning the innovative practices and progress of the School. The annual report is a public document.

### **Qualifications of the Applicant**

**3a.** Brief descriptions of the founding board members are presented below. Additional information about the Board is available upon request. The proposed location of the School is directly related to the fact that the Board members are residents of the southern New Castle County area.

#### **Marie Page**

847 Shallcross Lake Road  
Middletown, DE 19709  
302-378-9877

Mrs. Page is a longtime resident of the area who has owned and operated her own business since 1990. As the mother of two children, she has been involved with the local public schools in numerous roles including as a member of the State PTA.

**Craig Lytle**

5 Widgeon Court  
Middletown, DE 19709  
302-376-1302

Mr. Lytle is a local resident who is employed as a financial planner. He is the founder of the Middletown chapter of Business Network International and is also involved with the Rotary. Mr. Lytle decided to support the introduction of a charter school to the area because he believes that providing educational choices will improve the quality of education for students in the area and will offer a significant benefit to the community.

**Kathy Slaney**

403 Sharon Court  
Middletown, DE 19709  
302-378-1020

Ms. Slaney is a local resident who owns and operates K&S Cleaning in Middletown. As the parent of three children who attend the local public schools, she has been an active volunteer including involvement in the State PTA.

**Aaron Miller**

267 Milford Drive  
Middletown, DE 19709  
302-378-8535

Mr. Miller is a local resident who was self-employed and has recently retired. He is now President of his community's civic association, and is active with the local senior center. As a grandfather, Mr. Miller is concerned about the traditional public schools and has been active with aspects of the local school district.

**Alberta Parker**

P.O. Box 503  
Odessa, DE 19703  
302-378-1590

Mrs. Parker is a long-time resident of the community and is self-employed. She has been an active volunteer in her children's schools, and has served as a substitute teacher in the local district for many years.

**Joel Littlejohn**

14 Lexington Drive  
Middletown, DE 19720  
302-254-5344

Ms. Littlejohn is a local resident who is currently employed as the Present Education Coordinator for Delaware State University. Ms. Littlejohn is certified Delaware Administrator with experience as an assistant principal, guidance counselor, and college professor.

- 3b.** The founding Board of Trustees for CSSNCC is a collection of parents and community members who are looking to establish an alternative form of public education for their children and the students of the Southern New Castle County. The Board is primarily motivated by the belief that choice and accountability will lead to improved performance for all schools. The Board also believes that CSSNCC will provide a benefit to the local area in that it will provide an additional response to the impact of residential growth on the local school districts.

The Board intends to contract out the management of the academic program and business operations of the school to Beacon Education Management, LLC, a school management company experienced in the operation of charter schools.

- 3c.** The founding board intends to recruit additional board members whose functional skills match their dedication to children. In addition, the board will include at least one parent after the school's enrollment and opening.

### **Documentation of Incorporation**

Name of Corporation: Charter School of Southern New Castle County

Date of Incorporation: December 27, 1999

Corporation's Chief Operating Officer: Marie Page

Please see appendix A for additional documentation regarding articles of incorporation and proposed board bylaws.

### **Mission and Purpose of the School**

- 5.** The mission of the school is to provide equitable opportunities for all students to acquire an education focused on linkages among rigorous academics, technology and careers to produce students who are prepared *for success*. Students will acquire the knowledge, skills, values and attitudes to be responsible citizens and effective workers in the global workforce of the 21<sup>st</sup> Century.

We are seeking to establish a public charter school with an initial enrollment in grades K-6 of approximately 500 students and a maximum enrollment in grades K -8 of 650 students. During the term of the initial charter, the board will determine the desirability of adding a high school program. In the case of an affirmative decision the board will make a formal request to the State Board of Education and will follow the required process. The school will serve a diverse population of students.

The school's education program will be based upon New Standards and the Core Knowledge Sequence. Students will attend school for 190 seven-hour days. The staff will use teacher directed instruction; project based learning in a technology rich learning environment.

The school will also offer a full array of extra curricular clubs and wrap-around childcare service.

## **Academic Goals**

- › 75% of the students who have been enrolled in the School for at least three years will meet all learning standards in core subjects in the Beacon Lightpoints Curriculum© by the exit grade. (Grade 8)
- › Based on national percentile scores, at least 75% of the students will score at or above the 75<sup>th</sup> percentile on the Stanford 9 subtests for reading, mathematics, science and social studies. Students who score below the 75<sup>th</sup> percentile on any Stanford 9 subtest at the end of a given year will have at least a 20% gain in that subtest by the end of the following year. In order to gather the data for this goal, the school will pre-test the students in September and post-test the students in May of each year.
- › For each subject assessed at each grade on the State assessment, average performance of the grade will be at least at the State average each year, beginning in 2003-2004.

*The school will provide tuition free summer school for students who do not meet academic goals.*

## **Non-Academic Goals**

- › All parents will attend at least two parent conferences each year. Data will be recorded by teachers and included in the Annual Education Report.
- › The School will maintain the target enrollment number.
- › Parents will rate the School at a minimum of 3.0 on a 1 to 4 scale on the annual parent satisfaction survey.

## **Core Philosophy**

- › All children deserve access to a world-class education measured by international benchmarks of academic excellence. This is their birthright and our responsibility in a free society.
- › Each child learns in a unique way and on a personal timetable. The curriculum must guarantee every student's continuous progress toward the school's educational goals.
- › Children learn best when they are confronted with knowledge and problems that have everyday value and when they can share these newfound interests with one another and with their communities.
- › Children learn best when they are guided by professionals who combine knowledge of their subject with compassion for youth.
- › Children with access to instructional technology are free to educate themselves without the traditional constraints of time and space.
- › Character development necessitates clear and consistent moral instruction across the curriculum and requires the exhibition of ethical conduct by every member of the school community.
- › Children growing up in the American democracy must understand and practice its responsibilities as freely and fully as they appreciate its rights.
- › Children need both the supports of their community and the opportunity to serve and contribute to its well being.
- › No matter how well a school serves its children, its influence is minimized without the strong support and involvement of parents and guardians in every aspect of its program.
- › The school's management provider needs to work cooperatively with the Board in developing a comprehensive educational program for the students who chose to enroll in the school.

## Education Program

6a. The Board of Trustees intends to use the Beacon Lightpoints™ curriculum in the Charter School of Southern New Castle County. An overview of the curriculum is provided below. Please see appendix B for additional information concerning the program's learning standards and benchmarks.

### A Curriculum Built On High Standards

The Beacon Lightpoints™ curriculum encompasses the following principles:

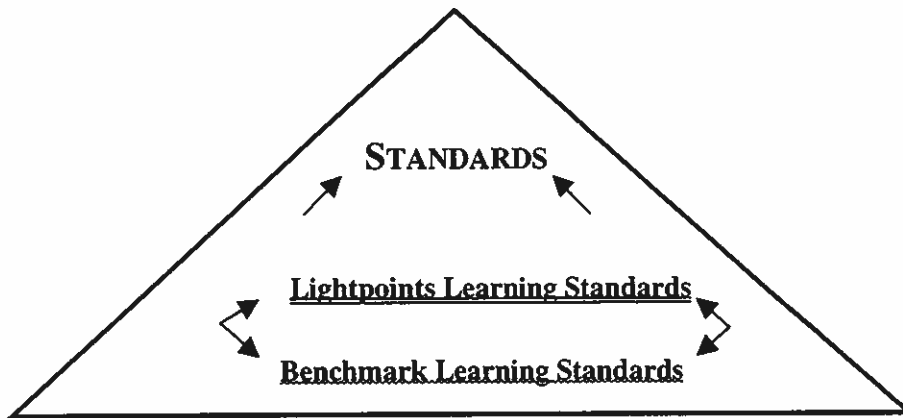
- › Rigorous academic core studies with measured benchmarks of progress.
- › A structure that allows each student to master competencies prescribed in the standards.
- › The integration of academic areas through project-based learning, teacher directed instruction and integrated technology.
- › Teaching students career competencies and lifelong learning skills that are age-appropriate and connected to working and learning with adults.
- › Providing extra time, assistance and support to accommodate multiple learning styles and other needs of students.
- › The engagement of students as active learners.

### Standards

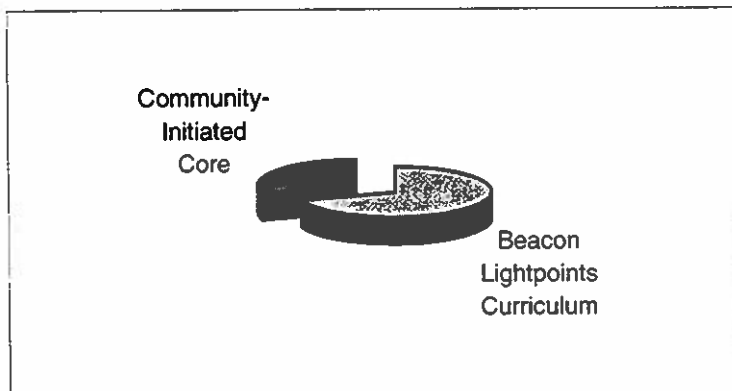
Standards define the minimum level of performance that students are expected to achieve by a point in time. Standards make clear to everyone what students are expected to know and be able to do. Beacon used New Standards™ developed by the National Center for Education and the Economy and Learning Research and Development Center at the University of Pittsburgh for Science, Mathematics and English/Language Arts. Standards from the National History Standards and the Geography Education National Implementation Project were used for History and Geography. Standards for Technology, World Language, Health and the Arts were drawn from the national database to complete the framework for the Beacon Lightpoints Curriculum™.

**Lightpoints Learning Standards** are shown for all three levels (k-4, 5-8) of the Beacon Lightpoints Curriculum™.

The **Lightpoints Learning Standards** are used to define what students need to know and be able to do in each subject. **Benchmarks Learning Standards** are then used as checkpoints along the way; these learning standards act much like "merit badges" on the way to mastering a topic or skill. The accumulation of benchmark knowledge and skills enables students to demonstrate performance mastery. In order to meet the **Lightpoints Learning Standards**, students need to apply the knowledge and skills learned in one grade at all future grades. The Lightpoints Curriculum is cumulative, as are all assessments.



The Beacon Lightpoints Curriculum represents seventy percent of what is taught each school day. The community and the teachers in each school will add content that reflects local interests and needs. (Local interests and needs will be determined by a survey of parents during the enrollment process.) Beacon Curriculum Consultants will then continue to develop appropriate units of study. Core studies may also be expanded to reflect the needs of children enrolled in the school.



## HISTORY AND GEOGRAPHY

*The Beacon Curriculum in history and geography is divided into three grade spans with developmentally appropriate organizational principles in each. Learning standard statements are universal at all grade spans, although distinct standards have been created for benchmark grade levels (4 & 8) as well as course standards for each year of instruction. A grid of assessment strategies, formal and informal, is arrayed for grades K-8.*

### Kindergarten to Grade Four

The curriculum, from the outset, fosters geographic and historical thinking in children rather than rote memory and recitation of names, places, and dates. They are encouraged to reach out and to expand their imagination and curiosity beyond their time and place. They will begin to differentiate the past from the present and the future, and they will transcend their lives to study people and families in other times and other places. These young historians and geographers will



be introduced to a wide range of sources and resources, from artifacts to song and verse. Most of all, every attempt will be made to immerse them in the excitement of the past, as relived in myths, legends, and biographies from long ago and not so long ago.

Most instruction will center on introductory thematic units--the Aztecs, the Vikings--that may be part of a limited chronological sequence. However, the K-4 program will move from theme to theme in United States and World history and from history to geography to guarantee the broadest possible exposure to the disciplines. By fifth grade, students will be ready to begin more in-depth surveys of regional and national histories and geographies.

## **Grade Five to Grade Eight**

Instruction at this level balances the study of history and geography, with considerable attention to United States history and its Western antecedents in the history strand. The many themes and exposures of the primary program are now organized chronologically and students begin to build causal understandings and relationships among events within time periods and which bridge one era to the next. The geography curriculum, having introduced students to its basic vocabulary and principles, now moves quickly beyond the development of a spatial sense toward a more detailed understanding of the interactions between the physical environment and its human occupants. The organization of geographic instruction at this intermediate level takes advantage of instruction in history by studying those countries and continents where parallel historical developments are under consideration.

## **Learning Standards**

There are four Learning Standard Statements in History and five in Geography. Each set has been adapted from the recommendations of the national standards bodies in each discipline: the National Center for History in the Schools at UCLA and the Geographic Education National Implementation Project.

Each Learning Standard Statement is expanded into Benchmark Learning Standards at grades four, eight. Course Learning Standards appear at each grade level (K-8 for geography) and accumulate within a grade span to help students arrive at the aforementioned Benchmark Learning Standards.

The language and syntax of the Course Learning Standards at each grade level has been condensed for clarity's sake. Content standards, which accumulate progressively from K-8 without grade span benchmarks, carry the implicit understanding that "each student can recall, select, apply, and analyze knowledge of..." the time period or historical event enumerated in the content area. For the primary and intermediate grade spans, content standards have been closely aligned with the Core Knowledge Sequence of the Core Knowledge Foundation in Charlottesville, Virginia. Skills and Concepts Learning Standards, adapted from national standards as noted above, assume the implicit preface of "each student can..."locate, assess, or perform a host of other cognitive chores."

Using identical Learning Standard Statements across the three grade spans (primary, intermediate, and upper) facilitates consistency of instruction and curricular organization. The capacity of teachers across grade levels, grade spans and campuses to discuss individual student progress within a discipline is equally promoted in this way.

## **LANGUAGE ARTS**

*The Beacon program in language arts is divided into three grade spans with developmentally appropriate organizational principles in each. Learning standard statements are universal at all grade spans, although distinct standards have been created for benchmark grade levels (4 & 8) as well as course standards for each year of instruction. A grid of assessment strategies, formal and informal, is arrayed for grades K-8.*

*It is important to note that the performance benchmarks that follow are just that – signal benchmarks for each of the various grade levels. Performance objectives stipulated below do not constitute a curriculum or a detailed program of study; rather, they indicate certain key objectives to be realized in each of the five learning standards (reading, literature, speaking and listening, conventions and grammar) at nine grade levels. For a more detailed listing of objectives (particularly in the key areas of phonics, decoding, grammar, content and writing), see the *Core Knowledge Sequence* or the *New Standards* or the phonics/grammar program of choice.*

### **Kindergarten to Grade Three**

In K-3 the primary focus of language arts instruction is the cultivation of literacy, or in laymen's terms: the teaching of reading. In these early years it is essential that children be given the tools they need to decode the written word and become independent readers. The Beacon program emphasizes systematic instruction in phonics, attention to decoding skills, as well as elementary instruction in grammar, spelling, and writing. A significant incentive to undertake the "task" of reading is clearly the love of a good story. Therefore, at an early stage Beacon's program emphasizes the reading (aloud) of fine literature to children, exposing them to some of the world's best-loved fables and folk tales. Finally, while writing ability is limited at this age, children are encouraged to undertake imaginative writing (their own stories, "tall tales" and fables) and begin to produce their first "expository" writing, in the form of illustrated book reports.

### **Grade Four to Grade Eight**

From the fourth to the eighth grades, when children are fluent independent readers, Beacon's program emphasizes literary analysis (of short and longer works of substance), as well as strong writing and speaking skills. Students become acquainted with the elements of fiction (e.g. plot, setting, character, theme) and learn to assess the use of the various elements in quality literature. They try their own hand at various forms of creative writing, but from sixth to eighth grade main emphasis shifts to the critical area of expository writing. A great deal of attention goes to the clear statement of thesis, development of argument through supporting evidence and information, logical organizing structure, and quality of expression. These critical writing skills are supplemented by systematic study of grammar, vocabulary, and spelling. Coherent organization, arguing to a warranted conclusion, and strong presentation are emphasized in the presentation of oral reports as well.

### **Learning Standards**

There are five Learning Standard Statements in Language Arts (reading, literature, writing, speaking and listening, conventions and grammar). This set has been adapted from the recommendations of the national standards body, the National Center on Education and the Economy and the University of Pittsburgh, as specified in their publication *New Standards, Volumes 1 and 2*.

Each Learning Standard Statement is expanded into Benchmark Learning Standards at grades four and eight. Course Learning Standards appear at each grade level (K-8 for geography) and accumulate within a grade span to help students arrive at the aforementioned Benchmark Learning Standards.

The language and syntax of the Course Learning Standards at each grade level has been condensed for clarity's sake. For the primary and intermediate grade spans, content standards have been aligned with the *Core Knowledge Sequence* published by the Core Knowledge Foundation in Charlottesville, Virginia. Performance benchmarks too have also been substantially aligned with this curricular model, as well as with the more general overview in *New Standards* (cited above).

Consistency of instruction and curricular organization is facilitated by using identical Learning Standard Statements across the three grade spans (primary, intermediate, and upper). The capacity of teachers across grade levels, grade spans and campuses to discuss individual student progress within a discipline is equally promoted in this way.

## **MATHEMATICS**

*The Beacon Curriculum in mathematics is divided into three grade spans (K-6, 7-8). The make-up of these three grade spans is a direct result of the mathematics curricula that were chosen for the Beacon Curriculum (an explanation and description of these curricula can be found below). Learning standard statements are universal at all grade spans, although distinct standards have been created for benchmark grade levels (4 & 8) as well as course standards for each year of instruction.*

### **Kindergarten to Grade Six**

Both SRA/McGraw Hill's *SRA Math: Explorations and Applications* and University of Chicago's *Everyday Mathematics* are textbook options for grades K-6. *SRA Math: Explorations and Applications* provides unique concept development, extensive practice in basic skills, applications through problem solving, and assessment ranging from daily mental math activities to formal standardized test taking. The program utilizes a sequence which builds upon topics in a logical manner. Key concepts are thoroughly integrated to show students the natural connections. Early introduction of concepts, including algebra, geometry, multiplication, division, and problem solving, helps students develop a deeper understanding of mathematics. High level of expectations coupled with less review of material from higher grades contribute to the high level of material covered in this program.

*Everyday Mathematics* recognizes and builds on children's capabilities by expanding the range of their mathematics experiences and ideas. That goal is achieved by integrating mathematics instruction into other curriculum areas; special emphasis is placed on applications in science and social studies, on the origins and uses of the language of mathematics, and on the close relationship between mathematics and the visual arts. Mathematics becomes a part of the ongoing daily routines of the classroom, outdoor play, and of those transitional moments, often wasted, that occur during every school day.

*Everyday Mathematics* establishes a framework for dialogue about mathematics between teacher and children and among the children themselves. Thinking with mathematics becomes as natural as thinking with language. Some of the key features of the *Everyday Mathematics* program include: problem solving for everyday situations; developing readiness through hands-on activities; establishing links between past experiences and explorations of new concepts; sharing

ideas through discussion; cooperative learning through partner and small-group activities; practice through games; ongoing review throughout the year; daily routines; ongoing assessment; and home-school partnership.

## Grade Seven to Grade Eight

Prentice Hall's *Middle Grades Math: Tools for Success* is used in Grades 7 and 8. This program provides a solid foundation in fundamental middle grades topics, including fractions, decimals, ratios, proportions, and percents. It integrates key algebra, geometry, and data analysis topics throughout the series.

*Middle Grades Math: Tools for Success* connects mathematics to other disciplines, to other math topics, and to the real world. Using a balance of hands-on activities and skills practice, students explore concepts while developing critical thinking and problem solving skills. The program draws on students' prior knowledge and relates math to their everyday lives. It helps students build stronger skills through an exclusive and continuous process of building math skills and checking understanding. Then students immediately apply these skills to real-world, problem solving situations. *Middle Grades Math: Tools for Success* encourages different approaches, asks the right questions at the right time to immediately assess understanding, and promotes the sharing of ideas, cooperative learning, and individual as well as small-group activities.

## Standards

There are eight Learning Standard Statements in mathematics: Standards 1-4 are conceptual understanding standards (1. Arithmetic, Number and Operation Concepts; 2. Geometry and Measurement Concepts; 3. Function and Algebra Concepts; and 4. Statistics and Probability Concepts). Standards 5-8 are performance standards (5. Problem Solving and Reasoning; 6. Skills and Tools; 7. Mathematical Communication; and 8. Putting Mathematics to Work). These eight standards have been adapted from the New Standards by the National Center on Education and the Economy and the National Council of Teachers of Mathematics (NCTM) Curriculum Standards.

Each standard statement is expanded into Benchmark Standards at grades four and eight. Course Standards appear at each grade level and accumulate within a grade span to help students arrive at the aforementioned Benchmark Standards. Note that the Course Standards are comprised only of Standards 1-4 because there is not much differentiation among the grades in Standards 5-8. Standard 6, Skills and Tools, is the only performance standard for which there is significant differentiation among the grades. However, these differences are covered within the Course Standards.

The Course Standards are not an exhaustive list of the concepts and skills which students must accumulate at each grade level. The Course Standards provided are merely a sampling of the types of concepts and skills which students should be learning at each grade. A more comprehensive list can be found in the scope and sequence charts of each of the appropriate curricula.

## SCIENCE

*The Beacon Curriculum in science is divided into three grade spans (K-5, 6-8), in alignment with recent science standards documents, **Benchmarks in Science Literacy and the National Science Education Standards**. The elements of the curriculum sequence can be regrouped to suit a*

*variety of grade-level structures. Schools implementing a non-graded program, multiage classrooms or 'looping' can divide the scope and sequence to support their needs. The focus throughout is on developing student's appreciation of and abilities in scientific inquiry while they acquire scientific knowledge and identify its relevance to their everyday lives. By fostering student's natural curiosity and expanding their skills in asking and answering questions about the natural world, teachers provide the foundation for scientific literacy essential for modern citizens.*

*Recommended teaching materials are products developed as 'standards-based curriculum' by many authors, some under funding by the National Science Foundation. These and other written curricula should be thought of as a starting point, inspiring teachers to bring their own knowledge of science and passion for learning into the curriculum at relevant points. The challenge for administrators is to match teachers' knowledge, experiences and interest with appropriate supporting materials. The interplay between teachers and materials ultimately define student learning opportunities. An integrated program with a coherent focus matching the specific mission of the school requires the collaboration of all members of the school community.*

## **Kindergarten to Grade Five**

The learning of science in the elementary years must support the early childhood development of communicative and quantitative skills while also building the foundations for later in-depth learning through the science disciplines. In particular, by the end of the elementary years Beacon students' innate curiosity about the natural world will be reinforced through numerous opportunities to utilize elements of scientific inquiry in their classrooms. The early years (K-2) are devoted to guided observations, simple recordings of findings and the development of an understanding of quantitative relationships. Young children begin to appreciate the concept of a 'fair' test, even though they may not be familiar with the term 'controlled variables.' In later years (3-5), students raise questions that can be tested through the design of experiments, use instruments to gather data, evaluate and communicate data, and consider alternative interpretations of experimental results.

Throughout each elementary school grade, students are exposed to all of the science disciplines (Earth & Space Science, Life Science and Physical Science). Some content spirals (e.g., life cycles, properties of matter, energy) through the curriculum so that students build the foundations for deeper conceptual understanding in later years. Other content (e.g. water cycle, forces, and chemical properties) appears for the first time only at the end of the elementary sequence as students begin to acquire the abstract reasoning skills they need to consider such material.

Science modules that match the developmental needs of young learners as they engage in many forms of scientific inquiry constitute the elementary curriculum. Teachers and schools can choose to build their curriculum through the yearly use of three or four modules from *Full Option Science System (FOSS)*, *Insights* or *Science and Technology for Children (STC)*. Supplementary materials can be integrated into these core elements to produce a lively and meaningful learning experience for elementary students.

## **Grade Six to Grade Eight**

Middle school, when students often have their first science-specific classes, is the time for students to engage intellectually with complex issues. Students continue to practice their ability to pose testable questions and to design an investigation that will produce data to support their predictions. Information from outside resources becomes an essential tool for students as they focus their inquiry on topics that impact their own lives and the quality of life in their

communities. This focus builds on adolescent's maturing sense of self and community. By the conclusion of middle school, students begin to identify variables and controls in the experimental setting and recognize the limits and promises of science and technology for answering questions and solving problems. .

As in elementary school, middle school students are exposed to all of the science disciplines (Earth & Space Science, Life Science and Physical Science) in each grade. Building on their prior knowledge and their newly developing abilities in abstract reasoning, students in the middle grades can evaluate the quality and reliability of experimental evidence in each scientific discipline. The goal is for students to construct an intricate conceptual appreciation of the growing and changing scientific knowledge about the cellular nature of life, interactions and cycles within planetary systems, and the particulate nature of matter.

Curriculum materials, such as *Full Option Science System (FOSS)*, *Insights and Science and Technology for Children (STC)*, from the elementary series have modules useful for early middle school. Similar modules that are inquiry-based, often interdisciplinary in nature and specifically designed for the middle school years have been developed as *Event-Based Science*, *Foundations and Challenges to Encourage Technology-Based Science (FACETS)*, *Middle School Life Science*, and *Prime Science*. Additionally, science teachers should actively connect their courses with new developments in technology and with health courses that complement the needs of adolescent learners. Technology education, with a focus on the design process and construction in numerous domains, helps students apply scientific principles in relevant settings while health education encourages an awareness by middle school students of their developing bodies.

## **FINE ARTS**

*Artists have provided us with one of our earliest--and ongoing--records of human civilization, from the Neolithic harvest figurines of Mesopotamia to the Paleolithic cave paintings of the Dordogne. The arts have been a constant of the human condition throughout time and space and are too frequently taken for granted today, so imbued are they in every facet of modern culture. Unfortunately, in an era of fiscal austerity and educational "back-to-basics," their role in formal education has lessened at precisely the time when greater cultural diversity and sensitivity within American society argue for greater attention to the arts rather than less.*

Beacon's fine arts curriculum, while outside the academic core, remains a central feature of the program. All students will be introduced to the rich education that the arts provide, particularly as they represent a human commonplace from all periods and places in recorded history. The arts program will be doubled-edged, helping students both produce and appreciate art. From a broad introduction to art forms through increased specialization at the upper levels of the curriculum, all Beacon students will graduate from our arts curriculum with competencies consistent with the 1994 National Standards for Arts Education.

Each Beacon graduate will have a basic appreciation of all four arts disciplines—dance, music, theater, and the visual arts. He or she will become acquainted with exemplary works in each discipline and from a variety of cultures and historical periods. This examination of great art will require each student to develop basic knowledge and analytic skills in each discipline, and to communicate his or her impressions successfully. Whenever possible, each Beacon graduate will become proficient in at least one art form during the middle school and high school years.

## **Kindergarten to Grade Four**

### **Dance**

*Dance comes naturally and spontaneously to young children. Movement characterizes their existence with only the imposed restraints of culture and institution. An early dance program parlays this natural inclination to move often and move freely into an awareness of the body and the exploration of synchronized movement. As each student begins to appreciate the creativity of individual bodies in motion, he or she is also introduced to partnerships and group projects in the performance of simple dance routines.*

Simultaneously, students in grades K-4 are introduced to the concepts and vocabulary of dance. They learn elementary terminology in the discipline and, perhaps more importantly at this stage, how to respect others' movements and the skills associated with being part of a critical audience at a dance performance. Almost immediately, their appreciation of dance will extend beyond their own cultural tradition(s) into elements and expressions of dance around the globe and throughout history

## **Music**

*Students enter schools singing, having been sung to, and listening to music on radio and television—often quite literally surrounded by music. As with dance, an early introduction to music focuses on controlling and regulating the production and appreciation of music. Students will continue to learn music by doing music—singing and playing instruments—but they will also begin to read and create simple musical notation. As with every art discipline, their repertoire of musical appreciation and evaluation will be expanded, particularly into early national and global time periods. The world's many musical heritages, both at home and abroad, will further enrich the musical repertoires of Beacon students beyond a weekly radio hit parade.*

## **Theater**

*Most children come to school with a well-developed, rich imagination. A world of 'pretend' and 'make-believe' may be, in many cases, as vivid to them as their social reality. Early instruction in theater, it follows, should take advantage of every child's natural improvisational tendencies. Beyond acting itself, though, students are quickly introduced to the systematic, complex world of the dramatic arts. They quickly come to understand that a dramatic presentation represents the final integration of many artistic processes: writing, scripting, directing, designing, researching, constructing, staging, singing, choreographing, among others. The individuality of pretending so characteristic of the very young is quickly replaced with an understanding of and participation in the detailed, systematic group processes and teamwork of theater.*

## **Visual Arts**

*Most students begin their academic careers as well-published artists, with framed Crayola sketches in family rooms, on Christmas cards, and in thousands and thousands of scrapbooks. Formal instruction promotes the energy and excitement for doodling, map-making, and graphic inventiveness which Beacon students already possess and channels this exuberance into more coordinated, more complex artistic production. The challenge anew is to complement children's enormous impulse to create with the initial development of critical faculties and observation techniques. They learn an interpretive vocabulary and analytic schema which will serve them as they begin to analyze as well as produce works of art—their own, their peers, and the world's masters—and communicate their impressions to an audience.*

## Grade Five to Grade Eight

### Dance

*Dance among emerging adolescents carries a social burden latent in younger children. The spontaneity between genders and before an audience of the early elementary years is forever lost. Individual identity formation and its attendant self-awareness force universal dance instruction to be much more classroom-based. A willingness to perform dance will diminish for many students during these years, but the capacity to understand and analyze dance will increase for all students. They will be able to expand their appreciation of dance's value as recreation, entertainment, and cultural expression, but many may not elect to continue as dancers. The most engaged students will continue to dance and take advantage of physical coordination and fitness during these years, but many will choose other outlets for conditioning.*

*The dance performance program, for those who remain, will continue kinesthetic development and movement sequences. Intermediate choreographic principles will combine with increasingly sophisticated and complementary partner skills. A public presentation or presentations will provide an opportunity for dance specialists to showcase their growing confidence and competence.*

### Music

*General music appreciation continues in the intermediate grade span, but specialization in musical performance will be by choice, rather than requirement. Broad experience with a wide variety of music will continue for all students to enhance their musical understanding and knowledge. Again, this aesthetic development will travel around the globe and backward in time.*

*Those students who continue in choral or instrumental music will perform alone, in ensembles, and in a chorus or band. They will read music accurately and begin elementary composition of their own. Repertoires will expand to include a number of different genres from several cultures, and their ability to perform selections of greater difficulty will increase steadily and systematically.*

### Theater

*Imagination continues as the central dramatic force of Beacon's intermediate curriculum. In order to define and develop a personal voice, however, students must now pay more attention to the points of view expressed by actors and playwrights other than themselves. They will come to understand how artistic choices are made and how to break down and critique all of the complex elements of dramatic presentation. Such sound and supportable analysis will lead, in turn, to the incorporation of attractive styles and techniques into each student's emerging dramatic voice. Even as students arrive at their own fledgling, distinctive worldview, they will appreciate all the more the seemingly endless aggregate of individual expression in their own cultures and in every culture—here and there; yesterday, today, and tomorrow.*

### Visual Arts

*Adolescent individuality, cast as a potential detriment to a dance curriculum, becomes an expressive advantage for the visual arts. Increased affective, psychomotor, and cognitive skills*



*favor student work that is more imaginative, more sophisticated, technically precise, and far more confident and representative of the artist's experiences and evolving point of view. Perhaps more than anything else, a full range of media stimulates artists of this age with an array of choices for communication that were not developmentally appropriate for younger children.*

*The continuation of the art program features choice within the practicalities of school size and budget. Not every Beacon school will have a kiln or an auto-CAD for blueprints, but each school and program will maximize options in the visual arts. Drawing and painting, working with clay, sculpting, woodcarving, plaster molds, film—the options for intermediate students are endless and must be coordinated with overall school goals and constraints. As each student chooses and refines techniques with a particular medium or media, however, all students continue their exposure to the worldwide expression of feelings and ideas through the visual arts. They develop a deeper appreciation of the cultural factors that influence art and the reciprocal effect of the arts on daily life. They also begin to refine their artistic tastes and discriminate between 'good' and 'not-so-good' art in form, style, and message.*

## **Character Education and Diversity**

Beacon's diverse curriculum incorporates character education and diversity in order to better prepare students to be responsible citizens in the 21<sup>st</sup> century. Schools managed by Beacon stress character education by implementing core values such as integrity, diligence, perseverance, fairness, kindness, self-respect and friendship into the curriculum. These values are taught through core subjects, homeroom discussions, school meetings, parent education sessions and school wide assemblies. The character education program will be based upon the work of Mary Beth Klee (Core Virtues Curriculum).

Diversity is an intrinsic value within any effective educational program. The racial and cultural background of all students and other members of the Beacon school community will be valued as essential assets in the ongoing development of life-long learners. All members of the Beacon school community will be exposed to a racially and culturally diverse school and work environment and be expected to further their understanding of the others with whom they learn, work and live. Diversity will be reflected in the student population, curriculum development, staff development, board development, school programs, co-curricular activities and parent activities. Beacon schools celebrate the diversity of their students, parents and community through the education program and community partnerships.

## **HEALTH AND PHYSICAL EDUCATION**

There is no question whatsoever about the importance of a healthy, active lifestyle in an increasingly mechanized and stressful world. Beacon accepts that premise at face value in the development of an integrated health and physical education program that will give its students the lifelong knowledge, skills, and attitudes of good health and fitness. Whether in a daily routine, a hobby or recreational activity, or on a career ladder, nothing approaches the awareness of physical well being and health for us all.

Recent statistics released by the President's Council on Sport and Physical Fitness suggest that levels of athletic participation and physical vitality are at a thirty-year low. The Beacon curriculum will address those gloomy numbers directly through a carefully articulated K-8 program of physical activity and classroom instruction that provides all students with recreational and athletic options regularly. Countless studies point to the value of physical exertion and play in enhancing learning and improving students' self-image. Positive feelings about oneself and

others, through individual and group activity, improves overall school tone and assures a safer, happier, more successful place of learning.

## **Kindergarten to Grade Four**

Play is arguably the predominant activity of pre-schoolers anywhere. Coming to school for the first time, four and five year olds are as predisposed to instruction in health and physical education as is imaginable. It remains for teachers to capitalize on their students' innate sense of activity.

The elementary curriculum in health and physical education, then, is predicated upon love of play. Students will continue to run, jump, skip, and throw, but in more organized skill and game sequences and in small groups and teams rather than alone or informally. Their play will become more systematic and structured without a significant sacrifice of spontaneity.

Students will learn how to warm-up and cool down before playing games or exercising individually. They will learn how to improve their locomotive skills and coordination as they become more aware of their body and its potential. They will also begin basic movement in dance and begin apparatus-free postures and progressions in gymnastics as well. Most importantly, they will learn to distinguish between safe and unsafe exercise practices.

Teachers will implement the **SPARKS Physical Education Program**, developed by the Sand Diego State University Foundation. **SPARKS** is a comprehensive physical education program designed to help teachers improve the physical activity, fitness, and movement skills of elementary students. **SPARK** activities encourage maximum student participation during class time, as well as promote regular physical activity outside of school.

Keeping fitness logs and activity calendars will help elementary students begin to notice and monitor their personal health. They will also make note of changes in the body during physical activity: including transpiration, respiration, and cardiac response. As they exercise more vigorously and reflect on their activities and accomplishments, a study of the role of nutrition and a healthy daily routine will follow logically. They will begin to assess the nutritional value of a cafeteria menu or a lunchpail's contents and they will begin to see a relationship between hours of sleep and next day effectiveness.

## **Grade Five to Grade Eight**

The intermediate program continues the elementary initiatives in exercise and classroom instruction, but with the clear recognition of puberty and its effects within and across genders. Enormous ranges of size, coordination, and physical maturity replace the relative physical homogeneity of elementary school students in the intermediate years. Just as the program at all levels must be adapted to the diverse needs of individuals, so the intermediate program must recognize a temporary, but dramatic, hormonal scattering away from the norm.

The element of competition, as well as cooperation, becomes a significant component of intermediate physical education. Students increase their individual skills and strength in a much broader locomotive range, but motions, endurance, and coordination are now fused into offensive and defensive strategies in both individual sports (e.g. tennis, badminton, track and field) and team sports (e.g. soccer, field hockey, basketball). Individual and collective problem-solving dimensions also enter physical education at this level, as students make tactical decisions such as how to score a goal, how to get to the net quickly, and how to prevent a star player on the other team from riddling their defense.

Increased mobility comes with increased maturity. Students can now engage in many indoor and outdoor activities on their own, during and after school. Some students will begin to incorporate hiking, biking, and camping into their weekend and summer lifestyles. They will take fuller advantage of community resources and enter intramural, community and interscholastic league play for the first time. Elements of stress and stress management will become part of their athletic and exercise personae and childhood play will give way to more organization and more adult supervision.

Nutrition and healthy lifestyle choices will directly effect students' well being and overall effectiveness at this point of transition between child and early adult. Students will begin to control their overall fitness level deliberately and train systematically for membership in one sport or another at their level of aspiration. Sensitive issues of sexuality and substance abuse begin to emerge at the intermediate level as physical and social changes permit students to entertain previously forbidden 'adult' practices for the first time.

## **WORLD LANGUAGES**

The goal of Beacon's articulated K-8 World Languages curriculum is to develop students' language abilities in four areas:

- › Conversation.
- › Comprehension and Interpretation
- › Presentation and Communication
- › Cultural Understanding

Towards this end, certain instructional principles will be established:

1. From the earliest stages, instruction will be delivered exclusively in the target language with controlled vocabulary. In this manner, students at all levels associate the direct experience with the second language, without resorting to English translation.
2. At beginning stages of second language learning, programs will emphasize receptive skills (listening comprehension) rather than productive skills (speaking), and will use the insights of second language acquisition research in the development of the program. Though at the early stages, language learning will emphasize listening and speaking skills, in late elementary, middle, and high school, students will be exposed to age-appropriate and more challenging reading and writing activities. At the early elementary level, vocabulary and grammar will be controlled. In late elementary grades, middle school, and high school, vocabulary will be expanded and a more reflective study of grammar will be incorporated.
3. Second language learning will not focus on grammar as an object of instruction. Social and cultural contexts will be emphasized. Students learn a language by listening to it in contexts that are cognitively appropriate and meaningful to the age group. For that reason, language learning activities will consider the child's cognitive level, the social and physical development. Learning will be organized concretely using visuals, props, and hands-on activities. The study of grammar may be addressed in middle school and high school.
4. Language instruction will reinforce, expand, or teach the regular curriculum. Towards this end, the World Languages curriculum will be constructed upon the principles of second language acquisition, understanding of communicative language teaching, knowledge of the regular curriculum, and child development. Elementary, middle and high school teachers will plan together for the entire language experience in order to guarantee proper articulation between the

three levels of schooling. Also, language teachers from all levels will work together in staff development activities to facilitate a smooth transition from one grade to another.

5. Integration with the curriculum will be done in two ways: a. Develop a list of linguistic objectives (topics and functions, including nouns, adjectives, and verbs) and look for possible units from the regular curriculum that can be adapted to the linguistic objectives. b. Choose a particular unit or topic from the curriculum and determine the linguistic objectives that are necessary to master and communicate that content. The selection of approach may depend upon the particular unit and its commitment and orientation to the language project.
6. Because its Kindergarten through Grade 8 World Languages curriculum is articulated with the core curriculum, Beacon is not presenting options for exploratory language programs or for introducing beginning language options at key entry points in elementary and intermediate school years. At these levels in particular, use of a standard textbook is not advisable because of this content-based, interdisciplinary emphasis.

### Kindergarten to Grade Four

At the elementary level, the second language curriculum is largely an oral/aural experience. It incorporates many topics and units studied in Mathematics, Science, Social Studies, Music, Art, and Physical Education. Such a program will reinforce, review, and sometimes teach subject matter. At the beginning stages of language learning, Mathematics and Science are ideal areas because they can be taught with limited vocabulary and manipulative experience. The goals of History and Geography in the early grades can coincide with those of the second language when dealing with school, home and community. Cultural practices need to be emphasized. Music, Art and Physical Education can lend themselves to inclusion through songs, dances, collages, and games from the target culture.

Following these principles of integration with the curriculum, possible topics, which can be arranged in different ways, include:

- › Identity/school/classroom/shapes/community/ professions
- › Family/parts of the body/house
- › Animals/parts of the body/habitat
- › Sports/clothes/colors
- › Weather/seasons/days/months/numbers/time
- › Holidays/food/likes and dislikes/feelings

*Using these and other content areas, students will use words, phrases and expressions to: greet; ask and answer questions; express likes and dislikes; express needs, agreement and disagreement; give and follow directions; obtain new information and knowledge; describe; compare; contrast; explain; interpret; narrate; solve problems; read, discuss and write authentic literature. The use of vocabulary and grammatical structures for these linguistic functions will be controlled at elementary level and will vary according to the level of study and linguistic proficiency of the student.*

Examples from areas of the curriculum that lend themselves to these objectives include:

**Mathematics:** In elementary school, hands--on instruction, problem solving, and computations provide concrete contexts for language learning. Activities that include classification, estimation,

number relationships, and measurement are ideal. Students can draw, describe, model and classify shapes.

- › Line up to name and represent their favorite color in a human graph.
- › Estimate the number of clothing items in a bag, sort them by color, and then compare their sizes.
- › Estimate and measure classroom objects in non-standard (pennies) or standard units (inches, centimeters).
- › Predict missing numbers on a chart.
- › Write a chart with a number pattern on it (e.g., 1, 3, 6, 10, 15, 21) and ask students what comes next.
- › Order fruits with numbers written on them from least to greatest.

**Science:** At the elementary level, students will be encouraged to develop skills in problem solving such as observing, comparing, contrasting, classifying, and predicting through hand-on and experimental activities. Categories within and results of this experimentation will be simply stated in the target language.

- › Look for patterns, similarities, and differences in objects and organisms when they group students by sex, hair/eye color, or size of hands.
- › Classify food according to color, shape, texture, or taste using target language.
- › Place a beaker of cold water in bright sunlight. Record temperatures over time. Remove from heat source and continue recording temperatures.
- › Grow plants from cuttings or bulbs. Compare them with the parent plant according to size, color, shape in the target language.
- › Match pictures of domestic animals with appropriate names in target culture.

### **History and Geography:**

- › Identify and name illustrations of family, schools, and community in the U.S. and target cultures
- › Sing songs and dramatize folk tales from the U.S. and target cultures
- › Identify holidays and U.S. and target culture countries, including foods that are common to those holidays
- › Describe and contrast differences between urban and rural life in the U.S. and target culture countries
- › Compare local region with other regions of the U.S., studying their geography, history, and current political and economic systems. Make a comparison with a country of the target culture.
- › Read and follow recipes and cooking directions for foods from the U.S. and selected target cultures.

### **Grade Five to Grade Eight**

At the middle school level, the World Languages curriculum is constructed around a spiraling structure which revisits areas of the curriculum previously studied, expanding the vocabulary base, and developing the use of more complex linguistic structures to expand upon topics in more sophisticated contexts. Team-teaching, which characterizes middle school instruction in many institutions, facilitates identification of areas of the curriculum and themes that can be emphasized. Though the primary focus remains content-based instruction with attention to social

and cultural contexts, formal grammar instruction may be introduced as the World Languages curriculum moves towards productive skill development (speaking and writing). Limited grammar instruction can reinforce, and be enriched by, understanding of linguistic functions studied in English.

*Examples from areas of the curriculum that lend themselves to these objectives include:*

### **History and Geography**

- › Expand community studies into the world community, with the use of maps and globes; study physical as well as cultural geography, overlapping with science.
- › Study the groups that settled in the New World, conflicts that developed, and changes that occurred with immigration in the twentieth century.
- › Explore the components of culture and the difference between Western and other societies. Explore how U.S. society differs from target-language societies, identifying and describing values reflected in food, clothing, and shelter; compare and contrast school systems as well as attitudes towards work and life.

### **Mathematics:**

- › Introduce the metric system.
- › Introduce foreign currencies and work with conversions from dollars to the currency of the target culture and vice-versa.
- › When working with fractions, bar graphs or other functions, use culturally significant items (e.g. a single color clothing ) for students to survey and describe.

### **Science:**

- › Study the weather, topography, geology, archeology or agriculture of target-language regions.
- › Overlapping with Mathematics, use the metric system in exploring these and other topics.
- › Read and record temperatures in countries of the target culture using a Centigrade thermometer.
- › Study and weigh foods or practice measurements using objects from the target culture.

### **Fine Arts**

- Study the art and artists of target cultures.
- Do collages, murals or other projects about the target cultures or emulating the styles and techniques of artists from those cultures.

### **Parent Education**

Parent education programs will be provided on a regular schedule. Modeling the student program, parents will be invited to participate in a series of workshops based upon the United States Department of Education's **Helping Your Child to Learn** series. Modules include reading, mathematics, homework, using the library, and test taking.

Parents will engage in hands on activities designed to help them understand the basics as well as the process. The school will collaborate with other agencies in providing basic literacy programs when needed.

6b. Please see appendix B for a listing of the School's learning standards and benchmarks.

As was mentioned in the description of the School's educational plan, much of the program is based on the New Standards™. The use of these standards requires that students demonstrate their learning and knowledge. The school's use of project-based learning and technology allows students to demonstrate that they can apply the instructed skills and have acquired the expected level of knowledge. Another example of the consistency between the School's instructional strategies and curriculum is provided through the use of the Open Court reading program. Open Court requires explicit instruction in phonics. Accordingly, this requirement is met through the pedagogical approach of teacher-directed instruction.

6c. The curriculum is designed to ensure that students master competencies prescribed in standards while also accommodating multiple learning styles and engaging students as active learners. The multi-faceted nature of the curriculum requires the alignment of multiple assessment strategies. Consequently, the School will provide assessment through the of a variety of approaches including anecdotal records and interviews, checklists to reflect mastery of skills, student portfolios, as well as national and state standardized tests.

6d. The pedagogy for the School is based upon:

- › Teacher directed instruction
- › Project based learning
- › Integrated Technology

**Teacher directed instruction** is used to teach phonics, reading, and basic mathematics skills. Teacher directed instruction may be whole class, small group or individual. Using the direct instruction method, the teacher is the sole source of instruction and information. Students are then required to apply these skills in a project based learning environment.

**Project based learning** is a pedagogical approach that places the student in the role of researcher, creator, interpreter and presenter. In project based classrooms, the teacher presents the problems to students, which requires them to become actively involved in the learning process. The problems are often interdisciplinary in nature and direct the students to read, write, compute, research and present. The teaching staff designs projects with the assistance of Beacon's national curriculum consultants. Project based learning is a microcosm of the way in which students will learn and work in the 21<sup>st</sup> century global arena.

Other core subjects are taught through both project based and teacher directed instruction as may be appropriate for the learning styles of the children.

Each student receives an Individual Learning Plan (ILP) that outlines the student's goals and expected minimum achievement levels for the year. A learning style inventory is used to ascertain the student's strengths and needs. Beacon staff revise the plans as needed throughout the year.

Students will stay with the same teacher for two years. Grade levels will also be organized as families so as to promote social skills, greater flexibility for instruction and a positive school climate.

**Technology** permeates the instruction program. As is evident in the budget that is attached, Beacon managed schools provide access to the latest technology for staff and student use. Internet resources are offered for every grade level. Beacon recommends that both teachers and students utilize these in the classroom. In addition Beacon will provide parents with access to these same resources when school is not in session.

6e. Students who need services under the IDEA or Section 504 of the Rehabilitation Act of 1973 will receive those services in accordance with the IEP (IDEA) or program plan (504). Students with special needs will participate in the regular classroom and participate fully in the school's academic and assessment program in accordance with their IEP or accommodation plan. The school will offer reasonable accommodations and will provide assistive technology and support services.

**6f. Proposed Calendar and School Day:**

Pre opening teacher workshops:	August 13 - 24 2001
Labor Day	September 3
School Opens:	September 4
Columbus Day	October 8
Thanksgiving Day Recess	November 22 –November 25
December 22- January 1, 2001	Break
January 21, 2001	Martin Luther King Jr. Day
February 18	President's Day
March 25-29	Spring break
May 27	Memorial Day
June 20	Last Day of School

September 4, 2001 will be the first day of school in 2001-2002 school year. The last day of school is projected to be June 20, 2002. Additional days will be added to make up days lost to school closings.

The school year will be 190 days. The school day will begin at 8:30 AM and end at 3:30 PM. There will be a one half hour lunch. Total instructional time will be 1235 hours or 390 minutes per day.

**Measurable Student Performance Objectives**

7a. The School's academic objectives are as follows:

- › 75% of the students who have been enrolled in the School for at least three years will meet all learning standards in core subjects in the Beacon Lightpoints Curriculum© by the exit grade. (Grade 8)
- › Based on national percentile scores, at least 75% of the students will score at or above the 75<sup>th</sup> percentile on the Stanford 9 subtests for reading, mathematics, science and social studies. Students who score below the 75<sup>th</sup> percentile on any Stanford 9 subtest at the end of a given year will have at least a 20% gain in that subtest by the end of the following year. In order to



gather the data for this goal, the school will pre-test the students in September and post-test the students in May of each year.

- › For each subject assessed at each grade on the State assessment, average performance of the grade will be at least at the State average each year, beginning in 2003-2004.

**7b.** Assessment is an essential component of the School's educational plan. The educational format establishes standards at each grade level that provide a framework for assessment.

Assessments will be constructed and integrated in accordance with the curriculum and will indicate overall achievement levels. The staff will utilize a curriculum and instructional management system for this purpose. This software program allows teachers to align national and state standards, to develop lessons and Individual Learning Plan, and to track student progress. The most recent version is web-based and will allow parents to view samples of their child's schoolwork online.

The teacher will evaluate and provide feedback on student progress using a variety of assessment methods that value both the content and the process of academic achievement as described above. The emphasis in assessment is to ensure that students have ample opportunity to demonstrate what they know and are able to do. Teachers will provide written report cards and schedule parent conferences three (3) times a year. A portfolio night will be held twice a year for grades K-8.

Portfolio night will be a time when students display and defend their work samples for their parents and others. The end of the year parent conference will be used to develop next year's Individual Learning Plan.

Student progress will be evaluated through a multi-dimensional assessment program, which will consist of the following components:

- › Anecdotal records and interviews
- › Checklists to reflect mastery of skills
- › Student portfolios
- › DSTP exam results
- › Standardized tests: Stanford 9

**Rubrics** will be developed for use with student portfolios. Rubrics list a clear set of guidelines for particular pieces of work. They allow for recognition of high achievement by describing what work will look like at varying levels of success. Rubrics break down large assignments into smaller parts so a student can see if he/ she, for example, demonstrated high-level research skills but significantly less successful writing and organizational skills.

Students will receive rubrics with the project assignment so they may constantly edit their work to strive for higher achievement. After projects are assessed, students will use rubrics to revise work that falls below minimum standards. Student projects will not be "complete" upon submission; students will finish when their work is complete and meets the standard.

Portfolios will be scored as follows:

- › Separate portfolios are created for each for each content area.
- › Each content area is scored separately.

- › The same scoring rubric is used across all grade levels.
- › Each work sample within a content area receives a score from one to six.
- › An overall holistic score from one to four, generated for each portfolio by content area, focuses on the student achievement represented by the self-reflections and selections in the portfolio.
- › Student score reports show performance across the years, facilitating longitudinal comparisons

In classes where discrete skills or content knowledge is necessary for certain units, students will learn to study for and to take tests and quizzes in diverse formats. Test-taking strategies and decoding skills form benchmarks that allow students to get beyond the examination and actually demonstrate the knowledge being tested.

Letter grades will be used for each subject. Grades will reflect the level of competence that students have reached. Grades will be determined after review of the assessment data referred to above. This data will reflect a student's level of competence relative to the benchmarks.

A = Proficient

B= Competent

C = Not yet proficient

D = Novice

A student must attain a B to move on to the next level of instruction.

### Proposed Assessment Grid

<b>INFORMAL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Student Observation									
Interview									
Discussion									
Journal									
Notebook									
Self-Evaluation									
<b>FORMAL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Visuals									
Graphs									
Charts									
Maps									
Diagrams									
Models									

Timelines									
<b>CONSTRUCTED RESPONSE</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Phrases: Sentences									
Paragraphs									
Expository Essay									
Extended Essay									
Research Monograph									
<b>EXHIBITIONS</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Bulletin Board									
Oral Report									
Multimedia									
Poster									
Collage									
Drama									
<b>EXTERNAL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Stanford 9									
DSTP									

Please note: Shaded regions represent possible assessment events.

7c. Between the analysis of student evaluations and the achievement of academic standards, there must be a careful management of curriculum. At the Charter School of Southern New Castle County Charter School, we will use an integrated information management system (IIMS) and other available tools and techniques which allow us to preserve those parts of our curriculum that are achieving results, and make comprehensive changes to those parts that are not. For example, IIMS creates a cycle of standards, curriculum, instruction, assessment and validation that parents, faculty and students can comprehend. Only through such a deliberate process can learning be maximized.

7d. Underperforming students (passing but not meeting expectations in Individual Learning plan or standardized assessment targets) and students who have not met the grade level academic benchmarks for each subject will not be allowed to enroll in the next level. For these students the school will:

1. Complete itemized review of the assessment results;
2. Revise individual education plan as needed, including the modification of instructional materials and strategies according to the data;

3. If necessary, increase the instructional time in the deficient area and decrease the instructional time in areas where the student exhibits strong performance. This may include the participation in an extended year program, provided at no cost, which will focus on areas of skill and content deficiency;
4. Provide individual tutoring from paid staff and school volunteers;
5. Provide frequent retesting to assess progress;
6. Create a support plan for the home

Finally, the school's looping program and team structure will allow these students to continue to remain with their age peers while continuing to progress academically.

- 7e. The school's performance targets regarding the State assessments should ensure that the school meets the fundamental criteria of "improving academic performance" for the school accountability requirements of the Delaware Accountability Act of 1998. Specifically, by using the district data that is currently available, a commitment in the third year of the charter to minimally meet the state average in each subject assessed at each grade would be an improvement in performance for students of the target districts. While the results of the Stanford 9 cannot be perfectly correlated to school performance on the State assessments, the performance target of 20% improvement for any student not scoring at or above the 75<sup>th</sup> percentile on the Stanford 9 subtests should also ensure that the school meets the requirements of the accountability statute.

Since students cannot move to the next grade level without displaying "competence" in a subject, the school will meet the student accountability retention requirement for reading in grades 3, 5, 8 as well as the retention requirement for English/Language Arts and math in grade 8.

The school should also meet the requirements of teacher accountability in that it intends to hire based on the exhibition of relevant mastery and skills, hire certified teachers, and provide professional development and evaluation.

### **Admission Policies and Procedures**

8. The school will take proactive measures to identify, attract and admit interested families through contacts with the media and with a broad base of community agencies and organizations. CSSNCC will also take proactive measures to identify, attract and admit students who do not have parents to advocate on their behalf.

Specific outreach tools include the use of telephone surveys, radio and newspaper advertising, direct mailings, and community meetings.

The advertising process will begin with the publication of the application procedure and timeline. This will be done in November 2000. The initial application period will be forth-five days at which point a lottery will be held if necessary. The Board believes that parents will want to know within a relatively short period of time after the initial application whether or not their child has been admitted.

Admission to CSSNCC will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Once families are notified of acceptance, they will have thirty days to notify CSSNCC of their intention to attend. Should the family not respond in that period of time, it will be assumed that the family has declined to attend. At that time another student's name will be selected from the wait list.

CSSNCC will be open to any child who is qualified under the laws of the State for admission to a public school who wishes to benefit from an innovative educational program. The application details how students with special needs will be served. Support staff and contract services have been provided for in the budget. Admission may be refused to any student who has been expelled or suspended from a public school until the period of suspension or expulsion from a public school has expired, consistent with the requirements of due process.

All students enrolled will be automatically re-enrolled the following year unless the parent has withdrawn the student.

A student may withdraw from CSSNCC at any time by notifying the school office and completing a withdrawal and record transfer form

**Recruitment Timetable**

September/October 2000	<input type="checkbox"/> Telephone survey to gather advertising information <input type="checkbox"/> Review survey data <input type="checkbox"/> Design advertising materials <input type="checkbox"/> Hire or contract recruitment staff
October/November 2000	Advertise using radio, newsprint, mailing, and community meetings.
December 2000 – January 15, 2001	<input type="checkbox"/> Accept applications <input type="checkbox"/> Monitor applications to ensure diversity and complete coverage of target areas.
January 15, 2001	<input type="checkbox"/> If school oversubscribed, conduct lottery <input type="checkbox"/> Establish waiting list <input type="checkbox"/> Send admissions letters
January 15 – Until School meets enrollment targets.	<input type="checkbox"/> Confirm acceptances and complete enrollment procedure <input type="checkbox"/> In the case of declined admissions, offer available slots according to waiting list.
May 1, 2000	Send DOE preliminary enrollment information

9. If more students seek admission than space allows, a lottery (random selection process) will be held for oversubscribed grades. In cases of oversubscription, students will be placed on a waiting list in the order drawn.

Once families are notified of acceptance, they will have thirty days to notify the school of their intention to attend. Should the family not respond in that period of time, the school will assume that the family has declined to attend the school. At that time another student's name will be selected from the wait list.

10. As the school intends to be located within the Appoquinimink School District, the school will provide an enrollment preference to students residing within that district. The school will also provide a preference to siblings of enrolled students.

11. Students who need services under the IDEA or Section 504 of the Rehabilitation Act of 1973 will receive those services in accordance with the IEP (IDEA) or program plan (504). Services will be provided to students based upon the recommendation of the sending district within the capacity of the school. Where feasible, CSSNCC will also consider contracting for services from the local school district.

Students with special needs will be included in the regular classroom and participate fully in the School's academic and assessment program in accordance with their IEP or 504 plan. The staff will include a certified special education teacher and aides. When necessary CSSNCC will contract with other specialists to provide on site services as needed. Services to be provided at CSSNCC may include:

- › Speech and Language
- › Vision services
- › Adaptive Physical Therapy
- › Tutors
- › The school will adhere to all required State and Federal regulations related to:
  - › Development and Implementation of the Individual Education Plan including programming in the least restrictive environment (LRE) and participation in the general school curriculum and assessment program
  - › Participation in non academic and extracurricular programs
  - › Notifications
  - › Evaluations
  - › Discipline
  - › Transportation and other related services
  - › Record keeping and reporting

*give some understanding that they know special education for determine process*

### **Administrative/Management Operations**

12a. Responsibility for all decisions concerning the school shall be made by the School's Board of Trustees. The Board of Trustees will contract out the management of the academic program and business operations of the school to Beacon Education, LLC. The contract with Beacon Education will be fee for service and performance based, and will follow guidelines approved by the State Board of Education

The responsibilities of the Board of Trustees are to:

- › Define the School's mission.
- › Set overarching policy.
- › Approve the annual budget that includes Board allocations for the functions listed herein.
- › Approve the accounting system.
- › Employ legal counsel.

- › Obtain insurance as required.
- › Employee clerical help as needed to carry out Board functions.
- › Negotiate land and / or facility lease.
- › Monitor School performance and operations.
- › Negotiate and then oversee the School's management contract with Beacon Education.
- › Report student achievement results to the Department of Education, parents and community.
- › Develop an Accountability Plan.

Final responsibility on all matters concerning the School will rest with the Board of Trustees.

**12b.** The board recognizes that the school will need a wide range of expertise to succeed.

Accordingly, it is contacting community leaders in business and not-for-profit organizations whose complimentary talents, knowledge and skills are matched by a dedication to serving children. These board members will undergo board training as is provided by independent consultants, or when possible, by the State Department of Education.

The founding Board intends to expand to seven members. At least one Board position will be held by a parent of an enrolled student. In addition, a teacher at the school will hold one Board position.

**12c.** The school will contract the management of the academic program and business operations of the school to Beacon Education Management, LLC, a school management company experienced in the operation of charter schools. The contract with Beacon is based on a flat fee for service and is performance-based.

The Board of Trustees may terminate the contract if Beacon fails to meet academic and parent satisfaction goals established in the school's accountability plan. An overview of the relationship between the Board is listed below:

**Term of Contract:** Three (3) years. Contract may be terminated earlier for cause, i.e., material breach of contract requirements.

**Fee for Service:** 12% of public revenues, i.e., 88 cents on the dollar used for budget line items unassociated with the management company. Detailed description under "Financial Arrangements" below.

**Performance and Delivery of Services:**

- › Beacon Education Management will manage, operate, and administer the school on behalf of the Board.
- › Beacon Education Management is at all times accountable and subject to oversight of Board, authorizer, and state authorities.
- › Beacon Education Management, on behalf of School, will have power and authority to:
  - › Contract for goods & services.
  - › Prepare a budget for Board approval.
  - › Select personnel (Staff and principal are approved by Board. The Principal shall be an employee of Beacon Education Management. The staff will be employees of the School.).
  - › Establish and conduct educational program (in accordance with the Board's vision.)

- › Generally take such actions as are necessary to properly and efficiently operate a public school.

**Educational Program:**

- › School Design based on founding charter's vision and will include rich, core academic content, clear performance standards, and various instructional strategies including project based learning. Principal and staff will have maximum flexibility and autonomy to implement school design while remaining strictly accountable for results.
- › Board must approve any significant proposed change or deviation in curriculum.

**Accountability:**

State and school assessments and Accountability Plan administered by an independent third party. Information on the educational performance and progress of students and on financial operations officially provided quarterly, and any other time upon reasonable advance request.

**Facility & Equipment**

- › Beacon Education Management assists Board in finance, upfit, renovations, furniture and equipment procurement and installation
- › Beacon Education Management responsibilities:
  - Procurement and installation of technology.
  - Procurement of maintenance contracts for facility and equipment.
  - Insurance procurement.

**Recruitment and Admission of students:**

- › Joint Board/Beacon Education Management responsibility.

**Financial Arrangements:**

- › Beacon Education Management shall manage the Delaware Financial Management System for the Board according to the approved annual budget and the policies of the State of Delaware.
- › The School shall be the lawful owner of all real and personal property purchased with such funds.
- › Beacon Education Management's fee shall be 12% of applicable revenues (funds received from Federal, State, County, and local allocations and entitlement grants) but shall not include other donations or other revenue sources
- › 1<sup>st</sup> year budget shall include an allocation for reimbursement to Beacon Education Management for any previously unreimbursed but approved out-of-pocket expenses incurred by Beacon Education Management related to organizing the school.

**Personnel and Training:**

- › Authority: Beacon Education Management's personnel management duties and authority shall include determination of staffing levels, setting compensation, and all other personnel functions, consistent with federal and state law and subject to the budget approved by the Board.



- › Staff and principal are approved by Board. The Principal shall be an employee of Beacon Education Management. The staff will be employees of the School.

**Termination and remedies for Breach**

- › Cause: By Board
  - Failure to make reasonable progress toward achievement of agreed upon goals and student performance standards in the Agreement.
  - Failure to follow GAAP.
  - Any violation of a material provision of school law that was not specifically exempted for charters and that results in adverse consequences for the school.
  - Any substantial breach of any of the terms of the Agreement.
  - Revocation of authorization.
- › Cause: By Beacon Education Management
  - Failure to reach minimum enrollment.
  - Board unable to provide facility.
  - If Board fails to approve reasonable personnel, curriculum, program, or similar recommendations that Beacon Education Management determines to be necessary for the implementation of the school design.
  - If Board fails to remedy a material breach of the Agreement.

**12d.** Parents and teachers will be fully engaged as partners by serving on the School Advisory Council, on standing committees and as volunteers in the School and classrooms. The School Advisory Council will consist of parents elected by the parents of children attending the school and will include teachers elected by the staff. Community members may also be members of the Council. Parents will constitute the majority of members. The Council will play a vital role in advising the principals on School policies and programs.

Moreover, at least one parent and one teacher will hold positions on the Board of Trustees.

**Staffing**

**13a.**

**FTE(s) by Position**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Principal</b>	1.0	1.0	1.0
<b>Professional Dev. Coord.</b>	1.0	1.0	1.0
<b>Office Manager</b>	1.0	1.0	1.0
<b>Classroom Teachers</b>	21.0	24.0	27.0

<b>Specialists</b>	3.0	4.0	5.0
<b>SPED</b>	1.0	1.5	2.0
<b>Nurse</b>	1.0	1.0	1.0
<b>Social Worker</b>	0.5	1.0	1.0
<b>Aides</b>	3.0	3.0	3.0
<b>Technology/Media</b>	1.0	1.0	1.0
<b>Custodian</b>	1.0	1.5	2.0
<b>Total Employees</b>	<b>34.5</b>	<b>40.0</b>	<b>45.0</b>

13b. Please see 13a.

13c. As the staffing chart and budget show, the School intends to hire special education staff for students with disabilities. Certification will be a requirement for employment. In the event that services cannot be provided internally, the School will contract with certified special education providers to meet the requirements of the student's IEP.

**13d. Staff Hiring Timeline**

August 2000	Board and Beacon finalize Principal profile.
September/October 2000	Advertise for Principal and screen resumes.
November 2000	<input type="checkbox"/> Board and Beacon to interview and hire Principal. <input type="checkbox"/> Background and reference checks performed by Beacon prior to hiring.
February/March 2001	Advertise for staff and screen resumes.
March/April/May 2001	<input type="checkbox"/> Principal interviews and proposes hiring of staff for Board approval. <input type="checkbox"/> Background and reference checks performed by Beacon prior to hiring.
July/August 2001	<input type="checkbox"/> Staff begins training and employment. <input type="checkbox"/> If necessary, unfilled positions addressed. <input type="checkbox"/> Substitute teacher list completed.

**Criteria for Principal:**

Education	Masters degree in Education Administration
Experience	<input type="checkbox"/> Five (5) years teaching experience. <input type="checkbox"/> Three (3) years administrative experience.
Knowledge, Ability, and Skills	<input type="checkbox"/> Organizational and leadership ability <input type="checkbox"/> Knowledge of Core Knowledge Sequence, Core Virtues, Project-Based Learning, portfolio and rubric assessments <input type="checkbox"/> Written and oral skills <input type="checkbox"/> Knowledge of statutes, educational practices, including

	<p>interdisciplinary learning and project-based learning, special education regulations, instructional practices, assessment, evaluation, technology, school-based decision-making, and business practices.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Computer skills including word processing, email, databases and spreadsheets.</li> <li><input type="checkbox"/> Current certification as a principal.</li> </ul>
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**Criteria for Teachers:**

Education	Bachelors degree and certification in assigned area.
Experience	Pre-service experience required for certification.
Knowledge, Ability, and Skills	<ul style="list-style-type: none"> <li><input type="checkbox"/> Passion for teaching.</li> <li><input type="checkbox"/> Written and oral skills</li> <li><input type="checkbox"/> Ability to complete research tasks.</li> <li><input type="checkbox"/> Interpersonal skills and the ability to work in groups.</li> <li><input type="checkbox"/> Ability to communicate effectively with parents, students and other staff.</li> <li><input type="checkbox"/> Mastery of assigned subject and knowledge of current practices.</li> <li><input type="checkbox"/> Willingness to support school's mission and goals and Board policies.</li> <li><input type="checkbox"/> Knowledge of applicable state and federal regulations and statutes.</li> <li><input type="checkbox"/> Knowledge of theory and practice of student learning styles.</li> <li><input type="checkbox"/> Computer skills including word processing, email, databases and spreadsheets, and graphics.</li> </ul>

**13e.** The School intends to hire Delaware certified teachers. In the event that the School must hire a qualified candidate who does not possess Delaware certification, the School will follow the State's alternative certification procedure and / or work with the State to obtain certification. In the case where no "qualified alternative certification" program exists, the School will not exceed the statutory limit for non-certified teachers.

**13f.**

The student/teacher ratio will be 18:1 in grades K-1, and 25:1 in grades 2-8.

**13g.** Salaries and contracts are offered to the principal and staff on an individual basis.

Compensation will be commensurate with knowledge, experience and performance. The School expects to offer salaries that are competitive with the local market.

The Board and Beacon will jointly hire the school principal. The principal will be an employee of Beacon Education Management. The principal will have the authority to hire the staff, within the constraints of the budget approved by the Board, and after notification to and approval from the Board. The principal has the authority to dismiss or not rehire staff after notification to and approval from the Board. Termination for performance will be based on the School's annual

review process. Opportunities to correct performance deficiencies will be provided on specified schedule. Peer and outside support will be provided to the teacher as the principal and the teacher agree is necessary.

**13h.** Not applicable.

**13i.** CSSNCC is committed to ensuring that all staff is actively engaged in professional development and growth. The Professional Development and Advancement Program has five strands. Each strand must be completed by the end of each year. The goals of the Professional Development and Advancement Program are to provide staff with frequent feedback from multiple sources. The sources include students, peers, self, parents and administrators. In addition, the School will have a professional development coordinator on site who will facilitate staff training in relevant areas such as the Core Knowledge Sequence and project-based learning.

**14a.** The professional development and annual review process include strands that applied by peers and are aligned with the school's mission and objectives. In addition, the staff will have access to technology that provides feedback and tracking of student and school performance.

**14b.** All teaching and administrative staff will receive regular evaluations using an instrument provided by Beacon. The evaluation instrument is designed to celebrate and build on successes, to identify and take action on areas that need improvement, and to document and develop a career path of every teacher.

**14c.** The school will be accountable to the parents of the children in three very powerful ways:

1. As school of choice, the parents can reward the school for good performance through student reenrollment, or punish the school for poor performance by withdrawing their child. As the school needs student enrollment in order to exist, maintaining parent satisfaction is of fundamental importance.
2. The school will conduct a parent satisfaction survey on an annual basis. As noted above, a composite rating 3.0 (scale of 1-4) is one of the goals listed in the charter. (The School is also aware the Charter School Office intends to implement a parent satisfaction survey for all charter schools. The Board has not yet decided whether it will implement both surveys or substitute the State's survey for its proposed survey.)
3. The Board will reserve one seat on the Board of Trustees for the parent of an enrolled student.

**14d.** Beacon Education Management will hire a DFMS support person who will maintain proper financial records according to the requirements of the State's reporting systems. This individual will report on a regular basis to the Board of Trustees as to the school's budget vs. actual expenses. In addition, annual financial reports, enrollment reports, reports concerning federal grants and entitlement programs, and any other reports that effect the School's finances will be supplied as required.

The Board will review, edit and approve budgets as part of its regular meeting schedule.

Yearly audits will be performed by a qualified C.P.A.

**15a.** The Board proposes to obtain land and build a facility that will be located in southern New Castle County. The preferred location is within the geographic boundaries of the Appoquinimink School District.

**15b.** Not applicable.

**15c.** While the Board and Beacon have not yet located a site for the School, both parties will ensure that the facility will be in full compliance with all applicable building codes for public schools, and will be accessible for special needs students.

**15d.** The Board intends to review all means of financing in order to determine the most suitable option. If necessary and appropriate, Beacon may guarantee leases or loans for the Board. In that event, Beacon will charge a fee for the use of the guarantee. The fee will be 150 basis points of Beacon's cost of funds to provide the guarantee.

**16a.** Because it is unlikely that the School will be able to align its calendar and daily schedule with the local district, the Board is working under the assumption that it will contract with a local busing company to provide transportation for all eligible students. (In the event that such coordination proved possible, the Board would consider using district-provided transportation.) The School will publicly bid for the transportation services, and the selected vendor will be required to follow state guidelines including:

- › Obtaining the same level of collision and liability insurance as required by contractors on regular public school routes.
- › The School shall set up random and post-accident drug/alcohol screening.
- › The School shall maintain driver and training records.

In the event that parents or guardians chose to transport their child, the School will obtain a statement waiving School's transportation.

**16b.** Parents or guardians of students who reside outside the area covered by the School's transportation reimbursement will be required to transport students to either the School or predetermined drop-off points within the transportation boundaries.

**16c.** The School will provide transportation services to special needs students according to the requirements of each student's IEP. Where possible the School will transport special needs students with regular education students. However, when necessary, the School will contract for specialized transportation services.

17. The school will offer a hot lunch program that meets the requirements of National School Lunch Program. The school facility will include a place to serve lunches. Lunches will be prepared by an independent contractor in accordance with State and Federal requirements.

The serving area used will comply with all health regulations.

**18. Administrative Tasks Prior to School Opening**

Activity	Date	Responsibility
<b>Student Recruitment and Enrollment</b>		
Telephone survey and review of data	Sept 2000	Contract marketing
Review survey data	Sept 2000	<input type="checkbox"/> Board <input type="checkbox"/> Beacon
Design advertising materials	Oct 2000	Contract marketing with Board and Beacon review
Hire or contract recruitment staff	Oct 2000	Beacon
Advertise	Oct/Nov 2000	<input type="checkbox"/> Contract marketing <input type="checkbox"/> Board <input type="checkbox"/> Beacon <input type="checkbox"/> Recruitment staff
Accept applications (monitor coverage and diversity)	Dec – Jan 15 2001	Recruitment staff
Lottery, waiting list, and admission letters	Jan 15, 2001	<input type="checkbox"/> Board <input type="checkbox"/> Beacon <input type="checkbox"/> Recruitment staff
Complete enrollment procedure	Jan 15, 2001 until school meets enrollment targets	Recruitment staff
Send DOE preliminary enrollment information	May 2001	Principal
Student Schedules	July-Sept 2001	Principal
Student Education Plans	July-Sept 2001	Principal
<b>Staffing</b>		
Advertise for Principal and screen resumes.	Sept/Oct 2000	Beacon
Interview and hire Principal.	November 2000	<input type="checkbox"/> Beacon <input type="checkbox"/> Board
Advertise for staff and screen resumes.	Feb/Mar 2001	Principal
Interview hire staff.	Mar --May 2001	<input type="checkbox"/> Principal <input type="checkbox"/> Board

<b>Facilities</b>		
Search and select suitable land	Jan – Apr 2000	<input type="checkbox"/> Beacon <input type="checkbox"/> Board
Secure Financing	Apr – Jun 2000	Beacon
Select Architect and Contractor	May 2000	<input type="checkbox"/> Beacon <input type="checkbox"/> Board
Design, development and permitting	Jun – Aug 2000	<input type="checkbox"/> Architect <input type="checkbox"/> Contractor
Construction	Oct 2000 – Jul 2001	Contractor
Obtain Occupancy Permits	Jul 2001	Contractor
<b>Budget</b>		
Submit Draft to Board	Apr 2001	Principal
Finalize Budget	Jun 2001	<input type="checkbox"/> Principal <input type="checkbox"/> Board
<b>School Services</b>		
Transportation	Apr 2001 – Jul 2001	Principal
Food Service	Jun 2001 – Jul 2001	Principal
Insurance	Apr 2000	Beacon
Audit	Aug 2001	Beacon
Medical	May 2001	Principal
Extracurricular Program	Jul 2001 – Sept 2001	Principal
<b>Student Policies</b>		
Draft	Oct/Nov 2000	<input type="checkbox"/> Beacon <input type="checkbox"/> Board
Final Approval	Nov 2000	<input type="checkbox"/> Beacon <input type="checkbox"/> Board

**19a. Pre-Opening Costs**

Activity	Cost
<b>Application</b>	
Travel and lodging	7,500
Production (formatting and printing)	2,500
<b>Facilities Acquisition</b>	
Initial Site Review for Suitability	

	2,600
Lease/Purchase Negotiations	2,500
<b>Legal Costs</b>	7,500
<b>Marketing and Outreach</b>	
Student Enrollment Activities	25,000
Public Relations	10,000
Recruitment Staff	6,100
Office Space	6,000
<b>Principal recruitment costs</b>	
Advertising	5,000
Travel and lodging	4,000
Other (consultants, etc.)	6,000
<b>Teacher and staff recruitment costs</b>	
Advertising	10,000
Other (consultants, recruitment fairs, etc)	15,000
<b>Pre-Opening Staff Operations</b>	
Principal Salary/Benefits 4 months	27,235
Admin Asst. Salary/Benefits 4 months	10,667
Pre-Opening Staff Development (stipends/materials/trainers)	75,000
<b>Other (printing, etc.)</b>	5,000
<b>Total</b>	<b>227,602</b>



The detailed start-up costs will be funded by Beacon Education Management in the form of a loan to the Board of Trustees. The loan will be made at 150 basis points over Beacon's cost of funds. The budget shows that the loan will be repaid during years 1-3 of the charter.

- 19b.** The School plans to seek funds and other resources from businesses and foundations in the community and on a national level in order to offset expenses and provide the possible facility and program. However, as the budgets show, the school is capable of operating within existing per pupil and federal allotments.
- 19c.** The School expects to receive Federal per pupil entitlement funding that is equivalent to that currently received by the local school districts. The budget assumes a Federal per pupil funding amount that is proportioned according the assumed student counts for each sending district. The School will also apply for grants such as Eisenhower Math and Science grants and Walton Foundation grants.
- 19d.** Please see attached budget.
- 19e.** If actual enrollments fail to meet projected levels, the Board and Beacon would first attempt corrective actions that would cause enrollments to meet the expected levels. Along with working to reduce staffing and capital costs, Beacon would consider providing the Board with a loan to meet the School's short-term financial deficiencies. (The loan would be at the same terms as provided for the start-up loan.) Over the long-term, the School would need an enrollment of approximately 500-550 students to maintain financial viability.
- 19f.** Please see the financial arrangement listed in response 12c.
- 19g.** If public funds remain at the end of a fiscal year, the School will apply the funds to the following year's educational needs.
- 20a.** As a part of its management agreement with the School, Beacon will provide a business manager to oversee the financial affairs of the school and serve as the primary administrator of the DFMS system for the School.
- 20b.** The School intends to operate within all State administrative and financial systems.

### **Legal Liability**

- 21.** The school will obtain a comprehensive policy from one of the national insurers that are working with the 1,600 charter schools currently in existence. The policy will be in compliance with the requirements of Delaware Charter School Law. For members of the Board of Trustees, there will be Directors' and Officers' liability coverage. Teachers and administrators will participate in the State health and retirement benefits program. Property insurance will be acquired for all fixed assets of the school. Finally, the school will seek a commercial liability policy with umbrella.

### **Proposed Insurance Coverages**

Type of Coverage	Minimum Amount
Commercial General Liability	Each Occurrence - \$1,000,000 Personal and Advertising Injury Limit - \$1,000,000 General Aggregate - \$2,000,000 Products - completed operations aggregate - \$2,000,000 Medical Expense - \$10,000
Umbrella (Excess Liability)	Each Occurrence - \$5,000,000 General Aggregate - \$5,000,000
Fidelity Bond	Bond Coverage in an amount not less than 50% of the total costs for all employees of the school and employees of the subcontractors responsible for financial decisions, including the CEO and CFO and board members and all subcontractors.
Workers Compensation	Bodily Injury - accident - \$100,000 each accident Bodily Injury - disease - \$100,000 per employee \$500,000 policy limit.
Auto Liability	Combined single limit \$1,000,000 each accident
Errors and Omissions/School Leaders	Aggregate limit \$1,000,000

### Student Discipline Policies

22. A draft of the School's discipline code is outlined below. The Principal and staff will review the handbook with the Board and Beacon. Additional sections may be added.

### OFFENSES and CONSEQUENCES

#### Level I Offense

1. Tardy to class.
2. Inappropriate use of language.
3. Minor disruption of class.
4. Minor disrespect to a faculty member.
5. Improper use of computers and Internet.
6. Eating and drinking (including chewing gum) in the classroom.

7. Failure to complete work.
8. Failure to attend teacher detention (1st offense).

### **A Level I offense results in:**

- › Student being asked to stay after class to speak with his/her teacher.
- › Student's Mentor being informed of his/her inappropriate behavior.
- › Student being required to stay after school for an extended period of time.

#### If Level I offenses are recurring, the following consequences may apply:

- › Student will be required to meet with his/her teacher and mentor. If it is deemed necessary, student's parent/guardian will also attend this meeting.
- › A report will be sent to the Principal or his/her designee.
- › Student will be required to meet with the Principal or his/her designee who will determine if further action is appropriate.
- › Student will be sent home. Student will not be allowed to return to school until he/she has met with his/her teacher, the Principal or his/her designee and his/her parent/guardian.

### **LEVEL II OFFENSE**

1. Behavior which disrupts the learning climate of the class/school:
2. Tardy to school after 9:00 a.m. (without a phone calls or note from parent/guardian).
3. Sexual harassment.
4. Cutting class, town meeting.
5. Lying to faculty/staff.
6. Repeated failure to attend teacher *detention* (see following definition).
7. Failure to identify oneself properly to faculty, staff, or security.
8. Leaving the classroom without permission.
9. Leaving the building without permission.
10. Smoking on school grounds.
11. Disrespect to students or faculty.
12. Blatant disrespect to students or faculty with profanity.
13. Blatant disrespect in and/or disruption of a place of business in our community during school hours.

- 14. Loitering in school or on grounds.
- 15. Gambling.
- 16. Cheating
- 17. Consistent abuse of lunch (open campus) policy.

**A Level II offense results in:**

- › Student being referred to the Principal or his/her designee.
- › In-School *Suspension* (see following definition).
- › *Detention* (see following definition)
- › Student being sent home. Student will not be allowed to return to school without a parent or guardian.
- › Student's parent or guardian being contacted immediately and informed of his/her offense.
- › Out-of-School *Suspension* (see following definition).
- › Meeting with student's parent/guardian and the Principal or his/her designee.
- › Student being required to perform a service project.
- › Student being required to submit a written apology to the appropriate person(s) and/or the whole school community.

**Level III Offense**

Behavior that threatens person or property and may be considered criminal in nature:

- 1. Sexual harassment.
- 2. Fighting.
- 3. Hazing.
- 4. Theft.
- 5. Forgery and/or plagiarism.
- 6. Threatening behavior.
- 7. Vandalism.
- 8. Throwing dangerous objects.
- 9. Animal abuse.
- 10. Possession or use of weapon or explosives.
- 11. Assault.
- 12. Drug/alcohol violation.

13. Setting a fire.
14. Setting a false alarm.
15. Reoccurring class disruption and/or lack of preparation for school.
16. Gross misconduct.

A Level III offense results in a situation where all Level II Consequences may apply as well as the following:

### ***Expulsion (see following definition).***

#### **Definitions**

**Short term suspension** - refers to the removal of a student from school for disciplinary reasons for a period of fewer than ten days.

**Long term suspension** - refers to the removal of a student from school for a period of longer than ten days.

**Out-of-School Suspension** - Out of school suspension means a student has temporarily lost the right to attend school or set foot on school grounds during a set period of time determined by the Principal according to offense. Student may not return from suspension without parent/guardian.

**In-School Suspension** - In-school suspension is the requirement of a student to attend school. Rather than attend classes, the student will spend the day with the Principal or his/her designee until 4:00 p.m. or for as many days as it takes for the student to prove that he/she is prepared to return to class. Assignments from teachers must be brought to the student, who is expected to be on task.

**Teacher Detention** - When a student fails to turn in homework or otherwise does not fulfill his/her classroom responsibility he/she stays with that classroom teacher after school in teacher detention until 4:00 p.m.

**After-School Detention** - This is the requirement of a student to attend after-school detention with the Principal or his/her designee for the required number of days according to offense. Detention is from 4:00 p.m. until 4:30 p.m. and may not be missed for any reason. Prearranged after-school activities, doctors appointments, or a job, are not considered acceptable reasons to miss detention. Missing detention or arriving late will result in further disciplinary actions.

**Being Sent Home** -Being sent home means a student has to leave school grounds when asked by the Principal or his/her designee with the understanding that the student will go directly home. Parents or guardians will be contacted immediately. The student may not return to school without a parent or guardian.

**Expulsion** - Expulsion is the permanent exclusion from school. Once a student is expelled from the school he/she may not apply for admission to another public school during the expulsion period.

Certain infractions, including, but not limited to, weapons possession, drug possession or use, violence, or harassment may result in expulsion.

Any student charged with an offense that may result in expulsion shall be notified in writing of an opportunity for a hearing. The student may have representation along with the opportunity to present evidence and witnesses at said hearing.

Any student who has been expelled from the school pursuant to these provisions shall have the right to appeal to the Board of Trustees. The expelled student has the right to counsel at a hearing before the Board of Trustees.

When a student is expelled from the school, the Principal shall notify the sending district Superintendent of Schools of the reasons for his/her expulsion.

### **Due Process:**

The Principal may impose short term or long term suspensions consistent with the provisions of this handbook.

The student will be told the reason for the disciplinary action and given the opportunity to present his/her version of the events. In addition, if the suspension contemplated is longer than ten school days, then the student will have the right to present witnesses on his / her behalf.

In the event that a suspension is implemented the school will notify the parent / guardian by phone of the incident and the terms of the suspension. A formal written notice specifying the offenses and the terms of the suspension will be sent to the student's last known address via express mail within twenty four hours.

A student suspended from school may only return to school when accompanied by a parent, guardian or other adult who may be designated.

A student may appeal his / her suspension to the Board of Trustees. The Board shall convene a hearing at the earliest possible date. The Board will give the student the opportunity to present his / her appeal, and may ask questions of the student.

The Board shall respond to the student appeal within 48 hours. The Board may by majority vote overturn or modify the decision of the Principal.

Only the Board of Trustees may expel a student. Upon the recommendation of the Principal the Board will convene an expulsion hearing. The student will be given a written statement of the charges and will have the opportunity to present his/her case to the Board, call witnesses and have representation present. The student will also receive a list of community agencies and free legal assistance which may be available.

The Board's decision shall be in writing and shall be sent to the student's last known address within 48 hours of the hearing.

Notices and conferences will be conducted in the dominant language or mode of communication used by the parents or persons in parental relation to the student.

### **Disciplinary Procedures For Students with Disabilities:**

Students with disabilities have the same responsibilities and rights as other students and may be disciplined for the same behavioral offenses.

### **Change of placement for disciplinary removals.**

For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if—

- (a) The removal is for more than 10 consecutive school days; or
- (b) The child is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year, and because of factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another.

### **Authority of school personnel.**

To the extent removal would be applied to children without disabilities, the removal of a child with a disability from the child's current placement for not more than 10 consecutive school days for any violation of school rules, and additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a change of placement.

### **Suspensions Not To Exceed 10 School Days (Cumulative)**

The school can suspend a child for a maximum of 10 school days (cumulative). There is no requirement for the school to provide the student with Free Appropriate Public Education (FAPE) during these 10 days as long as nondisabled students do not receive educational services.

### **Suspensions That Exceed 10 School Days (Cumulative)**

Before the 11th day of suspension (and before each subsequent series of suspensions) the IEP Team must reconvene to determine if the behavior is a manifestation of the disability. Parents must be notified of the disciplinary action and be provided the procedural safeguards notice.

Either before or not later than 10 business days after either first removing the child for more than 10 school days in a school year or commencing a removal that constitutes a change in placement (including removals for drugs and weapons misconduct), the agency shall convene an IEP meeting to develop a functional assessment plan (if the school did not already conduct a functional assessment and had not implemented a behavioral intervention plan).

Beginning with the 11th day of suspension and for subsequent removals, the student must continue to receive FAPE as determined by the IEP team.

### **Manifestation Determination Review**

**First the IEP team must consider** in terms of the behavior subject to disciplinary action, all relevant information, including -

Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the child;

Observations of the child; and

The child's IEP and placement; and

**Then determine that -**

The IEP and placement were appropriate

The special education services, supplementary aids and services were provided

Behavior intervention strategies were provided consistent with the child's IEP and placement;

The child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to disciplinary action; and the child's disability did not impair the ability of the child to control the behavior subject to disciplinary action.

**Result**

No Manifestation

If the result of the review is a determination, that the behavior of the child with a disability was not a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities. Child continues to receive FAPE. If the child's parent disagrees with a determination that the child's behavior was not a manifestation of the child's disability or with any decision regarding placement, the parent may request a hearing.

Is a Manifestation

Child's placement cannot be changed except through an IEP.

Student can be placed in an Interim Alternative Setting if weapons/illegal drugs are involved or by order of a Hearing Officer if the student is "dangerous".

**Weapons/Illegal Drugs**

If the child carries a weapon or the child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance to school or to a school function, then the school may place a child to an appropriate Alternative Educational Setting (IAES) for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days.

The IEP team determines the Alternative Educational Setting (IAES).

The IAES must enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP, that will enable the child to meet the goals set out in that IEP; and include services and modifications to address the behavior, that are designed to prevent the behavior from recurring.



Either before or not later than 10 business days after either first removing the child for more than 10 school days in a school year or commencing a removal that constitutes a change in placement, the agency shall convene an IEP meeting to develop a functional assessment plan (if the school did not already conduct a functional assessment and had not implemented a behavioral intervention plan).

As soon as practical after developing the plan and completing the assessments required by the plan, the school shall convene an IEP meeting to address, develop, and implement appropriate behavioral interventions.

If the child already has a behavioral intervention plan, the IEP team shall meet to review the plan and its implementation, and, modify the plan and its implementation as necessary to address the behavior.

### **Dangerous/Likelihood of Injury**

If school personnel maintain that it is dangerous for the child to be in the current placement (placement prior to removal to the interim alternative education setting) during the pendency of the due process proceedings, the school may request an expedited due process hearing.

### **Protections for children not yet eligible for special education and related services.**

A child who has not been determined to be eligible for special education and related services under this part and who has engaged in behavior that violated any rule or code of conduct of the school, may assert any of the protections provided for in this part if the school had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

**Basis of knowledge.** A school must be deemed to have knowledge that a child is a child with a disability if -

The parent of the child has expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to personnel of the school that the child is in need of special education and related services;

The behavior or performance of the child demonstrates the need for these services;

The parent of the child has requested an evaluation of the child;

The teacher of the child, or other personnel of the school, has expressed concern about the behavior or performance of the child to the principal and/or director of special education or to other personnel in accordance with the school's established child find or special education referral system.

**Exception.** The school would not be deemed to have knowledge if the school (1) Either -

(i) Conducted an evaluation based on the Procedures for Evaluation and Eligibility, and determined that the child was not a child with a disability under this part; or

(ii) Determined that an evaluation was not necessary; and

(2) Provided notice to the child's parents of its determination.

(i) **Conditions that apply if no basis of knowledge.** If the school does not "have knowledge" that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the same disciplinary measures as measures applied to children without disabilities who engaged in comparable behaviors.

(3) Limitations.

(i) If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

(ii) Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

(iii) If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the school shall provide special education and related services.

**Change of placement —**

(i) If the SCHOOL did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the child before the behavior that resulted in the removal described in paragraph (a) of this section, the agency shall convene an IEP meeting to develop an assessment plan.

(ii) If the child already has a behavioral intervention plan, the IEP team shall meet to review the plan and its implementation, and, modify the plan and its implementation as necessary, to address the behavior.

(2) As soon as practicable after developing the plan described in paragraph (b)(1)(i) of this section, and completing the assessments required by the plan, the SCHOOL shall convene an IEP meeting to develop appropriate behavioral interventions to address that behavior and shall implement those interventions.

(c)(1) If subsequently, a child with a disability who has a behavioral intervention plan and who has been removed from the child's current educational placement for more than 10 school days in a school year is subjected to a removal that does not constitute a change of placement, the IEP team members shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

(2) If one or more of the team members believe that modifications are needed, the team shall meet to modify the plan and its implementation, to the extent the team determines necessary.

(d) For purposes of this section, the following definitions apply:

**Authority of hearing officer.**

A hearing officer may order a change in the placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 days if the hearing officer, in an expedited due process hearing -

- (a) Determines that the public agency has demonstrated by substantial evidence that maintaining the current placement of the child is substantially likely to result in injury to the child or to others;
- (b) Considers the appropriateness of the child's current placement;
- (c) Considers whether the public agency has made reasonable efforts to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services; and
- (d) Determines that the interim alternative educational setting that is proposed by school personnel who have consulted with the child's special education teacher, meets the requirements of §300.522(b).
- (e) As used in this section, the term **substantial evidence** means beyond a preponderance of the evidence.

### **300.525 Parent appeal.**

#### **(a) General.**

(1) (2) The State or local educational agency shall arrange for an expedited hearing in any case described in paragraph (a)(1) of this section if a hearing is requested by a parent.

#### **(b) Review of decision.**

(1) In reviewing a decision with respect to the manifestation determination, the hearing officer shall determine whether the public agency has demonstrated that the child's behavior was not a manifestation of the child's disability consistent with the requirements.

(2) In reviewing a decision under §300.520(a)(2) to place the child in an interim alternative educational setting, the hearing officer shall apply the standards

### **Placement during appeals.**

(a) **General.** If a parent requests a hearing or an appeal regarding a disciplinary action to challenge the interim alternative educational setting or the manifestation determination, the child must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided, whichever occurs first, unless the parent and the State agency or local educational agency agree otherwise.

(b) **Current placement.** If a child is placed in an interim alternative educational setting pursuant and school personnel propose to change the child's placement after expiration of the interim alternative placement, during the pendency of any proceeding to challenge the proposed change in placement the child must remain in the current placement (the child's placement prior to the interim alternative educational setting), except as provided in paragraph (c) of this section.

(c) **Expedited hearing.**

- (1) If school personnel maintain that it is dangerous for the child to be in the current placement (placement prior to removal to the interim alternative education setting) during the pendency of the due process proceedings, the SCHOOL may request an expedited due process hearing.
- (2) In determining whether the child may be placed in the alternative educational setting or in another appropriate placement ordered by the hearing officer, the hearing officer shall apply the standards
- (3) A placement ordered pursuant to paragraph (c)(2) of this section may not be longer than 45 days.
- (4) The procedure in paragraph (c) of this section may be repeated, as necessary.

**Protections for children not yet eligible for special education and related services.**

**General.** A child who has not been determined to be eligible for special education and related services under this part and who has engaged in behavior that violated any rule or code of conduct of the local educational agency, may assert any of the protections provided for in this part if the SCHOOL had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

**Basis of knowledge.** An SCHOOL must be deemed to have knowledge that a child is a child with a disability if -

The parent of the child has expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to personnel of the appropriate educational agency that the child is in need of special education and related services;

The behavior or performance of the child demonstrates the need for these services;

The parent of the child has requested an evaluation of the child;

The teacher of the child, or other personnel of the local educational agency, has expressed concern about the behavior or performance of the child to the director of special education of the agency or to other personnel in accordance with the agency's established child find or special education referral system.

**Exception.** A public agency would not be deemed to have knowledge if the agency

(1) Either—

(i) Conducted an evaluation based on the Procedures for Evaluation, and determined that the child was not a child with a disability under this part; or

(ii) Determined that an evaluation was not necessary; and

(2) Provided notice to the child's parents of its determination.

(d) **Conditions that apply if no basis of knowledge.**

(1) **General.** If an SCHOOL does not "have knowledge" that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the same

disciplinary measures as measures applied to children without disabilities who engaged in comparable behaviors consistent.

**(2) Limitations.**

- (i) If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.
- (ii) Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
- (iii) If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency shall provide special education and related services.

**§300.528 Expedited due process hearings.**

(a) Expedited due process hearings under §§300.521-300.526 must—

(1) Meet the requirements of §300.509, except that a State may provide that the time periods identified in §§300.509(a)(3) and §300.509(b) for purposes of expedited due process hearings under §§300.521-300.526 are not less than two business days; and

(2) Be conducted by a due process hearing officer who satisfies the requirements of §300.508.

(b)(1) Each State shall establish a timeline for expedited due process hearings that results in a written decision being mailed to the parties within 45 days of the public agency's receipt of the request for the hearing, without exceptions or extensions.

(2) The timeline established under paragraph (b)(1) of this section must be the same for hearings requested by parents or public agencies.

(c) A State may establish different procedural rules for expedited hearings under §§300.521-300.526 than it has established for due process hearings under §300.507.

(d) The decisions on expedited due process hearings are appealable consistent with §300.510.

(Authority: 20 U.S.C. 1415(k)(2), (6), (7))

**§300.529 Referral to and action by law enforcement and judicial authorities.**

(a) Nothing in this part prohibits an agency from reporting a crime committed by a child with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

(b)(1) An agency reporting a crime committed by a child with a disability shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom it reports the crime.

(2) An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

(Authority: 20 U.S.C. 1415(k)(9))

### **Procedures For Evaluation And Determination Of Eligibility**

#### **§300.530 General.**

Each SEA shall ensure that each public agency establishes and implements procedures that meet the requirements of §§300.531-300.536.

(Authority: 20 U.S.C. 1414(b)(3); 1412(a)(7))

#### **§300.531 Initial evaluation.**

Each public agency shall conduct a full and individual initial evaluation, in accordance with §§300.532 and 300.533, before the initial provision of special education and related services to a child with a disability under Part B of the Act.

(Authority: 20 U.S.C. 1414(a)(1))

## **STUDENT CONDUCT ON SCHOOL BUSES**

In order that the bus ride to and from school may be safe, the following rules must be observed:

1. Keep all noise at a low level.
2. Keep hands, feet and all possessions to yourself.
3. Obey the bus driver.
4. Remain seated until the driver gives permission for you to leave.

Discipline problems will be referred in writing by the bus driver to the Principal. The penalty for continued misbehavior may range from suspension from riding the bus to suspension from school. All school rules apply while students are riding the buses. All students riding school buses are expected to maintain good conduct while traveling.

## **FIRE ALARMS**

In the event that a student believes that a fire has broken out it is the student's responsibility to activate the fire alarm.

## **STUDENT DISCIPLINARY CODE: SEARCHES**

School lockers, desks, and other such equipment are not the private property of students but the property of the school and, as such, may be opened and subject to inspection from time to time by school officials.

Under special circumstances, school officials may search students, particularly if there is reasonable suspicion that a student possesses illegal matter; for example, a dangerous weapon or illegal drugs. Students must be aware that such items are forbidden both on school property and at school-related activities.

## **Health and Safety**

23. The school will be staffed by a Delaware certified registered nurse who will be responsible for administration of medication, medication plans, student health records, dietary plans, and routine nursing services and support of the health education program.

The school facility will include a health station.

The school nurse will also serve as the health educator for the school.

The nurse will ensure that the following responsibilities will be handled in a satisfactory manner:

- › Ensuring that students have physical examinations prior to enrollment.
- › The administration of medications and medical treatments including first aid.
- › Monitoring student health and maintaining health records.
- › Ensuring that immunizations and TB and HepB screenings are conducted.
- › Serving on IEP teams when medical treatment is required.
- › Screening for health problems.

**CSSNCC BUDGET**

<b>DESCRIPTION</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>
<i>Number of Students</i>	483	558	633
<b>REVENUES</b>			
Per Capita Revenues	2,874,436	3,378,349	3,800,560
Federal Title I	94,113	108,726	123,340
Federal Title II, IV, & VI	9,177	10,602	12,027
Federal Charter School Grant	135,000	25,000	25,000
Food Service	174,363	201,438	228,513
Previous Year Surplus	-	66,827	37,039
<b>TOTAL REVENUES</b>	<b>\$3,287,089</b>	<b>\$3,790,942</b>	<b>\$4,226,479</b>

<b>EXPENSES</b>			
<b>Educational</b>			
Classroom supplies	36,225	41,850	47,475
Textbooks	70,215	21,840	21,840
Instructional equipment	24,150	27,900	31,650
Technology	56,354	66,259	71,935
Field study	19,320	22,320	25,320
Assessment	12,075	13,950	15,825
Staff Development	14,250	17,125	19,500
OT/PT/Speech Therapy	36,225	41,850	47,475
Food service	174,363	201,438	228,513
Furniture	63,341	85,841	85,841
Transportation	331,439	382,243	433,854
Start-up Loan	88,362	88,362	88,362
Technology Start-up Loan	89,552	89,552	89,552
Summer School	16,905	19,530	22,155
<b>Total Educational</b>	<b>1,032,776</b>	<b>1,120,060</b>	<b>1,229,297</b>
<b>Personnel</b>			
Principal	55,000	55,000	55,000
Professional Dev Coordinator	-	40,000	40,000
Classroom Teachers	651,000	744,000	837,000
Assistant Teachers	-	-	-
Specialists	93,000	124,000	155,000
SPED	32,000	48,000	64,000
Aides	54,000	54,000	54,000
Technology/Media	-	35,000	35,000
Custodian	20,000	30,000	40,000
Nurse	28,000	28,000	28,000
Social Worker	-	25,000	25,000
<b>Total Salaries</b>	<b>933,000</b>	<b>1,183,000</b>	<b>1,333,000</b>





OEC	167,660	212,585	239,540
Health Insurance	140,700	175,875	201,000
<b>Total Benefits</b>	<b>308,360</b>	<b>388,460</b>	<b>440,540</b>
<b>Total Personnel</b>	<b>1,241,360</b>	<b>1,571,460</b>	<b>1,773,540</b>
<b>Occupancy</b>			
Rent	325,000	325,000	400,000
Build-out	-	32,500	32,500
Fire and Security	10,000	10,000	10,000
Waste Removal	12,000	13,000	14,000
Janitorial supplies	28,580	28,580	28,580
<b>Total Occupancy</b>	<b>375,580</b>	<b>409,080</b>	<b>485,080</b>
<b>Office and Administration</b>			
Supplies	4,650	5,850	6,600
Equipment maintenance	10,700	10,700	10,700
Telecommunications usage	10,000	7,200	7,200
Accounting/Audit	15,000	15,000	15,000
Payroll	9,330	11,830	13,330
Printing and copying	4,200	4,800	5,400
Postage and shipping	9,660	11,160	12,660
Beacon Fee	394,451	454,913	507,177
Substitute Teachers	5,070	5,948	6,825
<b>Total Office</b>	<b>463,061</b>	<b>527,401</b>	<b>584,892</b>
<b>Other</b>			
Insurance	21,252	24,552	27,852
Replacement Reserve	28,744	33,783	38,006
Contingency	57,489	67,567	76,011
<b>Total Other</b>	<b>107,485</b>	<b>125,902</b>	<b>141,869</b>
<b>TOTAL EXPENSES</b>	<b>\$3,220,262</b>	<b>\$3,753,903</b>	<b>\$4,214,678</b>
<b>Net Surplus</b>	<b>\$66,827</b>	<b>\$37,039</b>	<b>\$11,800</b>



**Local Funding Charter School of Southern NCC**

**Appoquinimink**

102 Regular Students 4 - 6 =	\$84,048	
92 Regular Students 1 - 3 =	\$79,764	
24 Kindergarten Students =	\$9,888	
24 LD Students =	\$49,416	
<b>Total =</b>	<b>\$223,116</b>	<b>July Advance = \$78,091</b>
		<b>Remaining Transfer = \$145,025</b>

**Smyrna**

41 Regular Students 4 - 6 =	\$21,976	
37 Regular Students 1 - 3 =	\$20,831	
9 Kindergarten Students =	\$2,412	
10 LD Students =	\$13,390	
<b>Total =</b>	<b>\$58,609</b>	<b>July Advance = \$20,513</b>
		<b>Remaining Transfer = \$38,096</b>

**Christina**

30 Regular Students 4 - 6 =	\$53,670	
28 Regular Students 1 - 3 =	\$52,724	
7 Kindergarten Students =	\$6,258	
7 LD Students =	\$31,297	
<b>Total =</b>	<b>\$143,949</b>	<b>July Advance = \$50,382</b>
		<b>Remaining Transfer = \$93,567</b>

**Local Funding Charter School of Southern NCC**

**Colonial**

30 Regular Students 4 - 6 = \$46,320  
27 Regular Students 1 - 3 = \$43,875  
8 Kindergarten Students = \$6,184  
7 LD Students = \$27,013

**Total = \$123,392 July Advance = \$43,187**

**Remaining Transfer = \$80,205**

**Total Local Funding = \$549,066**

**July Advance = \$192,173**

**Remainder to Be Transferred = \$356,893**

# FY 2000 Charter School Revenue Calculation - Preliminary

Parameters:

1. 483 Students
2. Grades K - 6 ( 54 K, 204 1 - 3, 225 4 - 6)
3. 435 Regular, 48 Special
4. 242 Appoquinimink, 97 Smyrna, 72 Christina, 72 Colonial
5. Transportation to 411 students provided by the charter school
6. Meals will be served but not prepared by the school

**State Funding**

**Charter School of Southern NCC**

# of Students =	483		
# per grade =	See Above		
Number of regular students 7 - 12 =	0	Unit size regular students 7 - 12 =	20
Number of regular students 4 - 6 =	203	Unit size regular students 4 - 6 =	20
Number of regular students 1 - 3 =	184	Unit size regular students 1 - 3 =	17.4
Number of Kindergarten students =	48	Unit size Kindergarten students =	34.8
Number of EMH students =	0	Unit size EMH students =	15
Number of SED students =	0	Unit size SED students =	10
Number of LD students =	48	Unit size LD students =	8
Number of TMH students =	0	Unit size TMH students =	6
Number of SMH students =	0	Unit size SMH students =	6
Number of PI students =	0	Unit size PI students =	6
Number of HHPD students =	0	Unit size HHPD students =	6
Number of BLIND students =	0	Unit size BLIND students =	8
Number of PTST students =	0	Unit size PTST students =	10
Number of ATSTC students =	0	Unit size ATSTC students =	4
Number of DFBLD students =	0	Unit size DFBLD students =	4
Number of ILC students =	0	Unit size ILC students =	8.6

		FY 1999 Average Cost Per Position	Charter School of Southern
# of Div I Units Generated =	28.10	\$25,706	\$722,339
Administrative Assistant =	1.00	\$43,500	\$43,500
Percentage 11 Month Supervisor =	0.19	\$34,142	\$6,487
Percentage Transportation Supervisor =	0.06	\$37,246	\$2,235
Principal =	1.00	\$47,642	\$47,642
Assistant Principal =	0.00	\$45,192	\$0
Percentage Psychologist =	0.19	\$32,840	\$6,240
Percentage Speech/Hearing =	0.20	\$31,105	\$6,221
Percentage Visiting Teacher =	0.11	\$33,000	\$3,630
Percentage Driver Education Teacher =	0.00	\$28,975	\$0
Nurse =	0.00	\$28,831	\$0
Academic Excellence Units =	1.93	\$32,045	\$61,847
Clerical Units =	2.00	\$20,840	\$41,680
Custodial Units =	1.00	\$17,410	\$17,410
Cafeteria Manager =	0.00	\$10,187	\$0
Cafeteria Worker =	1.98	\$6,240	\$12,355
Related Service Specialist =	0.20	\$33,730	\$6,746
<b>Total Staffing =</b>	<b>37.96</b>		
<b>Total Staffing For Health Insurance =</b>	<b>35.98</b>		

Total Salary Costs = \$978,331  
 OEC's @ 17.97% = \$175,806

Health Insurance @ \$5,025 per FTE = \$180,800

**Subtotal Personnel Revenue = \$1,334,937**

Other State Sources (based on Latest Available Values)

Charter School of Southern

Professional & Curriculum Development		\$10,916
Teacher to Teacher Cadre =		\$2,304
Division II Units (No Vocational Courses) =	28.10	
Division II - All Other Costs - Current Unit Value =	\$3,247	\$91,241
Division II - Energy - Current Unit Value =	\$1,480	\$41,588
Division III - Equalization - Unit Value =	\$10,735	\$301,654
Academic Excellence Division III =		\$20,719
Academic Excellence Division II =		\$6,267
Academic Excellence Allotment =		\$15,258
Tuition Reimbursement =		\$2,192
Student Discipline Programs =		\$30,000
Extra Time for Students K - 12 =		\$40,436
Early Intervention Reading (K - 3) =		\$4,250
MCI/Annual Maintenance =		\$28,497
Technology for Staff and Students =		\$19,721
One-Time Building Improvements =		\$43,953
Student Transportation Amount =		\$331,439

**Subtotal Other Sources = \$990,434**

**Grand Total State Sources = \$2,325,370**

**Amount Loaded July 1 = \$1,744,028**

**Remainder to Load = \$581,343**

**Local Funding Charter School of Southern NCC**

**Appoquinimink**

33 Regular Students 7 - 12 =	\$27,192	
102 Regular Students 4 - 6 =	\$84,048	
92 Regular Students 1 - 3 =	\$79,764	
24 Kindergarten Students =	\$9,888	
27 LD Students =	\$55,593	
<b>Total =</b>	<b>\$256,485</b>	<b>July Advance = \$89,770</b>
		<b>Remaining Transfer = \$166,715</b>

**Smyrna**

14 Regular Students 7 - 12 =	\$7,504	
41 Regular Students 4 - 6 =	\$21,976	
37 Regular Students 1 - 3 =	\$20,831	
9 Kindergarten Students =	\$2,412	
11 LD Students =	\$14,729	
<b>Total =</b>	<b>\$67,452</b>	<b>July Advance = \$23,608</b>
		<b>Remaining Transfer = \$43,844</b>

**Christina**

10 Regular Students 7 - 12 =	\$17,890	
30 Regular Students 4 - 6 =	\$53,670	
28 Regular Students 1 - 3 =	\$52,724	
7 Kindergarten Students =	\$6,258	
9 LD Students =	\$40,239	
<b>Total =</b>	<b>\$170,781</b>	<b>July Advance = \$59,773</b>



Local Funding Charter School of Southern NCC

Remaining Transfer = \$111,008

**Colonial**

10 Regular Students 7 - 12 =	\$15,440
30 Regular Students 4 - 6 =	\$46,320
27 Regular Students 1 - 3 =	\$43,875
8 Kindergarten Students =	\$6,184
9 LD Students =	\$34,731
<b>Total =</b>	<b>\$146,550</b>

July Advance = \$51,293

Remaining Transfer = \$95,258

Total Local Funding = \$641,268

July Advance = \$224,444

Remainder to Be Transferred = \$416,824

## FY 2000 Charter School Revenue Calculation - Preliminary

**Parameters:**

1. 558 Students
2. Grades K - 7 ( 54 K, 204 1 - 3, 225 4 - 6, 75 7 - 12)
3. 502 Regular, 56 Special
4. 278 Appoquinimink, 112 Smyrna, 84 Christina, 84 Colonial
  
5. Transportation to 474 students provided by the charter school
6. Meals will be served but not prepared by the school

**State Funding**

**Charter School of Southern NCC**

# of Students =	558		
# per grade =	See Above		
Number of regular students 7 - 12 =	67	Unit size regular students 7 - 12 =	20
Number of regular students 4 - 6 =	203	Unit size regular students 4 - 6 =	20
Number of regular students 1 - 3 =	184	Unit size regular students 1 - 3 =	17.4
Number of Kindergarten students =	48	Unit size Kindergarten students =	34.8
Number of EMH students =	0	Unit size EMH students =	15
Number of SED students =	0	Unit size SED students =	10
Number of LD students =	56	Unit size LD students =	8
Number of TMH students =	0	Unit size TMH students =	6
Number of SMH students =	0	Unit size SMH students =	6
Number of PI students =	0	Unit size PI students =	6
Number of HHPD students =	0	Unit size HHPD students =	6
Number of BLIND students =	0	Unit size BLIND students =	8
Number of PTST students =	0	Unit size PTST students =	10
Number of ATSTC students =	0	Unit size ATSTC students =	4
Number of DFBLD students =	0	Unit size DFBLD students =	4
Number of ILC students =	0	Unit size ILC students =	8.6

		FY 1999 Average Cost Per Position	Charter School of Southern
# of Div I Units Generated =	32.45	\$25,706	\$834,160
Administrative Assistant =	1.00	\$43,500	\$43,500
Percentage 11 Month Supervisor =	0.22	\$34,142	\$7,511
Percentage Transportation Supervisor =	0.06	\$37,246	\$2,235
Principal =	1.00	\$47,642	\$47,642
Assistant Principal =	1.00	\$45,192	\$45,192
Percentage Psychologist =	0.22	\$32,840	\$7,225
Percentage Speech/Hearing =	0.23	\$31,105	\$7,154
Percentage Visiting Teacher =	0.13	\$33,000	\$4,290
Percentage Driver Education Teacher =	0.00	\$28,975	\$0
Nurse =	0.00	\$28,831	\$0
Academic Excellence Units =	2.23	\$32,045	\$71,460
Clerical Units =	3.00	\$20,840	\$62,520
Custodial Units =	1.00	\$17,410	\$17,410
Cafeteria Manager =	0.00	\$10,187	\$0
Cafeteria Worker =	2.29	\$6,240	\$14,290
Related Service Specialist =	0.23	\$33,730	\$7,758
<b>Total Staffing =</b>	<b>45.06</b>		
<b>Total Staffing For Health Insurance =</b>	<b>42.77</b>		

Total Salary Costs = \$1,172,347  
 OEC's @ 17.97% = \$210,671

Health Insurance @ \$5,025 per FTE = \$214,919

**Subtotal Personnel Revenue = \$1,597,937**

Other State Sources (based on Latest Available Values)

Charter School of Southern

Professional & Curriculum Development		\$12,833
Teacher to Teacher Cadre =		\$2,708
Division II Units (No Vocational Courses) =	32.45	
Division II - All Other Costs - Current Unit Value =	\$3,247	\$105,365
Division II - Energy - Current Unit Value =	\$1,480	\$48,026
Division III - Equalization - Unit Value =	\$10,712	\$347,610
Academic Excellence Division III =		\$23,888
Academic Excellence Division II =		\$7,241
Academic Excellence Allotment =		\$17,620
Tuition Reimbursement =		\$2,531
Student Discipline Programs =		\$31,250
Extra Time for Students K - 12 =		\$46,696
Early Intervention Reading (K - 3) =		\$4,250
MCI/Annual Maintenance =		\$32,922
Technology for Staff and Students =		\$23,183
One-Time Building Improvements =		\$50,778
Student Transportation Amount =		\$382,243

**Subtotal Other Sources = \$1,139,145**

**Grand Total State Sources = \$2,737,081**

**Amount Loaded July 1 = \$2,052,811**

**Remainder to Load = \$684,270**

**Local Funding Charter School of Southern NCC**

**Appoquinimink**

66 Regular Students 7 - 12 =	\$54,384	
102 Regular Students 4 - 6 =	\$84,048	
92 Regular Students 1 - 3 =	\$79,764	
24 Kindergarten Students =	\$9,888	
32 LD Students =	\$65,888	
<b>Total =</b>	<b>\$293,972</b>	<b>July Advance = \$102,890</b>
		<b>Remaining Transfer = \$191,082</b>

**Smyrna**

29 Regular Students 7 - 12 =	\$15,544	
41 Regular Students 4 - 6 =	\$21,976	
37 Regular Students 1 - 3 =	\$20,831	
9 Kindergarten Students =	\$2,412	
11 LD Students =	\$14,729	
<b>Total =</b>	<b>\$75,492</b>	<b>July Advance = \$26,422</b>
		<b>Remaining Transfer = \$49,070</b>

**Christina**

20 Regular Students 7 - 12 =	\$35,780	
30 Regular Students 4 - 6 =	\$53,670	
28 Regular Students 1 - 3 =	\$52,724	
7 Kindergarten Students =	\$6,258	
10 LD Students =	\$44,710	
<b>Total =</b>	<b>\$193,142</b>	<b>July Advance = \$67,600</b>

Local Funding Charter School of Southern NCC

Remaining Transfer = \$125,542

**Colonial**

20 Regular Students 7 - 12 = \$30,880  
30 Regular Students 4 - 6 = \$46,320  
27 Regular Students 1 - 3 = \$43,875  
8 Kindergarten Students = \$6,184  
10 LD Students = \$38,590

Total = \$165,849 July Advance = \$58,047

Remaining Transfer = \$107,802

Total Local Funding = \$728,455

July Advance = \$254,959

Remainder to Be Transferred = \$473,496

# FY 2000 Charter School Revenue Calculation - Preliminary

Parameters:

1. 633 Students
2. Grades K - 8 ( 54 K, 204 1 - 3, 225 4 - 6, 150 7 - 12)
3. 570 Regular, 63 Special
4. 316 Appoquinimink, 127 Smyrna, 95 Christina, 95 Colonial
5. Transportation to 538 students provided by the charter school
6. Meals will be served but not prepared by the school

State Funding                      Charter School of Southern NCC

# of Students =	633		
# per grade =	See Above		
Number of regular students 7 - 12 =	135	Unit size regular students 7 - 12 =	20
Number of regular students 4 - 6 =	203	Unit size regular students 4 - 6 =	20
Number of regular students 1 - 3 =	184	Unit size regular students 1 - 3 =	17.4
Number of Kindergarten students =	48	Unit size Kindergarten students =	34.8
Number of EMH students =	0	Unit size EMH students =	15
Number of SED students =	0	Unit size SED students =	10
Number of LD students =	63	Unit size LD students =	8
Number of TMH students =	0	Unit size TMH students =	6
Number of SMH students =	0	Unit size SMH students =	6
Number of PI students =	0	Unit size PI students =	6
Number of HHPD students =	0	Unit size HHPD students =	6
Number of BLIND students =	0	Unit size BLIND students =	8
Number of PTST students =	0	Unit size PTST students =	10
Number of ATSTC students =	0	Unit size ATSTC students =	4
Number of DFBLD students =	0	Unit size DFBLD students =	4
Number of ILC students =	0	Unit size ILC students =	8.6

		FY 1999 Average Cost Per Position	Charter School of Southern
# of Div I Units Generated =	37.00	\$25,706	\$951,122
Administrative Assistant =	1.00	\$43,500	\$43,500
Percentage 11 Month Supervisor =	0.25	\$34,142	\$8,536
Percentage Transportation Supervisor =	0.06	\$37,246	\$2,235
Principal =	1.00	\$47,642	\$47,642
Assistant Principal =	1.00	\$45,192	\$45,192
Percentage Psychologist =	0.25	\$32,840	\$8,210
Percentage Speech/Hearing =	0.26	\$31,105	\$8,087
Percentage Visiting Teacher =	0.15	\$33,000	\$4,950
Percentage Driver Education Teacher =	0.00	\$28,975	\$0
Nurse =	0.00	\$28,831	\$0
Academic Excellence Units =	2.53	\$32,045	\$81,074
Clerical Units =	3.00	\$20,840	\$62,520
Custodial Units =	1.00	\$17,410	\$17,410
Cafeteria Manager =	0.00	\$10,187	\$0
Cafeteria Worker =	2.60	\$6,240	\$16,224
Related Service Specialist =	0.26	\$33,730	\$8,770
<b>Total Staffing =</b>	<b>50.36</b>		
<b>Total Staffing For Health Insurance =</b>	<b>47.76</b>		

Total Salary Costs = \$1,305,471  
 OEC's @ 17.97% = \$234,593

Health Insurance @ \$5,025 per FTE = \$239,994

**Subtotal Personnel Revenue = \$1,780,058**

Other State Sources (based on Latest Available Values)

Charter School of Southern

Professional & Curriculum Development		\$14,485
Teacher to Teacher Cadre =		\$3,057
Division II Units (No Vocational Courses) =	37.00	
Division II - All Other Costs - Current Unit Value =	\$3,247	\$120,139
Division II - Energy - Current Unit Value =	\$1,480	\$54,760
Division III - Equalization - Unit Value =	\$10,719	\$396,609
Academic Excellence Division III =		\$27,119
Academic Excellence Division II =		\$8,215
Academic Excellence Allotment =		\$20,091
Tuition Reimbursement =		\$2,886
Student Discipline Programs =		\$32,222
Extra Time for Students K - 12 =		\$53,243
Early Intervention Reading (K - 3) =		\$4,250
MCI/Annual Maintenance =		\$37,347
Technology for Staff and Students =		\$26,167
One-Time Building Improvements =		\$57,603
Student Transportation Amount =		\$433,854

**Subtotal Other Sources = \$1,292,047**

**Grand Total State Sources = \$3,072,105**

**Amount Loaded July 1 = \$2,304,079**

**Remainder to Load = \$768,026**

## **Assurances**

**The Board of Directors of this charter school assure that, the school will do the following:**

- 1) Not discriminate against any student in the admissions process because of race, creed, color, sex, handicap, or national origin or because of a student's school district of residence has a per student local expenditure lower than another student seeking admission.
- 2) Not operate in a sectarian manner or include religious practices in its educational program.
- 3) Participate in the State Assessment Program and meet the requirements for school accountability as described in the Accountability Act of 1998.
- 4) Manage the school within all state administrative and financial systems listed in Del. C., Title 14, Section 512(9), or if the school plans to operate outside of any listed system it has been specifically noted in this application and the applicant has submitted a formal request to the State Budget Office to initiate a Memorandum of Understanding as described in Del. C., Title 14, Section 512(9).
- 5) Maintain direct communication with other public and nonpublic schools to assure efficient notification and transfers and exchange of records.
- 6) 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 order; and operate the program in accordance with the content of the updated and approved charter granted by the State Board. The school's board of directors may not implement any additional modifications to the charter school program or operation without the express written consent of the Department of Education.
- 7) Notify the Department of Education in writing within 30 days when the administrative head or members of the board of directors change.
- 8) Provide the Department of Education with copies of the policies and by-laws of the school and the school's board of directors and inform the Department when by-laws change.
- 9) Before September 1 of each school year, provide the Department of Education with evidence of the certification status of teachers employed at the school.



- 10) 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.
- 11) 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.
- 12) Comply with the provisions for a Performance Agreement, as required by the Secretary of Education.
- 13) Distribute copies of the Department's Parent Guide to Delaware Charter Schools to parents seeking to enroll their child(ren) as well as to parents of enrolled children.
- 14) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of Del. C. Title 29, Sections 10002, 10003 and 10004.
- 15) Prior to opening the school, include representation of the teachers employed the school and parents of students enrolled at the school on the board of directors, consistent with Del. C., Title 14, Section 511(a).

On behalf of the Board of Directors of this Charter School, I agree to these assurances as a condition of the approval of the charter.

Charter School of Southern New Castle County  
Name of the Charter School

Marie E. Page  
Signature of the Chairperson of the Charter School Board of Directors

Marie E. Page  
Name of the Signer (type or print)

December 23, 1999  
Date of Signature

**MANAGEMENT AGREEMENT**  
**BY AND BETWEEN**  
**BEACON EDUCATION MANAGEMENT, INC.**  
**AND**  
**CHARTER SCHOOL OF**  
**SOUTHERN NEW CASTLE COUNTY**

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## MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the 24 day of February, 2000 (the "Effective Date") by and between Beacon Education Management, Inc., a Delaware corporation ("Beacon"), and The Charter School of Southern New Castle County, a Delaware nonprofit corporation (the "Company" and the Company together with Beacon each a "Party" and collectively the "Parties").

**WHEREAS**, the Company anticipates receiving a Charter Contract from an Authorizer to organize and operate the School;

**WHEREAS**, the Company desires to obtain the assistance of Beacon in the management of the School and in the organization and operation of the School;

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

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

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

### 1. DEFINITIONS.

**"Academic Period"** means any semester, quarter, trimester, or other period used by the School.

**"Annual Audit"** means an annual audit of School conducted by an independent certified public accountant conducted in compliance with applicable state and federal laws and regulations.

**"Annual Budget"** means the annual budget for the School as more fully described in *Section 5.3*.

**"Applicable Revenues"** means all revenues received by the Company or the School from Federal, State, county or local allocations and grants and any revenues received for food service and other fee based programs. Applicable Revenues does not include any funds received as donations or gifts or revenues to the Company or the School.

**"Authorizer"** means an institution permitted by the Code to serve as a sponsor of a charter school.

**"Beacon's School Design"** means Beacon's school design as will be or has been set forth in the Charter Application.

**"Charter Application"** means the application prepared by Beacon at the direction of the Company and approved by the Company for submission to the Authorizer.

**"Charter Contract"** means the contract between the Company and the Authorizer which authorizes the Company to organize and operate the School.

**"Code"** means Delaware Law.

**"Charter School Law"** means Del. C., Title 14, Section 512.

**"Confidential Information"** means (i) any business or technical information of a Party that is not generally known or publicly available; (ii) any information that a Party treats or maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally; (iii) any information disclosed to or known by a Party that is not generally known or publicly available and that in any way relates to either Party's products; services; techniques or know-how; trade secrets; ideas; processes; computer programs; documents; materials; business information; marketing materials (including costs, pricing, and customer lists); and all information received in confidence from third parties by a Party. Notwithstanding any other provision of this Agreement to the contrary, Confidential Information shall not include any information that is required to be disclosed by a final order from a court or governmental agency (provided that the Party making such disclosure provides prior notice to the other Party if allowed by the court or agency).

**"Education Program"** means a curriculum, based on the Beacon Light Points Curriculum, which will form the basis of the Charter Application.

**"Facility"** means a building or other structure, of sufficient size to house (i) the Minimum Opening Enrollment during the initial year and (ii) the Minimum Enrollment Level for years following the initial year, suitable for use by the School and meeting all applicable building codes, zoning ordinances and laws, environmental laws and regulations, and all other laws and regulations applicable to the operation of a school.

**"Facility Lease"** means the lease or other contract for the use of a Facility between Beacon and the Company.

**"Management Services"** means oversight of the School's educational programs, supervision of the School's principal, and administration of the School's business affairs, including the following services: provision of the Beacon Lightpoints Curriculum; ongoing curriculum consultation; assistance in the recruitment of the principal; selection and supervision of the Principal; assistance in the recruitment of teachers and other school staff; human resources services management; maintenance of personnel files; oversight of employee benefits program; oversight of ADA compliance; oversight of FLMA compliance, if applicable; budget preparation; routine monthly accounting services; payroll preparation; provision of information to the Company's certified public accountant for preparation of the annual audit; assistance with the preparation of state, local, and federal reporting of financial and student data; consultation regarding the School facility; technology planning and procurement management; E-rate applications; development of suggested School and board policies; development of requests for

proposals for School and Student accountability plan; procurement management for equipment and supplies; consultation regarding and procurement of property, casualty, liability, and officers and directors insurance.

**"Material Adverse Change"** means (i) for the academic year in which the Effective Date falls, a reduction of more than 10 percent in the available combined federal and state funding for the School on a per pupil basis in comparison to the funding that is available for such academic year; (ii) during any subsequent fiscal year, a reduction of more than 10 percent in the available combined federal and state funding for the School on a per pupil basis in comparison to the funding that is available; (iii) the enactment, repeal, promulgation or withdrawal of any federal, state; or local law, regulation, or court or administrative decision or order finding that this Agreement or the operation of the School in conformity with this Agreement or the Company's Charter Contract with the Authorizer violates the School's, the Authorizer's or the state's responsibilities, duties or obligations under the federal or state constitutions, statutes, laws, rules or regulations, or any contract or agreement; (iv) failure to achieve the Minimum Opening Enrollment Level or a Minimum Enrollment Level for an Academic Period; (v) failure of the Parties to locate, secure and provide a suitable Facility; (vi) revocation by the Authorizer of its Charter Contract with the Company; (vii) revocation by the State of the Charter Contract between the Authorizer and the Company pursuant to state statute; (viii) termination of the Facility Lease or the School's or Beacon's right to use the Facility by the Landlord for any reason; or (ix) the use of the Facility becomes impractical by reason of fire, flood or other act of God.

**"Principal/Headmaster"** means the person in charge of the day-to-day operation of the School.

**"Procure"** means to acquire, lease, purchase, take delivery of, or put into use under a purchase, lease, equipment service agreement or any other arrangement, or to arrange to put into use under a purchase, lease, service agreement or any other arrangement.

**"Recruitment"** mean to solicit, identify individuals who are eligible to attend the School with a goal of ensuring that the Minimum Opening Enrollment and Minimum Enrollment Levels are met.

**"School"** means the academic institution authorized by the Charter Contract.

**"State"** means the State of Delaware.

**"Student"** means a person who is enrolled in the School.

**"Target Area"** means the area in which the Company intends to locate the School, which area is [City/Neighborhood/etc.]

## 2. MANAGEMENT AND SCHOOL ADMINISTRATION.

The Company hereby authorizes Beacon to undertake the management, operation, and administration of the School on behalf of the Company, it being understood that, at all times, Beacon remains accountable and subject to the oversight of the Company, the Authorizer, and



state authorities, as provided for in this Agreement and by law. The Company hereby grants exclusively to Beacon the power and authority, on behalf of the Company and consistent with federal and state law and subject to the terms and conditions of this Agreement and the oversight of the Company as follows:

- (i) to contract for goods and services;
- (ii) to prepare the School's Annual Budget;
- (iii) to perform all personnel functions, including, but not limited to, the determination of staffing levels, selection of personnel, determination of staff responsibilities, compensation and other terms and conditions of employment including evaluating, training and disciplining teaching and non-teaching personnel;
- (iv) to procure insurance;
- (v) to procure a Facility for the School;
- (vi) to procure furniture, equipment and supplies;
- (vii) to perform the business administration of the School;
- (viii) to establish and conduct an educational program and curriculum for the School as provided for in this Agreement and the Charter Contract;
- (ix) to conduct extra-curricular and co-curricular activities and programs;
- (x) to conduct professional development for the Principal and instructional personnel;
- (xi) to procure instructional materials, equipment and supplies;
- (xii) to exercise such other powers as provided for elsewhere in this Agreement to the extent consistent with this Agreement and state law; and
- (xiii) to generally, take such other actions as may be necessary or desirable to properly and efficiently operate the School.

### **3. DUTIES AND OBLIGATIONS OF BEACON.**

#### **3.1. Implementation of Curriculum Requirements.**

Beacon shall implement the Beacon School Design in a manner that is consistent with state law, including requirements regarding content and subjects of instruction, unless such requirement has been waived by state authorities. Beacon shall consult with the Company and the Principal to augment and customize the curriculum to meet the needs of the:

- (i) local community;

- (ii) the special concerns of the Company or Authorizer; and
- (iii) federal, state and the local curriculum and program requirements.

### **3.2. Evaluation.**

Beacon shall implement pupil performance evaluation systems which permit evaluation of the educational progress of each Student at the School. Beacon shall be responsible for implementing procedures designed to ensure Students meet the performance criteria set forth in the Charter Contract and such other assessment strategies as may hereafter be agreed to in writing by Beacon and the Company. The Students' success may be measured not only by absolute levels of achievement, but also by comparative measure against students in the local school district who have backgrounds and achievement levels similar to the Students upon their enrollment in the School. Beacon and the Company shall cooperate in good faith to identify other measures of and goals for Student and School performance, including but not limited to parent, teacher, and Student satisfaction.

### **3.3. Progress Reports to Company.**

Beacon shall use commercially reasonable efforts to provide the Company with reports on School operations, finances and Student performance within 30 days of the end of each calendar quarter, unless such reports are not completed for reasons beyond Beacon's control, in which case Beacon shall use commercially reasonable efforts to provide such reports to the Company within 5 business days of completion. Nothing in this paragraph shall be construed to be in derogation of the Company's ultimate legal authority and responsibility for the School under its Charter Contract; rather, it shall be construed as effectuating Beacon's accountability to the Company for the operation of the School and the achievement of Student learning.

### **3.4. Technological Equipment.**

Beacon shall procure technological equipment integral to Beacon's School Design. Beacon shall either (i) by mutual agreement with the Company, enter into a lease agreement for such items with the Company, which agreement shall contain commercially reasonable terms or (ii) submit the cost of such equipment to the Company for reimbursement in accordance with the provisions of *Section 6.4.2*, in which case the equipment shall become property of the Company.

### **3.5. Maintenance of the Facility.**

Beacon may take reasonable precautions to ensure that the Facility, furnishings, books and equipment provided to the School are maintained in good condition, reasonable wear and tear from use in the School excepted. In compliance with any applicable Facility Lease, Beacon, its employees and contractors may undertake such repairs, maintenance, service and other activities within the Facility, as Beacon may reasonably determine to be necessary or appropriate to conducting Beacon's School Design, including but not limited to the installation and servicing of computers, phones, cabling and related items.

**3.6. Food Service.**

If a food service program is to be provided, Beacon shall procure food services for the School in accordance with applicable law.

**3.7. Transportation.**

Beacon shall be responsible for procuring transportation services for Students who must, by law, be provided with transportation to the School. The Company and Beacon may jointly agree to seek transportation services for other Students, even where not required to do so by law.

**3.8. Annual Audit.**

Beacon shall cooperate and provide all reasonably requested information needed to complete the Annual Audit of the School.

**3.9. Authority to Subcontract.**

Beacon shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically provided below in this *Section 3*, or as otherwise agreed upon in writing by the Company. Beacon may subcontract all other functions, except as otherwise provided for in this Agreement. All subcontracts shall be in writing, shall be subject to the provisions of and be consistent with this Agreement. No subcontract permitted hereunder shall relieve or discharge Beacon from any obligation or liability under this Agreement.

**3.10. Other Special Student Services.**

Beacon may subcontract for the provision of other special Student services, such as English as a Second Language, psychologists, social workers, therapists, etc.

**3.11. Location of Performance.**

Beacon may perform functions other than instruction, such as purchasing and professional development, off-site at Beacon's central services division or elsewhere, except as prohibited by state law. The Company hereby consents to the provision of such services off-site.

**3.12. Federal State and Local Program Requirements.**

Through Beacon's School Design, Beacon shall provide educational programs that meet federal, state, and local requirements unless such requirements have been waived.

**3.13. Projected Annual Budget.**

Beacon shall provide the Company with a projected Annual Budget for the upcoming school year no later than May 15 of each year.

### **3.14. Principal.**

Because the accountability of Beacon to the Company is an essential foundation of this relationship, and because the responsibility of the Principal of the School is critical to its success, Beacon shall have the authority and responsibility, consistent with state law, to recruit, select and supervise the Principal and to hold him or her accountable for the success of the School. The Principal shall be employed by and will be subject to dismissal by Beacon. The employment contract with the Principal, and the duties and compensation of the Principal shall be determined by Beacon subject to approval and ratification by the Company. The Principal shall be employed in the School on an annual or bi-annual basis, and shall be accountable to Beacon for the performance of the School.

### **3.15. Selection of Teachers and Other Personnel.**

The Principal shall have authority to select and hold accountable the teachers and the non-teaching staff in the School. Such teaching and non-teaching staff will be subject to dismissal by the Principal. Subject to the terms of this Agreement, the Charter Contract, and the Code, Beacon will have the sole responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage and transfer personnel necessary to implement Beacon's School Design.

### **3.16. Terms and Conditions of Employment of the Teachers and Non-teaching Staff.**

Among other terms and conditions to be set by Beacon, the Principal and the teachers and non-teaching staff shall be employed subject to the following:

- (i) selection and assignment by Beacon of staff within the School;
- (ii) performance reviews consistent with Beacon's principles of accountability;
- (iii) the work year and work day and the professional development training program prior to the opening of the School envisioned by Beacon's School Design;
- (iv) continuing employment of the Principal and other personnel at the School shall be subject to an annual satisfactory evaluation. Staff who are rated unacceptable shall be subject to termination by Beacon upon recommendation of the Principal; and
- (v) staff shall be compensated according to Beacon compensation principles; staff will be at the School by choice.

### **3.17. Certification and Accreditation of Staff.**

Beacon shall notify the Company of any required state education department waivers and shall work with the Company to expedite the certification process or alternative accreditation for all personnel subject to the accreditation requirements.

### **3.18. Training of Instructional Staff.**

Beacon shall provide training in its methods, curriculum, program, and technology, to all teaching personnel, on a regular and continuous basis.

### **3.19. Non-Instructional Staff Training.**

Non-instructional personnel shall receive such training as Beacon determines.

### **3.20. Employee Salaries and Benefits.**

Beacon shall pay the salaries, fringe benefits, and state and federal payroll taxes for all individuals employed at the School by Beacon.

### **3.21. Insurance.**

(i) Beacon shall procure and maintain for the benefit of the Company and the School, general liability and umbrella insurance coverage, motor vehicle liability insurance and such other insurance as may be required by law, covering employees of both Beacon and the School, naming the Company, the School, Beacon and the Authorizer as insureds. Beacon shall procure and maintain insurance for property damage or loss to property or equipment used at the School, on which Beacon and the Company shall be named as co-insured. Such insurance shall be maintained in amounts no less than those set forth on *Schedule 3.21*. The Company shall reimburse Beacon for costs and expenses incurred by Beacon in procuring and maintaining such insurance.

(ii) The Company shall procure and maintain, at its own expense, insurance for property damage or loss to the Facility and related capital facilities and for any ancillary property provided by the Company. The insurance policy(ies) shall name Beacon and its facility manager as co-insureds. The Company shall also maintain such insurance as shall be necessary to indemnify Beacon as provided in this Agreement. Such insurance shall be maintained in amounts no less than those set forth on *Schedule 3.21*.

(iii) Each Party shall secure from its insurers waivers of subrogation as against the other and its agents, with respect to damages to the facilities and/or property therein, for the full amount of the policy and all deductibles. Each Party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Beacon and the Company shall comply with any information or reporting requirements applicable to the other under their respective insurance policies, to the extent practicable.

(iv) The Parties agree that all employees of the School and of Beacon shall be covered by appropriate and adequate worker's compensation and unemployment insurance. Beacon, as the employer of the School employees, shall obtain workers' compensation insurance covering those employees, and unemployment insurance as required by law. Unless otherwise provided by law, Beacon shall provide and maintain at least the minimum statutorily required insurance for Beacon's employees, including but not limited to worker's compensation and unemployment

compensation insurance. Each Party shall provide adequate proof of the fulfillment of any of the requirements of this section to the other within seven (7) days of the receipt of a written request for such proof.

#### **4. DUTIES AND OBLIGATIONS OF THE COMPANY.**

##### **4.1. Provision of Suitable School Facilities.**

The Company shall procure a Facility for the School located in the Target Area no later than 120 days before the Target Opening Date. Beacon, if requested by the Company, will use commercially reasonable efforts to assist the Company in the identification of a suitable Facility. The Company will consult with Beacon and obtain Beacon's approval prior to entering into a Facility Lease or purchase of a Facility. Beacon and the Company shall also work together to procure Facilities needed to expand the School by one grade level in each subsequent year.

##### **4.2. Provision of Suitable Furniture and Equipment.**

Beacon shall obtain desks and other furniture, computers, software, textbooks, equipment, library and media materials, and other materials and furnishings integral to the operation of a school, including such improvements as are reasonably necessary for the implementation of Beacon's School Design. Beacon shall either (i) enter into a lease agreement for such items with the Company, which agreement shall contain commercially reasonable terms or (ii) shall submit the cost of such equipment to the Company for reimbursement in accordance with the provisions of *Section 6.4.2*, in which case the items shall become property of the Company.

##### **4.3. Annual Audit.**

The Company shall conduct an Annual Audit in compliance with state law and regulations showing the manner in which funds are spent at the School. The Annual Audit shall be performed by a certified public accountant selected by the Company. The Company will consult with Beacon and obtain Beacon's approval prior to selecting the certified public accountants who will conduct the Annual Audit.

##### **4.4. Compliance with Applicable Laws.**

The Company shall comply with, and shall ensure that the School is operated in compliance with, all applicable laws and regulations.

##### **4.5. Oversight at the School.**

The Company shall at all times be responsible for the oversight of the activities delegated to Beacon pursuant to this Agreement. Beacon will enforce the rules, regulations and procedures adopted by the Company that are not in direct conflict with this Agreement, the Charter Contract, the Code, or any other applicable laws and regulations.

## **5. OPERATION OF THE SCHOOL.**

### **5.1. Special Education.**

The Company and Beacon recognize their obligation to provide an appropriate education to all Students enrolled in the School, regardless of special need in accordance with the requirements of the Individuals with Disabilities Act and section 504 of the Rehabilitation Act of 1973. Beacon may subcontract as necessary and appropriate to a municipal, public or private contractor or otherwise for the provision of special education services, subject to approval by the Company, which shall not be unreasonably withheld.

### **5.2. Recruitment and Admission.**

Beacon and the Company shall be jointly responsible for the recruitment of Students. Application by or for Students shall be voluntary, and shall be in writing. Admission shall be open to all individuals who reside within the State on a space-available basis without regard to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, or any other basis that would be illegal if used by a public school district. The Company shall seek a diverse student body that reflects the racial, ethnic, academic, and economic diversity of the Target Area which the School most directly serves. If there are more applications for enrollment in the School than there are spaces available, Students shall be selected to attend using a random selection process. However, as permitted by law, preference for enrollment will be given to siblings of Students enrolled in the School and to Students who were enrolled in the School in the previous year.

### **5.3. Annual Budget.**

On or before June 15, Beacon and the Company shall mutually agree to an Annual Budget. The Annual Budget for the School shall provide for payment of all operating expenses related to the operation of the School, including, but not limited to reimbursement of Beacon expenses in accordance with *Section 6.4* herein below. The Annual Budget shall include, but not be limited to, financial details regarding planned expenditures by Beacon or the School for personnel, books, equipment, marketing, supplies, furniture, utilities, maintenance, staff development, curriculum materials, assessment, transportation, public relations, printing, duplicating, postage, Beacon's Management Fee in accordance with *Section 6.6* herein below, lease expense, debt payments (if applicable), accountability plan costs, accounting and insurance, board legal fees, and any other anticipated fees or expenses. Beacon's obligations, duties and responsibilities under this Agreement are limited in all respects by the Annual Budget established pursuant to this *Section 5.3*. Beacon will not be required to expend funds in excess of the amounts set forth in such Annual Budget.

### **5.4. Student Population.**

The School will open on or about September 4, 2001 (the "Opening Date") with a population of approximately 483 Students (the "Minimum Opening Enrollment Level").

approximately 75 (Grades 2-12) and 54 (Grades K-1) Students in each grade (the "Minimum Grade Size"), grades K through 6 and expanding in subsequent years to serve a total K through 12 grade school population. After the initial year, the "Minimum Enrollment Level" shall be determined by multiplying the number of grades served by the Minimum Grade Size.

#### **5.5. Disabled Students and Those with Other Special Needs.**

Subject to the provisions of *Section 5.1*, the School shall be open to individuals with handicapping conditions and other special needs to the extent that such individuals can be accommodated within Beacon's School Design, as required by law.

#### **5.6. School Year.**

The normal school year will consist of approximately 190 days of regular instruction for Students. Beacon may extend the school year, subject to Company approval and available funds. The School's calendar shall be developed annually by the Principal in consultation with Beacon and the Company, and shall extend from on or about September 4 through on or about June 20. The school day shall be approximately seven (7.0) hours per day for Students in grades K through 12. The school day will include 30 minutes for lunch.

#### **5.7. School Policies.**

The Company and Beacon are committed to the success of Beacon educational program as described in Beacon's School Design and related documents which are attached to this Agreement and/or incorporated by reference herein. This is the educational program that is incorporated by reference in the School's Charter Contract with the Authorizer. Consequently, (a) it shall be the obligation of Beacon to make reasonable recommendations to the Company concerning policies, rules, regulations, procedures, curriculum, personnel, and budget, to enable the Company to implement Beacon's School Design; and (b) the Company, in exercising its legal authority under the Delaware School Code and its Charter Contract with the Authorizer, shall exercise good faith in considering and adopting Beacon's recommendations, so that Beacon's School Design may be properly implemented. Further, because Beacon is accountable to the Company for the success of the School, the educational achievement of the Students, and the efficiency of its operations according to Beacon's School Design, the Company's failure to adopt Beacon's reasonable recommendations may be considered by Beacon to be a Material Breach of this Agreement.

#### **5.8. Code of Conduct.**

The Company will adopt, and the Principal and staff shall administer, a code of conduct for the School.

#### **5.9. Due Process.**

The Company shall provide Students due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and



access to records. To the extent permitted by law and unless otherwise provided for in the Charter Contract, the Principal shall have the authority to suspend or expel a Student, subject to appeal to the Chairperson of the Company or such other member of the Company as the Company may designate in writing.

#### **5.10. Family Educational Rights and Privacy Act.**

The Company hereby designates employees of Beacon as agents of the Company having a legitimate educational interest such that they are entitled access to education records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA"). Beacon, its officers and employees shall comply with FERPA at all times.

#### **5.11. State and Federal Waivers.**

The Company shall, with Beacon's assistance, apply for and support the waiver of any federal or state rules or regulations that interfere with Beacon's School Design.

### **6. FINANCIAL ARRANGEMENTS.**

#### **6.1. Funding Eligibility.**

The Company shall comply with the requirements of the State for the purpose of receiving or maintaining its eligibility to receive from the State the per pupil allowance ("PPA") which the Company is entitled to receive for each Student enrolled and in attendance in the School as provided for in the applicable school aid act. Beacon shall provide such assistance to the Company in the preparation or review of State Aid Act applications and reports as the Company may request. The Company shall permit Beacon to review any such applications and reports prior to their submission. The Company shall apply for all State Aid funds or other monies which it receives from the Authorizer on behalf of the School.

#### **6.2. Donations.**

Both the Company and Beacon may solicit and receive grants and donations consistent with the mission of the School.

#### **6.3. Extracurricular Fees.**

Consistent with local practice and as allowed by law, the Company may charge fees to Students for extra services such as summer and after school programs, athletics, etc.

#### **6.4. Reimbursements to Beacon.**

##### *6.4.1. Employee Salaries and Benefits.*

The Company shall reimburse Beacon for all employee compensation and employee benefits expenses incurred by Beacon for personnel located at the School, including but not limited to, salaries, bonuses, vacation pay, sick leave pay, health insurance, life insurance,

disability insurance, workers compensation, state unemployment, federal unemployment, retirement contributions, and any other personnel-related costs, including recruitment costs. The Company shall, as revenue is received, transfer to Beacon such funds as are necessary to fund these personnel-related operating expenses.

#### *6.4.2. Non-Salary Expenses.*

In addition to other payments and reimbursements described in this Agreement, including, but not limited to, (i) the Management Fee described in *Section 6.6* herein, (ii) lease payments for any items leased by the Company from Beacon, and (iii) reimbursement of salaries and benefits described in *Section 6.4.1* herein, the Company shall reimburse Beacon for all other direct costs reasonably incurred and paid by Beacon in fulfilling its duties and obligations pursuant to this Agreement and the Charter Contract. The Company shall reimburse Beacon for such costs, which may include, but are not limited to, costs of instructional materials, textbooks, library books, computers, software, equipment, marketing, furniture, utilities, maintenance, staff development, curriculum materials, assessment, public relations, printing, postage, supplies, food service, transportation, special education, psychological and medical services, photocopying, telephone, facsimile, and couriers. The Company also will reimburse Beacon for third-party expenses incurred by Beacon relating to this Agreement, the School, or the Company.

#### *6.4.3. Expenses Set Forth in Annual Budget.*

The Company shall reimburse Beacon for all payments made by Beacon and all operating expenses included in the Annual Budget as soon as funds are received by the Company; provided, however, that if the funds received by the Company are not sufficient to make the payments when due, payment shall be made to the fullest extent possible, with any unpaid balance due, plus applicable interest, being carried over to the following month.

#### *6.4.4. Start-Up Expenses.*

During the first year of operation of the School, the Annual Budget shall include an allocation for reimbursement to Beacon for any previously unreimbursed out-of-pocket expenses incurred by Beacon related to organizing the school, the Company, the School, or in furtherance of Beacon's obligations hereunder after signing this Agreement and before the opening of the School. Such payments shall be made to Beacon when due; provided, however, that if the per pupil allowance is not sufficient to make the payments when due, payment shall be made to the fullest extent possible, with any unpaid balance due, plus applicable interest, being carried over to the following month. In the event that at the end of May of the first year of operation there remain previously unreimbursed out-of-pocket expenses, the Company shall continue to make monthly payments until such previously unreimbursed out-of-pocket expenses have been fully reimbursed.

#### *6.4.5. Payments Due on Termination or Expiration.*

Upon termination or expiration of this Agreement for any reason, all advances, unreimbursed expenses relating to services procured or provided by Beacon under this

Agreement, out-of-pocket expenses and loans paid or made with Beacon's own funds, will be repaid by the Company within 10 business days of such termination. If the management contract is terminated prior to the commencement of the operation of the School and the School does not commence operations, the Company liability to Beacon shall be limited to the amount of funding which it has received during the start-up period.

**6.5. Operating Expenses.**

The Annual Budget for the School shall provide for payment of all anticipated expenses related to the operation of the School.

**6.6. Management Fee.**

In exchange for the Management Services, Beacon shall receive an annual Management Fee equal to the greater of (i) the dollar amount set forth on *Schedule 6.6* and (ii) the product of the percentage set forth in *Schedule 6.6* and the Applicable Revenues (collectively the "Management Fee"). The Management Fee shall be paid in twelve monthly installments on the 15<sup>th</sup> of each month beginning in July and ending in June, commencing in the month in which the first payment is received from the State. The Company acknowledges that Management Fee is reasonable compensation for the Management Services provided by Beacon.

**6.7. Timing of Payments.**

Unless otherwise provided for herein, all payments to be made by the School or the Company to Beacon shall be due within 20 business days from the date of the invoice or reimbursement request is sent to the Company by Beacon.

**6.8. Other Payments and Reimbursements.**

The provisions of this *Section 6* shall not preclude the payment by Company to Beacon of additional compensation or additional reimbursements if additional compensation is permitted or specified elsewhere in this Agreement, including, but not limited to, interest as provided for in *Section 11.25* or payment required by any other agreement between the Parties.

**7. REPRESENTATIONS AND WARRANTIES.**

**7.1. Representations and Warranties of Beacon.**

Beacon represents and warrants as follows:

*7.1.1. Organization.*

Beacon is a corporation duly organized under the laws of the State of Delaware, with the purpose and legal ability to contract to provide educational management services.

### *7.1.2. Authority.*

Beacon has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of Beacon, enforceable against Beacon in accordance with its terms.

### *7.1.3. Full Disclosure.*

No representation or warranty of Beacon herein and no statement, information or certificate furnished or to be furnished by Beacon pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

## **7.2. Representations and Warranties of the Company.**

The Company represents and warrants as follows:

### *7.2.1. Organization.*

The Company is a nonprofit corporation duly organized under the laws of the State, with the purpose and legal ability to contract to operate a charter school and to contract for educational management services.

### *7.2.2. Authority.*

The Company has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby and thereby. This Agreement constitutes a valid and binding obligation of the Company, enforceable against the Company in accordance with its respective terms.

### *7.2.3. Litigation.*

There is no suit, claim, action or proceeding now pending or threatened before any court, grand jury, administrative or regulatory body, Government agency, arbitration or mediation panel or similar body to which the Company is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the Company. No such judgment, order, decree or award has been entered against the Company nor has any liability been incurred which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or threatened before any court, grand jury, administrative or regulatory body, Government agency, arbitration or mediation panel or similar body involving the Company which will or may reasonably be expected to prevent or hamper the consummation of the transactions contemplated by this Agreement.

**7.2.4. Full Disclosure.**

No representation or warranty of the Company herein and no statement, information or certificate furnished or to be furnished by the Company pursuant hereto or in connection with the agreement contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

**7.2.5. Reputation of Officers, Directors and Employees.**

No member of the Company's Board of Directors, officer of the Company, or employee of the Company has committed, or during the term of this Agreement will commit, (i) an act constituting a criminal offense, (ii) any act involving dishonesty, disloyalty, fraud, breach of trust or moral turpitude, or (iii) any act which could harm the reputation of the Company, Beacon, or the School.

**7.2.6. Due Authorization.**

Upon execution of a Charter Contract by the Company and the Authorizer, the Company will be authorized to organize and operate the School and will be vested by the Authorizer with all powers necessary to carry out the educational program outlined in the Charter Contract.

**7.2.7. Review of Education Program.**

The Board of Directors of the Company has reviewed the Educational Program and has approved the Company's use of the Education Program.

**7.2.8. Rights to Intellectual Property.**

Neither the Company, nor any of its officers, directors, employees, or agents has any intellectual or property rights or claims in the curriculum materials supplied by Beacon and no such claims will be made by the Company or such individuals in the future.

**8. PROPRIETARY INFORMATION AND CONFIDENTIALITY.**

**8.1. Proprietary Information.**

The Company agrees that to the extent permitted by law, Beacon shall own all copyright and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed by Beacon, its employees, agents or subcontractors, or by any individual working for or supervised by Beacon. Beacon shall have the sole and exclusive right to license such materials for use by other school districts or customers or to modify and/or sell such material to other school districts and customers. During the term of this Agreement, Beacon may disclose such proprietary information, including that which is currently in existence as well as that which may be created in the future. The Company shall treat all such proprietary information as though it were a trade secret and copyrighted, and shall use such efforts as may be reasonably requested by Beacon so as not to disclose, publish, copy,

transmit, modify, alter or utilize such proprietary information during the term of this Agreement or at any time after its expiration other than to the extent necessary for implementation of this Agreement. The Company shall use such efforts as may be reasonably requested by Beacon to assure that no School personnel or agent disclose, publish, copy, transmit, modify, alter or utilize Beacon's proprietary information without Beacon's prior written consent.

## **8.2. Treatment of Confidential Information.**

The Parties agree to the following provisions:

### *8.2.1. Confidential Information.*

The Company acknowledges that prior to the Term of this Agreement, Beacon may have disclosed, and during the Term of this Agreement Beacon may disclose, Confidential Information to the Company. The Company agrees that it will not at any time or in any manner, directly or indirectly, use or disclose any trade secrets or other Confidential Information to anyone, and that the Company will not use Confidential Information for any purpose other than those provided for herein.

### *8.2.2. Protection of Confidential Information.*

The Company shall preserve and take all reasonable precautions to prevent the disclosure of the Confidential Information to any persons, entities, and/or firms other than those expressly authorized by Beacon to receive such information.

### *8.2.3. Use of Confidential Information.*

The Company agrees that the Confidential Information: (i) shall be used solely in furtherance of this Agreement, and shall not otherwise be used for the benefit of the Company or others; (ii) shall not be copied or reproduced by the Company without the express written permission of Beacon, except for such copies as may be reasonably required for accomplishment of provisions of this Agreement; and (iii) shall not be disclosed to any third party without the prior written consent of Beacon. The Company agrees that it will not knowingly infringe upon, or permit any of its employees or agents to infringe upon, any rights of any third party or knowingly violate the patent, copyright, trademark, trade secret, or other proprietary right of any third party in connection with the performance of this Agreement. If the Company becomes aware of any infringement or alleged instance of infringement, the Company agrees to notify Beacon promptly in writing.

### *8.2.4. Return of Confidential Information.*

The Company will promptly deliver to Beacon any and all Confidential Information in the Company's possession or control upon request by Beacon.

8.2.5. *Rights to Confidential Information.*

Except as required for the Parties' performance hereunder, nothing in this Agreement shall be construed to require Beacon to provide, or to entitle the Company to obtain, any Confidential Information or any rights therein. The Company agrees that these confidentiality obligations shall survive the expiration or termination of this Agreement for five years.

8.2.6. *Specific Performance.*

In addition to all of the remedies otherwise available to Beacon, including, but not limited to, recovery of damages and reasonable attorneys' fees incurred in the enforcement of this Section 8, Beacon shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of this Section 8. All of Beacon's remedies for breach of this Section 8 shall be cumulative and the pursuit of one remedy shall not be deemed to exclude any other remedies. The Company acknowledges and agrees that Beacon's rights under this Section 8 are special and unique and that any violation of this Section 8 by the Company would not be adequately compensated by money damages alone.

9. **INDEMNIFICATION.**

9.1. **Survival of Representations and Warranties.**

All representations and warranties hereunder shall be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties. The representations and warranties covered in this Agreement will survive the termination or expiration of this Agreement.

9.2. **Indemnification of the Company.**

Beacon shall hold the Company and its respective affiliates and the shareholders, directors, officers, partners, successors, assigns, and agents of each of them (the "Company Indemnified Persons"), harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs ("Claims"), plus reasonable attorneys' fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, plus interest from the date incurred through the date of payment at the prime lending rate of *Wall Street Journal*, Midwest edition, from time to time prevailing (in all, "Indemnified Claims"), incurred or to be incurred by any Company Indemnified Person resulting from or arising out of any breach or violation of Beacon's representations, warranties, covenants, or agreements contained in this Agreement.

9.3. **Indemnification of Beacon.**

The Company shall hold Beacon and its affiliates and the shareholders, directors, officers, partners, successors, assigns, and agents of each of them (the "Beacon Indemnified Persons") harmless and indemnify each of them from and against any and all Indemnified Claims incurred or to be incurred by any of them resulting from or arising out of any breach or violation of the Company's representations, warranties, covenants and agreements contained in this Agreement.

#### 9.4. Limitation of Claims of the Company.

Notwithstanding anything in this Agreement to the contrary, there shall be no liability for any Claim and Beacon shall have no obligations or liabilities pursuant to *Section 9.2*:

(a) until the aggregate of the Claims suffered or incurred by the Company exceeds Five Thousand Dollars (\$5,000) (the "Deductible"). After the Deductible has been met there shall be liability for the aggregate of all Claims. In computing the amount of the Claims incurred by the Company, the amount of any income tax savings actually realized by the Company as a result thereof as well as the income tax cost arising out of such indemnity, if any, shall be taken into account.

(b) to the extent such liabilities exceed the lesser of (i) the Management Fee paid to Beacon during the academic year in which the action or omission giving rise to the Claim occurred and (ii) the amount of any insurance proceeds received for an insured event under insurance policies referenced in this Agreement.

(c) if the claim for indemnification is made pursuant to *Section 9.2*, to the extent that Beacon can demonstrate that the Company had, prior to the Closing, actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached or that the applicable covenant had been breached or was unfulfilled prior to the Closing. Beacon represents and warrants that, as of the Closing, it is not aware that the Company had actual knowledge thereof.

#### 9.5. Limitation on Claims of Beacon.

Notwithstanding anything in this Agreement to the contrary, there shall be no liability for any Claim and the Company shall have no obligations or liabilities pursuant to *Section 9.3*:

(a) until the aggregate of the Claims suffered or incurred by Beacon exceeds Five Thousand Dollars (\$5,000) (the "Deductible"). The Deductible described in the preceding sentence shall not apply to Claims involving the payments required by *Section 6.4*, *Section 6.6*, or *Section 6.7*. After the Deductible, to the extent it is applicable, has been met there shall be liability for the aggregate of all Claims. In computing the amount of the Claims incurred by Beacon, the amount of any income tax savings actually realized by Beacon as a result thereof as well as the income tax cost arising out of such indemnity, if any, shall be taken into account.

(b) if the claim for indemnification is made pursuant to *Section 9.3*, to the extent that the Company can demonstrate that Beacon had, prior to the Closing, actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached prior to the Closing. The Company represents and warrants that, as of the Closing, it is not aware that Beacon had actual knowledge thereof.



## **9.6. Indemnification of Third-Party Claims.**

The obligations and liabilities of any Party to indemnify any other under this *Section 9* with respect to a Claim relating to or arising from a Claim relating to third parties (a "Third Party Claim") shall be subject to the following terms and conditions:

### *9.6.1. Notice and Defense.*

The Party to be indemnified (the "Indemnified Party") will give the Party from whom indemnification is sought (the "Indemnifying Party") prompt written notice of any such Claim, and the Indemnifying Party may undertake the defense thereof by representatives chosen by it. Failure to give notice shall not affect the Indemnifying Party's duty or obligations under this *Section 9* except to the extent the Indemnifying Party is prejudiced thereby. If the Indemnifying Party undertakes the defense of a Third party Claim, then the Indemnifying Party shall be deemed to accept that it has an indemnification obligation under this *Section 9* with respect to such Third party Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such Third party Claim. So long as the Indemnifying Party is defending any such Third party Claim actively and in good faith, the Indemnified Party shall not settle such Claim. The Indemnified Party shall make available to the Indemnifying Party or its representatives all records and other materials required by them and in the possession or under the control of the Indemnified Party, for the use of the Indemnifying Party and its representatives in defending any such Claim, and shall in other respects give reasonable cooperation in such defense.

### *9.6.2. Failure to Defend.*

If the Indemnifying Party, within thirty (30) days after notice of any such Claim, fails to dispute the obligation of the Indemnifying Party with respect to such Claim and fails to defend such Claim actively and in good faith, then the Indemnified Party will (upon written notice to the Indemnifying Party) have the right to undertake the defense, compromise or settlement of such Claim or consent to the entry of a judgment with respect to such Claim, on behalf of and for the account and risk of the Indemnifying Party, and the Indemnifying Party shall thereafter have no right to challenge the Indemnified Party's defense, compromise, settlement or consent to judgment therein.

### *9.6.3. Indemnified Party's Rights.*

Anything in this *Section 9* to the contrary notwithstanding, (i) if there is a reasonable probability that a Claim may materially and adversely affect the Indemnified Party other than as a result of money damages or other money payments, the Indemnified Party shall have the right to defend, compromise or settle such Claim, and (ii) the Indemnifying Party shall not, without the written consent of the Indemnified Party, settle or compromise any Claim or consent to the entry of any judgment which does not include as an unconditional term thereof the giving by the claimant or the plaintiff to the Indemnified Party of a release from all liability in respect of such Claim.

### 9.7. Payment.

The Indemnifying Party shall promptly pay the Indemnified Party any amount due under this Section 9. Upon judgment, determination, settlement or compromise of any Third party Claim, the Indemnifying Party shall pay promptly on behalf of the Indemnified Party, and/or to the Indemnified Party in reimbursement of any amount theretofore required to be paid by it, the amount so determined by judgment, determination, settlement or compromise and all other Claims of the Indemnified Party with respect thereto, unless in the case of a judgment an appeal is made from the judgment. If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party shall post and pay the cost of the security or bond to stay execution of the judgment pending appeal. Upon the payment in full by the Indemnifying Party of such amounts, the Indemnifying Party shall succeed to the rights of such Indemnified Party, to the extent not waived in settlement, against the third party who made such Third party Claim.

### 9.8. Adjustment of Liability.

In the event an Indemnifying Party is required to make any payment under this Section 9 in respect of any damages, liability, obligation, loss, claim, or other amount indemnified hereunder, such Indemnifying Party shall pay the Indemnified Party an amount (the "Adjusted Amount") which is equal to the sum of (i) the amount of such damages, liability, obligation, loss, claim or other amount, minus (ii) the amount of any insurance proceeds the Indemnified Party actually receives with respect thereto, minus (iii) any third party payments actually received by the Indemnified Party with respect to such damages, liability, obligation, loss, claim or other amount after demand or notice to such third party from the Indemnifying Party (with the consent of the Indemnified Party which will not be unreasonably withheld).

## 10. TERM AND TERMINATION.

### 10.1. Term.

This Agreement shall have an initial term commencing on the Effective Date and ending on the date the Charter Contract expires (the "Initial Term"), and shall automatically be renewed for additional terms ending on the date that any Renewed Charter Contract expires (each a "Renewal Term" and collectively with the Initial Term the "Term") unless written notice of intent to terminate or renegotiate is given by either Party not later than the December 31 prior to the end of the Initial Term or the December 31 prior to the end of any Renewal Term (the "Annual Renewal Date"). In no event shall any such renewal or renegotiations extend beyond the effective date of any Charter Contract granted to the Company.

### 10.2. Termination by the Company.

The Company may terminate this Agreement only in accordance with the following provisions:

### *10.2.1. Termination For Cause.*

Subject to the provisions of subparagraph (ii) below, the Company may terminate this Agreement for cause at any time during the Term of this Agreement. For purposes of this *Section 10.2*, the term "for cause" shall mean:

- (a) the School fails to make reasonable progress toward achievement of agreed-upon goals and Student performance standards identified in the Agreement;
- (b) Beacon fails to meet generally accepted accounting principles standards of fiscal management;
- (c) Beacon violates any material provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to the Company or the School; or
- (d) Beacon materially breaches any of the essential terms and conditions of this Agreement and thereby undermines the purposes of this Agreement.

In the event the Company terminates the Agreement for cause prior to the Opening Date of the School, the Company shall not be liable to Beacon for any further payments under this Agreement; provided, however, that the Company shall remain obligated to reimburse Beacon for all unreimbursed out-of-pocket expenses incurred by Beacon related to organizing the school, on behalf of the Company or in furtherance of Beacon's obligations hereunder.

### *10.2.2. Beacon Right to Cure.*

Prior to exercising its right to terminate this Agreement, the Company shall give Beacon written notice of its basis for terminating the Agreement (the "Termination Notice"). The Termination Notice shall specify the section of this Agreement upon which the Company is relying on for the termination and, if the termination is done pursuant to *Section 10.2(i)*, the Company shall specify the specific terms of the Agreement that have been violated and the requirements for curing the violation. Upon receipt of the Termination Notice, Beacon shall have 40 business days to cure the breach. If the breach is not corrected within the cure period the Company may terminate the Agreement in accordance with the applicable paragraph of this *Section 10.2*.

### **10.3. Termination by Beacon.**

Beacon may terminate this Agreement at any time for cause. For purposes of this *Section 10.3*, the term "for cause" means any violation of any provisions of this Agreement by the Company, any breach of a representation or warranty made by the Company, or the violation of any covenant made by the Company. In the event Beacon terminates the Agreement for cause, Beacon shall be entitled to receive any previously unreimbursed out-of-pocket expenses incurred by Beacon related to the school, incurred on behalf of the Company, or incurred in furtherance of Beacon's obligations hereunder, plus any other amounts owed to Beacon under this Agreement.

#### **10.4. Termination Resulting From a Material Adverse Change.**

Upon the occurrence of a Material Adverse Change, a Party may elect to deliver written notice to the other, triggering the provisions of this *Section 10.4* (a "Notice of Material Adverse Change"). Upon receipt of a Notice of a Material Adverse Change, the Parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the Agreement, alternative funding arrangements, etc.) to address the Material Adverse Change. If, despite such good faith negotiations, the Parties are unable to agree upon a mutually acceptable approach to address the Material Adverse Change, then either Party may elect to terminate the Agreement, subject to *Section 10.2*, by delivering written notice of termination to the other at least 60 days in advance of the effective date of such termination, or in such lesser time as is reasonable or mandated under the circumstances. The termination provisions of this section shall not be construed to in any way limit the termination for cause provisions contained in *Section 10.2* and *Section 10.3*. Upon a termination due to a Material Adverse Change, the Company shall reimburse Beacon for any previously unreimbursed out-of-pocket expenses incurred by Beacon related to the school, incurred on behalf of the Company, or incurred in furtherance of Beacon's obligations hereunder, plus any other amounts owed to Beacon under this Agreement. In the case of a material adverse change due to the failure to meet minimum required enrollments, before triggering the provisions of *Section 10.4* Beacon will work with the Company to take corrective action aimed at increasing enrollment and decreasing operating costs. Beacon will also consider providing the Company with a short-term loan. Notwithstanding the two previous sentences, if the parties are unable to remove the material adverse change within the 60-day period discussed hereinabove, the contract shall terminate.

#### **10.5. Avoidance of Disruptions to Students.**

Notwithstanding the foregoing provisions of this *Section 10*, each Party shall act in good faith to avoid a termination of the Agreement that becomes effective during the middle of an Academic Period or would disrupt the education of the Students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the term specified above, absent unusual and compelling circumstances, the termination will not become effective until the end of the then current Academic Period.

#### **10.6. Assistance Following Termination by Beacon.**

In the event of termination of this Agreement by Beacon, Beacon shall provide reasonable assistance to the Company for the shorter of the remainder of the current school year or 90 days after the effective date of termination of the Agreement. Such reasonable assistance shall be limited to using reasonable efforts to assist in the transition to another school program. During such transition period Beacon will be entitled to receive and the Company shall continue to pay Beacon's Management Fee as outlined in *Section 6.6* above, and shall reimburse Beacon for all expenses incurred by Beacon in providing such transition assistance.

## 10.7. Employment Restrictions After Termination.

Excluding a termination by Beacon for Material Adverse Change, the Company agrees that, for a period of 18 months following the effective date of the termination of this Agreement, neither the Company nor the School, nor any of their affiliates, shall employ, directly or indirectly, as an employee or independent contractor, any person who has been employed by Beacon as the Principal, Director or Head of the School within the one-year period prior to the effective date of the termination of the Agreement.

## 11. MISCELLANEOUS.

### 11.1. Governing Law.

This Agreement shall be governed by, construed, interpreted and enforced in accordance with the laws of the State, without giving effect to the principles of conflict of laws thereof; provided, however, that the Federal Arbitration Act ("FAA"), to the extent applicable and inconsistent, will supersede the laws of such State and shall govern. If any action is brought to enforce an arbitral award rendered pursuant to *Section 11.2*, venue for such action shall be in the courts of the State or the courts of the United States District Court serving the area in which the School is located. The Parties hereby irrevocably waive any objection which either may now or hereafter have to the laying of venue of any actions or proceedings arising out of or in connection with this Agreement brought in the courts referred to in the preceding sentence and hereby further irrevocably waive and agree not to plead or claim in any such court that any such action or proceeding brought in any such court has been brought in an inconvenient forum.

### 11.2. Alternative Dispute Resolution.

#### *11.2.1. Good Faith Negotiation of Disputes.*

The Parties covenant and agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes in connection with this Agreement. If a dispute should arise in connection with this Agreement, the Parties agree to act in good faith to resolve such dispute in a fair and equitable manner and without the need for expensive and time-consuming litigation. In the event any dispute arises between the Company and Beacon concerning this Agreement, it shall be resolved in accordance with the following alternative dispute resolution procedure.

#### *11.2.2. Binding Arbitration.*

Any controversy or claim arising out of or relating to this Agreement, the relationship resulting in or from this Agreement, the breach of any duties hereunder or any other relationship, transaction or dealing between the Parties (collectively "Disputes") will be settled by binding arbitration in accordance with the Commercial Arbitration Rules of The American Arbitration Association. Such arbitration shall be conducted in Delaware. Notwithstanding anything set forth herein to the contrary, all notices, arbitration claims, responses, requests and documents will be sufficiently given or served if mailed or delivered to the Parties hereto as described in the Notice provision of this Agreement. The Parties agree the arbitration shall be conducted by a

panel of three education professionals, one designated by each Party and the third, neutral arbitrator chosen jointly by the respective Party arbitrators. Any award rendered by the arbitrator(s) may be entered as a judgment or order and confirmed or enforced by either Party in any state or federal court having competent jurisdiction thereof. If either Party brings or appeals any judicial action to vacate or modify any award rendered pursuant to arbitration or opposes the confirmation of such award and the Party bringing or appealing such action or opposing confirmation of such award does not prevail, such Party will pay all of the costs and expenses (including, without limitation, court costs, arbitrators fees and expenses and attorneys' fees) incurred by the other Party in defending such action. Additionally, if either Party brings any action for judicial relief in the first instance without pursuing arbitration prior thereto, the Party bringing such action for judicial relief will be liable for and will immediately pay to the other Party all of the other Party's costs and expenses (including, without limitation, court costs and attorneys' fees) to stay or dismiss such judicial action and/or remove it to arbitration. The failure of either Party to exercise any rights granted hereunder shall not operate as a waiver of any of those rights. This Agreement concerns transactions involving commerce among the several states. The arbitrators will not be empowered to award punitive damages. The agreement to arbitrate will survive termination of this Agreement. **IF THIS AGREEMENT IS FOUND NOT TO BE SUBJECT TO ARBITRATION, THE PARTIES KNOWINGLY AND WILLINGLY WAIVE ANY RIGHT THEY HAVE UNDER APPLICABLE LAW TO A TRIAL BY JURY IN ANY DISPUTE ARISING OUT OF OR IN ANY WAY RELATED TO THIS AGREEMENT OR THE ISSUES RAISED BY THAT DISPUTE.**

#### *11.2.3. Arbitration of Termination by the Company.*

Not later than 30 days following the Company's Notice to Beacon of its intent to terminate under *Section 10*, either Party may submit the matter to arbitration by delivering written notice to the other. Within 7 days following the date of the written notice, each side shall designate a recognized and independent educational professional as its panel representative; within 7 days thereafter, these representatives shall designate the neutral. The arbitrators shall convene a hearing as soon as possible thereafter. Each Party may present witnesses, documentary, and other evidence in its behalf, but strict rules of evidence shall not apply. The arbitrators shall permit the filing of briefs upon request of either Party. The arbitrators shall issue a written opinion concerning the matters in controversy together with their award. They shall issue their award within 30 days following the close of the hearing, and judgment upon the award may be entered in any court having jurisdiction thereof.

#### **11.3. Breach and Waiver.**

No failure on the part of any Party to enforce the provisions of this Agreement shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this Agreement shall (a) be effective unless it is in writing and executed by the Party charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers shall be strictly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement shall constitute a waiver thereof.

11.4. **No Waiver.**

No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

11.5. **No Third Party Beneficiary Rights.**

Except as expressly required by the Charter School Law, no third party, whether a constituent of the School, a member of the community, a Student or parent of a Student of the School or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of the Company or Beacon in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

11.6. **Negligent Acts of a Party.**

Nothing in this Agreement shall affect or alter in any way responsibility of either Party of this Agreement for the negligent, wrongful or unlawful act of that Party's employees, agents, contractors.

11.7. **Limitation on Delegation of Authority.**

Nothing in the Agreement shall be construed as delegating to Beacon any of the powers or authority of the Company which are not subject to delegation by the Company under the applicable state law. The Company may revoke any powers granted to Beacon hereunder by written notice to Beacon; provided, however, that any such revocation shall in no way impact the obligations of the Company, including its obligation to make the payments specified in *Section 6*.

11.8. **Compliance with Laws.**

Unless specifically waived by appropriate governmental authority, the Parties shall comply with all applicable laws, rules, regulations, ordinances, order or requirements of the State and any governmental authority.

11.9. **Incorporation of Recitals.**

The recitals to this Agreement are hereby incorporated herein as an integral part of this Agreement.

11.10. **Access and Inspection of Books and Records.**

Each Party shall make available to the other Party and the Authorizer for inspection and copying, upon reasonable notice, all books, records, and documents relating to such Party's obligations and performance under this Agreement, the operation of the School, and such Party's receipt and expenditure of funds under this Agreement.

**11.11. Notices.**

All notices, consents and other communications ("Notices") which either Party may be required or desire to give the other Party shall be in writing and shall be given by personal service, telecopy, nationally recognized overnight courier service, registered air mail or certified mail (or by equivalent means) to the other Party at its respective address or telecopy telephone number set forth below or at such other address as such Party may in the future designate. Notices shall be deemed to be given upon deposit into the mail by the Party doing the notifying. Notices delivered by telecopy shall be confirmed in writing by overnight courier and shall be deemed to be given upon deposit into the mail by the Party doing the notifying.

**Beacon:**

Mike Ronan  
Beacon Education Management, LLC  
112 Turn Pike Road, Suite 107  
Westborough, Massachusetts 01581  
Tel: 1-800-789-1258  
Fax:

**The Company:**

The Charter School of Southern New Castle County  
847 Shallcross Lake Road  
Middletown, DE 19709  
Tel: 302-378-9898  
Fax: 302-378-9877  
Attn: Marie Page

**11.12. Defined Terms and Use of Terms.**

All defined terms used in this Agreement shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms "hereunder," "herein," "hereby," and similar terms refer to this Agreement.

**11.13. Section Headings.**

The headings in this Agreement are for the convenience of the Parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

**11.14. Exhibits and Schedules.**

Each exhibit and schedule to this Agreement to which reference is made in this Agreement is hereby incorporated in this Agreement as an integral part thereof. In the event of a



conflict between the terms and provisions of this Agreement and the terms and provisions of any exhibits or schedules, the terms and provisions of this Agreement, absent the exhibits and schedules, shall control. The provisions of the preceding sentence notwithstanding, the terms and provisions contained in *Addendum A* and *Addendum B*, if attached and signed by the Parties, shall supercede the terms of this Agreement to the extent that the terms and provisions of such Addenda either (i) conflict with the provisions of this Agreement or (ii) add additional sections or subsections to this Agreement.

#### **11.15. Entire Agreement.**

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements, expressed or implied, written or oral, between the Parties are superseded hereby.

#### **11.16. Modifications and Amendments.**

This Agreement (including any exhibits and schedules to this Agreement) may be altered, changed, added to, deleted from or modified only by agreement in writing executed by the Chief Executive Officer of Beacon and the Chairperson of the Company. Accordingly, no course of conduct or custom shall constitute an amendment or modification of this Agreement. Any attempt to modify this Agreement orally, or in a writing not signed by both Parties, shall be void. This Agreement may not be modified, supplemented, explained, or waived by parole evidence.

#### **11.17. Assignment.**

Except as expressly provided for herein, this Agreement, including without limitation, the rights granted herein, may not be assigned, transferred, pledged, or hypothecated, whether voluntary or involuntary, without the prior written consent of the other Party. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their successors and permitted assigns, and the name of a Party appearing herein shall be deemed to include the names of such Party's successors and permitted assigns to the extent necessary to carry out the intent of this Agreement. Upon any such permitted assignment, the assignor hereby guarantees the performance hereunder of the assignee.

#### **11.18. Binding Agreement.**

This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, successors, subsidiaries, controlled affiliates and permitted assigns of the Parties.

#### **11.19. Counterparts.**

This Agreement may be executed in counterparts, each of which shall be deemed to be an original and both together shall be deemed to be one and the same Agreement.

**11.20. No Partnership.**

This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties.

**11.21. Further Assurances.**

The Parties agree that they will execute and deliver or cause to be executed and delivered from time to time such other documents and will take such other actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

**11.22. Severability.**

In case any one or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

**11.23. Negotiated Agreement.**

The provisions of this Agreement were negotiated by the Parties and this Agreement shall be deemed to have been drafted by the Parties, notwithstanding any presumptions at law to the contrary.

**11.24. Force Majeure.**

Any delays or failures by either Party hereto in the performance of the obligations hereunder, other than the payments or reimbursements required by this Agreement, shall be excused if and to the extent such delays or failures are caused by occurrences beyond such Party's control, including, without limitation, acts of God, strikes or other labor disturbances, war, whether declared or not, sabotage, and/or any other cause or causes, whether similar or dissimilar to those herein specified, which cannot reasonably be controlled by such Party. The period of excused performance pursuant to the foregoing shall be (and only shall be) the actual period during which such an occurrence continues. Accordingly, neither Party hereto shall have the right to terminate this Agreement for cause on account of a failure of the other Party timely to perform its obligations hereunder during the period of such excused performance pursuant to the foregoing.

**11.25. Interest.**

In the event a Party fails to make any payment due pursuant to the terms of this Agreement, such amounts shall, at the option of the Party to whom such unpaid balance is due, bear interest ("Interest") at a rate not to exceed the annual rate of interest reported from time to

time in *The Wall Street Journal* as the base rate on corporate loans at large money center commercial banks plus the percentage set forth in *Schedule 11.25* ("Interest Rate"). The preceding provisions of this *Section 11.25* notwithstanding, in the event the Interest Rate is higher than the rate permitted by law, then interest shall accrue with respect to said unpaid fees at the highest rate permitted by law. Each Party's right to receive such Interest shall not in any way limit any of its other remedies under this Agreement.

**- SIGNATURES ARE ON THE FOLLOWING PAGE -**

**THIS AGREEMENT CONTAINS A BINDING ARBITRATION PROVISIONS  
WHICH MAYBE ENFORCED BY THE PARTIES**

BEACON EDUCATION MANAGEMENT, INC.

By: [Signature]

Title: C.O.O.

Date: 2/28/00

By: Marie E Page

Title: President Board of Directors CSSNCC

Date: February 25, 2000

## SCHEDULE 3.21

## INSURANCE

Type of Coverage	Minimum Amount
Commercial General Liability	<p>Each Occurrence - \$1,000,000</p> <p>Personal and Advertising Injury Limit - \$1,000,000</p> <p>General Aggregate - \$2,000,000</p> <p>Products - completed operations aggregate - \$2,000,000</p> <p>Medical Expense - \$10,000</p>
Umbrella (Excess Liability)	<p>Each Occurrence - \$5,000,000</p> <p>General Aggregate - \$5,000,000</p>
Fidelity Bond	Bond Coverage in an amount not less than 50% of the total costs for all employees of the school and employees of the subcontractors responsible for financial decisions, including the CEO and CFO and board members and all subcontractors.
Workers Compensation	<p>Bodily Injury - accident - \$100,000 each accident</p> <p>Bodily Injury - disease - \$100,000 per employee</p> <p>\$500,000 policy limit.</p>
Auto Liability	Combined single limit \$1,000,000 each accident
Errors and Omissions/School Leaders	Aggregate limit \$1,000,000

525189.09

SCHEDULE 6.6  
MANAGEMENT FEE

Management Fee Percentage: 12 percent

Minimum Management Fee: \$ 394.451

525189.09

**SCHEDULE 11.25**

**INTEREST**

**For the provisions listed in Sec. 11.25 the interest rate shall be the rate reported from time to time in *The Wall Street Journal* as the base rate on corporate loans at large money center commercial banks at the time of failure to make payment.**

525189.09

**ADDENDUM A**  
**STATE SPECIFIC PROVISIONS**

525189.09



**ADDENDUM B**  
**ADDITIONAL PROVISIONS**

**The individual members of the Board of the Company shall not be personally liable for any financial or other obligations of the company.**

525189.09

4

# STATE of DELAWARE CERTIFICATE of INCORPORATION A NON-STOCK CORPORATION

- First: The name of this Corporation is Charter School of Southern New Castle County, Inc.
- Second: Its Registered Office in the State of Delaware is to be located at 824 Market St., Suite 800 Street, in the City of Wilmington County of New Castle Zip Code 19801. The registered agent in charge thereof is James J. Haley, Jr., Esq.
- Third: The purpose of the corporation is to engage in any lawful act of activity for which corporations may be organized under the General Corporation Law of Delaware. (If the corporation is to be a nonprofit corporation, please add: "This Corporation shall be a nonprofit corporation.")  
This Corporation shall be a nonprofit corporation operating a charter school as allowed under 14 Del. C. Ch5.
- Fourth: The corporation shall not have any capital stock, and the conditions of membership shall be ~~(in lieu of reciting out the conditions of membership in the Certificate of Incorporation, a statement may be inserted that the conditions of membership shall be stated in the By-Laws.)~~ as follows:  
shall be governed by a Board of Directors as set forth in the Bylaws.
- Fifth: The name and mailing address of the incorporator are as follows:  
Name Marie E. Page  
Mailing Address 847 Shellcross Lake Road  
Middletown, DE Zip Code 19709
- I, The Undersigned, for the purpose of forming a corporation under the laws of the State of Delaware, do make, file and record this Certificate, and do certify that the facts herein stated are true, and I have accordingly hereunto set my hand this 27th day of December, A.D. 1999

BY: Marie E. Page  
(Incorporator)

NAME: Marie E. Page  
(Type or Print)

RECEIVED  
 DEPARTMENT  
 OF STATE  
 1999 DEC 27 AM 10:45  
 DIVISION OF  
 CORPORATIONS

# **PROPOSED BYLAWS FOR THE CHARTER SCHOOL OF SOUTHERN NEW CASTLE COUNTY**

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## **ARTICLE I - NAME**

This organization shall be called Charter School of Southern New Castle County

## **ARTICLE II - FORM OF CORPORATION**

Charter School of Southern New Castle County is organized as a non-profit, non-stock, Trusteeship corporation.

## **ARTICLE III - OFFICES**

### **Section 1 - Principle Office**

The principle office of the corporation shall be located in the Town of Middletown, County of New Castle, and State of Delaware.

### **Section 2 - Registered Office**

The registered office of the corporation may be the same as the principal office of the corporation, but in any event must be located in the State of Delaware, and be the business office of the registered agent, as required by the Delaware Nonprofit Corporation Act.

## **ARTICLE IV - BOARD OF TRUSTEES, MEETINGS AND FISCAL YEAR**

### **Section 1 - General Powers**

The Business, property and affairs of the corporation shall be managed by its Board of Trustees. The Board of Trustees may exercise any and all of the powers granted to it under the Delaware Nonprofit Corporation Act or pursuant to Del. C., Title 14, Chapter 5. The board may delegate such power to the officers of the board as it deems necessary.

### **Section 2 - Method of Selection**

The initial Board of Trustees shall be the individuals named in the charter application. Subsequently, the Board of Trustees of the corporation shall nominate and approve members by a majority vote. A member appointed to fill a vacancy created other than by expiration of a term shall be appointed for the unexpired term of the vacating member in the same manner as the original appointment.

### **Section 3 - Length of Term**

The term of each member of the Board of Trustees shall be three (3) years, except that of the members first appointed; 1/3 shall be appointed for a term of three (3) years, 1/3 shall be appointed for a term of two (2) years, and the remainder shall be appointed for a term of one (1) year. At the first meeting, the Board of Trustees shall designate which members of the initial

Board of Trustees shall serve one (1) two (2), or three (3) year terms. The length of term of the board members shall commence with the first meeting of the Board of Trustees.

#### **Section 4 - Number of Trustees**

The number of members shall be three (3), five (5), seven (7) or nine (9), as determined from time-to-time by Board of Trustees. Upon the opening of the school, at least one (1) member of the Board of Trustees shall be a parent of an enrolled student. At least one (1) member of the Board of Trustees shall be a currently employed teacher at the school.

#### **Section 5 - Qualifications**

Board members shall not be any Trustee, officer, or employee of a management company that contracts with the Charter School of Southern New Castle County.

#### **Section 6 - Tenure**

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

#### **Section 7 - Removal**

Any Trustee may be removed with cause by a simple majority of the Board of Trustees of the corporation.

#### **Section 8 - Resignation**

Any Trustee may resign at any time by providing written notice to the corporation. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. A successor shall be appointed as provided in Section 2 of this Article.

#### **Section 9 - Annual and Regular Meetings**

The Board of Trustees shall hold an annual meeting during the first week October of each year. The Board of Trustees may provide, by resolution, the time and place, within the State of Delaware, for the holding of regular meetings. The corporation shall provide notice of the annual and all regular meetings as required by the Freedom of Information Act.

#### **Section 10 - Special Meetings**

Special meetings of the Board of Trustees may be called by or at the request of the President or any Trustee. The person or persons authorized to call special meetings of the Board of Trustees may fix the place within the State of Delaware for holding any special meeting of the Board of Trustees called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the corporation in the State of Delaware. The corporation shall provide notice of all special meetings as required by the Freedom of Information Act.

### **Section 11 - Notice; Waiver**

In addition to the notice provisions of the Freedom of Information Act, notice of any special meeting shall be given at least three (3) days prior to the special meeting by written notice, stating the time and place of the meeting, delivered personally, mailed or sent by facsimile to each Trustee at the Trustee's business address. If mailed, such notice shall be deemed to be delivered when deposited in the United States Mail so addressed, with postage thereon prepaid. If notice is given by facsimile, such notice shall be deemed to be delivered when the facsimile is sent. Any Trustee may waive notice of any meeting by written statement, or telecopy sent by the Trustee, signed before or after the holding of the meeting. The attendance of a Trustee at a meeting constitutes a waiver of notice of such meeting, except where a Trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

### **Section 12 - Quorum**

A majority of the Trustees of the Board constitutes a quorum for the transaction of business at any meeting of the Board of Trustees, but if less than a majority is present at a meeting, a majority of the Trustees present may adjourn the meeting from time to time, providing such notice as is required by the Open Meeting Act.

### **Section 13 - Manner of Acting**

The act of the majority of the Trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees.

### **Section 14 - Freedom of Information Act**

All meetings of the Charter School of Southern New Castle County Board, including committee meetings, shall at all times be in compliance with the Freedom of Information Act.

### **Section 15 - Board Vacancies**

A vacancy shall occur as specified in the Code. Any vacancy shall be filled as provided in Section 2 of this Article.

### **Section 16 - Compensation**

A Trustee of the corporation shall serve as a volunteer Trustee. By resolution of the Board of Trustees, the Trustees may be paid their expenses, if any, of attendance at meetings of the Board of Trustees.

### **Section 17 - Method of Selection**

A Trustee of the corporation who is present at a meeting of the Board of Trustees at which action on any corporation matter is taken shall be presumed to have assented to the action taken unless that Trustee's dissent shall be entered in the minutes of the meeting or unless that Trustee shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the

Secretary of the corporation immediately after the adjournment of the meeting. This right to dissent shall not apply to a Trustee who voted in favor of such action.

### **Section 18 - Committees**

The Board of Trustees, by resolution, may designate one or more committees, each committee to consist of one or more Trustees elected by the Board of Trustees, which to the extent provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, shall have and may exercise, when the Board of Trustees is not in session, the powers of the Board of Trustees in the management of the business and affairs of the corporation, except action in respect to the fixing of compensation for or the filling of vacancies in the Board of Trustees or committees created pursuant to this Section, or amendments to the Articles of Incorporation or Bylaws. The Board of Trustees may elect one or more of its members as alternate members of any committee who may take the place of any absent member or members at any meeting of a committee, upon request by the Chair of the meeting. Subject to the Freedom of Information Act, each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of Trustees of its activities as the Board of Trustees may request.

### **Section 20 - Fiscal Year, Budget and Accounting**

The fiscal year of the corporation shall begin on the first day of July in each year. The Board of Trustees, subject to the oversight responsibilities of the Delaware Department of Education, shall have exclusive control of the budget. The Board shall prepare and publish an annual budget in accordance with Delaware Board of Education policy.

## **ARTICLE V - OFFICERS OF THE BOARD**

### **Section 1 - Number**

The officers of the corporation shall be a President, Secretary.

### **Section 2 - Election and Term of Office**

The Board of Trustees shall elect the initial officers at a duly noticed meeting prior to February 1, 2000. Thereafter, the officers of the corporation shall be elected annually by the Board of Trustees at the October meeting of the Board of Trustees. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall hold office while qualified or until the officer resigns or is removed in the manner provided in Section 3.

### **Section 3 - Removal**

Any officer or agent elected or appointed by the Board of Trustees may be removed by the Board of Trustees whenever in its judgment the best interests of the corporation would be served thereby.

#### **Section 4 - Vacancies**

A vacancy in any office shall be filled by appointment by the Board of Trustees for the unexpired portion of the term.

#### **Section 5 - President**

The President shall be a member of the Board of Trustees. The President of the corporation shall preside at all meetings of the Board of Trustees. If there is not a President, or if the President is absent, then the Treasurer shall preside. If the Treasurer is absent, then a temporary chair, chosen by the members of the Board of Trustees attending the meeting shall preside. The President shall be an ex officio member of all standing committees and in general, perform all duties incident to the office of President of the Board as may be prescribed by the Board from time-to-time.

#### **Section 6 - Secretary**

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

#### **Section 7 - Treasurer**

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

#### **Section 8 - Acting Officers**

The Board of Trustees shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Board of Trustees may be resolution otherwise determine.

#### **Section 9 - Salaries**

Officers of the Board, as Trustees of the corporation, may not be compensated for their services. They may, however, receive traveling and other expenses.

## **ARTICLE VI - CONTRACTS, LOANS, CHECKS and DEPOSITS; SPECIAL CORPORATE ACTS**

### **Section 1 - Contracts**

The Board of Trustees may authorize any officer or officers, agent or agents, to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing.

### **Section 2 - Loans**

No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Trustees. Such authority may be general or confined to specific instances. No loan, advance, overdraft or withdrawal by an officer or Trustee of the Corporation, other than in the ordinary and usual course of the business of the corporation, shall be made or permitted.

### **Section 3 - Checks, Drafts, Etc.**

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents of the corporation and in such manner as shall from time-to-time be determined by resolution of the Board of Trustees.

### **Section 4 - Deposits**

All funds of the corporation not otherwise employed shall be deposited from time-to-time to the credit of the corporation in such banks, trust companies or other depositories as the Board of Trustees may select, provided that such financial institution is eligible to be a depository of surplus funds.

### **Section 5 - Voting of Securities Owned by this Corporation**

Subject always to the specific direction of the Board of Trustees, any shares or other securities issued by any other corporation and owned or controlled by this corporation may be voted at any meeting of security holders of such other corporation by the President of this corporation or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of this corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent in respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this corporation by the President, the Secretary or the Treasurer of this corporation without necessity of any authorization by the Board of Trustees, affixation of corporate seal or counter signature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this corporation shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by this corporation the same as such share or other securities might be voted by this corporation. This



section shall in no way be interpreted to permit the corporation to invest any of its surplus funds in any shares or other securities issued by any other corporation. This section is intended to apply, however, to all gifts, bequests or other transfers of shares or other securities issued by any other corporation which are received by the corporation.

### **Section 6 - Contracts Between Corporation and Related Person**

Any contract or other transaction between this corporation and one or more of its Trustees, or between this corporation and any firm of which one or more of this corporation's Trustees are members or employees, or in which one or more of this corporation's Trustees are interested, shall be valid for all purposes, notwithstanding the presence of such Trustee or Trustees at the meeting at which the Board of Trustees of the corporation acts upon, or in reference to such contract or transaction, and notwithstanding the participation of the Trustee or Trustees in such action, if the fact of such interest shall be disclosed or known to the Board of Trustees and the Board of Trustees shall, nevertheless, authorize, approve and ratify such contract or transaction by a vote of a majority of the quorum is present, but not to be counted as voting upon the matter or in calculating the majority of such quorum necessary to carry such vote. This Section shall not be construed to invalidate any contract or other transaction which would otherwise be valid under the common and statutory law applicable thereto.

Any Trustee, officer or employee of Charter School of Southern New Castle County who enters into a contract with the School shall comply with the public disclosure requirements set forth in Delaware Law. Public disclosure of the contract means as follows:

- (i) Prompt disclosure of any pecuniary interest in a contract with the corporation. The disclosure shall be made a matter of corporate record at a regular or special meeting.
- (ii) The contract is approved by a simple majority vote of the Trustees of the corporation at a regular or special meeting. If applicable, the vote shall be without the vote of the Trustee making the disclosure.
- (iii) The corporation disclosed the following summary information in its board minutes:
  - a. The name of each party involved in the contract.
  - b. The terms of the contract, including duration, financial consideration between parties, facilities or services of the corporation included in the contract, and the nature and degree of corporation included in the contract, and the nature and degree of assignment of corporation employees for fulfillment of the contract; and
  - c. The nature of any pecuniary interest.

**ARTICLE VII - INDEMNIFICATION**

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

**ARTICLE VIII - AMENDMENTS**

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining the affirmative vote of a majority of the Board of Trustees at any regular or special meeting of the Board of Trustees, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for special meetings.

These Bylaws were adopted as the Bylaws of Charter School of Southern New Castle County meeting, by its Board of Trustees on the \_\_\_\_\_ day of \_\_\_\_\_ 1999.

By: \_\_\_\_\_

Its: \_\_\_\_\_  
President, Board of Trustees



**LIGHTPOINTS LEARNING STANDARDS**  
*with Alignment Information for the Delaware State Curriculum Frameworks*

**HISTORY**  
**LEARNING STANDARD STATEMENTS**

**1. Chronological Thinking**

Each student will understand the chronological order of historical events and recognize the complexity of historical cause and effect, including the interaction of forces from different spheres of human activity and the importance of individuals and their ideas, actions, and choices.

*Delaware History Standard 1: Chronology (K-3), (4-5), (6-8)*

**2. Comprehension**

Each student will understand and use many kinds of historical evidence and narrative, identifying the central questions the source addresses, defining the purpose or point of view of the source, and, in the case of primary sources, examine ideas and events as they were lived by people of the time.

*Delaware History Standard 2: Analysis ((K-3), (4-5), (6-8)*

**3. Analysis and Interpretation**

Each student will differentiate between historical fact and opinion and, when reading historical narrative, assess its credibility, consider multiple perspectives on the past, and compare competing accounts of historical events.

*Delaware History Standard 3: Interpretation ((K-3), (4-5), (6-8)*

**4. Research Capabilities**

Each student will frame questions that can be answered by historical study and research; collect, evaluate and employ information from an array of textual and non-textual sources; and apply their interpretations in oral and written presentations.

*Delaware History Standard 4: Content (K-3), (4-5), (6-8)*

*\* Gr. 4-5, emphasis on Delaware history*

*\*Gr. 6-8, emphasis on pre-industrial US history and Delaware's role,  
ancient and medieval civilizations*

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## GRADE FOUR BENCHMARKS

### 1. Chronological Thinking

- understand time and be able to measure it in years, decades, and centuries
- identify the time at which events occurred and the sequence in which they occurred from a time line
- group historical events into broadly defined eras and periods: colonial America, the Roman Empire, medieval Europe

### 2. Comprehension

- read maps and understand their scales and directional indicators in order to acquire historical information
- describe the past as if they were there and “put on the shoes of history”
- interpret visual data of simple line graphs, pie graphs, and Venn diagrams

### 3. Analysis and Interpretation

- identify the author’s purpose or point of view in a brief narrative
- explain how an historical event might have turned out differently
- compare two sources which consider the same historical event and develop a fuller, composite understanding of that event which incorporates evidence from each source

### 4. Research Capabilities

- obtain and organize historical data from a variety of sources, including the school and community libraries and museums
- formulate a question for historical inquiry
- construct an historical explanation, story, or visual representation from collected evidence

## GRADE EIGHT BENCHMARKS

### 1. Chronological Thinking

- measure and calculate calendar time
- construct and interpret time lines
- explain patterns of historical continuity and change
- construct a narrative with temporal depth

### 2. Comprehension

- determine literal meaning and central questions of a passage
- read imaginatively and with perspective of “those who were there”
- understand the content of multimedia resources, including maps, visual and mathematical data, and the arts

### 3. Analysis and Interpretation

- determine author’s frame of reference
- recognize the tentative nature of history and its constant revision
- consult multiple narrative sources with competing interpretations of an historical event

### 4. Research Capabilities

- use a variety of primary and secondary sources
- focus research on increasingly more specific historical questions
- assess historical evidence for “missing voices,” the parties to an historical event whose point of view is absent

## GEOGRAPHY LEARNING STANDARD STATEMENTS

### 1. Location

Each student will locate particular places on earth and identify, organize, and analyze spatial patterns and arrangements around the earth's surface, using maps and other geographic representations.

*Delaware Geography Standard 1: Maps (K-3), (4-5), (6-8)*

### 2. Place: Physical and Human Characteristics

Each student will understand the physical characteristics of places e.g. landforms, bodies of water, weather and the human characteristics of places e.g. housing, languages, ethnic composition and how physical and human processes together shaped those places.

*No Delaware Geography Standard closely aligns with this standard.  
Aligns with various Delaware Science, Language Arts Standards*

### 3. Relationships Within Places: Humans and Environments

Each student will explain how the earth's natural systems e.g. hydrosphere, lithosphere, biosphere, and atmosphere and human systems e.g. economic, social, political, and religious are interrelated through limitations imposed on human action by the physical environment and through human actions which modify the physical environment.

*Delaware Geography Standard 2: Environment (K-3), (4-5), (6-8)*

### 4. Movement: Humans Interacting on the Earth

Each student will trace the movement of people, goods, and ideas around the globe and explain the ways through which this motion changes the distribution and importance of physical resources, human dependence upon the physical environment, and the cultural mosaic, economic interdependence, and political conflict and cooperation among people

*Delaware Geography Standard 3: Places (K-3), (4-5), (6-8)*

### 5. Regions: How They Form and Change

Each student will understand that human experience and culture influence people's perceptions of places and ecosystems and that these differing perceptions lead to the creation of regions to help people organize and interpret the earth's physical and human complexity.

*Delaware Geography Standard 4: Regions (K-3), (4-5), (6-8)  
\*Gr. 6-8, emphasis on sub-regions*



## GRADE FOUR BENCHMARKS

### 1. Location

- construct models or sketch maps of a state, the United States, and the world; and label continents and oceans of the world, and the countries and major cities of North American on unmarked maps
- use number and letter grids to plot specific locations and sketch simple maps
- compare and contrast geographic information on maps drawn to different scales

### 2. Place: Physical and Human Characteristics

- identify major land and water formations on a map of a state and a nation
- use basic geographic terminology to describe the physical and human characteristics of a locale, a region, or a state
- identify and describe basic human systems e.g. political, social, economic that are located in a community

### 3. Relationships Within Places: Humans and Environments

- describe an environmental feature or issue using aerial or other photographs, satellite images, maps and globes
- illustrate different ways in which people depend upon, adapt to, and modify the environment, e.g. farming, commercial fishing and explain positive and negative consequences of man-made changes
- compare ways humans have adapted to a single environmental characteristic, e.g. temperature, elevation, precipitation through their development of clothing, housing, and food procurement

### 4. Movement: Humans Interacting on the Earth

- give examples of the movement of goods or products from one locale to another, give reasons for this movement, and trace it on a map or globe
- identify local communication and transportation systems and compare them with other networks in the area, the state, or the nation
- identify and explain population movements on a global scale, e.g. flight of political refugees from civil war; migration of impoverished rural peoples into urban areas and across international borders into more developed countries

### 5. Regions: How They Form and Change

- locate physical features which serve as boundaries between states or provinces and countries
- identify, using a map or globe, areas that may be considered regions, e.g. forests, deserts, farm areas, political units, neighborhoods and categorize them as either physical or human regions

**GRADE EIGHT BENCHMARKS****1. Location**

- use a map or globe to locate natural features, e.g. mountain ranges, rivers; and human features e.g. nations or cities; and patterns of climate and vegetation
- use geographic vocabulary and reference systems (distance, direction, latitude and longitude) to locate and describe specific places and regions
- use maps, globes, atlases, and almanacs to identify and assemble geographic information about a particular place or region
- locate selected natural resources, e.g. minerals, fossil fuels, on a map and identify their worldwide distribution

**2. Place: Physical and Human Characteristics**

- give examples of the physical characteristics of places, e.g. landforms, coastline, soils, flora and fauna
- give examples of the human characteristics of places, e.g. languages, religion, politics, economics, and social structure
- analyze geographic information about a particular place or region to understand the impact of its physical characteristics on its human history

**3. Relationships Within Places: Humans and Environments**

- identify and describe the world's major ecosystems (rain forest, savanna, for example) and the range of human adaptations (nomadic pastoralism, terrace farming) which provide food, clothing, and shelter from these ecosystems
- identify, research, analyze, and present a case study examining the effects of humans and their technology on the local environment, e.g. a new highway that brings economic vitality as well as more air pollution
- illustrate the widespread, systematic nature of environmental change through the examination of a major human modification, e.g. the construction of Disney World in Orlando, Florida; the harnessing of the Tennessee River with dams to create hydroelectric power for the farmers of Appalachia

**4. Movement: Humans Interacting on the Earth**

- trace the migration of a population, a resource, a commodity, a disease, or an ideology around the globe while identifying those factors that either accelerated or impeded the process
- explain, with the help of diagrams and maps, how linkages are created through movement, using local, state, national, and international examples

**5. Regions: How They Form and Change**

- define and explain the characteristics of a local, state, national, or international region as well as those elements that distinguish a particular region from other comparable regions
- describe, explain, and map relationships among regions, e.g. neighborhoods in a town, crop zones in a farming region

## LANGUAGE ARTS LEARNING STANDARD STATEMENTS

### 1. Reading

Each student will demonstrate comprehension and show evidence of a warranted and responsible interpretation of instructional, expository, and journalistic writing.

*Delaware English, Language Arts Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.*

### 2. Literature

Each student will demonstrate comprehension and show evidence of a warranted and responsible interpretation of poetry, fiction, non-fiction, and essays.

*Delaware English, Language Arts Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing*

*Delaware English, Language Arts Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.*

### 3. Writing

Each student will shape language to communicate effectively through competent usage of the general skills and strategies of the writing process.

*Delaware English, Language Arts Standard 1: Use written and oral English appropriate for various purposes and audiences*

### 4. Speaking, Listening, and Viewing

Each student will use the fundamental processes of speaking, listening, and viewing to express, explore and learn about information and ideas.

*Delaware English, Language Arts Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.*

*Delaware English, Language Arts Standard 3: Access, organize, and evaluate information gained through listening, reading, and viewing.*

*Delaware English, Language Arts Standard 1: Use written and oral English appropriate for various purposes and audiences.*

### 5. Conventions, Grammar, and Language Usage

Each student will represent information and ideas appropriately with regard to current standards of correctness (e.g. spelling, punctuation, paragraphs, and sentence construction) in both written and spoken formats.

*Delaware English, Language Arts Standard 1: Use written and oral English appropriate for various purposes and audiences.*

*Delaware English, Language Arts Standard 2: Construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.*

## GRADE FOUR BENCHMARKS

### 1. Reading

- Read at least 25 books or book equivalents a year
- Read in-depth and comprehend four books on a single subject, by a single author, or within a single genre
- Present information and understanding gained by reading in both oral and written formats
- Read aloud accurately (85-90%) range with the rhythm and flow of everyday speech

### 2. Literature

- Identify recurring themes across diverse works
- Examine a character's action within a literary context
- Critique the degree to which a literary plot is contrived or realistic
- Produce work in one literary genre that follows its basic conventions

### 3. Writing

Produce writing that engages the reader, develops a controlling idea with appropriate facts and details, and has an ongoing structure which incorporates a range of strategies and has closure in each of these forms:

- A report
- A response to literature
- A narrative account (autobiographical or fictional)
- A narrative procedure

### 4. Speaking, Listening, and Viewing

- Conduct a one-on-one conference with an adult by initiating topics for discussion and asking and answering question to demonstrate an understanding of the subject(s) under consideration
- Participate in a group meeting by making voluntary contributions, actively engaging other participants, and responding appropriately to the comments and questions of others
- Prepare and deliver an individual presentation which appeals to the audience, presents a personal point of view, and shapes content and structure for effectiveness

### 5. Conventions, Grammar, and Language Usage

- Understand the rules of the English language and select structures and features of language appropriate to a particular work
- Analyze and review work to clarify it and make it more effective in communicating the intended message or thought

## GRADE EIGHT BENCHMARKS

### 1. Reading

- Read at least 25 books or book equivalents a year from a diverse collection of material which includes at least three different literary forms and five different writers
- Read four books on one subject or by a single author and draw the texts together to compare and contrast themes, characters, and ideas
- Present oral or written work that restates or summarizes new information and relates it to prior knowledge
- Present oral or written work that demonstrates understanding of a variety of public documents (civic issues or public policy matters in the community and beyond)
- Present oral or written work that demonstrates understanding of a variety of functional documents (created to help get things done)

### 2. Literature

- Identify the characteristics of literary forms and genres
- Distinguish between the characteristics of stereotyped and fully-developed characters
- Interpret the impact of author's decisions regarding word choice, content, and literary elements
- Consider the function of point of view on persona and analyze its effect
- Produce works in at least two literary genre that follow their conventions

### 3. Writing

Produce writing that engages the reader, develops a controlling idea with appropriate facts and details, and has an ongoing structure which incorporates a range of strategies and has closure in each of these forms with additional devices and strategies particular to that form:

- A report that may compare and contrast, name, narrate a relevant anecdote, and explain benefits or limitations
- A response to literature that may judge interpretively or reflectively and supports opinion through reference to the text, to other texts, and to other authors
- A narrative account that may include sensory detail and concrete language, develop complex characters, and establish plot, point of view, and setting
- A narrative procedure that may provide a guide for a relatively complicated procedure and anticipates problems and misunderstandings that might arise for readers
- A persuasive essay that may support arguments with detailed evidence, cites sources of information, and anticipates and addresses readers' concerns and counter-arguments

### 4. Speaking, Listening, and Viewing

- Conduct a one-on-one conference with an adult by initiating topics for discussion, asking and answering question to demonstrate an understanding of the subject(s) under consideration, and responding to questions with appropriate elaboration
- Participate in a group meeting by making voluntary contributions, actively engaging other participants, responding appropriately to the comments and questions of others,

offering personal opinion forcefully without dominating, and giving reasons in support of these expressions

- Prepare and deliver an individual presentation which appeals to the audience, presents a personal point of view, shapes content and structure for effectiveness, and develops several main points in support of a single thesis
- Make informed judgments about TV, radio and film productions that evaluate the media's role in forming public opinion, including the role of advertising

#### **5. Conventions, Grammar, and Language Usage**

- Understand the rules of the English language and select structures and features of language appropriate to a particular work
- Analyze and revise work to clarify it and make it more effective in communicating the intended message or thought, employ additional strategies (e.g. rearranging words, sentences, paragraphs), and reconsider the organizational structure

## MATHEMATICS LEARNING STANDARD STATEMENTS

The four conceptual understanding standards have been carefully selected as those for which the student should demonstrate a robust understanding. These standards make explicit that students should be able to demonstrate understanding of a mathematical concept by using it to solve problems, representing it in multiple ways (through numbers, graphs, symbols, diagrams, or words, as appropriate), and explaining it to someone else.

### 1. Arithmetic, Number, and Operation Concepts

Each student will produce evidence that demonstrates understanding of arithmetic, number, and operation concepts.

*Delaware Mathematics Standard 5: Estimation, Measurement, and Computation: 5.62, 5.66, 5.67*

*Delaware Mathematics Standard 6: Number Sense: 6.60, 6.61, 6.62, 6.63, 6.64, 6.65*

*Delaware Mathematics Standard 10: Patterns, Relationships and Functions: 10.64*

### 2. Geometry and Measurement Concepts

Each student will produce evidence that demonstrates understanding of geometry and measurement concepts.

*Delaware Mathematics Standard 5: Estimation, Measurement, and Computation: 5.60, 5.61, 5.63*

*Delaware Mathematics Standard 8: Spatial Sense, Geometry: 8.60, 8.61, 8.62, 8.63, 8.65, 8.66*

*Delaware Mathematics Standard 10: Patterns, Relationships and Functions: 10.62*

### 3. Function and Algebra Concepts

Each student will produce evidence that demonstrates understanding of function and algebra concepts.

*Delaware Mathematics Standard 5: Estimation, Measurement, and Computation: 5.64, 5.65*

*Delaware Mathematics Standard 7: Algebra: 7.60, 7.61, 7.63, 7.64*

*Delaware Mathematics Standard 10: Patterns, Relationships and Functions: 10.60, 10.61, 10.65*

### 4. Statistics and Probability Concepts

Each student will produce evidence that demonstrates understanding of statistics and probability concepts.

*Delaware Mathematics Standard 9: Statistics and Probability: 9.60, 9.61, 9.62, 9.63, 9.64, 9.65*

*Delaware Mathematics Standard 10: Patterns, Relationships and Functions: 10.63*

Complementing the conceptual understanding standards are several key areas of the mathematics curriculum that need particular attention and a new or renewed emphasis:

### 5. Problem Solving and Reasoning

Each student will generally use logical reasoning during work in mathematics and specifically use mathematical concepts and skills to solve non-routine problems that do not lay out specific, detailed steps to follow and that make demands on all aspects of the solution process: formulation, implementation, conclusion, and reasoning.

*Delaware Mathematics Standard 1: Solve Problems: 1.03, 1.04, 1.05*

*Delaware Mathematics Standard 2: Communicate Mathematically: 2.01*

*Delaware Mathematics Standard 3: Reason Mathematically: 3.01, 3.02, 3.03*

*Delaware Mathematics Standard 4: Mathematical Connections: 4.01, 4.06*

*Delaware Mathematics Standard 9: Statistics and Probability: 9.62*

### 6. Skills and Tools

Each student will use skills accurately and automatically and demonstrate practical compliance and persistence by using these skills effectively to accomplish a task, perhaps referring to notes, books, or other students; or perhaps working alone to reconstruct a method.

*Delaware Mathematics Standard 1: Solve Problems: 1.01, 1.02*

### 7. Mathematical Communication

Each student will use the language of mathematics, its symbols, notation, graphs, and expressions, to communicate through reading, writing, speaking, and listening, and communicate about mathematics by describing mathematical ideas and concepts and explaining reasoning and results.

*Delaware Mathematics Standard 1: Solve Problems: 1.06*

*Delaware Mathematics Standard 2: Communicate Mathematically: 2.02, 2.03, 2.04*

*Delaware Mathematics Standard 3: Reason Mathematically: 3.04*

*Delaware Mathematics Standard 4: Mathematical Connections: 4.05*

### 8. Putting Mathematics to Work

Each student will conduct at least one large scale investigation or project each year and, over the course of a grade span (e.g. K-4, 5-8), conduct multiple investigations or projects drawn from traditional investigative areas: data study, science study, design of a physical structure, management and planning analysis, and pure mathematics.

*Delaware Mathematics Standard 1: Solve Problems: 1.06*

*Delaware Mathematics Standard 2: Communicate Mathematically: 2.05, 2.06*

*Delaware Mathematics Standard 4: Mathematical Connections: 4.02, 4.03*



## GRADE FOUR BENCHMARKS

### 1. Arithmetic, Number, and Operation Concepts

- add, subtract, multiply, and divide whole numbers, with and without calculators
- demonstrate understanding of the base ten place value system and use this knowledge to solve arithmetic tasks
- estimate, approximate, round off, use landmark numbers, or use exact numbers in calculations
- describe and compare quantities by using concrete and real world models of simple fractions
- describe and compare quantities by using simple decimals
- describe and compare quantities by using whole numbers up to 10,000

### 2. Geometry and Measurement Concepts

- give and respond to directions about location, e.g., by using words such as "in front of," "right," and "above."
- visualize and represent two dimensional views of simple rectangular three dimensional shapes, e.g., by showing the front view and side view of a building made of cubes
- use simple two dimensional coordinate systems to find locations on a map and to represent points and simple figures
- use many types of figures and identify the figures by their properties
- solve problems by showing relationships between and among figures, e.g. using congruence, similarity, and transformations
- extend and create geometric patterns using concrete and pictorial models
- use basic ways of estimating and measuring the size of figures and objects in the real world, including length, width, perimeter, and area.
- use models to reason about the relationship between the perimeter and area of rectangles in simple situations
- select and use units for estimating and measuring quantities such as weight, length, area, volume, and time
- carry out simple unit conversions
- use scales in maps, and use, measure, and create scales for rectangular scale drawings

### 3. Function and Algebra Concepts

- use linear patterns to solve problems; that is:
  - show how one quantity determines another in a linear pattern
  - show how one quantity determines another quantity in a functional relationship based on a linear pattern
- build iterations of simple non-linear patterns, including multiplicative and squaring patterns with concrete materials, and recognize that these patterns are not linear
- use the understanding that an equality relationship between two quantities remains the same as long as the same change is made to both quantities
- use letters, boxes, or other symbols to stand for any number, measures quantity, or object in simple situations with concrete materials, i.e. demonstrate understanding and use of a beginning concept of a variable

**4. Statistics and Probability Concepts**

- collect and organize data to answer a question or test a hypothesis by comparing sets of data
- display data in line plots, graphs, tables, and charts
- make statements and draws conclusions based on data
- gather data about an entire group or by sampling group members to understand the concept of sample
- predict results, analyze data, and find out why some results are more likely, less likely, or equally likely
- find all possible combinations and arrangements within certain constraints involving a limited number of variables

**5. Problem Solving and Reasoning**

- Solve mathematical problems through all aspects of the solution process, including:
  1. Formulation  
Make decisions about the best approach by using previously learned strategies, skills, knowledge and concepts
  2. Implementation  
Make choices involved in planning and carrying out a solution by using multiple approaches, connecting concepts, and arriving at sensible solutions which can be reasonably defended
  3. Conclusion  
Move beyond a particular problem by making connections, extensions, and generalizations that explain patterns, recognize similarities among problems, explain how the solution can be applied to other school subjects and the real world, and develop a general rule from the solution that applies to other circumstances

**6. Skills and Tools**

- Add, subtract, multiply, and divide whole numbers accurately
- Estimate numerically and spatially
- Measure accurately in both the customary and metric systems
- Compute time (hours and minutes) and money (dollars and cents) correctly
- Refer to geometric shapes and terms correctly using concrete objects or drawings (may need assistance with less familiar shapes and terms--e.g. vertex, polyhedron, prism)
- Use appropriate computational symbols correctly in number sentences and expressions
- Read, create, and represent data visually, (e.g. line plots, charts, tables, diagrams, bar graphs, simple circle graphs, and coordinate graphs)
- Use multiple strategies as appropriate to achieve solutions, (e.g. mental computation, calculators, rulers, measuring cup, scales)

**7. Mathematical Communication**

- Use appropriate mathematical terms, vocabulary, and language
- Show mathematical ideas in a variety of ways, (e.g. words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models)

- Explain solutions to problems clearly and logically, and support solutions with evidence in both oral and written work
- Consider purpose and audience when communicating about mathematics
- Comprehend mathematics from reading assignments and from other sources

## 8. Putting Mathematics to Work

- Conduct a Data Study
  - Develop a question and hypothesis to generate data to help make a decision or recommendation
  - Collect data from a group to be sampled and displays results (compares with prediction)
  - Write a report (with acknowledgments) that makes recommendations supported by visual displays (graphs, charts, diagrams) of results
- Conduct a Science Study
  - Develop a question and hypothesis to generate data to help make a decision or recommendation
  - Collect data from a group to be sampled and display results (compare with prediction)
  - Write a report (with acknowledgments) that make recommendations supported by visual displays (graphs, charts, diagrams) of results
- Design a Physical Structure
  - Decide on figure; its cost, size, and scale
  - Make multiple design drafts with revisions from feedback
  - Make a final draft and report, drawn and written, accurate enough so that another person might build the structure
- Write a Detailed Plan
  - Identify criteria for evaluation of plan's success
  - Develop a contingency plan
  - Identify resources
  - Incorporate budget and schedule
  - Revise based on feedback
  - Present report or recommendation supported by designs, charts, or graphs
- Investigate Pure Mathematics
  - Decide on a question or concept to investigate within an area of mathematics, (e.g.. numbers, shapes, patterns)
  - Select representation (e.g. numbers, diagrams, models) and carry out the investigation
  - Write a report that generalizes about mathematics from the investigation

## GRADE EIGHT BENCHMARKS

### 1. Arithmetic, Number, and Operation Concepts

- consistently and accurately add, subtract, multiply, and divide rational numbers using appropriate methods and raise rational numbers to whole number powers
- use and understand the inverse relationship between addition and subtraction, multiplication and division, and exponentiation and root extraction; use the inverse operation to determine unknown quantities in equations
- consistently and accurately apply and convert the different kinds and forms of rational numbers
- is familiar with characteristics of numbers and with properties of operations
- interpret percent as part of 100 and as a means of comparing quantities of different sizes or changing sizes
- use ratios and rates to express "part-to-part" and "whole-to-whole" relationships, and reason proportionally to solve problems involving equivalent fractions, equal ratios, or constant rates
- order numbers with the  $>$  and  $<$  relationships and by location on a number line

### 2. Geometry and Measurement Concepts

- is familiar with assorted two- and three- dimensional objects
- identify similar and congruent shapes and use transformations in the coordinate plane
- identify three dimensional shapes from two dimensional perspectives; draw two dimensional sketches of three dimensional objects that preserve significant features
- determine and understand length, area, and volume, including perimeter and surface area; use units, square units, and cubic units of measure correctly; compute areas of rectangles, triangles, and circles; compute volumes of prisms
- recognize similarity and rotational and bilateral symmetry in two- and three- dimensional figures
- analyze and generalize geometric patterns, such as tessellations and sequences of shapes
- measure angles, weights, capacities, times, and temperatures using appropriate units
- choose appropriate units of measure and convert with ease between like units
- reason proportionally in situations with similar figures
- reason proportionally with measurements to interpret maps and to make smaller and larger scale drawings
- model situations geometrically to formulate and solve problems

### 3. Function and Algebra Concepts

- discover, describe, and generalize patterns, including linear, exponential, and simple quadratic relationships, i.e. those of the form  $f(n)=n^2$  or  $f(n)=cn^2$ , for constant  $c$ , including  $A = \pi r^2$ , and represent them with variables and expressions
- represent relationships with tables, graphs in the coordinate plane, and verbal or symbolic rules
- analyze tables, graphs, and rules to determine functional relationships
- find solutions for unknown quantities in linear equations and in simple equations and inequalities

#### 4. Statistics and Probability Concepts

- collect, organize, and display data with tables, charts, and graphs that are appropriate
- analyze data with respect to characteristics of frequency and distribution, including mode and range
- analyze central tendencies of data by considering mean and median
- make conclusions and recommendations based on data analysis
- critique the conclusions and recommendations of others' statistics
- consider the effects of missing or incorrect information
- formulate hypotheses to answer a question and use data to test hypotheses
- represent and determine probability as a fraction of a set of equally likely outcomes; recognize equally likely outcomes, and construct sample spaces
- make predictions based on experimental or theoretical probabilities
- predict the result of a series of trials once the probability for one trial is known

#### 5. Problem Solving and Reasoning

- Solve mathematical problems through all aspects of the solution process, including:

##### 1. Formulation

Participate in the formulation of problems from a situation by solving a variety of meaningful problems and extracting pertinent information to figure out what additional information is needed

##### 2. Implementation

Make choices involved in planning and carrying out a solution by using multiple approaches, (e.g. sketches, diagrams, and tables), breaking a complex problem into its constituent parts, solving for unknowns, integrating concepts and techniques from other areas of mathematics, and working effectively in teams when appropriate

##### 3. Conclusion

Provide closure to the process through summary statements and conclusions that verify and interpret results with respect to the original problem and generalize solutions and strategies to new problems

##### 4. Reasoning

Make conjectures with estimates and explanations as well as justifiable statements with supporting arguments

#### 6. Skills and Tools

- Compute accurately with arithmetic operations on rational numbers
- Know and use the correct order of operations for arithmetic computations
- Estimate numerically and spatially
- Measure length, area, volume, weight, time, and temperature accurately
- Refer to geometric shapes and terms correctly using concrete objects or drawings
- Use equations, formulas, and simple algebraic notation appropriately
- Read and organize data on charts and graphs, including scatter plots, bar, line, and circle graphs, and Venn diagrams; calculate mean and median
- Use multiple strategies as appropriate to achieve solutions, (e.g. mental computation, pencil and paper, measuring devices, texts, manipulatives, calculators, computers, and advice from peers)



## 7. Mathematical Communication

- Use mathematical language and representations with appropriate accuracy, (e.g. numerical tables and equations, simple algebraic equations and formulas, charts, graphs, and diagrams)
- Organize work, explains solutions orally and in writing, label drawings, and use other techniques to clarify meaning to an audience
- Use mathematical language to make complex situations easier to understand
- Justify statements and defend work to demonstrate mathematical reasoning
- Explain ideas not only to teachers and adults but to fellow students or younger children
- Comprehend mathematics from reading assignments and other sources

## 8. Putting Mathematics to Work

- Conduct a Data Study
  - Develop a question and hypothesis to generate data to help make a decision or recommendation
  - Collect data from a group to be sampled and display results (compare with prediction)
  - Use pertinent concepts from statistics and probability
  - Make a presentation (with acknowledgments) that makes recommendations supported by visual displays (graphs, charts, diagrams) of results and include a detailed description of the investigative process
- Make a Mathematical Model of a Physical Phenomenon
  - Represent a physical system mathematically
  - Generalize about the system with a rule (function) that applies to the phenomenon under study and goes beyond a statistical analysis of generated numbers
  - Prepare a presentation or report that incorporates the phenomenon investigated, a detailed description of method, and explanation of findings
- Design a Physical Structure
  - Generate a plan to build something of value to society
  - Design a realistic appropriate structure using geometric shapes and volumes
  - Summarize its important features
  - Prepare a presentation or report that incorporates the phenomenon investigated, a detailed description of method, and explanation of findings
- Write a Detailed Management Plan
  - Determine needs of event to be managed or planned
  - Note constraints affecting the plan
  - Consider other possible solutions
  - Report or present an explanation of plan itself and how it was carried out
- Investigate Pure Mathematics
  - Extend or "play with" concepts of features (e.g. properties and patterns in numbers)
  - Express generalizations from the pattern
  - Conjecture about apparent properties and argue why they seem true
  - Deliver presentation or report that includes question investigated, a detailed description of method and explanation of findings

## SCIENCE LEARNING STANDARD STATEMENTS

The goal for K-8 science education is for students to gain science literacy by asking and answering questions about the natural world and humankind's adaptation to the world. In an effort to have students develop their ability to ask questions in science, the Beacon curriculum follows students' developmental growth within three major strands—**Inquiry, Content, and Human Context**-- interwoven throughout the elementary, middle and high school experience:

### 1. **Inquiry: Students should be able to . . .**

#### **A. Scientific Thinking**

Students will develop an increasing ability to use evidence to support conclusions and to consider alternative explanations based on new information. Teachers will “welcome curiosity, reward creativity and encourage a spirit of healthy questioning.” (AAAS, 1989, p. 149)

*Delaware Science Standard 1: Nature and Application of Science and Technology  
Science As Inquiry, #1: Gr. K-3-- #1; Gr. 4-5 -- #1; Gr. 6-8 -- #1, #2, #3*

#### **B. Scientific Investigations**

Each student will conduct inquiries during each year that include posing questions, using resources (people, print, electronic), designing experiments and producing and interpreting data.

*Delaware Science Standard 1: Nature and Application of Science and Technology  
Science As Inquiry: Gr. K-3 -- #3; Gr. 4-5 -- #3; Gr. 6-8 -- #1, #2, #3  
Science, Technology and Society: Gr. K-3-- #1; Gr. 4-5 --#1; Gr. 6-8-- #1, #2*

#### **C. Scientific Communication**

Each student will share finding in oral and written reports, employ graphic, pictorial and/or narrative displays to represent data and conclusions, and learning to receive and incorporate feedback. Use of electronic communication to collaborate with learning in other locations will enhance the student's growing understanding of global concerns.

*Delaware Science Standard 1: Nature and Application of Science and Technology  
Science As Inquiry: Gr. K-3-- #4; Gr. 4-5 -- #4; Gr. 6-8 -- #1, #2, #3  
History and Context of Science: Gr. 6-8 -- #2*

#### **D. Scientific Tools and Technologies**

Each student will use appropriate tools to make observations, to collect data, to analyze results and to accomplish tasks effectively. Student-created measuring tools and recording systems serve as a starting point. Electronic measuring devices, chemical test kits, and spreadsheet design are introduced at appropriate times in the curriculum sequence.

*Delaware Science Standard 1: Nature and Application of Science and Technology  
Science As Inquiry: Gr. K-3 #3, #4; Gr. 4-5 #1, #2, #3; Gr. 6-8 -- #1, #2  
Science, Technology and Society: (K-3) (4-5), (6-8)*

*Delaware Science Standards 2 through 8: Technology and Its Applications Standards  
(K-3), (4-5), (6-8)*

*Delaware Science Standard 6: Life Processes -- Health and Technology Applications  
Standards (K-3), (4-5), (6-8)*



*Delaware Science Standard 7: Diversity and Continuity of Living Things –  
Biotechnology and Its Applications (4-5), (6-8) (focus on research projects with  
Delaware connections)*

**2. Domain Content Understandings : Students should know that . . .**

Each student will acquire the knowledge of the central concepts of science while also developing a context for considering the continuing growth of scientific information. Each student will be involved in all science disciplines (Earth & Space Science, Life Science and Physical Science) in each grade, learning fundamental principles that underlie the distinct disciplines but also appreciating their connections through interdisciplinary studies.

*[\* note: The Beacon Lightpoints Science Framework is based on the New Standards and mirror the specific domain content proficiencies in the National Science Education Standards. The Delaware Science Framework lists proficiencies for each major subdiscipline of science, a level of detail that is implied in the Beacon frameworks, though not stated explicitly. Extensive detail is provided in the scope and sequence of the standards-based programs recommended to Beacon clients. See chart on following page.]*

*Delaware Science Standard 2: Materials and Their Properties:*

*Delaware Science Standard 3: Energy and Its Effects*

*Delaware Science Standard 4: Earth in Space*

*Exceptions: Solar System Models (6-8), #2 – sun in Milky Way galaxy (reserved for Beacon high school program)*

*Interactions in the Solar System (6-8), #1 (nuclear reactions in sun), and #2 (gravitational attractions among solar system bodies) reserved for Beacon high school science program*

*Delaware Science Standard 5: Earth as a Dynamic System*

*Delaware Science Standard 6: Life Processes*

*Delaware Science Standard 7: Diversity and Continuity of Living Things*

*Delaware Science Standard 8: Ecology*

**3. Human Context Understandings: Students should understand that . . .**

Each student will appreciate the relevance of science to his or her individual life and to humankind. Throughout the K-8 experience, science connections will be made with personal and social perspectives, a view towards the designed world (technology and applied science), and an appreciation of the history and nature of the scientific enterprise. This standard is augmented as each student interacts with people who work in the world of science (e.g., scientists, technologists, health care professionals) and through visits to scientific settings. Most importantly, students will recognize the presence of science in the everyday world by investigating common concerns like the waste removal systems, air quality controls, or land use policies. The Beacon Science Curriculum is designed to support scientific literacy for all graduates, as well as to inspire potential science specialists.

*Delaware Science Standard 1: Nature and Application of Science and Technology  
Science, Technology and Society: Gr. K-3 -- #1; Gr. 4-5 -- #1, Gr. 6-8 --  
History and Context of Science: Gr. K-3 -- #1, #2; Gr. 4-5 -- #1, Gr. 6-8 –*

*Delaware Science Standard 6: Life Processes – Health and Technology Applications (K-3), (4-5), (6-8)*

**Beacon Recommended Science Curriculum Programs:**

	<i>Primary (K, 1, 2)</i>	<i>Intermediate (3, 4, 5)</i>	<i>Middle (6, 7, 8)</i>	<i>High School (9 – 12)</i>
<b>Core Curriculum Resources</b>	Insights BSCS T.R.A.C.S. ( F.O.S.S. Science for Life and Living Science and Technology for Children SCIS	Insights BSCS T.R.A.C.S. ( F.O.S.S. Science for Life and Living Science and Technology for Children SCIS	Insights CEPUP FAST FACETS PRIME Science	Active Physics BSCS Green BSCS Blue ChemCom Conceptual Physics IPS
<b>Special Topics</b>	AIMS Bottle Biology GrowLab  Earthwatching III	AIMS Bottle Biology GrowLab Project Learning Tree Project WILD  GEMS	AIMS Bottle Biology Event-Based Science GrowLab Project Learning Tree Project WILD GEMS STV	AIMS Bottle Biology Event-Based Science Project Learning Tree Project WILD STS Modules

## GRADE FOUR BENCHMARKS

### 1. Inquiry

#### A. Scientific Thinking

- construct explanations based on evidence
- identify problems and propose solutions

#### B. Scientific Investigations

- propose and conduct independent experiments
- work effectively in a team

#### C. Scientific Communication

- describe and compare data numerically
- keep a log over time
- present findings to others clearly and confidently

#### D. Scientific Tools and Technologies

- use calculators and computers for investigations
- use standard and alternative tools to record observations

### Domain Content Understandings

- air has properties that can be identified and measured, and these include wind direction and speed, temperature, and moisture
- when liquid water disappears, it turns into a gas and can reappear as a liquid when cooled
- the earth's land surface can be shaped by waves, wind, water and ice
- some characteristics between children and parents are inherited while others are acquired
- almost all kinds of animals' food can be traced back to plants
- fossils can be compared to one another and to living organisms based on similarities and differences
- organs in our bodies work together as a system to keep us healthy
- materials can exist in different states, as solids, liquids or gases
- the position and motion of objects can be changed by pushing or pulling
- electricity in circuits can produce light, heat, sound and magnetic effects
- light is made up of a mixture of many different colors of light, and travels in a straight line until it strikes an object

### Human Context Understandings

- resources are things that we get from the living and non-living environment, and the supply of many resources is limited
- applying science principles through technology expands the ability of people to change the world
- many different types of people participate in the scientific enterprise

## GRADE EIGHT BENCHMARKS

### **Inquiry**

- A. Scientific Thinking
  - identify the variables that will alter the results of an investigation
  - know that different explanations may be given from the same evidence
  - interpret information from charts, diagrams and graphs
- B. Scientific Investigations
  - design experiments with some understanding of variables and controls
  - complete investigations using reliable naturalistic methods
  - compare conclusions of your own with standard explanations
- C. Scientific Communication
  - differentiate explanation of scientific phenomena from straightforward description
  - use presentation software or similar products prepare presentations of findings to other
- D. Scientific Tools and Technologies
  - use computers to store and retrieve information
  - employ computer-based devices to generate data for an experiment

### **Domain Content Understandings**

- the nine planets have very different size, composition, atmospheres and surface composition
- cycling of water in and out of the atmosphere plays an important role in determining climatic patterns
- fossils embedded in rock provide evidence for history of changing life on this planet
- fossil evidence is consistent with the idea that human beings evolved from other species
- inherited traits are the result of the interaction of genes from parents, and from the interaction of genes with environmental conditions; individuals with certain traits may be more likely to survive and produce offspring
- different types of cells exist in multicellular organisms, with the cells' characteristics related to their specialized functions
- the interdependence of living things and the interactions among living things and the physical world are fundamental concerns of science
- the motion of objects can be described by position, direction and speed, and a change in motion results from an unbalanced set of forces
- properties of substances are related to their fundamental parts, including mass, density, volume and reactivity
- energy in various forms may be transformed, and energy cannot be created or destroyed

### **Human Context Understandings**

- human activities change the earth's atmosphere, the earth's land and seas; these changes may impact the capacity of the environment to support some life forms
- scientific and technological innovations affect individuals, groups and communities
- people from different backgrounds can make important contributions to the development of scientific knowledge and new technologies.

**FINE ARTS**  
**LEARNING STANDARD STATEMENTS**

**1. Performance**

Each student will demonstrate skill elements and perform or produce in the various disciplines of the arts.

*Delaware Dance Standards 1, 2: Gr. K-12*  
*Delaware Music Standard 1, 2: Gr. K-12*  
*Delaware Theater Standards 1, 2, 4, 5: Gr. K-12*  
*Delaware Visual Arts Standards 1, 2, 3: Gr. K-12*

**2. Aesthetics**

Each student will understand the creative and communicative function of the arts and apply appropriate criteria to evaluate artistic performances and products.

*Delaware Dance Standards 3 & 4: Gr. K-12*  
*Delaware Music Standards 4, 5, & 6: Gr. K-12*  
*Delaware Theater Standards 3, 6: Gr. K-12*  
*Delaware Visual Arts Standard 4: Gr. K-12*

**3. Appreciation**

Each student will understand and appreciate the relationships among the different art forms and between the arts themselves and culture, now and in the past.

*Delaware Dance Standards 4 & 5: Gr. K-12*  
*Delaware Music Standards 7 & 9: Gr. K-12*  
*Delaware Theater Standards 7 & 8: Gr. K-12*  
*Delaware Visual Arts Standards 5 & 6: Gr. K-12*

## GRADE FOUR BENCHMARKS

### 1. Performance

#### Dance

- use basic movements and actions in response to rhythmic accompaniment
- improvise, create and perform dances based on ideas and concepts

#### Music

- sing expressively, on pitch and in rhythm
- perform a simple, independent instrumental part alone and in a group

#### Theatre

- assume roles and interact in an improvisation
- improvise and plan a dramatization with characters and dialogue

#### Visual Arts

- use different art materials safely and responsibly to communicate ideas, experiences, and stories
- understand visual characteristics and compositional features of a product

### 2. Aesthetics

#### Dance

- know differences between dance and other forms of human movement (e.g. sports, gestures)
- know how a dance may elicit various interpretations and reactions that differ from the dancer's intended meaning

#### Music

- know appropriate terminology used to explain music, music notation, music instruments, and music performances
- identify the sounds of a variety of instruments (e.g. orchestral, band) and voices (e.g. male, female, children)

#### Theatre

- understand the visual, oral, and kinetic elements of dramatic performances
- identify people, events, time and place in dramatizations

#### Visual Arts

- know appropriate terminology used to explain graphic representation in various media (e.g. foreground, background, texture, vanishing point)
- know how people's experiences (e.g. cultural background, human needs) can influence the development of specific artworks

### 3. Appreciation

#### Dance

- know folk dances from various cultures
- know the cultural and/or historical context of various dances (e.g. contra dancing in colonial America; square dancing in American West)



**Music**

- know characteristics that make certain music suitable for specific uses
- know appropriate audience behavior for the style of music performed

**Theatre**

- identify and compare similar characters and situations in dramas from various cultures and different historical eras
- understand the emotional and social impact of dramatic performances in individual lives, in the community, and the culture

**Visual Arts**

- understand the influences of history and culture on the visual arts and vice versa
- identify specific works of art belonging to a particular culture or historical era

## GRADE EIGHT BENCHMARKS

### 1. Performance

#### Dance

- know and reproduce a range of dynamic movements and movement sequences
- know basic dance steps, body positions, and spatial patterns

#### Music

- sing two and three part music with good breath control, expression, and technical accuracy
- perform on an instrument with good posture, playing position, and control both independently and in small or large ensembles

#### Theatre

- create and script scenes with characters and environments that reflect personal experience, heritage, and important literary and historical traditions
- use basic acting skills (e.g. sensory recall, concentration, diction, body alignment) to invent a characterization with dialogue and interaction

#### Visual Arts

- know how the qualities and characteristics of art media, techniques, and processes can be used to enhance graphic communication of experiences and ideas
- know the effects of various visual structures (e.g. line, color, shape; principles such as repetition, rhythm, and balance)

### 2. Aesthetics

#### Dance

- know the critical elements that contribute to a dance (e.g. shape, pathways, rhythm, tempo, and quality of movement)
- know what the unique qualities of different dances are and the amount and type of modification required to transform one type of dance into another

#### Music

- understand the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions
- know criteria that affect the quality (e.g. use of elements to create unity, variety, and balance) and effectiveness of music performances

#### Theatre

- articulate the meanings constructed from one's own and others' dramatic performances
- understand the relationships among diverse contributions (playwrights, actors, designers, set crew, directors) to the collaborative totality of theatre

#### Visual Arts

- understand possible contemporary and historic meaning in specific artworks
- distinguish among multiple purposes for creating works of art

### **3. Appreciation**

#### **Dance**

- know folk, social, and theatrical dances from a broad spectrum of 20<sup>th</sup> c. America
- know similarities and differences in steps and movement styles among folk dances and classical dances from various cultures

#### **Music**

- understand characteristics that cause various musical works to be considered exemplary
- understand roles of musicians (e.g. lead guitarist in a rock band, soloist in an opera, conductor in an orchestra) in performances of many genres in different cultures

#### **Theatre**

- understand similarities and differences among archetypal characters (e.g. the trickster, the villain, the warrior, the superhero, the damsel) in dramas from various cultures and historical eras
- understand how social concepts and themes such as cooperation, conflict, sympathy, and empathy are portrayed in theater

#### **Visual Arts**

- understand similarities and differences among artworks from various cultures and different historical eras (e.g. materials, visual, spatial, and temporal structures)
- understand how factors of time and place (e.g. climate, resources, ideas, technology) influence the visual characteristics that give meaning or function to a work of art

## HEALTH AND PHYSICAL EDUCATION LEARNING STANDARD STATEMENTS

*\*No Delaware standards for Health and Physical Education were available for review, except for various Science standards.*

1. **Motor Skills**

Each student will use movement concepts and forms to develop motor skills.

2. **Physical Fitness**

Each student will participate in physical activities to maintain a healthy level of personal growth and physical fitness.

3. **Personal Health**

Each student will know how to develop and maintain individual health (physical, mental, and emotional), including injury prevention and safety, nutrition and diet, disease prevention, and substance abuse avoidance.

**GRADE FOUR BENCHMARKS****1. Motor Skills**

- Use a variety of mature locomotor and non-locomotor movements and skills (e.g. running, bending, throwing, kicking, batting, passing a basketball)
- Use mature form, physical control, and appropriate sequence in combinations of movements and skills (e.g. running, stopping, changing direction, throwing, catching, and dribbling in basketball)

**2. Physical Fitness**

- Engage in activities that develop and maintain cardiorespiratory endurance (timed or distance walk/run)
- Engage in activities that develop and maintain muscular strength (push-ups, pull-ups, jump rope)
- Engage in activities that develop and maintain flexibility of the major joints (sit and reach, trunk twists, arm-shoulder stretches)
- Meet health-related fitness standards for appropriate level of a standardized test (e.g. aerobic capacity, body composition, muscle strength, endurance, and flexibility)
- Participate in moderate to vigorous physical activity in a variety of settings

**3. Personal Health**

- Identify and implement ways to manage stress
- Know characteristics needed to be a responsible friend and family member
- Know basic safety practices and first-aid procedures (choking, bleeding, minor burns, poisoning)
- Use healthy eating practices and make intelligent food choices
- Distinguish between helpful and harmful substances and understand the influences and pressures that contribute to substance abuse

## GRADE EIGHT BENCHMARKS

### 1. Motor Skills

- Use intermediate sport-specific skills for individual, dual, and team sports
- Use intermediate sport-specific skills for dance and/or rhythmical activities
- Use intermediate sport-specific skills for outdoor activities

### 2. Physical Fitness

- Engage in more advanced activities that develop and maintain cardiorespiratory endurance
- Engage in more advanced activities that develop and maintain muscular strength (calisthenics, resistance and weight training)
- Engage in more advanced activities that develop and maintain flexibility of the major joints
- Meet health-related fitness standards for appropriate level of a standardized test (e.g. aerobic capacity, body composition, muscle strength, endurance, and flexibility)
- Know how to interpret the results of physical fitness assessments and use the information to develop individual fitness goals

### 3. Personal Health

- Identify situations that require intervention and involvement of professional health services
- Understand how family and peer relationships affect individual health
- Develop injury prevention and management strategies for a range of situations (e.g. first aid, CPR, fire, traffic accident)
- Understand how proper diet can reduce health risks (e.g. anemia, dental health, osteoporosis, heart disease, cancer)
- Know short and long-term consequences of the use of alcohol, tobacco, and other drugs

## WORLD LANGUAGES LEARNING STANDARD STATEMENTS

### 1. Conversation

Each student will use the target language to engage in conversations, express feelings and emotions, and exchange opinions and information.

*Delaware Foreign Language Standard 1 (Gr. K-12): Communication, 1.1, 1.2, 1.3*

*Delaware Foreign Language Standard 3(Gr. K-12): Connections, 3.2*

*Delaware Foreign Language Standard 5(Gr. K-12): Communities, 5.1*

### 2. Comprehension and Interpretation

Each student will comprehend and interpret written and spoken language on diverse topics from diverse media.

*Delaware Foreign Language Standard 4 (Gr. K-12): Comparisons, 4.1*

*Delaware Foreign Language Standard 1 (Gr. K-12): Communication, 1.1, 1.2, 1.3*

### 3. Presentation and Communication

Each student will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

*Delaware Foreign Language Standard 1 (Gr. K-12): Communication, 1.1, 1.2, 1.3*

*Delaware Foreign Language Standard 2(Gr. K-12): Cultures, 2.2*

*Delaware Foreign Language Standard 3 (Gr. K-12): Connections, 3.2*

### 4. Cultural Understanding

Each student will demonstrate knowledge and understanding of traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture.

*Delaware Foreign Language Standard 2(Gr. K-12): Cultures, 2.1, 2.2*

*Delaware Foreign Language Standard 4 (Gr. K-12): Comparisons, 4.2*

## GRADE FOUR BENCHMARKS

### 1. Conversation

- Express likes, dislikes, and simple preferences in everyday situations
- Give and follow simple instructions
- Exchange information about general events, schedules, and transportation
- Use appropriate vocabulary, gestures, and expressions for common, familiar interactions (e.g. name, address, phone number)

### 2. Comprehension and Interpretation

- Understand the basic ideas of oral messages and short conversations based on familiar topics
- Understand principal message in highly-illustrated texts that use many words similar to native language
- Understand main ideas of appropriate folk tales, illustrated stories, and video programming
- Understand main ideas of brief written messages, and personal conversations
- Identify people, objects, and places in the environment based on oral and written descriptions

### 3. Presentation and Communication

- Present simple oral reports about family members, friends, and school and home activities
- Recite poetry, songs, proverbs, or short narratives that are common to schoolchildren of the target culture
- Write short, informal notes or messages that describe or provide familiar information about oneself and one's surroundings
- Present information about family, school events, friends, and celebrations via letters, e-mail, or audio and videotapes

### 4. Cultural Understanding

- Know simple patterns of behavior and interaction in various settings (e.g. home, school, community) and how these patterns compare to those in native culture
- Know age-appropriate practices in the target culture (e.g. games, songs, birthday celebrations, story telling)
- Know familiar utilitarian forms of the culture (e.g. toys, dress, foods, types of buildings) and how they compare to native culture
- Know basic expressive forms (e.g. children's songs, literature, types of artwork and graphic representations) enjoyed by the peer group in the target culture
- Identify professions in native culture that require proficiency in the target language



## GRADE EIGHT BENCHMARKS

### 1. Conversation

- Use verbal and written exchanges to gather and share information and opinions
- Give and follow directions for travel and other complex tasks
- Plan events and activities with others
- Acquire goods and services through basic negotiations and exchange of currency
- Use vocabulary and cultural expressions to indicate an inability to understand a message or to request clarification or additional information

### 2. Comprehension and Interpretation

- Understand spoken announcements and messages from peers and familiar adults on familiar topics or topics of personal interest
- Use known language to make informed guesses about the meaning of longer, more complicated messages delivered orally and in writing
- Understand the main ideas, themes, principal characters, and significant details of appropriate literature
- Understand content of media presentations on topics of personal interest and content of primary sources on familiar topics (e.g. personal letters, advertisements)
- Recognize and understand non-verbal and verbal cues when listening to or observing a user of the target language

### 3. Presentation and Communication

- Present information (e.g. brief class reports, taped messages) on topics of shared personal interest in one's daily life
- Present cultural and literary works in the target language (e.g. stages short plays and skits, recites selected poems, performs songs)
- Summarize the plot and provides brief description of characters in selected literature
- Write notes or short letters to peers in the target culture on topics of shared personal interest in their everyday lives at home and at school
- Use repetition, rephrasing, gestures, and expressions from the target culture to assist in oral reports and presentations

### 4. Cultural Understanding

- Know and recognize patterns of behavior and interaction typical of one's age group (e.g. etiquette, telephone usage, sports)
- Know traditions and celebrations in the target culture and how these compare with the native culture (e.g. holidays, birthdays, festivals, recreational gatherings)
- Know a variety of utilitarian forms (e.g. educational system, transportation), their significance, and how these forms are integrated into the larger community
- Know a variety of expressive forms (e.g. popular music, artwork, clothing, architecture) and how they compare with the native culture
- Know how various community members use the target language in their work

## **Renewal Application 2015-16**

# Providence Creek Academy Charter School Renewal Application

September 30, 2015



273 W. Duck Creek Rd.  
P.O. Box 265  
Clayton, DE 19938  
Phone: (302) 653-6276  
Fax: (302) 653-7850  
[www.pcasaints.org](http://www.pcasaints.org)

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## **I. Overview**

**1.1 Fill in the following chart with the school's basic information:**

<b>BASIC INFORMATION</b>	
Name of School	Providence Creek Academy Charter School
Year School Opened	2002
Current Enrollment	688
Approved Enrollment	669
School Address(es)	273 W. Duck Creek Road, P. O. Box 265, Clayton, DE 19938
District(s) of Residence	Smyrna
Website Address	<a href="http://www.pcasaints.org">www.pcasaints.org</a>
Name of School Leader	Charles Taylor
School Leader Email and Phone Number	<a href="mailto:chuck.taylor@pca.k12.de.us">chuck.taylor@pca.k12.de.us</a> (302)653-6276, ext. 101
Name of Board President	Amy Santos
Board President Email and Phone Number	<a href="mailto:akt120@yahoo.com">akt120@yahoo.com</a> (302)653-7775

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

<b>CURRENT YEAR ENROLLMENT &amp; DEMOGRAPHIC INFORMATION</b>	
Total Enrollment	688
# of Students on Waiting List	139
<b>Gender</b>	
# Male	349
# Female	339
<b>Ethnicity/Race</b>	
# White	441
# Black	187
# Hispanic	30
# Asian	16
# Other	14
# Multiracial	0
<b>Special Populations</b>	
# Students with disabilities	35
# English Language Learners	4
# Low-Income	126



## II. Academic Framework

### 2.1 Is the academic program a success?

- a) Discuss the school's academic achievement results over the current charter term. How has the school performed with regard to student growth and proficiency measures over the current charter term? In the absence of expected achievement, identify changes to instructional practices that your school has implemented to improve the school's academic performance and student outcomes.

The following narrative is based on performance data for the years 2010-2011, 2011-2012, 2012-2013 and 2013-2014. At the time that this application was written and approved by the Board of Directors, the 2014-2015 performance data was not available. Over the past four years students at Providence Creek Academy Charter School have consistently met Annual Yearly Progress. Based on the Academic Performance Frameworks (Appendix 2.1a1) PCA students met the standard in several areas and there are several areas in which PCA students have been above the State average. However, the complete analysis indicates that PCA's overall academic school rating for the 2013-2014 was "Does Not Meet". PCA students have strived to keep up with the increasing growth targets over the past two years on DCAS however, we have seen a decline in students reaching the growth targets set by the state.

#### Providence Creek Academy Charter School

Year	1.a. Growth		1.b. Bottom 25%		1.c. Growth to Prof		2.a. Prof		2.b. Overall Subgroup		2.c. District		2.d. Similar Schools		3.a. AYP	4.a. SAT	4.b. Grad Rate	5.a. Mission Specific	OVERALL RATING/SCORE	
	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA						
10-11	D	D	M	D	D	D	D	M	D	M	D	D	D	D	M	N/A	N/A	N/A	D	58.8%
11-12	D	M	M	M	M	M	M	M	M	M	D	M	D	D	M	N/A	N/A	N/A	M	72.2%
12-13	D	M	M	M	M	M	D	M	D	M	D	M	D	D	M	N/A	N/A	N/A	M	67.8%
13-14	D	D	D	D	M	M	D	M	D	M	D	D	D	D	M	N/A	N/A	N/A	D	61.2%

While meeting instructional growth targets over the years has been a challenge; based on Measure 1c: "Are students making enough annual growth to maintain or achieve proficiency status within 3 years or by 10<sup>th</sup> grade?" in both Math and ELA PCA students were 10 and 11 percentage points higher than the state target of 63% in 2013-2014. However, our growth has slightly declined each year since the 2011-2012 school year. As a school we have analyzed what we were doing differently in 2011-2012 and worked during the 2014-2015 school year to re-implement the initiatives that we felt contributed to the success in 2011-2012. Based on Section 1 of the Academic Frameworks our students have not made the growth that is expected by the State, however we have seen that our students are making progress toward meeting proficiency expectations (scoring a PL 3 or 4 on DCAS). Appendix 2.1a2 shows our proficiency by grade level on DCAS over the years and PCA in comparison to the State average.

In addition to the required State testing Providence Creek Academy also utilizes a norm-referenced benchmark test to monitor student progress and growth from fall to spring.



In the 2014-2015 our students showed growth at every grade level on this assessment (Appendix 2.1a3). By the end of the school year 70.5% of our students were proficient in Math and 84.9% of our students were proficient in Reading in grades 1-8. This was measured using Renaissance STAR Reading and Math. Kindergarten utilized Renaissance STAR Early Literacy, 81.8% of our students were proficient on that test.

Since our last charter renewal in 2010, our school has revised our entire curriculum to align with the Common Core State Standards. Our teachers have worked diligently to create stellar units of instruction that engage students in authentic learning. In ELA our students have consistently scored above the state average. The data above shows that our work to refine units has been successful. There is always room for improvement, therefore this work is continuing in the 2015-2016 school year with changes and improvements to our classroom assessments. Teachers are working to create more rigorous, application based assessments that require a deeper depth of knowledge. Our teachers are putting the focus on the standard and learning target for the lesson rather than just following what is in the book. It is imperative that the standards drive the instruction.

An analysis of our class level data shows that typically it is our higher level students that are not meeting their growth goals, especially at the 6-8 grade math level. Therefore, in 2014-2015 we purchased IMP (Interactive Mathematics Program) for our Algebra students and Ready Common Core Math for the rest of our upper school students in order to provide a challenging and more rigorous curriculum. For students in grades 7 and 8, in 2014-2015, we moved from 45 minutes of instruction in Math to 90 minutes, and in 2015-2016 we added this 90 minutes for students in grade 6 as well.

With the transition to Smarter Balanced in the 2014-2015 school year, PCA began providing more targeted instruction to all students. During spring break we held an Academy that provided targeted instruction to students in Tier 2 and Tier 3 of RTI. As a result of Spring Break Academy students showed an increased level of confidence, which improved scores on their benchmark assessments. We strengthened our Tier 2 and Tier 3 RTI process and began including more parent meetings to help provide additional guidance and support at home. We are further strengthening the RTI process in the 2015-2016 school year by scheduling specific times in the day when Tier 2 and Tier 3 RTI interventions will occur in each grade. During this time Tier 1 students will engage in enrichment activities, Tier 2 instruction will be given by classroom teachers, and Tier 3 intervention will be conducted by the Reading and Math Specialists.

In order to continue increasing students' depth of knowledge we have enhanced our teacher created curriculum units with supplemental resources that provide rigorous performance tasks and application of knowledge. In the 2014-2015 school year PCA added Ready Common Core Reading to our K-8 ELA classes, these resources are fully aligned to the Common Core and provide application questions and rich informational text at a very high level. We also added the Ready Common Core Math to grades 1-5 in 2015-2016. This resource contains more rigorous application questions, and is used as a supplement in grades 1-5 to the Pearson Envisions that we already use. For writing in the 2015-2106 school year, we added Ready Writing for grades



2-5, Sadlier Grammar for Writing in 6-8 and Handwriting and Keyboarding without Tears for grades K-5 (in grades 3-5 the handwriting will focus on cursive writing). The Ready Common Core additions provide students with rigorous application and practice that is aligned to the Smarter Balanced test. These resources are used in conjunction with our teacher created units of instruction to provide more performance tasks and applications of knowledge. The Ready Writing and Sadlier Grammar for Writing is being used to further strengthen students writing skills. With the shift to Smarter Balanced it is imperative that our students are prepared and able to write relevant essays and writing pieces that incorporate what they have read in a story or explain how they solved a math problem. These resources assist our teachers in actively engaging our students.

Over the years we have noticed that the more technology is used, the less focus students have on their penmanship. PCA recognizes that penmanship is an important part of student success, therefore we implemented the Handwriting without Tears resources into our 1-5 grade curriculum on a weekly basis. We want our students to be able to read and write cursive and be able to print legibly. This resource incorporates grammar and writing within their penmanship practice providing additional reinforcement in these areas. With the shift to Smarter Balanced students are now required to type their essays on the computer. In 2014-2015 this was a struggle for our students because they are not yet proficient at typing. Although we have incorporated typing into their technology class as a special at the lower grade levels it was not enough for students to be proficient in typing. The Keyboarding without Tears program starts the students in Kindergarten learning basic typing skills and strategies, incorporated into fun games. By utilizing this program instead of a free online program we will be able to track student typing proficiency over the years and set clear benchmarks for students to help them become proficient in typing.

Based on the Smarter Balanced test scores that were recently released our changes are having a tremendous positive effect on our students. PCA students were above the State average in both ELA and Math on the Smarter Balanced test, with 66% of students proficient in ELA and 43.3% of students proficient in Math compared to the State average of 51.9% in ELA and 38.8% in Math. We will continue to analyze data and implement changes in order to further increase student proficiency.

## **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?

Providence Creek Academy Charter School's present mission statement is to provide a dynamic educational experience for children to realize success in Academics, Athletics, and The Arts. Academics at PCA is hands-on, child-centered, and aligned with the State of Delaware Standards as a minimum educational requirement with high expectations to exceed beyond the minimum. Parents enjoy an active and collaborative role in the effort to integrate foundational skills with a broad scope of diverse and global knowledge.

During this renewal process we are requesting to change our mission statement to the following: *"The mission of PCA is to provide a safe, nurturing, and diverse campus environment*



*allowing our K - 8 students to learn from experiences beyond the traditional classroom setting. Our students are empowered with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences.”*

Providence Creek Academy measures and tracks accomplishment in Academics, Athletics and The Arts. We review annual test scores, promotion/retention rates and student growth toward college and career readiness as the measures for Academics. Athletics is measured by participation numbers on the school sports teams, the number of competitive events, and creation of courses to teach healthy lifestyles. The Arts is tracked through the number of students participating in and the expansion of music and creative arts offerings. Participation in competitions is also included.

### **III. Organizational Framework**

#### **3.1 Is the school organizationally sound?**

- a) Discuss the school’s organizational performance over the current charter term. How has the school performed with regard to organizational measures over the current charter term? In the absence of expected achievement, identify changes to organizational practices that your school has implemented to improve the school’s organizational outcomes.

Providence Creek Academy Charter School has earned the rating of “Meets Standard” for the school’s organizational performance for the 2011-2012, the 2012-2013, and the 2013-2014 school years. For the 2011-2012 school year, PCA did not meet only one indicator, which measures whether the school is complying with governance requirements, and this area of non-compliance was quickly corrected (Appendix 3.1a1). In addition the entire Board of Directors and the School Administration received Board Excellence Training (Appendix 3.1a2) in January 2015 from the Delaware Alliance for Nonprofit Advancement (DANA) . On August 9, 2015 the Board of Directors, the Administration, and selected Teaching Staff participated in a Board Retreat at Belmont Hall in Smyrna facilitated by Kendall Massett of the Delaware Charter School Network. The purpose of the retreat was to revisit the mission statement and review the outcomes of the last charter term.

In October 2014, the Board of Directors, in conjunction with the Delaware Charter School Network, worked with a consultant from the Network to advise the Board of Directors on the management of the school. During this time period the consultant provided guidance to the Board, and the Board made various changes to the Board structure as well as the Administration of the school. The Treasurer as well as the Teacher Member/Secretary of the Board resigned from the Board, and in December a new Teacher Member was selected after 3 interviews. A new Treasurer was appointed from the current members of the Board. A new Organizational Chart was approved in November 2014 which separated the position of Head of School/Principal into two different roles and created the position of Director of Curriculum. Job responsibilities were then re-aligned between all three administrative roles. In December 2014 a further change was made which required the hiring of a new Human Resource/Finance Manager, this position replaced the Director of Personnel and Finance.

From December 2014 through February 2015 the Board conducted interviews for Head of School. The candidate that was hired fell ill and could not fill the position therefore, The Board

appointed an Interim Head of School in February 2015 and that person presently serves as the current Head of School.

In April 2015 the Board of Directors created a permanent Board Oversight Compliance Committee (Appendix 3.1a4) that meets on a quarterly basis to review the operations of the School to ensure the School is complying with all Policies, Procedures, Regulations, State of Delaware and Federal Law. The Committee reports its findings at the next regularly scheduled Board of Directors' meeting. Corrective action is taken immediately if compliance issues are found. In July 2015 the Board of Directors modified the Organizational Chart to add a Student Services Department (Appendix 3.1a3).

**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.

Our school calendar is approved for 1342.5 hours annually, with 37.5 additional hours for weather emergencies. These hours are accomplished in 179, 7.5 hour instructional days. This exceeds the minimum required number of hours by 282.5 (Appendix 3.2a1).

Providence Creek Academy administers the DCAS and Smarter Balanced Assessment as required. An assessment calendar (Appendix 3.2a2) is created yearly for mandated State testing. It is designed to provide students with the optimum amount of testing time and allotting several days for makeup testing. Our testing schedule structure has helped us ensure that we have exceeded the 95% participation goal in each of the last four years. Students entering Kindergarten also participate in Child Find and Kindergarten teachers conduct the Early Learner Survey within the first 30 days of school.

Providence Creek Academy began aligning curriculum with the Common Core State Standards during the 2011-2012 school year. School implementation of the CCSS in Math and ELA began in the 2012-13 school year. PCA uses Delaware Content Standards for all other subjects and is a member of both the Delaware Science Coalition and Delaware Social Studies Coalition.

Providence Creek Academy has complied with all state and Federal statutes and regulations with regard to the education and accommodations for at-risk students. Compliance has been demonstrated through regular DOE compliance monitoring visits and desk audits. Our most recent review was conducted in October 2012. The one item of non-compliance was corrected as verified in a January 2013 communication with DOE (Appendix 3.2a3). To ensure continued compliance, systems were designed and implemented to ensure that all needs are met and supports are in place to ensure the success of special education students and those who are at-risk.



- b) As appendices, provide the following documents as evidence of curriculum alignment to the Common Core State Standards and the Next Generation Science Standards:
- Math Unit with Summative Assessment (Appendix 3.2b1)
  - ELA Unit with Summative Assessment (Appendix 3.2b2)
  - Science Coalition MOU (Appendix 3.2b3)
  - Social Studies Coalition MOU (Appendix 3.2b4)

### **3.3 Is the school protecting the rights of at-risk students, students with disabilities, and English language Learners?**

- a) Describe the process by which at-risk students are identified and evidence that the school is effective in providing the right resources and services for these students.

Providence Creek Academy Charter School adheres to Title 14 DE Administrative Code Section 12: Response to Intervention Procedures, Subsection 12.1.0 through 12.11.0 Each public agency shall establish and implement procedures to determine whether a child responds to scientific, research-based interventions (RTI) for reading and mathematics. (Appendix 3.3a1)

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

Providence Creek Academy Charter School adheres to Title 14 DE Administrative Code Section 900: Special Populations, Subsection 922.1.0 through 929.3.0 when identifying, evaluating, servicing, and monitoring a student suspected of having a disability. A "Child with a Disability" means a child evaluated in accordance with 14 DE Admin. Code 925.4.0 through 925.12.0 as having intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in these regulations as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, an Other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services. (Appendix 3.3b1)

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

Providence Creek Academy Charter School adheres to Title 14 DE Administrative Code Section 920: Educational Programs for English Language Learners, Subsection 1.0.0-8.0.0. The regulation shall apply to any district or charter school applying for or receiving funds to provide services or programs for English Language Learners. PCA has a Board approved policy and procedure manual entitled ELL Handbook that is used for identification of English Language Learners and provides guidelines for implementation. (Appendix 3.3c1)

- d) Provide a summary of findings from any audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners. Describe how the school developed and implemented a corrective action plan in response to audit findings (If applicable, evidence may be attached as clearly-labeled documents in the Appendix.)

Providence Creek Academy has complied with all state and Federal statutes and regulations with regard to the education and accommodations for at-risk students. Compliance has been demonstrated through regular DOE compliance monitoring visits and desk audits. Our most recent review was conducted in October 2012. The one item of non-compliance was corrected as verified in a January 2013 communication with DOE (Appendix 3.2a3). To ensure continued compliance, systems were designed and put in place to ensure that all needs are met and supports are put in place to ensure the success of all special education students and those who are at-risk.

Providence Creek Academy received a Administrative complaint in September 2013. After review of the complaint the matter was settled between parties.

**3.4 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									
	2011-2012		2012-2013		2013-2014		2014-2015		
	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 Wait list for the 2015-2016 school year
K	72	76	72	77	72	80	72	80	11
Grade 1	72	80	72	79	72	79	72	80	19
Grade 2	75	76	75	77	75	80	75	77	24
Grade 3	75	78	75	76	75	79	75	78	18
Grade 4	75	79	75	78	75	78	75	79	27
Grade 5	75	79	75	79	75	79	75	78	29
Grade 6	75	77	75	77	75	77	75	79	41
Grade 7	75	78	75	77	75	73	75	67	23
Grade 8	75	65	75	75	75	72	75	70	8
Grade 9	0	0	0	0	0	0	0	0	0



Grade 10	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0
Grade 12	0	0	0	0	0	0	0	0	0
<b>Total</b>	669	688	669	695	669	697	669	688	200

b) How does the school both monitor and plan to minimize attrition rates? (*Attrition rate is calculated by the number of students leaving the school during the school year over number of students enrolled in the school on September 30.*) Provide a summary of why students left your school.

Providence Creek Academy receives immediate notice of student withdrawals and requests the reason for withdrawal on our student withdrawal form. The school uses parent/family satisfaction surveys, student achievement results, and interviews with students and parents to monitor stakeholder satisfaction of the quality of our program. Over the last four years, we have seen that 95% of our attrition was due to family relocation.

**3.5 Is the school complying with governance and reporting requirements?**

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 of Directors evaluates the Head of School and the Head of School evaluates the other Administrators on an annual basis. If the Head of School holds a Delaware Administrative Certificate then the Head of School will be evaluated using DPAS II. If the Head of School does not hold an Administrative Certificate, then the Board will use the Head of School Job Description and Rubric to determine the performance of the Head of School (Appendix 3.5a1). All other staff evaluations are conducted according to Board Policy (Appendix 3.5a2).

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 of Directors is an active participant in all Board functions and meetings. Each month the Administration provides a detailed report concerning academics, financials, student affairs, and operations. These reports provide interaction between the Administration and Board Members. Each month the Board evaluates the reports and directs the Administration for corrective action and/or provides any necessary guidance. In addition the Board Oversight Compliance Committee reports to the Board any non-compliance issues. During the committee meeting each Department Head provides documentation and interacts with the Board Members to either solve issues or collaborate to ensure high quality standards are met. (Appendix 3.1a3) This process provides an opportunity for self-evaluation as well as a mechanism to evaluate how the Board provides governance.

- c) Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.

The Board of Directors is actively involved in the school by participating in Board Committees and School Committees. Five out of seven Members of the Board of Directors have been trained by the Department of Education as far as the CBOC/Financial requirements and attends training sessions provided by the Department and the Delaware Charter School Network. The remaining 2 new members are scheduled to attend CBOC Training as soon as the training date has been established by the Charter School Office. At each monthly meeting of the Board of Directors the Administration provides monthly reports concerning Academics, Operations, Financials, After School Programs, and Athletics. Each new Board Member receives a complete Board Policy Manual along with past Board Meeting Minutes. In addition each new member is given a Board Excellence Handbook provided by the Delaware Alliance for Nonprofit Advancement and pertinent information from the Highbar, and Board Smart Savvy.

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

The Board of Directors has approved the Organizational Chart as a tool to identify the hierarchy of leadership in the school. The areas of responsibility are divided to ensure that duties are not totally assigned to one school leader. Duties cross areas of responsibilities; for example, scheduling is completed by a team and each person on the team learns how to complete scheduling. This eliminates sole responsibility for completion of duties while empowering staff members. In order to provide leadership succession, both the Principal and the Director of Curriculum are participating in the University of Delaware's *Delaware Academy for School Leaders', Executive Leadership Academy*. The key topics addressed during the ELA sessions pertain to government, law, human resources, collective bargaining, education and leadership. This program is designed to prepare school leaders to successfully lead districts and charter schools. In addition, PCA has Team Leaders that are selected members of the staff across all instructional areas. If there are openings in the Administrative areas, the school uses many search engines to advertise for leaders; for example, Join Delaware Schools, Charter School Job Board, and National Association of Independent Schools. These search engines are nationwide and provide a broad perspective of leadership. As members of the Delaware Charter School Network the school has the capability of networking.

- e) As an appendix, please provide the following document:
- Current Organizational Chart  
(Appendix 3.1a3)

### 3.6 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. 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



2015-16 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.

Providence Creek Academy had an unencumbered balance of \$2,796,629.79 in appropriation 98000 and \$8,536.58 in appropriation 05213, FY 15 as of June 30, 2015 (Appendix 3.6a1). These two appropriations will be adequate to cover the summer pay obligations which were estimated to be \$526,294.69 for salaries and OEC's. During the current fiscal year FY 2016, we had \$44,011.89 in June, 2015 non-salary expenses which were paid in July, 2015 and there is an adequate balance to cover these obligations.

- 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 time-frame for meeting this requirement.

Funds have been set aside for these expenses in State/Local Appropriations Code 98000.

- 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.).

The Close-Out Team, if ever required, would consist of the following: Head of School, Principal, Human Resource/Finance Manager, Board President, and Board Treasurer.

## **IV. Financial Framework**

### **4.1 Is the school financially viable?**

- a) Discuss the results of your Financial Performance Reports over the current charter term. Discuss any trends and provide explanations for each individual measure for which you received a "Does Not Meet Standard" or "Falls Far Below Standard" rating, including your plans and strategies for improving the individual measures and, if applicable, overall ratings.

Providence Creek Academy Charter School has met the overall Financial Performance Standards for the last 4 years, however we have not met the debt to asset ratio. PCA has consistently remained between .94 and .98. A debt to ratio less than .90 results in a "Meets Standard" rating. This rating is the result of the financial arrangement between the school and its lenders for the cost of acquiring the campus and construction of the school buildings. The financial health remains strong, with PCA meeting all its obligations and maintaining a reserve that currently totals more than 2.7 million dollars (Appendix 4.1a1).

The school reorganized the Human Resource/Finance Department in late 2014 and early 2015. The position of Director of Personnel and Finance was eliminated and replaced by a Human Resource/Finance Manager. The school has always had policies and procedures in place for efficiency, as well as a checks and balance system for greater accountability. To strengthen our performance the Board Oversight Compliance Committee was established to ensure proper accountability of each department within the school (Appendix 3.1a4).

- 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 (If applicable, evidence may be attached as clearly labeled documents in the Appendix.)

A review was completed of all independent audits back to the 2010-2011 fiscal year and there were no findings in any of the previous audit reports. The FY 2014 2015 Audit was conducted and presented to the CBOC and the Board of Directors on September 17 and September 22 respectively. The report indicated that there were four areas of Material Weakness; two of the areas were due to Management override of controls, and one area was lack of experience. The final area was incorrect reporting from the previous Audit Company and reliance on said Auditor to maintain the detailed capital asset listing. Each area has been addressed, rectified and policies have been implemented (Appendix 4.1b1).

c) As appendices, please provide the following documents:

- Final Fiscal Year 2015 Revenue & Expenditure Budget Report in the prescribed Department format (Appendix 3.6a1)
- Approved preliminary Fiscal Year 2016 Budget in the prescribed Department format (Appendix 4.1c1)
- Fiscal Year 2015 Audited Financial Statements (Appendix 4.1c2)

## **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.

<b>Projected Enrollment</b>					
	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
K	72	72	72	72	72
Grade 1	72	72	72	72	72
Grade 2	75	75	75	75	75
Grade 3	75	75	75	75	75
Grade 4	75	75	75	75	75
Grade 5	75	75	75	75	75
Grade 6	75	75	75	75	75
Grade 7	75	75	75	75	75
Grade 8	75	75	75	75	75
Grade 9	0	0	0	0	0
Grade 10	0	0	0	0	0

Grade 11	0	0	0	0	0
Grade 12	0	0	0	0	0
<b>TOTAL*</b>	669	669	669	669	669

**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 in *all* core content areas based on the school's examination of student performance outcomes.

Providence Creek Academy has been in contact with The International Baccalaureate (IB). The International Baccalaureate offers a continuum of international education. The programmes encourage both personal and academic achievement, challenging students to excel in their studies and in their personal development. PCA is researching whether this programme will be appropriate for the goals and mission of Providence Creek Academy.

Currently we are taking steps to expand our Learning Enrichment After-school Program (LEAP), and Science Technology Engineering and Math program (STEM). These offerings will be held after-school hours and free transportation will be provided for students to encourage participation. PCA will evaluate the student interest in expanding the offerings of the Academics, Athletics and The Arts programs.

- 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.

Providence Creek Academy utilizes a norm-referenced assessment tool to measure student growth toward college and career readiness. The assessment is administered in equivalent intervals throughout the school year. Administration and teachers utilize the information from these assessments to determine the need for further differentiation in instruction.

- 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.

There are no plans for changes or improvement to the school's facility at the present time.

## **Annual Report 2018-19**

# PROVIDENCE CREEK ACADEMY

ANNUAL REPORT

2018-2019



273 West Duck Creek Rd , P.O. Box 265

Clayton,DE 19938

Phone:(302) 653-6276



## 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	Providence Creek Academy
Year School Opened	2002
Enrollment 2018-2019 <sup>1</sup>	690
Approved Enrollment	669
School Address	273 West Duck Creek Rd , P.O. Box 265, Clayton,DE 19938
District(s) of Residence	Smyrna School District
Website Address	<a href="http://www.providencecreekacademy.org/">http://www.providencecreekacademy.org/</a>
Name of School Leader	Denise Stouffer
School Leader Email and Phone Number	denise.stouffer@pca.k12.de.us (302) 653-6276
Name of Board President	Melissa Rhoads
<p><b>Mission Statement:</b> The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing their K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences.</p>	

## 1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2018-2019. (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	
	2018-2019 <sup>1</sup>
Total Enrollment	690
# of Students on Waiting List	
Gender	
% Male	47.68%
% Female	52.32%
Ethnicity/Race	
% African American	24.64%
% American Indian	0.43%
% Asian	2.17%
% Hispanic/Latino	4.20%
% White	61.88%
% Multiracial	6.38%
Special Populations	
%Special Education <sup>2</sup>	6.23%
% English Language Learners	1.74%
% Low-Income	16.38%

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

**Providence Creek Academy has a long standing history of being one of Delaware’s premier public schools. The high demand for a school with small class sizes, a family environment, and a hands-on approach to learning with an emphasis on the Arts has resulted in Providence Creek Academy exceeding our enrollment projections and educating 690 students for the last two years.**

**Due to our limited space, PCA consistently has an annual waitlist of 200 students. The blind lottery process, which is held annually, has allowed PCA to continue to represent a very diverse**

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population of students. According to the school year 2019 Consolidated Federal Grant Application, 30.87% of the current PCA students are socioeconomically disadvantaged<sup>1</sup>. Although PCA has always provided a Title I schoolwide program, this percentage indicates a 10% increase over prior years<sup>2</sup>. This data indicates that PCA has a greater number of students that are socio-economically disadvantaged in comparison to both the Town of Clayton (12.2%) and Smyrna (8.2%) based on the current USA Data statistics<sup>3</sup>.

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<sup>1</sup> Socio economically disadvantaged percentage is calculated differently for the federal consolidated grant. State low-income percentages only based on direct certification students. The state calculation information can be found [here](#).

<sup>2</sup> Data provided by the Delaware Department of Education Charter School Office

<sup>3</sup> Data Source: <https://datausa.io/profile/geo/clayton-de/?compare=smyrna-de>

### 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
1/25/19	Providence Creek Academy is seeking to modify our approved calendar hours from 1342.5 to 1267.5 hours beginning SY19/20.	Approved

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

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**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		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2018-2019	
	Approved Enrollment	30-Sep Enrollment Count
K	72	79
Grade 1	72	79
Grade 2	75	76
Grade 3	75	78
Grade 4	75	78
Grade 5	75	81
Grade 6	75	79
Grade 7	75	76
Grade 8	75	64
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total</b>	669	690

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

**Providence Creek Academy is proud of our strong relationships with our families and community. These relationships have resulted in exceeding our enrollment every year.**

### 1.5 Reenrollment:

Reenrollment Rate<sup>2</sup> 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		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
Providence Creek Academy		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	9	
Grade 1	63	78.75%
Grade 2	68	85.00%
Grade 3	69	87.34%
Grade 4	69	88.46%
Grade 5	68	88.31%
Grade 6	66	88.00%
Grade 7	71	89.87%
Grade 8	60	85.71%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total/Avg</b>	543	87.86%

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

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

**PCA continues to monitor student attrition to ensure that the school is able to retain students. PCA seeks feedback from parents through our PTO and parent conferences. Transportation is evaluated annually based on student enrollment and accommodations are made to support parents’ needs when possible. Conversations with parents not re-enrolling their children**

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indicate that “moving” is a reason for the attrition rate along with the fact that parents want their children to make friends in their feeder pattern schools prior to entering high school.

## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

#### 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 we are 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.

Overall Academic Ratings

#### Elementary (grades K-5)/Middle School (grades 6-8)

Indicator	Points	Point Earned	Percent Point
Academic Achievement	150.00	91.00	61% Meets Expectations
Academic Progress	200.00	144.00	72% Meets Expectations
School Quality/Student Success	50.00	47.00	94% Exceeds Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable
Overall	400.00	282.00	71% Meets Expectations

- 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.

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School Comments:

**Providence Creek Academy combines rigorous academic programming with arts and athletics.**

**Providence Creek Academy attributes the academic success of its students to the whole child approach that ensures that high quality arts and athletic programs play an equitable role in the daily schedule of every PCA student. PCA implemented new curriculum for ELA and Math three years ago. Eureka Math and Scholastic Reading are in their third year of implementation. ELA and math professional development focused on the use of math manipulatives and guided reading. The implementation of schoolwide professional development on the use of math manipulatives to increase student understanding of mathematical applications has resulted in an increase of achievement. Small group guided reading resulted in an increase in schoolwide student Lexile levels. PCA continues to review data regularly to develop and enhance academic programs to ensure the instructional needs of all learners are being met. PCA is providing additional professional development in SY19/20 on SRI Comprehension Clubs and is piloting Lucy Calkins Units of Study for Writing based on SY 18/19 data analysis.**

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## Performance Agreement

### Academic Performance Expectations

Providence Creek Academy overall academic rating is Meets. In the next renewal period, our expectation is to maintain 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).

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### School Comments

**PCA has met overall Delaware School Success Framework Standards for SY18/19.**

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## 2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency - ELA	63.97%	75.00	48.00
Proficiency - Math	56.83%	75.00	43.00

Respond to the following questions.

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

---

### School Comments

**PCA's performance in Mathematics Proficiency is 56.5% which is above the state average of 44% (by 12%). PCA's analysis of math data indicates that this increase resulted from a strong system of RTI combined with additional professional development on the utilization and implementation of math manipulatives.**

**PCA's performance in ELA Proficiency is 63.9% which is above the state average of 53% (by 10%). The percentage for SY18/19 shows a slight decrease of 2.4% from the previous year's score. Analysis of the data indicates that students in grades three are having difficulty with reading fluency and comprehension. Additional resources such as Lucy Calkins Units of Study: Writing pilot for grades 1 – 6. have been added through direct instructional coaching by our reading specialist, enhanced professional development in the use of reading comprehension materials, and a change to the master schedule to allow for additional professional learning communities to allow for deeper analysis and planning based on student data. An analysis of the local Benchmark Data for grades K – 2 (DIBELS) showed room for growth in the area of intensive and systemic phonics instruction. To address that need, Providence Creek Academy is piloting the Lucy Calkins Units of Study: Phonics materials in kindergarten, first, and second grades.**

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

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### School Comments

**PCA expects to continue to improve our math and ELA proficiency based on the implementation of MTSS and expanded use of data driven instruction. These programs are also being supported by pilot programs in writing and phonics and enrichment programs for both proficient and advanced learners.**

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

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School Comments

**The entire school benchmarks student progress a minimum of three times per year for both ELA and Math. For Math, each grade assessed the standards using the Eureka Module Assessments. For ELA, the entire school benchmarks using the DIBELS for K-2 and Reading Inventory for grades 3-8. Both ELA and Math instruction is supported by an authentic system of RTI. PCA will analyze the benchmark data, with a particular focus on phonics for grades K-2 and comprehension in grades 3 - 8 to determine whether we will adopt these materials into our curriculum.**

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### 2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA	68.62%	75.00	51.00
Growth - Math	74.34%	75.00	56.00
Growth of Highest Quartile - ELA	71.89%	12.50	9.00
Growth of Highest Quartile - Math	74.56%	12.50	9.00
Growth of Lowest Quartile - ELA	71.58%	12.50	9.00
Growth of Lowest Quartile - Math	79.37%	12.50	10.00

Respond to the following questions.

- a) Based on the school’s Academic Progress 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.)

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School Comments

**PCA demonstrated significant growth in ELA and math based on the trend data for the last two years.**

<i>Academic Progress</i>	<i>Last Year</i>	<i>72.13%</i>
Growth in ELA (grades 4-8)	62.61%	68.50%
Growth in Math (grades 4-8)	52.67%	74.30%
Growth of lowest quartile ELA (grades 4-8)	52.53%	71.50%
Growth of highest quartile ELA (grades 4-8)	48.99%	71.89%

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Growth of lowest quartile Math (grades 4-8)	75.16%	79.36%
Growth of highest quartile Math (grades 4-8)	54.46%	74.55%

---

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

---

School Comments

**PCA believes that it will continue to demonstrate exceptional student growth next year. The school has modified its overall schedule to allow for an increase in the number of courses students can participate in both arts and athletics, added pilot programs for proficient and advanced students, and implemented a schoolwide Multi-Tiered System of Supports (MTSS).**

---

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

---

School Comments

**PCA benchmarks all learners three times per year and uses this data to implement a high functioning program of MTSS. These programs are now supported by professional learning communities multiple times per week to allow teachers to collaboratively plan and assess using data. PCA has also enhanced its systems of MTSS for students that benefit from behavioral supports. The school is in the process of a comprehensive curricula review to make enhancements based on data, a review of its current systems of PBIS, and implementation of the Wilson Reading Program after much success with the Barton Program that is designed on similar research evidenced practices.**

---

## 2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
On-Track Attendance	94.44%	50.00	47.00
Proficiency - Science		n/a	n/a
Proficiency - Social Studies		n/a	n/a

Respond to the following questions.

a) Based on the school's School Quality/ Student Success ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

---

School Comments

**PCA is proud to have demonstrated an increase in exceeding standards from last year. PCA faculty work diligently to meet the needs of our children and families. Student attendance is monitored regularly to ensure the success of all students.**

---

b) Looking ahead, what are your expected outcomes for School Quality/ Student Success and what steps will you take to achieve them?

---

School Comments

**PCA has reviewed the data for Science and Social Studies and is completing a comprehensive curricula review for this school year in Social Studies. PCA will continue to work with the state's Science and Social Studies Coalitions to ensure the curricula is aligned with the enhancement of state standards.**

---

c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

---

School Comments

**PCA will continue to monitor and evaluate our curricula based on the data we receive from the additional science and social studies assessments. PCA monitors student attendance weekly. Meetings are held with parents to develop truancy elimination plans should students not meet the criteria for attendance.**

---



## 2.5 Progress toward English language proficiency (ELP) \* new

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. [Therefore, a PL of 5.0 is considered a student’s Attainment Target \(AT\).](#)

Metric	Value	Points	Points Earned
Progress Toward English Language Proficiency		n/a	n/a

Respond to the following questions.

a) Based on your Progress toward English language proficiency (ELP) 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.

---

School Comments

**PCA does not meet the n-size for this metric.**

---

b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

---

School Comments

**PCA does not meet the n-size for this metric.**

---

c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

---

School Comments

**PCA will continue to monitor the progress of all English Language Learners and use WIDA along with internal assessments to ensure all learners are making progress.**

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### 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?

MEETS STANDARD: 100% OF OUR MATH CLASSES (19 OUT OF 19) WILL USE EUREKA MATH AS THEIR FOUNDATIONAL CURRICULUM RESOURCE.

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	Notes
Eureka Math – curriculum implementation	<p>Meets Standard: 100% of our math classes (19 out of 19) will use Eureka Math as their foundational curriculum resource.</p> <p>Approaching Standard: 84% - 95% of our math classes (16 to 18 out of 19) will use Eureka Math as their foundational curriculum resource.</p> <p><b>87% 23/21 Teachers</b></p> <p>Far Below Standard: Less than 84% of our math classes (15 or fewer out of 19) will use Eureka Math as their foundational curriculum resource.</p>	<p>Walkthroughs</p> <p>Lesson plans</p> <p>Student work</p> <p>DRASIT observations</p> <p>PIC data discussions</p>	<p>PDF Upload and entry into system by EOI.</p>	1a.1

a) Rate the school’s performance according to the criteria established by the school for its 2018-2019 mission specific goal(s).

#### School Comments

**PCA met standard in its annual mission specific goal for the last three years. All teachers were trained in the Eureka Math program in SY17/18. Professional development in the use of math manipulatives aligned with the Eureka curricula and SRI reading groups have resulted in an increase in student growth.**

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](#).

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

## SUMMARY AND OVERALL RATING

### Providence Creek Academy

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	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	
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets 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:

**PCA is proud of meeting all of the ratings outlined in the Organizational Performance Framework and for meeting overall standards for the last several years. PCA and its Board of Directors go above and beyond to ensure that the school is in compliance with these metrics. The school implements Oversight Meetings of the Board to ensure compliance.**

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

School Comments:

**PCA will continue to conduct self-assessments of all internal systems to ensure compliance and best practices are being met and exceeded. Internal reviews are followed up with additional trainings and professional development on best practices.**

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

**PCA is meeting all standards.**



## Performance Agreement

### Organizational Performance Expectations

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

Providence Creek Academy overall organizational rating is Meets. In the next renewal period, our expectation is to maintain 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:

**PCA is proud to have met the Organizational Performance Framework standards for the last three years. PCA's Board of Directors monitors the school's progress closely and takes their job of oversight seriously. PCA's Board has had two trainings this year to ensure all members are up to date with their governance responsibilities. The Board also received training on the performance framework updates in October of 2019. Monthly reports are being supplemented to include additional data as a part of Head of School, Dean of Academics, and Dean of Student reports.**

---

### 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
Christine	Chaney	Teacher Member	12/18/2017
Elizabeth	Colombo-Kutch	Parent Representative	11/30/2015
Chuck	Moser	Board Member	11/30/2015
Lisa	Moore	Treasurer	11/30/2015
Melissa	Rhoads	President	11/30/2015
Gary	Stulir	Vice President	1/18/2011

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

---

School Comments:

**The PCA Board of Directors supports and monitors the training of all board members. The Board completed a second training with the Delaware Alliance for Non-profit Advancement in June of 2018. The Board also received training on the performance framework updates in October of 2019.**

---

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
Bill	Bentz	Consultant	1/11/2011
Brenda	Cowell	Parent	2/2/2017
Jennifer	Durham	Business Manager	11/19/2014
Audrey	Erschen	Educator	10/8/2017
Lisa	Moore	Board	11/30/2015
Brandon	Paris	Employee	10/12/2017
Richard	Riggs	DOE Representative	11/30/2015
Denise	Stouffer	Head of School	9/16/2018

---

School Comments:

**The PCA Board of Directors supports and monitors the training of all CBOC members. All CBOC members have received their training within the proper timelines.**

---



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

2018-2019		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
85	35	41

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:

**PCA began conducting exit interviews of all staff in SY19/20. The majority of exit interviews indicate that teachers are choosing to leave the school for more money and to be closer to home. In SY18/19, the Board of Directors approved a new teacher pay scale to address payroll concerns. The Board also made enhancements to its organizational structure. Beginning in SY19/20, PCA implemented an enhanced organizational chart that provided for additional human resource supports for all staff and received approval for a teacher developed alternative evaluation system that provided additional coaching and support for educators. Informal interviews with parents and staff have demonstrated an increase in satisfaction in the overall climate and culture of the school. PCA has enhanced its systems of support by adding new on-boarding training for new staff. The school has also enhanced its systems of support for classroom instruction through partnerships with UD and DSU by allowing pre-teachers to work collaboratively with PCA classroom teachers to support instruction.**

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

---

School Comments:

**PCA’s professional development program begins with mentorship. At Providence Creek Academy (PCA) the Comprehensive Induction Program (CIP) Vision is to ensure that all new PCA teachers receive the necessary professional support as they develop the essential knowledge, skills, and experience that will result in rigorous and deep learning experiences for all PCA students.**

**The mission of the PCA CIP is to develop and implement a local Comprehensive Induction Program specific to our campus environment, aligned with state initiatives, and tailored to the needs of new educators.**

---

**PCA CIP Objectives:**

- 1. Empower and support novice teachers to implement consistent routines and procedures in their classrooms that respect the individual student.**
- 2. Establish a campus-wide collaborative teaching community that embraces classroom management, instructional mastery, effective student questioning, and positive student expectations.**
- 3. Encourage new teachers to embrace PCA's philosophy of family-oriented education while continuously maintaining strict ethical standards and classroom rigor.**

**Providence Creek Academy meets monthly with first year teachers and quarterly with second, third, and fourth year teachers. These meetings are designed to foster a sense of community and support among these novice educators. Teachers video tape themselves for feedback, discuss ethical issues, and offers suggestion and encouragement to each other. Meetings are facilitated by the Dean of Academics or the Lead Mentor.**

**Professional Development (PD) for the entire staff is focused heavily on three big ideas this year: Implementation of our piloted Writing and Phonics programs, Implementation of a cohesive and rigorous MTSS program, and Enhancement of the Arts Curricula. Schoolwide PD days are differentiated to allow teachers to most effectively devote their time. Sessions are facilitated by the Dean of Academics, the Reading Specialist, and the Math Specialist.**

**PD continues in the Professional Learning Communities (PLCs) that take place weekly throughout the year for all core subject teachers. Teachers meet weekly in MTSS PLCs to analyze both formative and summative data and incorporate flexible strategies and groupings into small group instructions based on dynamic data. Teachers also meet in either a Math or a Reading PLC. In those communities, Specialists facilitate teacher-driven craft improvement. Math focuses primarily on manipulatives and small group differentiation, while reading continues the work of implementing the pilot Writing and Phonics programs.**

---



## 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	
2018-2019	M	M	M	M	F	AS	F	M	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:

**PCA's is proud of its progress and in meeting financial performance framework standards. We have taken great strides in meeting the needs of the school as well as learners and employees. Additional revenue sources including grants have allowed the school to pay for one-time instructional initiatives while continuing to make enhancements such as those made to our teacher pay scale. PCA will continue to strive to meet all of the standards of the Financial Performance Framework.**

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

School Comments:

**PCA continues to review its budget monthly to ensure it will continue to meet standards. The school has been able to supplement its revenue with grants to provide additional on-time academic materials that will benefit instruction without placing a burden on the school's limited**

---

**budget. PCA has been able to work with the EPA to obtain grants for bus replacement and the Delaware Department of Education for grants to implement academic pilot programs and professional development programs. Since these are one-time expenses, the school will not experience problems with sustainability.**

---

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

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

<b>2018-2019</b>
1 YR: 1.43%
3 YR: -3.09%

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:**

	2019	2018
Net income (Change in Net Position)	20,039	(950,904)
Total Revenue	7,634,546	6,894,120
Total Margin (Net income / Revenues)	0.26%	-13.79%
	2019	2018
Net income (Change in Net Position)	20,039	(950,904)
Add back Additional NPL Expense	31,856	135,930
Add back additional OPEB Expense	57,038	313,324
Adjusted Net income (Change in Net Position)	108,933	(501,650)
Total Revenue	7,634,546	6,894,120
Total Margin (Net income / Revenues)	1.43%	-7.28%



---

PCA's added revenue resulted in a dramatic gain in overall margin. The overall margin was impacted by one-time expenses such as the purchase of buses and cuts to Division II funding. The net result of SY18/19 was a positive result of 1.43. The chart above was provided by the school's audit firm. This data exemplifies the school's gains due to the increase in funding as well as the changes in budget to compensate for the Division II cuts that have not been restored.

---

**Measure 2b. Debt to Asset Ratio:**

*Total Liabilities divided by Total Assets*

2018-2019
0.99

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:**

---

Providence Creek Academy's total current liabilities were \$12,438,599 and the total assets were \$939,834 which results in a debt to asset ratio of .99 as of June 30, 2019. The preferred ratio is less than 0.9. PCA is working to implement a strategic plan to achieve this rating.

---

**Measure 2c. Cash Flow**

2018-2019
1 YR: \$93344
3 YR: \$-69296

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:**

---

PCA's cash and cash equivalents increased by \$93,344 as of June 30, 2019. Despite this gain, the three-year margin had a significant impact on the overall rating. The three-year trend is a result of 2018 fiscal year, was a result of revenue reductions from local school districts of \$46,372 and state revenue reductions of \$111,809. These two revenue reductions total \$158,181. This trend was compounded by the 2017 bus expenditures. PCA hopes to achieve this rating in SY19/20 when the three-year trend of SY 2017 is no longer a part of the calculation.

---

## Performance Agreement

### Financial Performance Expectations

Providence Creek Academy overall financial rating is Meets. In the next renewal period, our expectation is to maintain 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:

**PCA meets the overall standards of the Financial Performance Framework.**

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

---

School Comments:

**This is not applicable to PCA.**

---

## 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:

**The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing our K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences. PCA's innovation is not in what we do, but in how we teach, partner with our parents, and our connections with our community. Through academics, arts, and athletics we are the PCA family.**

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**VII. ANNUAL REPORT CERTIFICATION STATEMENT**

<b>Name of School:</b>	Providence Creek Academy
<b>Location:</b>	273 W. Duck Creek Rd Clayton, DE

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.

*Denise Stuffer*

11/22/19

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

Date

*As approved by the Board of Directors at their regularly scheduled meeting on 11/21/2019.*

<b>Print/Type Name:</b>	Denise Stuffer
<b>Title (if designated):</b>	Head of School
<b>Date of approval by board of directors:</b>	11/21/19

## References:

<sup>1</sup> Based on September 30<sup>th</sup> Unit Count

<sup>2</sup> 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.

<sup>3</sup> 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**



Positive Outcomes Charter School

Key Indicator	Sub-Indicator	Points Awarded	Possible Points	% Achieved	Indicator Weight
Education Program	1.a Mission Fidelity	2	2	100%	40%
	1.b Applicable State and Federal Requirements	10	10	100%	
	1.c Students with Disabilities	14	14	100%	
	1.d English Learners	16	16	100%	
Governance and Reporting	2.a Governance and Public Stewardship	10	10	100%	30%
	2.b Oversight of School Management	4	4	100%	
	2.c Reporting Requirements	3	3	100%	
Students and Staff	3.a Students Rights	7	7	100%	20%
	3.b Requirements on Teacher Certification and Hiring Staff	2	2	100%	
Facilities, Transportation, Health and Safety	Facilities	17	17	100%	10%
	Transportation				
	Health				

Overall Rating	Required Score in Overall Percent	Required Ratings in Measures
Meets Standard	95% to 100%	Score at an Approaching Standard or Meets Standard in all Measures Ratings. A school is not permitted to receive an overall rating of Meets Standard if they Standard' in any measure rating.
Approaching Standard	87% to 94.4%	Score at an Approaching Standard or Meets Standard in the majority of the Me A school is permitted to receive an overall rating of Approaching Standard if th 'Far Below Standard' in any measure rating.
Far Below Standard	Less than 87%	Score an overall rating of 86.4% or less <i>and/or</i> Achieve more than one rating of 'Far Below Standard' in any measure rating.





Sub Indicator %		Overall Rating
100%	40.00%	100%
100%	30%	
100%	20.00%	
100%	10%	

receive a rating of 'Far Below'

measures Ratings.

they achieve no more than one rating of

Key Indicator	Measure	Sample School Points Awarded	Possible Points	% Earned
Education Program	1.a Mission Fidelity	2	2	100
	1.b Applicable State and Federal Requirements	8	8	100
	1.c Students with Disabilities	13	14	93
	1.d English Learners	16	16	100
Governance and Reporting	2.a Governance and Public Stewardship	10	10	100
	2.b Oversight of School Management	3	3	100
	2.c Reporting Requirements	3	3	100
Students and Staff	3.a Students Rights	7	7	100
	3.b Requirements on Teacher Certification and Hiring Staff	2	2	100
Facilities,	Facilities			

Transportation, Health and Safety	Transportation	17	17	100
	Health			
<b>TOTAL</b>		# of Points Earned By School (example 81 Points)		

Key Indicator %	# points required to meet standard for this measure	Range of points needed for Approaching Standard	Cut score for Far Below Standard	Calculation	The Overall Score is Calculated after all the measures have been calculated
98	2	1	0	39	This is a calculation of all of the measures. See Below
	8	6 to 7	5 or less		
	14	11 to 13	10 or less		
	16	12 to 15	11 or less		
100	10	8 or 9	7 or less	30	
	3	2	1 or less		
	3	2	1 or less		
100	7	6	5 or less	20	
	2	0	0		

100	17	14 to 16	Less than 14	10
	82	71-81	70 or less	

**Performance Framework Reports :: Organizational Performance  
Framework Report 2019-20**

Positive Outcomes Charter School

Key Indicator	Sub-Indicator	Points Awarded	Possible Points	% Achieved	Indicator Weight
Education Program	1.a Mission Fidelity	2	2	100%	40%
	1.b Applicable State and Federal Requirements	10	10	100%	
	1.c Students with Disabilities	14	14	100%	
	1.d English Learners	16	16	100%	
Governance and Reporting	2.a Governance and Public Stewardship	10	10	100%	30%
	2.b Oversight of School Management	4	4	100%	
	2.c Reporting Requirements	3	3	100%	
Students and Staff	3.a Students Rights	7	7	100%	20%
	3.b Requirements on Teacher Certification and Hiring Staff	2	2	100%	
Facilities, Transportation, Health and Safety	Facilities	17	17	100%	10%
	Transportation				
	Health				

Overall Rating	Required Score in Overall Percent	Required Ratings in Measures
Meets Standard	95% to 100%	Score at an Approaching Standard or Meets Standard in all Measures Ratings. A school is not permitted to receive an overall rating of Meets Standard if they Standard' in any measure rating.
Approaching Standard	87% to 94.4%	Score at an Approaching Standard or Meets Standard in the majority of the Me A school is permitted to receive an overall rating of Approaching Standard if th 'Far Below Standard' in any measure rating.
Far Below Standard	Less than 87%	Score an overall rating of 86.4% or less <i>and/or</i> Achieve more than one rating of 'Far Below Standard' in any measure rating.



Sub Indicator %		Overall Rating
100%	40.00%	100%
100%	30%	
100%	20.00%	
100%	10%	

receive a rating of 'Far Below'

measures Ratings.

they achieve no more than one rating of

Key Indicator	Measure	Sample School Points Awarded	Possible Points	% Earned
Education Program	1.a Mission Fidelity	2	2	100
	1.b Applicable State and Federal Requirements	8	8	100
	1.c Students with Disabilities	13	14	93
	1.d English Learners	16	16	100
Governance and Reporting	2.a Governance and Public Stewardship	10	10	100
	2.b Oversight of School Management	3	3	100
	2.c Reporting Requirements	3	3	100
Students and Staff	3.a Students Rights	7	7	100
	3.b Requirements on Teacher Certification and Hiring Staff	2	2	100
Facilities,	Facilities			

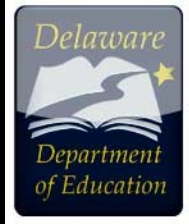


Transportation, Health and Safety	Transportation	17	17	100
	Health			
<b>TOTAL</b>		# of Points Earned By School (example 81 Points)		

Key Indicator %	# points required to meet standard for this measure	Range of points needed for Approaching Standard	Cut score for Far Below Standard	Calculation	The Overall Score is Calculated after all the measures have been calculated
98	2	1	0	39	This is a calculation of all of the measures. See Below
	8	6 to 7	5 or less		
	14	11 to 13	10 or less		
	16	12 to 15	11 or less		
100	10	8 or 9	7 or less	30	
	3	2	1 or less		
	3	2	1 or less		
100	7	6	5 or less	20	
	2	0	0		

100	17	14 to 16	Less than 14	10
	82	71-81	70 or less	

**Performance Framework Reports :: Financial Performance Framework  
Report 2019-20**



# Financial Framework Report PROVIDENCE CREEK ACADEMY

Reporting Period: July 1, 2019 to June 30, 2020

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*

2016-2017	2017-2018	2018-2019	2019-2020
3.09	2.66	2.86	4.32

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)*

2016-2017	2017-2018	2018-2019	2019-2020
129	126	128	151

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*

2016-2017	2017-2018	2018-2019	2019-2020
105%	103%	103%	105%

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**

2016-2017	2017-2018	2018-2019	2019-2020
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*

2016-2017	2017-2018	2018-2019	2019-2020
1 YR: -3.84%	1 YR: -7.28%	1 YR: 1.43%	1 YR: 9.52%
3 YR: -0.17%	3 YR: -4.01%	3 YR: -3.09%	3 YR: 1.68%

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*

2016-2017	2017-2018	2018-2019	2019-2020
0.96	1	0.99	0.93

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)

Over the last three years, PCA has enhanced our budgeting practices by adding a capital improvement line to the budget to cover large plan and unplanned improvements such as an air conditioning unit failing or planning for an improvement to our exterior lighting by adding solar lights. During this same time, PCA also began a grant successful grant writing and partnership initiative to cover one-time costs and to provide added supports to our education program with limited or no costs. These initiatives allowed the school to add much needed personnel, equipment, supplies, and curricula to the school without making a withdrawal to the school’s healthy cash reserves.

**Measure 2c. Cash Flow**

2016-2017	2017-2018	2018-2019	2019-2020
1 YR: \$-167887	1 YR: \$-162640	1 YR: \$93344	1 YR: \$398542
3 YR: \$-489675	3 YR: \$-330527	3 YR: \$-69296	3 YR: \$491886

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)*

2016-2017	2017-2018	2018-2019	2019-2020
0.94	0.57	1.27	1.84

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**

2016-2017	2017-2018	2018-2019	2019-2020
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

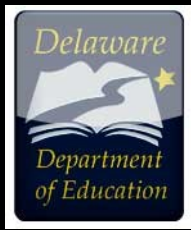
### Providence Creek Academy

Year	1a	1b	1c	1d	2a	2b	2c	2d	3	Overall Rating
2016-2017	M	M	M	M	AS	AS	F	AS	M	Approaching Standard
2017-2018	M	M	M	M	F	AS	F	AS	M	Approaching Standard
2018-2019	M	M	M	M	F	AS	F	M	M	Meets Standard
2019-2020	M	M	M	M	M	AS	M	M	M	Meets Standard

**Performance Framework Reports :: Delaware School Success  
Framework (DSSF) 2018-19**

**<https://reportcard.doe.k12.de.us/detail.html#accountabilitypage?scope=school&district=87&school=586>**

**Performance Framework Reports :: Organizational Performance  
Framework Report 2018-19**



# Organizational Framework Report PROVIDENCE CREEK ACADEMY

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
Approaching 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	Approaching 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
Meets Standard	Meets 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., 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	Meets 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

### Providence Creek Academy

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

<b>Meets Standard</b>
<b>Does Not Meet Standard</b>
<b>Far Below Standard</b>

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

#### Providence Creek Academy

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

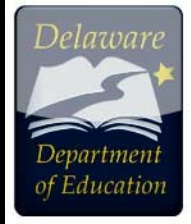
### **5. SCHOOL ENVIRONMENT**

- 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 :: Financial Performance Framework  
Report 2018-19**



# Financial Framework Report PROVIDENCE CREEK ACADEMY

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

Published: December 09, 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
4	3.3	3.09	2.66	2.86

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)*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
177	143	129	126	128

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*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
103%	103%	105%	103%	103%

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%.

**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.

## 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: 4.71%	1 YR: -109%	1 YR: -3.84%	1 YR: -7.28%	1 YR: 1.43%
3 YR: 6.33%	3 YR: 3.03%	3 YR: -0.17%	3 YR: -4.01%	3 YR: -3.09%

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*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
0.94	0.94	0.96	1	0.99

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**

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1 YR: \$145564	1 YR: \$-321788	1 YR: \$-167887	1 YR: \$-162640	1 YR: \$93344
3 YR: \$394505	3 YR: \$-176224	3 YR: \$-489675	3 YR: \$-330527	3 YR: \$-69296

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)*



2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1.7	1.22	0.94	0.57	1.27

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

### 3. FINANCIAL MANAGEMENT AND OVERSIGHT

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

This measure 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

### Providence Creek Academy

Year	1a	1b	1c	1d	2a	2b	2c	2d	3	OVERALL RATING
2014-2015	M	M	M	M	M	D	M	M	D	Meets Standard
2015-2016	M	M	M	M	D	D	F	M	M	Does Not Meet Standard
2016-2017	M	M	M	M	AS	AS	F	AS	M	Approaching Standard
2017-2018	M	M	M	M	F	AS	F	AS	M	Approaching Standard
2018-2019	M	M	M	M	F	AS	F	M	M	Meets Standard

## **Renewal Report - April 30, 2020**



Delaware Department of  
Education  
2020-2021 Renewal Report  
Providence Creek Academy  
April 30, 2020

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#### **II. Academic Performance**

#### **III. Organizational Framework**

#### **IV. Financial Framework**

#### **Attachments**

#### Attachments:

- i. 2016-2017 Annual Report
- ii. 2017-2018 Annual Report
- iii. 2018-2019 Annual Report
- iv. 2016-2017 Academic Performance Report
- v. 2017-2018 Academic Performance Report
- vi. 2018-2019 Academic Performance Report
- vii. 2016-2017 Financial Performance Report
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- ix. 2018-2019 Financial Performance Report
- x. 2016-2017 Organizational Performance Report
- xi. 2017-2018 Organizational Performance Report
- xii. 2018-2019 Organizational Performance Report

## 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<sup>1</sup>. 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	
<b>Name of School</b>	Providence Creek Academy
<b>Year School Opened</b>	2002
<b>Enrollment 2019-2020 <sup>2</sup></b>	703
<b>Approved Enrollment</b>	669 (SY 2018-19)
<b>School Address</b>	273 West Duck Creek Rd , P.O. Box 265, Clayton, DE 19938
<b>District(s) of Residence</b>	Smyrna School District
<b>Website Address</b>	<a href="http://www.providencecreekacademy.org/">http://www.providencecreekacademy.org/</a>
<b>Name of School Leader</b>	Denise Stouffer
<b>School Leader Email and Phone Number</b>	denise.stouffer@pca.k12.de.us (302) 653-6276
<b>Name of Board President</b>	Melissa Rhoads
<b>Board President Email</b>	<a href="mailto:m.rhoads@tighecottrell.com">m.rhoads@tighecottrell.com</a>
<b>Mission Statement:</b> The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing their K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences.	

## 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):

<b>ENROLLMENT &amp; DEMOGRAPHIC INFORMATION</b>				
	<b>2016-2017<sup>2</sup></b>	<b>2017-2018<sup>2</sup></b>	<b>2018-2019<sup>2</sup></b>	<b>2019-2020<sup>2</sup></b>
Total Enrollment	700	690	690	703
<b>Gender</b>				
% Male	50.00%	48.41%	47.68%	46.51%
% Female	50.00%	51.59%	52.32%	53.49%
<b>Ethnicity/Race</b>				
% African American	27.14%	26.52%	24.64%	23.61%
% American Indian	0.86%	0.43%	0.43%	0.71%
% Asian	2.43%	2.32%	2.17%	1.71%
% Hispanic/Latino	5.29%	4.93%	4.20%	4.98%
% White	60.86%	60.87%	61.88%	62.3%
% Multiracial	3.43%	4.78%	6.38%	6.69%
<b>Special Populations</b>				
%Special Education <sup>3</sup>	4.71%	5.22%	6.23%	7.68%
% English Language Learners	0.57%	0.87%	1.74%	1.71%
% Low-Income	21.86%	20.58%	16.38%	16.50%

<b>School Comments 2018-2019</b>	<p>Providence Creek Academy has a long standing history of being one of Delaware’s premier public schools. The high demand for a school with small class sizes, a family environment, and a hands-on approach to learning with an emphasis on the Arts has resulted in Providence Creek Academy exceeding our enrollment projections and educating 690 students for the last two years. Due to our limited space, PCA consistently has an annual waitlist of 200 students. The blind lottery process, which is held annually, has allowed PCA to continue to represent a very diverse population of students. According to the school year 2019 Consolidated Federal Grant Application, 30.87% of the current PCA students are socioeconomically disadvantaged . Although PCA has always provided a Title I school wide program, this percentage indicates a 10% increase over prior years . This data indicates that PCA has a greater number of students that are socio-economically disadvantaged in comparison to both the Town of Clayton (12.2%) and Smyrna (8.2%) based on the current USA Data statistics .</p>
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### 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
1/25/19	Providence Creek Academy is seeking to modify our approved calendar hours from 1342.5 to 1267.5 hours beginning SY19/20.	Approved
9/3/19	Providence Creek Academy is seeking to amend components of its educator evaluation process.	Approved
12/11/19	Providence Creek Academy is seeking to its increase enrollment by a total of 6% (40 students) for the 2020/2021 school year.	Approved

<b>School Comments 2018-2019</b>	The school was not required to provide a response to this information
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<b>School Comments 2017-2018</b>	PCA does not have any minor modifications at this time.
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<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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### 1.4 Enrollment Trends

Review the following chart with the school’s enrollment data.

School Enrollment Trends								
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>								
	2016-2017		2017-2018		2018-2019		2019-2020	
	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	72	81	72	80	72	79	72	80
Grade 1	72	80	72	80	72	79	72	81
Grade 2	75	78	75	79	75	76	75	77
Grade 3	75	80	75	78	75	78	75	79
Grade 4	75	78	75	77	75	78	75	79
Grade 5	75	79	75	75	75	81	75	80
Grade 6	75	76	75	79	75	79	75	79
Grade 7	75	74	75	70	75	76	75	76
Grade 8	75	74	75	72	75	64	75	72
Grade 9								
Grade 10								
Grade 11								
Grade 12								
<b>Total</b>	669	700	669	690	669	690	669	703

**DOE Summary:**

Providence Creek Academy has had consistently strong enrollment over the course of its current charter term. The school’s enrollment variance (actual enrollment/authorized enrollment) has ranged from 103% (SY 18/19) to 105% (SY 19/20) over the course of its charter term.

**School Comments 2018-2019** Providence Creek Academy is proud of our strong relationships with our families and community. These relationships have resulted in exceeding our enrollment every year.

**School Comments 2017-2018** According to the most recent Delaware School Profiles report, Providence Creek Academy Charter School is the 11th largest out of the 49 Kent County schools and the 7th largest school serving students in grades K-8.

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**School Comments  
2016-2017**

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<sup>3</sup> is the % of students continuously enrolled in the school from one year to the next.

School Reenrollment Trends								
	2016-2017		2017-2018		2018-2019		2019-2020	
	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 %
<b>Total/Avg</b>	548	86.71%	555	88.66%	543	87.86%	570	91.05%

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

<b>DOE Summary:</b>
Providence Creek Academy’s reenrollment rate has increased over the course of its current charter term from 86.71% to 91.05%. In SY 19/20, PCA showed its greatest rate of reenrollment over the course of the charter at 91.05%.

<b>School Comments 2018-2019</b>	PCA continues to monitor student attrition to ensure that the school is able to retain students. PCA seeks feedback from parents through our PTO and parent conferences. Transportation is evaluated annually based on student enrollment and accommodations are made to support parents’ needs when possible. Conversations with parents not re-enrolling their children indicate that “moving” is a reason for the attrition rate along with the fact that parents want their children to make friends in their feeder pattern schools prior to entering high school.
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<b>School Comments 2017-2018</b>	Analysis of student withdrawal forms collected by PCA for SY 17/18 indicate that the most common reason parents provided for withdrawing from PCA was “moving”. The second most common response showed 18% of forms indicated family logistics relating to transportation impacted parent choice. PCA continues to monitor student attrition to ensure that the school is able to retain students. PCA seeks feedback from parents through our PTO and parent conferences. Transportation is evaluated annually based on student enrollment and accommodations are made to support parents’ needs when possible.
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<b>School Comments 2016-2017</b>	Providence Creek Academy distributes “intent to re-enroll” forms in January of each school year. Office staff collects data in order to ascertain the number of students not returning and the reason. This data is shared with Administration for analysis. The largest percent of non-returning students is due to family relocation. Some families choose to withdraw at the grade 5/6 transition in order for their children to participate in athletics in their home district. There are others who
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leave because Providence Creek Academy is not the school for that child or their family.

## 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.



assessments.



## Performance Agreement

### Academic Performance Expectations

Providence Creek Academy overall academic rating is "Meets." In the next renewal period, our expectation is to maintain 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.

#### School Comments 2016-2017

Providence Creek Academy's overall academic rating continues to be Meets. PCA performed Exceeds in On Track to Graduation; Academic Achievement PCA Meets; Growth and College and Career are Approaching. Over the last two years we have made significant changes in our curriculum resources for Reading, Math and Writing. During 2016-17 we implemented Eureka Math. This transition was difficult for our elementary grade levels. PCA provided professional development and PLCs for our staff to support this implementation. PCA identified a need for a change in ELA curriculum resources. During 2017-18 Scholastic Guided Reading and Writing by Design will be implemented, with Eureka Math continuing. It is anticipated to see changes in growth over the next two to five years in our student growth.

## 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 School Success Framework (DSSF)	
	2016-2017	
Rating	4 Stars (93/150pts) Meets Standard	
	School	State
ELA	67.13 %	56.63%
Math	55.22%	45.13%
Science	67.23%	47.45%
Social Studies	n/a	n/a

### a) Academic Achievement ratings over the course of the charter term

<b>School Comments 2016-2017</b>	Providence Creek Academy's overall academic rating continues to be Meets. PCA performed Exceeds in On Track to Graduation; Academic Achievement PCA Meets; Growth and College and Career are Approaching. Over the last two years we have made significant changes in our curriculum resources for Reading, Math and Writing. During 2016-17 we implemented Eureka Math. This transition was difficult for our elementary grade levels. PCA provided professional development and PLCs for our staff to support this implementation.
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### b) Expected outcomes for Academic Achievement

<b>School Comments 2016-2017</b>	PCA identified a need for a change in ELA curriculum resources. During 2017-18 Scholastic Guided Reading and Writing by Design will be implemented, with Eureka Math continuing. It is anticipated to see changes in growth over the next two to five years in our student growth.
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### c) Progress measures to track expected Academic Achievement outcomes

**School Comments**  
**2016-2017**

PCA will use Scholastic Reading Inventory, DiBels, and Eureka End of Module assessments to measure progress throughout the school year. SBAC results will be used annually.

## 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 School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (82/200pts) Approaching	
	School	State
ELA	37.83 %	50.00 %
Math	44.33 %	50.00 %

### a) School's Growth ratings for all students over the course of the charter term

<b>School Comments 2016-2017</b>	PCA is Approaching in Growth. Changes made in our Response to Intervention program in the last two years have had impact on. We have evaluated our benchmark assessments used to identify students who need interventions. Results from the tools being used were not aligning with SBAC results. Process requirements were not implemented with fidelity, and educator data collection was weak.
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### b) Expected outcomes for Growth for all students

<b>School Comments 2016-2017</b>	PCA expects to increase student growth to be at or above the State level. RTI benchmark assessments have been changed with implementation beginning September 2017. New local record keeping forms have been developed with guidelines for educators provided during professional development. The Reading and Math Specialists are now adding Coaching to their responsibilities in order to continuously monitor the RTI process and student progress.
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### c) Progress measures to track Growth for all students

<b>School Comments 2016-2017</b>	Scholastic Reading Inventory, DiBels, Eureka End of Module Assessments, and Moby Max will be used to benchmark student performance three times per year. SBAC assessment data will be used annually.
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## 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 School Success Framework (DSSF)	
	2016-2017	
Rating	5 Stars (47/50pts) Exceeds	
	School	State
Attendance	94.92 %	94.75 %
On-Track in the 9th grade	**	89.45 %
4-year Cohort Graduation Rate <sup>5</sup>	**	84.66 %
5-year Cohort Graduation Rate	**	85.60 %
6-year Cohort Graduation Rate	**	**

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

### a) On Track to Graduation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	Providence Creek Academy has an attendance policy that mirrors the State of Delaware policy. Student attendance is paramount to student success. In cases where students are truant, we follow through with reporting and filing truancy with the Court System. PCA also has a policy to address students who are absent more than 18 days a year allowing for student retention if academic growth is not met.
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### b) Expected outcomes for On Track to Graduation

<b>School Comments 2016-2017</b>	PCA will continue with our current process.
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**c) Progress measures to monitor On Track to Graduation outcomes**

<b>School Comments</b> 2016-2017	Attendance reviews will be completed at each trimester.
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## 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 School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (51/100pts) Approaching	
	School	State
Growth to Proficiency ELA	68.17 %	59.19 %
Growth to Proficiency Math	33.52 %	35.41 %
College & Career Preparation	n/a	49.64 %

### a) College and Career Preparation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	PCA is Approaching in Growth. Changes made in our Response to Intervention program in the last two years have had impact on. We have evaluated our benchmark assessments used to identify students who need interventions. Results from the tools being used were not aligning with SBAC results. Process requirements were not implemented with fidelity, and educator data collection was weak.
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### b) Expected outcomes for College and Career Preparation

<b>School Comments 2016-2017</b>	PCA expects to increase student growth to be at or above the State level. RTI benchmark assessments have been changed with implementation beginning September 2017. New local record keeping forms have been developed with
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guidelines for educators provided during professional development. The Reading and Math Specialists are now adding Coaching to their responsibilities in order to continuously monitor the RTI process and student progress.

**c) Progress measures to track College and Career Preparation outcomes**

<b>School Comments 2016-2017</b>	Scholastic Reading Inventory, DiBels, Eureka End of Module Assessments, and Moby Max will be used to benchmark student performance three times per year. SBAC assessment data will be used annually.
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**SY 17/18 - SY18/19**

**2.1 Delaware School Success Framework**

Overall Academic Ratings

**Elementary (grades K-5)/Middle School (grades 6-8)**

Indicator	2017-2018			2018-2019		
	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point
Academic Achievement	150.00	89.00	59% Meets Expectations	150.00	91.00	61% Meets Expectations
Academic Progress	200.00	116.00	58% Approaching Expectations	200.00	144.00	72% Meets Expectations
School Quality/Student Success	50.00	45.00	90% Exceeds Expectations	50.00	47.00	94% Exceeds Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable	n/a	n/a	Not Applicable
Overall	400.00	250.00	63% Meets Expectations	400.00	282.00	71% Meets Expectations

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

**DOE Summary:**

In SY 16/17, prior to the implementation of ESSA, Providence Creek Academy (PCA) earned “Meets Standard” or “Exceeds Standard” ratings for 2 out of 4 DSSF indicators. PCA earned an “Exceeds Expectations” rating for On-Track to Graduation, “Meets Expectations” rating for Academic Achievement and Proficiency and “Approaches Expectations” ratings for Academic Growth, and College and Career Preparation.

In SY 17/18, with the implementation of ESSA, each school received an overall rating on the DSSF in addition to ratings for each indicator. PCA demonstrated a positive trend from SY 17/18 to SY 18/19 earning “Meets Expectations” overall ratings each year. At the indicator level, PCA’s performance met or exceeded standard in each area, including an improvement from “Approaching Expectations” to “Meets Expectations” in Academic Growth. Progress Toward English Proficiency was not applicable in SY 17/18 and SY 18/19 because the group size was not 15 or greater.

**School Comments  
2018-2019**

Providence Creek Academy combines rigorous academic programming with arts and athletics. Providence Creek Academy attributes the academic success of its students to the whole child approach that ensures that high quality arts and athletic programs play an equitable role in the daily schedule of every PCA student. PCA implemented new curriculum for ELA and Math three years ago. Eureka Math and Scholastic Reading are in their third year of implementation. ELA and math professional development focused on the use of math manipulatives and guided reading. The implementation of school wide professional development on the use of math manipulatives to increase student understanding of mathematical applications has resulted in an increase of achievement. Small group guided reading resulted in an increase in school wide student Lexile levels. PCA continues to review data regularly to develop and enhance academic programs to ensure the instructional needs of all learners are being met. PCA is providing additional professional development in SY19/20 on SRI Comprehension Clubs and is piloting Lucy Calkins Units of Study for Writing based on SY 18/19 data analysis.

**School  
Comments  
2017-2018**

Providence Creek Academy combines rigorous academic programming with the arts. The school day curricula are supplemented with free-afterschool tutoring, LEAP after school activities for all students, Summer Discovery Camp for Science, Summer Camp, Aftercare Program, Summer School, Tutoring, and Extended School Year Services. When comparing all districts and charter schools in the state that service students in grades kindergarten through eighth grade, PCA consistently ranked as one of the top ten schools for the percentage of proficient students. According to Delaware Online, PCA ranked among the top seven charter schools in both ELA and Math in 2018<sup>8</sup>. PCA received an overall rating of “Meets Standards” on the Delaware School Success Framework in 2018.

English language arts			
SCHOOL	STUDENTS TESTED	PERCENT PROFICIENT	PERCENT LOW INCOME
1 Sussex Academy of Arts and Sciences	373	91.15	10.5
2 Newark Charter School	1,117	89.62	8.2
3 MOT Charter School	465	75.48	5.3
4 Odyssey Charter School	952	69.43	14.6
5 First State Montessori Academy	263	68.06	11.7
6 Providence Creek Academy Charter School	437	66.82	17.5
7 Campus Community Charter School	276	63.41	36.6

English language arts		Math	
SCHOOL	STUDENTS TESTED	PERCENT PROFICIENT	PERCENT LOW INCOME
1 Newark Charter School	1,116	85.39	8.2
2 Sussex Academy of Arts and Sciences	373	84.18	10.5
3 MOT Charter School	464	70.91	5.3
4 Odyssey Charter School	953	62.64	14.6
5 Providence Creek Academy Charter School	437	51.72	17.5
6 First State Montessori Academy	263	50.95	11.7
7 Campus Community School	276	47.46	36.6

The positive academic trends for PCA are long standing. Since the state introduction of the more rigorous Smarter Balance Assessments, PCA has maintained its position as one of the top ten Local Education Agencies in the state for the last four years in both Math and English Language Arts.

Providence Creek Academy attributes the academic success of its students to the whole child approach that ensures that high quality arts and athletic programs play an equitable role in the daily schedule of every PCA student. PCA implemented new curriculum for ELA and Math two years ago. Eureka Math and Scholastic Reading are in their second year of implementation.

## Performance Agreement

### Academic Performance Expectations

Providence Creek Academy overall academic rating is "Meets". In the next renewal period, our expectation is to maintain 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).

#### DOE Summary:

PCA has earned overall ratings of "Meets Expectations" for Academic Performance in the last two years.

#### School Comments 2018-2019

PCA has met overall Delaware School Success Framework Standards for SY18/19.

#### School Comments 2017-2018

PCA has met overall Delaware School Success Framework Standards for SY17/18

## 2.2 Academic Achievement

Metric	2018-2019		
	Value	Points	Points Earned
Proficiency - ELA	63.97%	75.00	48.00
Proficiency - Math	56.83%	75.00	43.00
2017-2018			
Proficiency ELA (Grades 3-8)	66.63%	75.00	50.00
Proficiency Math (Grades 3-8)	52.25%	75.00	39.00

### DOE Summary:

In SY 18/19, PCA earned a “Meets Expectations” rating for Academic Achievement. ELA proficiency was at 63.97%, a slight decrease of 2.66% since SY 17/18 and 11.27% higher than the State average (52.7%). Math proficiency was at 43.57%, an increase of 4.58% since SY 17/18, and 14.73% above State average (42.1%).

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

### School Comments 2018-2019

PCA’s performance in Mathematics Proficiency is 56.5% which is above the state average of 44% (by 12%). PCA’s analysis of math data indicates that this increase resulted from a strong system of RTI combined with additional professional development on the utilization and implementation of math manipulatives.

PCA’s performance in ELA Proficiency is 63.9% which is above the state average of 53% (by 10%). The percentage for SY18/19 shows a slight decrease of 2.4% from the previous year’s score. Analysis of the data indicates that students in grades three are having difficulty with reading fluency and comprehension. Additional resources such as Lucy Calkins Units of Study: Writing pilot for grades 1 – 6. have been added through direct instructional coaching by our reading specialist, enhanced professional development in the use of reading comprehension materials, and a change to the master schedule to allow for additional professional learning communities to allow for deeper analysis and planning based on student data. An analysis of the local Benchmark Data for grades K – 2 (DIBELS) showed room for growth in the area of intensive and systemic phonics instruction. To address that need, Providence Creek Academy is piloting the Lucy Calkins Units of Study: Phonics materials in kindergarten, first, and second grades.

<b>School Comments 2017-2018</b>	<p>PCA's performance in Mathematics Proficiency is above the state average by 7%. PCA conducted a root cause analysis for current performance and found that additional professional development was needed for the implementation of the Eureka Math teaching materials. While the data indicated a normal trajectory aligned with implementing a new math curriculum, some specific targets were established for SY18/19. The focus on conceptual understanding over algorithmic formulas was causing the scores in the upper grades to stagnate. For that reason, PD and PLC's for grades three and four are focused on conceptual understanding and routine use manipulatives to grow from concrete to abstract understanding this school year.</p> <p>PCA's performance in ELA Proficiency is above the state average by 12%. According to local data through a school wide Reading Inventory, students continue to show growth in proficiency. In grades 3-8, student proficiency rates grew from 52% proficient at the beginning of the year to 73% at the end of the school year. PCA conducted a root cause analysis for current performance and found that the school was on the normal trajectory aligned with implementing a new ELA curriculum. Root cause analysis identified that additional professional development on the implementation of the curricula and differentiation for all learners in small groups, along with continued PD on the new curriculum materials and resources for their whole group lessons would benefit teachers.</p>
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b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

<b>School Comments 2018-2019</b>	<p>PCA expects to continue to improve our math and ELA proficiency based on the implementation of MTSS and expanded use of data driven instruction. These programs are also being supported by pilot programs in writing and phonics and enrichment programs for both proficient and advanced learners.</p>
<b>School Comments 2017-2018</b>	<p>PCA expects to continue to improve our Math Proficiency through PD centered on the fidelity of the implementation of the Eureka Math materials. PCA has purchased and is utilizing manipulatives that align with the Eureka lessons that support conceptual understanding of the Common Core Standards for grades K – 8.</p> <p>For ELA, students in grades 3 – 8 will continue to demonstrate growth in the percentage of students on track to proficiency as measured by the Reading Inventory with a goal of increasing the growth rate each year. PCA will continue to track ELA data for students in grades K-2 through the DIBELS system to target early literacy proficiency growth and to target areas of need. PCA will continue with the implementation of the Scholastic Guided Reading materials allowing teachers to improve on their lessons each year. PCA is in the on-going process of improving grade level curricular maps K-8 that support teachers conceptual understanding of how our lessons and resources align with the ELA Common Core Standards.</p>

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

<b>School Comments 2018-2019</b>	The entire school benchmarks student progress a minimum of three times per year for both ELA and Math. For Math, each grade assessed the standards using the Eureka Module Assessments. For ELA, the entire school benchmarks using the DIBELS for K-2 and Reading Inventory for grades 3-8. Both ELA and Math instruction is supported by an authentic system of RTI. PCA will analyze the benchmark data, with a particular focus on phonics for grades K-2 and comprehension in grades 3 - 8 to determine whether we will adopt these materials into our curriculum.
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<b>School Comments 2017-2018</b>	The entire school benchmarks student progress a minimum of three times per year for both ELA and Math. For Math, each grade assessed the standards using the Eureka Module Assessments. For ELA, the entire school benchmarks using the DIBELS for K-2 and Reading Inventory for grades 3-8. Both ELA and Math instruction is supported by an authentic system of RTI.
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### 2.3 Academic Progress

	2018-2019		
Metric	Value	Points	Points Earned
Growth - ELA	68.62%	75.00	51.00
Growth - Math	74.34%	75.00	56.00
Growth of Highest Quartile - ELA	71.89%	12.50	9.00
Growth of Highest Quartile - Math	74.56%	12.50	9.00
Growth of Lowest Quartile - ELA	71.58%	12.50	9.00
Growth of Lowest Quartile - Math	79.37%	12.50	10.00
	2017-2018		
Growth - ELA (grades 4-8)	62.61%	75.00	47.00
Growth - Math (grades 4-8)	52.67%	75.00	40.00
Growth of Highest Quartile - ELA(grades 4-8)	52.53%	12.50	7.00
Growth of Highest Quartile - Math(grades 4-8)	48.99%	12.50	6.00
Growth of Lowest Quartile - ELA(grades 4-8)	75.16%	12.50	9.00
Growth of Lowest Quartile - Math(grades 4-8)	54.46%	12.50	7.00

#### DOE Summary:

In the past two years, PCA has met or exceeded expectations for Academic Progress. Additionally, PCA improved in 5 of the 6 growth measures from 2017/2018 to 2018/2019.

PCA has outperformed State averages in 6 of the 6 metrics as noted below.

English Language Arts – SY 18/19

- 68.62% of PCA students met growth targets in English Language Arts, which was 7.7% higher than the State average (60.92%). From SY 17/18 to SY 18/19 performance increased from 62.61% to 68.62%, respectively.



- 71.89% of PCA students in the highest quartile met growth targets in English Language Arts, which was 9.57% higher than the State average (62.32%). From SY 17/18 to SY 18/19 performance increased from 52.53% to 71.89%, respectively.
- 71.58% of PCA students in the lowest quartile met growth targets in English Language Arts, which was 9.08% higher than the State average (62.5%). From SY 17/18 to SY 18/19 performance regressed from 75.16% to 71.58%, respectively.

Math – SY 18/19

- 74.34% of PCA students met growth targets in math, which was 15.24 higher than the State average (59.1%). From SY 17/18 to SY 18/19 performance improved from 52.67% to 74.34%, respectively.
- 74.56% of PCA students in the highest quartile met growth targets in math, which was 12.24% higher than the State average (62.32%). From SY 17/18 to SY 18/19 performance improved from 52.53% to 74.56%, respectively.
- 79.37% of PCA students in the lowest quartile met growth targets in math, which was 16.87% higher than the State average (62.5%). From SY 17/18 to SY 18/19 performance improved from 54.46% to 79.37%, respectively.

a) Based on the school’s Academic Progress 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.)

<b>School Comments 2018-2019</b>	PCA demonstrated significant growth in ELA and math based on the trend data for the last two years.
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<b>School Comments 2017-2018</b>	<p>Over the course of the school year, students demonstrated growth on their benchmarks across all grades in math and ELA. The root cause analysis showed that students below proficiency in math struggled with Claim 1, carrying out mathematical procedures with precision and fluency. This makes solving real world problems increasingly difficult for them. Root cause analysis indicated that proficient students are performing and growing within the mathematics continuum including concrete, pictorial, abstract concepts. Students above proficiency are demonstrating mastery of grade-level standards and working within the mathematics continuum; however the data indicates that PCA must enhance our procedures to challenge those students already proficient.</p> <p>Over the course of the school year, students demonstrated growth on their benchmarks across all grades in ELA. Students with the lowest scores in ELA proficiency had the greatest room for growth. Using the Guided Reading resources and working with students in small groups at each student’s individual reading level allowed teachers to provide appropriate scaffolding within each student’s Zone of Proximal Development. This process has greatly benefited the below proficient students when combined with our targeted interventions through the ELA RTI block. Our data indicates that using the Guided Reading resources and working with students in small groups at each student’s individual reading level allows teachers to provide appropriate scaffolding within each</p>
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	<p>student’s Zone of Proximal Development for our proficient students. Grade level whole group lessons are especially beneficial for this group of learners. Finally, our data indicates that using the Guided Reading resources and working with students in small groups at each student’s individual reading level allows teachers to provide appropriate scaffolding within each student’s Zone of Proximal Development for our advanced students. Independent enrichment opportunities during the RTI block of time are beneficial for this group of learners.</p>
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b) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

<p><b>School Comments 2018-2019</b></p>	<p>PCA believes that it will continue to demonstrate exceptional student growth next year. The school has modified its overall schedule to allow for an increase in the number of courses students can participate in both arts and athletics, added pilot programs for proficient and advanced students, and implemented a school wide Multi-Tiered System of Supports (MTSS).</p>
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<p><b>School Comments 2017-2018</b></p>	<p>PCA believes that we will continue to exceed the state in proficiency, grow in our implementation of our ELA and Math curricula, and meet growth targets for all learners as we enter into year three of our curricula implementation.</p>
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c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

<p><b>School Comments 2018-2019</b></p>	<p>PCA benchmarks all learners three times per year and uses this data to implement a high functioning program of MTSS. These programs are now supported by professional learning communities multiple times per week to allow teachers to collaboratively plan and assess using data. PCA has also enhanced its systems of MTSS for students that benefit from behavioral supports. The school is in the process of a comprehensive curricula review to make enhancements based on data, a review of its current systems of PBIS, and implementation of the Wilson Reading Program after much success with the Barton Program that is designed on similar research evidenced practices.</p>
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<p><b>School Comments 2017-2018</b></p>	<p>PCA benchmarks all learners three times per year and uses this data to implement a high functioning program of RTI.</p>
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## 2.4 School Quality/ Student Success

Metric	2018-2019		
	Value	Points	Points Earned
On-Track Attendance	94.44%	50.00	47.00
Proficiency - Science	n/a	n/a	n/a
Proficiency - Social Studies	n/a	n/a	n/a
2017-2018			
Chronic Absenteeism	90.20%	50.00	45.00
Proficiency - Science(grades 5 and 8)	n/a	n/a	n/a
Proficiency - Social Studies(grades 4 and 7)	n/a	n/a	n/a

### DOE Summary:

In SY 18/19, PCA earned a rating of “Exceeds Expectations” for School Quality/Student Success. 94.44% of students demonstrated on-track attendance, which was 6.89% higher than the State average (87.55%). The State assessments for social studies and science were not administered in SY 18/19.

a) Based on the school’s School Quality/ Student Success ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes (positive and negative) for the results.

### School Comments 2018-2019

PCA is proud to have demonstrated an increase in exceeding standards from last year. PCA faculty work diligently to meet the needs of our children and families. Student attendance is monitored regularly to ensure the success of all students.

### School Comments 2017-2018

PCA faculty work diligently to meet the needs of our children and families. Student attendance is monitored regularly to ensure the success of all students. PCA is proud to exceed standard in this metric. In September, PCA modified the attendance policy to align with ESSA to enhance attendance tracking.

b) Looking ahead, what are your expected outcomes for School Quality/ Student Success and what steps will you take to achieve them?

### School Comments 2018-2019

PCA has reviewed the data for Science and Social Studies and is completing a comprehensive curricula review for this school year in Social Studies. PCA will continue to work with the state’s Science and Social Studies Coalitions to ensure the curricula is aligned with the enhancement of state standards.

<b>School Comments 2017-2018</b>	PCA has been working with the Science Coalition to ensure our children are prepared to meet the rigor of the next generation science standards. PCA follows the curricula for Social Studies provided by the Social Studies Coalition and supplements student learning by providing students with an additional World Cultures class as an elective in addition to their regular Social Studies Class.
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c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

<b>School Comments 2018-2019</b>	PCA will continue to monitor and evaluate our curricula based on the data we receive from the additional science and social studies assessments. PCA monitors student attendance weekly. Meetings are held with parents to develop truancy elimination plans should students not meet the criteria for attendance.
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<b>School Comments 2017-2018</b>	PCA will continue to monitor and evaluate our curricula based on the data we receive from the additional science and social studies assessments. PCA monitors student attendance weekly. Meetings are held with parents to develop truancy elimination plans should students not meet the criteria for attendance.
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**2.5 Progress toward English language proficiency (ELP) \* new**

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. [Therefore, a PL of 5.0 is considered a student’s Attainment Target \(AT\).](#)

Metric	2018-2019		
	Value	Points	Points Earned
Progress Toward English Language Proficiency	n/a	n/a	n/a
	2017-2018		
Progress Toward English Language Proficiency	n/a	n/a	n/a

**DOE Summary:**  
 Progress Toward English Proficiency was not applicable in SY 17/18 and SY 18/19 because the group size was not 15 or greater.

a) Based on your Progress toward English language proficiency (ELP) 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.

**School Comments 2018-2019** PCA does not meet the n-size for this metric.

**School Comments 2017-2018** PCA does not meet the n-size for this metric.

b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

**School Comments 2018-2019** PCA does not meet the n-size for this metric.

**School Comments 2017-2018** PCA does not meet the n-size for this metric.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

<b>School Comments 2018-2019</b>	PCA will continue to monitor the progress of all English Language Learners and use WIDA along with internal assessments to ensure all learners are making progress.
<b>School Comments 2017-2018</b>	PCA will continue to monitor the progress of all English Language Learners and use WIDA along with internal assessments to ensure all learners are making progress.

### 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?

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
Eureka Math – curriculum implementation	<p>Meets Standard: 100% of our math classes (19 out of 19) will use Eureka Math as their foundational curriculum resource.</p> <p>Approaching Standard: 84% - 95% of our math classes (16 to 18 out of 19) will use Eureka Math as their foundational curriculum resource.</p> <p>Far Below Standard: Less than 84% of our math classes (15 or fewer out of 19) will use Eureka Math as their foundational curriculum resource.</p>	<p>Walkthroughs</p> <p>Lesson plans</p> <p>Student work</p> <p>DPASII observations</p> <p>PLC data discussions</p>	PDF Upload and entry into system by DOE.	1a1

#### DOE Summary:

Providence Creek Academy has earned a “Meets Standard” rating for its mission-specific goal for the past three years of its current charter term.

#### a) mission specific goal(s).

<b>School Comments 2018-2019</b>	PCA met standard in its annual mission specific goal for the last three years. All teachers were trained in the Eureka Math program in SY17/18. Professional development in the use of math manipulatives aligned with the Eureka curricula and SRI reading groups have resulted in an increase in student growth.
<b>School Comments 2017-2018</b>	PCA met standard in its annual mission specific goal for the last two years. All teachers were trained in the Eureka Math program in SY17/18. Professional developments continues this year for Eureka Math during both professional development days and during PLC’s. The focus of the professional development this year includes the use of math manipulatives as a a part of classroom

	instruction. Our mission specific goal has been further enhanced by our system of RTI that includes specific and targeted supports from math specialists for Tier III students. Moby Max assessment data has assisted faculty in providing pull out and small group instruction for Tier I, II, and III students.
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<b>School Comments 2016-2017</b>	Providence Creek Academy Mission Specific Goal was to have Eureka Math implemented in all grades. During the 2016-2017 school year all grades were provided with the curriculum materials from Eureka Math. Professional Development throughout the year was provided for all grade levels. The Eureka Math continues to be used in all grade levels for the 2017-2018 School Year.
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<b>Note:</b> This data element was added in the SY 16/17. The school was not required to provide a response to this information.
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### 3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

#### SUMMARY AND OVERALL RATING

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	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		
2016-2017	M	M	AS	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	AS	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

#### DOE Summary:

Providence Creek Academy has earned overall ratings of “Meets Standard” for the past three years of its current charter term. In SY 16/17, the school earned “Approaching Standard” for measure 1c (Students with Disabilities). In SY 17/18, the school’s performance on measure 1c. improved from “Approaching Standard” to “Meets Standard.” However, measure 1d. (English Learners), was rated “Approaching Standard.” In SY 18/19, PCA earned “Meets Standard” ratings on every measure.

#### a) School's organizational performance over the current charter term

<b>School Comments 2018-2019</b>	PCA is proud of meeting all of the ratings outlined in the Organizational Performance Framework and for meeting overall standards for the last several years. PCA and its Board of Directors go above and beyond to ensure that the school is in compliance with these metrics. The school implements Oversight Meetings of the Board to ensure compliance.
<b>School Comments 2017-2018</b>	PCA is proud of meeting overall Organizational Performance Framework standards for the last several years. Implementation of quarterly policy compliance monitoring by our Board assists PCA in meeting the metrics and indicators of Organizational Performance. This year as a part of our regular monitoring by the Department of Education, PCA became aware of enhancements

	that were needed to meet standards for English Language Learners. PCA immediately aligned its practices to ensure that these standards were being met.
<b>School Comments 2016-2017</b>	As per the response listed under Section b) below the entire remainder of the Organizational Framework Meets Standard. As an Education Organization, everyone strives to meet or exceed all expectations.

**b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes**

<b>School Comments 2018-2019</b>	PCA will continue to conduct self-assessments of all internal systems to ensure compliance and best practices are being met and exceeded. Internal reviews are followed up with additional trainings and professional development on best practices.
<b>School Comments 2017-2018</b>	By using the annual school compliance calendar provided by the Charter School Office, PCA and its Board are able to quickly monitor the reporting requirements for the metrics and indicators measured as a part of the Organizational Performance Framework. The PCA Board receives monthly updates on the school's progress and performance from the Head of School and the principal.
<b>School Comments 2016-2017</b>	Providence Creek Academy Charter School continues to "Meet Standard". The Students with Disabilities rating of Approaching Standard is due to compliance monitoring by the Delaware Department of Education. The monitoring identified minor errors in Evaluation Summary Reports (ESR). There were no major findings in the review. Professional Development was provided to ensure correct reporting for all future ESRs.

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

<b>School Comments 2018-2019</b>	<b>PCA is meeting all standards.</b>
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<b>School Comments 2017-2018</b>	<p><b>Measure 1d.</b> Is the school fulfilling responsibilities for English Learners (ELs)?</p> <p><b>DOE Rating Information:</b></p> <hr/> <p><b>DOE compliance monitoring identified areas of non-compliance which the school corrected by the end of the monitoring period.</b></p> <hr/> <p><b>School Response To Rating:</b></p> <hr/> <p><b>PCA completed a task past the deadline for one compliance measure. PCA now follows a compliance calendar that ensures that all deadlines for reporting are met.</b></p> <hr/>
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<b>School Comments 2016-2017</b>	<p><b>Measure 1c.</b> Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?</p> <p><b>DOE Rating Information:</b></p> <hr/> <p>The school has been identified as out of compliance for a few errors in special education records including transition planning and is engaged in a Corrective Action Plan .</p> <hr/> <p><b>School Response To Rating:</b></p> <hr/> <p>Providence Creek Academy Charter School continues to "Meet Standard". The Students with Disabilities rating of Approaching Standard is due to compliance monitoring by the Delaware Department of Education. The monitoring identified minor errors in Evaluation Summary Reports (ESR). There were no major findings in the review. Professional Development was provided to ensure correct reporting for all future ESRs.</p> <hr/>
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## Performance Agreement

### Organizational Performance Expectations

Providence Creek Academy overall organizational rating is "Meets." In the next renewal period, our expectation is to maintain 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.

#### DOE Summary:

Providence Creek Academy has earned overall ratings of "Meets Standard" for the past three years of its current charter term.

#### School Comments 2018-2019

PCA is proud to have met the Organizational Performance Framework standards for the last three years. PCA's Board of Directors monitors the school's progress closely and takes their job of oversight seriously. PCA's Board has had two trainings this year to ensure all members are up to date with their governance responsibilities. The Board also received training on the performance framework updates in October of 2019. Monthly reports are being supplemented to include additional data as a part of Head of School, Dean of Academics, and Dean of Student reports.

#### School Comments 2017-2018

PCA is proud to have met the Organizational Performance Framework standards for the last two years. PCA's Board of Directors monitors the school's progress closely and takes their job of oversight seriously. PCA's Board has had two trainings this year to ensure all members are up to date with their governance responsibilities. Delaware Alliance for Non-profit Advancement provided training in June of 2018. The Board also received training on the performance framework updates in October of 2018. Monthly reports are being supplemented to include additional data as a part of Head of School and Principal reports beginning in January of 2019 to progress monitor the Organizational and Academic performance of the school.

#### School Comments 2016-2017

Providence Creek Academy's overall academic rating continues to be Meets. PCA performed Exceeds in On Track to Graduation; Academic Achievement PCA Meets; Growth and College and Career are Approaching. Over the last two years we have made significant changes in our curriculum resources for Reading, Math and Writing. During 2016-17 we implemented Eureka Math. This transition was difficult for our elementary grade levels. PCA provided professional development and PLCs for our staff to support this implementation. PCA identified a need for a change in ELA curriculum resources. During 2017-18 Scholastic Guided Reading and Writing by Design will be implemented, with Eureka Math continuing. It is anticipated to see changes in growth over the next two to five years in our student growth.

### 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
Christine	Chaney	11/30/2017	11/30/2019	Board Member	12/18/2017
Elizabeth	Colombo-Kutch	10/1/2017	10/1/2018	Parent Representative	11/30/2015
Guy	Cooper	12/1/2016	12/1/2017	Teacher Representative	11/30/2015
Lisa	Moore	9/1/2014	9/1/2019	Treasurer	11/30/2015
Melissa	Rhoads	9/1/2014	9/1/2019	Vice President	11/30/2015
Amy	Santos	10/1/2015	10/1/2020	President	9/20/2011
Gary	Stulir	10/1/2015	10/1/2020	Member	1/18/2011

#### DOE Summary:

As of December 16, 2019, the school's board of directors was in compliance with State membership and board training requirements (board governance, financial).

<b>School Comments 2018-2019</b>	The PCA Board of Directors supports and monitors the training of all board members. The Board completed a second training with the Delaware Alliance for Non-profit Advancement in June of 2018. The Board also received training on the performance framework updates in October of 2019.
<b>School Comments 2017-2018</b>	The PCA Board of Directors supports and monitors the training of all board members. The Board completed a second training with the Delaware Alliance for Non-profit Advancement in June of 2018. The Board also received training on the performance framework updates in October of 2018.
<b>School Comments 2016-2017</b>	All current Board Members have attended Board Governance Training held in January 2015. All Providence Creek Academy Charter School Members and Administration will undergo new Governance Training in January 2018.

**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 17/18 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
Bill	Bentz	11/1/2014		Consultant	1/11/2011
Brenda	Cowell	1/1/2016		Parent	2/2/2017
Jennifer	Durham	1/1/2015		Business Manager	11/19/2014
Audrey	Erschen	2/1/2010		Educator	10/8/2017
Lisa	Moore	12/1/2014		Board	11/30/2015
Brandon	Paris	2/1/2015		Employee	10/12/2017
Richard	Riggs	8/9/2015		DOE Representative	11/30/2015
Chuck	Taylor	11/1/2014	6/30/2018	Head of School	11/19/2010
Denise	Stouffer	7/1/2018		Head of School	9/16/2018

<b>DOE Summary:</b>
As of December 16, 2019, the school’s Citizens Budget Oversight Committee was in compliance with State membership and financial training requirements.

<b>School Comments 2018-2019</b>	The PCA Board of Directors supports and monitors the training of all CBOC members. All CBOC members have received their training within the proper timelines.
<b>School Comments 2017-2018</b>	The PCA Board of Directors supports and monitors the training of all CBOC members. All CBOC members have received their training with the proper timelines.
<b>School Comments 2016-2017</b>	All members are trained as required.

**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 17/18 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			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
82.1	32	39	78	42	33	85	35	41

#### DOE Summary:

From SY 16/17 to SY 17/18, Providence Creek Academy's teacher retention rate decreased from 82.1% to 78%. In SY 18/19, the rate increased to 85%.

#### a) School's plans to monitor and minimize teacher attrition rates

<b>School Comments 2018-2019</b>	PCA began conducting exit interviews of all staff in SY19/20. The majority of exit interviews indicate that teachers are choosing to leave the school for more money and to be closer to home. In SY18/19, the Board of Directors approved a new teacher pay scale to address payroll concerns. The Board also made enhancements to its organizational structure. Beginning in SY19/20, PCA implemented an enhanced organizational chart that provided for additional human resource supports for all staff and received approval for a teacher developed alternative evaluation system that provided additional coaching and support for educators. Informal interviews with parents and staff have demonstrated an increase in satisfaction in the overall climate and culture of the school. PCA has enhanced its systems of support by adding new on-boarding training for new staff. The school has also enhanced its systems of support for classroom instruction through partnerships with UD and DSU by allowing pre-teachers to work collaboratively with PCA classroom teachers to support instruction.
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<b>School Comments 2017-2018</b>	<p>PCA has a 90.6% retention rate for teachers. PCA did not retain three teachers last year and one faculty member passed away unexpectedly. For SY 17/18, the reasons for leaving included non-renewal of contract, and finding a position closer to home.</p> <p>PCA's plan to monitor staff retention includes monthly reports on staffing to the Board and regular meetings with team teachers. PCA's small size allows for open communication between teachers and school leaders. Regular teacher team leader meetings allow for concerns to be expressed openly and issues to be resolved quickly. PCA has a family atmosphere that extends to all staff. Policy changes impacting staff are reviewed with staff during grade level meetings and posted for feedback. Feedback is then shared with the Board. Teachers are encouraged to attend meetings and all school leaders have an open door policy. PCA has plans on implementing a faculty survey this year to glean greater insight into future improvements.</p>
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<b>School Comments 2016-2017</b>	Each Spring all employees are required to complete a reemployment form stating their intention to return. There are always numerous reasons for change of staff, non-renewal of Employment Agreement, resignations, employment closer to home, moving out of state, State of Delaware staff funding mechanism for Charter Schools, and various other reasons. The work environment is monitored to ensure a safe, friendly and a team approach is used to retain the best employees by the Board of Directors and the Administrative Team.
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**b) School’s professional development plans support teachers and leadership.**

<b>School Comments 2018-2019</b>	<p>PCA CIP Objectives:</p> <ol style="list-style-type: none"> <li>1. Empower and support novice teachers to implement consistent routines and procedures in their classrooms that respect the individual student.</li> <li>2. Establish a campus-wide collaborative teaching community that embraces classroom management, instructional mastery, effective student questioning, and positive student expectations.</li> <li>3. Encourage new teachers to embrace PCA’s philosophy of family-oriented education while continuously maintaining strict ethical standards and classroom rigor.</li> </ol> <p>Providence Creek Academy meets monthly with first year teachers and quarterly with second, third, and fourth year teachers. These meetings are designed to foster a sense of community and support among these novice educators. Teachers video tape themselves for feedback, discuss ethical issues, and offers suggestion and encouragement to each other. Meetings are facilitated by the Dean of Academics or the Lead Mentor.</p> <p>Professional Development (PD) for the entire staff is focused heavily on three big ideas this year: Implementation of our piloted Writing and Phonics programs, Implementation of a cohesive and rigorous MTSS program, and Enhancement of the Arts Curricula. School wide PD days are differentiated to allow teachers to most effectively devote their time. Sessions are facilitated by the Dean of Academics, the Reading Specialist, and the Math Specialist.</p> <p>PD continues in the Professional Learning Communities (PLCs) that take place weekly throughout the year for all core subject teachers. Teachers meet weekly in MTSS PLCs to analyze both formative and summative data and incorporate flexible strategies and groupings into small group instructions based on dynamic data. Teachers also meet in either a Math or a Reading PLC. In those communities, Specialists facilitate teacher-driven craft improvement. Math focuses primarily on manipulatives and small group differentiation, while reading continues the work of implementing the pilot Writing and Phonics programs.</p>
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<b>School Comments 2017-2018</b>	<p>PCA’s professional development program begins with mentorship. At Providence Creek Academy (PCA) the Comprehensive Induction Program (CIP) Vision is to ensure that all new PCA teachers receive the necessary professional support as they develop the essential knowledge, skills, and experience that will result in rigorous and deep learning experiences for all PCA students.</p> <p>The mission of the PCA CIP is to develop and implement a local Comprehensive</p>
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	<p>Induction Program specific to our campus environment, aligned with state initiatives, and tailored to the needs of new educators.</p> <p>PCA CIP Objectives:</p> <ol style="list-style-type: none"> <li>1. Empower and support novice teachers to implement consistent routines and procedures in their classrooms that respect the individual student.</li> <li>2. Establish a campus-wide collaborative teaching community that embraces classroom management, instructional mastery, effective student questioning, and positive student expectations.</li> <li>3. Encourage new teachers to embrace PCA's philosophy of family-oriented education while continuously maintaining strict ethical standards and classroom rigor.</li> </ol> <p>Professional development is presented in whole group during professional development days and is later embedded in PLC's. PD has centered on ELA and math curricula implementation which is also included as a part of the teacher evaluation.</p>
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<p><b>School Comments</b> <b>2016-2017</b></p>	<p>There are 9 Professional Development Days built into the calendar to support the growth of the staff. Professional Learning Communities (PLC's) are conducted during the school day as well as after school. Each PLC is moderated by either a fellow staff member or by a Specialist to ensure the topics are discuss as well as the information is understood and welcomed. This year our Math and Reading Specialist have had Professional Development during the summer and during the school year to assist in the implementation of new curriculum throughout all grade levels. The DPASS Coordinator, Teacher Mentors, Special Education and the Student Support Services also provide leadership and support.</p>
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## 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	
2016-2017	M	M	M	M	AS	AS	F	AS	M	Approaching Standard
2017-2018	M	M	M	M	F	AS	F	AS	M	Approaching Standard
2018-2019	M	M	M	M	F	AS	F	M	M	Meets Standard

#### DOE Summary:

Providence Creek Academy earned overall ratings of “Approaching Standard” in 2017/2017 and in 2017/2018. In 2018/2019, PCA improved its overall rating to “Meets Standard”. In 2018/2019, PCA was “Approaching Standard” in measure 2b. (Debt to Asset Ratio) and “Far Below Standard” in 2a. (Total Margin) and 2c. (Cash flow).

#### a) School's financial performance over the current charter term

<b>School Comments 2018-2019</b>	PCA's is proud of its progress and in meeting financial performance framework standards. We have taken great strides in meeting the needs of the school as well as learners and employees. Additional revenue sources including grants have allowed the school to pay for one-time instructional initiatives while continuing to make enhancements such as those made to our teacher pay scale. PCA will continue to strive to meet all of the standards of the Financial Performance Framework.
<b>School Comments 2017-2018</b>	PCA's current areas of not meeting standard are described in detail in question c. of this report. A decrease of 7.28% in revenues in both state and local funds had a negative impact on the overall PCA budget.

	PCA is currently reviewing the entire budget to identify expenses that can be reduced without a negative effect on our academic program. Applications have been made for various grants to supplement our current revenue. The majority of these applications center around one-time costs to avoid the school from being grant dependent. A review of all programs such as summer camp will take place during fiscal year 2019 to develop a more cost effective operation that should increase our revenue. PCA is also hopeful that there will be an increase in revenue from the State of Delaware and local districts. PCA is looking for ways to make small increases (not beyond 5%) to enrollment to also supplement the current budget.
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<b>School Comments 2016-2017</b>	Please see the response in the individual sections.
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**b) Financial practices that the school has implemented to improve the school's financial outcomes**

<b>School Comments 2018-2019</b>	PCA continues to review its budget monthly to ensure it will continue to meet standards. The school has been able to supplement its revenue with grants to provide additional on-time academic materials that will benefit instruction without placing a burden on the school's limited budget. PCA has been able to work with the EPA to obtain grants for bus replacement and the Delaware Department of Education for grants to implement academic pilot programs and professional development programs. Since these are one-time expenses, the school will not experience problems with sustainability
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<b>School Comments 2017-2018</b>	PCA reviewed its entire budget to identify expenses which can be reduced without negative impact on our academic programs. Applications have been made for various grants to supplement one-time expenses to the budget.
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<b>School Comments 2016-2017</b>	Providence Creek Academy has experience a reduction in State Funding due to an overall budget shortfall. Providence Creek Academy has reduced all budget categories. As of this writing the final budget for the school is not finalized due final budget considerations that are due in January 2018.
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c) Indicator measure where school did not meet standard or is approaching standard

School Comments  
2018-2019

**2. SUSTAINABILITY INDICATORS**

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

2018-2019
1 YR: 1.43%
3 YR: -3.09%

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:**

PCA's added revenue resulted in a dramatic gain in overall margin. The overall margin was impacted by one-time expenses such as the purchase of buses and cuts to Division II funding. The net result of SY18/19 was a positive result of 1.43. The chart above was provided by the school's audit firm. This data exemplifies the school's gains due to the increase in funding as well as the changes in budget to compensate for the Division II cuts that have not been restored.

**Measure 2b. Debt to Asset Ratio:**

*Total Liabilities divided by Total Assets*

2018-2019
0.99

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:**

Providence Creek Academy's total current liabilities were \$12,438,599 and the total assets were \$939,834 which results in a debt to asset ratio of .99 as of June 30, 2019. The preferred ratio is less than 0.9. PCA is working to implement a strategic plan to achieve this rating.

**Measure 2c. Cash Flow**

2018-2019
1 YR: \$93344
3 YR: \$-69296

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:**

PCA's cash and cash equivalents increased by \$93,344 as of June 30, 2019. Despite this gain, the three-year margin had a significant impact on the overall rating. The three-year trend is a result of 2018 fiscal year, was a result of revenue reductions from local school districts of \$46,372 and state revenue reductions of \$111,809. These two revenue reductions total \$158,181. This trend was compounded by the 2017 bus expenditures. PCA hopes to achieve this rating in SY19/20 when the three-year trend of SY 2017 is no longer a part of the calculation.

**School Comments  
2017-2018**

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

2017-2018
1 YR: -7.28%
3 YR: -4.01%

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:**

This ratio is calculated by dividing the net income of \$501,650 by the total receipts of \$6,894,120 to arrive at a value of 7.28%. PCA's total revenue was \$6,894,120 for 2018 in comparison to \$7,262,864 for fiscal year 2017. This is a reduction of revenue of \$368,744 represents 73.5% of our deficit. The remainder of the deficit was the result of increased operating expenses. The only way to improve this ratio in the future is to ensure our current expenses are less than our current revenues.

PCA is currently reviewing the entire budget to identify expenses that can be reduced without a negative effect on our academic program. Applications have been made for various grants to supplement our current revenue. The majority of these applications center around one-time costs to avoid the school from being grant dependent. A review of all programs such as summer camp will take place during fiscal year 2019 to develop a more cost effective operation that should increase our revenue. PCA is also hopeful that there will be an increase in revenue from the State of Delaware and local districts. PCA is looking for ways to make small increases (not beyond 5%) to enrollment to also supplement the current budget.

**Measure 2b. Debt to Asset Ratio:**

*Total Liabilities divided by Total Assets*

2017-2018
1

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:**

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Providence Creek Academy's total current liabilities were \$12,704,536 and the total assets were \$12,736,186 which results in a debt to asset ratio of one (1) as of June 30, 2018. The preferred ratio is less than 0.9. Bonds, loan, and note payable amount to \$11,535,764 or approximately 91% of the total liabilities which are for the land and the buildings over which we have limited control. PCA has committed to improve this ratio by increasing the value of our current cash revenue as described in measure 2.a.

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**Measure 2c. Cash Flow**

2017-2018
1 YR: \$-162640
3 YR: \$-330527

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:**

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PCA's cash and cash equivalents were \$2,715,452 as of June 30, 2017 and were 2,552,812 as of June of 2018 which represents a reduction of \$162,640 during the 2018 fiscal year. During 2018 fiscal year, the revenue from local school districts was \$838,606 in comparison to \$884,978 for the previous fiscal year, or a reduction of \$46,372. Revenue from the State of Delaware was \$5,238,106 for the 2018 fiscal year in comparison to \$5,349,915 for the previous fiscal year, or a reeducation of \$111,809. These two revenue reductions total \$158,181. If these two revenue reeducations had not occurred, and if there had been small inflationary increases from our two main revenue sources, the amount of our cash and cash equivalents would have been increased.

**Measure 2d. Debt Service Coverage Ratio:**

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

2017-2018
0.57

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

**School Response To Rating:**

This ratio is calculated by adding net income (\$501,650) plus depreciation (\$443,717) plus interest expenses (\$437,198) which equates to \$379,265 divided by principal payments \$222,502 and interest payments of \$437,198 which total \$659,700. This equates to a 0.57 ratio. The principle and interest amounts are based on our current mortgage on the land and buildings, so it is difficult to change these amounts. The only part of this formula which can be changed to effect the ratio is the net income amount. PCA is in the process of developing a plan so that our current expenses are less than our current revenues in order to improve this ratio for the future. PCA's plan for accomplishing this goal is outlined un our response to 2.a,

The debt service coverage ratio indicates the school's ability to cover its debt obligations in the current school year. PCA has a surplus of \$2,274,315.31 in appropriation 98000 as if June 30, 018 and this measure does not consider the amount of the school's reserves.

**School Comments  
2016-2017**

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

2016-2017
1 YR: -3.84%
3 YR: -0.17%

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:**

Providence Creek Academy spent reserve monies to make improvements and purchase new busses. We will not have any major capital improvements in the near future. Our Total Margin will continue to improve as we move forward as indicated in the 2016-2017 Total Margin Indicator.

**Measure 2b. Debt to Asset Ratio:**

*Total Liabilities divided by Total Assets*

2016-2017
0.96

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:**

The Debt to Asset Ratio is due to the finance arrangement with our Municipal Bonds and USDA. As we move forward the Debt to Asset Ratio will continue to improve.



**Measure 2c. Cash Flow**

**2016-2017**

**1 YR: \$-167887**

**3 YR: \$-489675**

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:**

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Reserve cash was used for purchasing of capital needs as well as major equipment purchase starting in 2014. The reserve cash will not be used for any asset or major equipment purchase in the near future. We should be able to increase our cash reserve unless the State Education Budget Reductions increase. This is unknown at this time.

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**Measure 2d. Debt Service Coverage Ratio:**

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

**2016-2017**

**0.94**

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

**School Response To Rating:**

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Due to increased spending on Building Improvements and the purchase of new busses for our transportation department, PCA used reserve cash to satisfy the purchase without using borrowed monies. These types of purchases will not occur in the near future due to the nature of the purchase and the life of the items bought.

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## Performance Agreement

### Financial Performance Expectations

Providence Creek Academy overall financial rating is "Meets." In the next renewal period, our expectation is to maintain 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.

#### DOE Summary:

Providence Creek Academy earned an overall rating of "Meets Standard in 2018/2019 after being rated as "Approaching Standard for the prior two years.

<b>School Comments 2018-2019</b>	PCA meets the overall standards of the Financial Performance Framework.
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<b>School Comments 2017-2018</b>	PCA strives to meet financial performance framework standards.
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<b>School Comments 2016-2017</b>	As per the Financial Performance Rating and Expectations, Providence Creek Academy Charter School monitors all of the income and expenses on a daily basis as well as a formal monthly basis. We are in a process to refinance our Bonds as well as refinance our loan agreement with the USDA. If approved we will be able to have a significant saving in our debt service. In addition our current spending has been reduced for non-essential items. Providence Creek Academy owns its own busses and replacement busses were paid with cash from reserve accounts.
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**How the school developed and implemented a corrective action plan in response to audit findings (if applicable)**

<b>DOE Summary:</b>
The school's FY19 independent audit did not have any audit findings.

<b>School Comments 2018-2019</b>	This is not applicable to PCA.
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<b>School Comments 2017-2018</b>	This is not applicable to PCA.
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<b>School Comments 2016-2017</b>	There were no findings in the FY 2016-2017 Audit
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## V. INNOVATION

### School's innovative practice(s) that could be replicated at other schools in Delaware

<b>School Comments 2018-2019</b>	The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing our K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences. PCA's innovation is not in what we do, but in how we teach, partner with our parents, and our connections with our community. Through academics, arts, and athletics we are the PCA family.
<b>School Comments 2017-2018</b>	The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing our K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences. PCA's innovation is not in what we do, but in how we teach, partner with our parents, and our connections with our community. Through academics, arts, and athletics we are the PCA family.
<b>School Comments 2016-2017</b>	The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing our K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences. PCA's innovation is not in what we do, but in how we teach, partner with our parents, and our connections with our community. Through academics, arts, and athletics we are the PCA family.

## References:

<sup>1</sup>A full copy of 14 *Del. C.* Chapter 5 can be found at: <http://delcode.delaware.gov/title14/c005/>

<sup>2</sup>Based on September 30<sup>th</sup> Unit Count

<sup>3</sup> 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.

<sup>4</sup> 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](http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA_Flex_Renewal_Letter_7-9-15.pdf).

<sup>5</sup>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 - September 30, 2020**

**DELAWARE CHARTER SCHOOL  
RENEWAL APPLICATION  
September 30, 2020**



**PROVIDENCE CREEK ACADEMY**

**273 West Duck Creek Rd , P.O. Box 265  
Clayton, DE 19938**

**Phone:(302) 653-6276**

**<http://www.providencecreekacademy.org/>**

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## V. CHARTER SCHOOL RENEWAL APPLICATION QUESTIONS

Please indicate below if the school is applying for a 5-year or 10-year charter:

5-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	
<b>Name of School</b>	Providence Creek Academy
<b>Year School Opened</b>	2002
<b>Current Enrollment</b>	<b>705</b>
<b>Approved Enrollment</b>	708
<b>School Address</b>	273 West Duck Creek Rd , P.O. Box 265, Clayton, DE 19938
<b>District(s) of Residence</b>	Smyrna School District
<b>Website Address</b>	<a href="http://www.providencecreekacademy.org/">http://www.providencecreekacademy.org/</a>
<b>Name of School Leader</b>	Denise Stouffer
<b>School Leader Email and Phone Number</b>	denise.stouffer@pca.k12.de.us (302) 653-6276
<b>Name of Board President</b>	Melissa Rhoads
<b>Board President Email</b>	<a href="mailto:m.rhoads@tighecottrell.com">m.rhoads@tighecottrell.com</a>
<b>Mission Statement:</b> The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing their K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences.	



**1.2 Enrollment and Demographics:** Please review the following table and complete the last column (SY 2019-20)

	2016-2017 <sup>1</sup>	2017-2018 <sup>1</sup>	2018-2019 <sup>1</sup>	2019-2020 <sup>1</sup>	2020-2021 <sup>1</sup> *
Total Enrollment	700	690	690	703	705
<b>Gender</b>					
% Male	50.00%	48.41%	47.68%	46.51%	45.21%
% Female	50.00%	51.59%	52.32%	53.49%	54.75%
<b>Ethnicity/Race</b>					
% African American	27.14%	26.52%	24.64%	23.61%	26.24%
% American Indian	0.86%	0.43%	0.43%	0.71%	0.71%
% Asian	2.43%	2.32%	2.17%	1.71%	1.84%
% Hispanic/Latino	5.29%	4.93%	4.20%	4.98%	4.40%
% White	60.86%	60.87%	61.88%	62.30%	59.15%
% Multiracial	3.43%	4.78%	6.38%	6.69%	7.66%
<b>Special Populations</b>					
%Special Education <sup>3</sup>	4.71%	5.22%	6.23%	7.68%	7.66%
% English Language Learners	0.57%	0.87%	1.74%	1.71%	1.42%
% Low-Income	21.86%	20.58%	16.38%	16.50%	30.21%

<b>School Comments 2018-2019</b>	<p>Providence Creek Academy has a long standing history of being one of Delaware’s premier public schools. The high demand for a school with small class sizes, a family environment, and a hands-on approach to learning with an emphasis on the Arts has resulted in Providence Creek Academy exceeding our enrollment projections and educating 690 students for the last two years. Due to our limited space, PCA consistently has an annual waitlist of 200 students. The blind lottery process, which is held annually, has allowed PCA to continue to represent a very diverse population of students. According to the school year 2019 Consolidated Federal Grant Application, 30.87% of the current PCA students are socioeconomically disadvantaged. Although PCA has always provided a Title I schoolwide program, this percentage indicates a 10% increase over prior years. This data indicates that PCA has a greater number of students that are socio-economically disadvantaged in comparison to both the Town of Clayton (12.2%) and Smyrna (8.2%) based on the current USA Data statistics .</p>
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<sup>1</sup> Data for School Year 2020-2021 is based on the student count from 9/24/2020, which may not reflect final numbers.

<b>School Comments 2017-2018</b>	<p>Providence Creek Academy has a long standing history of being one of Delaware’s premier public schools. The high demand for a school with small class sizes, a family environment, and a hands-on approach to learning with an emphasis on the Arts has resulted in Providence Creek Academy exceeding our enrollment projections and educating 690 students for the last two years.</p> <p>Due to our limited space, PCA consistently has an annual waitlist of 200 students. The blind lottery process, which is held annually, has allowed PCA to continue to represent a very diverse population of students. According to the school year 2019 Consolidated Federal Grant Application, 30.87% of the current PCA students are socioeconomically disadvantaged. Although PCA has always provided a Title I schoolwide program, this percentage indicates a 10% increase over prior years. This data indicates that PCA has a greater number of students that are socio-economically disadvantaged in comparison to both the Town of Clayton (12.2%) and Smyrna (8.2%) based on the current USA Data statistics .</p>
<b>School Comments 2016-2017</b>	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.**

Providence Creek Academy believes in promoting diversity. In accordance with Delaware Law we follow a blind lottery process that is run by a third party. We utilize the state’s School Choice application process and promote the choice application process via social media and as a part of the greater Delaware Charter School Network school choice promotional materials. The majority of PCA students are from the greater Smyrna area, but we are proud to serve students from across the state. Below is a comparison of the demographics of PCA, Delaware, and Smyrna. PCA’s demographics are very similar to both Smyrna and the State with the exception of Low Income. PCA’s population of low income learners is twice the size of the Town of Smyrna.

Demographic Data			
	2019-2020 <sup>1</sup>	State of Delaware	Smyrna
Total Enrollment	703	973,764	11,183
<b>Gender</b>			
% Male	46.51%	49.30%	51.80%
% Female	53.49%	51.70%	49.20%
<b>Ethnicity/Race</b>			
% African American	23.61%	23.20%	23.60%

% American Indian	0.71%	0.70%	0.10%
% Asian	1.71%	4.10%	0.20%
% Hispanic/Latino	4.98%	9.60%	7.50%
% White	62.30%	69.20%	71.80%
% Multiracial	6.69%	2.70%	4.20%
<b>Special Populations</b>			
% Special Education <sup>3</sup>	7.68%	8.50%	9.00%
% English Language Learners	1.71%	13%	13%
% Low-Income	16.50%	11.30%	8.30%

<https://www.census.gov/quickfacts/DE>

#### Census Definition

In an attempt to capture a variety of characteristics that encompass the definition of disability, the ACS identifies serious difficulty with four basic areas of functioning – hearing, vision, cognition, and ambulation. These functional limitations are supplemented by questions about difficulties with selected activities from the Katz Activities of Daily Living (ADL) and Lawton Instrumental Activities of Daily Living (IADL) scales, namely difficulty bathing and dressing, and difficulty performing errands such as shopping. Overall, the ACS attempts to capture six aspects of disability: (hearing, vision, cognitive, ambulatory, self-care, and independent living); which can be used together to create an overall disability measure, or independently to identify populations with specific disability types. For the complete definition, go to ACS subject definitions "Disability Status."

#### English Language Learner Definition

Persons were asked to report whether they sometimes or always spoke a language other than English at home. People who knew languages other than English but did not use them at home, who only used them elsewhere, or whose usage was limited to a few expressions or slang were excluded.

Tabulations of language spoken at home include only the responses of persons 5 years old and over. The percentage shown is obtained by dividing the number of persons speaking a language other than English at home by the total number of persons 5 years and over. For the complete definition, go to ACS subject definitions "Language Spoken at Home."

#### Definition

Persons were asked to report whether they sometimes or always spoke a language other than English at home. People who knew languages other than English but did not use them at home, who only used them elsewhere, or whose usage was limited to a few expressions or slang were excluded.

Tabulations of language spoken at home include only the responses of persons 5 years old and over. The percentage shown is obtained by dividing the number of persons speaking a language other than English at home by the total number of persons 5 years and over. For the complete definition, go to ACS subject definitions "Language Spoken at Home."

**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
1/25/19	Providence Creek Academy is seeking to modify our approved calendar hours from 1342.5 to 1267.5 hours beginning SY19/20.	Approved
9/3/19	Providence Creek Academy is seeking to amend components of its educator evaluation process.	Approved
12/11/19	Providence Creek Academy is seeking to its increase enrollment by a total of 6% (40 students) for the 2020/2021 school year.	Approved

<b>School Comments 2018-2019</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2017-2018</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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**Schools are invited but not required to comment on any aspect of the modification data above in table 1.3.**

Providence Creek Academy is proud to have the opportunity to expand our school to provide additional opportunities to work with our community as a whole.

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**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									
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>									
	2016-2017		2017-2018		2018-2019		2019-2020		
	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 2020-2021 *
K	72	81	72	80	72	79	72	80	15
Grade 1	72	80	72	80	72	79	72	81	29
Grade 2	75	78	75	79	75	76	75	77	47
Grade 3	75	80	75	78	75	78	75	79	30
Grade 4	75	78	75	77	75	78	75	79	35
Grade 5	75	79	75	75	75	81	75	80	44
Grade 6	75	76	75	79	75	79	75	79	39
Grade 7	75	74	75	70	75	76	75	76	37
Grade 8	75	74	75	72	75	64	75	72	21
Grade 9									
Grade 10									
Grade 11									
Grade 12									
<b>Total</b>	669	700	669	690	669	690	669	703	297

**DOE Summary:**

Providence Creek Academy has had consistently strong enrollment over the course of its current charter term. The school’s enrollment variance (actual enrollment/authorized enrollment) has ranged from 103% (SY 18/19) to 105% (SY 19/20) over the course of its charter term.

**School Comments 2018-2019** Providence Creek Academy is proud of our strong relationships with our families and community. These relationships have resulted in exceeding our enrollment every year.

<b>School Comments 2017-2018</b>	<p>Providence Creek Academy has a long standing history of being one of Delaware’s premier public schools. The high demand for a school with small class sizes, a family environment, and a hands-on approach to learning with an emphasis on the Arts has resulted in Providence Creek Academy exceeding our enrollment projections and educating 690 students for the last two years.</p> <p>Due to our limited space, PCA consistently has an annual waitlist of 200 students. The blind lottery process, which is held annually, has allowed PCA to continue to represent a very diverse population of students. According to the school year 2019 Consolidated Federal Grant Application, 30.87% of the current PCA students are socioeconomically disadvantaged. Although PCA has always provided a Title I schoolwide program, this percentage indicates a 10% increase over prior years. This data indicates that PCA has a greater number of students that are socio-economically disadvantaged in comparison to both the Town of Clayton (12.2%) and Smyrna (8.2%) based on the current USA Data statistics .</p>
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<b>School Comments 2016-2017</b>	<p>This data element was added in the SY 16/17. The school was not required to provide a response to this information</p>
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**Schools are invited but not required to comment on any aspect of the demographic data above in table 1.4.**

PCA is proud of being able to work with our amazing community every day. We have demonstrated significant growth over the last several years and were granted a minor modification for expansion from 668 to 708. PCA continues to look for ways to grow our community.

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**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								
	2016-2017		2017-2018		2018-2019		2019-2020	
	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 %
<b>Total/Avg</b>	548	86.71%	555	88.66%	543	87.86%	570	91.05%

**DOE Summary:**

Providence Creek Academy’s reenrollment rate has increased over the course of its current charter term from 86.71% to 91.05%. In SY 19/20, PCA showed its greatest rate of reenrollment over the course of the charter at 91.05%.

**School Comments 2018-2019**

PCA continues to monitor student attrition to ensure that the school is able to retain students. PCA seeks feedback from parents through our PTO and parent conferences. Transportation is evaluated annually based on student enrollment and accommodations are made to support parents’ needs when possible. Conversations with parents not re-enrolling their children indicate that “moving” is a reason for the attrition rate along with the fact that parents want their children to make friends in their feeder pattern schools prior to entering high school.

**School Comments 2017-2018**

Analysis of student withdrawal forms collected by PCA for SY 17/18 indicates that the most common reason parents provided for withdrawing from PCA was “moving”. The second most common reason showed 18% of forms indicated family logistics relating to transportation impacted parent choice. PCA continues to monitor student attrition to ensure that the school is able to retain students. PCA seeks feedback from parents through our PTO and parent conferences. Transportation is evaluated annually based on student enrollment and accommodations are made to support parents’ needs when possible.

**School Comments 2016-2017**

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.**

PCA monitors attrition rates annually but requests parents share their rationale for leaving with each withdraw. PCA is proud to have students that are consistently enrolled in our school program. The information from parents indicates that “moving” is the number one reason for parents to withdraw students from PCA. The second common reason for students to withdraw was increased sports opportunities or a desire for children to associate with their peer groups prior to going to high school. PCA has been looking into ways to partner with our feeder pattern schools to provide opportunities for PCA students to interact with members of these schools.

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## 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 we are 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.

### HISTORICAL DATA (SY 16/17)

#### 2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)
	2016-2017
Academic Achievement	4 Stars (93/150pts) Meets Standard
Growth	3 Stars (82/200pts) Approaching
On Track to Graduation	5 Stars (47/50pts) Exceeds
College and Career Preparation	3 Stars (51/100pts) Approaching

**School Comments**  
**2016-2017**

Providence Creek Academy has shown improvement in academic performance over the last several years. Recent implementation of the CCSS, and implementation of new curricular resources has assisted in raised scores for our students. During the 2016-2017 school year Eureka Math was implemented. Staff was provided with ongoing professional learning opportunities to ensure the implementation of this resource with fidelity.

A major challenge in academic performance is with a percentage of our SWD. While educators follow student IEPs and progress is being made on individual goals, this progress is not being transferred to the Smarter Balance Assessment. For this reason we continue to “Need Assistance” on our Annual Determination in Indicator 3C: Proficiency Rate – Math and ELA. We are working with the Exceptional Children’s Team to improve student performance in this subgroup.

We have continued to implement the Eureka Math curriculum. Our teachers, students and parents have made the adjustment to a different way of doing math. We have seen positive changes in our classrooms and on local assessments.

**Note:** School comments for SY 15/16 : <https://www.doe.k12.de.us/Page/2654>

## Performance Agreement

### Academic Performance Expectations

Providence Creek Academy overall academic rating is Meets. In the next renewal period, our expectation is to maintain 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.

#### School Comments 2016-2017

Providence Creek Academy's overall academic rating continues to be Meets. PCA performed Exceeds in On Track to Graduation; Academic Achievement PCA Meets; Growth and College and Career are Approaching. Over the last two years we have made significant changes in our curriculum resources for Reading, Math and Writing. During 2016-17 we implemented Eureka Math. This transition was difficult for our elementary grade levels. PCA provided professional development and PLCs for our staff to support this implementation. PCA identified a need for a change in ELA curriculum resources. During 2017-18 Scholastic Guided Reading and Writing by Design will be implemented, with Eureka Math continuing. It is anticipated to see changes in growth over the next two to five years in our student growth.

**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 School Success Framework (DSSF)	
	2016-2017	
Rating	4 Stars (93/150pts) Meets Standard	
	School	State
ELA	67.13 %	56.63%
Math	55.22%	45.13%
Science	67.23%	47.45%
Social Studies	n/a	n/a

### a) Academic Achievement ratings over the course of the charter term

<b>School Comments 2016-2017</b>	Providence Creek Academy's overall academic rating continues to be Meets. PCA performed Exceeds in On Track to Graduation; Academic Achievement PCA Meets; Growth and College and Career are Approaching. Over the last two years we have made significant changes in our curriculum resources for Reading, Math and Writing. During 2016-17 we implemented Eureka Math. This transition was difficult for our elementary grade levels. PCA provided professional development and PLCs for our staff to support this implementation.
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**b) Expected outcomes for Academic Achievement**

<b>School Comments 2016-2017</b>	Providence Creek Academy's overall academic rating continues to be Meets. PCA performed Exceeds in On Track to Graduation; Academic Achievement PCA Meets; Growth and College and Career are Approaching. Over the last two years we have made significant changes in our curriculum resources for Reading, Math and Writing. During 2016-17 we implemented Eureka Math. This transition was difficult for our elementary grade levels. PCA provided professional development and PLCs for our staff to support this implementation.
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**c) Progress measures to track expected Academic Achievement outcomes**

<b>School Comments 2016-2017</b>	PCA will use Scholastic Reading Inventory, DiBels, and Eureka End of Module assessments to measure progress throughout the school year. SBAC results will be used annually.
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**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 School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (82/200pts) Approaching	
	School	State
ELA	37.83 %	50.00 %
Math	44.33 %	50.00 %

### a) School's Growth ratings for all students over the course of the charter term

<b>School Comments 2016-2017</b>	PCA is Approaching in Growth. Changes made in our Response to Intervention program in the last two years have had impact on. We have evaluated our benchmark assessments used to identify students who need interventions. Results from the tools being used were not aligning with SBAC results. Process requirements were not implemented with fidelity, and educator data collection was weak.
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### b) Expected outcomes for Growth for all students

<b>School Comments 2016-2017</b>	PCA expects to increase student growth to be at or above the State level. RTI benchmark assessments have been changed with implementation beginning September 2017. New local record keeping forms have been developed with guidelines for educators provided during professional development. The Reading and Math Specialists are now adding Coaching to their responsibilities in order to continuously monitor the RTI process and student progress.
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**c) Progress measures to track Growth for all students**

<b>School Comments 2016-2017</b>	Scholastic Reading Inventory, DiBels, Eureka End of Module Assessments, and Moby Max will be used to benchmark student performance three times per year. SBAC assessment data will be used annually.
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**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 School Success Framework (DSSF)	
	2016-2017	
Rating	5 Stars (47/50pts) Exceeds	
	School	State
Attendance	94.92 %	94.75 %
On-Track in the 9th grade	**	89.45 %
4-year Cohort Graduation Rate <sup>5</sup>	**	84.66 %
5-year Cohort Graduation Rate	**	85.60 %
6-year Cohort Graduation Rate	**	**

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

**a) On Track to Graduation ratings over the course of the charter term**

<b>School Comments 2016-2017</b>	Providence Creek Academy has an attendance policy that mirrors the State of Delaware policy. Student attendance is paramount to student success. In cases where students are truant, we follow through with reporting and filing truancy with the Court System. PCA also has a policy to address students who are absent more than 18 days a year allowing for student retention if academic growth is not met.
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**b) Expected outcomes for On Track to Graduation**

<b>School Comments 2016-2017</b>	PCA will continue with our current process.
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**c) Progress measures to monitor On Track to Graduation outcomes**

<b>School Comments 2016-2017</b>	Attendance reviews will be completed at each trimester.
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**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 School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (51/100pts) Approaching	
	School	State
Growth to Proficiency ELA	68.17 %	59.19 %
Growth to Proficiency Math	33.52 %	35.41 %
College & Career Preparation	n/a	49.64 %

### a) College and Career Preparation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	PCA is Approaching in Growth. Changes made in our Response to Intervention program in the last two years have had impact on. We have evaluated our benchmark assessments used to identify students who need interventions. Results from the tools being used were not aligning with SBAC results. Process requirements were not implemented with fidelity, and educator data collection was weak.
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**b) Expected outcomes for College and Career Preparation**

<b>School Comments 2016-2017</b>	PCA expects to increase student growth to be at or above the State level. RTI benchmark assessments have been changed with implementation beginning September 2017. New local record keeping forms have been developed with guidelines for educators provided during professional development. The Reading and Math Specialists are now adding Coaching to their responsibilities in order to continuously monitor the RTI process and student progress.
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**c) Progress measures to track College and Career Preparation outcomes**

<b>School Comments 2016-2017</b>	Scholastic Reading Inventory, DiBels, Eureka End of Module Assessments, and Moby Max will be used to benchmark student performance three times per year. SBAC assessment data will be used annually.
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**Note:** School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

**SY 2017-18 & SY 2018-19**

**2.1 Delaware School Success Framework**

Overall Academic Ratings

**Elementary (grades K-5)/Middle School (grades 6-8)**

Indicator	2017-2018			2018-2019			2019-2020		
	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point
Academic Achievement	150.00	91.00	61% <b>Meets Expectations</b>	150.00	91.00	61% <b>Meets Expectations</b>	<b>Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.</b>		
Academic Progress	200.00	144.00	72% <b>Meets Expectations</b>	200.00	144.00	72% <b>Meets Expectations</b>			
School Quality/Student Success	50.00	47.00	94% <b>Exceeds Expectations</b>	50.00	47.00	94% <b>Exceeds Expectations</b>			
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable	n/a	n/a	Not Applicable			
Overall	400.00	282.00	71% <b>Meets Expectations</b>	400.00	282.00	71% <b>Meets Expectations</b>			

**DOE Summary:**

In SY 16/17, prior to the implementation of ESSA, Providence Creek Academy (PCA) earned “Meets Standard” or “Exceeds Standard” ratings for 2 out of 4 DSSF indicators. PCA earned an “Exceeds Expectations” rating for On-Track to Graduation, “Meets Expectations” rating for Academic Achievement and Proficiency and “Approaches Expectations” ratings for Academic Growth, and College and Career Preparation.

In SY 17/18, with the implementation of ESSA, each school received an overall rating on the DSSF in

addition to ratings for each indicator. PCA demonstrated a positive trend from SY 17/18 to SY 18/19 earning “Meets Expectations” overall ratings each year. At the indicator level, PCA’s performance met or exceeded standard in each area, including an improvement from “Approaching Expectations” to “Meets Expectations” in Academic Growth. Progress Toward English Proficiency was not applicable in SY 17/18 and SY 18/19 because the group size was not 15 or greater.

**School Comments  
2018-2019**

Providence Creek Academy combines rigorous academic programming with arts and athletics. Providence Creek Academy attributes the academic success of its students to the whole child approach that ensures that high quality arts and athletic programs play an equitable role in the daily schedule of every PCA student. PCA implemented new curriculum for ELA and Math three years ago. Eureka Math and Scholastic Reading are in their third year of implementation. ELA and math professional development focused on the use of math manipulatives and guided reading. The implementation of schoolwide professional development on the use of math manipulatives to increase student understanding of mathematical applications has resulted in an increase of achievement. Small group guided reading resulted in an increase in schoolwide student Lexile levels. PCA continues to review data regularly to develop and enhance academic programs to ensure the instructional needs of all learners are being met. PCA is providing additional professional development in SY19/20 on SRI Comprehension Clubs and is piloting Lucy Calkins Units of Study for Writing based on SY 18/19 data analysis.

**School  
Comments  
2017-2018**

Providence Creek Academy combines rigorous academic programming with the arts. The school day curricula are supplemented with free-afterschool tutoring, LEAP after school activities for all students, Summer Discovery Camp for Science, Summer Camp, Aftercare Program, Summer School, Tutoring, and Extended School Year Services. When comparing all districts and charter schools in the state that service students in grades kindergarten through eighth grade, PCA consistently ranked as one of the top ten schools for the percentage of proficient students. According to Delaware Online, PCA ranked among the top seven charter schools in both ELA and Math in 2018<sup>3</sup>. PCA received an overall rating of “Meets Standards” on the Delaware School Success Framework in 2018.

English language arts				
	SCHOOL	STUDENTS TESTED	PERCENT PROFICIENT	PERCENT LOW INCOME
1	Sussex Academy of Arts and Sciences	373	91.15	10.5
2	Newark Charter School	1,117	89.62	8.2
3	MOT Charter School	465	75.48	5.3
4	Odyssey Charter School	952	69.43	14.6
5	First State Montessori Academy	263	68.06	11.7
6	Providence Creek Academy Charter School	437	66.82	17.5
7	Campus Community Charter School	276	63.41	36.6

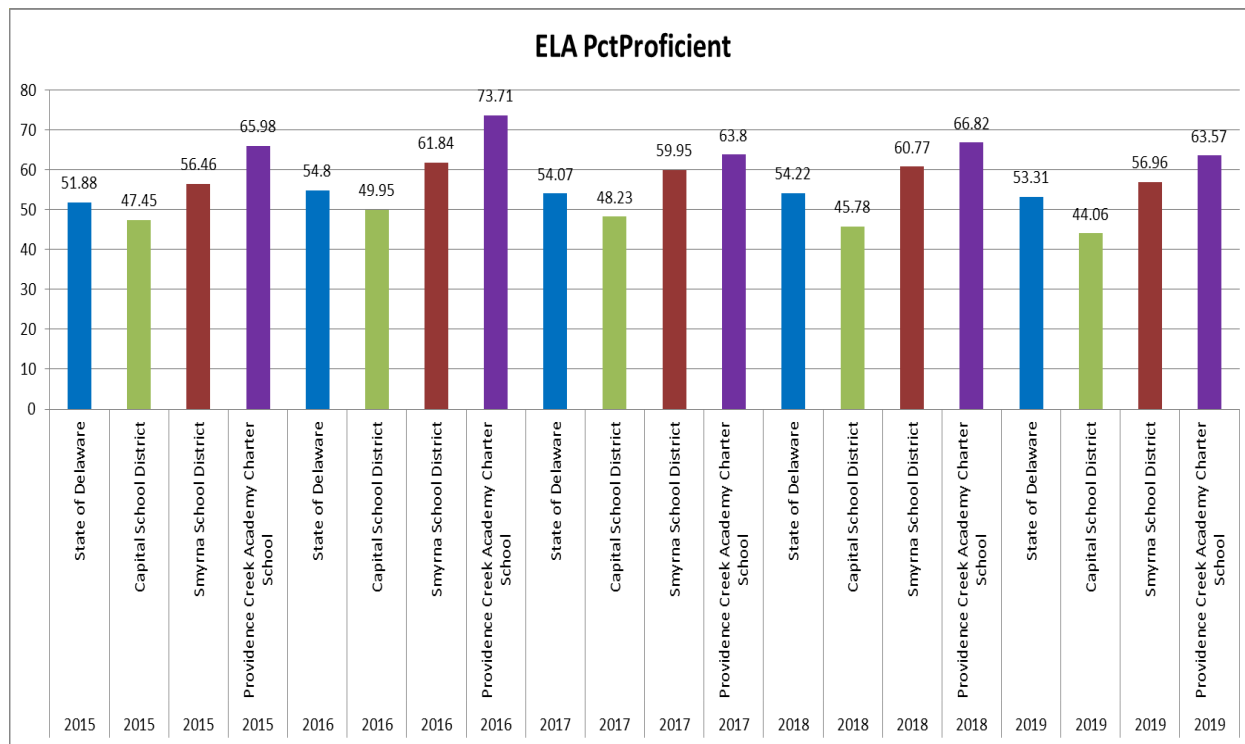
English language arts		Math		
	SCHOOL	STUDENTS TESTED	PERCENT PROFICIENT	PERCENT LOW INCOME
1	Newark Charter School	1,116	85.39	8.2
2	Sussex Academy of Arts and Sciences	373	84.18	10.5
3	MOT Charter School	464	70.91	5.3
4	Odyssey Charter School	953	62.64	14.6
5	Providence Creek Academy Charter School	437	51.72	17.5
6	First State Montessori Academy	263	50.95	11.7
7	Campus Community School	276	47.46	36.6

The positive academic trends for PCA are long standing. Since the state introduction of the more rigorous Smarter Balance Assessments, PCA has maintained its position as one of the top ten Local Education Agencies in the state for the last four years in both Math and English Language Arts.

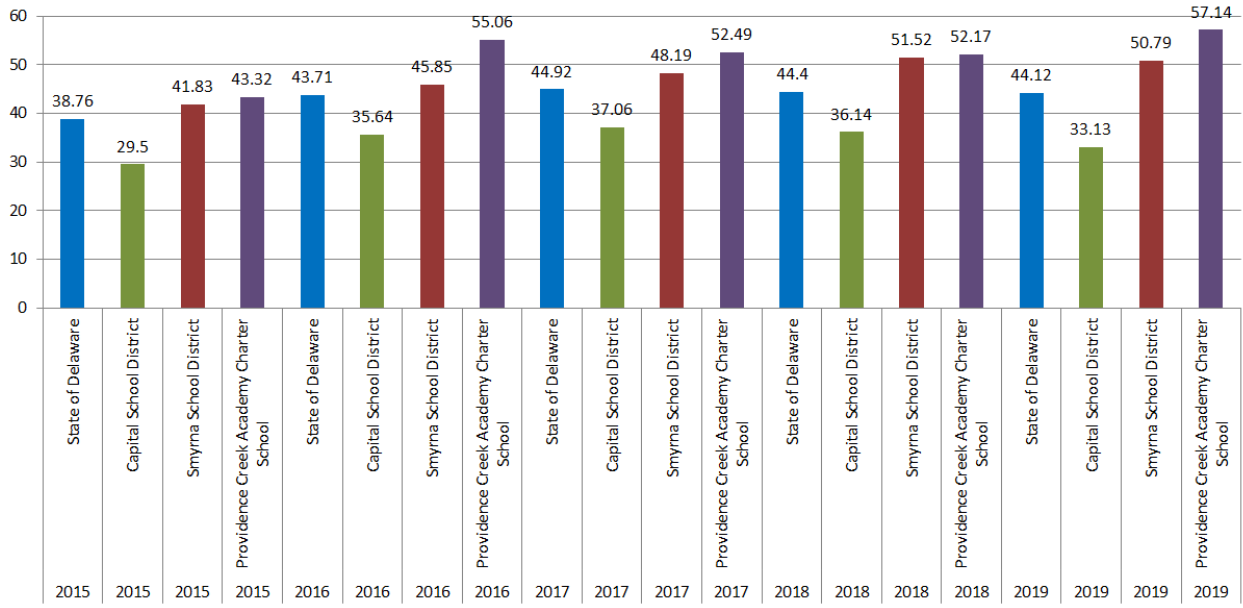
Providence Creek Academy attributes the academic success of its students to the whole child approach that ensures that high quality arts and athletic programs play an equitable role in the daily schedule of every PCA student. PCA implemented new curriculum for ELA and Math two years ago. Eureka Math and Scholastic Reading are in their second year of implementation.

a. Based on the table above discuss the school’s overall 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.

PCA has worked diligently to ensure all children are learning. The efforts placed on a strong Tier I curricula aligned to state standards, combined with rigorous Tier II and Tier III supports, have resulted in PCA meeting Delaware School Success Framework standards for the last two years. Our implementation of new curricula in Math and ELA as well as enhancements to our Multi-Tiered System of Supports (MTSS) has allowed us to exceed standards in academic growth during the 2019-2020 school-year. With a growth and solutions based mind set, PCA has examined not only our own progress, but the progress we have been able to achieve when comparing ourselves to our largest feeder pattern school districts, which include both Smyrna and Capital. Using the data included in public DESSA, PCA has demonstrated that it has been able to outperform both the state and our feeder pattern schools for the last four years that assessments were given.



### Math Pct Proficient



Exceeding our feeder pattern schools in the percentage of proficient students holds true throughout our analysis of not only our overall population of students but also our subgroup population of students including children that are socially economically disadvantaged. Over the last three years, PCA has exceeded the state by 11 or more percentage points in the percent of low income students scoring at or above proficiency. These trends have also held true for our other at-risk subgroup populations of students. For example, the difference in the overall percentage of African American students scoring at or above proficiency demonstrated that PCA's scores over the last five years average 13% (Math) to 22% (ELA) above the average of the state and largest feeder pattern districts. PCA understands that these averages are not enough, which is why PCA recognizes that the growth of all students is the key to success.

On March 12, 2020, PCA was forced to close its doors due to the pandemic. We began working on our virtual plan and had school back up and running within 10 school days. The virtual plan was simple but aggressive. Every child, every school day, would continue to be taught by his/her teacher. The virtual classes required every child to attend several daily Zoom classes or recorded Zoom classes providing families both a synchronous and asynchronous model for learning. The Zoom lessons would allow for children to learn new content as well as address learning gaps. Students with disabilities were serviced via Zoom as well. Small breakout groups, additional classes, speech classes, OT/PT classes, etc...were all taught and provided via Zoom.

Throughout the new virtual learning program, PCA continued to collect feedback from our stakeholder groups including teachers, parents, and students spending the entire summer planning for three potential opening scenarios. The school completed its regular opening schedule in June and then built upon that platform the possibility of a hybrid opening scenario and a virtual opening scenario and awaited the Governor's decision August 4<sup>th</sup>, 2020. When the decision was announced, PCA released a parent survey and presentation on the parameters of the hybrid program and offered small group presentations on how hybrid program would work allowing for parent questions and feedback. By August 28<sup>th</sup>, only 24 days after the announcement, PCA provided parents with schedules for the specific program (hybrid or virtual) that they chose for their student(s). These programs, both virtual and hybrid were built upon the lessons learned in the spring and focused on content mastery,

closing learning gaps, engagement, assessment, and wellness.

The hybrid classes were formulated based on the current PCA school-day program. Students, in small groups of 14 or less would come to campus based on the normal school day schedule as described in the previous sections. The information below provides clarity on the design of the virtual format.

### **Content Mastery:**

The Providence Creek Academy Curriculum & Instruction team put a great deal of research and thought into how to best meet the needs of our students in this unprecedented time. PCA ultimately decided to break our classes into very small groups to enable every student to experience teacher and peer interaction. For example, our 5th grade students meet in groups of 13 for two hours daily. During those two hours of intense, direct instruction, the teacher engages the students in interactive activities that introduce new concepts. The teachers then use our adaptive programs to carefully assign independent practice for the rest of the day so that students may continue their learning experiences in places that work best for their families. Teachers make sure that students experience the most challenging content during the web cam session with teacher support. They also upload recordings of the lessons into Schoology to allow students to watch them again. This design allows PCA students to independently work toward content mastery on a daily basis.

### **Addressing Learning Gaps:**

Providence Creek Academy has carefully designed a schedule for our special educators and paraprofessionals to support our special education population no matter their method of attending classes. Our Setting B and C special education teachers have both hybrid and virtual students and provide push-in classroom support as well as pull out services using the platform requested by parents. Virtual special education students receive support in accordance with their IEP's. Depending on the needs of the student, this can include breakout rooms, in class support, specialized services such as OT/PT and Speech (to name only a few), as well as all other accommodations. All attempts are made to schedule on-site services for those students attending the program in a hybrid format. For those learners joining the program virtually, Zoom Meetings are held to provide in class, small group, and breakout room sessions. Our Reading and Math Specialists also continue to meet with students to provide added support for Tier II and III learners. IEP meetings continue to be held on-site and with Zoom Meetings when needed. Childfind was completed in August using CDC and State of Delaware Guidance for schools. PCA has continued to utilize a process method of identifying what needs to be accomplished to support and enhance learning for students with learning gaps and then designing the program around those needs. The school has found this process highly effective for all learners.

PCA was fully aware that the change to virtual learning in March of 2020 would require the school to provide remedial programs to all learners that faced academic challenges. Last year, PCA required summer school of any student who struggled in the spring and ended the year with a failing grade. Summer School was taught in a one-on-one virtual setting. Every student with a failing grade received direct remediation from a certified PCA teacher.

At the end of SY19/20, as guided by the Instructional Leadership Team, PCA educators identified



standards for each grade level that may have been impacted by the change to virtual learning. PCA teachers began this school year with a strong focus on standards-based teaching. This standards based instruction includes the grade level standards from the prior year interwoven into the current instruction and remediation programs to prevent learning gaps. PCA has always provided a free afterschool tutoring program. The school has set aside money to expand these programs in the fall and spring to ensure that students are able to close any potential learning gaps.

**Ensuring Equity (e.g. measuring and addressing the technology gap, technological literacy):**

PCA has worked with every family to ensure they have the technology and internet access available to ensure every child is able to continue learning. We have purchased enough devices to ensure that every child has the hardware in order to connect with instruction. As a part of our regular strategic plan, all upper school students (grades sixth through eighth) were slated to move to a one to one platform in SY20/21. Purchasing the needed devices for Upper School allowed PCA to have the necessary devices needed to provide every child, no matter their grade, with the technology required support both the hybrid and virtual learning platforms.

At the present time we have two families that continue to struggle with internet access due to the rural nature of where they live. To support these families we have purchased hot spot devices, created a free Wi-Fi access point outside of the school, and designed a room where families that are facing connection challenges can access Wi-Fi during the school day. To date, we have two families that are working from campus. One family will have their internet installed on Friday September 25, 2020 and the other family has found some success working remotely using a hotspot device, but only when one child is connected, despite the purchase of two devices that are designed to work independently of one another. This family will continue to work from campus Wednesday through Friday.

With the support of the Department of Education and the Reimagining Learning Grant as well as other grants, PCA has been able to enhance our technology literacy platform by integrating technology coaches in both the Upper and Lower Schools. These coaches have provided technology professional development for both teachers and families to ensure that platforms such as Schoology are being utilized to their greatest potential and that all learners are able to access their lessons. The Virtual Learning Coaches implemented the Clever Platform to provide families with a single sign-on platform for all learners.

These coaches also created short videos for families on how to gain parent access to Schoology, and Clever. The Virtual Coaches worked one to one with parents needing additional support with access and understanding the new platforms. Teachers were provided with hands-on workshops on the Schoology, Clever, and implementing best practices for teaching in a virtual format. Collectively, PCA provided and continues to provide support as needed for educators, families, and students.

### **Student Engagement/Grade Level Differences:**

This summer, the Curriculum & Instruction team and PCA Virtual Coaches researched and attended trainings to develop best practices for virtual lessons. Through the professional development provided from this research by the PCA Coaches, PCA was able to implement virtual breakout rooms for enhanced student to student interaction, student polling woven into every virtual lesson, student use of chat boxes, student use of dry erase boards, brain breaks, eye/screen breaks, and quickly paced "I do, we do, you do" lessons. In addition, teachers have been empowered to explore age and subject specific applications that encourage student engagement on a grade-level and classroom basis, for example NearPod, JamBoard, and DoJo. Outside of the live virtual sessions, our applications for independent work have been carefully chosen to target assignments in a zone of proximal development to best engage students to practice their skills. For example, Dreambox, Epic, and ReflexMath are all designed for students to further their thinking and learning in an independent, age-appropriate, engaging manner.

### **Student Wellness**

PCA has, and has continued to include student wellness as a part of the regular school routines that are a part of the normal school day and address wellness concerns through a variety of supports. PCA developed an online form for teachers to report any student concerns that may arise or may be reported by parents directly to the Dean of Students. The Dean of Students and behavior interventionist work with families to ensure students are supported emotionally and academically. Counseling sessions are provided as needed for students that struggle. These sessions are provided virtually and/or in person. Students are provided with opportunities to work with their peers in both the virtual and hybrid formats.

PCA was able to implement a hybrid program to support students that wanted to attend school live. The school has worked extensively with the Department of Public Health to ensure our re-opening plans met all of the best practices of the CDC and the State.

### **Assessment & Measure of Success:**

PCA conducted end of the year assessments in late May of 2020 and found the tools the school used to be ineffective in the virtual format as they were designed to be implemented in live small groups or in a classroom. The school began using the remote version of Star Reading and Math to benchmark assessments this year. Classroom summative assessments have been carefully targeted to best assess content mastery. This assessment allows for virtual implementation. Lower grade teachers are establishing small group and one to one meetings to ensure the data that we collect is valid and we can use this data to support instructional decisions. PCA continues to utilize this data to implement supports as a part of the MTSS process. The data from benchmarks will also be used to provide targeted remediation and supports for all learners based on individual needs using applications such as Dreambox, Zearn, and Guided Reading.

### **Lessons learned and improvements:**

Like the rest of Delaware, PCA went through a steep learning curve in March/April 2020. Due to the flexible culture of our teaching staff and administrative team, the school was able to use our size and

structure to pivot to virtual learning in a nimble fashion. Our staff and teachers took the week of March 18 to brainstorm and plan for virtual learning, and we began virtual instruction the week of March 23. We settled from the beginning on daily, virtual instruction for all students (with a recorded back-up to allow for student equity.) PCA's first efforts, while right for that moment in time, provided us all a learning opportunity. We began with class-sized groups in the lower school and subject-specific, grade-sized groups in the upper school. In both cases we were able to find success for the bulk of our students, however we noticed that the sizes were simply too large. The Administrative and Curriculum team spent a great deal of time in virtual sessions, mostly observing how the students responded to different virtual activities. Those observations along with extensive parent feedback informed our planning for this year. This year, PCA's Kindergarten and first grade virtual students are taught in very small groups (six to nine students) to allow every student to experience the valuable student/teacher interaction while also enabling students to engage with their peers. Classes are no more than 90 minutes long, with independent work chosen and presented asynchronously for the rest of their school day. This includes adaptive programming, academic websites, and teacher-produced video lessons. Second through fifth grade virtual students are meeting in slightly larger groups (ten to fifteen) to allow for increased student groupings and flexibility, but still allow those students that valuable student/teacher time. These students attend synchronous virtual classes for a maximum of two hours at a time, supported by asynchronous independent work. Our upper school students last year met in grade-sized groups. While adequate for some types of lesson delivery, this method deviated from the peer interaction and engagement that is part of the PCA culture. This year, PCA designed a schedule to allow virtual students to rotate in class-sized groups throughout their day as they normally would, with each core academic class between 45 and 60 minutes. No matter what grade level students are in, teachers also schedule additional support time as needed to support the learning of every child. Students with special needs are also supported by additional pull-out and instructional time as needed or prescribed by their IEP's.

Overall, our biggest improvement for virtual students was the group size. In every case we have split the group size considerably this year. While it requires a tremendous amount of time and energy from our teachers, even at this early date, we are seeing a dramatic increase in perceived student engagement (student smiles, student responses, teacher reporting) from all grade levels. It is too soon to do a complete analysis, however PCA teaching staff and administration are committed to remaining flexible in our instruction.

We also learned that while a pass/fail grading system at the beginning of the state of emergency worked for us then, parents overwhelmingly requested a return to normal grading. This year's grade reporting reflects those wishes.

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## Performance Agreement

### Academic Performance Expectations

Providence Creek Academy overall academic rating is Meets. In the next renewal period, our expectation is to maintain 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:

PCA has earned overall ratings of "Meets Expectations" for Academic Performance in the last two years.

<b>School Comments 2018-2019</b>	PCA has met overall Delaware School Success Framework Standards for SY18/19.
<b>School Comments 2017-2018</b>	PCA has met overall Delaware School Success Framework Standards for SY18/19.

**b. Discuss the school's academic performance based on its approved Performance Agreement (see above). Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.**

PCA has continued to demonstrate growth academically and has met academic standards for the last two measured years missing exceeding growth metrics by 2 percentage points in SY2019/2020. PCA remains committed to continuing this growth in future years and is looking forward to demonstrating our future success.

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## 2.2 Academic Achievement

Metric	2017-2018			2018-2019			2019-2020
	Value	Points	Points Earned	Value	Points	Points Earned	
Proficiency - ELA	63.97%	75.00	48.00	63.97%	75.00	48.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.
Proficiency - Math	56.83%	75.00	43.00	56.83%	75.00	43.00	

<b>DOE Summary:</b>
In SY 18/19, PCA earned a “Meets Expectations” rating for Academic Achievement. ELA proficiency was at 63.97%, a slight decrease of 2.66% since SY 17/18 and 11.27% higher than the State average (52.7%). Math proficiency was at 43.57%, an increase of 4.58% since SY 17/18, and 14.73% above State average (42.1%).

### a) Academic Achievement ratings over the course of the charter term

<b>School Comments 2018-2019</b>	<p>PCA’s performance in Mathematics Proficiency is 56.5% which is above the state average of 44% (by 12%). PCA’s analysis of math data indicates that this increase resulted from a strong system of RTI combined with additional professional development on the utilization and implementation of math manipulatives.</p> <p>PCA’s performance in ELA Proficiency is 63.9% which is above the state average of 53% (by 10%). The percentage for SY18/19 shows a slight decrease of 2.4% from the previous year’s score. Analysis of the data indicates that students in grades three are having difficulty with reading fluency and comprehension. Additional resources such as Lucy Calkins Units of Study: Writing pilot for grades 1 – 6. have been added through direct instructional coaching by our reading specialist, enhanced professional development in the use of reading comprehension materials, and a change to the master schedule to allow for additional professional learning communities to allow for deeper analysis and planning based on student data. An analysis of the local Benchmark Data for grades K – 2 (DIBELS) showed room for growth in the area of intensive and systemic phonics instruction. To address that need, Providence Creek Academy is piloting the Lucy Calkins Units of Study: Phonics materials in kindergarten, first, and second grades.</p>
<b>School Comments 2017-2018</b>	<p>PCA’s performance in Mathematics Proficiency is above the state average by 7%. PCA conducted a root cause analysis for current performance and found that additional professional development was needed for the implementation of the Eureka Math teaching materials. While the data indicated a normal trajectory</p>

	<p>aligned with implementing a new math curriculum, some specific targets were established for SY18/19. The focus on conceptual understanding over algorithmic formulas was causing the scores in the upper grades to stagnate. For that reason, PD and PLC's for grades three and four are focused on conceptual understanding and routine use manipulatives to grow from concrete to abstract understanding this school year.</p> <p>PCA's performance in ELA Proficiency is above the state average by 12%. According to local data through a school wide Reading Inventory, students continue to show growth in proficiency. In grades 3-8, student proficiency rates grew from 52% proficient at the beginning of the year to 73% at the end of the school year. PCA conducted a root cause analysis for current performance and found that the school was on the normal trajectory aligned with implementing a new ELA curriculum. Root cause analysis identified that additional professional development on the implementation of the curricula and differentiation for all learners in small groups, along with continued PD on the new curriculum materials and resources for their whole group lessons would benefit teachers.</p>
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**b) Expected outcomes for Academic Achievement**

<b>School Comments 2018-2019</b>	<p>PCA expects to continue to improve our math and ELA proficiency based on the implementation of MTSS and expanded use of data driven instruction. These programs are also being supported by pilot programs in writing and phonics and enrichment programs for both proficient and advanced learners.</p>
<b>School Comments 2017-2018</b>	<p>PCA expects to continue to improve our Math Proficiency through PD centered on the fidelity of the implementation of the Eureka Math materials. PCA has purchased and is utilizing manipulatives that align with the Eureka lessons that support conceptual understanding of the Common Core Standards for grades K – 8.</p> <p>For ELA, students in grades 3 – 8 will continue to demonstrate growth in the percentage of students on track to proficiency as measured by the Reading Inventory with a goal of increasing the growth rate each year. PCA will continue to track ELA data for students in grades K-2 through the DIBELS system to target early literacy proficiency growth and to target areas of need. PCA will continue with the implementation of the Scholastic Guided Reading materials allowing teachers to improve on their lessons each year. PCA is in the on-going process of improving grade level curricular maps K-8 that support teachers conceptual understanding of how our lessons and resources align with the ELA Common Core Standards.</p>

**c) Progress measures to track expected Academic Achievement outcomes**

<b>School Comments 2018-2019</b>	The entire school benchmarks student progress a minimum of three times per year for both ELA and Math. For Math, each grade assessed the standards using the Eureka Module Assessments. For ELA, the entire school benchmarks using the DIBELS for K-2 and Reading Inventory for grades 3-8. Both ELA and Math instruction is supported by an authentic system of RTI. PCA will analyze the benchmark data, with a particular focus on phonics for grades K-2 and comprehension in grades 3 - 8 to determine whether we will adopt these materials into our curriculum.
<b>School Comments 2017-2018</b>	The entire school benchmarks student progress a minimum of three times per year for both ELA and Math. For Math, each grade assessed the standards using the Eureka Module Assessments. For ELA, the entire school benchmarks using the DIBELS for K-2 and Reading Inventory for grades 3-8. Both ELA and Math instruction is supported by an authentic system of RTI.

The table above lists the school’s available 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. **Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.**

PCA attributes our academic success over the charter term to the growth mind set of the team by utilizing data driven instructional practices. With the goal of closing the achievement gap to ensure all children achieve proficiency or greater, as aligned with the stat’s ESSA Plan, PCA conducted a thorough analysis of both SBAC and local assessment data in SY2018. Through this analysis, the school determined that there were several areas where targeted strategic plan benchmarks could have a dramatic impact on the school’s progress. The areas targeted for improvement included:

1. Increased programming for our high achieving students;
2. A change from our traditional system of Response to Intervention (RTI) to a Multi-Tiered System of Supports (MTSS) to ensure the continued growth of all children academically as well as socially, and;
3. Data-driven instructional practices that are embedded in both teaching and learning.

From SY2018 through SY2020, each of these goals was embedded as a part of the school’s greater comprehensive strategic plan for Academic Achievement.

Indicator	Points	Point Earned	Percent Point
Academic Achievement	150.00	91.00	61% Meets Expectations
Academic Progress	200.00	144.00	72% Meets Expectations

The results of these goals allowed PCA to achieve the rating of Meets Standards in student academic growth and resulted in an overall increase of 32 percentage points in only one year in the overall metric of the DSSF.

PCA’s benchmark data from SY2019-2020 indicates that the school maintained this growth trajectory, but due to the lack of state testing in the fall of 2020, SBAC data is not available to support this conclusion. PCA has enhanced its system of benchmark testing by shifting to Star Reading and Math Assessments to better track student progress in SY20/21 and moving forward. PCA believes that tracking what every learner needs in order to attain standards will ensure that we are closing achievement gaps to ensure every child has a track for proficiency.

PCA’s implementation of the Eureka Math and SRI instructional programs, combined with enhanced systems for data-driven PLC’s and professional development, have resulted in the school meeting and



exceeding standards. With this curricula firmly established, PCA plans on reviewing the current Science and Social Studies curricula this coming year to determine the best enhancements the school can make to these content area that will continue to support strong Tier I instruction.

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**b. Looking ahead, what are the school's expected outcomes for Academic Achievement and what steps will the school take to achieve them?**

Looking ahead, PCA expects to see continued growth in student academic achievement. By implementing consistent cycles of curricula review, enhanced and targeted professional development programs that are supported by professional learning communities that expand learning, and continuing to grow our program of MTSS. Over the next two years, PCA has plans to update our Social Studies and Science Curricula tools and resources. PCA was able to begin work with the Department of Education prior to the pandemic close on the state's transition to Next Generation Science Standards. The school plans to continue this work during SY20/21. PCA is also looking into enhancing our current Social Studies Curriculum with new resources that would better align with and enhance our Reading Curriculum. Based on our past growth academically, we will continue our process of implementing new tools and resources in a strategic way that supports Tier I, II, and III instruction while continuing to grow our programs for our advanced learners.

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**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.**

PCA will continue to measure its success using Ed Insight, STAR Benchmark and SBAC data. Benchmark data will continue to be used as a part of the greater MTSS system. Ed Insights reports provide a comprehensive view of student success including attendance and behavioral data. The school's measures of success include ESSA Plan metrics along with comprehensive metrics of student growth that are measured utilizing data from Ed Insight reports and Star Benchmark assessments. PCA will continue to ensure that teachers have the needed professional development and professional learning community time and supports needed to achieve these goals. Based on the current data, PCA believes that our current strategic plan will result in continued success of the school.

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## 2.3 Academic Progress

Metric	2017-2018			2018-2019			2019-2020
	Value	Points	Points Earned	Value	Points	Points Earned	
Growth - ELA (grades 4-8)	62.61%	75.00	47.00	68.62%	75.00	51.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.
Growth - Math (grades 4-8)	52.67%	75.00	40.00	74.34%	75.00	56.00	
Growth of Highest Quartile - ELA(grades 4-8)	52.53%	12.50	7.00	71.89%	12.50	9.00	
Growth of Highest Quartile - Math(grades 4-8)	48.99%	12.50	6.00	74.56%	12.50	9.00	
Growth of Lowest Quartile - ELA(grades 4-8)	75.16%	12.50	9.00	71.58%	12.50	9.00	
Growth of Lowest Quartile - Math(grades 4-8)	54.46%	12.50	7.00	79.37%	12.50	10.00	

### DOE Summary:

In the past two years, PCA has met or exceeded expectations for Academic Progress. Additionally, PCA improved in 5 of the 6 growth measures from 2017/2018 to 2018/2019.

PCA has outperformed State averages in 6 of the 6 metrics as noted below.

#### English Language Arts – SY 18/19

- 68.62% of PCA students met growth targets in English Language Arts, which was 7.7% higher than the State average (60.92%). From SY 17/18 to SY 18/19 performance increased from 62.61% to 68.62%, respectively.
- 71.89% of PCA students in the highest quartile met growth targets in English Language Arts, which was 9.57% higher than the State average (62.32%). From SY 17/18 to SY 18/19 performance increased from 52.53% to 71.89%, respectively.
- 71.58% of PCA students in the lowest quartile met growth targets in English Language Arts, which was 9.08% higher than the State average (62.5%). From SY 17/18 to SY 18/19 performance regressed from 75.16% to 71.58%, respectively.

Math – SY 18/19

- 74.34% of PCA students met growth targets in math, which was 15.24 higher than the State average (59.1%). From SY 17/18 to SY 18/19 performance improved from 52.67% to 74.34%, respectively.
- 74.56% of PCA students in the highest quartile met growth targets in math, which was 12.24% higher than the State average (62.32%). From SY 17/18 to SY 18/19 performance improved from 52.53% to 74.56%, respectively.
- 79.37% of PCA students in the lowest quartile met growth targets in math, which was 16.87% higher than the State average (62.5%). From SY 17/18 to SY 18/19 performance improved from 54.46% to 79.37%, respectively.

**a) School's Academic Progress ratings for all students over the course of the charter term**

<b>School Comments 2018-2019</b>	PCA demonstrated significant growth in ELA and math based on the trend data for the last two years.
<b>School Comments 2017-2018</b>	<p>Over the course of the school year, students demonstrated growth on their benchmarks across all grades in math and ELA. The root cause analysis showed that students below proficiency in math struggled with Claim 1, carrying out mathematical procedures with precision and fluency. This makes solving real world problems increasingly difficult for them. Root cause analysis indicated that proficient students are performing and growing within the mathematics continuum including concrete, pictorial, abstract concepts. Students above proficiency are demonstrating mastery of grade-level standards and working within the mathematics continuum; however the data indicates that PCA must enhance our procedures to challenge those students already proficient.</p> <p>Over the course of the school year, students demonstrated growth on their benchmarks across all grades in ELA. Students with the lowest scores in ELA proficiency had the greatest room for growth. Using the Guided Reading resources and working with students in small groups at each student’s individual reading level allowed teachers to provide appropriate scaffolding within each student’s Zone of Proximal Development. This process has greatly benefited the below proficient students when combined with our targeted interventions through the ELA RTI block. Our data indicates that using the Guided Reading resources and working with students in small groups at each student’s individual reading level allows teachers to provide appropriate scaffolding within each student’s Zone of Proximal Development for our proficient students. Grade level whole group lessons are especially beneficial for this group of learners. Finally, our data indicates that using the Guided Reading resources and working with students in small groups at each student’s individual reading level allows teachers to provide appropriate scaffolding within each student’s Zone of Proximal Development for our advanced students. Independent enrichment opportunities during the RTI block of time are beneficial for this group of learners.</p>

**b) Expected outcomes for Academic Progress for all students**

<p><b>School Comments 2018-2019</b></p>	<p>PCA believes that it will continue to demonstrate exceptional student growth next year. The school has modified its overall schedule to allow for an increase in the number of courses students can participate in both arts and athletics, added pilot programs for proficient and advanced students, and implemented a schoolwide Multi-Tiered System of Supports (MTSS).</p>
<p><b>School Comments 2017-2018</b></p>	<p>PCA believes that we will continue to exceed the state in proficiency, grow in our implementation of our ELA and Math curricula, and meet growth targets for all learners as we enter into year three of our curricula implementation.</p>

**c) Progress measures to track Academic Progress for all students**

<p><b>School Comments 2018-2019</b></p>	<p>PCA benchmarks all learners three times per year and uses this data to implement a high functioning program of MTSS. These programs are now supported by professional learning communities multiple times per week to allow teachers to collaboratively plan and assess using data. PCA has also enhanced its systems of MTSS for students that benefit from behavioral supports. The school is in the process of a comprehensive curricula review to make enhancements based on data, a review of its current systems of PBIS, and implementation of the Wilson Reading Program after much success with the Barton Program that is designed on similar research evidenced practices.</p>
<p><b>School Comments 2017-2018</b></p>	<p>PCA benchmarks all learners three times per year and uses this data to implement a high functioning program of RTI.</p>

The table above lists the school's available Academic Progress ratings. Respond to the following questions.

- a. Based on the school's Academic Progress 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.) Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.

The analysis of Delaware School Success Framework (DSSF) data indicated that the greatest area of growth was for our bottom quartile students while the growth pattern of our advanced learners was mostly stagnant. The stakeholder feedback aligned with this analysis, as many of the stakeholders requested more advanced classes for proficient and advanced learners, including opportunities for leadership. In essence, the data (qualitative and quantitative) indicated that the system of Response to Intervention was not sufficient to meet the needs of all learners. Current SBAC data as well as local assessment data indicated that while the choice to implement a new ELA and Math curricula was needed in 2016/2017, that the school would better support the Tier I curricula by having a schoolwide system for curricula review and supports. The needs assessment data indicated that this review needed to take into account the supports for all learners including those that were advanced.

In regards to academics, the trends in state and local benchmark data that were aligned with stakeholder feedback indicated the following needs:

1. A cycle for review and enhancements of curricula and professional development;
2. A need for enhanced programming for advanced learners, and;
3. Enhancement of our master schedule to allow for additional arts and athletics classes and to allow for additional time for the implementation of data-driven professional learning communities (PLC's).

During the SY2018-2019 school year, PCA created a preliminary strategic plan based on the data collected through qualitative and quantitative school measures. These measures included both state and local assessment data as well as collaborative conversations with school stakeholders including parents, students, faculty, and community organizations. The plan includes two preliminary goals:

1. To be the best place to Learn, and
2. To be the best place to Work.

Based on the data, the strategic plan has 16 benchmarks that encompass three main categories that include academic, organizational, and financial success. In SY2019-2020, PCA conducted additional surveys to collect more feedback from stakeholders to better define the school's strategic plan benchmarks. PCA, despite the pandemic, was able to complete the benchmarks for SY2019-2020 which included, among many other things, the DDOE approving the PCA modification for expansion and the CSP planning grant for expansion. To ensure the strategic plan was on the correct path, a survey was conducted in SY2019-2020, to solicit more specific data from faculty, students, and stakeholders about the benchmarks outlined in the plan. Based on this data, the final plan was created. The comprehensive strategic plan can be found [here](#).

With a focus on learning, it became clear that PCA needed to implement a cycle for curriculum revision and review. In SY2017-2018, PCA embarked on replacing the curricula for ELA and Math, implementing a five year plan of professional development and curricular support designed to

ensure that the curricula for all courses was aligned to current standards and implemented using best practices. Based on this plan, PCA plans to continue with its review of Tier I curricula to include adding additional tools and resources to the Science and Social Studies curricula while continuing to focus on enhancing our system of MTSS and building opportunities for proficient and advanced learners.

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**b. Looking ahead, what are the school's expected outcomes for Academic Progress for all students and what steps will the school take to achieve them?**

PCA expects to meet the student growth targets outlined in the school's ESSA plan. PCA plans enhance the school's tools and resources for our Science and Social Studies curricula, continuing to focus on enhancing our system of MTSS, and building opportunities for proficient and advanced learners in order to achieve these goals and targets.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet expected Academic Progress outcomes for all students.**

PCA will continue to measure its success using Ed Insight, STAR Benchmark and SBAC data. Benchmark data will continue to be used as a part of the greater MTSS system. Ed Insights reports provide a comprehensive view of student success including attendance and behavioral data. The school's measures of success include ESSA Plan metrics along with comprehensive metrics of student growth that are measured utilizing data from Ed Insight reports and Star Benchmark assessments. PCA will continue to ensure that teachers have the needed professional development and professional learning community time and supports needed to achieve these goals. Based on the current data, PCA believes that our current strategic plan will result in continued success of the school.

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## 2.4 School Quality/ Student Success

Metric	2017-2018			2018-2019			2019-2020
	Value	Points	Points Earned	Value	Points	Points Earned	
Chronic Absenteeism	90.20%	50.00	45.00	94.44%	50.00	47.00	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.
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:

In SY 18/19, PCA earned a rating of “Exceeds Expectations” for School Quality/Student Success. 94.44% of students demonstrated on-track attendance, which was 6.89% higher than the State average (87.55%). The State assessments for social studies and science were not administered in SY 18/19.

### a) School’s School Quality/ Student Success ratings over the course of charter term

<b>School Comments 2018-2019</b>	PCA is proud to have demonstrated an increase in exceeding standards from last year. PCA faculty work diligently to meet the needs of our children and families. Student attendance is monitored regularly to ensure the success of all students.
<b>School Comments 2017-2018</b>	PCA faculty work diligently to meet the needs of our children and families. Student attendance is monitored regularly to ensure the success of all students. PCA is proud to exceed standard in this metric. In September, PCA modified the attendance policy to align with ESSA to enhance attendance tracking.

### b) Expected outcomes for School Quality/ Student Success

<b>School Comments 2018-2019</b>	PCA has reviewed the data for Science and Social Studies and is completing a comprehensive curricula review for this school year in Social Studies. PCA will continue to work with the state’s Science and Social Studies Coalitions to ensure the curricula is aligned with the enhancement of state standards.
<b>School Comments 2017-2018</b>	PCA has been working with the Science Coalition to ensure our children are prepared to meet the rigor of the next generation science standards. PCA follows the curricula for Social Studies provided by the Social Studies Coalition and supplements student learning by providing students with an additional World Cultures class as an elective in addition to their regular Social Studies Class.

c) Progress measures to track School Quality/ Student Success

<b>School Comments 2018-2019</b>	PCA will continue to monitor and evaluate our curricula based on the data we receive from the additional science and social studies assessments. PCA monitors student attendance weekly. Meetings are held with parents to develop truancy elimination plans should students not meet the criteria for attendance.
<b>School Comments 2017-2018</b>	PCA will continue to monitor and evaluate our curricula based on the data we receive from the additional science and social studies assessments. PCA monitors student attendance weekly. Meetings are held with parents to develop truancy elimination plans should students not meet the criteria for attendance.



The table above lists the school's available School Quality/ Student Success ratings. Respond to the following questions. **Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.**

- a. **Based on the school's School Quality/ Student Success 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.)**

In SY19/20 PCA added a Dean of Students position to the school leadership framework with an understanding that in order to address the needs of the whole child, having a person that could focus on climate and culture and positive behavioral supports would enhance PCA overall. Through the addition of this position, PCA has been able to grow the supports for our Tier II and III students that struggle with attendance and behavior. We have revitalized PCA's National Junior's Honor's Society and Student Council programs that support our Tier I PBS. We track student attendance through eSchool and created an online form to report teacher/parent concerns for virtual learning. Our Dean of Students, in conjunction with our Behavior Interventionist, has been able to support our students and families throughout the regular school program and during the Pandemic. PCA's Climate, Culture, and School Safety programs have resulted in the school being able to remain flexible and supportive even during the most trying times of the pandemic closure. Through addressing the needs of the whole child to support students at risk and providing student leadership opportunities, PCA has been and will continue to exceed standards in this metric.

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- b. **Looking ahead, what are the school's expected outcomes for School Quality/ Student Success for all students and what steps will the school take to achieve them?**

PCA currently exceeds standards in this metric and believes that it will continue on this trajectory. In SY19/20, PCA embarked on a grant with DHSS to provide a community playground designed for students in grades 6<sup>th</sup> – adult. What started as a simple request made by students, was able to blossom into a new fitness and play area for PCA and our greater Kent County/Delaware neighbors. While the leadership of PCA authored and submitted the grant, the idea, the rationale, much of the narrative, and the equipment that was installed, all came from PCA students. The playground was built by PCA parents, students, and stakeholders from the spider wall and elliptical down to the mulch. Moving forward, we hope to provide our students with other community opportunities that will demonstrate for them how every person can have a giant impact when working together.

PCA remains committed to continuing to grow student leadership and student support programs. PCA will continue to review the data from the current Tier II and Tier III behavioral support programs and make enhancements based on the data. PCA annually reviews its grade-level service learning projects to determine how to best connect service learning, citizenship, and our academic programming. We will continue with this review to determine the best methods for connecting the real world and our classrooms.

As noted in the academic section of this report, PCA also has plans to add additional Social Studies and Science resources and tools to our curriculum. PCA also plans to continue its work with the Department to ensure the instructional delivery of the Science Curriculum is aligned to Next Generation Science Standards and our teachers have the necessary professional development needed to implement these enhancements, resources, and tools. During SY20/21 PCA's professional development focus in the spring will include Next Generation Science Instructional delivery as we conduct a research and review of social studies tools that have been demonstrated to be effective in Delaware. During SY 21/22 PCA plans to continue with our Next Generation Science professional development to include the implementation of resources and tools. In SY 22/23, PCA will complete its final year of Next Generation Science professional development and also pilot new Social Studies curricular resources and tools. In SY23/24, PCA will repeat this three year curricular process with the new Social Studies curricular resources and tools.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet expected School Quality/ Student Success outcomes for all students.**

PCA measures attendance data for this metric using eSchool and Ed Insight reports as a part of regularly scheduled PLC's, and schoolwide data reviews quarterly. PCA supports students with attendance concerns via truancy plans and Tier II and III behavioral supports.

PCA will utilize data from state Science and Social Studies assessments and our internal benchmark assessments (unless the state provides benchmarks) to track the progress of students in Social Studies and Science Curricula. This data will be incorporated into the schoolwide plan for success and reviewed as a part of our current data-driven PLC's.

By continuing with current processes (schoolwide plan for growth) and adding new data elements as a part of our currently successful practices (PLC's and Professional Development), PCA will continue to demonstrate success in this metric.

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## 2.5 Progress toward English language proficiency (ELP) \* new

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. [Therefore, a PL of 5.0 is considered a student’s Attainment Target \(AT\).](#)

Metric	2017-2018			2018-2019			2019-2020
	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	Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

**DOE Summary:**  
 Progress Toward English Proficiency was not applicable in SY 17/18 and SY 18/19 because the group size was not 15 or greater.

### a) English language proficiency (ELP) ratings over the course charter term

<b>School Comments 2018-2019</b>	PCA does not meet the n-size for this metric.
<b>School Comments 2017-2018</b>	PCA does not meet the n-size for this metric.

### b) Expected outcomes for Progress toward English language proficiency (ELP)

<b>School Comments 2018-2019</b>	PCA does not meet the n-size for this metric.
<b>School Comments 2017-2018</b>	PCA does not meet the n-size for this metric.

### c) Progress measures to track English language proficiency (ELP) outcomes

<b>School Comments 2018-2019</b>	PCA will continue to monitor the progress of all English Language Learners and use WIDA along with internal assessments to ensure all learners are making progress.
<b>School Comments 2017-2018</b>	PCA will continue to monitor the progress of all English Language Learners and use WIDA along with internal assessments to ensure all learners are making progress.

The table above lists the school's available English language proficiency (ELP) ratings. Respond to the following questions. **Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please focus on the prior three school years.**

- 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.)**

While PCA does not have a sufficient number of students to populate this metric, the school has continued to support the growth of EL students through participation in the state's meetings for EL Coordinators and school programming. Our EL Coordinator supports students and instruction through the proper implementation of Access Testing, participation in PLC's to review the academic progress of EL students, ensuring the proper implementation of student EL accommodations within the classroom, and providing overall supports to students and families. PCA's growth over the charter term has resulted in increased communication and resources for EL families in their native languages. PCA is proud of our efforts to expand our libraries to allow our families to read to children at home in their native languages, and our work with teachers to ensure that ACCESS assessment and benchmark data is a part of the data driven practices of the school.

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- 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?**

PCA continues to make advancements in EL instructional practices and expanding our resources. PCA expects that we will continue to make progress towards language proficiency for all EL Learners. PCA plans to continue on its current path as defined in question (a.) above.

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**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.**

EL Learners are measured annually by the ACCESS Test. At a minimum, the grades, attendance, benchmark testing results of all EL students are reviewed three times per year with teachers along with other factors that could impact student progress. PCA shares all assessment data with parents along with benchmark assessment results in the parent's native language as requested by parents. PCA includes parents as a part of the Instructional Support Team. As with all PCA students, EL students struggling academically or behaviorally are included in the MTSS processes. PCA plans to continue these processes and make adjustments and enhancements as needed to support the growth of all EL students.

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### 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?

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
Eureka Math – curriculum implementation	<p><b>Meets Standard:</b> 100% of our math classes (19 out of 19) will use Eureka Math as their foundational curriculum resource.</p> <p><b>Approaching Standard:</b> 84% - 95% of our math classes (16 to 18 out of 19) will use Eureka Math as their foundational curriculum resource.</p> <p><b>Far Below Standard:</b> Less than 84% of our math classes (15 or fewer out of 19) will use Eureka Math as their foundational curriculum resource.</p>	<p>Walkthroughs</p> <p>Lesson plans</p> <p>Student work</p> <p>DPASI observations</p> <p>PLC data discussions</p>	PDF Upload and entry into system by DDE.	Ia1

#### DOE Summary:

Providence Creek Academy has earned a “Meets Standard” rating for its mission-specific goal for the past three years of its current charter term.

**a) Mission specific goal(s).**

<b>School Comments 2018-2019</b>	PCA met standard in its annual mission specific goal for the last three years. All teachers were trained in the Eureka Math program in SY17/18. Professional development in the use of math manipulatives aligned with the Eureka curricula and SRI reading groups have resulted in an increase in student growth.
<b>School Comments 2017-2018</b>	PCA met standard in its annual mission specific goal for the last two years. All teachers were trained in the Eureka Math program in SY17/18. Professional development continues this year for Eureka Math during both professional development days and during PLC's. The focus of the professional development this year includes the use of math manipulatives as a part of classroom instruction. Our mission specific goal has been further enhanced by our system of RTI that includes specific and targeted supports from math specialists for Tier III students. Moby Max assessment data has assisted faculty in providing pull out and small group instruction for Tier I, II, and III students.
<b>School Comments 2016-2017</b>	Providence Creek Academy Mission Specific Goal was to have Eureka Math implemented in all grades. During the 2016-2017 school year all grades were provided with the curriculum materials from Eureka Math. Professional Development throughout the year was provided for all grade levels. The Eureka Math continues to be used in all grade levels for the 2017-2018 School Year.

**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).**

PCA has met and expanded our mission specific goal by effectively implementing the Eureka Math Curricula and including the SRI professional development in SY18/19. This implementation along with our enhancements to MTSS resulted in the school exceeding student growth standards in SY18/19. In SY18/19 PCA included ELA curriculum to include professional development on "Comprehension Clubs" for Tier I reading curricula, the utilization of math manipulatives, and expanded the school's system of RTI to develop a true system of MTSS. These improvements were included in a strategic plan for future curricula review and enhancements that will result in continued improvement.

### 3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	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	
2016-2017	M	M	AS	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	AS	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard
2019-2020	M	M	M	M	M	M	M	M	M	M	Meets Standard

**DOE Summary:**

Providence Creek Academy has earned overall ratings of “Meets Standard” for the past three years of its current charter term. In SY 16/17, the school earned “Approaching Standard” for measure 1c (Students with Disabilities). In SY 17/18, the school’s performance on measure 1c. improved from “Approaching Standard” to “Meets Standard.” However, measure 1d. (English Learners), was rated “Approaching Standard.” In SY 18/19, PCA earned “Meets Standard” ratings on every measure.



**a) School's organizational performance over the current charter term**

<p><b>School Comments 2018-2019</b></p>	<p>PCA is proud of meeting all of the ratings outlined in the Organizational Performance Framework and for meeting overall standards for the last several years. PCA and its Board of Directors go above and beyond to ensure that the school is in compliance with these metrics. The school implements Oversight Meetings of the Board to ensure compliance.</p>
<p><b>School Comments 2017-2018</b></p>	<p>PCA is proud of meeting overall Organizational Performance Framework standards for the last several years. Implementation of quarterly policy compliance monitoring by our Board assists PCA in meeting the metrics and indicators of Organizational Performance. This year as a part of our regular monitoring by the Department of Education, PCA became aware of enhancements that were needed to meet standards for English Language Learners. PCA immediately aligned its practices to ensure that these standards were being met.</p>
<p><b>School Comments 2016-2017</b></p>	<p>As per the response listed under Section b) below the entire remainder of the Organizational Framework Meets Standard. As an Education Organization, everyone strives to meet or exceed all expectations.</p>

**b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes**

<p><b>School Comments 2018-2019</b></p>	<p>PCA will continue to conduct self-assessments of all internal systems to ensure compliance and best practices are being met and exceeded. Internal reviews are followed up with additional trainings and professional development on best practices.</p>
<p><b>School Comments 2017-2018</b></p>	<p>By using the annual school compliance calendar provided by the Charter School Office, PCA and its Board are able to quickly monitor the reporting requirements for the metrics and indicators measured as a part of the Organizational Performance Framework. The PCA Board receives monthly updates on the school's progress and performance from the Head of School and the principal.</p>
<p><b>School Comments 2016-2017</b></p>	<p>Providence Creek Academy Charter School continues to "Meet Standard". The Students with Disabilities rating of Approaching Standard is due to compliance monitoring by the Delaware Department of Education. The monitoring identified minor errors in Evaluation Summary Reports (ESR). There were no major findings in the review. Professional Development was provided to ensure correct reporting for all future ESRs.</p>

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

<b>School Comments 2018-2019</b>	PCA is meeting all standards.
<b>School Comments 2017-2018</b>	<p><b>Measure 1d.</b> Is the school fulfilling responsibilities for English Learners (ELs)?</p> <p><b>DOE Rating Information:</b></p> <hr/> <p><b>DOE compliance monitoring identified areas of non-compliance which the school corrected by the end of the monitoring period.</b></p> <hr/> <p><b>School Response To Rating:</b></p> <hr/> <p><b>PCA completed a task past the deadline for one compliance measure. PCA now follows a compliance calendar that ensures that all deadlines for reporting are met.</b></p> <hr/>

<b>School Comments 2016-2017</b>	<p><b>Measure 1c.</b> Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?</p> <p><b>DOE Rating Information:</b></p> <hr/> <p>The school has been identified as out of compliance for a few errors in special education records including transition planning and is engaged in a Corrective Action Plan .</p> <hr/> <p><b>School Response To Rating:</b></p> <hr/> <p>Providence Creek Academy Charter School continues to "Meet Standard". The Students with Disabilities rating of Approaching Standard is due to compliance monitoring by the Delaware Department of Education. The monitoring identified minor errors in Evaluation Summary Reports (ESR). There were no major findings in the review. Professional Development was provided to ensure correct reporting for all future ESRs.</p> <hr/>
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- 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.)

PCA is proud to have met the overall Organizational Performance Metrics for the entire term of the charter, including meeting all metrics for the past 2 years.

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

PCA attributes its success in this framework to incorporating internal systems of oversight, compliance monitoring, and internal audits. PCA's Board of Directors has a standing oversight committee that conducts school reviews three times per year. The school utilizes the annual compliance calendar developed by the Charter School Office. PCA contracts for independent audits that examine best practices as well as compliance. These internal audits are then used to provide professional development to staff or to create processes for ensuring best practice improvements.

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

PCA approached standards in 1.c in SY16/17 due to identified minor errors in Evaluation Summary Reports (ESR). There were no major findings as a part of the Department's review. PCA corrected this deficiency by providing additional professional development for all future ESRs.

In SY17/18, PCA received a score of approaching standards in 1.d. due to missing a reporting deadline for EL students. By incorporating the compliance calendar as a part of the internal reviews for the school, PCA has met all other reporting deadlines including being one of the schools to complete ACCESS Testing when the pandemic required schools to close.

PCA believes that its systems of internal controls and audits will continue to ensure that the school meets all of the measures and metrics of the Organizational Performance Framework and that a consistent system of professional development will allow for best practices to continue in years to come.

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## Performance Agreement

### Organizational Performance Expectations

Providence Creek Academy overall organizational rating is Meets. In the next renewal period, our expectation is to maintain 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.

#### DOE Summary:

Providence Creek Academy has earned overall ratings of "Meets Standard" for the past three years of its current charter term.

<b>School Comments 2018-2019</b>	PCA is proud to have met the Organizational Performance Framework standards for the last three years. PCA's Board of Directors monitors the school's progress closely and takes their job of oversight seriously. PCA's Board has had two trainings this year to ensure all members are up to date with their governance responsibilities. The Board also received training on the performance framework updates in October of 2019. Monthly reports are being supplemented to include additional data as a part of Head of School, Dean of Academics, and Dean of Student reports.
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<b>School Comments 2017-2018</b>	PCA is proud to have met the Organizational Performance Framework standards for the last two years. PCA's Board of Directors monitors the school's progress closely and takes their job of oversight seriously. PCA's Board has had two trainings this year to ensure all members are up to date with their governance responsibilities. Delaware Alliance for Non-profit Advancement provided training in June of 2018. The Board also received training on the performance framework updates in October of 2018. Monthly reports are being supplemented to include additional data as a part of Head of School and Principal reports beginning in January of 2019 to progress monitor the Organizational and Academic performance of the school.
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<b>School Comments 2016-2017</b>	Providence Creek Academy's overall academic rating continues to be Meets. PCA performed Exceeds in On Track to Graduation; Academic Achievement PCA Meets; Growth and College and Career are Approaching. Over the last two years we have made significant changes in our curriculum resources for Reading, Math and Writing. During 2016-17 we implemented Eureka Math. This transition was difficult for our elementary grade levels. PCA provided professional development and PLCs for our staff to support this implementation. PCA identified a need for a change in ELA curriculum resources. During 2017-18 Scholastic Guided Reading and Writing by Design will be implemented, with Eureka Math continuing. It is anticipated to see changes in growth over the next two to five years in our student growth.
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**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.**

PCA is proud to have met the overall Organizational Performance Metrics for the entire term of the charter, including meeting all metrics for the past 2 years. PCA has included organizational performance goals as a part of the school’s strategic plan in order to expand upon compliance into measures of best practice. These goals over the term of the charter have included goals for added safety and security such as the implementation of the Panic Button System, added Board Governance Training to include SMART Goal setting, and continued policy enhancements. PCA believes that our systems of strategic planning that includes stakeholder feedback will lead to continued success in this framework.

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### 3.3 Educational Program

- a. **Describe any changes to the education program or curricula the Board plans to make prior to the renewal.**

PCA does not plan on making any changes to the education program or curricula prior to our renewal. PCA submitted all curricula this summer. All curricula was approved by the Department of Education with final approval pending for ELA and Math at the time this section of the application was written.

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### 3.4 At-risk students, Students with Disabilities, and English Language Learners

Year	Education Program		
	Applicable State & Federal Requirements	Students with Disabilities	English learners
	1b	1c	1d
2016-2017	M	AS	M
2017-2018	M	M	AS
2018-2019	M	M	M
2019-2020	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.

PCA approached standards in 1.c in SY16/17 due to identified minor errors in Evaluation Summary Reports (ESR). There were no major findings as a part of the Department’s review. PCA corrected this deficiency by providing additional professional development for all future ESRs.

In SY17/18, PCA received a score of approaching standards in 1.d. due to missing a reporting deadline for EL students. By incorporating the compliance calendar as a part of the internal reviews for the school, PCA has met all other reporting deadlines including being one of the schools to complete ACCESS Testing when the pandemic required schools to close.

PCA has met standards in this metric for all other years. During its evaluation by the Department in SY19/20, PCA met this metric. PCA attributes its success to establishing a system of internal audits followed by professional development. PCA has found the Exceptional Resources Workgroup at the Department incredibly helpful and supportive as well. We are grateful for their continued support and professional development opportunities.

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- 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.**

PCA's change from a system of RTI to a system of MTSS has been incredibly helpful. PCA has made continuous improvements in its processes by which at-risk students are identified and supported with the correct resources and supports. Our system of schoolwide MTSS was enhanced by the inclusion of remedial programs such as Barton and Wilson for reading and Dreambox for math to provide Tier I and II students with the targeted remediation needed to close learning gaps. PCA missing exceeding standards in student growth metric by 2 percentage points in SY18/19 is evidence of providing the correct resources to students that are at-risk.

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- 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.**

PCA follows the comprehensive plan provided by the Department of Education regarding the identification, testing, and support of EL students as evident by the school meeting standards in this indicator. PCA was one of the few schools to complete the required testing of EL students when the school closures commenced last spring due to COVID-19.

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**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.**

PCA has made continuous improvements in its processes by which at-risk students are identified and supported with the correct resources and supports. During the term of the charter, PCA has added B & C classroom settings to the Upper and Lower Schools, currently employs three fulltime and four part-time para-professionals, and changed to a system of schoolwide MTSS class. PCA has added both Barton and Wilson reading remedial programs, and enhanced our math remedial programs with programs such as Dreambox to enhance targeted remediation. PCA has a very strong system of Tier I, II, and III instructional supports that prevent the over identification of students by closing learning gaps before they occur. PCA exceeding student growth metric in SY18/19 and meeting requirements of the May 2020 LEA Determination Under the Individuals With Disabilities Education Act (IDEA) provided by the Department of Education is evidence of providing the correct resources to students that are at-risk.

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### 3.5 Governance and Reporting Requirements

Year	Governance & Reporting		
	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements
	2a	2b	2c
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M
2019-2020	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).**

PCA Board of Directors provides an annual evaluation of the School Leader. Last year, the Board enhanced this system using the information provided through a professional development program for Board provided by the Charter School Office. The Board further developed this system for evaluation for this year to include metrics that align with both the charter school performance frameworks and the strategic plan of the school. This system for evaluation was developed in a similar fashion to the DSSF and Organizational Performance Framework where the metrics for Head of School include academic, organizational, and financial performance metrics as well as strategic plan measures which create an overall score.

**c. Identify the school’s plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.**

PCA’s Board of Directors provides an on-Boarding meeting for all new members. New members are provided a reference book which includes the most relevant sections of Delaware Code and Regulations, the Board’s By Laws, the applicable references needed for Financial and Governance Training as well as school calendars, and contact information. New Board members are provided with a review of this relevant material. Governance training has been provided twice in the last three years at PCA and the Board of Directors has an on-going contract with DANA as a part of their SMART Goal training that began this year. The Board tracks training and requirements as a part of their on-going processes. The Board has two on-going committees. One of which is the CBOC, where its Treasurer is a member and reports monthly. The second is the Oversight Committee that tours the school at a minimum of three times per year and focuses on school best practices and processes aligned to the Charter School Office compliance calendar. Through the reports of the regular board and committee, along with the induction plan, PCA’s Board of Directors has continued to ensure their plan for effectiveness in the future.

PCA’s Board of Directors staggers its membership to ensure that there is a plan for retention and succession. PCA’s Board posts open board positions on the school’s website and use social media to allow for the inclusion of all members that may be interested in joining. The Board of Directors has also completed SMART Goal training to promote interaction between the Board of Directors members and non-members. For instance, different committees are formed based on the SMART goals established by the Board of Directors. The committees will include members from the community and report directly to the Board.

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**e. Describe the school’s process for succession planning including identification, development and retention of school leaders.**

PCA has enhanced its current organizational structure to allow for added leadership positions within the school that all report directly to the Head of School and report to the Board throughout the year. This enhanced leadership team includes a Dean of Academics, a Dean of Students, a Director of Human Resources, a Director of Special Education, and a Business Coordinator. Each member of the team has his/her own direct reports. This team works together collaboratively to ensure that the school’s strategic plan is implemented. This enhanced structure provides for succession planning including the identification of possible candidates for a new school leader should there be a need in the future by providing a comprehensive understanding of all roles, their interrelations, and the impact of the overall plan. This process of collaboration ensures the continued success of the school, should any one member of the school’s leadership team leave or retire.

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**f. Share how the Board supports the school. Speak to the Board’s involvement in events, operations, and fundraising activities.**

PCA’s Board of Directors is very special. While there are two designated parent members on the Board, every member of the Board is also a parent. The PCA Board has a clear understanding of their roles and responsibilities. The Board has played a vital role in supporting the new Head of School since she started in July of 2018. Members are present on campus on a regular basis including dropping off their children at school, attending school events, chaperoning field trips, attending committee and Board meetings, and truly participating in the school as a whole. The Board has played an active role in managing the school’s finances by providing insight to best practices, raised funds for the school, and is now working to support the addition of the new score board for the school’s athletic fields. PCA’s Board of Directors has also assisted with identifying grants for the school. Last year, the Board identified the Health Innovation Grant that lead to a \$50,000 improvement of the Upper School Playground to include a health and fitness area designed for PCA students and the residents of Delaware.

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## 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
Elizabeth	Colombo-Kutch	7/28/2020	7/28/2025	Board Member	11/30/2015
Lisa	Moore	9/29/2020	9/29/2025	Vice President	11/30/2015
Melissa	Rhoads	9/24/2019	9/24/2024	President	11/30/2015
Charles	Mosher	1/23/2018	1/23/2023	Treasurer	11/19/2010
Danielle	Gordy	7/28/2020	7/28/2021	Parent	12/1/2019
Amanda	Russel	9/29/2020	9/29/2021	Parent	9/21/2020
Christine	Chaney	7/28/2020	7/28/2021	Teacher	12/18/2017

### DOE Summary:

As of December 16, 2019, the school's board of directors was in compliance with State membership and board training requirements (board governance, financial).

<b>School Comments 2018-2019</b>	The PCA Board of Directors supports and monitors the training of all board members. The Board completed a second training with the Delaware Alliance for Non-profit Advancement in June of 2018. The Board also received training on the performance framework updates in October of 2019.
<b>School Comments 2017-2018</b>	The PCA Board of Directors supports and monitors the training of all board members. The Board completed a second training with the Delaware Alliance for Non-profit Advancement in June of 2018. The Board also received training on the performance framework updates in October of 2018.
<b>School Comments 2016-2017</b>	All current Board Members have attended Board Governance Training held in January 2015. All Providence Creek Academy Charter School Members and Administration will undergo new Governance Training in January 2018.

**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
Bill	Bentz	11/1/2014		Consultant	1/11/2011
Brenda	Cowell	1/1/2016		Parent	2/2/2017
Brandon	Paris	2/1/2015		Employee	10/12/2017
Richard	Riggs	8/9/2015		DOE Representative	11/30/2015
Chuck	Mosher	8/22/2019		Board Representative	11/19/2010
Rachael	Straightiff	11/21/2019		Educator Representative	12/19/2019
Denise	Stouffer	7/1/2018		Head of School	9/16/2018

**DOE Summary:**

As of December 16, 2019, the school’s Citizens Budget Oversight Committee was in compliance with State membership and financial training requirements.

<b>School Comments 2018-2019</b>	The PCA Board of Directors supports and monitors the training of all CBOC members. All CBOC members have received their training within the proper timelines.
<b>School Comments 2017-2018</b>	The PCA Board of Directors supports and monitors the training of all CBOC members. All CBOC members have received their training with the proper timelines.
<b>School Comments 2016-2017</b>	All members are trained as required.

**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 & Staff		Facilities, Transportation, Health &
	Students Rights	Req. on Teacher Certification	
	3a	3b	
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M
2019-2020	M	M	M

Note: Data is an excerpt from the overall Organizational Performance Framework data included in 3.2.

- a. Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.

PCA is proud to have met the overall Organizational Performance Metrics for the entire term of the charter, including all metrics for the past two (2) years.

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- b. Provide information about the best practices the school uses to meet standards in the above noted areas.

PCA uses a collaborative model to ensure that we are meeting the standards for student’s rights, certification, as well as Facilities, Transportation, Health & Safety. As noted in your organizational reporting structure, PCA has clearly assigned roles that address each of these areas. In regards to our school safety, the school would like to acknowledge the work of Lt Rau and CPL Bishop, our SRO’s from the Clayton Police Department for all of their hard work with both the school and the state on the implementation of the school’s Panic Button System.

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

2017-2018			2018-2019			2019-2020*		
% 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
78	42	33	85	35	41	93	40	43

**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 18/19 and 90 teachers remained employed in SY 19/20, the school's teacher retention rate would be 90%.

**DOE Summary:**

From SY 16/17 to SY 17/18, Providence Creek Academy's teacher retention rate decreased from 82.1% to 78%. In SY 18/19, the rate increased to 85%.

**a) School's plans to monitor and minimize teacher attrition rates**

<b>School Comments 2018-2019</b>	PCA began conducting exit interviews of all staff in SY19/20. The majority of exit interviews indicate that teachers are choosing to leave the school for more money and to be closer to home. In SY18/19, the Board of Directors approved a new teacher pay scale to address payroll concerns. The Board also made enhancements to its organizational structure. Beginning in SY19/20, PCA implemented an enhanced organizational chart that provided for additional human resource supports for all staff and received approval for a teacher developed alternative evaluation system that provided additional coaching and support for educators. Informal interviews with parents and staff have demonstrated an increase in satisfaction in the overall climate and culture of the school. PCA has enhanced its systems of support by adding new on-boarding training for new staff. The school has also enhanced its systems of support for classroom instruction through partnerships with UD and DSU by allowing pre-teachers to work collaboratively with PCA classroom teachers to support instruction.
<b>School Comments 2017-2018</b>	PCA has a 90.6% retention rate for teachers. PCA did not retain three teachers last year and one faculty member passed away unexpectedly. For SY 17/18, the reasons for leaving included non-renewal of contract, and finding a position closer to home.  PCA's plan to monitor staff retention includes monthly reports on staffing to the Board and regular meetings with team teachers. PCA's small size allows for open communication between teachers and school leaders. Regular teacher team



	<p>leader meetings allow for concerns to be expressed openly and issues to be resolved quickly. PCA has a family atmosphere that extends to all staff. Policy changes impacting staff are reviewed with staff during grade level meetings and posted for feedback. Feedback is then shared with the Board. Teachers are encouraged to attend meetings and all school leaders have an open door policy. PCA has plans on implementing a faculty survey this year to glean greater insight into future improvements.</p>
<p><b>School Comments 2016-2017</b></p>	<p>Each Spring all employees are required to complete a reemployment form stating their intention to return. There are always numerous reasons for change of staff, non-renewal of Employment Agreement, resignations, employment closer to home, moving out of state, State of Delaware staff funding mechanism for Charter Schools, and various other reasons. The work environment is monitored to ensure a safe, friendly and a team approach is used to retain the best employees by the Board of Directors and the Administrative Team.</p>

**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.**

<p><b>School Comments 2018-2019</b></p>	<p>PCA CIP Objectives:</p> <ol style="list-style-type: none"> <li>1. Empower and support novice teachers to implement consistent routines and procedures in their classrooms that respect the individual student.</li> <li>2. Establish a campus-wide collaborative teaching community that embraces classroom management, instructional mastery, effective student questioning, and positive student expectations.</li> <li>3. Encourage new teachers to embrace PCA’s philosophy of family-oriented education while continuously maintaining strict ethical standards and classroom rigor.</li> </ol> <p>Providence Creek Academy meets monthly with first year teachers and quarterly with second, third, and fourth year teachers. These meetings are designed to foster a sense of community and support among these novice educators. Teachers video tape themselves for feedback, discuss ethical issues, and offers suggestion and encouragement to each other. Meetings are facilitated by the Dean of Academics or the Lead Mentor.</p> <p>Professional Development (PD) for the entire staff is focused heavily on three big ideas this year: Implementation of our piloted Writing and Phonics programs, Implementation of a cohesive and rigorous MTSS program, and Enhancement of the Arts Curricula. Schoolwide PD days are differentiated to allow teachers to most effectively devote their time. Sessions are facilitated by the Dean of Academics, the Reading Specialist, and the Math Specialist.</p> <p>PD continues in the Professional Learning Communities (PLCs) that take place weekly throughout the year for all core subject teachers. Teachers meet weekly in</p>
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	<p>MTSS PLCs to analyze both formative and summative data and incorporate flexible strategies and groupings into small group instructions based on dynamic data. Teachers also meet in either a Math or a Reading PLC. In those communities, Specialists facilitate teacher-driven craft improvement. Math focuses primarily on manipulatives and small group differentiation, while reading continues the work of implementing the pilot Writing and Phonics programs.</p>
<p><b>School Comments 2017-2018</b></p>	<p>PCA’s professional development program begins with mentorship. At Providence Creek Academy (PCA) the Comprehensive Induction Program (CIP) Vision is to ensure that all new PCA teachers receive the necessary professional support as they develop the essential knowledge, skills, and experience that will result in rigorous and deep learning experiences for all PCA students.</p> <p>The mission of the PCA CIP is to develop and implement a local Comprehensive Induction Program specific to our campus environment, aligned with state initiatives, and tailored to the needs of new educators.</p> <p>PCA CIP Objectives:</p> <ol style="list-style-type: none"> <li>1. Empower and support novice teachers to implement consistent routines and procedures in their classrooms that respect the individual student.</li> <li>2. Establish a campus-wide collaborative teaching community that embraces classroom management, instructional mastery, effective student questioning, and positive student expectations.</li> <li>3. Encourage new teachers to embrace PCA’s philosophy of family-oriented education while continuously maintaining strict ethical standards and classroom rigor.</li> </ol> <p>Professional development is presented in whole group during professional development days and is later embedded in PLC’s. PD has centered on ELA and math curricula implementation which is also included as a part of the teacher evaluation.</p>
<p><b>School Comments 2016-2017</b></p>	<p>There are 9 Professional Development Days built into the calendar to support the growth of the staff. Professional Learning Communities (PLC’s) are conducted during the school day as well as after school. Each PLC is moderated by either a fellow staff member or by a Specialist to ensure the topics are discussed as well as the information is understood and welcomed. This year our Math and Reading Specialist have had Professional Development during the summer and during the school year to assist in the implementation of new curriculum throughout all grade levels. The DPASS Coordinator, Teacher Mentors, Special Education and the Student Support Services also provide leadership and support.</p>

**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.**

PCA has demonstrated consistent positive trends for teacher retention, as shown by the 15% increase for retention over the past three (3) years.

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

As noted annually, PCA has incorporated methods for monitoring and minimizing teacher attrition rates throughout the term of the charter. As being the 'best place to work' is a part of our goal plan, PCA began this process by working with teachers to create a new teacher evaluation system in SY18/19. It was during this year that we also revised the teacher pay scale to better align with that of our largest feeder pattern school. PCA has had three resignations this year. One of the resignations was due to the teacher's commute time and the other two were related to a desire to teach only musical instruments. PCA ensures teacher voice by surveying our stakeholders, meeting with teacher leaders monthly, and attempting to show our gratitude to every faculty member as often as possible to make sure they know how much we appreciate the very difficult job they do every day.

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**c. Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.**

PCA's professional development plans have continued to focus on the development and the enhancement of our curricula as well as our data driven instructional practices. PCA plans to continue on this path for teachers by including Next Generation Science instructional delivery and new Social Studies curricula tool training into the professional development plan. PCA teachers also create an annual independent goal for professional development as a part of their evaluation. Teachers are provided with time during professional development days to present their work to the faculty.

PCA's leaders are required to serve on committees or to obtain training on the advancement of their own skills. Two of our Leaders serve on the Data Forum and one of leaders served on the committee to revise the regulations for RTI. All of our Leaders take on-going training through the Department of

Education or via college courses.

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**d. Describe how the school’s completion of educator evaluations has evolved over the course of the charter term.**

In SY18/19, PCA developed a teacher evaluation system in conjunction with our faculty. This system known as the Providence Creek Alternative Teacher Evaluation System (PCAT) combines the coaching aspects of DPAS with clearly defined metrics, including independent professional development goals. The system requires teachers to follow-up after observations and walk-throughs with their instructional coach in order to receive coaching. This allows our administrative team to share in the formal and informal aspects of the evaluation process to more clearly identify the professional development needs of faculty as a whole and as individuals or small groups.

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### 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.).

PCA current local funds (appropriation 98000) is \$2,279,829.09 which would be sufficient to cover summer pay obligations (salary and OEC's) based on the SY20 audit which would equate to \$598,065.24. This amount would also cover other expenses associated with school closure.

In the event of a closure, PCA's HR Director and Finance Coordinator would remain employed through August to ensure the proper processing of payroll and to close out any other bills. The Head of School would stay on through the end of July or August if needed to ensure the proper close out of all school records and to lead all closeout activities.

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#### 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	
2016-2017	M	M	M	M	AS	AS	F	AS	M	Approaching Standard
2017-2018	M	M	M	M	F	AS	F	AS	M	Approaching Standard
2018-2019	M	M	M	M	F	AS	F	M	M	Meets Standard
2019-2020	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:

Providence Creek Academy earned overall ratings of “Approaching Standard” in 2016/2017 and in 2017/2018. In 2018/2019, PCA improved its overall rating to “Meets Standard”. In 2018/2019, PCA was “Approaching Standard” in measure 2b. (Debt to Asset Ratio) and “Far Below Standard” in 2a. (Total Margin) and 2c. (Cash flow).

a) School's financial performance over the current charter term

<p><b>School Comments 2018-2019</b></p>	<p>PCA's is proud of its progress and in meeting financial performance framework standards. We have taken great strides in meeting the needs of the school as well as learners and employees. Additional revenue sources including grants have allowed the school to pay for one-time instructional initiatives while continuing to make enhancements such as those made to our teacher pay scale. PCA will continue to strive to meet all of the standards of the Financial Performance Framework.</p>
<p><b>School Comments 2017-2018</b></p>	<p>PCA's current areas of not meeting standard are described in detail in question c. of this report. A decrease of 7.28% in revenues in both state and local funds had a negative impact on the overall PCA budget.</p> <p>PCA is currently reviewing the entire budget to identify expenses that can be reduced without a negative effect on our academic program. Applications have been made for various grants to supplement our current revenue. The majority of these applications center around one-time costs to avoid the school from being grant dependent. A review of all programs such as summer camp will take place during fiscal year 2019 to develop a more cost effective operation that should increase our revenue. PCA is also hopeful that there will be an increase in revenue from the State of Delaware and local districts. PCA is looking for ways to make small increases (not beyond 5%) to enrollment to also supplement the current budget.</p>
<p><b>School Comments 2016-2017</b></p>	<p><b>Measure 2a. Total Margin:</b> Providence Creek Academy spent reserve monies to make improvements and purchase new busses. We will not have any major capital improvements in the near future. Our Total Margin will continue to improve as we move forward as indicated in the 2016-2017 Total Margin Indicator.</p> <p><b>Measure 2b. Debt to Asset Ratio:</b> The Debt to Asset Ratio is due to the finance arrangement with our Municipal Bonds and USDA. As we move forward the Debt to Asset Ratio will continue to improve.</p> <p><b>Measure 2c. Cash Flow:</b> Reserve cash was used for purchasing of capital needs as well as major equipment purchase starting in 2014. The reserve cash will not be used for any asset or major equipment purchase in the near future. We should be able to increase our cash reserve unless the State Education Budget Reductions increase. This is unknown at this time.</p> <p><b>Measure 2d. Debt Service Coverage Ratio:</b> Due to increased spending on Building Improvements and the purchase of new busses for our transportation department, PCA used reserve cash to satisfy the purchase without using borrowed monies. These types of purchases will not occur in the near future due to the nature of the purchase and the life of the items bought.</p>

**b) Financial practices that the school has implemented to improve the school's financial outcomes**

<b>School Comments 2018-2019</b>	PCA continues to review its budget monthly to ensure it will continue to meet standards. The school has been able to supplement its revenue with grants to provide additional on-time academic materials that will benefit instruction without placing a burden on the school's limited budget. PCA has been able to work with the EPA to obtain grants for bus replacement and the Delaware Department of Education for grants to implement academic pilot programs and professional development programs. Since these are one-time expenses, the school will not experience problems with sustainability
<b>School Comments 2017-2018</b>	PCA continues to review its budget monthly to ensure it will continue to meet standards. The school has been able to supplement its revenue with grants to provide additional on-time academic materials that will benefit instruction without placing a burden on the school's limited budget. PCA has been able to work with the EPA to obtain grants for bus replacement and the Delaware Department of Education for grants to implement academic pilot programs and professional development programs. Since these are one-time expenses, the school will not experience problems with sustainability
<b>School Comments 2016-2017</b>	Providence Creek Academy has experience a reduction in State Funding due to an overall budget shortfall. Providence Creek Academy has reduced all budget categories. As of this writing the final budget for the school is not finalized due final budget considerations that are due in January 2018.



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

School Comments  
2018-2019

2. SUSTAINABILITY INDICATORS

Measure 2a. Total Margin:

*Net Income divided by Total Revenue*

<b>2018-2019</b>
<b>1 YR: 1.43%</b>
<b>3 YR: -3.09%</b>

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:

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PCA's added revenue resulted in a dramatic gain in overall margin. The overall margin was impacted by one-time expenses such as the purchase of buses and cuts to Division II funding. The net result of SY18/19 was a positive result of 1.43. The chart above was provided by the school's audit firm. This data exemplifies the school's gains due to the increase in funding as well as the changes in budget to compensate for the Division II cuts that have not been restored.

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Measure 2b. Debt to Asset Ratio:

*Total Liabilities divided by Total Assets*

<b>2018-2019</b>
<b>0.99</b>

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:**

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Providence Creek Academy’s total current liabilities were \$12,438,599 and the total assets were \$939,834 which results in a debt to asset ratio of .99 as of June 30, 2019. The preferred ratio is less than 0.9. PCA is working to implement a strategic plan to achieve this rating.

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**Measure 2c. Cash Flow**

2018-2019
1 YR: \$93344
3 YR: \$-69296

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:**

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PCA’s cash and cash equivalents increased by \$93,344 as of June 30, 2019. Despite this gain, the three- year margin had a significant impact on the overall rating. The three- year trend is a result of 2018 fiscal year, was a result of revenue reductions from local school districts of \$46,372 and state revenue reductions of \$111,809. These two revenue reductions total \$158,181. This trend was compounded by the 2017 bus expenditures. PCA hopes to achieve this rating in SY19/20 when the three- year trend of SY 2017 is no longer a part of the calculation.

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**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

2017-2018
1 YR: -7.28%
3 YR: -4.01%

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:**

This ratio is calculated by dividing the net income of \$501,650 by the total receipts of \$6,894,120 to arrive at a value of 7.28%. PCA's total revenue was \$6,894,120 for 2018 in comparison to \$7,262,864 for fiscal year 2017. This is a reduction of revenue of \$368,744 represents 73.5% of our deficit. The remainder of the deficit was the result of increased operating expenses. The only way to improve this ratio in the future is to ensure our current expenses are less than our current revenues.

PCA is currently reviewing the entire budget to identify expenses that can be reduced without a negative effect on our academic program. Applications have been made for various grants to supplement our current revenue. The majority of these applications center around one-time costs to avoid the school from being grant dependent. A review of all programs such as summer camp will take place during fiscal year 2019 to develop a more cost effective operation that should increase our revenue. PCA is also hopeful that there will be an increase in revenue from the State of Delaware and local districts. PCA is looking for ways to make small increases (not beyond 5%) to enrollment to also supplement the current budget.

**Measure 2b. Debt to Asset Ratio:**

*Total Liabilities divided by Total Assets*

2017-2018
1

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:**

Providence Creek Academy's total current liabilities were \$12,704,536 and the total assets were \$12,736,186 which results in a debt to asset ratio of one (1) as of June 30, 2018. The preferred ratio is less than 0.9. Bonds, loan, and note payable amount to \$11,535,764 or approximately 91% of the total liabilities which are for the land and the buildings over which we have limited control. PCA has committed to improve this ratio by increasing the value of our current cash revenue as described in measure 2.a.

Measure 2c. Cash Flow

2017-2018
1 YR: \$-162640
3 YR: \$-330527

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:

PCA's cash and cash equivalents were \$2,715,452 as of June 30, 2017 and were 2,552,812 as of June of 2018 which represents a reduction of \$162,640 during the 2018 fiscal year. During 2018 fiscal year, the revenue from local school districts was \$838,606 in comparison to \$884,978 for the previous fiscal year, or a reduction of \$46,372. Revenue from the State of Delaware was \$5,238,106 for the 2018 fiscal year in comparison to \$5,349,915 for the previous fiscal year, or a reeducation of \$111,809. These two revenue reductions total \$158,181. If these two revenue reeducations had not occurred, and if there had been small inflationary increases from our two main revenue sources, the amount of our cash and cash equivalents would have been increased.

Measure 2d. Debt Service Coverage Ratio:

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

2017-2018
0.57

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

School Response To Rating:

This ratio is calculated by adding net income (\$501,650) plus depreciation (\$443,717) plus interest expenses (\$437,198) which equates to \$379,265 divided by principal payments \$222,502 and interest payments of \$437,198 which total \$659,700. This equates to a 0.57 ratio. The principle and interest amounts are based on our current mortgage on the land and buildings, so it is difficult to change these amounts. The only part of this formula which can be changed to effect the ratio is the net income amount. PCA is in the process of developing a plan so that our current expenses are less than our current revenues in order to improve this ratio for the future. PCA's plan for accomplishing this goal is outlined un our response to 2.a,

The debt service coverage ratio indicates the school's ability to cover its debt obligations in the current school year. PCA has a surplus of \$2,274,315.31 in appropriation 98000 as if June 30, 018 and this measure does not consider the amount of the school's reserves.

**School Comments  
2016-2017**

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

2016-2017
1 YR: -3.84%
3 YR: -0.17%

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:**

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Providence Creek Academy spent reserve monies to make improvements and purchase new busses. We will not have any major capital improvements in the near future. Our Total Margin will continue to improve as we move forward as indicated in the 2016-2017 Total Margin Indicator.

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**Measure 2b. Debt to Asset Ratio:**

*Total Liabilities divided by Total Assets*

2016-2017
0.96

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:**

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The Debt to Asset Ratio is due to the finance arrangement with our Municipal Bonds and USDA. As we move forward the Debt to Asset Ratio will continue to improve.

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Measure 2c. Cash Flow

2016-2017

1 YR: \$-167887

3 YR: \$-489675

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:

Reserve cash was used for purchasing of capital needs as well as major equipment purchase starting in 2014. The reserve cash will not be used for any asset or major equipment purchase in the near future. We should be able to increase our cash reserve unless the State Education Budget Reductions increase. This is unknown at this time.

Measure 2d. Debt Service Coverage Ratio:

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

2016-2017

0.94

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

School Response To Rating:

Due to increased spending on Building Improvements and the purchase of new busses for our transportation department, PCA used reserve cash to satisfy the purchase without using borrowed monies. These types of purchases will not occur in the near future due to the nature of the purchase and the life of the items bought.

- 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.)

PCA has demonstrated continued progress in its overall financial performance framework.

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

PCA is currently awaiting the metrics for SY19/20 from the Department of Education and looks forward to adequately responding to these questions when the data is provided.

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

PCA is currently awaiting the metrics for SY19/20 from the Department of Education and looks forward to adequately responding to these questions when the data is provided.

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## Performance Agreement

### Financial Performance Expectations

Providence Creek Academy overall financial rating is Meets. In the next renewal period, our expectation is to maintain 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.

#### DOE Summary:

Providence Creek Academy earned an overall rating of "Meets Standard in 2018/2019 after being rated as "Approaching Standard for the prior two years.

#### School Comments 2018-2019

PCA continues to review its budget monthly to ensure it will continue to meet standards. The school has been able to supplement its revenue with grants to provide additional on-time academic materials that will benefit instruction without placing a burden on the school's limited budget. PCA has been able to work with the EPA to obtain grants for bus replacement and the Delaware Department of Education for grants to implement academic pilot programs and professional development programs. Since these are one-time expenses, the school will not experience problems with sustainability

#### School Comments 2017-2018

PCA reviewed its entire budget to identify expenses which can be reduced without negative impact on our academic programs. Applications have been made for various grants to supplement one-time expenses to the budget.

#### School Comments 2016-2017

As per the Financial Performance Rating and Expectations, Providence Creek Academy Charter School monitors all of the income and expenses on a daily basis as well as a formal monthly basis. We are in a process to refinance our Bonds as well as refinance our loan agreement with the USDA. If approved we will be able to have a significant saving in our debt service. In addition our current spending has been reduced for non-essential items. Providence Creek Academy owns its own busses and replacement busses were paid with cash from reserve accounts.

**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)**

<b>DOE Summary:</b>
The school's FY19 independent audit did not have any audit findings.

<b>School Comments 2018-2019</b>	This is not applicable to PCA.
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<b>School Comments 2017-2018</b>	This is not applicable to PCA.
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<b>School Comments 2016-2017</b>	There were no finding in the FY 2016-2017 Audit
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**d. Discuss the school's financial performance based on its approved Performance Agreement.**

PCA met financial performance in SY18/19 and is awaiting the metric data from the DOE to provide a comprehensive answer to this question.

Providence Creek Academy expects to continue to meet overall financial performance ratings. In the next renewal period, our expectation is to maintain the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, PCA will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

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

PCA did not have any Audit Findings during this time.

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## V. INNOVATION

### School's innovative practice(s) that could be replicated at other schools in Delaware

<b>School Comments 2018-2019</b>	The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing our K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences. PCA's innovation is not in what we do, but in how we teach, partner with our parents, and our connections with our community. Through academics, arts, and athletics we are the PCA family.
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<b>School Comments 2017-2018</b>	The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing our K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences. PCA's innovation is not in what we do, but in how we teach, partner with our parents, and our connections with our community. Through academics, arts, and athletics we are the PCA family.
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<b>School Comments 2016-2017</b>	The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing our K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences. PCA's innovation is not in what we do, but in how we teach, partner with our parents, and our connections with our community. Through academics, arts, and athletics we are the PCA family.
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- 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).**

PCA's innovative practices stem from our mission. The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing our K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences. PCA's innovation is not in what we do, but in how we teach, partner with our parents, and our connections with our community. Through academics, arts, and athletics we are the PCA family. PCA has had an annual goal of developing and enhancing our community partnerships for the last several years. It is through these partnerships with local and state agencies that we have been able to ensure our students continue to have experiences beyond the traditional classrooms. This mission is conducted through service learning projects that are held with state agencies and field trips. As noted early, we have begun the process of including students in the grant

process. For the last three years we have formulated strong partnerships with our IHE partners and have been able to work with the University of Delaware and Delaware State to have both methods students and student teachers support and learn as a part of our classrooms. In SY19/20 we were able to partner with DOE and to date we have two wonderful resident teachers that are learning their craft as a part of our 4<sup>th</sup> grade classrooms. We have also partnered with Modern Maturity and provide on-site training for seniors to learn new job skills. We have found that these partnerships not only benefit the participants, but also benefit the students by providing additional support in classrooms, mentorship, and exposure to a variety of people from different places across the USA.

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## 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						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
K	80	80	80	80	80	80
Grade 1	83	80	80	80	80	80
Grade 2	84	79	79	79	79	79
Grade 3	78	79	79	79	79	79
Grade 4	77	78	78	78	78	78
Grade 5	79	78	78	78	78	78
Grade 6	79	78	78	78	78	78
Grade 7	76	78	78	78	78	78
Grade 8	69	78	78	78	78	78
Grade 9						
Grade 10						
Grade 11						
Grade 12						
<b>Total</b>		708	708	708	708	708

**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.**

**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 PCA Board of Directors receives data presentations throughout the year. These presentations include survey data results from stakeholders, annual performance framework data reports, Ed Insight Reports on behavior and attendance, reports on benchmark assessment data, and an annual report on the progress of the school. These reports include the academic progress of students as a whole and co-horts of students. The Board does not receive reports on individual students unless it is a matter of student discipline being decided upon by the Board or another truly Board relevant matter as this would be a violation of students. These data reports include the school's progress towards meeting and achieving proficiency and growth. In June of 2020, PCA was provided with their growth targets for the school as a part of the state's greater ESSA Plan. While the state includes progress of EL students, it is important to note that PCA at the current time does not have a sufficient number of students to provide the school with reporting. This lack of n-size is a result of the data governance rules established by the Department of Education to protect the privacy of its students.

<p><b>SUMMATIVE CONFERENCE</b>                  Summer 2020</p>					
<p>School: Providence Creek Academy</p>		<p>Head of School: Denise Stouffer</p>		<p>Date: June 26, 2020</p>	

**Goals:**

<b>ALL 2019</b>	<b>Math</b>	<b>ELA</b>	<b>2021</b>	<b>Math</b>	<b>ELA</b>
Proficient	57.14	63.57		61.14	66.97
Non-proficient	42.86	36.43		38.86	33.03
<b>EL 2019</b>	<b>Math</b>	<b>ELA</b>	<b>2021</b>	<b>Math</b>	<b>ELA</b>
Proficient	40.00	0.00		54.41	9.32
Non-Proficient	60.00	100.00		45.59	90.68
<b>Low Income 2019</b>	<b>Math</b>	<b>ELA</b>	<b>2021</b>	<b>Math</b>	<b>ELA</b>
Proficient	40.00	44.62		45.59	49.78
Non-proficient	60.00	55.38		54.41	50.22

- a. **Outline the clearly measurable annual performance status and growth goals that the school will set over the course of the next charter term in order to monitor and evaluate its progress accelerating student achievement. Include information about proposed school’s student performance goals and the DSSF.**

PCA measures itself on its ability to meet and exceed the goals of its strategic plan, in addition to the growth goals established by the Department of Education as a part of the state’s overall ESSA Plan. While the state includes progress of EL students as a part of the PCA goals, it is important to note that PCA at the current time does not have a sufficient number of students to provide the school with reporting for EL students. This lack of n-size is a result of the data governance rules established by the Department of Education to protect the privacy of its students.

I					
SUMMATIVE CONFERENCE					
Summer 2020					
School: Providence Creek Academy		Head of School: Denise Stouffer		Date: June 26, 2020	

Goals:

ALL 2019	Math	ELA	2021	Math	ELA
Proficient	57.14	63.57		61.14	66.97
Non-proficient	42.86	36.43		38.86	33.03
EL 2019	Math	ELA	2021	Math	ELA
Proficient	40.00	0.00		54.41	9.32
Non-Proficient	60.00	100.00		45.59	90.68
Low Income 2019	Math	ELA	2021	Math	ELA
Proficient	40.00	44.62		45.59	49.78
Non-proficient	60.00	55.38		54.41	50.22

**b. Describe the student performance standards for the school as a whole.**

It is the goal of PCA to become one of the premiere schools in the state while maintaining our family atmosphere and strong community spirit. PCA believes in a solutions based mind set which has allowed the school to pivot quickly to a virtual format and then into a Hybrid format before many of our LEA partners. It is through this flexibility and mindset that we are able to support the academic growth of all learners. PCA expects our children to preform and progress academically. Our school provides all of the needed supports for our learners to make progress no matter if they are advanced or struggling. The school will continue to focus on remediation and advancement to ensure all students are making academic strides. PCA expects to continue to exceed growth standards on the DSSF as we understand that by exceeding growth we are sure to continue to meet and exceed the performance standards outlined by the state and the school as a whole. PCA will continue to support and enhance our strong academic program by continuing to expand our remedial programs and our programs for advanced learners while focusing on Tier I curricula professional development. Our community believes in the impact the arts have on academic performance and plan to continue to expand our programming to include additional languages and drama. Our students have grown through the power of effective partnerships and the school has a plan to continue to connect with additional IHE's and other community organizations. Through the measure of PCA's ESSA goals, the state's Academic, Organizational, and Financial Performance Frameworks, and in combination with the school's strategic plan that PCA defines and measures our school's success.

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**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).**

PCA utilizes Star Reading and Math assessments in conjunction with the state's IAB's and Dibble's Assessments for Benchmark Assessments. All of these tools are aligned with Delaware State Standards and therefore the school's curricula. PCA will be utilizing CBA's for Science and Social Studies benchmark assessments until another method is identified.

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**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.**

PCA utilizes data to drive instruction through its weekly PLC's and overall to identify and align professional development. The benchmark tools noted above are utilized three to four times per year. Data from these assessments is used as a part of PLC's to determine instructional program changes. This data, along with data collected from classroom walk throughs is utilized to determine where to focus PD. Data from Ed Insight Reports is utilized as a part of PLC's and schoolwide planning for remediation for Tier I, II, and III level learners. This data is also utilized to formulate MTSS groups at the beginning of each cycle. Academic data is managed by the Dean of Academics in conjunction with our Math and Reading Specialists. Behavioral data is managed by our Dean of Students. Attendance Data is managed by our attendance coordinator but is included as a part of the Dean of Students reports included in Ed Insight. The Head of School manages the annual SBAC data as well as the Academic, Organizational, and Financial framework data. Each data manager facilitates the professional development and subsequent PLC's that relate to his/her area. Classroom teachers are responsible to implementing the plans resulting from the data conversations that result from professional development and PLC's which is tracked as a part of classroom walk-throughs and subsequent collaborative coaching meetings.

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**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.**

If PCA were to fall short of academic achievement expectations or goals, the roles and responsibilities of the data managers listed above would not change. The cycle of inquiry would remain consistent. It is the role of the data manager to identify the root cause of how to improve progress no matter if the goal is attained or not. Should goals not be attained, it is the role of the entire leadership team to collectively determine the root cause if the problem and the processes and supports that group will need to put into place to ensure the goal is not missed again. This review will include an evaluation of the measures used to determine if students or the school as a whole is on track for meeting standards. The triggers for such corrective actions occur anytime any measure is not met. This includes benchmark measures and annual summative assessment measures.



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**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.**

Ed Insight Reports are utilized for all summative measures including the progress of subgroup populations. These reports include attendance and behavioral data as well as academic performance data. Moving to Star Assessments allows the school to incorporate the benchmark data needed to drill down to whole class, small group, and individual student needs. Independent internal audits such as those mentioned in the relevant aforementioned sections of this application including compliance calendars, monthly website reviews from the Charter School Office, and monthly CBOC meetings other sources of regular data collected to support the informed decision making processes for the school. The Board, Teachers, and the Leadership Team all have professional development related to the data collected from the state's reports as well as qualitative data collected from stakeholders. The Board currently is receiving DANA training on SMART goals. The teachers have and will continue to receive training on curricula and work on data-driven practices in PLC's. The school leadership is current receiving training on the specific areas aligned with their job responsibilities. All of the school's processes, benchmarks, and professional development are aligned with the performance frameworks and the overall strategic plan for the school.

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**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 school does not plan to deviate from the current plan in place for ensuring the school's organizational success. The school will continue to utilizes the Compliance Calendar provided by the Department of Education, walk throughs by the PCA Board of Directors Oversight Committee, monthly website reporting data from the DOE, and contracted internal third party audits to drive our success.

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**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.**

PCA does not have any plans to make any changes or improvements to its facility at this time. PCA includes Capital Improvements as a part of the regular budget. This line time is used to make needed repairs to the facilities as items need fixed or replaced due to age.

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**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.**

The Board will continue to assess itself on the achievement of the school goals which includes the school's academic, organizational, and financial performance. It is the goal of the Board to meet and when possible exceed standards in these frameworks. The Board provides the necessary governance needed to implement the goal plan for the school. PCA is one community. While the day to day operations are managed by the Head of School, it is the role of the Board to have the necessary information to track the school's progress on a regular basis. The Board performs this function for financial performance by attending monthly CBOC meeting and reporting the outcomes of these meetings as a part of the regular monthly meeting of the Board. The Board tracks organizational performance via state reports of compliance and oversight committee meetings. The Board has the Dean of Academics and the Dean of Students provide regular updates including academic and behavioral data. The Board as a whole measures the performance of the Head of School and itself on the implementation and attainment of goals that are outlined in the school's strategic plan.

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8. Complete the Hourly Attendance Survey below.

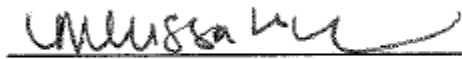
Hourly Attendance Survey  
2021 - 2022 School Year

Number of school attendance days	169
Number of full days	169
Number of half days	0
Number of instructional hours in a day	7.5
Number of hours in a full day	7.5
Number of hours in a half day	1267.5

## VII. Compliance Certification Statement

The Board of Directors of **Providence Creek Academy** 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.

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

9/29/2020

Date

Print/Type Name:	Melissa Rhoads
Title (if designated):	President of the Providence Creek Academy Board of Directors

## VIII. Renewal Application Certification Statement

<b>Name of School:</b>	Providence Creek Academy
<b>Location:</b>	273 W. Duck Creek Rd. Clayton, DE 19938

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.



9/29/2020

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

Date

Print/Type Name:	M Melissa Rhoads
Title (if designated):	President of the Providence Creek Academy Board of Directors
Date of approval by board of directors:	9/29/2020

## 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**  
*Providence Creek Academy Charter School*

This Performance Agreement (“Agreement” is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_ by and between the Delaware Department of Education (hereinafter referred to as “DDOE”) and \_\_\_\_\_, 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, with the assent of the DSBE, 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.*)

**Providence Creek Academy** serves... 708 students across the state of Delaware in grades K through 8. PCA is located at:  
273 W. Duck Creek Rd.  
Clayton, DE 19938

**Mission Statement**

The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing their K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences.

**Vision Statement**

Providence Creek Academy's rigorous Academics infused with The Arts and Athletics provides a foundation that enables our students to reach their fullest potential. We do this because childhood matters.

## Academic Performance Expectations

*Providence Creek Academy's DSSF ratings are: Meets Standards*

Metric Area/Metrics	Points	Points Earned	2018-2019
<b>Academic Achievement</b>	<b>150</b>	<b>91</b>	<b>61%</b> <b>Meets Expectations</b>
<b>Academic Progress</b>	<b>200</b>	<b>144</b>	<b>72%</b> <b>Exceed Expectations</b>
<b>School Quality/Student Success</b>	<b>50</b>	<b>47</b>	<b>94%</b> <b>Exceeds Expectations</b>
<b>Progress toward English Language Proficiency</b>	<b>n/a</b>	<b>n/a</b>	<b>Not Applicable</b>
<b>Overall Percentage/Ratings</b>	<b>400</b>	<b>282</b>	<b>71%</b> <b>Meets Expectations</b>

*By September 2025, 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):*

*PCA would like to enhance our mission specific goal.* The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing their K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences.

*Our Goal will be to demonstrate annually three ways the school as a whole has made improvements to enhance our mission that resulted in academic, organizational, or financial performance growth.*

## Financial Performance Expectations

*Providence Creek Academy's overall financial rating is \_\_\_\_\_. 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**

*Providence Creek Academy's overall organizational rating is Meets Standards. 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.

[Providence Creek Academy]

DELAWARE DEPARTMENT OF EDUCATION

BY:   
President

BY: \_\_\_\_\_  
Secretary of Education

Assented to by resolution of the Delaware State Board of Education on the \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

**References:**

<sup>1</sup>Based on September 30<sup>th</sup> Unit Count

<sup>2</sup>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.

## **Appendix 2 - Curriculum Documents**

# Providence Creek Academy

K-8

English Language Arts

Curriculum Overview

2020



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## Providence Creek Academy ELA Overview

The Providence Creek Academy English Language Arts Curriculum shall allow for students to grow as readers and writers through carefully scaffolded, individualized learning paths that incorporate whole group, small group and individual opportunities designed to strengthen each child’s ability to read, write, listen, speak, and think. Students will have access to a wide variety of authentic literature that represents diverse experiences, backgrounds, and text types. The ELA Curriculum can be thought of within two broader components: one being on-grade level experiences for the entire class, the other being lessons targeted to each individual student’s needs.

All students will participate in daily whole group **read-alouds** allowing every student exposure to rich **vocabulary** and thinking opportunities at grade level. Students will have choice in selecting books to discuss with classmates during **book clubs** (otherwise known as literature circles) in small groups that provide grade level opportunities for students to read, write, think, listen and speak about a wide variety of texts. All texts will be available through independent reading or listening via audio support to allow all students equal access. Students will make connections in writing like readers and reading like writers through **writing** mini-lessons, workshop, conferring, and publishing celebrations that spring from the content that is provided during the read-alouds and book clubs. Grade level **phonemic awareness, phonics** and **word study** will also be addressed through the whole class mini lessons.

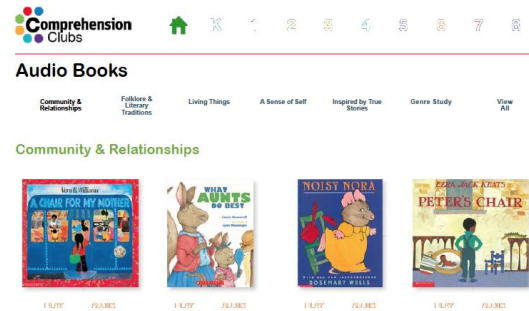
All students will also have access to literacy instruction tailored to their individual needs through **guided reading** in flexible groups. Student who are above grade level will be given opportunities to stretch while students below grade level will be given much needed support through scaffolded instruction at the individual’s guided reading level or skill need. Students will be given explicit instruction in **phonics and word study** within their guided reading group, based on their need, ensuring that there are no gaps in foundational reading skills.

This two-part approach allows all students to receive the individualized attention they need, while also receiving grade level access. Students with special needs, gifted learners, and English language learners all receive the support that they need, while also maintaining grade level common ground within the classroom.

The resources that Providence Creek Academy provides for teachers are as follows:

**For On Grade Level Whole Class Read-Aloud/Book Club: Scholastic’s Comprehension Clubs K-8:**





Program Components per grade level:

**Comprehension Clubs** includes a collection of more than fifty grade-level-appropriate books and audio titles organized around six thematic strands with standards-aligned lesson cards. Every day, teachers and students read (in a whole group Interactive Read Aloud and in small group Book Clubs) and talk, think and write about books.

Each grade level includes (as pictured above):

Teaching Guide by Fountas & Pinnell

6 Unit Folders which include:

30 Read-aloud books

30 Read Aloud lesson cards

24 Book Club titles

(10 copies each, 240 books)

24 Book Club lesson cards

24 Streaming Audiobooks

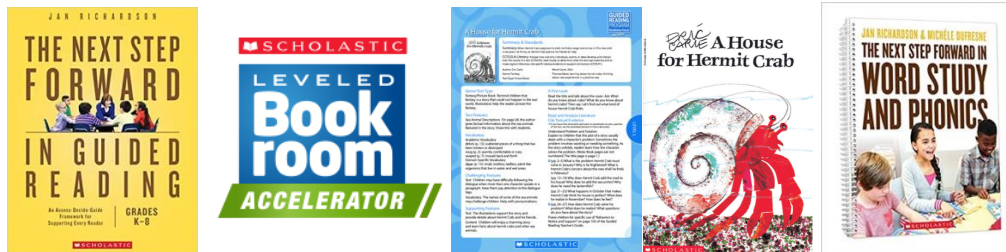
### For Targeted Needs Based Small Group Guided Reading Lessons:

Scholastic's **Leveled Book Room 4.0** (allows teachers to search by theme/topic/skill, GR Level, etc.)

Content Area Readers (to tie in Math, Social Studies, and Science Content)

Short Reads (shorter content for small group work)

**The Next Step Forward in Guided Reading:** An Assess-Decide-Guided Framework for Supporting Every Reader: Grade K-8



Close Reading, Shared Reading, Technology Assisted Reading, Assessment: Scholastic's Core Clicks





**Assessments:** Next Step Guided Reading Assessments (includes everything teachers need to guide their Guided Reading grouping and teaching decisions), Scholastic Reading Inventory (Gr2-8 Beginning, Middle and End of Year), DIBELS (Gr K-2, Beginning, Middle and End of Year), End of Unit Projects, Reader's Notebook, Writing Rubrics and Checklists for Book Clubs (See Appendix D)



Piloting:

STAR (adopting Fall of 2020 to replace SRI)

Writing Workshop: Units of Study in Writing Grades 1-7

Word Study: Foundations K-3

Reading Support: Wilson Reading System

Professional Development:

Teachers shall engage in grade level Professional Learning Communities and team planning on a weekly basis, as well as school-wide professional development each month. There are numerous resources available through our Scholastic Digital Suite, which includes teaching videos, lesson plans, templates, and research articles within each platform.

Providence Creek Academy  
English Language Arts Units of Study  
Scope and Sequence

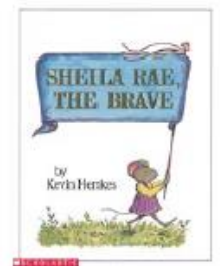
Grade		August-September	October	November-December	January	February-March	April-May
Guided Reading Level Target	Schoolwide Unit Theme	Community and Relationships	Folklore and Literary Traditions	Living Things	A Sense of Self	Inspired By True Stories	Genre Study
	Text Complexity						
K ABCD	Lexile BR	Being a Friend	Telling Tales	Trees and Other Plants	Feelings	All Kinds of Jobs	Concept Books
1 EFGHI	Lexile 190-530	My Family and Me	Stories with a Moral	Strong and Healthy	What Can I Do?	It Happened to Me	Animal Stories
2 JKLM	Lexile 420-650 (450-790)	It Happened in School	Wishes and Promises	Search and Survive	Like No One Else	Animal Watch	Realistic Fiction
3 NOP	Lexile 520-820 (450-790)	Brothers and Sisters	Trickster Tales	Life Depends on Water	Courage	Sports Stars	Mystery
4 QR	Lexile 740-940 (770-980)	Boys vs. Girls	Cinderella Tales	Amazing Animals	Taking Responsibility	The Artist's Eye	Fantasy
5 STUV	Lexile 830-1010 (770-980)	Better Together	Watch Out!	Under the Surface	Dealing with Change	It Takes a Leader	Historical Fiction
6 WXYZ	Lexile 925-1070 (955-1155)	Making Connections	Greek Myths	Thinking Big	Empowered	Making History	Survival Stories
7 Z+	Lexile 955-1155 (955-1155)	Love and Loyalty	Heroes and Monsters	Saving the Planet	Appearance and Identity	Facing Disaster	Science Fiction
8 Z+	Lexile 955-1155+ (955-1155)	Alliances	Transformations	Weird Science	Becoming Resilient	Fighting for Freedom	Mystery and Suspense

## Sample Units



## Providence Creek Academy

## Genre Study



1st Grade Unit:  
Genre Study:  
Animal Stories

“Bear and frogs don’t talk in real life. But they sometimes do in stories! How-and why- do writers create animal characters that act like people?”

Text Set for Unit:  
1<sup>st</sup> Grade Guided Reading Level H-I  
Recommended CCSS Lexile 190-530 for Grade 1

**Characteristics of Text**  
(From Implementation Guide)

Each story in this unit features animal characters that, in some ways, act like people. Children are invited to look for fantasy elements in each of these stories. This unit includes several books by Karma Wilson and two by Arnold Lobel, to offer opportunities for author studies.

**Behaviors to Notice and Support**

- **Notices** how the authors make their animal characters act like people in some ways and like real animals in other ways
- **Expresses** opinions about how animal characters are described and the problems they face in a story
- **Understands** and identifies the elements in these fantasy stories about animals that are unlike things that could happen in real life
- **Notices** how authors add humor in text and in art to make their stories memorable
- **Discusses** similarities and differences among texts by the same author
- **Offers** examples based upon reading and discussion in response to the unit focus question: How-and-why-do writers create animal characters that act like people?

Comprehension Clubs	
Read-Aloud	Book Club
<p style="text-align: center;"><b>Bear Snores On</b> By Karma Wilson Lexile AD280L</p> <p><b>Themes/Ideas:</b> cooperation and teamwork; friendship; sharing; looks can be deceiving; hibernation</p> <p><b>Author's Craft:</b> repetitive story patters; repetitive refrain; rhyme; onomatopoeia; creation of animal characters with both animal and human characteristics</p> <p><b>Vocabulary:</b> blubbers, dank, lair, slumbering, snores, whimpers, cooperate, hibernate</p> <p><b>Writing:</b> invitation (expository)</p> <p><b>Technology:</b> <a href="http://www.nwf.org/Kids/Ranger-Rick/Animals.aspx">www.nwf.org/Kids/Ranger-Rick/Animals.aspx</a></p>	<p style="text-align: center;"><b>Bear Wants More</b> By Karma Wilson Lexile AD500L</p> <p><b>Themes/Ideas:</b> helping friends; solving problems; bear behavior</p> <p><b>Author's Craft:</b> use of rhyming and rhythmic text; repeating plot pattern; animal characters with human characteristics</p> <p><b>Vocabulary:</b> feast, pries, roots, shoots, wedged, forage, satisfied</p> <p><b>Writing:</b> reader's notebook</p> <p><b>Technology:</b> <a href="http://pbskids.org/lunchlab/#/games">http://pbskids.org/lunchlab/#/games</a></p>


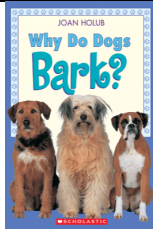
<p style="text-align: center;"><b>Bear's New Friend</b> By Karma Wilson Lexile AD370L</p> <p><b>Themes/Ideas:</b> friendship; persistence; encouragement</p> <p><b>Author's Craft:</b> use of rhyme; use of repetitive story patter; animal characters with both animal and human characteristics</p> <p><b>Vocabulary:</b> bashful, clatter, dare, trembling, encourage, season</p> <p><b>Writing:</b> describe summer activities (expository)</p> <p><b>Technology:</b> <a href="http://www.desertmuseum.org/center/edu">www.desertmuseum.org/center/edu</a></p>	<p style="text-align: center;"><b>Days with Frog and Toad</b> By Arnold Lobel Lexile 320L</p> <p><b>Themes/Ideas:</b> friendship; cooperation and teamwork; encouragement</p> <p><b>Author's Craft:</b> dialogue and illustration as narrative tools; animal characters with human characteristics</p> <p><b>Vocabulary:</b> climbed, junk, thud, pessimistic, wise</p> <p><b>Writing:</b> reader's notebooks</p> <p><b>Technology:</b> <a href="http://www.youtube.com/user/OurCoastVideo">www.youtube.com/user/OurCoastVideo</a></p>
<p style="text-align: center;"><b>Julius the Baby of the World</b> By Kevin Henkes Lexile 460L</p> <p><b>Themes/Ideas:</b> dealing with change; sibling relationships; jealousy</p> <p><b>Author's Craft:</b> dialogue; repetition of text; use of fantasy characters to reflect everyday human situations; illustrations that give more information about the characters</p> <p><b>Vocabulary:</b> admired, disgusting, germ, insulting, uncooperative, adapt, expectation, jealous</p> <p><b>Writing:</b> extend the story (narrative)</p> <p><b>Technology:</b> <a href="http://www.kevinhenkes.com/?page_id=161">www.kevinhenkes.com/?page_id=161</a></p>	<p style="text-align: center;"><b>The Great Gracie Chase: Stop That Dog!</b> By Cynthia Rylant Lexile AD410L</p> <p><b>Themes/Ideas:</b> wanting things to remain the same; dealing with change; laughing at things animals and people do</p> <p><b>Author's Craft:</b> patterned sequence of plot events; humor in dog's viewpoint</p> <p><b>Vocabulary:</b> arrived, clangy, except, realized, suddenly, neighborhood, routine</p> <p><b>Writing:</b> reader's notebook</p> <p><b>Technology:</b> <a href="http://www.bowwow.com.au">www.bowwow.com.au</a></p>
<p style="text-align: center;"><b>Always in Trouble</b> By Corinne Demas Lexile AD540L</p> <p><b>Themes/Ideas:</b> learning to change; understanding that some things do not change</p> <p><b>Author's Craft:</b> humor; time-order organization; dog with both animal and human characteristics</p> <p><b>Vocabulary:</b> attention, behaved, diploma, trauing, command, obedient</p> <p><b>Writing:</b> flyer (persuasive)</p> <p><b>Technology:</b> <a href="http://www.corrinedemas.com/books/trouble.html">www.corrinedemas.com/books/trouble.html</a></p>	<p style="text-align: center;"><b>Sheila Rae the Brave</b> By Kevin Henkes Lexile 440L</p> <p><b>Themes/Ideas:</b> bravery; encouragement; imagination</p> <p><b>Author's Craft:</b> repetition; dialogue; animal characters with human characteristics</p> <p><b>Vocabulary:</b> brave, convince, familiar, fearless, boast, support</p> <p><b>Writing:</b> reader's notebooks</p> <p><b>Technology:</b> <a href="http://www.kevinhenkes.com/?page_id=161">www.kevinhenkes.com/?page_id=161</a></p>
<p style="text-align: center;"><b>Frog and Toad Are Friends</b> By Arnold Lobel Lexile 400L</p> <p><b>Themes/Ideas:</b> friendship and companionship; encouragement; kindness; patience</p> <p><b>Author's Craft:</b> dialogue; illustrations that support</p>	

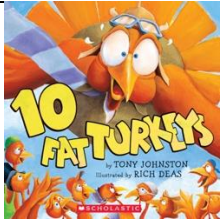
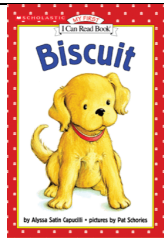
<p>the text; creation of a fantasy with animal characters that have human characteristics  <b>Vocabulary:</b> lonely, meadows, perhaps, porch, shiver, companion, optimistic  <b>Writing:</b> letter (persuasive/expository)  <b>Technology:</b> www.kidzone.ws/lw/frogs/facts8.htm</p>	<p>From:            Fountas &amp; Pinnell; Comprehension Clubs: Deep Reading, Deep Thinking, Deep Discussion; Implementation Guide Grades K-5; Scholastic, 2013</p>
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ReadWorks.org  
 (Audio and Translation Available)

<p style="text-align: center;">Elephants        By ReadWorks        Lexile: 500L</p> <p>Nonfiction        Vocabulary: spray, tusk        Standards: CCSS.ELA- LITERACY.CCRA.R.1, R.2, R.10</p> <p>Use information from the article to write an animal story about an elephant</p>	<p style="text-align: center;">Groundhogs are Diggers        By ReadWorks        Lexile: 370L</p> <p>Nonfiction        Vocabulary: burrow, dig, tunnel        Standards: CCSS.ELA-LITERACY.CCRA.R.1, R.2, R.10</p> <p>Use information from the article to write an animal story about a Groundhog</p>
<p style="text-align: center;">Hungry Raccoon        By ReadWorks        Lexile Pending</p> <p>Nonfiction        Vocabulary: city, mask, trash        Standards: CCSS.ELA- LITERACY.CCRA.R.1,R.2,R.10</p>	<p style="text-align: center;">The Hungry Girl        By ReadWorks</p> <p>Poetry        Lexile NP        Vocabulary: munch        Standards: R.1, R.2, R.10</p> <p>After reading this poem and the Hungry Raccoon, try writing a poem about a hungry racoon using information from the article and giving human characteristics to the racoon.</p>

Examples from the Guided Reading Book Room:  
 (Books to Meet Children Where They Need Support)

<div style="text-align: center;">  <p><b>Clifford Makes the Team</b>        by Norman Bridwell        Lexile 250L</p> <p>Clifford wants to play baseball with the children in the neighborhood. There's only one problem—he's too big to use a bat.</p> </div>	<div style="text-align: center;">  <p><b>Why Do Dogs Bark?</b>        by Joan Holub        Lexile 610L</p> <p><b>Summary:</b> Questions about dog behaviors, such as “Why do dogs bark?” and “Why do dogs sniff you?” are addressed in a question-</p> </div>
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<p>Clifford goes on a search for a Clifford-sized bat. Children will comprehend basic plots of a variety of fiction genres.</p> <ul style="list-style-type: none"> <li>• <b>Level G</b></li> <li>• <b>Text Type:</b> Series Book</li> <li>• <b>Subject:</b> Character &amp; Values, Hobbies, Play, Recreation, Sports</li> <li>• <b>Genre:</b> Fantasy</li> <li>• <b>Themes/Ideas:</b> Including everyone in playtime; solving problems</li> </ul>	<p>and-answer format.</p> <ul style="list-style-type: none"> <li>• <b>Level M</b></li> <li>• <b>Text Type:</b> Question &amp; Answer Book</li> <li>• <b>Subject:</b> Science, Animals</li> <li>• <b>Genre:</b> Informational Text</li> <li>• <b>Themes/Ideas:</b> Understanding dog traits; comparing living things</li> <li>• <b>Benchmark Book - RR available</b></li> </ul> <p>*Example for students reading above grade level</p>
<div style="text-align: center;">  <p><b>10 Fat Turkeys</b> by Tony Johnston Lexile: AD440L Guided Reading Level K</p> </div> <p>Summary: This rhyming picture book begins with ten fat turkeys perched on a fence. Readers can count down as one by one the turkeys make their crazy way to the ground. Children will use pictures and context to assist comprehension.</p> <p>Level K, Fiction, Fantasy, Math, Animals, Early Learning Concepts, Illustrations, Use Picture Clues, Make Predictions, Vowels, Consonants</p>	<div style="text-align: center;">  <p><b>Fox and His Friends</b> by Edward Marshall Lexile: 440L GR Level: J</p> </div> <p>Summary: When Fox goes out to play with his friends, anything can happen. In these three easy-to-read stories, Fox loses his little sister, dives off the highboard, and goes on safety patrol.</p> <p>Level J, Fiction, Fantasy, Friends &amp; Families, Life Experiences, Animals, Sequence, Connect Events, Make Inferences, Word Meaning, Contractions, Context Clues</p>
<div style="text-align: center;">  <p><b>Fred's Wish for Fish</b> by Yael Landman Lexile: 200L Guided Reading Level E</p> </div> <p>Benchmark Book – RR available Summary: When Fred wishes he had some pet fish, his dad lets him get a whole tankful</p>	<div style="text-align: center;">  <p><b>Biscuit</b> by Alyssa Satin Capucilli Lexile: 190L GR Level F</p> </div> <p>Summary: In this book, Biscuit the dog wants his owner to do many things before he will go to bed. In the end, Biscuit will only go to</p>



<p>of fish. Children will comprehend basic plots of a variety of fiction genres.</p> <p>*Example for students reading below grade level</p>	<p>sleep if he can curl up in the little girl's room. Children will use punctuation cues to help them gain meaning from and understand text.</p>
<p><b>Example of How Skills can be Addressed</b> through search in Book Room Accelerator for children who need work in:</p> <p>Words With Digraphs</p> <p>Explain that sometimes two letters stand for one sound.</p> <ul style="list-style-type: none"> <li>• Write the word <i>wish</i> on the board and have children read it with you. Circle <i>sh</i>, say the sound the letters stand for, and have children repeat it. Then ask them to find another story word with final <i>sh</i>. (<i>fish</i>)</li> <li>• Write the word <i>white</i> on the board. Point to the <i>wh</i> and have children say the sound /hw/ and read the word with you. Have children find and read <i>white</i> in the story. (pages 4 and 6)</li> <li>• Repeat with the word <i>thank</i> and initial /th/ <i>th</i>. (page 8)</li> </ul> <p>(from Teacher Card for Fred's Wish for Fish)</p>	<p>These examples are from a wide range of below and above grade level readers to address the varying reading abilities within the classroom.</p> <p>The Book Room Accelerator allows teachers to search for books to address a wide range of foundational skills and topics that fit within the theme of each unit.</p>

<p>Core Clicks: Listening/Technology Center: CLOSE READING (Audio/Read to Me Available) Can be used to model Close Reading on the smart board or for independent practice</p>	
<p><b>Bear, Bears, Everywhere</b></p> <p><b>Summary:</b> Take a tour of bears' very different habits.</p> <p><b>Spotlight Skill:</b> Main Idea &amp; Key Details (RI.1.2)</p> <p><b>Guided Reading Level:</b> J</p>	<p><b>Animal Moms and Dads</b></p> <p><b>Summary:</b> Animal moms and dads take care of their babies in different ways. But what do they all have in common? They're amazing animal parents!</p> <p><b>Spotlight Skill:</b> Main Idea &amp; Key Details (RI.1.2)</p> <p><b>Guided Reading Level:</b> H</p>
<p><b>Growing Up Gator</b></p> <p><b>Summary:</b> Find out how an alligator grows, from the moment it hatches from its tiny egg</p>	<p><b>A Reason to Be Red</b></p> <p><b>Summary:</b> What do a tiny frog, a tropical bird, and a colorful chameleon have in</p>



<p>to the time it becomes a giant creature.</p> <p><b>Spotlight Skill:</b> Sequence (RI.1.3)</p> <p><b>Guided Reading Level:</b> K</p>	<p>common? They all have a reason to be red.</p> <p><b>Spotlight Skill:</b> Main Idea &amp; Key Details (RI.1.2)</p> <p><b>Guided Reading Level:</b> H</p>
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Epic Books For Read Aloud Via Smart Board <a href="http://www.getepic.com">www.getepic.com</a>	
<p><b>A Beach For Albert (Mouse Math)</b>            By: Eleanor May            Illustrated by: Deborah Melmon            Albert wants to make his own beach in a sandbox. There's just one problem - getting the water to the sand!</p> <p style="text-align: center;">3-7            Age Range            AD480L            Lexile ® Measure</p>	<p><b>Memoirs of a Goldfish</b>            By: Devin Scillian            Illustrated by: Tim Bowers            Goldfish loves his life - until one day, when assorted intruders invade his personal space and bowl.</p> <p style="text-align: center;">3-7            Age Range            AD510L            Lexile ® Measure</p>
<p><b>Memoirs of a Hamster</b>            By: Devin Scillian            Illustrated by: Tim Bowers            A pet hamster is enticed by the family cat to venture outside his well-equipped cage to the sunroom only to quickly discover danger.</p> <p style="text-align: center;">3-7            Age Range            AD540L            Lexile ® Measure</p>	<p><b>Scaredy Squirrel at Night</b>            By: Mélanie Watt            The world's most lovable worrywart learns to appreciate a good night's sleep only after confronting his bad dreams — and some hungry intruders.</p> <p style="text-align: center;">4-8            Age Range            AD540L            Lexile ® Measure</p>
<p><b>The Kissing Hand</b>            By: Audrey Penn            Illustrated by: Ruth Harper, Nancy M. Leak            School is starting in the forest, but Chester Raccoon does not want to go.</p> <p style="text-align: center;">3-7            Age Range            AD540L            Lexile ® Measure</p>	<p><b>Scaredy Squirrel</b>            By: Mélanie Watt            Scaredy Squirrel never leaves his nut tree. It's way too dangerous out there.</p> <p style="text-align: center;">4-7            Age Range            AD560L            Lexile ® Measure</p>

<p><b>Frog and Friends: Frog's Lucky Day</b>          By: Eve Bunting          Illustrated by: Josée Masse          Frog and his friends try to find the end of the rainbow and Frog looks for a new pond when an unwelcome visitor won't leave his.</p> <p>6-7          Age Range          480L          Lexile® Measure</p>	<p><b>Little Bear's Visit</b>          By: Else Holmelumd Minarik          Narrated by: Owen Jordan          Little Bear goes to visit Grandmother and Grandfather Bear and spends the day with them.</p> <p>3-7          Age Range          14 Min          Length</p>
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Poems to Read Aloud	
<p><b>National Geographic Book of Animal Poetry:          200 Poems with Photographs That Squeak,          Soar, and Roar!</b>          by <u>J. Patrick Lewis</u> (Compiler)</p>	<p><b>Animal Poems</b>          By Valerie Worth Illustrated by Steve Jenkins</p>

Newsela.com
<p><b>Maybe it is time for the rat to finally be the good guy</b>          By Atlas Obscura, adapted by Newsela staff on 10.01.19 Word Count 319          Level 430L</p>

YouTube - Listening
<p>George Winston - Velveteen Rabbit (Narration: Meryl Streep)          30 minutes          820 Lexile</p>

Examples of Connections to Science, Math and Social Studies Through the CONTENT AREAS In the PCA Guided Reading Book Room	
<p>In the Rainforest          By Robert Keith          Level E          Science, Life Science, Rain Forest Animals</p>	<p>How Many Feet, How Many Tails?          By Marilyn Burns          Level F          Math, Counting, Numbers</p>
<p>Animals Day and Night          By Katherine Durgin-Bruce          Level G          Science, Life Science, Animal Behavior</p>	<p>About Fish: A Guide for Children          By Cathryn Sill          Level I          Science, Life Science, Fish</p>
<p>Stuck On You          By Jac C. Cate          Level H          Social Studies, Friendship, Understanding          Others</p>	<p>Animals and Us          By Karen Alexander          Level J          Science, Life Science, Service Animals</p>
<p>Baby Wolf</p>	<p>The Biggest Babies</p>

By Mary Batten Level K Science, Life Cycles, Wolves	By Leo Auster Level K Math, Measurement, Weight
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Grade & Subject: 1 <sup>st</sup> Grade Unit: Genre Study: Animal Stories	
Stage 1 – Desired Results	
<p>Understandings: <b>Big Idea</b> (From Unit Guide)</p> <ul style="list-style-type: none"> <li>In fantasies, there can be characters that would not exist in real life. Sometimes the characters say and do things that real people would do. How-and why-do writers create animals characters that act like people?</li> </ul> <p><b>Recurring Themes/Ideas</b></p> <ul style="list-style-type: none"> <li>Cooperation and teamwork</li> <li>Friendship</li> <li>Encouragement</li> <li>Dealing with Change</li> <li>Humor</li> </ul>	<p>Essential Questions: <b>Authors Craft: Writing Animal Stories</b> (From Unit Guide)</p> <ul style="list-style-type: none"> <li>How do authors describe animal characters and their problems to make them interesting?</li> <li>How do authors make animal characters seem like people in some ways?</li> <li>How do authors make animal characters seem like real animals in some ways?</li> </ul>
<p>Students will know... <b>Authors Craft: Writing Animal Stories</b> (From Unit Guide)</p> <ul style="list-style-type: none"> <li>Writers use a variety of techniques and formats to create stories where animals act like people.</li> </ul>	<p>Students will be able to... <b>(Developmental Focus: Making Connections</b> from Unit Guide)</p> <ul style="list-style-type: none"> <li>Distinguish fantasy from reality</li> <li>Accept that story characters can be used to portray feelings similar to those they experience themselves</li> <li>Identify with and learn from animal characters that encounter problems in the world around them (through a lens of humor and imagination)</li> <li>Participate in a book club with peers including asking and answering higher order thinking questions</li> <li>Respond to reading through writing and discussion</li> </ul>
Stage 2 – Assessment Evidence	
Performance Tasks:	Other Evidence:

<p>Students Respond to Read-Alouds:</p> <ul style="list-style-type: none"> <li>• Make an invitation to another party in Bear’s lair</li> <li>• Write about other summer activities Bear and his friends might enjoy doing together including things that real and fantasy animals do</li> <li>• Write a scene that might take place after Lily changes and decides she likes Julius</li> <li>• Make a flyer advertising Ms. Katz’s dog training school that persuades people to bring their dogs</li> <li>• Write a letter back from Frog to Toad including conventions of letter writing</li> </ul> <p>Readers’ Notebook Writing Tasks:</p> <ul style="list-style-type: none"> <li>• Reading Log</li> <li>• Close Reading and Text Evidence</li> <li>• Quotations and Responses</li> <li>• Student Book Club Discussion Tracker</li> <li>• “Today in Book Club, I…” Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Project w/class created rubric</li> <li>• DOE Writing Rubric 1<sup>st</sup> Grade</li> <li>• Class Discussion Map and Graphic Organizers             <ul style="list-style-type: none"> <li>○ Venn Diagrams</li> <li>○ T-Charts</li> <li>○ KWL Charts</li> </ul> </li> <li>• Teacher Tools (Appendix D)             <ul style="list-style-type: none"> <li>○ Comprehension Clubs Literacy Development Across the Year</li> <li>○ Book Club Log/Teacher Observation Form</li> <li>○ Book Club Teacher’s Assessment Checklist</li> <li>○ Thinking Across Texts Within a Unit of Study</li> <li>○ Reader’s Notebook Rubric</li> </ul> </li> <li>• Guided Reading Resources in Next Step Guided Reading Assessment:             <ul style="list-style-type: none"> <li>○ Progress Monitors</li> <li>○ Running Records</li> <li>○ Developmental Word Knowledge Inventory</li> <li>○ Assessment Summary Chart</li> </ul> </li> <li>• DIBELS Benchmark Assessments</li> </ul>
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**Standards Alignment**

<p><b>Read Alouds</b> and the discussions that follow shall address the following standards in this unit:</p> <p style="text-align: center;">Literature: Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>Craft and Structure: CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or</p>	<p><b>Writing Mini-Lessons and Workshop</b> shall address the following standards in this unit:</p> <p style="text-align: center;">Writing: Text Types and Purposes:</p> <p>CCSS.ELA-LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events,</p>
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<p>poems that suggest feelings or appeal to the senses.          CCSS.ELA-LITERACY.RL.1.5          Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.          CCSS.ELA-LITERACY.RL.1.6          Identify who is telling the story at various points in a text.          Integration of Knowledge and Ideas:          CCSS.ELA-LITERACY.RL.1.7          Use illustrations and details in a story to describe its characters, setting, or events.          CCSS.ELA-LITERACY.RL.1.9          Compare and contrast the adventures and experiences of characters in stories.          Range of Reading and Level of Text Complexity:          CCSS.ELA-LITERACY.RL.1.10          With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>The preparation for and participation in <b>Book Clubs</b> shall address the following standards:</p> <p style="text-align: center;">Speaking &amp; Listening          Comprehension and Collaboration:</p> <p>CCSS.ELA-LITERACY.SL.1.1          Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.          CCSS.ELA-LITERACY.SL.1.1.A          Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).          CCSS.ELA-LITERACY.SL.1.1.B          Build on others' talk in conversations by responding to the comments of others</p>	<p>include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p style="text-align: center;">Production and Distribution of Writing:</p> <p>CCSS.ELA-LITERACY.W.1.5          With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.          CCSS.ELA-LITERACY.W.1.6          With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p style="text-align: center;">Language:</p> <p>CCSS.ELA-LITERACY.L.1.2          Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.          CCSS.ELA-LITERACY.L.1.2.A          Capitalize dates and names of people.          CCSS.ELA-LITERACY.L.1.2.B          Use end punctuation for sentences.          CCSS.ELA-LITERACY.L.1.2.C          Use commas in dates and to separate single words in a series.</p> <p>The <b>Culminating Unit Discussion</b> and <b>Unit Projects</b> shall address the following standards:</p> <p style="text-align: center;">Research to Build and Present Knowledge:</p> <p>CCSS.ELA-LITERACY.W.1.7          Participate in shared research and writing projects          CCSS.ELA-LITERACY.W.1.8          With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
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<p>through multiple exchanges.                  CCSS.ELA-LITERACY.SL.1.1.C                  Ask questions to clear up any confusion about the topics and texts under discussion.                  CCSS.ELA-LITERACY.SL.1.2                  Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                  CCSS.ELA-LITERACY.SL.1.3                  Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Presentation of Knowledge and Ideas:                  CCSS.ELA-LITERACY.SL.1.4                  Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.                  CCSS.ELA-LITERACY.SL.1.5                  Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.                  CCSS.ELA-LITERACY.SL.1.6                  Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>
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<b>Stage 3 – Learning Plan</b>			
<b>Learning Framework Sample</b> Reader’s / Writer’s Workshop/ Guided Reading: revolves around small, flexible, leveled groups. Individual classes are highly responsive to student needs – this will change regularly according to student reading levels and individual needs. These levels are determined through Next Steps in Guided Reading Assessment Materials and student interest			
<b>Time</b>	<b>Activity</b>	<b>Materials</b>	<b>Grouping</b>
15 - 20 minutes	Interactive Read Aloud	Mentor Text from Comprehensions Clubs Unit, Book Room, Teacher Library, or Epic  Document Camera Smart Board	Whole Group
5-10 minutes	Shared Reading/Writing Mini Lesson  Highly dependent on individual student needs, but may include word work, editing skills, decoding, using graphic organizers, inferencing, and facilitation of the writing process.  May include teaching How To Do Centers, workshop expectations or Writing Share from previous day	Mentor Text Document Camera Smart Board Chart Paper  Teacher resources include: Read Aloud card from Comprehension Clubs with Writing extension or Calkins Units of Study in Writing (Bringing History to Life)	Whole Group
10-20 minutes	Rotations	<b>Guided Reading</b>	<ul style="list-style-type: none"> <li>Small Guided</li> </ul>

<p>per rotation, 60 minutes total per day.</p> <p>Rotation schedule is driven by student needs.</p>	<ul style="list-style-type: none"> <li>● Writing</li> <li>● Reading             <ul style="list-style-type: none"> <li>○ Buddy</li> <li>○ Independent</li> </ul> </li> <li>● Guided Reading</li> <li>● Book Club</li> <li>● Listening Center</li> </ul>	<p>Teacher Card and Student Books</p> <p>Level H/I considered on level, however selections will be geared to student needs based on foundational skills, interest, and genre of current unit of study</p> <p>*****</p> <p><b>Book Club</b>          Selections:          (Aligned to 1st Grade Text Complexity Band Proficiency Lexile 190-530 with exceptions for rich illustration examples and content)          Specific to Unit</p> <p>*****</p> <p>Reader's Notebook          *****</p> <p>Writer's Notebook/Writing Folder</p> <p>Computer/Listening Center with book marked websites for Comprehensions Clubs Audio, CoreClicks, ReadWorks, etc</p>	<p>Reading Group facilitated by teacher</p> <ul style="list-style-type: none"> <li>● Writing: Independent</li> <li>● Reading: Comprehension Club: Small Group or Independent</li> <li>● Buddy Reading: Comprehension Club facilitated by students in Book Club</li> <li>● Word Work: Independent or small group, skill specific, tied to student skills, levels, and text</li> <li>● Listening: Comprehension Club, Small Group facilitated by students.</li> </ul>
<p>5-10 minutes</p>	<p>Phonics/Word Study Mini Lesson</p>	<p>Addresses and reinforces decoding/encoding skills that are on grade level based on Read Aloud and Share Reading</p>	<p>Whole Group</p>

		materials	
5 – 10 minutes	Workshop Feedback Teaching How To Do Centers Writing Share or Workshop Wrap-up	Student Reader's/Writer's Notebook	Whole Group or Small Group

90 minutes	Pacing Guide				
	Introduce Unit Send Parent Letter Home		<b>Week #1</b>		
15 minutes Whole Class	Read Aloud Bear Snores On	Read Aloud Bear's New Friend	Read Aloud Julius the Baby of the World	Read Aloud Always in Trouble	Read Aloud Frog and Toad Are Friends
20 minutes Independent	Centers	Centers (Students read and prepare for Book Clubs)	Centers (Students read and prepare for Book Clubs)	Centers (Students read and prepare for Book Clubs)	Centers (Students read and prepare for Book Clubs)
5-10 minutes Whole Class	BookTalks Book #1 Book #2 Book #3 Book #4	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini
20 minutes Independent	Writing Center (from Read Aloud)	Writing Center (from Read Aloud)	Writing Center (from Read Aloud)	Writing Center (from Read Aloud)	Writing Center (from Read Aloud)
5-10 Minutes Whole Class	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson
20 minutes Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
			<b>Week #2</b>		
15 minutes Whole Class	Read Aloud Memoirs of a Goldfish	Read Aloud Memoirs of a Hamster	Read Aloud Scaredy Squirrel	Read Aloud Scaredy Squirrel at Night	Read Aloud The Kissing Hand
20 minutes Independent			Book Club Prep/		Book Club Prep/



5-10 minutes Whole Class	Book Club Prep/ Reflection	Book Club Prep/ Reflection	Reflection	Book Club Prep/ Reflection	Reflection
20 minutes Independent	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini
5-10 minutes	Writing Center	Writing Center	Writing Center	Writing Center	Writing Center
20 minutes Small Group Or Individual	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson
	Guided Reading/Skills Groups/Writing Conferences	Book Club #1 Meets	Book Club #2 Meets	Book Club #3 Meets	Book Club #4 Meets
15 minutes Whole Class	Read Aloud Baby Wolf	Read Aloud The Biggest Babies	<b>Week #3</b> Read Aloud Why Do Dogs Bark	Read Aloud The Velveteen Rabbit	Read Aloud The Velveteen Rabbit
20 minutes Independent	Workshop	Workshop	Workshop	Workshop	Workshop
5-10 minutes Whole Class	<b>Discussion of Unit Theme:</b>	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini
20 minutes Independent	<b>Unit Theme Projects - Work</b>	<b>Unit Theme Projects – Work</b>	<b>Unit Theme Projects – Work</b>	<b>Unit Theme Projects – Work</b>	<b>Unit Theme Projects – Work</b>
5-10 minutes Whole Class	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson
20 minutes Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
15 minutes Whole Class	Read Aloud Animal Poems	Read Aloud Animal Poems	<b>Week #4</b> Read Aloud Growing Up Gator	Read Aloud A Beach for Albert	Read Aloud Little Bear’s Visit
20 minutes Independent	Literacy Centers	Literacy Centers	Literacy Centers	Literacy Centers	Literacy Centers
5-10 minutes Whole Class	Shared Reading/ Writing Mini Lesson	Shared Reading/ Writing Mini Lesson	Shared Reading/ Writing Mini Lesson	Shared Reading/ Writing Mini Lesson	Shared Reading/ Writing Mini Lesson
20 minutes Independent	Wrap-Up / Share	Wrap-Up / Share	Wrap-Up / Share	Wrap-Up / Share	<b>Unit Celebration</b>
5-10 minutes	Phonics/Word Study Mini-	Phonics/Word Study Mini-	Phonics/Word Study Mini-	Phonics/Word Study Mini-	Phonics/Word Study Mini- Lesson

Whole Class	Lesson	Lesson	Lesson	Lesson	
20 minutes	Guided	Guided	Guided	Guided	Guided
Small Group	Reading/Skills	Reading/Skills	Reading/Skills	Reading/Skills	Reading/Skills
Or Individual	Groups/Writing	Groups/Writing	Groups/Writing	Groups/Writing	Groups/Writing
	Conferences	Conferences	Conferences	Conferences	Conferences

\*Centers – Listening, Independent Reading, Buddy Reading, Writing, Word Games, Computer

### Unit Projects (Assessments)

(From Comprehension Clubs Implementation Guide page 93)

#### \*\*Discussion of Unit Theme:

“Bear and frogs don’t talk in real life. But they sometimes do in stories! How-and why- do writers create animal characters that act like people?”

- How did the problems the animal characters faced in these books remind you of the kinds of problems that people have in real life?
- Why do you think the writers used animal characters instead of people?

#### \*\*\*Unit Theme Projects –

##### Just Like You and Me

Remind children that in fantasy animal stories, writers make animals act like people. Ask children to work in pairs or small groups and choose one animal character from these stories. Have children work together to make a list of the ways in which the animals acted like a real person.

##### Where and When?

Recall with children that the stories in this unit had different settings, showing where and when the story took place. Have each child choose one of the stories and draw and label a picture to show the setting of the story.

##### Problems! Problems!

Just like in stories about real children, animal characters sometimes have problems. Ask children to choose one story, draw a picture of an animal character from the story, and write a sentence that tells what problem the character had.

- **Assessment:** Narrative Writing Rubric: Grade 1:
  - <https://www.doe.k12.de.us/site/handlers/filedownload.ashx?moduleinstanceid=6017&dataid=15770&FileName=Gr1Narrative%20R.pdf>

Read Aloud
Lesson plans provided for each book in this unit through the Comprehension Clubs Read-Aloud Teacher Card for each book (See page 20-27 of Implementation Guide for additional best practices)

## Best Practices for Planning a Fiction Read-aloud

### Before Reading

- Select a text that is within your students’ conceptual grasp but above the level they can read independently. You will be able to support their comprehension as you read, but your support can only go so far. Compare what the author assumes they know with what you believe they actually know.
- Decide how to briefly introduce the author and illustrator along with a quick overview of the book.
- Decide whether the author assumes readers have had experiences your students may not have had. Plan how to boost prior knowledge of such experiences.
- Do not preteach Tier 2 words and do not do a picture walk.
- Choose between introducing a skeletal story map or reviewing a comprehension strategy to reinforce. There may not be time to do both.

### During Reading

- Decide where to stop and engage students. Look for points at which interesting predictions can be made, inferences reached, visual images formed, questions generated by students, and so forth. Your choice will depend in part on whether or not it is the initial read-aloud. For example, the first read-aloud might include a question like “What do you think will happen next?” At the same point in the second read-aloud you might ask, “Do you remember what happens next?”
- Guide students toward analyzing the story, not just noting the sequence of events.
- Include opportunities for every-pupil-response in order to achieve high levels of engagement (e.g., thumbs up if you think ..., turn and share with a partner).
- Decide which words students might not know but that can be fast scaffolded (defined as an aside without distracting the students).
- Look for places to conduct think-alouds. These are places that where information may be at odds with prior understanding.

### After Reading

- Ask a few inferential questions. Those beginning with *why* are especially effective.
- If you began the read-aloud with a blank story map, complete it together with the input of children.
- Select two or three tier 2 words from the text. For each, provide a brief, kid-friendly definition. Return to text and reread the sentence that contains the word. Then offer another sentence context of your own.
- Consider providing a writing prompt based on the read-aloud.

From:

<http://comprehensivereadingsolutions.com/2012/07/27/interactive-read-alouds/>

## Bear Snores On



### Summary

Bear has settled down in his lair to sleep for the winter, but other animals in the woods start a party right under his nose. When a piece of pepper tickles that nose, Bear wakes up with a giant sneeze. Will Bear join the party, or will the animals have to find a new place to chat, pop corn, and make tea?

**Author** Karma Wilson

**Genre/Text Type** Fantasy/Rhyming Picture Book

**Book Themes/Ideas** cooperation and teamwork; friendship; sharing; looks can be deceiving; hibernation

**Unit Focus** How—and why—do writers create animal characters that act like people?

**Author's Craft** repetitive story pattern; repetitive refrain; rhyme; onomatopoeia; creation of animal characters with both animal and human characteristics

### About the Author

Karma Wilson grew up as an only child in northern Idaho. She entertained herself by reading and playing outside, and even tried combining both pastimes by attempting to read while riding a bike. However, she cautions that reading while biking is "hazardous to the general well being of the bike, the rider, and more importantly the book." Today she lives on a small ranch in Montana, where she enjoys spending time with her family and her animals.

### Key Understandings

- Karma Wilson uses a repeating plot pattern and a repeating refrain, in which Bear "snores on" despite all the activity in his lair.
- Wilson's use of rhyme engages the reader.
- Jane Chapman's warm, colorful illustrations enhance Wilson's fantasy about animals taking shelter from the winter's cold.
- The story helps readers understand the meaning of hibernation.

### Suggested Stopping Points to Invite Thinking

As you read aloud, you may wish to pause and ask children to turn and talk with partners or share whole-group comments, as noted below.

**Introduce the Book** *In this fantasy, Bear cuddles up and sleeps during the snowy winter. But other animals need a place to escape from the storm. Will Bear miss out on all the fun? (The first page of text is page 7.)*

Stopping Point	Prompt	Possible Responses
p. 7 Thinking About and Beyond the Text	<i>Which words rhyme on this page? Use the picture clue to tell what a "lair" is.</i>	"Lair" and "bear." A lair looks like a cave. It is the place where the bear sleeps through the winter.
pp. 20–21 Thinking Within and About the Text	<i>One by one, animals gather in Bear's cave. How does the author let you know a new animal is about to join the others?</i>	Every time it says "But the bear snores on," you know a new animal will come.
pp. 24–25 Thinking Beyond the Text	<i>If you were walking in the woods that night and peeked into Bear's den, how would you compare and contrast what is happening inside and outside the cave?</i>	The animals are dancing and having fun while Bear sleeps. The picture shows it snowing and blowing outside, but inside the cave is warm and dry.
pp. 30–31 Thinking Beyond the Text	<i>What do you think the other animals expect to happen next? Explain using details from the text and picture.</i>	The other animals think Bear will catch them. They look scared and run. Bear looks angry. The text says he "gnarls," "rumbles," "jumps," "stomps," "growls," and "grumbles."

**Summarize** Bear is awakened by animals partying in his cave. Instead of chasing them away, Bear joins them, but soon the animals fall asleep. What will Bear do as "his friends snore on"?



# Bear Snores On

Animal Stories

READ-ALoud

## Teaching Options: Things to Notice and Do

### Notable Text Features

**Supportive** Point out the large print and all capital letters in the words that show Bear's reaction after he awakes to discover the animals having a party in his cave (p. 30). Explain that large print may be used to show that a character is speaking very loudly or that something important is happening.

**Challenging** Some children may ask why Bear is sleeping through the day and night. Discuss the behavior of hibernating animals. Explain that only some animals hibernate and that they do so to conserve energy during months when food may be scarce and temperatures are low.

### Vocabulary

#### Essential Words

**blubbers** (p. 32): cries loudly

**dank** (p. 11): unpleasantly wet

**lair** (p. 7): a place where a wild animal rests and sleeps

**slumbering** (p. 25): sleeping

**snores** (cover): breathes loudly while sleeping

**whimpers** (p. 32): makes soft, crying noises

#### Related Words for Discussion

**cooperate**: to work together

**hibernate**: to spend the winter sleeping

### Analyze the Text

Revisit the book to help children notice and think about the following (Cite Textual Evidence):

**Setting** The entire story unfolds in the setting of Bear's lair. The text and illustrations show how the other animals work together to transform Bear's dank, dark den (p. 11) into a bright, cozy, and inviting space (pp. 34-35).

**Language** Karma Wilson adds to the rhythm of the text by using onomatopoeia, words that sound like the thing they are describing. Mouse goes "pitter-pat" (p. 10), coals in the fire "pip-pop" (p. 12), Badger "sniff-snuffs" (p. 18), and Bear goes "RAAAAA-CHOOOOOO" (pp. 28-29).

### Connect to Book Club Books

The animals stay warm, eat, and have fun together in Bear's cave. Encourage children to tell what the characters in their book club reading do together.

**Bear Wants More** When Bear wakes up hungry after a long winter's sleep, his friends work together, just as people do, to make sure Bear has enough to eat.

**Days With Frog and Toad** Frog and Toad work together to fly a kite in the story "The Kite."

**Sheila Rae, the Brave** When Sheila Rae gets lost on her way home from school, her little sister Louise joins in to help them find their way home.

**The Great Gracie Chase** When Gracie leaves home, the painters, neighbors, garbage man, and soon the whole town join together to catch her.

### Write and Respond

Have children extend the story by making an invitation for another party in Bear's lair. The invitation should come from Bear and be to one of the other animals in the story. Children may use this format:

To: \_\_\_\_\_

You're Invited to: \_\_\_\_\_

On: \_\_\_\_\_

Where: \_\_\_\_\_

Your friend: \_\_\_\_\_

Have children add pictures to the invitation that show

- the different foods the animals will eat.
- the activities the animals will enjoy.

### Supporting ELLs

Review the animals named in the story and provide background information about them. For example, explain that a hare is like a large rabbit and has long, strong back legs, a raven is a large black bird, a mole digs tunnels, and a badger is a burrowing animal with powerful front legs and claws for digging. Then, go through the story and prompt children to identify each of the animals.

### Additional Resources

Click on the "Mixture of Species" link at the bottom of the web page and share with children the "Cool Snoozers" story to learn more about hibernation:

[www.nwf.org/Kids/Ranger-Rick/Animals.aspx](http://www.nwf.org/Kids/Ranger-Rick/Animals.aspx).

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## Guided Reading

In small, flexible guided reading groups, teachers will target the foundational skills necessary for students to become fluent readers. Using the Next Step Guided Reading Assessment K-2, teachers will implement an assess, decide, and guide framework. All the resources, professional development videos, lesson plans, and books are available through the Guided Reading Book Room Accelerator and *The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader Grade K-8* by Jan Richardson

<https://www.scholastic.com/pro/TheNextStepForwardinGuidedReading.html>

Standards Alignment for Guided Reading	
Reading: Foundational Skills » Grade 1	Phonics and Word Recognition:
<p>Print Concepts:</p> <p>CCSS.ELA-LITERACY.RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>CCSS.ELA-LITERACY.RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.</p> <p>CCSS.ELA-LITERACY.RF.1.3.B Decode regularly spelled one-syllable words.</p> <p>CCSS.ELA-LITERACY.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.</p>
<p>Phonological Awareness:</p> <p>CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-LITERACY.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>CCSS.ELA-LITERACY.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>CCSS.ELA-LITERACY.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-LITERACY.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>CCSS.ELA-LITERACY.RF.1.3.D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>CCSS.ELA-LITERACY.RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>CCSS.ELA-LITERACY.RF.1.3.F Read words with inflectional endings.</p> <p>CCSS.ELA-LITERACY.RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.</p>
	<p>Fluency:</p> <p>CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.RF.1.4.A Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-LITERACY.RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-LITERACY.RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

### Guided Reading Grouping Form

Group 1	Group 2	Group 3
Stage: Instructional Level(s):	Stage: Instructional Level(s):	Stage: Instructional Level(s):
Readers:	Readers:	Readers:
Group 4	Group 5	Group 6
Stage: Instructional Level(s):	Stage: Instructional Level(s):	Stage: Instructional Level(s):
Readers:	Readers:	Readers:

## Sample Guided Reading Lesson Plan from Teacher Card

**Clifford Makes the Team**

**Summary & Standard**  
Clifford wants to play baseball with the children in the neighborhood. There's only one problem... he's too big to fit on a field! Clifford goes on a search for a baseball field. Clifford will comprehend basic plots of a variety of fiction genres.  
Author: Norman Bridwell  
Genre: Fantasy  
Text Type: Series Book  
Word Count: 100  
Lexile: 100  
Readability: 100  
Page Count: 32

**Making Connections: Text to World**  
Many children will be familiar with baseball. Ask them to share what they know about this game. Encourage them to tell about games they have seen or played. If they can't find a field, Clifford the Big Red Dog wants to play baseball with the children in the neighborhood. Can you think of a game that has been played in the United States for more than 100 years? Do you like to play baseball? Why do you think baseball is so popular? For information about baseball, including a time line of baseball history, see [www.mlb.com/history](http://www.mlb.com/history).

**Vocabulary**  
Essential Words: base, branches, field, follow, open, pitch, serve  
Related Words for Discussion include: introduce, join, welcome

**Genre/Text Type**  
Fantasy/Series Book Remind children that a fantasy is a story that can't happen in the real world. In this series book, children get to know characters they can then follow in other stories.

**All-Grade**  
Baseball may be unfamiliar to some children. Use a simple diagram to show the field. First read where the pitcher will follow about. Encourage the action of each. Have children act out playing baseball in the classroom, if possible, experience pitching and batting on the playground. Guide children on their illustrations and activities to understand the story.

**Supportive Book Features**  
Text Sentences throughout the story are short, and most words are one or two syllables. The text in which Clifford looks for a bat (pages 12–23) has a pattern, helping children predict what will happen next. Humorous illustrations support the text. Point out to children the expressions on Clifford's face as he realizes his choices for a bat weren't good ones. (Note: Book pages are not numbered. Page 4 begins: *It is a sunny day.*)

**Challenging Book Features**  
Text Some sentences are long and wiggly to the second line (pages 28–31). Make sure children understand the use of commas on pages 30–31. Vocabulary Children may need help with multiple-meaning words, including bat, park, and back. Before reading discuss the sentence meanings for these words. Have children use context to determine the meanings in the text.



Clifford Makes the Team  
by Norman Bridwell

## GR Level G Features

### Genre/Text Type

**Fantasy/Series Book** Remind children that a fantasy is a story that could not happen in the real world. In this series book, children get to know characters they can then follow in other stories.

### Supportive Book Features

**Text** Sentences throughout the story are short, and most words are one or two syllables. The text in which Clifford looks for a bat (pages 12–23) has a pattern, helping children predict what will happen next. Humorous illustrations support the text. Point out to children the expressions on Clifford's face as he realizes his choices for a bat weren't good ones. (Note: Book pages are not numbered. Page 4 begins: *It is a sunny day.*)

**Content** Many children will be familiar with the character of Clifford from the book series and from TV. They will enjoy following Clifford as he tries to find a solution for fitting into the



neighborhood baseball game.

Praise children for specific use of “Behaviors to Notice and Support” on page 102 of the *Guided Reading Teacher’s Guide*.

### **Challenging Book Features**

**Text** Some sentences are long and wrap to the second line (pages 28–31). Make sure children understand the use of commas on pages 30–31.

**Vocabulary** Children may need help with multiple-meaning words, including *bat*, *park*, and *back*. Before reading, discuss the various meanings for these words. Then help children use context to determine the meanings in the text.

### **Vocabulary**

#### **Vocabulary**

**Essential Words:** base, branches, field, follows, pipe, pitch, wires

**Related Words for Discussion:** include, introduce, join, welcome

### **Comprehension**

#### **Developing Comprehension**

##### **Thinking Within the Text**

Support children in summarizing the events of the story. Ask: *What did Clifford want to do? What problem did he have? What are some ways he tried to solve the problem? How did the children help?*

##### **Thinking Beyond the Text**

Ask children why Clifford wants to play baseball with the children. Ask how they think Clifford feels at specific points in the story. At each place, ask: *What does the text say to make you think this? What do you see in the picture that gives you clues to how Clifford feels?* Encourage children to use personal experience to help them determine Clifford’s feelings.

##### **Thinking About the Text**

Engage children in discussing how the author and illustrator made the story funny. Have children identify specific parts of text and particular pictures that they find humorous. Have them tell why those parts are humorous to them.

##### **Understanding Character**

Explain that the actions and words of characters help us learn more about them.

- Reread aloud pages 12–13. Say: *Clifford thinks of using a tree for a bat. This shows me that Clifford is creative and has a good imagination.*
- Reread pages 14–23. Ask: *What else do we learn about Clifford from what he does on these pages?* (Sometimes he doesn't think far enough ahead before he does things, but he has a lot of ideas and doesn't give up easily.)
- Have children reread pages 25 and 28. Ask: *What do the children do? What does it show you about the children?* (They make up a new kind of baseball game, which lets Clifford play. This shows that the children are thoughtful and kind.)

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Teaching Options

### ELL Bridge

Baseball may be unfamiliar to some children. Use a simple diagram to show the field. Point out where the pitcher and batter stand. Pantomime the actions of each. Have children act out playing baseball in the classroom or, if possible, experience pitching and batting on the playground. Guide children to use these illustrations and activities to understand the story.

### Developing Phonics and Word-Solving Strategies

#### Words With Short a

Remind children that the letter a can have the short-*a* sound, /a/ as in *back* and *bat*.

- Reread page 6 aloud. Ask children to find the word *has* and write it on a chart or on the board. Read the word again, emphasizing the short-*a* sound.
- Go through the book with children, page by page, looking for short-*a* words. List them on a chart or on the board. (*that, as, can, back, sad*)

### Developing Fluency

Echo-read pages 12–15 with children. Read aloud one sentence at a time and have children repeat after you. Model proper phrasing and intonation. Repeat with other sections of the book.

### Oral Language/Conversation

**Including New Friends** Have children role-play greeting a new student and asking him or her to join in a playground game or activity.

### Extending Meaning Through Writing

- Have children make a list of games they know how to play. **(List)**
- Ask children to write a letter to Clifford asking him to play a game with them. **(Letter)**

## **Making Connections**

### **Making Connections: Text to World**

Many children will be familiar with baseball. Ask them to share what they know about this game. Encourage them to tell about games they have seen or participated in. Point out that in this book, Clifford the Big Red Dog wants to play baseball with the children in the neighborhood.

Explain to children that baseball is a game that has been played in the United States for more than 100 years. Ask: *Do you like to play baseball? Why do you think baseball is so popular?*

For information about baseball, including a time line of baseball history, see [www.pbs.org/kenburns/baseball/beginners](http://www.pbs.org/kenburns/baseball/beginners).

### **Connecting to Everyday Literacy**

Throughout the story, Clifford wants to play baseball. To link children to real-world procedural texts, display a diagram of a baseball field and the basic rules for playing baseball. Use the diagram to explain the positions that Clifford played. Talk with children about how game rules help players keep the game fair. Ask: *Do you think Clifford and the children were playing by the game rules? Why or why not?* For more examples of procedural text, go to <http://pbskids.org/zoom/activities/games>, where children can find rules for a variety of games.

Sample Resources From The Next Step Forward In Guided Reading:

[https://www.scholastic.com/content/dam/pro/nsfgr/Early\\_Guided\\_Reading\\_Plan.PDF](https://www.scholastic.com/content/dam/pro/nsfgr/Early_Guided_Reading_Plan.PDF)

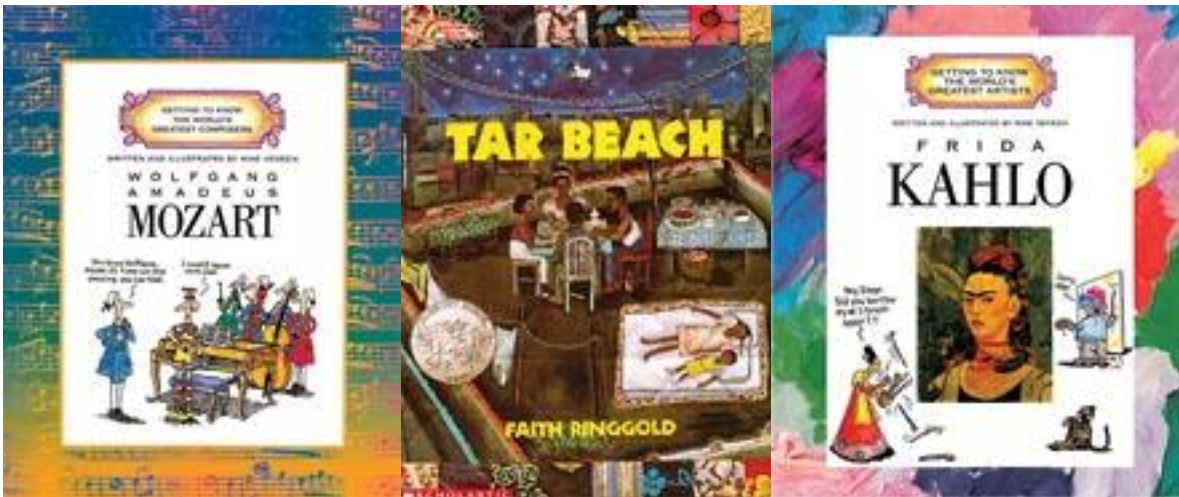
Early Guided Reading Plan (Levels D-I)					
Students:			Dates:		
Title/Level		Strategy Focus		Comprehension Focus	
DAY 1			DAY 2		
1. Sight Word Review <i>1–2 minutes</i>			1. Sight Word Review <i>1–2 minutes</i>		
			New SW from Day 1		
2. Book Introduction <i>3–4 minutes</i>			2. Reread Yesterday's Book (and other familiar books)		
Synopsis:			Observations or take a running record on one student.		
New Vocabulary or Language Structures					
3. Read With Prompting <i>8–10 minutes</i>					
<b>Monitoring and Word-Solving Prompts</b> <input type="checkbox"/> Reread and make the first sound. <input type="checkbox"/> What would make sense and look right? <input type="checkbox"/> Check the middle (or end) of the word. <input type="checkbox"/> Cover the ending. Find a part you know. <input type="checkbox"/> Do you know another word that looks like this one? <input type="checkbox"/> Try the other vowel sound.			<b>Fluency and Comprehension Prompts</b> <input type="checkbox"/> Don't point. Read it faster. <input type="checkbox"/> Read it the way the character would say it. <input type="checkbox"/> Teacher frames 2–3 words or slides finger to support phrasing. <input type="checkbox"/> What did you just read? What happened at the beginning? <input type="checkbox"/> Why did the character do (or say) that? What are you thinking? <input type="checkbox"/> What have you learned?		
4. Discussion Prompt <i>2–4 minutes</i>					
5. Teaching Points for Early Readers (choose 1 or 2 each day) <i>1–2 minutes</i>					
<b>Word-Solving Strategies</b> <input type="checkbox"/> Monitor for M, S, V <input type="checkbox"/> Reread at difficulty <input type="checkbox"/> Attend to endings <input type="checkbox"/> Use known parts <input type="checkbox"/> Contractions <input type="checkbox"/> Use analogies <input type="checkbox"/> Break words		<b>Examples:</b>		<b>Fluency &amp; Expression</b> <input type="checkbox"/> Attend to bold words <input type="checkbox"/> Reread page ____ for expression <input type="checkbox"/> Read it like the character <input type="checkbox"/> Attend to punctuation	
6. Teach One Sight Word <i>1–2 minutes</i>			6. Reteach Same Sight Word <i>1–2 minutes</i>		
Word:		1. What's Missing?    2. Mix & Fix    3. Table Writing    4. Write It (and Retrieve It)			
7. Word Study (choose one) <i>3–5 minutes</i>			7. Guided Writing <i>8–10 minutes</i>		
<input type="checkbox"/> Picture sorting <input type="checkbox"/> Making words <input type="checkbox"/> Sound boxes <input type="checkbox"/> Analogy charts		<input type="checkbox"/> Dictated sentences <input type="checkbox"/> B-M-E <input type="checkbox"/> Problem-Solution <input type="checkbox"/> SWBS <input type="checkbox"/> New facts you learned <input type="checkbox"/> Other: _____			
8. Next Steps		* Text was: Hard    Appropriate    Easy		Next Focus:    Students to assess and analyze:	

\* Find the oval tool in comments/markup tools.

Complete the shaded boxes before you meet with the group. Add observations and notes during the lesson.



## Providence Creek Academy



### 4<sup>th</sup> Grade Unit: The Artist's Eye: Inspired by True Stories

Text Set for Unit:  
4<sup>th</sup> Grade Guided Reading Level Q-R  
Recommended CCSS Lexile 770-980 for Grade Band 4-5

The Common Core Shifts for ELA/Literacy
1. Regular practice with complex text and its academic language 2. Reading, writing and speaking grounded in evidence from text, both literary and informational 3. Building knowledge through content rich nonfiction

College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts
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. 10. Read and comprehend complex literary and informational texts independently and proficiently.

### Characteristics of Text

The biographical and autobiographical works in this unit use a variety of techniques to talk not just about an artist's life but also about the process these artists followed to create the artwork or music for which they are remembered

### Behaviors to Notice and Support

- **Notices** how authors select events in an artist's life to convey the obstacles and inspirations that affected the artwork created
- **Compares** the ways in which different authors guide readers to appreciate what artists have accomplished
- **Discusses** how illustrators use their own artwork to convey another artist's experiences and intentions, help establish settings, and add information about the subject
- **Thinks critically** about the quality of writing and accuracy in the text, as well as what else a reader would want to know about each artist
- **Notices** similarities and differences among the artists profiled in this unit
- **Offers** examples based upon reading and discussion in response to the unit focus question: How do artists help others experience the world in a new way?

Comprehension Clubs	
Read-Aloud	Book Club
<b>An Eye for Color</b> By Natasha Wing Lexile 680* <b>Themes/Ideas:</b> how people express creativity; individual accomplishments; how art helps us	<b>Frida Kahlo (Getting to Know the World's Greatest Artists)</b> By Mike Venezia Lexile 840 <b>Themes/Ideas:</b> events that change lives;

<p>see things in a new way  <b>Author's Craft:</b> demonstration of how life events change a person's perspective; description and examples that show a person's life achievements  <b>Vocabulary:</b> abstract, collages, geometrically, optical, observation, perspective, sensory  <b>Writing:</b> write about an outcome (expository)  <b>Technology:</b> <a href="http://www.albersfoundation.org">www.albersfoundation.org</a></p>	<p>how people express creativity; what people have in common; individual accomplishments; how culture influences individuals  <b>Author's Craft:</b> photographs, art reproductions, and illustrations used to support text, life story highlighted by chronological sequence of main events  <b>Vocabulary:</b> amateur, ancient, easel, adversity, consciousness, controversy  <b>Writing:</b> reader's notebook  <b>Technology:</b>  <a href="http://www.aaa.si.edu/exhibitions/frida-kahlo">www.aaa.si.edu/exhibitions/frida-kahlo</a></p>
<p style="text-align: center;"><b>Frida</b>  By Jonah Winter  Lexile AD280*</p> <p><b>Themes/Ideas:</b> how people express creativity; how art conveys emotions; how life's events inspire us; how good can come from something bad  <b>Author's Craft:</b> simple, lyrical text that tells an overarching story of a person's life; Author's Note  <b>Vocabulary:</b> imaginary, microscope, torso, adversity, chronic, folk art  <b>Writing:</b> explanation (expository)  <b>Technology:</b> <a href="http://www.pbs.org/weta/fridakahlo">www.pbs.org/weta/fridakahlo</a></p>	<p style="text-align: center;"><b>Ish</b>  By Peter Reynolds  Lexile 440*</p> <p><b>Themes/Ideas:</b> using art to express yourself; being different to be creative, giving someone confidence  <b>Author's Craft:</b> illustrations that convey emotion; dialogue that shows character traits; artist's perspective used to show the effects of criticism and praise  <b>Vocabulary:</b> burst, out, crumpled, sneered, appreciation, criticism, discouraged  <b>Writing:</b> reader's notebooks  <b>Technology:</b>  <a href="http://www.peterhreynolds.com/art.html">www.peterhreynolds.com/art.html</a></p>
<p style="text-align: center;"><b>Duke Ellington</b>  By Andrea Pinkney  Lexile AD800</p> <p><b>Themes/Ideas:</b> how people express creativity; what people have in common; individual accomplishments; how art conveys emotions  <b>Author's Craft:</b> use of colloquial and figurative language; use of sequence of events  <b>Vocabulary:</b> crude, improvise, romp, suite, accomplishments, colloquial, innovative  <b>Writing:</b> advertisement (persuasive)  <b>Technology:</b> <a href="http://archive.org/details/DukeEllington-TakeTheATrain">http://archive.org/details/DukeEllington-TakeTheATrain</a></p>	<p style="text-align: center;"><b>Mozart (Getting to Know the World's Greatest Composers)</b>  By Mike Venezia  Lexile NC980</p> <p><b>Themes/Ideas:</b> individual accomplishments; how people express creativity; how our circumstances shape our lives; how art conveys emotions  <b>Author's Craft:</b> illustrations used to support text; sequence of events and setting promote understanding of life story; humorous cartoons  <b>Vocabulary:</b> billiards, classical, masterpieces, antagonize, dominating, prodigy  <b>Writing:</b> reader's notebook  <b>Technology:</b>  <a href="http://archive.org/details/Vocals3">http://archive.org/details/Vocals3</a></p>

<p><b>Faith Ringgold (Getting to Know the World's Greatest Artists)</b> By Mike Venezia Lexile 920</p> <p><b>Themes/Ideas:</b> how people express creativity, what people have in common, individual accomplishments, events that change lives</p> <p><b>Author's Craft:</b> cartoon art; images of famous artwork; sequence of events; captions</p> <p><b>Vocabulary:</b> appreciated, originated, portraits, prejudice, exploration, interpret, liberated</p> <p><b>Writing:</b> descriptive time line/story quilt (expository)</p> <p><b>Technology:</b> <a href="http://www.pbs.org/americaquilts/aoq/quiltnational.html">http://www.pbs.org/americaquilts/aoq/quiltnational.html</a></p>	<p><b>Tar Beach</b> By Faith Ringgold Lexile AD790</p> <p><b>Themes/Ideas:</b> how people express creativity; what people have in common; individual accomplishments; how circumstances shape our lives; how art conveys emotions</p> <p><b>Author's Craft:</b> first-person point of view; artwork as a basis for story; illustrations that show details</p> <p><b>Vocabulary:</b> hoisting, possessions, skyscraper, inspiration, observation, optimistic</p> <p><b>Writing:</b> reader's notebooks</p> <p><b>Technology:</b> <a href="http://www.faithringgold.com/ringgold/collection.htm">www.faithringgold.com/ringgold/collection.htm</a></p>
<p><b>Spiders</b> By Nic Bishop Lexile 820</p> <p><b>Themes/Ideas:</b> how people express creativity; individual accomplishments; how art conveys information and expresses different perspectives</p> <p><b>Author's Craft:</b> detailed photographs that support factual information; photograph captions; foldout; author's note</p> <p><b>Vocabulary:</b> ambush, camouflaged, dribbles, miniature, nozzles, predators, dedication, observant, perception</p> <p><b>Writing:</b> persuasive paragraph (persuasive)</p> <p><b>Technology:</b><a href="http://frankphillips.com/beautifulbugs">http://frankphillips.com/beautifulbugs</a></p>	<p>*exception to Lexile range based on rich illustrations, content and relevance to unit</p> <p>From: Fountas &amp; Pinnell; Comprehension Clubs: Deep Reading, Deep Thinking, Deep Discussion; Implementation Guide Grades K-5; Scholastic, 2013</p>
CommonLit.org (Audio and Translation Available)	
<p>Dancing Towards Dreams (Misty Copeland) By Sara Matson Lexile 810</p>	<p>The Biggest Little Artist in the World By LeeAnn Blankenship Lexile 860</p>

ReadWorks.org Article-A-Day (Audio and Translation Available)	
<p>Artists Lexile 660-870</p> <p>Biography of a Photographer: Ansel Adams Art and Artists - What Is an Artist?</p>	<p>The Harlem Renaissance Lexile 780-1190</p> <p>The Harlem Renaissance Langston Hughes Jazz</p>



Portrait of an Artist Art and Artists: Francisco de Goya Classical Music: Ludwig van Beethoven Classical Music - Johann Sebastian Bach Famous African Americans: Maya Angelou	The Apollo Theater Visual Art Zora Neale Hurston  (Respond daily in Book of Knowledge)
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Guided Reading Book Room:	
Title: Dinosaurs of Waterhouse Hawkins, The Author: Barbara Kerley Grade Level: 4 - 6 Biography, Science Guided Reading Level: S DRA Level: 40 Lexile Level: AD760L	Title: Beethoven Lives Upstairs Author: Barbara Nichol Grade Level: 4 - 5 Historical Fiction Guided Reading Level: S DRA Level: 40 Lexile Level: 750L
Title: Frida Author: Jonah Winter Grade Level: 3 - 5 Biography Guided Reading Level: M DRA Level: 20-24 Lexile Level: AD520L	Title: Grandma's Gift Author: Eric Velasquez Grade Level: 2 - 5 Autobiography Guided Reading Level: P DRA Level: 34-38 Lexile Level: AD1000L
Title: Four Pictures by Emily Carr Author: Nicolas Debon Grade Level: 6 Biography/Graphic Format Guided Reading Level: X DRA Level: 60 Lexile Level: 770L	Title: Animation: From Concept to Consumer Author: Josh Gregory Grade Level: 5-8 Informational Text Guided Reading Level: Y DRA Level: 60 Lexile Level: 1170L

Core Clicks: Listening/Technology Center: CLOSE READING (Audio/Read to Me Available)	
<b>A Hero Carved in Stone</b> <b>Summary:</b> A monument to honor an American Indian hero is slowly taking shape in South Dakota. <b>Spotlight Skill:</b> Use Text Features (RI.4.7) <b>Guided Reading Level:</b> R <b>Complexity:</b> Moderate 2 <b>Lexile:</b> 820L	

Epic Books For Read Aloud Via Smart Board <a href="http://www.getepic.com">www.getepic.com</a>	
<b>Kid Artists: True Tales of Childhood from Creative Legends</b> By: David Stabler Illustrated by: Doogie Horner  Every great artist started out as a kid.	<b>Artists and Their Pets: True Stories of Famous Artists and Their Animal Friends</b> By: Susie Hodge Illustrated by: Violet LeMay  Artists and Their Pets tells stories of famous

Hilarious biographies reveal how great artists in history coped with regular-kid problems.  Lexile® Measure <b>1010L</b>	artists and their pets.  Lexile® Measure <b>1140L</b>
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Poems to Read Aloud	
I Love the Look of Words By Maya Angelou	Dreams By Langston Hughes
Life Doesn't Frighten Me By Maya Angelou	The Dream Keeper By Langston Hughes

Newsela.com
<p><b>Artists: Vincent van Gogh</b> Level 550L By Biography.com Editors and A+E Networks, adapted by Newsela staff on 07.19.16 Synopsis: Vincent van Gogh was born in 1853 in the Netherlands. He was a painter whose work is known for its beauty and color. He struggled with mental illness and was poor all his life. His work was little known while he lived. Van Gogh died in France in 1890.</p> <p><b>Artists: Pablo Picasso</b> Level 510L By Biography.com Editors and A+E Networks, adapted by Newsela staff on 12.12.16 Synopsis: Pablo Picasso was born in Spain in 1881. He was one of the most important painters of the 1900s. He created a style of painting called Cubism. He died in France in 1973. His works are still admired today.</p> <p><b>Artists: Frida Kahlo</b> Level 700L By Evelyn Quezada, adapted by Newsela staff on 03.09.17 Synopsis: Frida Kahlo is one of Mexico's greatest artists. She was born in Mexico in 1907. Her moving paintings express the pain she suffered in her lifetime. Today, Kahlo continues to be an artistic icon.</p>

Grade & Subject: 4 <sup>th</sup> Grade Unit: The Artist's Eye: Inspired by True Stories	
Stage 1 – Desired Results	
<p>Understandings:</p> <ul style="list-style-type: none"> <li>The choices authors make can impact the reader's views of the artist's experiences and inspirations.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>How can illustrations contribute to understanding of an artist's work?</li> <li>In what ways do the choices of the author guide readers to appreciate what artists have accomplished?</li> <li>As an author, what can you incorporate into your writing to guide your reader to an appreciation of your art or the artist?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>Information can be accessed from both print and graphics</li> <li>The underlying message of a written piece can be interpreted through accessing the text and graphics.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Cite text evidence to support their opinion</li> <li>Participate in a book club with peers including asking and answering higher order thinking questions</li> <li>Refine word choice to create richer descriptions</li> <li>Edit writing pieces for organization</li> </ul>
Stage 2 – Assessment Evidence	
<p>Performance Task: Readers' Notebook Writing Tasks:</p> <ul style="list-style-type: none"> <li>Access information within the text from print and graphics to include setting and art descriptions</li> <li>Expand thinking beyond the text to relate ideas about the art to personal experiences</li> <li>Explain the choice of genre in interpreting the text, including text and graphics</li> </ul>	<p>Other Evidence:</p> <ul style="list-style-type: none"> <li>Book Club Rubric</li> <li>Word Webs</li> <li>T-chart</li> <li>Writer's Notebook</li> <li>Unit Project w/class created rubric</li> <li>Informational Writing Rubric</li> <li>Student Reader's Notebook (Apdx E) <ul style="list-style-type: none"> <li>Reading Log</li> <li>Close Reading and Text Evidence</li> <li>Quotations and Responses</li> <li>Student Book Club Discussion</li> </ul> </li> <li>Teacher Tools (Appendix D) <ul style="list-style-type: none"> <li>Comprehension Clubs Literacy Development Across the Year</li> <li>Book Club Log/Teacher Observation Form</li> <li>Book Club Teacher's Assessment Checklist</li> <li>Thinking Across Texts Within a Unit of Study</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Reader’s Notebook Rubric</li> <li>○ Next Step In Guided Reading</li> </ul>
Standards Alignment	
<p><b>Read Alouds</b> and the discussions that follow shall address the following standards in this unit:</p> <p style="text-align: center;">Informational Text Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>Craft and Structure: CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to</p>	<p><b>Writing Mini-Lessons and Workshop</b> shall address the following standards in this unit:</p> <p style="text-align: center;">Writing:</p> <p>CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.</p> <p style="text-align: center;">Range of Writing:</p> <p>CCSS.ELA-LITERACY.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p style="text-align: center;">Knowledge of Language:</p>

<p>an understanding of the text in which it appears.</p> <p>CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>The preparation for and participation in <b>Book Clubs</b> shall address the following standards:</p> <p style="text-align: center;">Speaking &amp; Listening Comprehension and Collaboration:</p> <p>CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.4.1.A 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.</p> <p>CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>CCSS.ELA-LITERACY.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.4.3.A Choose words and phrases to convey ideas precisely.*</p> <p>CCSS.ELA-LITERACY.L.4.3.B Choose punctuation for effect.*</p> <p>CCSS.ELA-LITERACY.L.4.3.C Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>The <b>Culminating Unit Discussion</b> and <b>Unit Projects</b> shall address the following standards:</p> <p style="text-align: center;">Research to Build and Present Knowledge:</p> <p>CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
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CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	
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### Stage 3 – Learning Plan

**Learning Framework Sample** Reader's / Writer's Workshop/ Guided Reading: revolves around small, flexible, leveled groups. Individual classes are highly responsive to student needs – this will change regularly according to student reading levels and individual needs. These levels are determined through Next Steps in Guided Reading Assessment Materials and student interest

Time	Activity	Materials	Grouping
15 - 20 minutes	Read Aloud	Mentor Text from Comprehensions Clubs Unit, Book Room, Teacher Library, or Epic  Document Camera Smart Board	Whole Group
10-15 minutes	Reading/Writing Mini Lesson  Highly dependent on individual student needs, but may include word work, editing skills, decoding, using graphic organizers, inferencing, and facilitation of the writing process.	Mentor Text Document Camera Smart Board Chart Paper  Teacher resources include: Read Aloud card from Comprehension Clubs with Writing extension or Calkins Units of Study in Writing (Bringing History to Life)	Whole Group
20 minutes per rotation, 60 minutes total per day.  Rotation schedule is driven by student needs.	Rotations <ul style="list-style-type: none"> <li>• Writing</li> <li>• Reading <ul style="list-style-type: none"> <li>○ Buddy</li> <li>○ Independent</li> </ul> </li> <li>• Guided Reading</li> <li>• Book Club</li> <li>• Listening Center</li> </ul>	Guided Reading Teacher Card and Student Books  Level Q/R considered on level, however selections will be geared to student needs based on foundational skills, interest, and genre of current unit of study	<ul style="list-style-type: none"> <li>• Small Guided Reading Group facilitated by teacher</li> <li>• Writing: Independent</li> <li>• Reading: Comprehension Club: Small Group or Independent</li> <li>• Buddy Reading: Comprehension Club facilitated by students in Book</li> </ul>

		<p>*****</p> <p>Book Club Selections: (Aligned to 4<sup>th</sup> Grade Text Complexity Band Proficiency Lexile 770-980 with exceptions for rich illustration examples and content) Specific to Unit</p> <p>*****</p> <p>Reader's Notebook *****</p> <p>ReadWorks Article of The Day *****</p> <p>Writer's Notebook/Writing Folder</p> <p>Computer/Listening Center with book marked websites for Comprehensions Clubs Audio, CoreClicks, ReadWorks or CommonLit</p>	<p>Club</p> <ul style="list-style-type: none"> <li>• Word Work: Independent or small group, skill specific, tied to student skills, levels, and text</li> <li>• Listening: Comprehension Club, Small Group facilitated by students.</li> </ul>
5 – 10 minutes	Writing Share or Workshop Wrap-up Feedback	Student Reader's (sometimes combined with Writer's) Notebook	Whole Group or Small Group

PACING GUIDE					
	Day #1	Day #2	Day #3	Day #4	Day #5
15-20 minutes Whole Class	Introduce Unit  Read Aloud <b>An Eye for Color</b> By Natasha Wing Lexile 680	Read Aloud <b>Duke Ellington</b> By Andrea Pinkney LexileAD800	<b>Week #1</b>  Read Aloud <b>Frida</b> BY Jonah Winter Lexile AD280	Read Aloud <b>Faith Ringgold</b> <b>(Getting to</b> <b>Know the</b> <b>World's</b> <b>Greatest Artists)</b> By Mike Venezia	Read Aloud <b>Spiders</b> By Nic Bishop Lexile 820

10-15 minutes Whole Class	Mini-Lesson  Send Parent Letter Home	Mini-Lesson	Mini-Lesson	Lexile 920 Mini-Lesson	Mini-Lesson
20 minutes Independent	Independent Choice Read	BookTalks Book #1 Book #2 Book #3 Book #4	Students read and prepare for Book Clubs * audio * buddy read *independent	Students read and prepare for Book Clubs * audio * buddy read *independent	Students read and prepare for Book Clubs * audio * buddy read *independent
20 minutes Independent	Writing Center Write about an outcome (expository)	Writing Center Advertisement (persuasive)	Writing Center Explanation (expository)	Writing Center Descriptive Timeline Story Quilt (expository) Guided Reading/Skills Groups/Writing Conferences	Writing Center Persuasive Paragraph (persuasive)
20 minutes Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
5-10 minutes Whole Class	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up
20 minutes Whole Class	Read Aloud Kid Artists	Read Aloud Kid Artists	<b>Week #2</b> Read Aloud Kid Artists	Read Aloud Kid Artists	Read Aloud Kid Artists
15 minutes Whole Class	Writing Mini-lesson	Writing Mini-lesson	Writing Mini-lesson	Writing Mini-lesson	Writing Mini-lesson
20 minutes Independent	Students read and prepare for Book Clubs	Book Club Prep/ Reflection	Book Club Prep/ Reflection	Book Club Prep/ Reflection	Book Club Prep/ Reflection
20 minutes Independent	Writing Center	Writing Center	Writing Center	Writing Center	Writing Center
20 minutes Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Book Club #1 Meets <b>Frida Kahlo (Getting to Know the World's Greatest Artists)</b>	Book Club #2 Meets <b>Ish</b>	Book Club #3 Meets <b>Mozart (Getting to Know the World's Greatest Composers)</b>	Book Club #4 Meets <b>Tar Beach</b>
5-10 minutes Whole Class	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up
20 minutes Whole Class	Read Aloud Artists and Their Pets	Read Aloud Artists and Their Pets	<b>Week #3</b> Read Aloud Artists and Their Pets	Read Aloud Artists and Their Pets	Read Aloud Artists and Their Pets
15 minutes Whole Class	<b>Discussion of Unit Theme: **</b>	Writing Mini-lesson	Writing Mini-lesson	Writing Mini-lesson	Writing Mini-lesson



		<b>Informational Writing</b>	<b>Informational Writing</b>	<b>Informational Writing</b>	<b>Informational Writing</b>
20 minutes Independent	<b>Unit Theme Projects – ***</b>	<b>Unit Theme Projects –</b>	<b>Unit Theme Projects –</b>	<b>Unit Theme Projects –</b>	<b>Unit Theme Projects –</b>
20 minutes Independent	Workshop	Workshop	Workshop	Workshop	Workshop
20 minutes Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
5-10 minutes Whole Class	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up
20 minutes Whole Class	Read Aloud	Read Aloud	<b>Week #4</b> Read Aloud	Read Aloud	Read Aloud
15 minutes Whole Class	Writing/Reading Mini-lesson	Writing/Reading Mini-lesson	Writing/Reading Mini-lesson	Writing/Reading Mini-lesson	Writing/Reading Mini-lesson
20 minutes Independent	Wrap-Up / Share	Wrap-Up / Share	Wrap-Up / Share	Wrap-Up / Share	<b>Unit Celebration</b>
20 minutes Independent	Read/Write	Read/Write	Read/Write	Read/Write	Guided Reading/Skills Groups/Writing Conferences
20 minutes Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Share/Wrap-up
5-10 minutes Whole Class	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	

### **\*\*Discussion of Unit Theme:**

Through their skill, artists may lead us to a new understanding of things. How do artists help others experience the world in a new way?

- What do you think each author wants you to remember about these artists?
- What do you think is the most challenging thing about being an artist? Can you give some examples from your readings to support your ideas?

### **\*\*\*Unit Theme Projects – Assessments**

#### **Cartoons Galore!**

Revisit the three books by Mike Venezia and remind students that he uses cartoons to supplement the text and add humor to the story. Have students draw a cartoon for a different book in the unit.

### An Artist Is...

Point out that several different kinds of artists are featured in this unit. Have students write a paragraph that answers the question, What makes a person an artist? Encourage students to think about the qualities that make someone an artist and to use examples from the books.

### Try It Yourself

Use the two books about Frida Kahlo to show that two authors can tell about the same artists in different ways. Have students write and design a page about one of the artists featured in this unit and present their pages to the class. Classmates can compare a student's page to the book about the same artists. Combine all of the pages into a class book.

(**Assessment:** Informational Writing Rubric:

<https://www.doe.k12.de.us/site/handlers/filedownload.ashx?moduleinstanceid=6018&dataid=15749&FileName=Gr4InforExpl%20R.pdf>)

Read Aloud
Lesson plans provided for each book in this unit through the Comprehension Clubs Read-Aloud Teacher Card for each book (See page 20-27 of Implementation Guide for additional best practices)
<b>Best Practices for Planning a <u>Nonfiction</u> Read-aloud</b>
<p><b>Before Reading</b></p> <ul style="list-style-type: none"> <li>• Select a text that is related to a current content objective in science or social studies. As with fiction, the text must be within your students' conceptual grasp but above the level they can read independently. Consider what your students already know based on previous content.</li> <li>• Plan to provide a quick overview of the selection.</li> <li>• Decide on a method of introducing key content terms (e.g., concept of definition, semantic feature analysis). You are only <i>introducing</i> these words. Do not worry about teaching them to mastery.</li> <li>• Choose between reviewing a comprehension strategy or the text structure. There may not be time to do both.</li> </ul> <p><b>During Reading</b></p> <ul style="list-style-type: none"> <li>• Decide where to stop and engage students. Look for points at which interesting predictions can be made, inferences reached, questions generated by students, and so forth.</li> <li>• Remember to discuss text features that are not part of the linear text (e.g., sidebars, diagrams, graphs, pictures, photos). Remind the students that reading involves thinking about these features.</li> <li>• Include opportunities for every-pupil-response in order to achieve high levels of engagement (e.g., thumbs up if you think..., turn and share with a partner).</li> </ul>

- Although you have pre-taught a cluster of words, decide which *other* words students might not know but that can be fast scaffolded (defined as an aside without distracting the students).
- Look for places to conduct think-alouds. These are places that where information may be at odds with prior understanding.

#### After Reading

- Summarize the content. In the process, review the words you pre-taught, referring back to the graphic.
- Ask a few inferential questions. Those beginning with *why* are especially effective.
- Consider providing a writing prompt based on the read-aloud.

From:

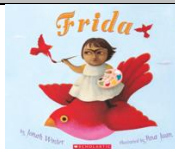
<http://comprehensivereadingsolutions.com/2012/07/27/interactive-read-alouds/>

## Guided Reading

In small, flexible guided reading groups, teachers will target the foundational skills necessary for students to become fluent readers. Using the Next Step Guided Reading Assessment 3-6, teachers will implement an assess, decide, and guide framework. All the resources, professional development videos, lesson plans, and books are available through the Guided Reading Book Room Accelerator and The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader Grade K-8 by Jan Richardson

<https://www.scholastic.com/pro/TheNextStepForwardinGuidedReading.html>

### Sample Lesson Plan from Guided Reading Book Room



Frida by Jonah Winter

Summary: Throughout her life, artist Frida Kahlo found that her imagination and talent could help her face personal misfortune, illness, and a debilitating injury.

Level M, Nonfiction, Biography, Arts, Character & Values, Life Experiences, Analyze Biographical Events, Connect Events, Draw Conclusions, Verbs, Word Meaning

FEATURES

### Genre/Text Type

Biography/Picture Book Remind children that a biography tells about important events in a real person's life. Events are highlighted in illustrations.

### Informational Text Features

Author's and Artist's Notes An Author's Note gives background information that helps explain the story. An Artist's Note explains the chosen imagery.

### Challenging Features

Text Children may be confused by placement of the text and some of the serif type.

Vocabulary Children may have trouble comprehending unusual phrases in the book, such as "enters the world" and "Enter, stage left." Explain these phrases to them.

### Supporting Features

Text The sentences are short, and there isn't much text on each page.

Content Make sure that children understand that this is a biography that is told in chronological order. Point out that Ana Juan's illustrations were inspired by Frida Kahlo's paintings.

### A First Look

Display the book's cover and have children describe what they see. Ask: What does the picture of the girl tell you about her? Explain that the book tells about the life of a famous artist named Frida Kahlo, beginning with her childhood. Point out that many artists paint from their life experiences. Then say: As you read, notice how events in Frida's life influenced her artwork.

### VOCABULARY

#### Vocabulary

#### Academic Vocabulary

copies (p. 12): things made to look like the originals

imaginary (p. 8): made-up; invented

#### Domain-Specific Vocabulary

microscope (p. 14): tool that makes very small things look bigger

torso (p. 25): main part of the body

### COMPREHENSION

#### Read and Analyze Informational Text Cite Textual Evidence

- If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

### Connect Biographical Events

Point out that a biography tells about the events in a person's life. Explain that events in a person's life may affect the person in some way or affect the decisions that person makes.

- (pp. 6–7) What does the text tell about Frida's father and mother? How did each parent play a role in Frida's becoming an artist?
- (pp. 14–15) Why would learning to use a microscope help Frida become a better artist later?
- (pp. 20–21) Why does the text say that painting saves her once again? What is Frida doing in these illustrations? How do these images connect to her ability to paint?
- (pp. 24–27) How does Frida's imagination help her? How are her paintings described now? How does this connect to an event earlier in her life?

Praise children for specific use of "Behaviors to Notice and Support" on page 106 of the

Guided Reading Teacher's Guide.

Develop Comprehension

Thinking Within the Text

Have children look at pages 7–11. Ask:

- How does Frida often feel? Why? How does she cope with this feeling?
- Why does Frida teach herself to draw? How does this help her?

Thinking Beyond the Text

Talk about how people react when they face difficult situations or choices. Then ask:

- How does being able to paint help Frida throughout her life?
- What are some other creative ways that people use to forget about their problems?

Thinking About the Text

Have children think about Frida's life. Ask:

- What importance do you think the author and illustrator give to Frida's imagination? How do they show this? How do you think Frida's imagination affected the way she approached her life? Use evidence from the book to support your claim.
- Is including Frida's imaginary world an effective way to explain events in a biography about a creative person? Explain.

TEACHING OPTIONS

Focus on Foundational Skills Phonics and Word-Solving Strategies

Vivid Verbs

Remind children that verbs are words that describe actions. Explain that some verbs have meanings that are similar but slightly different. Point out that authors choose certain verbs to support what they want to say.

- Read aloud page 24 and point out the word cry. Then read aloud page 29 and point out the word weep. Explain that both of these words have similar meanings, but that weeping is heavy, emotional crying. Weep is a more intense verb than cry.
- Continue with other verb pairs related to the story, such as see and examine or walk and limp.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the

## Guided Reading Teacher's Guide.

### Develop Fluency

Read aloud a page, modeling how proper expression helps listeners pay attention to and better understand the creative details of the language. Have children echo read after you.

### Expand Oral Language/Conversation

**Talk About the Author's Note** Read aloud the Author's Note on page 31. Then have children go through the story and connect what they learned in the Author's Note with the images and text on each spread of the story. Invite children to share how knowing both versions helps them better understand the events of Frida's life.

### Write and Respond to Reading

**Write an Analysis** Have children look carefully at the illustrations in *Frida* and describe effective ways in which artists use expression, color, or images to show certain emotions. Use pages 22–23 as an example of how one artist shows pain and sadness.

(Informative/Explanatory)

**Write a Story** Have children select one of Frida's imaginary friends and write a short story that tells about something they do together, based on events in the text. Remind children to tell the story from the imaginary friend's point of view. (Narrative)

### ELL Bridge

To help children practice recounting events in a biography, have them take turns describing the events on each spread. Have children summarize what happens to Frida.

## MAKING CONNECTIONS

### Connect Across Texts

#### An Eye for Color by Natasha Wing

In *An Eye for Color* readers learn about the artist Josef Albers. Invite students to compare how Wing and Winter help readers learn about Albers and Kahlo as people and as artists. Which book does a better job? Why?

### Connect to the Internet

Have children connect the fantastical images in *Frida* with images from traditional Mexican folk art by visiting this website: <http://www.ladap.org/online-exhibits/Spanish-colonial-gallery>. Have them click on the slide show for papier-mâché figurines, a connection to the art in *Frida*.

TM ® & © Scholastic Inc. All rights reserved. *Frida* by Jonah Winter, illustrated by Ana Juan. Text copyright © 2002 by Jonah Winter. Illustrations copyright © 2002 by Ana Juan. Published by Scholastic Inc.

## Transitional Guided Reading Lesson Plan (Levels J–P)

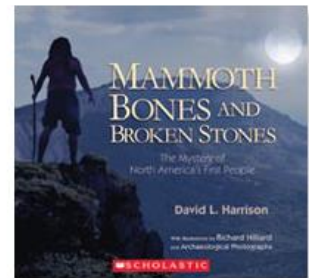
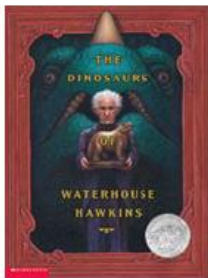
Title: \_\_\_\_\_ Level: \_\_\_\_\_

Instructional Focus: \_\_\_\_\_

	Day 1 Date: _____	Day 2 Date: _____		
<b>Before Reading</b>	<b>Book Introduction:</b> (3–4 minutes) This book is about _____ _____ New Vocabulary: _____ _____ Model Focus Strategy: _____	<b>Briefly review Day 1's work.</b> (1–2 minutes) Restate the strategy and introduce any new vocabulary. Invite students to continue reading. _____ _____ New Vocabulary: _____		
<b>During Reading</b>	<b>Text Reading With Prompting</b> (10–14 minutes) Prompt for self-monitoring, decoding, vocabulary, fluency, and comprehension as needed. See Transitional Guided Reading Prompts and Teaching Points Chart on page 139 for ideas.			
<b>After Reading</b>	<b>Teaching Points</b> (1–2 minutes) Choose one or two strategies to teach each day (self-monitoring, decoding, vocabulary, fluency, and/or comprehension). See Transitional Guided Reading Prompts and Teaching Points Chart on page 139 for ideas.			
<b>After Reading</b>	<b>Shared Retelling/Summary or Comprehension Conversation</b> (choose one per day; 2–3 minutes) <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <b>Shared Retelling/Summary</b> <ul style="list-style-type: none"> <li>• What happened in the story?</li> <li>• What was important? Why?</li> <li>• Stop, Think, Paraphrase (STP)</li> <li>• Beginning-Middle-End (B-M-E)</li> <li>• Five-Finger Retell</li> <li>• Very Important Part (VIP)</li> <li>• Somebody-Wanted-But-So (S-W-B-S)</li> <li>• Track Character's Feelings (B-M-E)</li> </ul> </td> <td style="width: 50%; border: none;"> <b>Comprehension Conversation</b> <ul style="list-style-type: none"> <li>• What did you think about this text? What questions do you have?</li> <li>• What kind of text is this? Have you read other texts like this one? How is this text different (or similar)? What did you learn?</li> <li>• What was the big idea/central message/lesson/moral? Why do you think that?</li> <li>• Why do you think the author chose to begin and end the text that way?</li> <li>• What words would describe [character or idea]?</li> <li>• Did [character] change? How? What caused the change?</li> <li>• What motivated the character to [name specific action from the story]?</li> <li>• Describe the relationship between events, ideas, people, or concepts.</li> </ul> </td> </tr> </table> Other: _____		<b>Shared Retelling/Summary</b> <ul style="list-style-type: none"> <li>• What happened in the story?</li> <li>• What was important? Why?</li> <li>• Stop, Think, Paraphrase (STP)</li> <li>• Beginning-Middle-End (B-M-E)</li> <li>• Five-Finger Retell</li> <li>• Very Important Part (VIP)</li> <li>• Somebody-Wanted-But-So (S-W-B-S)</li> <li>• Track Character's Feelings (B-M-E)</li> </ul>	<b>Comprehension Conversation</b> <ul style="list-style-type: none"> <li>• What did you think about this text? What questions do you have?</li> <li>• What kind of text is this? Have you read other texts like this one? How is this text different (or similar)? What did you learn?</li> <li>• What was the big idea/central message/lesson/moral? Why do you think that?</li> <li>• Why do you think the author chose to begin and end the text that way?</li> <li>• What words would describe [character or idea]?</li> <li>• Did [character] change? How? What caused the change?</li> <li>• What motivated the character to [name specific action from the story]?</li> <li>• Describe the relationship between events, ideas, people, or concepts.</li> </ul>
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<b>After Reading</b>	<b>Word Study</b> (choose one; if appropriate; 3–5 minutes) <input type="checkbox"/> Sound Boxes <input type="checkbox"/> Analogy Charts <input type="checkbox"/> Make a Big Word	<b>Word Study</b> (choose one; if appropriate; 3–5 minutes) <input type="checkbox"/> Sound Boxes <input type="checkbox"/> Analogy Charts <input type="checkbox"/> Make a Big Word		
<b>After Reading</b>	<b>Day 3 Date:</b> _____ <b>Reread book for fluency, if needed.</b> (5 minutes) <b>Guided Writing</b> (15–20 minutes) Literary: B-M-E, Five-Finger Retell, S-W-B-S, Event-Details, Problem-Solution, Character Analysis, Compare and Contrast Informational: Chapter summary, VIP, My New Learning, Compare and Contrast, Cause and Effect Other: _____			



## Providence Creek Academy



## 6<sup>th</sup> Grade Unit: Living Things: Thinking Big

It takes ingenuity to study and document the lives of large beasts.



How do authors help you envision creatures on a grand scale?

Students study huge animals and habitats and what their existence or extinction means for researchers today, environmental factors and efforts to conserve resources and habitats, and evidence about strange occurrences in nature.

**Text Set for Unit:  
6<sup>th</sup> Grade Guided Reading Level W-Z  
Recommended CCSS Lexile 955-1155 for Grade Band 6-8**

<b>The Common Core Shifts for ELA/Literacy</b>
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| <ol style="list-style-type: none"> <li>1. Regular practice with complex text and its academic language</li> <li>2. Reading, writing and speaking grounded in evidence from text, both literary and informational</li> <li>3. Building knowledge through content rich nonfiction</li> </ol> |
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<b>College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts</b>
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- |   |
|---|
| <ol style="list-style-type: none"> <li>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.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>10. Read and comprehend complex literary and informational texts independently and proficiently.</li> </ol> |
|---|

### **Characteristics of Text**

The lively and varied texts in this unit showcase how different authors share information about very large (and sometimes mysterious) creatures and their habitats.

### **Behaviors to Notice and Support**

- **Uses** the sensory imagery in poetry and prose texts to expand their understanding of the animals and habitats described
- **Notices** how an author has organized an informational text and evaluates the quality and coherence of the presentation
- **Distinguishes** between facts and opinions presented in texts
- **Notices** and discusses significant information about huge animals from photos, illustrations, and graphics
- **Compares** and contrasts the way in which different authors address the same topic

- **Offers** examples based on the reading and discussion in response to the unit focus question: How do authors help you envision creatures on a grand scale?

Comprehension Clubs	
Read-Aloud	Book Club
<p><b>Barnum's Bones</b> By Tracey Fern Lexile: 1010L GR Level Q Biography</p> <p><b>Themes/Ideas:</b> prehistoric life; perseverance; teamwork; how imagination leads to innovation; adventure</p> <p><b>Author's Craft:</b> use of humor; text supported by amusing illustrations; figurative language; repeating text; biographical text structure</p> <p><b>Vocabulary:</b> butte, metallic, precipices, geological, obsession</p> <p><b>Writing:</b> journal entry (information/expository)</p> <p><b>Technology:</b> <a href="http://www.npr.org/2011/09/14/140410442/bone-to-pick-first-t-rex-skeleton-complete-at-last">www.npr.org/2011/09/14/140410442/bone-to-pick-first-t-rex-skeleton-complete-at-last</a>  <a href="http://www.amnh.org/explore/amnh.tv">www.amnh.org/explore/amnh.tv</a></p>	<p><b>The Dinosaurs of Waterhouse Dawkins</b> By Barbara Kerley Lexile: AD760L* Biography/Picturebook</p> <p><b>Themes/Ideas:</b> prehistoric life; the power of imagination and how it sparks innovation; overcoming obstacles; realizing one's unique vision</p> <p><b>Author's Craft:</b> biography as narrative; distinctive word choice and imagery; portrayal of historic events; chronological sequence; character development shown through actions and responses to events</p> <p><b>Vocabulary:</b> eminent, illuminating, lavish, passion, diagram, naturalistic, proportion</p> <p><b>Writing:</b> reader's notebooks/unit focus essay</p> <p><b>Technology:</b> <a href="https://barbarakerley.com">https://barbarakerley.com</a>  <a href="https://www.scholastic.com/teachers/authors/barbarakerley/">https://www.scholastic.com/teachers/authors/barbarakerley/</a>  <a href="http://teacher.scholastic.com/writewit/biograph/index.htm">http://teacher.scholastic.com/writewit/biograph/index.htm</a></p>
<p><b>How Big Is It?</b> By Ben Hillman Lexile: 1000L Informational Text: Photo Essay</p> <p><b>Themes/Ideas:</b> size; nature; how technology aids in exploring science; seeing things in a new way through comparing</p> <p><b>Author's Craft:</b> comparisons and unusual perspectives to show size; interesting content choices; fun facts; colloquial language</p> <p><b>Vocabulary:</b> aeronautical, elusive, parasite, comparable, juxtapose</p> <p><b>Writing:</b> descriptive essay (information/expository)</p> <p><b>Technology:</b> <a href="http://www.nehillmanbooks.com/benbio.html">www.nehillmanbooks.com/benbio.html</a></p>	<p><b>Baby Mammoth Mummy: Frozen in Time!</b> By Christopher Sloan Lexile: NC 1120L Informational Text/Magazine Format</p> <p><b>Themes/Ideas:</b> prehistoric life; how technology solves scientific mysteries; collaboration; how imagination leads to innovation; unraveling a mystery</p> <p><b>Author's Craft:</b> exciting sequence of events; use of graphic features to build background and convey importance; artistic recreations lend immediacy; establishment of environmental and historical perspective</p> <p><b>Vocabulary:</b> extracted, facilities, inquiries, nomadic, autopsy, procedural</p> <p><b>Writing:</b> reader's notebooks/unit focus essay</p> <p><b>Technology:</b> <a href="http://paleoportal.org">http://paleoportal.org</a></p>

	<a href="https://www.fieldmuseum.org/science/research/area/focus-fossil-amphibians-and-reptiles">https://www.fieldmuseum.org/science/research/area/focus-fossil-amphibians-and-reptiles</a>
<p style="text-align: center;"><b>Monster Hunts</b> By Jim Arnosky Lexile: NC1090L Informational Text/Picturebook</p> <p><b>Themes/Ideas:</b> unexplained mysteries; the role of technology in scientific mysteries; collaboration; the power of imagination</p> <p><b>Author’s Craft:</b> first-person point of view; personal anecdotes; facts and details to tell about real animals and legendary creatures; reasons and evidence to support a position</p> <p><b>Vocabulary:</b> carcasses, mariners, prehistoric, surveillance, beachcombing, eyewitnesses</p> <p><b>Writing:</b> article (informative/explanatory)</p> <p><b>Technology:</b> <a href="https://www.pri.org/stories/2013-10-18/worlds-greatest-imaginary-animals">https://www.pri.org/stories/2013-10-18/worlds-greatest-imaginary-animals</a></p>	<p style="text-align: center;"><b>Mutants &amp; Monsters: Mysteries Unwrapped</b> By Oliver Ho Lexile: 1210L Informational Text/Chapter Book</p> <p><b>Themes/Ideas:</b> unexplained mysteries; how technology helps to solve scientific mysteries; collaboration; how imagination leads to solving mysteries; eyewitness accounts</p> <p><b>Author’s Craft:</b> describing strange phenomena to build suspense; exploring both sides of an argument to come to a conclusion; comparing what is known with what people reportedly experience</p> <p><b>Vocabulary:</b> binoculars, concoction, controversial, extinct, document, encounters</p> <p><b>Writing:</b> reader’s notebooks/unit focus essay</p> <p><b>Technology:</b> <a href="http://www.cryptozoology.com">www.cryptozoology.com</a>  <a href="http://www.newanimal.org">www.newanimal.org</a></p>
<p style="text-align: center;"><b>African Acrostics: A Word in Edgeways</b> By Avis Harley Lexile 910L* Poetry/ Acrostics</p> <p><b>Themes/Ideas:</b> seeing the world in new ways; how imagination helps people view things; animal characteristics; creatures from unfamiliar places</p> <p><b>Author’s Craft:</b> acrostics; alliteration; onomatopoeia; hyperbole; descriptive imagery; word choice; forms and structures of poetry</p> <p><b>Vocabulary:</b> brute, eavesdropping, luscious, opportunist, inflection, reverie</p> <p><b>Writing:</b> book review (argument)</p> <p><b>Technology:</b> <a href="https://www.awf.org/projects/ruaha-carnivore-project">https://www.awf.org/projects/ruaha-carnivore-project</a>  <a href="https://www.bpctrust.org/blog/">https://www.bpctrust.org/blog/</a></p>	<p style="text-align: center;"><b>Mammoth Bones and Broken Stones</b> By David L. Harrison Lexile: 1040L Informational Text/Chapter Book</p> <p><b>Themes/Ideas:</b> prehistoric life; how technology can solve scientific mysteries; unexplained mysteries; how collaborative efforts lead to collective knowledge</p> <p><b>Author’s Craft:</b> claims supported with evidence and reasons; narrative reenactments; visualization of events; differing points of view</p> <p><b>Vocabulary:</b> aggressive, anthropologists, efficient, tantalizing, analyze, authentic</p> <p><b>Writing:</b> reader’s notebooks/unit focus essay</p> <p><b>Technology:</b> <a href="https://humanorigins.si.edu">https://humanorigins.si.edu</a>  <a href="https://www.nationalgeographic.org/video/human-origins/">https://www.nationalgeographic.org/video/human-origins/</a></p>
<p style="text-align: center;"><b>I Dreamed of Flying Like A Bird</b> By Robert B. Haas Lexile 1190L Memoir/ Photo Essay</p> <p><b>Themes/Ideas:</b> how technology solves mysteries; teamwork; the power of imagination and how it leads to innovation; realizing one’s dreams</p> <p><b>Author’s Craft:</b> first-person narrative; close</p>	<p>*exception to Lexile range based on rich illustrations, content and/or relevance to unit</p>

<p>connection between text and photographs; supporting idea with facts and observations; cause and effect <b>Vocabulary:</b> aerial, dramatic, menacing, predator, perspective, phenomenon <b>Writing:</b> essay (argument) <b>Technology:</b> <a href="https://www.nwf.org/Magazines/National-Wildlife/2016/JuneJuly/PhotoZone/Photography-Ethics">https://www.nwf.org/Magazines/National-Wildlife/2016/JuneJuly/PhotoZone/Photography-Ethics</a>  <a href="https://kids.nationalgeographic.com/explore/photo-tips/awesome-outdoor-shots/">https://kids.nationalgeographic.com/explore/photo-tips/awesome-outdoor-shots/</a></p>	<p>From: Fountas &amp; Pinnell; Comprehension Clubs: Deep Reading, Deep Thinking, Deep Discussion; Implementation Guide Grades K-5; Scholastic, 2013</p>
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CommonLit.org (Audio and Translation Available)

<p><a href="#">A Kenyan Teen’s Discovery: Let There Be Lights to Save Lions</a> By Nina Gregory Lexile: 950L</p>	<p><a href="#">A Lifeline for Lions</a> by Pamela S. Turner Lexile: 870L*</p>
<p><a href="#">Woolly Mammoth Sparks Debate Over Cloning</a> by Joyce Grant Lexile: 1120</p>	<p><a href="#">Raising Elephants</a> by Jennifer Barry Lexile: 1020</p>

ReadWorks.org  
Article-A-Day  
(Audio and Translation Available)

Article a Day  
[Digging Up the Past](#)  
Lexiles: The articles in this set range from 700L to 990L

- Paleontology: The Big Dig
- What's the Big Idea about Archaeology?
- Meet the Ologist: Mark Norell
- Fighting Dinos
- Meet the Ologist: Chuck Spencer
- Up Close with a Zapotec Urn
- Face to Fossil

(Respond daily in Book of Knowledge)

Guided Reading Book Room:	
<p><b>Dinosaurs of Waterhouse Hawkins, The</b> By Barbara Kerley Guided Reading Level: S Lexile Level: AD760L</p> <p>Summary: People had no idea what a</p>	<p><b>I Dreamed of Flying Like a Bird</b> by Robert B. Haas GR Level U Lexile Level: 1190L</p>

<p>dinosaur looked like 150 years ago. Waterhouse Hawkins changed all that with his life-size dinosaur models.</p>	<p>Summary: Aerial photographer Robert B. Haas takes readers around the world as he searches for wild animals and the perfect photograph.</p>
<p style="text-align: center;"><b>Case Closed?</b> by Susan Hughes GR Level X Lexile Level: 1000L</p> <p>Summary: Modern scientists become detectives as they search for clues to unlock nine unsolved mysteries of the past.</p>	<p style="text-align: center;"><b>Mission: Tiger Rescue</b> by Kitson Jazynka and Daniel Raven-Ellison GR Level W Lexile Level: 1110L</p> <p>This text explores the lives of tigers both in the wild and in captivity, focusing on what is being done to save tigers from extinction and how people can help. Students will assess the author’s purpose and how it shapes the content of a text.</p>
<p style="text-align: center;"><b>Baby Mammoth Mummy Frozen in Time!</b> by Christopher Sloan GR Level W Lexile Level: NC1120L</p> <p>Summary: Scientists study the well-preserved mummy of a baby woolly mammoth to see what information they can gain about life on Earth long ago.</p>	<p style="text-align: center;"><b>Monster Hunt</b> by Jim Arnosky GR Level S Lexile Level: NC1090L</p> <p>Summary: The author explores cryptozoology, the study of rumored creatures such as Bigfoot.</p>
<p style="text-align: center;"><b>Real-Life Zombies</b> Short Read GR Level X</p> <p>The tiny tardigrade is almost impossible to kill! This article explains how this strange creature adapts to the most extreme conditions.</p>	<p style="text-align: center;"><b>Survival at 120 Above</b> by Debbie S. Miller GR Level S Lexile Level: 960L</p> <p>Summary: Learn how animals have adapted to life in Australia’s Simpson Desert, where temperatures can reach 120 degrees Fahrenheit and rain is rare.</p>
<p style="text-align: center;"><b>The Unexpected World of Nature</b> by Mark Evanier et al. GR Level V Lexile Level: GN900L</p> <p>Summary: Authors and artists share real and imagined stories about nature.</p>	<p style="text-align: center;"><b>Thunder on the Plains</b> by Ken Robbins GR Level S Lexile Level: 1000L</p> <p>Summary: This informational text explains basic characteristics of the American buffalo, or bison, and explores the animal’s history in the United States.</p>
<p style="text-align: center;"><u>10 True Tales: Surviving Sharks and Other Dangerous Creatures</u> by Allan Zullo GR Level X Lexile Level: 930 L</p> <p>Summary: This book features 10 stories based on actual events that occurred when young</p>	<p style="text-align: center;"><a href="#"><u>UFOs: What Scientists Say May Shock You!</u></a> by N. B. Grace GR Level X Lexile Level: 850 L</p> <p><b>Summary:</b> Are aliens real or imagined? UFO sightings and alien-abduction stories are examined to distinguish fact from fiction.</p>

<p>people came face to face with wild animals that were on the attack. Students will draw conclusions based on evidence from the text.</p>	
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Content Area Readers	
<p><b>Creatures of the Deep (Real Life Monsters)</b> By Matthew Rake GR Level W Lexile:</p>	<p><b>Mutants and Monsters (Mysteries Unwrapped)</b> By Oliver Ho GR Level X Lexile: 1210L</p>
<p><b>Real Life Zombies: Creatures That Can't Be Killed</b> By Kris Hirschman GR Level X</p>	<p><b>Monster Crop Circles and Other Mysteries</b> By Sarah Edwards GR Level W</p>
<p><b>Dark Life</b> By Kat Falls GR Level W</p>	<p><b>Prowling the Seas</b> By Pamela Turner GR Level U</p>

Core Clicks: Listening/Technology Center: CLOSE READING (Audio/Read to Me Available)
<p style="text-align: center;">Wild Pets Guided Reading Level: R Lexile: 960L</p> <p>Summary: Some people keep wild animals, like lions, as pets. Other people think that's dangerous, for both humans and the animals. Should wild pets be banned? Spotlight Skill: Main Idea &amp; Key Details</p>

Epic Books For Read Aloud Via Smart Board <a href="http://www.getepic.com">www.getepic.com</a>	
<p><b>Dinosaur Mountain: Graveyard of The Past</b> By: Caroline Arnold Illustrated by: Richard Hewett Lexile: 1100L</p> <p>The 1909 discovery of bones protruding from a mountain in Utah led to one of the greatest fossil discoveries of the century.</p>	<p><b>Paleontologists</b> By: Tom Greve Lexile: 1170L</p> <p>The Earth buries its past. Living things that die and then slowly become part of the Earth are called fossils.</p>

Poems to Read Aloud (from Epic)	
<p><b>The Barefoot Book of Classic Poems</b>            By: Jackie Morris            Illustrated by: Jackie Morris            Lexile: <b>1240L</b></p> <p>This breathtaking collection brings together 74 of the finest poems in the English language, celebrating human experience.</p> <p>www.getepic.com</p>	
<p><b>The Jabberwocky</b>            By Lewis Carol            Page 45</p>	<p><b>Oliphant</b>            By J.R.R. Tolkien            Page 61</p>
<p><b>The Tale of Custard the Dragon</b>            By Ogden Nash            Page 51</p>	<p><b>The Tyger</b>            By William Blake            Page 73</p>

Newsela.com	
<p><b>Abominable Snowman believers will find this unbearable</b>            By the Associated Press, adapted by Newsela staff            Lexile: 1020L</p> <p>Newsela's Writing Prompt: Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.</p>	<p><b>India's army claims it found yeti footprints in Nepal; world is skeptical</b>            By Deanna Paul, Washington Post            Lexile: 921-1010</p> <p>*Newsela can use each student's performance to present the article at the <a href="#">level just right for them.</a></p>

Grade & Subject: 6 <sup>th</sup> Grade Unit: Living Things: Thinking Big	
Stage 1 – Desired Results	
<p>It takes ingenuity to study and document the lives of large beasts. How do authors help you envision creatures on a grand scale?</p>	
<p>Understandings:  <b>Big Idea</b> (From Unit Guide)</p> <p>Scientists and explorers seek out explanations for the world around them. Keeping an open mind, collaborating, and using their imaginations are ways for people to explore new theories and see things in a new way.</p>	<p>Essential Questions:  <b>Authors Craft: Descriptive Writing</b> (From Unit Guide)</p> <ul style="list-style-type: none"> <li>• How do authors use characterization and description to make nonfiction entertaining?</li> <li>• How do authors show the importance of imagination and innovation in</li> </ul>

<p>How do authors help you envision creatures on a grand scale?</p> <p><b>Recurring Themes/Ideas</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Imaginative and innovative ideas</li> <li>• Solving nature’s mysteries</li> <li>• Using technology to gain knowledge</li> <li>• Experiencing the world through the eyes of others</li> </ul>	<p>solving scientific mysteries?</p> <ul style="list-style-type: none"> <li>• How do authors show people using teamwork and open-mindedness to find solutions?</li> <li>• How do authors use graphic elements to support informational/expository text?</li> </ul>
<p>Students will know...</p> <p><b>Authors Craft: Descriptive Writing</b> (From Unit Guide)</p> <p>Writers use techniques to make informational texts compelling and to help readers understand how people can use imagination and new ways of thinking to solve problems.</p>	<p>Students will be able to...</p> <p><b>(Developmental Focus: Imagination and Innovation</b> from Unit Guide)</p> <ul style="list-style-type: none"> <li>• Students are coming to recognize the value of being open to new ideas and methods.</li> <li>• From their readings, students come to understand that innovation and new perspectives help people find new answers and share resources.</li> </ul>

**Stage 2 – Assessment Evidence**

<p>Performance Task:</p> <p>Students Respond to Read-Alouds:</p> <p><b>Monster Hunt:</b> Have students select one of the book’s sections and imagine they are reporters writing a news article on a supposed recent sighting of that creature. Students should</p> <ul style="list-style-type: none"> <li>• Include one or more eyewitness accounts of the sighting that describes the characteristics of the creature using details from the text</li> <li>• Structure their articles around the 5Ws of journalism. Remind them that their writing should read like a news article (Informational/ Expository)</li> </ul> <p>How Big Is It?</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> <li>• Unit Project w/class created rubric</li> <li>• DOE Writing Rubric 6<sup>th</sup> Grade Informational Writing</li> <li>• Class Discussion Map and Graphic Organizers             <ul style="list-style-type: none"> <li>○ Venn Diagrams</li> <li>○ T-Charts</li> <li>○ KWL Charts</li> <li>○ Word Webs</li> </ul> </li> <li>• Teacher Tools (Appendix D)             <ul style="list-style-type: none"> <li>○ Comprehension Clubs Literacy Development Across the Year</li> <li>○ Book Club Log/Teacher Observation Form</li> <li>○ Book Club Teacher’s Assessment Checklist</li> <li>○ Thinking Across Texts Within a Unit of Study</li> <li>○ Reader’s Notebook Rubric</li> </ul> </li> <li>• Guided Reading Resources in Next</li> </ul>
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<p>The author featured topics that fit the idea of size, presenting each in a fun and interesting way. Invite students to extend the book by writing about another topic:</p> <ul style="list-style-type: none"> <li>• Ask them to select a living thing that exemplifies size in some way</li> <li>• Have students conduct research for details about their subject’s size and to find pictures to show its comparable size. Have them adopt the author’s conversational style and presentation (Informational/Expository)</li> </ul> <p><b>I Dreamed of Flying Like A Bird:</b> Have students consider this question: Do we learn more about animals watching them from the ground or watching from the air? Have students take a position on this question and write an essay supporting their position. Remind them to include specific details from the text to support their ideas. (Argument)</p> <p><b>African Acrostics:</b> The author has shared her insights into African animals through creative poetic forms. Have students write a book review stating and supporting their opinions. Students should</p> <ul style="list-style-type: none"> <li>• Begin the review with the author’s name, title, and a brief summary of the book</li> <li>• Include a specific statement about why they would or would not recommend it</li> <li>• Summarize the poems using details to support their argument (Argument)</li> </ul> <p><b>Barnum’s Bones:</b> Reread the comment about Barnum’s field notes in the Author’s Note. Have students use biographical events to create a page that might appear in Barnum’s field journal. Students should:</p> <ul style="list-style-type: none"> <li>• Choose a specific set of events to use as the focus for the journal pages. Remind them to begin with a reference to the place and date</li> <li>• Include sketches with labels, short descriptive paragraphs, directions, and other relevant notes, based on their reading (Informational/Expository)</li> </ul> <p><b>Readers’ Notebook Writing Tasks:</b></p> <ul style="list-style-type: none"> <li>• Access information within the text from print and graphics to include setting and art descriptions</li> <li>• Expand thinking beyond the text to relate ideas about the art to personal experiences</li> <li>• Explain the choice of genre in interpreting the text, including text and graphics</li> </ul>	<p><b>Step Guided Reading Assessment:</b></p> <ul style="list-style-type: none"> <li>○ Progress Monitors</li> <li>○ Running Records</li> <li>○ Word Knowledge Inventory</li> <li>○ Fluent Word Study Inventory</li> <li>○ Assessment Summary Chart</li> </ul> <ul style="list-style-type: none"> <li>● <b>Writer’s Notebook</b></li> <li>● <b>Student Reader’s Notebook (Apdx E)</b> <ul style="list-style-type: none"> <li>○ Reading Log</li> <li>○ Close Reading and Text Evidence</li> <li>○ Quotations and Responses</li> <li>○ Student Book Club Discussion</li> <li>○ Article A Day – Book of Knowledge</li> </ul> </li> </ul>
<p><b>Standards Alignment</b></p>	
<p><b>Read Alouds</b> and the discussions that follow shall address the following standards in this</p>	<p><b>Writing Mini-Lessons and Workshop</b> shall address the following standards in this unit:</p>

<p style="text-align: center;">unit:</p> <p style="text-align: center;"><b>Reading: Informational Text:</b></p> <p style="text-align: center;"><b>Key Ideas and Details:</b></p> <p>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.</p> <p>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.</p> <p>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).</p> <p style="text-align: center;"><b>Craft and Structure:</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p style="text-align: center;"><b>Integration of Knowledge and Ideas:</b></p> <p>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.</p> <p>CCSS.ELA-LITERACY.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims</p>	<p style="text-align: center;"><b>Writing:</b></p> <p style="text-align: center;"><b>Text Types and Purposes:</b></p> <p>CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>CCSS.ELA-LITERACY.W.6.1.D Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.6.1.E Provide a concluding statement or section that follows from the argument presented.</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-LITERACY.W.6.2.D Use precise language and domain-specific</p>
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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.

The preparation for and participation in **Book Clubs** shall address the following standards:

**Speaking & 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.

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

<p>CCSS.ELA-LITERACY.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>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.)</p>	<p>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.</p> <p style="text-align: center;"><b>Range of Writing:</b></p> <p>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.</p> <p>The <b>Culminating Unit Discussion</b> and <b>Unit Projects</b> shall address the following standards:</p> <p style="text-align: center;"><b>Research to Build and Present Knowledge:</b></p> <p>CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]</p>
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	<p>in terms of their approaches to similar themes and topics").</p> <p>CCSS.ELA-LITERACY.W.6.9.B</p> <p>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").</p>
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### Stage 3 – Learning Plan

**Learning Framework Sample Reader's / Writer's Workshop/ Guided Reading:** revolves around small, flexible, leveled groups. Individual classes are highly responsive to student needs – this will change regularly according to student reading levels and individual needs. These levels are determined through Next Steps in Guided Reading Assessment Materials and student interest

Time	Activity	Materials	Grouping
20 minutes	Interactive Read Aloud	Mentor Text from Comprehensions Clubs Unit, Book Room, Teacher Library, or Epic  Document Camera Smart Board	Whole Group
10-15 minutes	Reading/Writing Mini Lesson  Highly dependent on individual student needs, but may include word work, editing skills, decoding, using graphic organizers, inferencing, and facilitation of the writing process.	Mentor Text Document Camera Smart Board Chart Paper Teacher resources include: Read Aloud card from Comprehension Clubs with Writing extension or Calkins Units of Study in Writing (Bringing History to Life)	Whole Group
20 minutes per rotation, 60 minutes total per day.  Rotation schedule is driven by	Rotations <ul style="list-style-type: none"> <li>• Writing</li> <li>• Reading <ul style="list-style-type: none"> <li>○ Buddy</li> <li>○ Independent</li> </ul> </li> <li>• Guided Reading</li> <li>• Book Club</li> <li>• Listening Center</li> </ul>	Guided Reading Teacher Card and Student Books  Level W-Z considered on level, however selections will be geared to	<ul style="list-style-type: none"> <li>• Small Guided Reading Group facilitated by teacher</li> <li>• Writing: Independent</li> <li>• Reading: Comprehension</li> </ul>

<p>student needs.</p>		<p>student needs based on foundational skills, interest, and genre of current unit of study</p> <p>*****</p> <p>Book Club Selections: Aligned to 6<sup>th</sup> Grade Text Complexity Band Proficiency Lexile 955-1155</p> <p>*****</p> <p>Reader's Notebook</p> <p>*****</p> <p>ReadWorks Article of The Day</p> <p>*****</p> <p>Writer's Notebook/Writing Folder</p> <p>Computer/Listening Center with book marked websites for Comprehensions Clubs Audio, CoreClicks, ReadWorks or CommonLit</p>	<p>Club: Small Group or Independent</p> <ul style="list-style-type: none"> <li>• Buddy Reading: Comprehension Club facilitated by students in Book Club</li> <li>• Word Work: Independent or small group, skill specific, tied to student skills, levels, and text</li> <li>• Listening: Comprehension Club, Small Group facilitated by students.</li> </ul>
<p>5 – 10 minutes</p>	<p>Writing Share or Workshop Wrap-up Feedback</p>	<p>Student Reader's (sometimes combined with Writer's) Notebook</p>	<p>Whole Group or Small Group</p>

PACING GUIDE					
	Day #1	Day #2	Day #3	Day #4	Day #5
<p>20 minutes Whole Class</p>	<p>Interactive Read Aloud</p>	<p>Interactive Read Aloud</p>	<p><b>Week #1</b> Interactive Read Aloud</p>	<p>Interactive Read Aloud</p>	<p>Interactive Read Aloud</p>
<p>20 minutes Independent</p>	<p>Writing Respond To Read Aloud</p>	<p>Writing Respond To Read Aloud</p>	<p>Writing Respond To Read Aloud</p>	<p>Writing Respond To Read Aloud</p>	<p>Writing Respond To Read Aloud</p>

20 minutes Independent	Introduce Unit	BookTalks Book #1 Book #2 Book #3 Book #4	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs
Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
20 minutes Whole Class	Interactive Extended Read Aloud	Interactive Extended Read Aloud	<b>Week #2</b> Interactive Extended Read Aloud	Interactive Extended Read Aloud	Interactive Extended Read Aloud
40 minutes Independent	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs
Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
20 minutes Whole Class	Interactive Extended Read Aloud	Interactive Extended Read Aloud	<b>Week #3</b> Interactive Extended Read Aloud	Interactive Extended Read Aloud	Interactive Extended Read Aloud
40 minutes Independent	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs
Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences /Wrap-up	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
Whole Class	<b>Discussion of Unit Theme: **</b>	Writing Workshop Unit Theme Essay	<b>Week #4</b> Writing Workshop Unit Theme Essay	Writing Workshop Unit Theme Essay	Writing Workshop Unit Theme Essay
Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Book Club #1 Meets	Book Club #2 Meets	Book Club #3 Meets	Book Club #4 Meets
	<b>Unit Theme Projects –</b>	<b>Unit Theme Projects –</b>	<b>Week #5</b> <b>Unit Theme Projects –</b>	<b>Unit Theme Projects –</b>	<b>Unit Celebration - Share</b>

### \*\*Discussion of Unit Theme:

It takes ingenuity to study and document the lives of large beasts. *How do authors help you envision creatures on a grand scale?*

- What role did photography play in helping the authors share information? What role did photography most likely play for those books that did not include photos? Which book do you think combined text and graphic elements most successfully? Why?
- What mysteries, past and present, were included in this unit? How did the authors show how qualities, such as open mindedness and teamwork, are important in science discovery?

### \*\*\*Unit Theme Projects (Assessments) –

**Research Proposal** The purpose of research is to support the development of knowledge. The books in this unit focus on animals past and present, as well as animals that may or may not exist. Select one beast and location from this unit. Work with a partner to recap what you already know. Write a proposal for further study. Include where to look for information and why you think the study is important.

**Retitle** A title is a very important element of a book. Discuss what makes an effective title. How do these titles compare? Make a chart. In one column, list the titles of this unit. In the other column, list potential alternate title for each. Be prepared to support your new choices with details from the texts.

**Vivid Descriptions** The authors in this unit all sought to help readers imagine experiencing large beasts and their habitats. Select one author and explain why you find his or her presentation so effective. Then, using his or her text and visuals as a model, write your own description of an animal.

**Assessment:** Informational Writing Rubric:

<https://www.doe.k12.de.us/site/handlers/filedownload.ashx?moduleinstanceid=6018&dataid=15751&FileName=Gr6InfoExp%20R.pdf>

Read Aloud
Lesson plans provided for each book in this unit through the Comprehension Clubs Read-Aloud Teacher Card for each book (See page 20-27 of Implementation Guide for additional best practices)
<b>Best Practices for Planning a <u>Nonfiction</u> Read-aloud</b>
<p><b>Before Reading</b></p> <ul style="list-style-type: none"> <li>• Select a text that is related to a current content objective in science or social studies. As with fiction, the text must within your students’ conceptual grasp but above the level they can read independently. Consider what your students already know based on previous content.</li> </ul>



- Plan to provide a quick overview of the selection.
- Decide on a method of introducing key content terms (e.g., concept of definition, semantic feature analysis). You are only *introducing* these words. Do not worry about teaching them to mastery.
- Choose between reviewing a comprehension strategy or the text structure. There may not be time to do both.

### During Reading

- Decide where to stop and engage students. Look for points at which interesting predictions can be made, inferences reached, questions generated by students, and so forth.
- Remember to discuss text features that are not part of the linear text (e.g., sidebars, diagrams, graphs, pictures, photos). Remind the students that reading involves thinking about these features.
- Include opportunities for every-pupil-response in order to achieve high levels of engagement (e.g., thumbs up if you think..., turn and share with a partner).
- Although you have pre-taught a cluster of words, decide which *other* words students might not know but that can be fast scaffolded (defined as an aside without distracting the students).
- Look for places to conduct think-alouds. These are places that where information may be at odds with prior understanding.

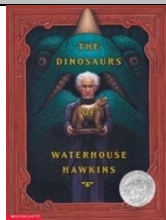
### After Reading

- Summarize the content. In the process, review the words you pre-taught, referring back to the graphic.
- Ask a few inferential questions. Those beginning with *why* are especially effective.
- Consider providing a writing prompt based on the read-aloud.

From:

<http://comprehensivereadingsolutions.com/2012/07/27/interactive-read-alouds/>

## Sample Guided Reading Lesson



### The Dinosaurs of Waterhouse Hawkins

by Barbara Kerley

People had no idea what a dinosaur looked like 150 years ago. But Waterhouse Hawkins changed all that with his life-size dinosaur models. Students will independently relate prior knowledge to what is read and use it to aid in comprehension.

Level S, Nonfiction, Biography, Science, Jobs, Careers, Work, Hobbies, Play, Recreation, Key Ideas & Details, Summarize, Locate Information, Word Meaning, Context Clues

- Level S
- **Text Type:** Picture Book
- **Subject:** Science, Jobs, Careers, Work, Hobbies, Play, Recreation
- **Genre:** Biography
- **Themes/Ideas:** Recognizing the importance of knowledge; pursuing a passion

**Genre/Text Type**

**Biography/Picture Book** Remind students that a biography tells the important details of a real person’s life. Important events in his or her life are highlighted by the illustrations.

**Supportive Book Features**

**Text** The story is divided into three parts—each a specific stage in Waterhouse’s life. Lines are widely spaced so students will not be overwhelmed on pages that contain a lot of text. The exquisite illustrations add detail.

**Content** Most students are fascinated with the world of dinosaurs and will find this information especially interesting.

Praise students for specific use of “Behaviors to Notice and Support” on page 114 of the *Guided Reading Teacher’s Guide*.

**Challenging Book Features**

**Text** Several pages have white type superimposed on a dark background. These pages may take some students longer to read. Though the Author’s Note section at the back of the book contains a wealth of information, the typeface is very small and the text is very dense.

**Vocabulary** The names of specific dinosaurs, such as *iguanodon* and *megalosaurus* on page 8, may be difficult for some students. Suggest that partners read the words together. (Note: Book pages are not numbered. Page 2 begins: *Horse-drawn carriages clattered down the street...*)

**Vocabulary****Vocabulary**

**Essential Words:** creations, dinosaurs, fossils, molds, sculpting, skeleton, sketching

**Related Words for Discussion:** fascinate, models, paleontology, passion

**Comprehension****Developing Comprehension****Thinking Within the Text**

Remind students that the book is divided into three separate periods of Waterhouse’s life. Have students summarize each period. Encourage students to include the challenges Waterhouse faced during each period.

**Thinking Beyond the Text**

Have students turn to page 6 and read the last sentence in the third paragraph. Ask: *What does fill in the blanks mean? Were Waterhouse Hawkins and Richard Owen successful in filling in the blanks? Why do you think so?*

**Thinking About the Text**

Read together with students the Author’s and Illustrator’s Notes at the back of the book. Encourage students to find specific pages in the book that are referenced in the notes. For example, find information about the Crystal Palace and then flip back to pages 16 and 17 and read about it there. Discuss how the Notes features enhance the book.

**Understanding Main Idea and Details**

Remind students that the main idea is the most important idea in a book or book section. Details are the smaller pieces of information that support the main idea. Tell students that understanding main ideas and details will help them to better understand what they read.

- Have students read page 10 and decide on the main idea. (It was a huge task to build life-size dinosaur models.) Ask students to identify details on pages 10 and 11 that support this idea.
- Have students determine the main idea of the section about Waterhouse in America (pages 22–35). For example, *Waterhouse had highs and lows during his time in*

*America.*

- Ask students to continue naming main ideas and the details that support them as they read the book.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Teaching Options

### ELL Bridge

Invite students to use the illustrations to retell the story. Encourage students to use as many details as possible to describe each picture. Have students find specific words in the text that go with the artwork. For example, have students find the word *models* as they talk about the pictures on pages 10 and 11 and the word *skeleton* as they retell what happened on pages 22 and 23.

### Developing Phonics and Word-Solving Strategies

#### Context Clues

Remind students that they can often use context clues to figure out the meaning of an unfamiliar word they come across when reading. If they cannot figure out the word by using the other words around it in the sentence, they should look for clues in the phrases and sentences near the unknown word.

- Have students turn to page 12 and read the first paragraph. Ask them what *eminent* means and what clues they used to help define it.
- Repeat with the word *anticipation* in the last paragraph on page 12.

### Developing Fluency

Model fluent reading of a passage. Pause at ellipses and dashes and read the text expressively. Then have students read softly to themselves.

### Oral Language/Conversation

**Talk About Passions** Remind students that Waterhouse's passions were animals and art. Ask students to tell what they are passionate about.

### Extending Meaning Through Writing

- Have students research and then write a paragraph about a favorite type of dinosaur. **(Expository)**
- Have students write about the New Year's Eve dinner party from the perspective of one of the guests. **(Narrative)**

### Making Connections

#### Making Connections: Text to World

Students will most likely have knowledge about dinosaurs. Invite them to tell what they know. Ask: *Since dinosaurs lived millions of years ago, how do we know what they looked like? Do you think people have always had that information?*

Extend the real-world connection by talking about paleontology. Tell students that a paleontologist is a scientist who learns about prehistoric life by studying fossils. Ask: *What information do fossils provide to scientists?*

#### Connecting to Everyday Literacy

Waterhouse followed specific steps to make his life-size dinosaurs. To link students to real-world procedural text, share the directions for how to assemble or make something. Ask: *Why is it important to follow directions precisely? What might happen if you skip a step?* For more procedural text, go to <http://en.origami-club.com/easy/dinosaur/index.html>. Choose a dinosaur and read through the directions on how to make the origami dinosaur.

## Fluent Guided Reading Lesson Plan (Levels N–Z)

Title: \_\_\_\_\_ Level: \_\_\_\_\_

Instructional Focus: \_\_\_\_\_

	<b>Day 1</b> Date: _____	<b>Day 2</b> Date: _____
<b>Before Reading</b>	<p><b>Text Introduction:</b> (3–4 minutes) This text is about _____ _____</p> <p><b>New Vocabulary:</b> _____ _____</p> <p><b>Model Focus Strategy:</b> _____ _____</p>	<p><b>Briefly review Day 1's work.</b> (1–2 minutes) Restate the strategy and introduce any new vocabulary. Invite students to continue reading. _____</p> <p><b>New Vocabulary:</b> _____ _____</p>
<b>During Reading</b>	<p><b>Read and Respond:</b> (10–14 minutes) Students read silently and take brief notes that address the comprehension focus. <b>Conferences:</b> Confer briefly with each student, coaching as needed. See the Fluent Guided Reading Prompts and Teaching Points Chart on page 146.</p>	
<b>After Reading</b>	<p><b>Share and Teach:</b> (1–2 minutes) Invite students to share their notes; make a related teaching point. See the Fluent Guided Reading Prompts and Teaching Points Chart on page 146.</p>	
<b>After Reading</b>	<p><b>Discussion Questions:</b> (3–5 minutes)</p>	<p><b>Discussion Questions:</b> (3–5 minutes)</p>
<b>After Reading</b>	<p><b>Word Study</b> (2–3 minutes) • Spelling-Meaning Connection • Greek and Latin Word Roots</p>	<p><b>Word Study</b> (2–3 minutes) • Spelling-Meaning Connection • Greek and Latin Word Roots</p>
<b>After Reading</b>	<p><b>Day 3</b> Date: _____ <b>Guided Writing Prompt</b> (10–20 minutes) (optional) _____ _____ _____</p>	

## Appendix A: Comprehension Club Titles

For a complete list of **Book Titles for Read Alouds and Book Clubs** for each unit K-8, including Author and Lexile, as seen in the sample below, please click this link:

[http://teacher.scholastic.com/products/comprehension-clubs/pdf/CC\\_booklist.pdf](http://teacher.scholastic.com/products/comprehension-clubs/pdf/CC_booklist.pdf)



### Comprehension Kindergarten

BOOK CLUB				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
My Friends	Gomi, Taro	470L	Community	Being a Friend
Lost and Found	Jeffer, Oliver	N/A	Community	Being a Friend
Margaret and Margarita/Margarita y Margaret (BIL)	Reiser, Lynn	AD180L	Community	Being a Friend
Just a Little Bit	Tompert, Ann	480L	Community	Being a Friend
Mitten, The	Brett, Jan	800L	Folklore & Literary Traditions	Telling Tales
Goldilocks and the Three Bears	Buehner, Caralyn	AD610L	Folklore & Literary Traditions	Telling Tales
Let's Play in the Forest While the Wolf is Not Around!	Rueda, Claudia	N/A	Folklore & Literary Traditions	Telling Tales
Three Billy-Goats Gruff, The	Appleby, Ellen	340L	Folklore & Literary Traditions	Telling Tales
From Seed to Dandelion (Scholastic News Nonfiction Readers: How Things Grow)	Weiss, Ellen	600L	Living Things	Trees and Other Plants
Flower Garden	Bunting, Eve	NP	Living Things	Trees and Other Plants
From Bulb to Daffodil (Scholastic News Nonfiction Readers: How Things Grow)	Weiss, Ellen	520L	Living Things	Trees and Other Plants
Wonderful Worms	Glaser, Linda	390L	Living Things	Trees and Other Plants
Maybe a Bear Ate It!	Harris, Robie H	AD40L	A Sense of Self	Feelings
Sometimes I'm Bombaloo	Vail, Rachel	AD450L	A Sense of Self	Feelings
Katie Loves the Kittens	Himmelman, John	AD330L	A Sense of Self	Feelings
If You're Happy and You Know It (Jungle Edition)	Warhola, James	N/A	A Sense of Self	Feelings
Road Builders	Hennessy, B.G.	600L	Inspired by True Stories	All Kinds of Jobs
Miss Bindergarten Gets Ready for Kindergarten	Slate, Joseph	590L	Inspired by True Stories	All Kinds of Jobs
Wheels on the Truck, The	Metzger, Steve	NP	Inspired by True Stories	All Kinds of Jobs
Kindergarten ABC	Rogers, Jacqueline	AD600L	Inspired by True Stories	All Kinds of Jobs
Today is Monday	Carle, Eric	NP	Genre Study	Concept Books
Deep Blue Sea, The	Wood, Audrey	NP	Genre Study	Concept Books
K is for Kissing a Cool Kangaroo	Andreae, Giles	NP	Genre Study	Concept Books
Ten Black Dots	Crews, Donald	AD270L	Genre Study	Concept Books

READ ALOUD				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
Yo! Yes?	Raschka, Chris	BR	Community	Being a Friend
My Friend is Sad (Elephant and Piggie)	Williams, Mo	BR	Community	Being a Friend
Not Norman: A Goldfish Story	Bennett, Kelly	460L	Community	Being a Friend
Chester's Way	Henkes, Kevin	570L	Community	Being a Friend
Knuffle Bunny Too	Williams, Mo	AD590L	Community	Being a Friend
Chicken Little	Emberley, Rebecca	AD500L	Folklore & Literary Traditions	Telling Tales
Three Bears, The	Galdone, Paul	610L	Folklore & Literary Traditions	Telling Tales
This is the House That Jack Built	Taback, Simms	NP	Folklore & Literary Traditions	Telling Tales
Little Red Hen, The	McQueen, Lucinda	470L	Folklore & Literary Traditions	Telling Tales
Little Red Hen (Makes a Pizza), The	Sturges, Philomen	AD320L	Folklore & Literary Traditions	Telling Tales
Are Trees Alive?	Miller, Debbie S	640L	Living Things	Trees and Other Plants
Surprise Garden, The	Halpern, Shari	470L	Living Things	Trees and Other Plants
Up, Down, and Around	Ayres, Katherine	AD180L	Living Things	Trees and Other Plants
Flip, Float, Fly: Seeds on the Move	Macken, Joann Early	650L	Living Things	Trees and Other Plants
Dandelion's Life, A (Nature Up Close)	Himmelman, John	N/A	Living Things	Trees and Other Plants
How Are You Peeling?	Freyman, Saxton and Joost Effers	BR	A Sense of Self	Feelings
Grumpy Bird	Tankard, Jeremy	280L	A Sense of Self	Feelings
Ruthie and the (Not So) Teeny Tiny Lie	Rankin, Laura	AD490L	A Sense of Self	Feelings
Boo Hoo Bird	Tankard, Jeremy	AD250L	A Sense of Self	Feelings
Feeling Thankful	Rotner, Shelley and Sheila Kelly	AD20L	A Sense of Self	Feelings
Lola at the Library	McQuinn, Anna	AD580L	Inspired by True Stories	All Kinds of Jobs
My Mom is a Firefighter	Grambling, Lois G.	500L	Inspired by True Stories	All Kinds of Jobs
ABC of Jobs	Priddy, Roger	IG800L	Inspired by True Stories	All Kinds of Jobs
All About the Things People Do	Rice, Melanie and Chris	630L	Inspired by True Stories	All Kinds of Jobs
Bones, Bones, Dinosaur Bones	Barton, Byron	290L	Inspired by True Stories	All Kinds of Jobs
More Than One	Crews, Donald	AD340L	Genre Study	Concept Books
Very Hungry Caterpillar, The	Carle, Eric	AD460L	Genre Study	Concept Books
Ten Little Fish	Wood, Audrey	NP	Genre Study	Concept Books
Alphabet Adventure	Wood, Audrey	AD410L	Genre Study	Concept Books
Freight Train	Crews, Donald	NP	Genre Study	Concept Books

## Appendix B:

## Sample Assessments, Checklists, and Teacher Resources for Book Clubs

Dear Family:

*Comprehension Clubs* is a unique program that allows our whole class to explore challenging literature and informational texts together, meeting the highest standards of effective reading instruction. The program includes units of study on important themes or topics. In each unit of study, five books are read aloud and discussed by the whole class. Students also choose books to read on their own and then discuss in a book club.

Your child may do book club reading in school, with the option of reading along with an audio version of the book. In addition, your child may bring home the book club books to prepare for our classroom book club discussions. Here are some suggestions for helping your child before, during, and after reading:

**Before:** Ask your child why he or she chose this book and discuss what the book may be about.

**During:** Your child may wish to use his or her reader's notebook to make notes or write a question.

**After:** Encourage your child to talk with you about what he or she might want to share in the book club discussion.

Have fun reading and discussing books together, and your child will have fun, too!

Sincerely,

Your Child's Teacher

Estimada familia:

Nuestra clase está utilizando el programa de lectura *Comprehension Clubs* (Club de comprensión) en el que exploramos obras de literatura y textos informativos, cumpliendo con los más altos objetivos y estándares para la instrucción de la lectura. El programa *Comprehension Clubs* incluye varias unidades de estudio sobre temas importantes. En cada unidad se leen cinco libros en voz alta y se intercambian opiniones entre los miembros de la clase. Los alumnos también seleccionan libros para leer por su cuenta y comentarlos en un club de lectura.

Su hijo/a puede participar en el club de lectura de la escuela, donde tiene la opción de leer simultáneamente mientras escucha el libro en audio. Además, puede llevar a casa los libros del club de lectura para prepararse para las sesiones del club. A continuación, algunas sugerencias para ayudar a su hijo/a antes, durante y después de la lectura:

**Antes:** Pregúntele a su hijo/a por qué seleccionó el libro y hablen sobre lo que puede tratar el libro.

**Durante:** Le puede gustar a su hijo/a utilizar la libreta de notas del lector para escribir notas o preguntas sobre la lectura.

**Después:** Anime a su hijo/a a hablarle sobre lo que querrá discutir en el club de lectura.

Disfrute mientras lee y comenta los libros con su hijo/a, y él o ella también los disfrutará.

Atentamente,

El maestro/La maestra



## Thinking Across Texts Within a Unit of Study

Reinforce thinking across texts with questions like these. See also the unit-specific questions in the Unit Projects section of this guide.

<b>Genre/Text Type</b>	How does the book [title] compare with other books of the same genre?	How are the picture books in this unit alike? How are they different?	Which authors in this unit do you think would also be successful writing in a form such as plays, essays, or poetry? Why?
<b>Author's Purpose or Message</b>	Which two books in this unit are most alike in terms of the authors' messages?	Do you think all the authors in this unit had the same purpose? Why or why not?	Which author's message did you find most convincing or most memorable? Why?
<b>Illustrations or Photos</b>	Which two books are the most different in how they used photos or illustrations? Explain.	Which book or books in this unit most need the support of photos or art that add information to the text?	Which book in this unit would you like to see re-illustrated? What kinds of illustrations would you like to see?
<b>Organization and Style</b>	Which text features or terms did you see again and again?	Which books were organized in similar ways? Give some examples.	Which authors' approaches would you want to try and follow in your own writing? Why?
<b>Characters, Plot, and Setting</b>	Which characters in this unit have similar problems? Compare how their problems get solved.	Which books have the most details about the setting? How did these details affect you as a reader?	Which characters would you like to read more about? Why?
<b>Facts and Authenticity</b>	How did the facts in one book support the facts in another?	Which authors were able to use their life experiences to add authenticity to their writing?	How was the way this author told you about the topic different from the way the other authors did?

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### How would you finish these sentences?

1. The two authors whose work seems most alike are \_\_\_\_\_ and \_\_\_\_\_, because . . . .

2. The most important thing someone should know before reading the books in this unit is . . . .





Name \_\_\_\_\_ Date \_\_\_\_\_

Unit/Option/Book(s) \_\_\_\_\_

## Rubric for Assessing Student Progress on Unit Projects

Behaviors to Notice (Select goals appropriate for the option.)	Notes	Rating 1 (Limited Evidence) 2 (Consistent Evidence) 3 (Very Strong Evidence) N/A (Doesn't Apply to This Option)
Talks about texts in a way that shows deeper understanding.		
Talks about texts in a way that shows awareness of the author's craft.		
Notices and expresses connections between texts.		
Infers and expresses the larger ideas or lessons from texts.		
Comes up with ideas based on information from texts.		
Refers to texts as resources for further discussion, activity, or creative projects.		
Uses drawing, writing, or other creative activity to reflect and extend the meaning of texts.		
Draws from and expresses personal connections to texts and opinions about them.		
Works well with others (partners and team members).		
Reports or summarizes activity and/or what was learned in a clear way.		
Other		
<b>TOTAL SCORE/HIGHEST POSSIBLE SCORE (Number of Applicable Goals X 3)</b>		

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Reader's Name \_\_\_\_\_ Date \_\_\_\_\_

## Reader's Notebook Rubric

The Reader . . .	Emerging	Proficient	Outstanding
keeps track of books and reading times in his/her reading log.			
includes thorough notes on each assigned book.			
identifies accurately the genre for each book recorded.			
is reading in a range of genres.			
demonstrates evidence of thinking within, beyond, and about text; includes page numbers and text citations.			
demonstrates growing ability to write in response to reading.			
draws connections among books and themes; compares and contrasts.			
creates a refined written response or theme project that demonstrates thorough knowledge of the book.			
Next Instructional Steps/ Needed Follow-up:			

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Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Comprehension Clubs Literacy Development Across the Year

Student Year \_\_\_\_\_

Key: E (Emerging) D (Developing) P (Proficient)

Capacities	Beginning	Middle	End
Reads familiar texts smoothly (fluency)			
Reads independently for 30–45 minutes (stamina)			
Reads at home independently for 20–30 minutes			
Participates in and sustains booktalk			
Selects books according to self-awareness of reading interests and tastes			
Demonstrates ability to assume a reading stance and back it up with evidence from the text			
Writes independently for 30-plus minutes (stamina)			
Writes at home independently			
Sustains selected writing piece/unit theme project over three or more days (stamina)			
Rereads own writing to add on, delete, revise, edit			
Reads and interprets texts in a variety of genres			
Defines characteristics of different genres			
Writes in a variety of genres			

Identity as a Reader & Writer	Beginning	Middle	End
Works effectively within the daily routines			
Approaches book club with reader's notebook and prepared notes, comments, questions, text evidence			
Exhibits active decision making and accountability for his or her outcomes during independent practice			
Actively and independently contributes new writing to his or her reader's notebook			
Articulates personal reading strengths			
Articulates personal reading challenges			
Articulates personal writing challenges			
Sets realistic and appropriate writing goals			
Achieves writing goals			
Recognizes and uses the perspective of others to revise or deepen the understanding of text			
Stays on topic			
Strong collaborator; participates fully			
Asks questions to clarify understanding			
Engages in close reading and rereads in search of text evidence to support thinking			
Recognizes and uses the perspective of others to help revise writing/ theme project work			



Club \_\_\_\_\_

Book Title \_\_\_\_\_

## Book Club Log/Teacher Observation Form

	Observations	Needed Follow-up
Student 1		
Student 2		
Student 3		
Student 4		
Student 5		
Student 6		
Student 7		
Student 8		
Student 9		
Student 10		

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Student \_\_\_\_\_ Unit \_\_\_\_\_

Book Title \_\_\_\_\_

Book Club \_\_\_\_\_ Date \_\_\_\_\_

## Book Club Teacher's Assessment Checklist

<b>Preparation</b>	<input type="checkbox"/> Read assigned pages <input type="checkbox"/> Listed comments and questions for discussion in reader's notebook <input type="checkbox"/> Identified text evidence to back up opinions and comments
<b>Participation: Process</b>	<input type="checkbox"/> Arrived prepared and ready to participate <input type="checkbox"/> Followed conversational turn-taking conventions <input type="checkbox"/> Listened attentively and respectfully to each speaker <input type="checkbox"/> Built on comments of others <input type="checkbox"/> Asked for clarification as needed
<b>Participation: Content</b>	<input type="checkbox"/> Shared on-target comments, opinions, and questions <input type="checkbox"/> Cited related textual evidence <input type="checkbox"/> Demonstrated literal understanding of text <input type="checkbox"/> Demonstrated inferential understanding <input type="checkbox"/> Identified literary elements <input type="checkbox"/> Identified structural components of text <input type="checkbox"/> Provided evidence of analytical thinking <input type="checkbox"/> Used the comprehension framework to structure thinking within the text, beyond the text, and about the text <input type="checkbox"/> Noticed aspects of the text such as language, structure, or writer's craft
<b>Assessment</b>	<input type="checkbox"/> Understands the nature of a productive discussion <input type="checkbox"/> Identified challenges and framed needed improvements <input type="checkbox"/> Provided an on-target assessment of self as participant
<b>Next Steps for the Reader</b>	Student's Thoughts     Teacher's Thoughts

### Appendix C: Sample Reader's Notebook Pages

 **Comprehension Clubs** Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Reading Log

	Book Title	Author	Genre/Unit	Started	Finished
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					



Student Name \_\_\_\_\_

Book Title \_\_\_\_\_

Book Club \_\_\_\_\_ Date \_\_\_\_\_

## Quotations & Responses

1. While you're reading, mark or note passages or quotations that strike you as provocative, inspiring, puzzling, game-changing, and so on.
2. Choose three or four of the most striking passages or quotations you've marked and then explain why you chose each one.

Passage or Quotation	Page	Response



Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_

## Close Reading & Text Evidence

My opinion is . . .	My opinion is . . .
Text Evidence	Text Evidence

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Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_

## Today in Book Club, I . . .

- Listened to others.
- Looked at the person who was speaking.
- Responded to many of the people who were speaking.
- Asked questions of other people who were speaking.
- Spoke loud enough for others to hear.
- Talked my fair share—not too much and not too little.
- Was polite to others.
- Tried to include others.

Additional Notes: \_\_\_\_\_

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Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_

## Thinking About Our Book Club Discussion

- We shared our thinking in clear, appropriately loud voices that everyone could hear.
- Everyone in the group had a turn.
- We listened to and looked at the person who was speaking.
- We stayed on the topic as long as someone wanted to speak.
- We used signals to get a turn and to change the topic.
- We were polite to each other.
- We asked each other questions when we didn't understand.
- We called each other by name.
- We had examples from the book to support our thinking.

Our goals for the next book club discussion are: \_\_\_\_\_

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Student Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_ Book Club \_\_\_\_\_

## Student Book Club Discussion Tracker

<b>Part 1: Preparing for Book Club Discussion</b> (Reference page numbers when you cite text.)	
My first reaction is . . .	
I predict . . .	
This part makes me think . . .	
I'm uncertain about this part because . . .	
I'm drawn to this phrase, passage, scene, detail, graphic, character, setting, plot, facts because . . .	
I could use help with the words . . .	
I wonder about . . .	
This textual detail is a standout because . . .	
I'm eager to find out more about . . .	
I really need help with . . .	



Student Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_ Book Club \_\_\_\_\_

## Student Book Club Discussion Tracker (*continued*)

Part 2: Summing Up After the Book Club Discussion	
My thoughts about _____ changed as the result of our discussion because . . .	
We all agreed that . . .	
We were surprised when . . .	
We disagreed about . . .	
The highlight was . . .	
What I think worked well about our discussion was . . .	
What didn't work as well was . . .	
Additional Comments:	

## Appendix D: Guided Reading: [Research Support](#), Word Study Skills Progression, Sample Assessments, and Sample Grade Level Standards Alignment Grades 1,4, and 6

[http://teacher.scholastic.com/products/guidedreading/pdf/2.0\\_InYourClassroom/GR\\_Research\\_Paper\\_2010.pdf](http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.pdf)

### Summary of Word Study Skills and Activities for Levels A-Z

Level	Reading Stage	Skill Focus	Picture Sorting	Making Words	Sound Boxes	Breaking Words	Analogy Charts									
	<b>Pre-A</b>	Letter Names and Sounds	Sort pictures by their initial consonant.													
<b>A</b>	<b>Emergent</b>	Initial Consonants Long Vowels	Sort pictures by their initial consonant.	Change initial consonant: cat-man-pen-rat	2 boxes: ew, go, ee, fe											
<b>B</b>		Initial and Final Consonants Short e and o	Sort pictures by their initial consonant or medial vowel.	Change final consonant: hat-nam-haf  Change initial and final consonant: cat-can-fat-fat	3 boxes: at, ee, ah  3 boxes: noo, An, more, deef											
<b>C</b>		All Short Vowels CVC words	Sort pictures by their medial vowel.	Change initial, medial, and final letters: bat-bit-dip-jig-rog	3 boxes: CVC pat, hat, fat hoc, cut											
<b>D</b>	<b>Early</b>	Digraphs Onset-Finals	Sort pictures by their initial digraph.	Change initial, medial, and final letters, including digraphs. Break at onset and rime: App-shap-chap-stap-shih	3 boxes: CCVC, CVCVC the, cash, swan											
<b>E</b>		Initial Blends Onset-Finals	Sort pictures by their initial blend.	Change initial, medial, and final letters, including initial blends. Break at onset and rime: pam-spam-smam-stam-slap-flap-fler	4 boxes: CCVC, clap, pin, plum	Break words with initial blends and digraphs: st, sh, th, sp feed, qu										
<b>F</b>		Final Blends Onset-Finals		Change initial, medial, and final letters, including final blends. Break at onset and rime: bat-top-wop-wim-sim-lamp	4 boxes: CCVC, bat, rom, pump, tent	Break words with final blends and digraphs: le, st, se, sh Read: cut										
<b>G</b>		Initial and Final Blends Silent e Onset-Finals		Make words with blends and short vowels or silent e. Break at onset and rime: hat-gat-gait-grate-grape-gripe	5 boxes: CCVCVC shark, group, vivamp	Break words with blends and short vowels or silent e: st, sh, th, sp Read: brake										
<b>H</b>		Silent e Vowel Patterns Inflectional Endings		Make words with vowel patterns. Break at onset and rime: down-down-brown-crown-down		Break words with vowel patterns and inflectional endings: gr, owl, ed Read: provier	Write words with a short vowel and silent e. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>tick</td><td>stole</td></tr> <tr><td>trick</td><td>pride</td></tr> <tr><td>duck</td><td>stride</td></tr> <tr><td>pick</td><td>side</td></tr> </table>	tick	stole	trick	pride	duck	stride	pick	side	
tick	stole															
trick	pride															
duck	stride															
pick	side															
<b>I</b>	Silent e Vowel Patterns Inflectional Endings		Make words with vowel patterns. Break at onset and rime: coat-coast-coast-sour-goat-gloat		Break words with vowel patterns and inflectional endings: gr, owl, ing, fl, out, ing Read: (sister)	Write words with vowel patterns and inflectional endings. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>all</td><td>swal</td></tr> <tr><td>roll</td><td>foyl</td></tr> <tr><td>point</td><td>troun</td></tr> <tr><td>spoon</td><td>throul</td></tr> <tr><td>reast</td><td>teachung</td></tr> </table>	all	swal	roll	foyl	point	troun	spoon	throul	reast	teachung
all	swal															
roll	foyl															
point	troun															
spoon	throul															
reast	teachung															

## Summary of Word Study Skills and Activities for Levels A–Z

Level	Reading Stage	Skill Focus	Breaking Words	Analogy Charts	Make a Big Word	Writing Big Words	Work With Affix Words														
J	Transitional	<ul style="list-style-type: none"> <li>Silent e</li> <li>Vowel Patterns</li> <li>i-controlled Vowels</li> <li>Inflectional Endings</li> </ul>	Break words with vowel pattern and inflectional ending air ear ing six six ing Read: screamer	Write words with vowel patterns. Add inflectional endings.	<table border="1"> <tr><td>mean</td><td>head</td></tr> <tr><td>mean</td><td>head</td></tr> <tr><td>cleaned</td><td>brush</td></tr> <tr><td>pretacher</td><td>spotted</td></tr> </table>	mean	head	mean	head	cleaned	brush	pretacher	spotted	Make and break a multysyllabic word un-der-stand	Write words with silent e or vowel pattern choke, joke, quite						
mean		head																			
mean		head																			
cleaned		brush																			
pretacher		spotted																			
K		<ul style="list-style-type: none"> <li>Silent e</li> <li>Vowel Patterns</li> <li>i-controlled Vowels</li> <li>Inflectional Endings</li> <li>With Spelling Changes</li> <li>Compound Words</li> </ul>	Break words with i-controlled vowel, or vowel pattern and inflectional ending it air ed top air ed Read: shaming	Write words with vowel patterns. Add inflectional endings.	<table border="1"> <tr><td>bird</td><td>oath</td></tr> <tr><td>girl</td><td>zoo</td></tr> <tr><td>try</td><td>horry</td></tr> <tr><td>thirty</td><td>visited</td></tr> <tr><td>started</td><td>started</td></tr> </table>	bird	oath	girl	zoo	try	horry	thirty	visited	started	started	Make and break a multysyllabic word e-very-ou	Write words with vowel patterns mammal, molarm, evolution				
bird		oath																			
girl		zoo																			
try	horry																				
thirty	visited																				
started	started																				
L	<ul style="list-style-type: none"> <li>Vowel Patterns</li> <li>i-controlled Vowels</li> <li>Inflectional Endings</li> <li>With Spelling Changes</li> <li>Compound Words</li> </ul>	Break words with vowel patterns and inflectional endings: h ow ed pr ow ed Read: scowling	Write words with vowel patterns. Add inflectional endings.	<table border="1"> <tr><td>like</td><td>king</td></tr> <tr><td>close</td><td>cloving</td></tr> <tr><td>grace</td><td>graving</td></tr> <tr><td>show</td><td>showing</td></tr> <tr><td>blame</td><td>blaming</td></tr> </table>	like	king	close	cloving	grace	graving	show	showing	blame	blaming	Make and break a multysyllabic word pow-er-ful-ty	Write words with vowel patterns uncovered, crowned, downtown					
like	king																				
close	cloving																				
grace	graving																				
show	showing																				
blame	blaming																				
M	<ul style="list-style-type: none"> <li>Vowel Patterns</li> <li>i-controlled Vowels</li> <li>Inflectional Endings</li> <li>With Spelling Changes</li> <li>Compound Words</li> <li>Prefixes</li> <li>Suffixes</li> </ul>	Break words with inflectional endings: a' air ed of air ed Read: answering	Write words with inflectional endings.	<table border="1"> <tr><td>less</td><td>lessly</td></tr> <tr><td>job</td><td>jobbed</td></tr> <tr><td>home</td><td>homelike</td></tr> <tr><td>bright</td><td>brightness</td></tr> <tr><td>can</td><td>canical</td></tr> </table>	less	lessly	job	jobbed	home	homelike	bright	brightness	can	canical	Make and break a multysyllabic word gen-er-ous	Write words with suffixes fabulous, joyful, erudite					
less	lessly																				
job	jobbed																				
home	homelike																				
bright	brightness																				
can	canical																				
N	<ul style="list-style-type: none"> <li>Vowel Patterns</li> <li>Inflectional Endings</li> <li>With Spelling Changes</li> <li>Prefixes</li> <li>Suffixes</li> </ul>	Break words with suffixes: sta tion crea tion Read: competition	Write words with inflectional endings.	<table border="1"> <tr><td>wand</td><td>drop e</td><td>don't drop e</td></tr> <tr><td>wide</td><td>wider</td><td>widely</td></tr> <tr><td>lane</td><td>laning</td><td>lanes</td></tr> <tr><td>quake</td><td>quaking</td><td>quakes</td></tr> <tr><td>love</td><td>loved</td><td>lovely</td></tr> </table>	wand	drop e	don't drop e	wide	wider	widely	lane	laning	lanes	quake	quaking	quakes	love	loved	lovely	Make and break a multysyllabic word pre-ven-tion	Write words with suffixes fraction, jubilation, vacation
wand	drop e	don't drop e																			
wide	wider	widely																			
lane	laning	lanes																			
quake	quaking	quakes																			
love	loved	lovely																			
O	<ul style="list-style-type: none"> <li>Vowel Patterns</li> <li>Inflectional Endings</li> <li>With Spelling Changes</li> <li>Prefixes</li> <li>Suffixes</li> </ul>	Break words with suffixes: cre- sure fu- sure Read: feature	Write words with inflectional endings.	<table border="1"> <tr><td>wand</td><td>double</td></tr> <tr><td>said</td><td>saided</td></tr> <tr><td>grab</td><td>grabbed</td></tr> <tr><td>trap</td><td>trapped</td></tr> <tr><td>step</td><td>stepped</td></tr> </table>	wand	double	said	saided	grab	grabbed	trap	trapped	step	stepped	Make and break a multysyllabic word ad-ven-ture	Write words with suffixes captive, torture, picture					
wand	double																				
said	saided																				
grab	grabbed																				
trap	trapped																				
step	stepped																				
P	<ul style="list-style-type: none"> <li>Vowel Patterns</li> <li>Inflectional Endings</li> <li>With Spelling Changes</li> <li>Prefixes</li> <li>Suffixes</li> </ul>	Break words with suffixes: pave- ment base- ment Read: amusement	Write words with inflectional endings.	<table border="1"> <tr><td>baby</td><td>babies</td></tr> <tr><td>happy</td><td>happily</td></tr> <tr><td>hurry</td><td>hurried</td></tr> <tr><td>early</td><td>earlier</td></tr> <tr><td>city</td><td>cities</td></tr> </table>	baby	babies	happy	happily	hurry	hurried	early	earlier	city	cities	Make and break a multysyllabic word at-ta-ment	Write words with suffixes basement, ornament, pigment					
baby	babies																				
happy	happily																				
hurry	hurried																				
early	earlier																				
city	cities																				
Q–S	Fluent	<ul style="list-style-type: none"> <li>Early Affixes and Roots</li> </ul>			Make and break a multysyllabic word: mid-point	Write words with affixes: mid- midnight, midsection, midwinter, midrange, middleler	Read and define words with affixes: mid- midstream, midrange, middleler														
T–V		<ul style="list-style-type: none"> <li>Intermediate Affixes and Roots</li> </ul>			Make and break a multysyllabic word: pro-cess-ual	Write words with affixes: pro- progressive, protagonist, produce	Read and define words with affixes: pro- protrude, prosecute, promotion														
W–Z		<ul style="list-style-type: none"> <li>Advanced Affixes and Roots</li> </ul>			Make and break a multysyllabic word: re-duce-ible	Write words with affixes: de- deposition, deactivates, decentralize	Read and define words with affixes: de- decriminalize, dehumanize, deconstruct														



## WORD STUDY LESSONS BY SKILL FOCUS AND READING STAGE

Use this chart to pinpoint lessons once you've assessed students for their needs.

Skill Focus	Pre-A Lessons (pages 65-72)	Emergent Lessons (pages 89-99)	Early Lessons (pages 121-135)	Transitional Lessons (pages 155-168)	Fluent Lessons (pages 183-194)
Letter Names and Sounds	1-8				
Consonants		1-14, 16-24, 26-27, 29-30, 32-36			
Long Vowels		6, 8			
Short Vowels		3, 5, 14-17, 19-20, 22-36			
Initial Digraphs			1-7		
Final Digraphs			8-11		
Initial Blends			12-21, 34, 39		
Final Blends			22-31		
Initial and Final Blends			38		
Digraphs and Blends			32-33, 35-37, 40-41		
Silent e			32, 35, 38-42, 61	1-3	
r-controlled Vowels				10-15, 17, 26-29	
Vowel Patterns					
· ee			43-44		
· ow			45-46		
· all			47, 49		
· ill			47		
· ell			47		
· ay			48-49		
· ar			50, 52		
· or			50		
· oo			51, 58		
· ai			53, 58	8-9	
· oi			54, 57	55	
· oa			54-56		
· ou			59, 60		
· ea (long e)				4-6	
· ea (short e)				6-7	
· ow (long o)				16-17, 27	
· ew				29-30	
· aw				31-32	
· igh				33-34	
Inflectional Endings			44, 46, 48-51, 53, 56-58, 60	4-12, 14, 16, 20-22, 32, 37, 53-54, 58	
Inflectional Endings With Spelling Changes					
· e drop				18-19, 23-25, 53-54	
· Doubling				35-36, 58	
· Change y to i				59-60	
Compound Words				2, 17, 22, 27-30, 42-43	
Prefixes				31, 42-44, 46-47, 61-63	17-20, 24-100
Suffixes				26, 28, 31, 33-34, 38-41, 44-52, 55-57	1-16, 20-23, 30

## Transitional Word Study Inventory (Levels J-P)

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Administer the inventories at the level students are reading and one level below. Give each student a blank sheet of paper. Then say, "You don't know how to spell some of these words, but I want you to try. Think about other words you know that sound similar."

**Analyze and Reflect:** Use this form to record observations about individual students or groups. Circle the skills students need to learn.

	Initial blend	Final blend/digraph	Vowel feature	Inflectional ending/suffix	Prefix	Notes
strive	str		i_e			
gloating	gl		oa	ing		
slouch	sl	ch	ou			
scraped	scr		a-e	ed (t sound)		
dreamy	dr		ea	y		
squawk	squ		aw			
growled	gr		ow	ed (d sound)		
flew	fl		ew			
slower	sl		ow	er		
twirl	tw		ir			
blurted	bl		ur	ed (ed sound)		
brightly	br		igh	ly		
splitting	spl			ing (doubling)		
quaking	qu			ing (e drop)		
bunnies				es (change y to i)		
stainless	st		ai	less		
darkness			ar	ness		
overweight			eigh		over	
unhelpful				ful	un	
payment			ay	ment		
fabulous				ous		
portion			or	tion		
dispute			u-e		dis	
moisture		st	oi	ture		



## Grade 1

Reading: Foundational Skills	Assessment	Instruction
<p><b>Print Concepts</b></p> <p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>Pre-A Reading Assessment: Print Concepts (TG p. 52; AFB p. 54)</p>	<p>Pre-A Lesson Plan (TG pp. 120–123; pp. 181–182)</p>
<p><b>Phonological Awareness</b></p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Pre-A Reading Assessment: Phonemic Awareness (TG p. 50; AFB p. 55)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p><b>Phonics and Word Recognition</b></p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Pre-A Reading Assessment: Sound Knowledge (TG p. 49; AFB p. 54)</p> <p>Developmental Word Knowledge Inventory (TG p. 32–37; AFB pp. 17–23)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p><b>Fluency</b></p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>
Reading: Informational Text	Assessment	Instruction
<p><b>Key Ideas and Details</b></p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>

<p><b>Craft and Structure</b></p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Reading: Literature</b></p>	<p><b>Assessment</b></p>	<p><b>Instruction</b></p>
<p><b>Key Ideas and Details</b></p> <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Craft and Structure</b></p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>

## Grade 4

Reading: Foundational Skills	Assessment	Instruction
<p><b>Phonics and Word Recognition</b></p> <p><b>RF4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. 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.</p>	<p>Developmental Word Knowledge Inventory (TG pp. 29–35; AFB pp. 15–19)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Fluency</b></p> <p><b>RF4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
Reading: Informational Text	Assessment	Instruction
<p><b>Key Ideas and Details</b></p> <p><b>RI4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Craft and Structure</b></p> <p><b>RI4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p><b>RI4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Range of reading and Level of Text Complexity</b></p> <p><b>RI4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>

Reading: Literature	Assessment	Instruction
<p><b>Key Ideas and Details</b></p> <p>RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Craft and Structure</b></p> <p>RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>

## Grade 6

Reading: Informational Text	Assessment	Instruction
<p><b>Key Ideas and Details</b></p> <p><b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.6.2</b> 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.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Craft and Structure</b></p> <p><b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>RI.6.5</b> 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.</p> <p><b>RI.6.6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RI.6.10</b> 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.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
Reading: Literature	Assessment	Instruction
<p><b>Key Ideas and Details</b></p> <p><b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.6.2</b> 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.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Craft and Structure</b></p> <p><b>RL.6.4</b> 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.</p> <p><b>RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RL.6.10</b> 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.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>



### The Four Assessment Steps: A What/When Chart

Frequency	Format	Materials	This step will help you . . .
<b>STEP 1 Reading Interest Survey</b>			
2X/YEAR Aug/Sep Dec/Jan	Individual and Whole Class	Home Reading Interest Survey Kindergarten, Grade 1, or Grade 2 Reading Interest Survey Class Profile	Guide readers' independent book choices and select texts for whole-group read-alouds, shared reading experiences, and guided reading lessons.
<b>STEP 2 Developmental Word Knowledge Inventory</b>			
3X/YEAR Aug/Sep Dec/Jan May/June	Whole Class	Word List Recording Sheet Scoring Sheet Class Profile	Determine the order of Reading Assessment Conferences (Step 4) and target specific phonics skills to prompt and teach during guided reading and whole-group mini-lessons.
<b>STEP 3 Listening Comprehension Assessment</b>			
3X/YEAR Aug/Sep Dec/Jan May/June	Whole Class	Read-Aloud Passages Recording Sheet Class Profile	Identify listeners' comprehension strengths and needs so that you can build on their strengths or address their needs during whole-group or guided reading lessons.
<b>STEP 4 Reading Assessment Conference</b>			
3X/YEAR Aug/Sep Dec/Jan May/June	Individual	Leveled Assessment Books Reading Records Assessment Conference Book Class Profile	Identify each student's instructional reading level and understand his or her reading behaviors, application of strategies, and ability to comprehend so that you can pinpoint the skills and strategies to target during your guided reading lessons and reading conferences.

**Appendix E:  
Comprehension Clubs Units:  
Common Core Standards Alignment  
and Research**

CCSS Alignment, grades K – 5

[http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension\\_Clubs\\_Sample\\_Common\\_Core\\_Alignment.pdf](http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension_Clubs_Sample_Common_Core_Alignment.pdf)

CCSS Alignment, grades 6 – 8

[ELA CCSS Comprehension Clubs, Upper School](#)

Scholastic Research

[http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension\\_Clubs\\_research\\_final.pdf](http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension_Clubs_research_final.pdf)

**Appendix F:  
Core Clicks Overview**

<http://www.scholastic.com/coreclicks/common-core-standards/program-components/core-ela-skills/index.html>



**Appendix G:  
MTSS/RTI Overview  
Sample Plan, Schoolyear 2019 - 2020**

Providence Creek Academy follows all Delaware regulations for RTI and began transitioning to MTSS in the 2019 – 2020 Schoolyear. We will continue to follow the updated MTSS regulations. Please see the following for sample details with dates aligned to the 2019 – 2020 calendar.

**CALENDAR**

There will be ongoing sessions of RTI/MTSS with Instructional Support Team meetings at 6 week intervals and benchmarking in September, November, and February to help determine tier movement.

**Benchmark** (Sept 2-13) – entire school – DIBELS K-2, SRI 3-8 – parent letters home explaining Tier Placement. SRI 2<sup>nd</sup> grade for practice and a Lexile score for students reading above a BR level.

**RTI/MTSS Begins:** September 23. Six week meeting will be held November 1 to discuss all students receiving Tier 2 and 3 interventions and any watch list students performing at risk.

**Benchmark** – (Nov 4 - 15) entire school – DIBELS K-2, SRI 3-8 – SRI 2<sup>nd</sup> grade for Lexile. Parent letters sent home notifying Tier placement/movement.

**Adjusted Groups** – Begins November 18

Twelve week Meeting will be held on December 20.

Adjusted Groups – Begin January 2

**Benchmark** – (February) entire school – DIBELS K-2, SRI 3-8- parent letters sent home. SRI 2<sup>nd</sup> grade for Lexile. 18 week-meeting will be held February 14.

**Adjusted Groups** – Begins February 21. Twenty-four week meeting will be held April 5.

**Tier Placement**

<b>TIER</b>	<b>National Percentile</b>	<b>Intervention</b>	<b>Progress Monitoring</b>
Tier 1	41% or higher	Independent enrichment in the regular classroom	None
Tier 1 Watch-list	26-40%	Independent enrichment in the regular classroom	Bi-weekly-notify interventionist if scoring below cut score
Tier 2	11-25%	Small group with classroom teacher	Weekly
Tier 3	0-10%	1 on 1 or in a smaller group with the interventionist or a teacher/para under the supervision of the interventionist. Students in this percentile will first receive Tier 2 interventions.	Weekly

\*Students must progress through Tiers in steps. They may not skip tiers.

**Progress Monitoring Materials**

	<b>Watch List – Bi-weekly</b>	<b>Tier 2 - Weekly</b>	<b>Tier 3 - Weekly</b>
K	Letter Naming Fluency	Letter ID/Sound Symbol or NWF	Letter ID/Sound Symbol or NWF
1	NWF or ORF	NWF or ORF	NWF, ORF, or sight word /Running Record progress monitor from RISE
2	ORF or MAZE	ORF with retell or NWF or MAZE	NWF/ MAZE/ORF or Word Knowledge

			Inventory, Sight Word Progress Monitor or Running Record from RISE
Grades 3-8	MAZE	MAZE or ORF	MAZE/ORF or Word Knowledge Inventory, Sight Word Progress Monitor or Running Record from RISE

**Key/Explanation:**

Letter Naming Fluency – one minute timed

Letter ID/Sound Symbol – not timed

NWF – Nonsense Word Fluency – 6<sup>th</sup> edition PROGRESS MONITORING from DIBELS site

ORF – Oral Reading Fluency – 6<sup>th</sup> edition PROGRESS MONITORING from DIBELS site  
(8<sup>th</sup> edition available for 7<sup>th</sup> and 8<sup>th</sup> grade)

One minute timed

MAZE – use grade level MAZE form from DIBELS 8<sup>th</sup> edition

Three minute timed

### Benchmarking Materials

GRADE	Beginning of Year	Middle of Year	End of Year
K	DIBELS Letter Naming Fluency*	DIBELS Letter Naming Fluency Nonsense Word Fluency CLS*	DIBELS Letter Naming Fluency Nonsense Word Fluency CLS* and WRC
1	DIBELS Letter Naming Fluency Nonsense Word Fluency CLS* and WRC	DIBELS Nonsense Word Fluency CLS and WRC Oral Reading Fluency*	DIBELS Nonsense Word Fluency CLS and WRC Oral Reading Fluency*
2	DIBELS Nonsense Word Fluency Oral Reading Fluency *	DIBELS Oral Reading Fluency * SRI	DIBELS Oral Reading Fluency * SRI
3-8	SRI * (ORF for students who score BR)	SRI * (ORF for students who score BR)	SRI * (ORF for students who score BR)

**\*Predominant Measure, teachers should bring work samples and evidence to the 6 week meeting to provide a secondary measurement of progress.**

Students in Tier X for one subject and Tier Y for another	Receive at least this many minutes:
T3, T3	180
T2, T2	120
T2, T1	90
T3, T1	150

### Tier 2 and 3 Intervention Resources

Guided Reading  
The Road to Reading

The Next Step Forward in Reading Intervention (The RISE framework)  
Orton-Gillingham (WILSON or BARTON)

**RTI Checklist for teachers and specialist:**

- ✓ **Complete data tracking sheet each week for all Tier 2 and Tier 3 students indicating any absences, intervention goals, progress monitoring scores, and interventions used.**
- ✓ **Progress Monitor all watch list students every other week and record scores on Watch List form – keep hard copies in the file.**
- ✓ **Progress Monitor students receiving Tier 2 or 3 interventions each week.**
- ✓ **Provide Intervention weekly for assigned students. See RTI folder on teacher server for resources.**
- ✓ **Complete addendum form for any Tier 3 students receiving additional interventions.**

## Appendix H

### Professional Learning Communities at Providence Creek Academy

Providence Creek Academy teachers meet three times per week to collaboratively work to improve their teaching. The first of these working communities is facilitated by the Dean of Academics with the goal of using an **inquiry cycle** centered on data to inform instruction. Benchmark data, progress monitoring data, and assessments data are incorporated into the analysis. Teachers reflect on an aspect of their teaching, collaborate on strategies for improvement, implement those real solutions, and evaluate student data. Teachers often adjust current and future lesson plans to differentiate based on this data analysis.

In addition to the weekly data PLC, grade level teaching teams also meet with the Math and Reading Specialists on a rotating basis. When meeting with the Reading Specialist, teachers focus on:

- Best practices to fully engage learners with the curricular materials
  - Comprehension Clubs for Grade-level instruction
  - Guided Reading for Differentiation
  - Core Clicks
- Text selection within the grade-level materials (student choice encouraged)
- Phonics integration
- Writing prompts and assessments

Finally, teachers will meet as a grade level team to incorporate the analysis and learning from the two PLC meetings into practice. These weekly learning and working sessions allow teachers the time to match the materials offered in the Scholastic Resources with the individual needs of their individual students and their classes as a whole.

For any questions about the ELA curriculum at Providence Creek Academy, please see:

Dean of Academics, Amanda Silcox [Amanda.silcox@pca.k12.de.us](mailto:Amanda.silcox@pca.k12.de.us)

Reading Specialist, Amy Santos [Amy.santos@pca.k12.de.us](mailto:Amy.santos@pca.k12.de.us)

## **Appendix 2 - Curriculum Documents :: ELA K-8 Curriculum Overview**

# Providence Creek Academy

K-8

English Language Arts

Curriculum Overview

2020





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## Providence Creek Academy ELA Overview

The Providence Creek Academy English Language Arts Curriculum shall allow for students to grow as readers and writers through carefully scaffolded, individualized learning paths that incorporate whole group, small group and individual opportunities designed to strengthen each child’s ability to read, write, listen, speak, and think. Students will have access to a wide variety of authentic literature that represents diverse experiences, backgrounds, and text types. The ELA Curriculum can be thought of within two broader components: one being on-grade level experiences for the entire class, the other being lessons targeted to each individual student’s needs.

All students will participate in daily whole group **read-alouds** allowing every student exposure to rich **vocabulary** and thinking opportunities at grade level. Students will have choice in selecting books to discuss with classmates during **book clubs** (otherwise known as literature circles) in small groups that provide grade level opportunities for students to read, write, think, listen and speak about a wide variety of texts. All texts will be available through independent reading or listening via audio support to allow all students equal access. Students will make connections in writing like readers and reading like writers through **writing** mini-lessons, workshop, conferring, and publishing celebrations that spring from the content that is provided during the read-alouds and book clubs. Grade level **phonemic awareness, phonics** and **word study** will also be addressed through the whole class mini lessons.

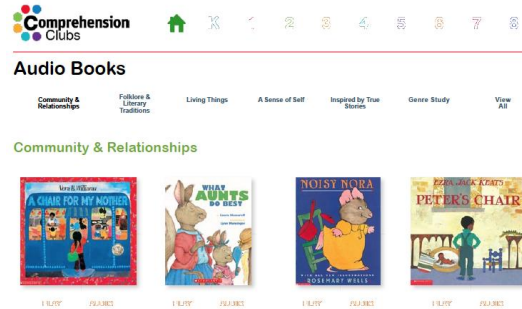
All students will also have access to literacy instruction tailored to their individual needs through **guided reading** in flexible groups. Student who are above grade level will be given opportunities to stretch while students below grade level will be given much needed support through scaffolded instruction at the individual’s guided reading level or skill need. Students will be given explicit instruction in **phonics and word study** within their guided reading group, based on their need, ensuring that there are no gaps in foundational reading skills.

This two-part approach allows all students to receive the individualized attention they need, while also receiving grade level access. Students with special needs, gifted learners, and English language learners all receive the support that they need, while also maintaining grade level common ground within the classroom.

The resources that Providence Creek Academy provides for teachers are as follows:

**For On Grade Level Whole Class Read-Aloud/Book Club: Scholastic’s Comprehension Clubs K-8:**





Program Components per grade level:

**Comprehension Clubs** includes a collection of more than fifty grade-level-appropriate books and audio titles organized around six thematic strands with standards-aligned lesson cards. Every day, teachers and students read (in a whole group Interactive Read Aloud and in small group Book Clubs) and talk, think and write about books.

Each grade level includes (as pictured above):

Teaching Guide by Fountas & Pinnell

6 Unit Folders which include:

30 Read-aloud books

30 Read Aloud lesson cards

24 Book Club titles

(10 copies each, 240 books)

24 Book Club lesson cards

24 Streaming Audiobooks

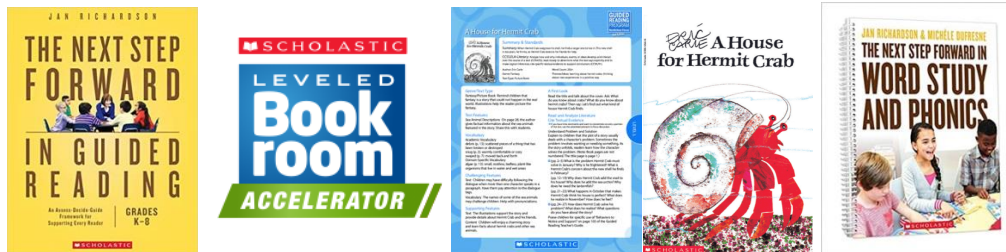
### For Targeted Needs Based Small Group Guided Reading Lessons:

Scholastic's **Leveled Book Room 4.0** (allows teachers to search by theme/topic/skill, GR Level, etc.)

Content Area Readers (to tie in Math, Social Studies, and Science Content)

Short Reads (shorter content for small group work)

**The Next Step Forward in Guided Reading:** An Assess-Decide-Guided Framework for Supporting Every Reader: Grade K-8



Close Reading, Shared Reading, Technology Assisted Reading, Assessment: Scholastic's Core Clicks



**Assessments:** Next Step Guided Reading Assessments (includes everything teachers need to guide their Guided Reading grouping and teaching decisions), Scholastic Reading Inventory (Gr2-8 Beginning, Middle and End of Year), DIBELS (Gr K-2, Beginning, Middle and End of Year), End of Unit Projects, Reader's Notebook, Writing Rubrics and Checklists for Book Clubs (See Appendix D)



Piloting:

STAR (adopting Fall of 2020 to replace SRI)

Writing Workshop: Units of Study in Writing Grades 1-7

Word Study: Foundations K-3

Reading Support: Wilson Reading System

Professional Development:

Teachers shall engage in grade level Professional Learning Communities and team planning on a weekly basis, as well as school-wide professional development each month. There are numerous resources available through our Scholastic Digital Suite, which includes teaching videos, lesson plans, templates, and research articles within each platform.

Providence Creek Academy  
English Language Arts Units of Study  
Scope and Sequence

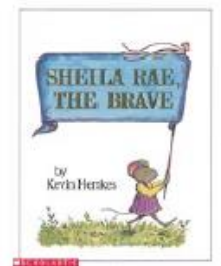
Grade		August-September	October	November-December	January	February-March	April-May
Guided Reading Level Target	Schoolwide Unit Theme	Community and Relationships	Folklore and Literary Traditions	Living Things	A Sense of Self	Inspired By True Stories	Genre Study
	Text Complexity						
K ABCD	Lexile BR	Being a Friend	Telling Tales	Trees and Other Plants	Feelings	All Kinds of Jobs	Concept Books
1 EFGHI	Lexile 190-530	My Family and Me	Stories with a Moral	Strong and Healthy	What Can I Do?	It Happened to Me	Animal Stories
2 JKLM	Lexile 420-650 (450-790)	It Happened in School	Wishes and Promises	Search and Survive	Like No One Else	Animal Watch	Realistic Fiction
3 NOP	Lexile 520-820 (450-790)	Brothers and Sisters	Trickster Tales	Life Depends on Water	Courage	Sports Stars	Mystery
4 QR	Lexile 740-940 (770-980)	Boys vs. Girls	Cinderella Tales	Amazing Animals	Taking Responsibility	The Artist's Eye	Fantasy
5 STUV	Lexile 830-1010 (770-980)	Better Together	Watch Out!	Under the Surface	Dealing with Change	It Takes a Leader	Historical Fiction
6 WXYZ	Lexile 925-1070 (955-1155)	Making Connections	Greek Myths	Thinking Big	Empowered	Making History	Survival Stories
7 Z+	Lexile 955-1155 (955-1155)	Love and Loyalty	Heroes and Monsters	Saving the Planet	Appearance and Identity	Facing Disaster	Science Fiction
8 Z+	Lexile 955-1155+ (955-1155)	Alliances	Transformations	Weird Science	Becoming Resilient	Fighting for Freedom	Mystery and Suspense

## Sample Units



## Providence Creek Academy

## Genre Study



1st Grade Unit:  
Genre Study:  
Animal Stories

“Bear and frogs don’t talk in real life. But they sometimes do in stories! How-and why- do writers create animal characters that act like people?”

Text Set for Unit:  
1<sup>st</sup> Grade Guided Reading Level H-I  
Recommended CCSS Lexile 190-530 for Grade 1

**Characteristics of Text**  
(From Implementation Guide)

Each story in this unit features animal characters that, in some ways, act like people. Children are invited to look for fantasy elements in each of these stories. This unit includes several books by Karma Wilson and two by Arnold Lobel, to offer opportunities for author studies.

**Behaviors to Notice and Support**

- **Notices** how the authors make their animal characters act like people in some ways and like real animals in other ways
- **Expresses** opinions about how animal characters are described and the problems they face in a story
- **Understands** and identifies the elements in these fantasy stories about animals that are unlike things that could happen in real life
- **Notices** how authors add humor in text and in art to make their stories memorable
- **Discusses** similarities and differences among texts by the same author
- **Offers** examples based upon reading and discussion in response to the unit focus question: How-and-why-do writers create animal characters that act like people?

Comprehension Clubs	
Read-Aloud	Book Club
<p style="text-align: center;"><b>Bear Snores On</b> By Karma Wilson Lexile AD280L</p> <p><b>Themes/Ideas:</b> cooperation and teamwork; friendship; sharing; looks can be deceiving; hibernation</p> <p><b>Author's Craft:</b> repetitive story patters; repetitive refrain; rhyme; onomatopoeia; creation of animal characters with both animal and human characteristics</p> <p><b>Vocabulary:</b> blubbers, dank, lair, slumbering, snores, whimpers, cooperate, hibernate</p> <p><b>Writing:</b> invitation (expository)</p> <p><b>Technology:</b> <a href="http://www.nwf.org/Kids/Ranger-Rick/Animals.aspx">www.nwf.org/Kids/Ranger-Rick/Animals.aspx</a></p>	<p style="text-align: center;"><b>Bear Wants More</b> By Karma Wilson Lexile AD500L</p> <p><b>Themes/Ideas:</b> helping friends; solving problems; bear behavior</p> <p><b>Author's Craft:</b> use of rhyming and rhythmic text; repeating plot pattern; animal characters with human characteristics</p> <p><b>Vocabulary:</b> feast, pries, roots, shoots, wedged, forage, satisfied</p> <p><b>Writing:</b> reader's notebook</p> <p><b>Technology:</b> <a href="http://pbskids.org/lunchlab/#/games">http://pbskids.org/lunchlab/#/games</a></p>



<p style="text-align: center;"><b>Bear's New Friend</b> By Karma Wilson Lexile AD370L</p> <p><b>Themes/Ideas:</b> friendship; persistence; encouragement</p> <p><b>Author's Craft:</b> use of rhyme; use of repetitive story patter; animal characters with both animal and human characteristics</p> <p><b>Vocabulary:</b> bashful, clatter, dare, trembling, encourage, season</p> <p><b>Writing:</b> describe summer activities (expository)</p> <p><b>Technology:</b> <a href="http://www.desertmuseum.org/center/edu">www.desertmuseum.org/center/edu</a></p>	<p style="text-align: center;"><b>Days with Frog and Toad</b> By Arnold Lobel Lexile 320L</p> <p><b>Themes/Ideas:</b> friendship; cooperation and teamwork; encouragement</p> <p><b>Author's Craft:</b> dialogue and illustration as narrative tools; animal characters with human characteristics</p> <p><b>Vocabulary:</b> climbed, junk, thud, pessimistic, wise</p> <p><b>Writing:</b> reader's notebooks</p> <p><b>Technology:</b> <a href="http://www.youtube.com/user/OurCoastVideo">www.youtube.com/user/OurCoastVideo</a></p>
<p style="text-align: center;"><b>Julius the Baby of the World</b> By Kevin Henkes Lexile 460L</p> <p><b>Themes/Ideas:</b> dealing with change; sibling relationships; jealousy</p> <p><b>Author's Craft:</b> dialogue; repetition of text; use of fantasy characters to reflect everyday human situations; illustrations that give more information about the characters</p> <p><b>Vocabulary:</b> admired, disgusting, germ, insulting, uncooperative, adapt, expectation, jealous</p> <p><b>Writing:</b> extend the story (narrative)</p> <p><b>Technology:</b> <a href="http://www.kevinhenkes.com/?page_id=161">www.kevinhenkes.com/?page_id=161</a></p>	<p style="text-align: center;"><b>The Great Gracie Chase: Stop That Dog!</b> By Cynthia Rylant Lexile AD410L</p> <p><b>Themes/Ideas:</b> wanting things to remain the same; dealing with change; laughing at things animals and people do</p> <p><b>Author's Craft:</b> patterned sequence of plot events; humor in dog's viewpoint</p> <p><b>Vocabulary:</b> arrived, clangy, except, realized, suddenly, neighborhood, routine</p> <p><b>Writing:</b> reader's notebook</p> <p><b>Technology:</b> <a href="http://www.bowwow.com.au">www.bowwow.com.au</a></p>
<p style="text-align: center;"><b>Always in Trouble</b> By Corinne Demas Lexile AD540L</p> <p><b>Themes/Ideas:</b> learning to change; understanding that some things do not change</p> <p><b>Author's Craft:</b> humor; time-order organization; dog with both animal and human characteristics</p> <p><b>Vocabulary:</b> attention, behaved, diploma, trauing, command, obedient</p> <p><b>Writing:</b> flyer (persuasive)</p> <p><b>Technology:</b> <a href="http://www.corrinedemas.com/books/trouble.html">www.corrinedemas.com/books/trouble.html</a></p>	<p style="text-align: center;"><b>Sheila Rae the Brave</b> By Kevin Henkes Lexile 440L</p> <p><b>Themes/Ideas:</b> bravery; encouragement; imagination</p> <p><b>Author's Craft:</b> repetition; dialogue; animal characters with human characteristics</p> <p><b>Vocabulary:</b> brave, convince, familiar, fearless, boast, support</p> <p><b>Writing:</b> reader's notebooks</p> <p><b>Technology:</b> <a href="http://www.kevinhenkes.com/?page_id=161">www.kevinhenkes.com/?page_id=161</a></p>
<p style="text-align: center;"><b>Frog and Toad Are Friends</b> By Arnold Lobel Lexile 400L</p> <p><b>Themes/Ideas:</b> friendship and companionship; encouragement; kindness; patience</p> <p><b>Author's Craft:</b> dialogue; illustrations that support</p>	


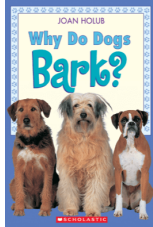


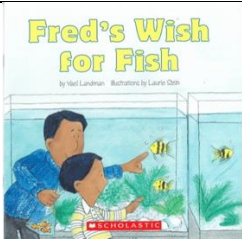
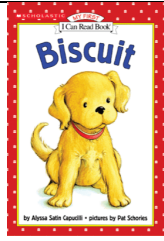
<p>the text; creation of a fantasy with animal characters that have human characteristics  <b>Vocabulary:</b> lonely, meadows, perhaps, porch, shiver, companion, optimistic  <b>Writing:</b> letter (persuasive/expository)  <b>Technology:</b> www.kidzone.ws/lw/frogs/facts8.htm</p>	<p>From:          Fountas &amp; Pinnell; Comprehension Clubs: Deep Reading, Deep Thinking, Deep Discussion; Implementation Guide Grades K-5; Scholastic, 2013</p>
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ReadWorks.org  
 (Audio and Translation Available)

<p style="text-align: center;">Elephants          By ReadWorks          Lexile: 500L</p> <p>Nonfiction          Vocabulary: spray, tusk          Standards: CCSS.ELA-LITERACY.CCRA.R.1, R.2, R.10</p> <p>Use information from the article to write an animal story about an elephant</p>	<p style="text-align: center;">Groundhogs are Diggers          By ReadWorks          Lexile: 370L</p> <p>Nonfiction          Vocabulary: burrow, dig, tunnel          Standards: CCSS.ELA-LITERACY.CCRA.R.1, R.2, R.10</p> <p>Use information from the article to write an animal story about a Groundhog</p>
<p style="text-align: center;">Hungry Raccoon          By ReadWorks          Lexile Pending</p> <p>Nonfiction          Vocabulary: city, mask, trash          Standards: CCSS.ELA-LITERACY.CCRA.R.1, R.2, R.10</p>	<p style="text-align: center;">The Hungry Girl          By ReadWorks</p> <p>Poetry          Lexile NP          Vocabulary: munch          Standards: R.1, R.2, R.10</p> <p>After reading this poem and the Hungry Raccoon, try writing a poem about a hungry raccoon using information from the article and giving human characteristics to the raccoon.</p>

Examples from the Guided Reading Book Room:  
 (Books to Meet Children Where They Need Support)

<div style="text-align: center;">  <p><b>Clifford Makes the Team</b>              by Norman Bridwell              Lexile 250L</p> <p>Clifford wants to play baseball with the children in the neighborhood. There's only one problem—he's too big to use a bat.</p> </div>	<div style="text-align: center;">  <p><b>Why Do Dogs Bark?</b>              by Joan Holub              Lexile 610L</p> <p><b>Summary:</b> Questions about dog behaviors, such as “Why do dogs bark?” and “Why do dogs sniff you?” are addressed in a question-</p> </div>
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<p>Clifford goes on a search for a Clifford-sized bat. Children will comprehend basic plots of a variety of fiction genres.</p> <ul style="list-style-type: none"> <li>• <b>Level G</b></li> <li>• <b>Text Type:</b> Series Book</li> <li>• <b>Subject:</b> Character &amp; Values, Hobbies, Play, Recreation, Sports</li> <li>• <b>Genre:</b> Fantasy</li> <li>• <b>Themes/Ideas:</b> Including everyone in playtime; solving problems</li> </ul>	<p>and-answer format.</p> <ul style="list-style-type: none"> <li>• <b>Level M</b></li> <li>• <b>Text Type:</b> Question &amp; Answer Book</li> <li>• <b>Subject:</b> Science, Animals</li> <li>• <b>Genre:</b> Informational Text</li> <li>• <b>Themes/Ideas:</b> Understanding dog traits; comparing living things</li> <li>• <b>Benchmark Book - RR available</b></li> </ul> <p>*Example for students reading above grade level</p>
<div style="text-align: center;">  <p><b>10 Fat Turkeys</b> by Tony Johnston Lexile: AD440L Guided Reading Level K</p> </div> <p>Summary: This rhyming picture book begins with ten fat turkeys perched on a fence. Readers can count down as one by one the turkeys make their crazy way to the ground. Children will use pictures and context to assist comprehension.</p> <p>Level K, Fiction, Fantasy, Math, Animals, Early Learning Concepts, Illustrations, Use Picture Clues, Make Predictions, Vowels, Consonants</p>	<div style="text-align: center;">  <p><b>Fox and His Friends</b> by Edward Marshall Lexile: 440L GR Level: J</p> </div> <p>Summary: When Fox goes out to play with his friends, anything can happen. In these three easy-to-read stories, Fox loses his little sister, dives off the highboard, and goes on safety patrol.</p> <p>Level J, Fiction, Fantasy, Friends &amp; Families, Life Experiences, Animals, Sequence, Connect Events, Make Inferences, Word Meaning, Contractions, Context Clues</p>
<div style="text-align: center;">  <p><b>Fred's Wish for Fish</b> by Yael Landman Lexile: 200L Guided Reading Level E</p> </div> <p>Benchmark Book – RR available Summary: When Fred wishes he had some pet fish, his dad lets him get a whole tankful</p>	<div style="text-align: center;">  <p><b>Biscuit</b> by Alyssa Satin Capucilli Lexile: 190L GR Level F</p> </div> <p>Summary: In this book, Biscuit the dog wants his owner to do many things before he will go to bed. In the end, Biscuit will only go to</p>

<p>of fish. Children will comprehend basic plots of a variety of fiction genres.</p> <p>*Example for students reading below grade level</p>	<p>sleep if he can curl up in the little girl's room. Children will use punctuation cues to help them gain meaning from and understand text.</p>
<p><b>Example of How Skills can be Addressed</b> through search in Book Room Accelerator for children who need work in:</p> <p>Words With Digraphs</p> <p>Explain that sometimes two letters stand for one sound.</p> <ul style="list-style-type: none"> <li>• Write the word <i>wish</i> on the board and have children read it with you. Circle <i>sh</i>, say the sound the letters stand for, and have children repeat it. Then ask them to find another story word with final <i>sh</i>. (<i>fish</i>)</li> <li>• Write the word <i>white</i> on the board. Point to the <i>wh</i> and have children say the sound /hw/ and read the word with you. Have children find and read <i>white</i> in the story. (pages 4 and 6)</li> <li>• Repeat with the word <i>thank</i> and initial /th/ <i>th</i>. (page 8)</li> </ul> <p>(from Teacher Card for Fred's Wish for Fish)</p>	<p>These examples are from a wide range of below and above grade level readers to address the varying reading abilities within the classroom.</p> <p>The Book Room Accelerator allows teachers to search for books to address a wide range of foundational skills and topics that fit within the theme of each unit.</p>

<p>Core Clicks: Listening/Technology Center: CLOSE READING (Audio/Read to Me Available) Can be used to model Close Reading on the smart board or for independent practice</p>	
<p><b>Bear, Bears, Everywhere</b></p> <p><b>Summary:</b> Take a tour of bears' very different habits.</p> <p><b>Spotlight Skill:</b> Main Idea &amp; Key Details (RI.1.2)</p> <p><b>Guided Reading Level:</b> J</p>	<p><b>Animal Moms and Dads</b></p> <p><b>Summary:</b> Animal moms and dads take care of their babies in different ways. But what do they all have in common? They're amazing animal parents!</p> <p><b>Spotlight Skill:</b> Main Idea &amp; Key Details (RI.1.2)</p> <p><b>Guided Reading Level:</b> H</p>
<p><b>Growing Up Gator</b></p> <p><b>Summary:</b> Find out how an alligator grows, from the moment it hatches from its tiny egg</p>	<p><b>A Reason to Be Red</b></p> <p><b>Summary:</b> What do a tiny frog, a tropical bird, and a colorful chameleon have in</p>

to the time it becomes a giant creature.  <b>Spotlight Skill:</b> Sequence (RI.1.3)  <b>Guided Reading Level:</b> K	common? They all have a reason to be red.  <b>Spotlight Skill:</b> Main Idea & Key Details (RI.1.2)  <b>Guided Reading Level:</b> H
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Epic Books For Read Aloud Via Smart Board <a href="http://www.getepic.com">www.getepic.com</a>	
<p style="text-align: center;"><b>A Beach For Albert (Mouse Math)</b> By: Eleanor May Illustrated by: Deborah Melmon Albert wants to make his own beach in a sandbox. There's just one problem - getting the water to the sand!</p> <p style="text-align: center;">3-7 Age Range AD480L Lexile ® Measure</p>	<p style="text-align: center;"><b>Memoirs of a Goldfish</b> By: Devin Scillian Illustrated by: Tim Bowers Goldfish loves his life - until one day, when assorted intruders invade his personal space and bowl.</p> <p style="text-align: center;">3-7 Age Range AD510L Lexile ® Measure</p>
<p style="text-align: center;"><b>Memoirs of a Hamster</b> By: Devin Scillian Illustrated by: Tim Bowers A pet hamster is enticed by the family cat to venture outside his well-equipped cage to the sunroom only to quickly discover danger.</p> <p style="text-align: center;">3-7 Age Range AD540L Lexile ® Measure</p>	<p style="text-align: center;"><b>Scaredy Squirrel at Night</b> By: Mélanie Watt The world's most lovable worrywart learns to appreciate a good night's sleep only after confronting his bad dreams — and some hungry intruders.</p> <p style="text-align: center;">4-8 Age Range AD540L Lexile ® Measure</p>
<p style="text-align: center;"><b>The Kissing Hand</b> By: Audrey Penn Illustrated by: Ruth Harper, Nancy M. Leak School is starting in the forest, but Chester Raccoon does not want to go.</p> <p style="text-align: center;">3-7 Age Range AD540L Lexile ® Measure</p>	<p style="text-align: center;"><b>Scaredy Squirrel</b> By: Mélanie Watt Scaredy Squirrel never leaves his nut tree. It's way too dangerous out there.</p> <p style="text-align: center;">4-7 Age Range AD560L Lexile ® Measure</p>

<p><b>Frog and Friends: Frog's Lucky Day</b>          By: Eve Bunting          Illustrated by: Josée Masse          Frog and his friends try to find the end of the rainbow and Frog looks for a new pond when an unwelcome visitor won't leave his.</p> <p>6-7          Age Range          480L          Lexile® Measure</p>	<p><b>Little Bear's Visit</b>          By: Else Holmelumd Minarik          Narrated by: Owen Jordan          Little Bear goes to visit Grandmother and Grandfather Bear and spends the day with them.</p> <p>3-7          Age Range          14 Min          Length</p>
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Poems to Read Aloud	
<p><b>National Geographic Book of Animal Poetry:          200 Poems with Photographs That Squeak,          Soar, and Roar!</b>          by <u>J. Patrick Lewis</u> (Compiler)</p>	<p><b>Animal Poems</b>          By Valerie Worth Illustrated by Steve Jenkins</p>

Newsela.com
<p><b>Maybe it is time for the rat to finally be the good guy</b>          By Atlas Obscura, adapted by Newsela staff on 10.01.19 Word Count 319          Level 430L</p>

YouTube - Listening
<p>George Winston - Velveteen Rabbit (Narration: Meryl Streep)          30 minutes          820 Lexile</p>

Examples of Connections to Science, Math and Social Studies Through the CONTENT AREAS In the PCA Guided Reading Book Room	
<p>In the Rainforest          By Robert Keith          Level E          Science, Life Science, Rain Forest Animals</p>	<p>How Many Feet, How Many Tails?          By Marilyn Burns          Level F          Math, Counting, Numbers</p>
<p>Animals Day and Night          By Katherine Durgin-Bruce          Level G          Science, Life Science, Animal Behavior</p>	<p>About Fish: A Guide for Children          By Cathryn Sill          Level I          Science, Life Science, Fish</p>
<p>Stuck On You          By Jac C. Cate          Level H          Social Studies, Friendship, Understanding          Others</p>	<p>Animals and Us          By Karen Alexander          Level J          Science, Life Science, Service Animals</p>
<p>Baby Wolf</p>	<p>The Biggest Babies</p>

By Mary Batten Level K Science, Life Cycles, Wolves	By Leo Auster Level K Math, Measurement, Weight
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Grade & Subject: 1 <sup>st</sup> Grade Unit: Genre Study: Animal Stories	
Stage 1 – Desired Results	
<p>Understandings: <b>Big Idea</b> (From Unit Guide)</p> <ul style="list-style-type: none"> <li>In fantasies, there can be characters that would not exist in real life. Sometimes the characters say and do things that real people would do. How-and why-do writers create animals characters that act like people?</li> </ul> <p><b>Recurring Themes/Ideas</b></p> <ul style="list-style-type: none"> <li>Cooperation and teamwork</li> <li>Friendship</li> <li>Encouragement</li> <li>Dealing with Change</li> <li>Humor</li> </ul>	<p>Essential Questions: <b>Authors Craft: Writing Animal Stories</b> (From Unit Guide)</p> <ul style="list-style-type: none"> <li>How do authors describe animal characters and their problems to make them interesting?</li> <li>How do authors make animal characters seem like people in some ways?</li> <li>How do authors make animal characters seem like real animals in some ways?</li> </ul>
<p>Students will know... <b>Authors Craft: Writing Animal Stories</b> (From Unit Guide)</p> <ul style="list-style-type: none"> <li>Writers use a variety of techniques and formats to create stories where animals act like people.</li> </ul>	<p>Students will be able to... <b>(Developmental Focus: Making Connections</b> from Unit Guide)</p> <ul style="list-style-type: none"> <li>Distinguish fantasy from reality</li> <li>Accept that story characters can be used to portray feelings similar to those they experience themselves</li> <li>Identify with and learn from animal characters that encounter problems in the world around them (through a lens of humor and imagination)</li> <li>Participate in a book club with peers including asking and answering higher order thinking questions</li> <li>Respond to reading through writing and discussion</li> </ul>
Stage 2 – Assessment Evidence	
Performance Tasks:	Other Evidence:

<p>Students Respond to Read-Alouds:</p> <ul style="list-style-type: none"> <li>• Make an invitation to another party in Bear’s lair</li> <li>• Write about other summer activities Bear and his friends might enjoy doing together including things that real and fantasy animals do</li> <li>• Write a scene that might take place after Lily changes and decides she likes Julius</li> <li>• Make a flyer advertising Ms. Katz’s dog training school that persuades people to bring their dogs</li> <li>• Write a letter back from Frog to Toad including conventions of letter writing</li> </ul> <p>Readers’ Notebook Writing Tasks:</p> <ul style="list-style-type: none"> <li>• Reading Log</li> <li>• Close Reading and Text Evidence</li> <li>• Quotations and Responses</li> <li>• Student Book Club Discussion Tracker</li> <li>• “Today in Book Club, I…” Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Project w/class created rubric</li> <li>• DOE Writing Rubric 1<sup>st</sup> Grade</li> <li>• Class Discussion Map and Graphic Organizers             <ul style="list-style-type: none"> <li>○ Venn Diagrams</li> <li>○ T-Charts</li> <li>○ KWL Charts</li> </ul> </li> <li>• Teacher Tools (Appendix D)             <ul style="list-style-type: none"> <li>○ Comprehension Clubs Literacy Development Across the Year</li> <li>○ Book Club Log/Teacher Observation Form</li> <li>○ Book Club Teacher’s Assessment Checklist</li> <li>○ Thinking Across Texts Within a Unit of Study</li> <li>○ Reader’s Notebook Rubric</li> </ul> </li> <li>• Guided Reading Resources in Next Step Guided Reading Assessment:             <ul style="list-style-type: none"> <li>○ Progress Monitors</li> <li>○ Running Records</li> <li>○ Developmental Word Knowledge Inventory</li> <li>○ Assessment Summary Chart</li> </ul> </li> <li>• DIBELS Benchmark Assessments</li> </ul>
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**Standards Alignment**

<p><b>Read Alouds</b> and the discussions that follow shall address the following standards in this unit:</p> <p style="text-align: center;">Literature: Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>Craft and Structure: CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or</p>	<p><b>Writing Mini-Lessons and Workshop</b> shall address the following standards in this unit:</p> <p style="text-align: center;">Writing: Text Types and Purposes:</p> <p>CCSS.ELA-LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events,</p>
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<p>poems that suggest feelings or appeal to the senses.          CCSS.ELA-LITERACY.RL.1.5          Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.          CCSS.ELA-LITERACY.RL.1.6          Identify who is telling the story at various points in a text.          Integration of Knowledge and Ideas:          CCSS.ELA-LITERACY.RL.1.7          Use illustrations and details in a story to describe its characters, setting, or events.          CCSS.ELA-LITERACY.RL.1.9          Compare and contrast the adventures and experiences of characters in stories.          Range of Reading and Level of Text Complexity:          CCSS.ELA-LITERACY.RL.1.10          With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>The preparation for and participation in <b>Book Clubs</b> shall address the following standards:</p> <p style="text-align: center;">Speaking &amp; Listening          Comprehension and Collaboration:</p> <p>CCSS.ELA-LITERACY.SL.1.1          Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.          CCSS.ELA-LITERACY.SL.1.1.A          Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).          CCSS.ELA-LITERACY.SL.1.1.B          Build on others' talk in conversations by responding to the comments of others</p>	<p>include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p style="text-align: center;">Production and Distribution of Writing:</p> <p>CCSS.ELA-LITERACY.W.1.5          With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.          CCSS.ELA-LITERACY.W.1.6          With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p style="text-align: center;">Language:</p> <p>CCSS.ELA-LITERACY.L.1.2          Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.          CCSS.ELA-LITERACY.L.1.2.A          Capitalize dates and names of people.          CCSS.ELA-LITERACY.L.1.2.B          Use end punctuation for sentences.          CCSS.ELA-LITERACY.L.1.2.C          Use commas in dates and to separate single words in a series.</p> <p>The <b>Culminating Unit Discussion</b> and <b>Unit Projects</b> shall address the following standards:</p> <p style="text-align: center;">Research to Build and Present Knowledge:</p> <p>CCSS.ELA-LITERACY.W.1.7          Participate in shared research and writing projects          CCSS.ELA-LITERACY.W.1.8          With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
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<p>through multiple exchanges.                  CCSS.ELA-LITERACY.SL.1.1.C                  Ask questions to clear up any confusion about the topics and texts under discussion.                  CCSS.ELA-LITERACY.SL.1.2                  Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                  CCSS.ELA-LITERACY.SL.1.3                  Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Presentation of Knowledge and Ideas:                  CCSS.ELA-LITERACY.SL.1.4                  Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.                  CCSS.ELA-LITERACY.SL.1.5                  Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.                  CCSS.ELA-LITERACY.SL.1.6                  Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>
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<b>Stage 3 – Learning Plan</b>			
<b>Learning Framework Sample</b> Reader’s / Writer’s Workshop/ Guided Reading: revolves around small, flexible, leveled groups. Individual classes are highly responsive to student needs – this will change regularly according to student reading levels and individual needs. These levels are determined through Next Steps in Guided Reading Assessment Materials and student interest			
<b>Time</b>	<b>Activity</b>	<b>Materials</b>	<b>Grouping</b>
15 - 20 minutes	Interactive Read Aloud	Mentor Text from Comprehensions Clubs Unit, Book Room, Teacher Library, or Epic  Document Camera Smart Board	Whole Group
5-10 minutes	Shared Reading/Writing Mini Lesson  Highly dependent on individual student needs, but may include word work, editing skills, decoding, using graphic organizers, inferencing, and facilitation of the writing process.  May include teaching How To Do Centers, workshop expectations or Writing Share from previous day	Mentor Text Document Camera Smart Board Chart Paper  Teacher resources include: Read Aloud card from Comprehension Clubs with Writing extension or Calkins Units of Study in Writing (Bringing History to Life)	Whole Group
10-20 minutes	Rotations	<b>Guided Reading</b>	<ul style="list-style-type: none"> <li>Small Guided</li> </ul>

<p>per rotation, 60 minutes total per day.</p> <p>Rotation schedule is driven by student needs.</p>	<ul style="list-style-type: none"> <li>● Writing</li> <li>● Reading             <ul style="list-style-type: none"> <li>○ Buddy</li> <li>○ Independent</li> </ul> </li> <li>● Guided Reading</li> <li>● Book Club</li> <li>● Listening Center</li> </ul>	<p>Teacher Card and Student Books</p> <p>Level H/I considered on level, however selections will be geared to student needs based on foundational skills, interest, and genre of current unit of study</p> <p>*****</p> <p><b>Book Club</b>          Selections:          (Aligned to 1st Grade Text Complexity Band Proficiency Lexile 190-530 with exceptions for rich illustration examples and content)          Specific to Unit</p> <p>*****</p> <p>Reader's Notebook          *****</p> <p>Writer's Notebook/Writing Folder</p> <p>Computer/Listening Center with book marked websites for Comprehensions Clubs Audio, CoreClicks, ReadWorks, etc</p>	<p>Reading Group facilitated by teacher</p> <ul style="list-style-type: none"> <li>● Writing: Independent</li> <li>● Reading: Comprehension Club: Small Group or Independent</li> <li>● Buddy Reading: Comprehension Club facilitated by students in Book Club</li> <li>● Word Work: Independent or small group, skill specific, tied to student skills, levels, and text</li> <li>● Listening: Comprehension Club, Small Group facilitated by students.</li> </ul>
<p>5-10 minutes</p>	<p>Phonics/Word Study Mini Lesson</p>	<p>Addresses and reinforces decoding/encoding skills that are on grade level based on Read Aloud and Share Reading</p>	<p>Whole Group</p>

		materials	
5 – 10 minutes	Workshop Feedback Teaching How To Do Centers Writing Share or Workshop Wrap-up	Student Reader's/Writer's Notebook	Whole Group or Small Group

90 minutes	Pacing Guide				
	Introduce Unit Send Parent Letter Home		<b>Week #1</b>		
15 minutes Whole Class	Read Aloud Bear Snores On	Read Aloud Bear's New Friend	Read Aloud Julius the Baby of the World	Read Aloud Always in Trouble	Read Aloud Frog and Toad Are Friends
20 minutes Independent	Centers	Centers (Students read and prepare for Book Clubs)	Centers (Students read and prepare for Book Clubs)	Centers (Students read and prepare for Book Clubs)	Centers (Students read and prepare for Book Clubs)
5-10 minutes Whole Class	BookTalks Book #1 Book #2 Book #3 Book #4	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini
20 minutes Independent	Writing Center (from Read Aloud)	Writing Center (from Read Aloud)	Writing Center (from Read Aloud)	Writing Center (from Read Aloud)	Writing Center (from Read Aloud)
5-10 Minutes Whole Class	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson
20 minutes Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
			<b>Week #2</b>		
15 minutes Whole Class	Read Aloud Memoirs of a Goldfish	Read Aloud Memoirs of a Hamster	Read Aloud Scaredy Squirrel	Read Aloud Scaredy Squirrel at Night	Read Aloud The Kissing Hand
20 minutes Independent			Book Club Prep/		Book Club Prep/

5-10 minutes Whole Class	Book Club Prep/ Reflection	Book Club Prep/ Reflection	Reflection	Book Club Prep/ Reflection	Reflection
20 minutes Independent	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini
5-10 minutes	Writing Center	Writing Center	Writing Center	Writing Center	Writing Center
20 minutes Small Group Or Individual	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson
	Guided Reading/Skills Groups/Writing Conferences	Book Club #1 Meets	Book Club #2 Meets	Book Club #3 Meets	Book Club #4 Meets
15 minutes Whole Class	Read Aloud Baby Wolf	Read Aloud The Biggest Babies	<b>Week #3</b> Read Aloud Why Do Dogs Bark	Read Aloud The Velveteen Rabbit	Read Aloud The Velveteen Rabbit
20 minutes Independent	Workshop	Workshop	Workshop	Workshop	Workshop
5-10 minutes Whole Class	<b>Discussion of Unit Theme:</b>	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini
20 minutes Independent	<b>Unit Theme Projects - Work</b>	<b>Unit Theme Projects – Work</b>	<b>Unit Theme Projects – Work</b>	<b>Unit Theme Projects – Work</b>	<b>Unit Theme Projects – Work</b>
5-10 minutes Whole Class	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson
20 minutes Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
15 minutes Whole Class	Read Aloud Animal Poems	Read Aloud Animal Poems	<b>Week #4</b> Read Aloud Growing Up Gator	Read Aloud A Beach for Albert	Read Aloud Little Bear’s Visit
20 minutes Independent	Literacy Centers	Literacy Centers	Literacy Centers	Literacy Centers	Literacy Centers
5-10 minutes Whole Class	Shared Reading/ Writing Mini Lesson	Shared Reading/ Writing Mini Lesson	Shared Reading/ Writing Mini Lesson	Shared Reading/ Writing Mini Lesson	Shared Reading/ Writing Mini Lesson
20 minutes Independent	Wrap-Up / Share	Wrap-Up / Share	Wrap-Up / Share	Wrap-Up / Share	<b>Unit Celebration</b>
5-10 minutes	Phonics/Word Study Mini-	Phonics/Word Study Mini-	Phonics/Word Study Mini-	Phonics/Word Study Mini-	Phonics/Word Study Mini- Lesson

Whole Class	Lesson	Lesson	Lesson	Lesson	
20 minutes	Guided	Guided	Guided	Guided	Guided
Small Group	Reading/Skills	Reading/Skills	Reading/Skills	Reading/Skills	Reading/Skills
Or Individual	Groups/Writing	Groups/Writing	Groups/Writing	Groups/Writing	Groups/Writing
	Conferences	Conferences	Conferences	Conferences	Conferences

\*Centers – Listening, Independent Reading, Buddy Reading, Writing, Word Games, Computer

### Unit Projects (Assessments)

(From Comprehension Clubs Implementation Guide page 93)

#### \*\*Discussion of Unit Theme:

“Bear and frogs don’t talk in real life. But they sometimes do in stories! How-and why- do writers create animal characters that act like people?”

- How did the problems the animal characters faced in these books remind you of the kinds of problems that people have in real life?
- Why do you think the writers used animal characters instead of people?

#### \*\*\*Unit Theme Projects –

##### Just Like You and Me

Remind children that in fantasy animal stories, writers make animals act like people. Ask children to work in pairs or small groups and choose one animal character from these stories. Have children work together to make a list of the ways in which the animals acted like a real person.

##### Where and When?

Recall with children that the stories in this unit had different settings, showing where and when the story took place. Have each child choose one of the stories and draw and label a picture to show the setting of the story.

##### Problems! Problems!

Just like in stories about real children, animal characters sometimes have problems. Ask children to choose one story, draw a picture of an animal character from the story, and write a sentence that tells what problem the character had.

- **Assessment:** Narrative Writing Rubric: Grade 1:
  - <https://www.doe.k12.de.us/site/handlers/filedownload.ashx?moduleinstanceid=6017&dataid=15770&FileName=Gr1Narrative%20R.pdf>

Read Aloud
Lesson plans provided for each book in this unit through the Comprehension Clubs Read-Aloud Teacher Card for each book (See page 20-27 of Implementation Guide for additional best practices)

## Best Practices for Planning a Fiction Read-aloud

### Before Reading

- Select a text that is within your students’ conceptual grasp but above the level they can read independently. You will be able to support their comprehension as you read, but your support can only go so far. Compare what the author assumes they know with what you believe they actually know.
- Decide how to briefly introduce the author and illustrator along with a quick overview of the book.
- Decide whether the author assumes readers have had experiences your students may not have had. Plan how to boost prior knowledge of such experiences.
- Do not preteach Tier 2 words and do not do a picture walk.
- Choose between introducing a skeletal story map or reviewing a comprehension strategy to reinforce. There may not be time to do both.

### During Reading

- Decide where to stop and engage students. Look for points at which interesting predictions can be made, inferences reached, visual images formed, questions generated by students, and so forth. Your choice will depend in part on whether or not it is the initial read-aloud. For example, the first read-aloud might include a question like “What do you think will happen next?” At the same point in the second read-aloud you might ask, “Do you remember what happens next?”
- Guide students toward analyzing the story, not just noting the sequence of events.
- Include opportunities for every-pupil-response in order to achieve high levels of engagement (e.g., thumbs up if you think ..., turn and share with a partner).
- Decide which words students might not know but that can be fast scaffolded (defined as an aside without distracting the students).
- Look for places to conduct think-alouds. These are places that where information may be at odds with prior understanding.

### After Reading

- Ask a few inferential questions. Those beginning with *why* are especially effective.
- If you began the read-aloud with a blank story map, complete it together with the input of children.
- Select two or three tier 2 words from the text. For each, provide a brief, kid-friendly definition. Return to text and reread the sentence that contains the word. Then offer another sentence context of your own.
- Consider providing a writing prompt based on the read-aloud.

From:

<http://comprehensivereadingsolutions.com/2012/07/27/interactive-read-alouds/>

## Bear Snores On



### Summary

Bear has settled down in his lair to sleep for the winter, but other animals in the woods start a party right under his nose. When a piece of pepper tickles that nose, Bear wakes up with a giant sneeze. Will Bear join the party, or will the animals have to find a new place to chat, pop corn, and make tea?

**Author** Karma Wilson

**Genre/Text Type** Fantasy/Rhyming Picture Book

**Book Themes/Ideas** cooperation and teamwork; friendship; sharing; looks can be deceiving; hibernation

**Unit Focus** How—and why—do writers create animal characters that act like people?

**Author's Craft** repetitive story pattern; repetitive refrain; rhyme; onomatopoeia; creation of animal characters with both animal and human characteristics

### About the Author

Karma Wilson grew up as an only child in northern Idaho. She entertained herself by reading and playing outside, and even tried combining both pastimes by attempting to read while riding a bike. However, she cautions that reading while biking is "hazardous to the general well being of the bike, the rider, and more importantly the book." Today she lives on a small ranch in Montana, where she enjoys spending time with her family and her animals.

### Key Understandings

- Karma Wilson uses a repeating plot pattern and a repeating refrain, in which Bear "snores on" despite all the activity in his lair.
- Wilson's use of rhyme engages the reader.
- Jane Chapman's warm, colorful illustrations enhance Wilson's fantasy about animals taking shelter from the winter's cold.
- The story helps readers understand the meaning of hibernation.

### Suggested Stopping Points to Invite Thinking

As you read aloud, you may wish to pause and ask children to turn and talk with partners or share whole-group comments, as noted below.

**Introduce the Book** *In this fantasy, Bear cuddles up and sleeps during the snowy winter. But other animals need a place to escape from the storm. Will Bear miss out on all the fun? (The first page of text is page 7.)*

Stopping Point	Prompt	Possible Responses
p. 7 Thinking About and Beyond the Text	<i>Which words rhyme on this page? Use the picture clue to tell what a "lair" is.</i>	"Lair" and "bear." A lair looks like a cave. It is the place where the bear sleeps through the winter.
pp. 20–21 Thinking Within and About the Text	<i>One by one, animals gather in Bear's cave. How does the author let you know a new animal is about to join the others?</i>	Every time it says "But the bear snores on," you know a new animal will come.
pp. 24–25 Thinking Beyond the Text	<i>If you were walking in the woods that night and peeked into Bear's den, how would you compare and contrast what is happening inside and outside the cave?</i>	The animals are dancing and having fun while Bear sleeps. The picture shows it snowing and blowing outside, but inside the cave is warm and dry.
pp. 30–31 Thinking Beyond the Text	<i>What do you think the other animals expect to happen next? Explain using details from the text and picture.</i>	The other animals think Bear will catch them. They look scared and run. Bear looks angry. The text says he "gnarls," "rumbles," "jumps," "stomps," "growls," and "grumbles."

**Summarize** Bear is awakened by animals partying in his cave. Instead of chasing them away, Bear joins them, but soon the animals fall asleep. What will Bear do as "his friends snore on"?



# Bear Snores On

Animal Stories

READ-ALoud

## Teaching Options: Things to Notice and Do

### Notable Text Features

**Supportive** Point out the large print and all capital letters in the words that show Bear's reaction after he awakes to discover the animals having a party in his cave (p. 30). Explain that large print may be used to show that a character is speaking very loudly or that something important is happening.

**Challenging** Some children may ask why Bear is sleeping through the day and night. Discuss the behavior of hibernating animals. Explain that only some animals hibernate and that they do so to conserve energy during months when food may be scarce and temperatures are low.

### Vocabulary

#### Essential Words

**blubbers** (p. 32): cries loudly

**dank** (p. 11): unpleasantly wet

**lair** (p. 7): a place where a wild animal rests and sleeps

**slumbering** (p. 25): sleeping

**snores** (cover): breathes loudly while sleeping

**whimpers** (p. 32): makes soft, crying noises

#### Related Words for Discussion

**cooperate**: to work together

**hibernate**: to spend the winter sleeping

### Analyze the Text

Revisit the book to help children notice and think about the following (Cite Textual Evidence):

**Setting** The entire story unfolds in the setting of Bear's lair. The text and illustrations show how the other animals work together to transform Bear's dank, dark den (p. 11) into a bright, cozy, and inviting space (pp. 34-35).

**Language** Karma Wilson adds to the rhythm of the text by using onomatopoeia, words that sound like the thing they are describing. Mouse goes "pitter-pat" (p. 10), coals in the fire "pip-pop" (p. 12), Badger "sniff-snuffs" (p. 18), and Bear goes "RAAAAA-CHOOOOOO" (pp. 28-29).

### Connect to Book Club Books

The animals stay warm, eat, and have fun together in Bear's cave. Encourage children to tell what the characters in their book club reading do together.

**Bear Wants More** When Bear wakes up hungry after a long winter's sleep, his friends work together, just as people do, to make sure Bear has enough to eat.

**Days With Frog and Toad** Frog and Toad work together to fly a kite in the story "The Kite."

**Sheila Rae, the Brave** When Sheila Rae gets lost on her way home from school, her little sister Louise joins in to help them find their way home.

**The Great Gracie Chase** When Gracie leaves home, the painters, neighbors, garbage man, and soon the whole town join together to catch her.

### Write and Respond

Have children extend the story by making an invitation for another party in Bear's lair. The invitation should come from Bear and be to one of the other animals in the story. Children may use this format:

To: \_\_\_\_\_

You're Invited to: \_\_\_\_\_

On: \_\_\_\_\_

Where: \_\_\_\_\_

Your friend: \_\_\_\_\_

Have children add pictures to the invitation that show

- the different foods the animals will eat.
- the activities the animals will enjoy.

### Supporting ELLs

Review the animals named in the story and provide background information about them. For example, explain that a hare is like a large rabbit and has long, strong back legs, a raven is a large black bird, a mole digs tunnels, and a badger is a burrowing animal with powerful front legs and claws for digging. Then, go through the story and prompt children to identify each of the animals.

### Additional Resources

Click on the "Mixture of Species" link at the bottom of the web page and share with children the "Cool Snoozers" story to learn more about hibernation:

[www.nwf.org/Kids/Ranger-Rick/Animals.aspx](http://www.nwf.org/Kids/Ranger-Rick/Animals.aspx).

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## Guided Reading

In small, flexible guided reading groups, teachers will target the foundational skills necessary for students to become fluent readers. Using the Next Step Guided Reading Assessment K-2, teachers will implement an assess, decide, and guide framework. All the resources, professional development videos, lesson plans, and books are available through the Guided Reading Book Room Accelerator and *The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader Grade K-8* by Jan Richardson



<https://www.scholastic.com/pro/TheNextStepForwardinGuidedReading.html>

Standards Alignment for Guided Reading	
Reading: Foundational Skills » Grade 1	Phonics and Word Recognition:
<p>Print Concepts:</p> <p>CCSS.ELA-LITERACY.RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>CCSS.ELA-LITERACY.RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.</p> <p>CCSS.ELA-LITERACY.RF.1.3.B Decode regularly spelled one-syllable words.</p> <p>CCSS.ELA-LITERACY.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.</p>
<p>Phonological Awareness:</p> <p>CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-LITERACY.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>CCSS.ELA-LITERACY.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>CCSS.ELA-LITERACY.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-LITERACY.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>CCSS.ELA-LITERACY.RF.1.3.D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>CCSS.ELA-LITERACY.RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>CCSS.ELA-LITERACY.RF.1.3.F Read words with inflectional endings.</p> <p>CCSS.ELA-LITERACY.RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.</p>
	<p>Fluency:</p> <p>CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.RF.1.4.A Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-LITERACY.RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-LITERACY.RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

### Guided Reading Grouping Form

Group 1	Group 2	Group 3
Stage: Instructional Level(s):	Stage: Instructional Level(s):	Stage: Instructional Level(s):
Readers:	Readers:	Readers:
Group 4	Group 5	Group 6
Stage: Instructional Level(s):	Stage: Instructional Level(s):	Stage: Instructional Level(s):
Readers:	Readers:	Readers:

Sample Guided Reading Lesson Plan from Teacher Card

**GUIDED READING PROGRAM**  
Teacher Card

**Clifford Makes the Team**

**Summary & Standard**  
Clifford wants to play baseball with the children in the neighborhood. There's only one problem... he's too big to join a team. Clifford goes on a search for a baseball team that can help him with his problem. Clifford goes on a search for a baseball team that can help him with his problem.

**Author:** Norman Bridwell  
**Illustrator:** Norman Bridwell  
**Text Type:** Series Book

**Word Count:** 100  
**Lexile Measure:** 100L  
**Genre/Text Type:** Series Book

**Making Connections: Text to World**  
Many children will be familiar with baseball. Ask them to share what they know about the game. Encourage them to tell about games they have seen or played. If they can't tell about a game, Clifford the Big Red Dog wants to play baseball with the children in the neighborhood. Can you think of a game that has been played in the United States for more than 100 years and is still popular today? Why do you think baseball is so popular? For information about baseball, including a time line of baseball history, see [www.baseballmuseum.com](http://www.baseballmuseum.com).

**Vocabulary**  
Essential Words: base, branches, field, follow, open, pitch, serve  
Related Words for Discussion: include, introduce, join, welcome

**Genre/Text Type**  
Fantasy/Series Book Remind children that a fantasy is a story that could not happen in the real world. In this series book, children get to know characters they can then follow in other stories.

**All-Grade**  
Baseball may be unfamiliar to some children. Use a simple diagram to show the field. First, just show the pitcher and batter about. Introduce the action of each. Now children can recognize baseball in the classroom. If possible, experience pitching and batting on the playground. Guide children on their observations and actions to understand the story.

**Supportive Book Features**  
Text Sentences throughout the story are short, and most words are one or two syllables. The text in which Clifford looks for a bat (pages 12–23) has a pattern, helping children predict what will happen next. Humorous illustrations support the text. Point out to children the expressions on Clifford's face as he realizes his choices for a bat weren't good ones. (Note: Book pages are not numbered. Page 4 begins: *It is a sunny day.*)  
Content Many children will be familiar with the character of Clifford from the book series and from TV. They will enjoy following Clifford as he tries to find a solution for fitting into the neighborhood baseball game.  
Praxis Address the specific use of Behaviors to Help and Support on page 102 of the Guided Reading Teacher Guide.

**Challenging Book Features**  
Text Some sentences are long and wiggly to the second line (pages 28–31). Make sure children understand the use of commas on pages 30–31.  
Vocabulary Children may need help with multiple-meaning words, including bat, park, and back. Before reading, discuss the different meanings for these words. Then, help children use context to determine the meaning in the text.

**SCHOLASTIC**



Clifford Makes the Team  
by Norman Bridwell

**GR Level G**  
**Features**

**Genre/Text Type**

**Fantasy/Series Book** Remind children that a fantasy is a story that could not happen in the real world. In this series book, children get to know characters they can then follow in other stories.

**Supportive Book Features**

**Text** Sentences throughout the story are short, and most words are one or two syllables. The text in which Clifford looks for a bat (pages 12–23) has a pattern, helping children predict what will happen next. Humorous illustrations support the text. Point out to children the expressions on Clifford's face as he realizes his choices for a bat weren't good ones. (Note: Book pages are not numbered. Page 4 begins: *It is a sunny day.*)

**Content** Many children will be familiar with the character of Clifford from the book series and from TV. They will enjoy following Clifford as he tries to find a solution for fitting into the

neighborhood baseball game.

Praise children for specific use of “Behaviors to Notice and Support” on page 102 of the *Guided Reading Teacher’s Guide*.

### **Challenging Book Features**

**Text** Some sentences are long and wrap to the second line (pages 28–31). Make sure children understand the use of commas on pages 30–31.

**Vocabulary** Children may need help with multiple-meaning words, including *bat*, *park*, and *back*. Before reading, discuss the various meanings for these words. Then help children use context to determine the meanings in the text.

### **Vocabulary**

#### **Vocabulary**

**Essential Words:** base, branches, field, follows, pipe, pitch, wires

**Related Words for Discussion:** include, introduce, join, welcome

### **Comprehension**

#### **Developing Comprehension**

##### **Thinking Within the Text**

Support children in summarizing the events of the story. Ask: *What did Clifford want to do? What problem did he have? What are some ways he tried to solve the problem? How did the children help?*

##### **Thinking Beyond the Text**

Ask children why Clifford wants to play baseball with the children. Ask how they think Clifford feels at specific points in the story. At each place, ask: *What does the text say to make you think this? What do you see in the picture that gives you clues to how Clifford feels?* Encourage children to use personal experience to help them determine Clifford’s feelings.

##### **Thinking About the Text**

Engage children in discussing how the author and illustrator made the story funny. Have children identify specific parts of text and particular pictures that they find humorous. Have them tell why those parts are humorous to them.

##### **Understanding Character**

Explain that the actions and words of characters help us learn more about them.

- Reread aloud pages 12–13. Say: *Clifford thinks of using a tree for a bat. This shows me that Clifford is creative and has a good imagination.*
- Reread pages 14–23. Ask: *What else do we learn about Clifford from what he does on these pages?* (Sometimes he doesn't think far enough ahead before he does things, but he has a lot of ideas and doesn't give up easily.)
- Have children reread pages 25 and 28. Ask: *What do the children do? What does it show you about the children?* (They make up a new kind of baseball game, which lets Clifford play. This shows that the children are thoughtful and kind.)

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Teaching Options

### ELL Bridge

Baseball may be unfamiliar to some children. Use a simple diagram to show the field. Point out where the pitcher and batter stand. Pantomime the actions of each. Have children act out playing baseball in the classroom or, if possible, experience pitching and batting on the playground. Guide children to use these illustrations and activities to understand the story.

### Developing Phonics and Word-Solving Strategies

#### Words With Short a

Remind children that the letter a can have the short-*a* sound, /a/ as in *back* and *bat*.

- Reread page 6 aloud. Ask children to find the word *has* and write it on a chart or on the board. Read the word again, emphasizing the short-*a* sound.
- Go through the book with children, page by page, looking for short-*a* words. List them on a chart or on the board. (*that, as, can, back, sad*)

### Developing Fluency

Echo-read pages 12–15 with children. Read aloud one sentence at a time and have children repeat after you. Model proper phrasing and intonation. Repeat with other sections of the book.

### Oral Language/Conversation

**Including New Friends** Have children role-play greeting a new student and asking him or her to join in a playground game or activity.

### Extending Meaning Through Writing

- Have children make a list of games they know how to play. **(List)**
- Ask children to write a letter to Clifford asking him to play a game with them. **(Letter)**

## **Making Connections**

### **Making Connections: Text to World**

Many children will be familiar with baseball. Ask them to share what they know about this game. Encourage them to tell about games they have seen or participated in. Point out that in this book, Clifford the Big Red Dog wants to play baseball with the children in the neighborhood.

Explain to children that baseball is a game that has been played in the United States for more than 100 years. Ask: *Do you like to play baseball? Why do you think baseball is so popular?*

For information about baseball, including a time line of baseball history, see [www.pbs.org/kenburns/baseball/beginners](http://www.pbs.org/kenburns/baseball/beginners).

### **Connecting to Everyday Literacy**

Throughout the story, Clifford wants to play baseball. To link children to real-world procedural texts, display a diagram of a baseball field and the basic rules for playing baseball. Use the diagram to explain the positions that Clifford played. Talk with children about how game rules help players keep the game fair. Ask: *Do you think Clifford and the children were playing by the game rules? Why or why not?* For more examples of procedural text, go to <http://pbskids.org/zoom/activities/games>, where children can find rules for a variety of games.

Sample Resources From The Next Step Forward In Guided Reading:

[https://www.scholastic.com/content/dam/pro/nsfgr/Early\\_Guided\\_Reading\\_Plan.PDF](https://www.scholastic.com/content/dam/pro/nsfgr/Early_Guided_Reading_Plan.PDF)

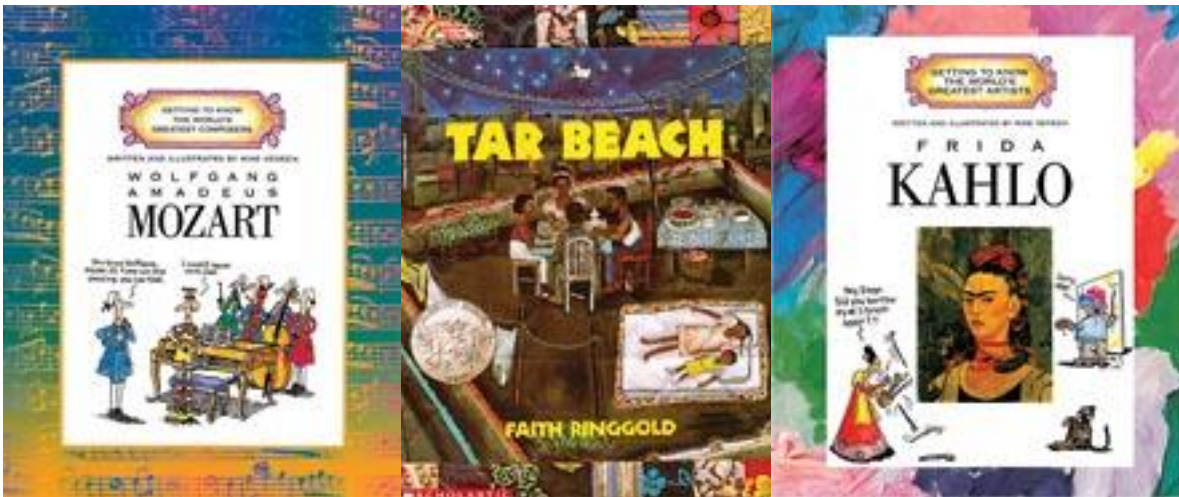
Early Guided Reading Plan (Levels D-I)					
Students:			Dates:		
Title/Level		Strategy Focus		Comprehension Focus	
DAY 1			DAY 2		
1. Sight Word Review <i>1–2 minutes</i>			1. Sight Word Review <i>1–2 minutes</i>		
		New SW from Day 1			
2. Book Introduction <i>3–4 minutes</i>			2. Reread Yesterday's Book (and other familiar books)		
Synopsis:			Observations or take a running record on one student.		
New Vocabulary or Language Structures					
3. Read With Prompting <i>8–10 minutes</i>					
<b>Monitoring and Word-Solving Prompts</b> <input type="checkbox"/> Reread and make the first sound. <input type="checkbox"/> What would make sense and look right? <input type="checkbox"/> Check the middle (or end) of the word. <input type="checkbox"/> Cover the ending. Find a part you know. <input type="checkbox"/> Do you know another word that looks like this one? <input type="checkbox"/> Try the other vowel sound.			<b>Fluency and Comprehension Prompts</b> <input type="checkbox"/> Don't point. Read it faster. <input type="checkbox"/> Read it the way the character would say it. <input type="checkbox"/> Teacher frames 2–3 words or slides finger to support phrasing. <input type="checkbox"/> What did you just read? What happened at the beginning? <input type="checkbox"/> Why did the character do (or say) that? What are you thinking? <input type="checkbox"/> What have you learned?		
4. Discussion Prompt <i>2–4 minutes</i>					
5. Teaching Points for Early Readers (choose 1 or 2 each day) <i>1–2 minutes</i>					
<b>Word-Solving Strategies</b> <input type="checkbox"/> Monitor for M, S, V <input type="checkbox"/> Reread at difficulty <input type="checkbox"/> Attend to endings <input type="checkbox"/> Use known parts <input type="checkbox"/> Contractions <input type="checkbox"/> Use analogies <input type="checkbox"/> Break words		<b>Examples:</b>		<b>Fluency &amp; Expression</b> <input type="checkbox"/> Attend to bold words <input type="checkbox"/> Reread page ____ for expression <input type="checkbox"/> Read it like the character <input type="checkbox"/> Attend to punctuation	
6. Teach One Sight Word <i>1–2 minutes</i>			6. Reteach Same Sight Word <i>1–2 minutes</i>		
Word:		1. What's Missing?    2. Mix & Fix    3. Table Writing    4. Write It (and Retrieve It)			
7. Word Study (choose one) <i>3–5 minutes</i>			7. Guided Writing <i>8–10 minutes</i>		
<input type="checkbox"/> Picture sorting <input type="checkbox"/> Making words <input type="checkbox"/> Sound boxes <input type="checkbox"/> Analogy charts		<input type="checkbox"/> Dictated sentences <input type="checkbox"/> B-M-E <input type="checkbox"/> Problem-Solution <input type="checkbox"/> SWBS <input type="checkbox"/> New facts you learned <input type="checkbox"/> Other: _____			
8. Next Steps		* Text was: Hard    Appropriate    Easy		Next Focus:    Students to assess and analyze:	

\* Find the oval tool in comments/markup tools.

Complete the shaded boxes before you meet with the group. Add observations and notes during the lesson.



## Providence Creek Academy



### 4<sup>th</sup> Grade Unit: The Artist's Eye: Inspired by True Stories

Text Set for Unit:  
4<sup>th</sup> Grade Guided Reading Level Q-R  
Recommended CCSS Lexile 770-980 for Grade Band 4-5



The Common Core Shifts for ELA/Literacy
<ol style="list-style-type: none"> <li>1. Regular practice with complex text and its academic language</li> <li>2. Reading, writing and speaking grounded in evidence from text, both literary and informational</li> <li>3. Building knowledge through content rich nonfiction</li> </ol>

College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts
<ol style="list-style-type: none"> <li>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.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>10. Read and comprehend complex literary and informational texts independently and proficiently.</li> </ol>

### Characteristics of Text

The biographical and autobiographical works in this unit use a variety of techniques to talk not just about an artist's life but also about the process these artists followed to create the artwork or music for which they are remembered

### Behaviors to Notice and Support

- **Notices** how authors select events in an artist's life to convey the obstacles and inspirations that affected the artwork created
- **Compares** the ways in which different authors guide readers to appreciate what artists have accomplished
- **Discusses** how illustrators use their own artwork to convey another artist's experiences and intentions, help establish settings, and add information about the subject
- **Thinks critically** about the quality of writing and accuracy in the text, as well as what else a reader would want to know about each artist
- **Notices** similarities and differences among the artists profiled in this unit
- **Offers** examples based upon reading and discussion in response to the unit focus question: How do artists help others experience the world in a new way?

Comprehension Clubs	
Read-Aloud	Book Club
<p><b>An Eye for Color</b> By Natasha Wing Lexile 680*</p> <p><b>Themes/Ideas:</b> how people express creativity; individual accomplishments; how art helps us</p>	<p><b>Frida Kahlo (Getting to Know the World's Greatest Artists)</b> By Mike Venezia Lexile 840</p> <p><b>Themes/Ideas:</b> events that change lives;</p>

<p>see things in a new way  <b>Author's Craft:</b> demonstration of how life events change a person's perspective; description and examples that show a person's life achievements  <b>Vocabulary:</b> abstract, collages, geometrically, optical, observation, perspective, sensory  <b>Writing:</b> write about an outcome (expository)  <b>Technology:</b> <a href="http://www.albersfoundation.org">www.albersfoundation.org</a></p>	<p>how people express creativity; what people have in common; individual accomplishments; how culture influences individuals  <b>Author's Craft:</b> photographs, art reproductions, and illustrations used to support text, life story highlighted by chronological sequence of main events  <b>Vocabulary:</b> amateur, ancient, easel, adversity, consciousness, controversy  <b>Writing:</b> reader's notebook  <b>Technology:</b>  <a href="http://www.aaa.si.edu/exhibitions/frida-kahlo">www.aaa.si.edu/exhibitions/frida-kahlo</a></p>
<p style="text-align: center;"><b>Frida</b>  By Jonah Winter  Lexile AD280*</p> <p><b>Themes/Ideas:</b> how people express creativity; how art conveys emotions; how life's events inspire us; how good can come from something bad  <b>Author's Craft:</b> simple, lyrical text that tells an overarching story of a person's life; Author's Note  <b>Vocabulary:</b> imaginary, microscope, torso, adversity, chronic, folk art  <b>Writing:</b> explanation (expository)  <b>Technology:</b> <a href="http://www.pbs.org/weta/fridakahlo">www.pbs.org/weta/fridakahlo</a></p>	<p style="text-align: center;"><b>Ish</b>  By Peter Reynolds  Lexile 440*</p> <p><b>Themes/Ideas:</b> using art to express yourself; being different to be creative, giving someone confidence  <b>Author's Craft:</b> illustrations that convey emotion; dialogue that shows character traits; artist's perspective used to show the effects of criticism and praise  <b>Vocabulary:</b> burst, out, crumpled, sneered, appreciation, criticism, discouraged  <b>Writing:</b> reader's notebooks  <b>Technology:</b>  <a href="http://www.peterhreynolds.com/art.html">www.peterhreynolds.com/art.html</a></p>
<p style="text-align: center;"><b>Duke Ellington</b>  By Andrea Pinkney  Lexile AD800</p> <p><b>Themes/Ideas:</b> how people express creativity; what people have in common; individual accomplishments; how art conveys emotions  <b>Author's Craft:</b> use of colloquial and figurative language; use of sequence of events  <b>Vocabulary:</b> crude, improvise, romp, suite, accomplishments, colloquial, innovative  <b>Writing:</b> advertisement (persuasive)  <b>Technology:</b> <a href="http://archive.org/details/DukeEllington-TakeTheATrain">http://archive.org/details/DukeEllington-TakeTheATrain</a></p>	<p style="text-align: center;"><b>Mozart (Getting to Know the World's Greatest Composers)</b>  By Mike Venezia  Lexile NC980</p> <p><b>Themes/Ideas:</b> individual accomplishments; how people express creativity; how our circumstances shape our lives; how art conveys emotions  <b>Author's Craft:</b> illustrations used to support text; sequence of events and setting promote understanding of life story; humorous cartoons  <b>Vocabulary:</b> billiards, classical, masterpieces, antagonize, dominating, prodigy  <b>Writing:</b> reader's notebook  <b>Technology:</b>  <a href="http://archive.org/details/Vocals3">http://archive.org/details/Vocals3</a></p>

<p><b>Faith Ringgold (Getting to Know the World's Greatest Artists)</b> By Mike Venezia Lexile 920</p> <p><b>Themes/Ideas:</b> how people express creativity, what people have in common, individual accomplishments, events that change lives</p> <p><b>Author's Craft:</b> cartoon art; images of famous artwork; sequence of events; captions</p> <p><b>Vocabulary:</b> appreciated, originated, portraits, prejudice, exploration, interpret, liberated</p> <p><b>Writing:</b> descriptive time line/story quilt (expository)</p> <p><b>Technology:</b> <a href="http://www.pbs.org/americaquilts/aoq/quiltnational.html">http://www.pbs.org/americaquilts/aoq/quiltnational.html</a></p>	<p><b>Tar Beach</b> By Faith Ringgold Lexile AD790</p> <p><b>Themes/Ideas:</b> how people express creativity; what people have in common; individual accomplishments; how circumstances shape our lives; how art conveys emotions</p> <p><b>Author's Craft:</b> first-person point of view; artwork as a basis for story; illustrations that show details</p> <p><b>Vocabulary:</b> hoisting, possessions, skyscraper, inspiration, observation, optimistic</p> <p><b>Writing:</b> reader's notebooks</p> <p><b>Technology:</b> <a href="http://www.faithringgold.com/ringgold/collection.htm">www.faithringgold.com/ringgold/collection.htm</a></p>
<p><b>Spiders</b> By Nic Bishop Lexile 820</p> <p><b>Themes/Ideas:</b> how people express creativity; individual accomplishments; how art conveys information and expresses different perspectives</p> <p><b>Author's Craft:</b> detailed photographs that support factual information; photograph captions; foldout; author's note</p> <p><b>Vocabulary:</b> ambush, camouflaged, dribbles, miniature, nozzles, predators, dedication, observant, perception</p> <p><b>Writing:</b> persuasive paragraph (persuasive)</p> <p><b>Technology:</b><a href="http://frankphillips.com/beautifulbugs">http://frankphillips.com/beautifulbugs</a></p>	<p>*exception to Lexile range based on rich illustrations, content and relevance to unit</p> <p>From: Fountas &amp; Pinnell; Comprehension Clubs: Deep Reading, Deep Thinking, Deep Discussion; Implementation Guide Grades K-5; Scholastic, 2013</p>
CommonLit.org (Audio and Translation Available)	
<p>Dancing Towards Dreams (Misty Copeland) By Sara Matson Lexile 810</p>	<p>The Biggest Little Artist in the World By LeeAnn Blankenship Lexile 860</p>

ReadWorks.org Article-A-Day (Audio and Translation Available)	
<p>Artists Lexile 660-870</p> <p>Biography of a Photographer: Ansel Adams Art and Artists - What Is an Artist?</p>	<p>The Harlem Renaissance Lexile 780-1190</p> <p>The Harlem Renaissance Langston Hughes Jazz</p>

Portrait of an Artist Art and Artists: Francisco de Goya Classical Music: Ludwig van Beethoven Classical Music - Johann Sebastian Bach Famous African Americans: Maya Angelou	The Apollo Theater Visual Art Zora Neale Hurston  (Respond daily in Book of Knowledge)
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Guided Reading Book Room:	
Title: Dinosaurs of Waterhouse Hawkins, The Author: Barbara Kerley Grade Level: 4 - 6 Biography, Science Guided Reading Level: S DRA Level: 40 Lexile Level: AD760L	Title: Beethoven Lives Upstairs Author: Barbara Nichol Grade Level: 4 - 5 Historical Fiction Guided Reading Level: S DRA Level: 40 Lexile Level: 750L
Title: Frida Author: Jonah Winter Grade Level: 3 - 5 Biography Guided Reading Level: M DRA Level: 20-24 Lexile Level: AD520L	Title: Grandma's Gift Author: Eric Velasquez Grade Level: 2 - 5 Autobiography Guided Reading Level: P DRA Level: 34-38 Lexile Level: AD1000L
Title: Four Pictures by Emily Carr Author: Nicolas Debon Grade Level: 6 Biography/Graphic Format Guided Reading Level: X DRA Level: 60 Lexile Level: 770L	Title: Animation: From Concept to Consumer Author: Josh Gregory Grade Level: 5-8 Informational Text Guided Reading Level: Y DRA Level: 60 Lexile Level: 1170L

Core Clicks: Listening/Technology Center: CLOSE READING (Audio/Read to Me Available)	
<b>A Hero Carved in Stone</b> <b>Summary:</b> A monument to honor an American Indian hero is slowly taking shape in South Dakota. <b>Spotlight Skill:</b> Use Text Features (RI.4.7) <b>Guided Reading Level:</b> R <b>Complexity:</b> Moderate 2 <b>Lexile:</b> 820L	

Epic Books For Read Aloud Via Smart Board www.getepic.com	
<b>Kid Artists: True Tales of Childhood from Creative Legends</b> By: David Stabler Illustrated by: Doogie Horner  Every great artist started out as a kid.	<b>Artists and Their Pets: True Stories of Famous Artists and Their Animal Friends</b> By: Susie Hodge Illustrated by: Violet LeMay  Artists and Their Pets tells stories of famous

<p>Hilarious biographies reveal how great artists in history coped with regular-kid problems.</p> <p>Lexile® Measure <b>1010L</b></p>	<p>artists and their pets.</p> <p>Lexile® Measure <b>1140L</b></p>
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Poems to Read Aloud	
<p>I Love the Look of Words By Maya Angelou</p>	<p>Dreams By Langston Hughes</p>
<p>Life Doesn't Frighten Me By Maya Angelou</p>	<p>The Dream Keeper By Langston Hughes</p>

Newsela.com
<p><b>Artists: Vincent van Gogh</b> Level 550L By Biography.com Editors and A+E Networks, adapted by Newsela staff on 07.19.16 Synopsis: Vincent van Gogh was born in 1853 in the Netherlands. He was a painter whose work is known for its beauty and color. He struggled with mental illness and was poor all his life. His work was little known while he lived. Van Gogh died in France in 1890.</p>
<p><b>Artists: Pablo Picasso</b> Level 510L By Biography.com Editors and A+E Networks, adapted by Newsela staff on 12.12.16 Synopsis: Pablo Picasso was born in Spain in 1881. He was one of the most important painters of the 1900s. He created a style of painting called Cubism. He died in France in 1973. His works are still admired today.</p>
<p><b>Artists: Frida Kahlo</b> Level 700L By Evelyn Quezada, adapted by Newsela staff on 03.09.17 Synopsis: Frida Kahlo is one of Mexico's greatest artists. She was born in Mexico in 1907. Her moving paintings express the pain she suffered in her lifetime. Today, Kahlo continues to be an artistic icon.</p>

Grade & Subject: 4 <sup>th</sup> Grade Unit: The Artist's Eye: Inspired by True Stories	
Stage 1 – Desired Results	
<p>Understandings:</p> <ul style="list-style-type: none"> <li>The choices authors make can impact the reader's views of the artist's experiences and inspirations.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>How can illustrations contribute to understanding of an artist's work?</li> <li>In what ways do the choices of the author guide readers to appreciate what artists have accomplished?</li> <li>As an author, what can you incorporate into your writing to guide your reader to an appreciation of your art or the artist?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>Information can be accessed from both print and graphics</li> <li>The underlying message of a written piece can be interpreted through accessing the text and graphics.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Cite text evidence to support their opinion</li> <li>Participate in a book club with peers including asking and answering higher order thinking questions</li> <li>Refine word choice to create richer descriptions</li> <li>Edit writing pieces for organization</li> </ul>
Stage 2 – Assessment Evidence	
<p>Performance Task: Readers' Notebook Writing Tasks:</p> <ul style="list-style-type: none"> <li>Access information within the text from print and graphics to include setting and art descriptions</li> <li>Expand thinking beyond the text to relate ideas about the art to personal experiences</li> <li>Explain the choice of genre in interpreting the text, including text and graphics</li> </ul>	<p>Other Evidence:</p> <ul style="list-style-type: none"> <li>Book Club Rubric</li> <li>Word Webs</li> <li>T-chart</li> <li>Writer's Notebook</li> <li>Unit Project w/class created rubric</li> <li>Informational Writing Rubric</li> <li>Student Reader's Notebook (Apdx E) <ul style="list-style-type: none"> <li>Reading Log</li> <li>Close Reading and Text Evidence</li> <li>Quotations and Responses</li> <li>Student Book Club Discussion</li> </ul> </li> <li>Teacher Tools (Appendix D) <ul style="list-style-type: none"> <li>Comprehension Clubs Literacy Development Across the Year</li> <li>Book Club Log/Teacher Observation Form</li> <li>Book Club Teacher's Assessment Checklist</li> <li>Thinking Across Texts Within a Unit of Study</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Reader’s Notebook Rubric</li> <li>○ Next Step In Guided Reading</li> </ul>
<b>Standards Alignment</b>	
<p><b>Read Alouds</b> and the discussions that follow shall address the following standards in this unit:</p> <p style="text-align: center;">Informational Text Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>Craft and Structure: CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to</p>	<p><b>Writing Mini-Lessons and Workshop</b> shall address the following standards in this unit:</p> <p style="text-align: center;">Writing:</p> <p>CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.</p> <p style="text-align: center;">Range of Writing:</p> <p>CCSS.ELA-LITERACY.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p style="text-align: center;">Knowledge of Language:</p>

<p>an understanding of the text in which it appears.</p> <p>CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>The preparation for and participation in <b>Book Clubs</b> shall address the following standards:</p> <p style="text-align: center;">Speaking &amp; Listening Comprehension and Collaboration:</p> <p>CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.4.1.A 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.</p> <p>CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>CCSS.ELA-LITERACY.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.4.3.A Choose words and phrases to convey ideas precisely.*</p> <p>CCSS.ELA-LITERACY.L.4.3.B Choose punctuation for effect.*</p> <p>CCSS.ELA-LITERACY.L.4.3.C Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>The <b>Culminating Unit Discussion</b> and <b>Unit Projects</b> shall address the following standards:</p> <p style="text-align: center;">Research to Build and Present Knowledge:</p> <p>CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
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CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	
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### Stage 3 – Learning Plan

**Learning Framework Sample Reader’s / Writer’s Workshop/ Guided Reading:** revolves around small, flexible, leveled groups. Individual classes are highly responsive to student needs – this will change regularly according to student reading levels and individual needs. These levels are determined through Next Steps in Guided Reading Assessment Materials and student interest

<b>Time</b>	<b>Activity</b>	<b>Materials</b>	<b>Grouping</b>
15 - 20 minutes	Read Aloud	Mentor Text from Comprehensions Clubs Unit, Book Room, Teacher Library, or Epic  Document Camera Smart Board	Whole Group
10-15 minutes	Reading/Writing Mini Lesson  Highly dependent on individual student needs, but may include word work, editing skills, decoding, using graphic organizers, inferencing, and facilitation of the writing process.	Mentor Text Document Camera Smart Board Chart Paper  Teacher resources include: Read Aloud card from Comprehension Clubs with Writing extension or Calkins Units of Study in Writing (Bringing History to Life)	Whole Group
20 minutes per rotation, 60 minutes total per day.  Rotation schedule is driven by student needs.	Rotations <ul style="list-style-type: none"> <li>• Writing</li> <li>• Reading <ul style="list-style-type: none"> <li>○ Buddy</li> <li>○ Independent</li> </ul> </li> <li>• Guided Reading</li> <li>• Book Club</li> <li>• Listening Center</li> </ul>	Guided Reading Teacher Card and Student Books  Level Q/R considered on level, however selections will be geared to student needs based on foundational skills, interest, and genre of current unit of study	<ul style="list-style-type: none"> <li>• Small Guided Reading Group facilitated by teacher</li> <li>• Writing: Independent</li> <li>• Reading: Comprehension Club: Small Group or Independent</li> <li>• Buddy Reading: Comprehension Club facilitated by students in Book</li> </ul>

		<p>*****</p> <p>Book Club Selections: (Aligned to 4<sup>th</sup> Grade Text Complexity Band Proficiency Lexile 770-980 with exceptions for rich illustration examples and content) Specific to Unit</p> <p>*****</p> <p>Reader's Notebook *****</p> <p>ReadWorks Article of The Day *****</p> <p>Writer's Notebook/Writing Folder</p> <p>Computer/Listening Center with book marked websites for Comprehensions Clubs Audio, CoreClicks, ReadWorks or CommonLit</p>	<p>Club</p> <ul style="list-style-type: none"> <li>• Word Work: Independent or small group, skill specific, tied to student skills, levels, and text</li> <li>• Listening: Comprehension Club, Small Group facilitated by students.</li> </ul>
5 – 10 minutes	Writing Share or Workshop Wrap-up Feedback	Student Reader's (sometimes combined with Writer's) Notebook	Whole Group or Small Group

PACING GUIDE					
	Day #1	Day #2	Day #3	Day #4	Day #5
15-20 minutes Whole Class	Introduce Unit  Read Aloud <b>An Eye for Color</b> By Natasha Wing Lexile 680	Read Aloud <b>Duke Ellington</b> By Andrea Pinkney LexileAD800	<b>Week #1</b>  Read Aloud <b>Frida</b> BY Jonah Winter Lexile AD280	Read Aloud <b>Faith Ringgold</b> <b>(Getting to</b> <b>Know the</b> <b>World's</b> <b>Greatest Artists)</b> By Mike Venezia	Read Aloud <b>Spiders</b> By Nic Bishop Lexile 820

10-15 minutes Whole Class	Mini-Lesson  Send Parent Letter Home	Mini-Lesson  BookTalks Book #1 Book #2 Book #3 Book #4	Mini-Lesson  Students read and prepare for Book Clubs * audio * buddy read *independent	Lexile 920 Mini-Lesson  Students read and prepare for Book Clubs * audio * buddy read *independent	Mini-Lesson  Students read and prepare for Book Clubs * audio * buddy read *independent
20 minutes Independent	Writing Center Write about an outcome (expository)	Writing Center Advertisement (persuasive)	Writing Center Explanation (expository)	Writing Center Descriptive Timeline Story Quilt (expository)	Writing Center Persuasive Paragraph (persuasive)
20 minutes Independent	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
20 minutes Small Group Or Individual	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up
5-10 minutes Whole Class		Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up
20 minutes Whole Class	Read Aloud Kid Artists	Read Aloud Kid Artists	<b>Week #2</b> Read Aloud Kid Artists	Read Aloud Kid Artists	Read Aloud Kid Artists
15 minutes Whole Class	Writing Mini-lesson	Writing Mini-lesson	Writing Mini-lesson	Writing Mini-lesson	Writing Mini-lesson
20 minutes Independent	Students read and prepare for Book Clubs	Book Club Prep/ Reflection	Book Club Prep/ Reflection	Book Club Prep/ Reflection	Book Club Prep/ Reflection
20 minutes Independent	Writing Center	Writing Center	Writing Center	Writing Center	Writing Center
20 minutes Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Book Club #1 Meets <b>Frida Kahlo (Getting to Know the World's Greatest Artists)</b>	Book Club #2 Meets <b>Ish</b>	Book Club #3 Meets <b>Mozart (Getting to Know the World's Greatest Composers)</b>	Book Club #4 Meets <b>Tar Beach</b>
5-10 minutes Whole Class	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up
20 minutes Whole Class	Read Aloud Artists and Their Pets	Read Aloud Artists and Their Pets	<b>Week #3</b> Read Aloud Artists and Their Pets	Read Aloud Artists and Their Pets	Read Aloud Artists and Their Pets
15 minutes Whole Class	<b>Discussion of Unit Theme: **</b>	Writing Mini-lesson	Writing Mini-lesson	Writing Mini-lesson	Writing Mini-lesson

		<b>Informational Writing</b>	<b>Informational Writing</b>	<b>Informational Writing</b>	<b>Informational Writing</b>
20 minutes Independent	<b>Unit Theme Projects – ***</b>	<b>Unit Theme Projects –</b>	<b>Unit Theme Projects –</b>	<b>Unit Theme Projects –</b>	<b>Unit Theme Projects –</b>
20 minutes Independent	Workshop	Workshop	Workshop	Workshop	Workshop
20 minutes Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
5-10 minutes Whole Class	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up
20 minutes Whole Class	Read Aloud	Read Aloud	<b>Week #4</b> Read Aloud	Read Aloud	Read Aloud
15 minutes Whole Class	Writing/Reading Mini-lesson	Writing/Reading Mini-lesson	Writing/Reading Mini-lesson	Writing/Reading Mini-lesson	Writing/Reading Mini-lesson
20 minutes Independent	Wrap-Up / Share	Wrap-Up / Share	Wrap-Up / Share	Wrap-Up / Share	<b>Unit Celebration</b>
20 minutes Independent	Read/Write	Read/Write	Read/Write	Read/Write	Guided Reading/Skills Groups/Writing Conferences
20 minutes Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Share/Wrap-up
5-10 minutes Whole Class	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	

### **\*\*Discussion of Unit Theme:**

Through their skill, artists may lead us to a new understanding of things. How do artists help others experience the world in a new way?

- What do you think each author wants you to remember about these artists?
- What do you think is the most challenging thing about being an artist? Can you give some examples from your readings to support your ideas?

### **\*\*\*Unit Theme Projects – Assessments**

#### **Cartoons Galore!**

Revisit the three books by Mike Venezia and remind students that he uses cartoons to supplement the text and add humor to the story. Have students draw a cartoon for a different book in the unit.

### An Artist Is...

Point out that several different kinds of artists are featured in this unit. Have students write a paragraph that answers the question, What makes a person an artist? Encourage students to think about the qualities that make someone an artist and to use examples from the books.

### Try It Yourself

Use the two books about Frida Kahlo to show that two authors can tell about the same artists in different ways. Have students write and design a page about one of the artists featured in this unit and present their pages to the class. Classmates can compare a student's page to the book about the same artists. Combine all of the pages into a class book.

(**Assessment:** Informational Writing Rubric:

<https://www.doe.k12.de.us/site/handlers/filedownload.ashx?moduleinstanceid=6018&dataid=15749&FileName=Gr4InforExpl%20R.pdf>)

Read Aloud
<p>Lesson plans provided for each book in this unit through the Comprehension Clubs Read-Aloud Teacher Card for each book (See page 20-27 of Implementation Guide for additional best practices)</p>
<p><b>Best Practices for Planning a <u>Nonfiction</u> Read-aloud</b></p>
<p><b>Before Reading</b></p> <ul style="list-style-type: none"> <li>• Select a text that is related to a current content objective in science or social studies. As with fiction, the text must be within your students' conceptual grasp but above the level they can read independently. Consider what your students already know based on previous content.</li> <li>• Plan to provide a quick overview of the selection.</li> <li>• Decide on a method of introducing key content terms (e.g., concept of definition, semantic feature analysis). You are only <i>introducing</i> these words. Do not worry about teaching them to mastery.</li> <li>• Choose between reviewing a comprehension strategy or the text structure. There may not be time to do both.</li> </ul> <p><b>During Reading</b></p> <ul style="list-style-type: none"> <li>• Decide where to stop and engage students. Look for points at which interesting predictions can be made, inferences reached, questions generated by students, and so forth.</li> <li>• Remember to discuss text features that are not part of the linear text (e.g., sidebars, diagrams, graphs, pictures, photos). Remind the students that reading involves thinking about these features.</li> <li>• Include opportunities for every-pupil-response in order to achieve high levels of engagement (e.g., thumbs up if you think..., turn and share with a partner).</li> </ul>

- Although you have pre-taught a cluster of words, decide which *other* words students might not know but that can be fast scaffolded (defined as an aside without distracting the students).
- Look for places to conduct think-alouds. These are places that where information may be at odds with prior understanding.

#### After Reading

- Summarize the content. In the process, review the words you pre-taught, referring back to the graphic.
- Ask a few inferential questions. Those beginning with *why* are especially effective.
- Consider providing a writing prompt based on the read-aloud.

From:

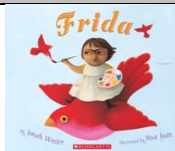
<http://comprehensivereadingsolutions.com/2012/07/27/interactive-read-alouds/>

## Guided Reading

In small, flexible guided reading groups, teachers will target the foundational skills necessary for students to become fluent readers. Using the Next Step Guided Reading Assessment 3-6, teachers will implement an assess, decide, and guide framework. All the resources, professional development videos, lesson plans, and books are available through the Guided Reading Book Room Accelerator and The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader Grade K-8 by Jan Richardson

<https://www.scholastic.com/pro/TheNextStepForwardinGuidedReading.html>

### Sample Lesson Plan from Guided Reading Book Room



Frida by Jonah Winter

Summary: Throughout her life, artist Frida Kahlo found that her imagination and talent could help her face personal misfortune, illness, and a debilitating injury.

Level M, Nonfiction, Biography, Arts, Character & Values, Life Experiences, Analyze Biographical Events, Connect Events, Draw Conclusions, Verbs, Word Meaning

FEATURES

### Genre/Text Type

Biography/Picture Book Remind children that a biography tells about important events in a real person's life. Events are highlighted in illustrations.

### Informational Text Features

Author's and Artist's Notes An Author's Note gives background information that helps explain the story. An Artist's Note explains the chosen imagery.

### Challenging Features

Text Children may be confused by placement of the text and some of the serif type.

Vocabulary Children may have trouble comprehending unusual phrases in the book, such as "enters the world" and "Enter, stage left." Explain these phrases to them.

### Supporting Features

Text The sentences are short, and there isn't much text on each page.

Content Make sure that children understand that this is a biography that is told in chronological order. Point out that Ana Juan's illustrations were inspired by Frida Kahlo's paintings.

### A First Look

Display the book's cover and have children describe what they see. Ask: What does the picture of the girl tell you about her? Explain that the book tells about the life of a famous artist named Frida Kahlo, beginning with her childhood. Point out that many artists paint from their life experiences. Then say: As you read, notice how events in Frida's life influenced her artwork.

### VOCABULARY

#### Vocabulary

#### Academic Vocabulary

copies (p. 12): things made to look like the originals

imaginary (p. 8): made-up; invented

#### Domain-Specific Vocabulary

microscope (p. 14): tool that makes very small things look bigger

torso (p. 25): main part of the body

### COMPREHENSION

#### Read and Analyze Informational Text Cite Textual Evidence

- If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

### Connect Biographical Events

Point out that a biography tells about the events in a person's life. Explain that events in a person's life may affect the person in some way or affect the decisions that person makes.

- (pp. 6–7) What does the text tell about Frida's father and mother? How did each parent play a role in Frida's becoming an artist?
- (pp. 14–15) Why would learning to use a microscope help Frida become a better artist later?
- (pp. 20–21) Why does the text say that painting saves her once again? What is Frida doing in these illustrations? How do these images connect to her ability to paint?
- (pp. 24–27) How does Frida's imagination help her? How are her paintings described now? How does this connect to an event earlier in her life?

Praise children for specific use of "Behaviors to Notice and Support" on page 106 of the

Guided Reading Teacher's Guide.

Develop Comprehension

Thinking Within the Text

Have children look at pages 7–11. Ask:

- How does Frida often feel? Why? How does she cope with this feeling?
- Why does Frida teach herself to draw? How does this help her?

Thinking Beyond the Text

Talk about how people react when they face difficult situations or choices. Then ask:

- How does being able to paint help Frida throughout her life?
- What are some other creative ways that people use to forget about their problems?

Thinking About the Text

Have children think about Frida's life. Ask:

- What importance do you think the author and illustrator give to Frida's imagination? How do they show this? How do you think Frida's imagination affected the way she approached her life? Use evidence from the book to support your claim.
- Is including Frida's imaginary world an effective way to explain events in a biography about a creative person? Explain.

TEACHING OPTIONS

Focus on Foundational Skills Phonics and Word-Solving Strategies

Vivid Verbs

Remind children that verbs are words that describe actions. Explain that some verbs have meanings that are similar but slightly different. Point out that authors choose certain verbs to support what they want to say.

- Read aloud page 24 and point out the word cry. Then read aloud page 29 and point out the word weep. Explain that both of these words have similar meanings, but that weeping is heavy, emotional crying. Weep is a more intense verb than cry.
- Continue with other verb pairs related to the story, such as see and examine or walk and limp.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the



## Guided Reading Teacher's Guide.

### Develop Fluency

Read aloud a page, modeling how proper expression helps listeners pay attention to and better understand the creative details of the language. Have children echo read after you.

### Expand Oral Language/Conversation

**Talk About the Author's Note** Read aloud the Author's Note on page 31. Then have children go through the story and connect what they learned in the Author's Note with the images and text on each spread of the story. Invite children to share how knowing both versions helps them better understand the events of Frida's life.

### Write and Respond to Reading

**Write an Analysis** Have children look carefully at the illustrations in *Frida* and describe effective ways in which artists use expression, color, or images to show certain emotions. Use pages 22–23 as an example of how one artist shows pain and sadness.

(Informative/Explanatory)

**Write a Story** Have children select one of Frida's imaginary friends and write a short story that tells about something they do together, based on events in the text. Remind children to tell the story from the imaginary friend's point of view. (Narrative)

### ELL Bridge

To help children practice recounting events in a biography, have them take turns describing the events on each spread. Have children summarize what happens to Frida.

## MAKING CONNECTIONS

### Connect Across Texts

#### An Eye for Color by Natasha Wing

In *An Eye for Color* readers learn about the artist Josef Albers. Invite students to compare how Wing and Winter help readers learn about Albers and Kahlo as people and as artists. Which book does a better job? Why?

### Connect to the Internet

Have children connect the fantastical images in *Frida* with images from traditional Mexican folk art by visiting this website: <http://www.ladap.org/online-exhibits/Spanish-colonial-gallery>. Have them click on the slide show for papier-mâché figurines, a connection to the art in *Frida*.

TM ® & © Scholastic Inc. All rights reserved. *Frida* by Jonah Winter, illustrated by Ana Juan. Text copyright © 2002 by Jonah Winter. Illustrations copyright © 2002 by Ana Juan. Published by Scholastic Inc.

## Transitional Guided Reading Lesson Plan (Levels J–P)

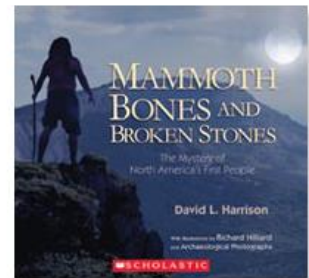
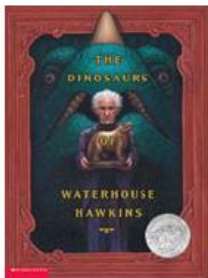
Title: \_\_\_\_\_ Level: \_\_\_\_\_

Instructional Focus: \_\_\_\_\_

	Day 1 Date: _____	Day 2 Date: _____		
<b>Before Reading</b>	<b>Book Introduction:</b> (3–4 minutes) This book is about _____ _____ New Vocabulary: _____ _____ Model Focus Strategy: _____	<b>Briefly review Day 1's work.</b> (1–2 minutes) Restate the strategy and introduce any new vocabulary. Invite students to continue reading. _____ _____ New Vocabulary: _____		
<b>During Reading</b>	<b>Text Reading With Prompting</b> (10–14 minutes) Prompt for self-monitoring, decoding, vocabulary, fluency, and comprehension as needed. See Transitional Guided Reading Prompts and Teaching Points Chart on page 139 for ideas.			
<b>After Reading</b>	<b>Teaching Points</b> (1–2 minutes) Choose one or two strategies to teach each day (self-monitoring, decoding, vocabulary, fluency, and/or comprehension). See Transitional Guided Reading Prompts and Teaching Points Chart on page 139 for ideas.			
<b>After Reading</b>	<b>Shared Retelling/Summary or Comprehension Conversation</b> (choose one per day; 2–3 minutes) <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <b>Shared Retelling/Summary</b> <ul style="list-style-type: none"> <li>• What happened in the story?</li> <li>• What was important? Why?</li> <li>• Stop, Think, Paraphrase (STP)</li> <li>• Beginning-Middle-End (B-M-E)</li> <li>• Five-Finger Retell</li> <li>• Very Important Part (VIP)</li> <li>• Somebody-Wanted-But-So (S-W-B-S)</li> <li>• Track Character's Feelings (B-M-E)</li> </ul> </td> <td style="width: 50%; border: none;"> <b>Comprehension Conversation</b> <ul style="list-style-type: none"> <li>• What did you think about this text? What questions do you have?</li> <li>• What kind of text is this? Have you read other texts like this one? How is this text different (or similar)? What did you learn?</li> <li>• What was the big idea/central message/lesson/moral? Why do you think that?</li> <li>• Why do you think the author chose to begin and end the text that way?</li> <li>• What words would describe [character or idea]?</li> <li>• Did [character] change? How? What caused the change?</li> <li>• What motivated the character to [name specific action from the story]?</li> <li>• Describe the relationship between events, ideas, people, or concepts.</li> </ul> </td> </tr> </table> Other: _____		<b>Shared Retelling/Summary</b> <ul style="list-style-type: none"> <li>• What happened in the story?</li> <li>• What was important? Why?</li> <li>• Stop, Think, Paraphrase (STP)</li> <li>• Beginning-Middle-End (B-M-E)</li> <li>• Five-Finger Retell</li> <li>• Very Important Part (VIP)</li> <li>• Somebody-Wanted-But-So (S-W-B-S)</li> <li>• Track Character's Feelings (B-M-E)</li> </ul>	<b>Comprehension Conversation</b> <ul style="list-style-type: none"> <li>• What did you think about this text? What questions do you have?</li> <li>• What kind of text is this? Have you read other texts like this one? How is this text different (or similar)? What did you learn?</li> <li>• What was the big idea/central message/lesson/moral? Why do you think that?</li> <li>• Why do you think the author chose to begin and end the text that way?</li> <li>• What words would describe [character or idea]?</li> <li>• Did [character] change? How? What caused the change?</li> <li>• What motivated the character to [name specific action from the story]?</li> <li>• Describe the relationship between events, ideas, people, or concepts.</li> </ul>
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<b>After Reading</b>	<b>Word Study</b> (choose one; if appropriate; 3–5 minutes) ___ Sound Boxes ___ Analogy Charts ___ Make a Big Word	<b>Word Study</b> (choose one; if appropriate; 3–5 minutes) ___ Sound Boxes ___ Analogy Charts ___ Make a Big Word		
<b>After Reading</b>	<b>Day 3 Date:</b> _____ <b>Reread book for fluency, if needed.</b> (5 minutes) <b>Guided Writing</b> (15–20 minutes) Literary: B-M-E, Five-Finger Retell, S-W-B-S, Event-Details, Problem-Solution, Character Analysis, Compare and Contrast Informational: Chapter summary, VIP, My New Learning, Compare and Contrast, Cause and Effect Other: _____			



## Providence Creek Academy



## 6<sup>th</sup> Grade Unit: Living Things: Thinking Big

It takes ingenuity to study and document the lives of large beasts.

How do authors help you envision creatures on a grand scale?

Students study huge animals and habitats and what their existence or extinction means for researchers today, environmental factors and efforts to conserve resources and habitats, and evidence about strange occurrences in nature.

**Text Set for Unit:  
6<sup>th</sup> Grade Guided Reading Level W-Z  
Recommended CCSS Lexile 955-1155 for Grade Band 6-8**

**The Common Core Shifts for ELA/Literacy**

1. Regular practice with complex text and its academic language
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
3. Building knowledge through content rich nonfiction

**College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts**

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.
10. Read and comprehend complex literary and informational texts independently and proficiently.

**Characteristics of Text**

The lively and varied texts in this unit showcase how different authors share information about very large (and sometimes mysterious) creatures and their habitats.

**Behaviors to Notice and Support**

- **Uses** the sensory imagery in poetry and prose texts to expand their understanding of the animals and habitats described
- **Notices** how an author has organized an informational text and evaluates the quality and coherence of the presentation
- **Distinguishes** between facts and opinions presented in texts
- **Notices** and discusses significant information about huge animals from photos, illustrations, and graphics
- **Compares** and contrasts the way in which different authors address the same topic

- **Offers** examples based on the reading and discussion in response to the unit focus question: How do authors help you envision creatures on a grand scale?

Comprehension Clubs	
Read-Aloud	Book Club
<p style="text-align: center;"><b>Barnum’s Bones</b> By Tracey Fern Lexile: 1010L GR Level Q Biography</p> <p><b>Themes/Ideas:</b> prehistoric life; perseverance; teamwork; how imagination leads to innovation; adventure</p> <p><b>Author’s Craft:</b> use of humor; text supported by amusing illustrations; figurative language; repeating text; biographical text structure</p> <p><b>Vocabulary:</b> butte, metallic, precipices, geological, obsession</p> <p><b>Writing:</b> journal entry (information/expository)</p> <p><b>Technology:</b> <a href="http://www.npr.org/2011/09/14/140410442/bone-to-pick-first-t-rex-skeleton-complete-at-last">www.npr.org/2011/09/14/140410442/bone-to-pick-first-t-rex-skeleton-complete-at-last</a>  <a href="http://www.amnh.org/explore/amnh.tv">www.amnh.org/explore/amnh.tv</a></p>	<p style="text-align: center;"><b>The Dinosaurs of Waterhouse Dawkins</b> By Barbara Kerley Lexile: AD760L* Biography/Picturebook</p> <p><b>Themes/Ideas:</b> prehistoric life; the power of imagination and how it sparks innovation; overcoming obstacles; realizing one’s unique vision</p> <p><b>Author’s Craft:</b> biography as narrative; distinctive word choice and imagery; portrayal of historic events; chronological sequence; character development shown through actions and responses to events</p> <p><b>Vocabulary:</b> eminent, illuminating, lavish, passion, diagram, naturalistic, proportion</p> <p><b>Writing:</b> reader’s notebooks/unit focus essay</p> <p><b>Technology:</b> <a href="https://barbarakerley.com">https://barbarakerley.com</a>  <a href="https://www.scholastic.com/teachers/authors/barbarakerley/">https://www.scholastic.com/teachers/authors/barbarakerley/</a>  <a href="http://teacher.scholastic.com/writewit/biograph/index.htm">http://teacher.scholastic.com/writewit/biograph/index.htm</a></p>
<p style="text-align: center;"><b>How Big Is It?</b> By Ben Hillman Lexile: 1000L Informational Text: Photo Essay</p> <p><b>Themes/Ideas:</b> size; nature; how technology aids in exploring science; seeing things in a new way through comparing</p> <p><b>Author’s Craft:</b> comparisons and unusual perspectives to show size; interesting content choices; fun facts; colloquial language</p> <p><b>Vocabulary:</b> aeronautical, elusive, parasite, comparable, juxtapose</p> <p><b>Writing:</b> descriptive essay (information/expository)</p> <p><b>Technology:</b> <a href="http://www.nehillmanbooks.com/benbio.html">www.nehillmanbooks.com/benbio.html</a></p>	<p style="text-align: center;"><b>Baby Mammoth Mummy: Frozen in Time!</b> By Christopher Sloan Lexile: NC 1120L Informational Text/Magazine Format</p> <p><b>Themes/Ideas:</b> prehistoric life; how technology solves scientific mysteries; collaboration; how imagination leads to innovation; unraveling a mystery</p> <p><b>Author’s Craft:</b> exciting sequence of events; use of graphic features to build background and convey importance; artistic recreations lend immediacy; establishment of environmental and historical perspective</p> <p><b>Vocabulary:</b> extracted, facilities, inquiries, nomadic, autopsy, procedural</p> <p><b>Writing:</b> reader’s notebooks/unit focus essay</p> <p><b>Technology:</b> <a href="http://paleoportal.org">http://paleoportal.org</a></p>

	<a href="https://www.fieldmuseum.org/science/research/area/focus-fossil-amphibians-and-reptiles">https://www.fieldmuseum.org/science/research/area/focus-fossil-amphibians-and-reptiles</a>
<p style="text-align: center;"><b>Monster Hunts</b> By Jim Arnosky Lexile: NC1090L Informational Text/Picturebook</p> <p><b>Themes/Ideas:</b> unexplained mysteries; the role of technology in scientific mysteries; collaboration; the power of imagination</p> <p><b>Author’s Craft:</b> first-person point of view; personal anecdotes; facts and details to tell about real animals and legendary creatures; reasons and evidence to support a position</p> <p><b>Vocabulary:</b> carcasses, mariners, prehistoric, surveillance, beachcombing, eyewitnesses</p> <p><b>Writing:</b> article (informative/explanatory)</p> <p><b>Technology:</b> <a href="https://www.pri.org/stories/2013-10-18/worlds-greatest-imaginary-animals">https://www.pri.org/stories/2013-10-18/worlds-greatest-imaginary-animals</a></p>	<p style="text-align: center;"><b>Mutants &amp; Monsters: Mysteries Unwrapped</b> By Oliver Ho Lexile: 1210L Informational Text/Chapter Book</p> <p><b>Themes/Ideas:</b> unexplained mysteries; how technology helps to solve scientific mysteries; collaboration; how imagination leads to solving mysteries; eyewitness accounts</p> <p><b>Author’s Craft:</b> describing strange phenomena to build suspense; exploring both sides of an argument to come to a conclusion; comparing what is known with what people reportedly experience</p> <p><b>Vocabulary:</b> binoculars, concoction, controversial, extinct, document, encounters</p> <p><b>Writing:</b> reader’s notebooks/unit focus essay</p> <p><b>Technology:</b> <a href="http://www.cryptozoology.com">www.cryptozoology.com</a>  <a href="http://www.newanimal.org">www.newanimal.org</a></p>
<p style="text-align: center;"><b>African Acrostics: A Word in Edgeways</b> By Avis Harley Lexile 910L* Poetry/ Acrostics</p> <p><b>Themes/Ideas:</b> seeing the world in new ways; how imagination helps people view things; animal characteristics; creatures from unfamiliar places</p> <p><b>Author’s Craft:</b> acrostics; alliteration; onomatopoeia; hyperbole; descriptive imagery; word choice; forms and structures of poetry</p> <p><b>Vocabulary:</b> brute, eavesdropping, luscious, opportunist, inflection, reverie</p> <p><b>Writing:</b> book review (argument)</p> <p><b>Technology:</b> <a href="https://www.awf.org/projects/ruaha-carnivore-project">https://www.awf.org/projects/ruaha-carnivore-project</a>  <a href="https://www.bpctrust.org/blog/">https://www.bpctrust.org/blog/</a></p>	<p style="text-align: center;"><b>Mammoth Bones and Broken Stones</b> By David L. Harrison Lexile: 1040L Informational Text/Chapter Book</p> <p><b>Themes/Ideas:</b> prehistoric life; how technology can solve scientific mysteries; unexplained mysteries; how collaborative efforts lead to collective knowledge</p> <p><b>Author’s Craft:</b> claims supported with evidence and reasons; narrative reenactments; visualization of events; differing points of view</p> <p><b>Vocabulary:</b> aggressive, anthropologists, efficient, tantalizing, analyze, authentic</p> <p><b>Writing:</b> reader’s notebooks/unit focus essay</p> <p><b>Technology:</b> <a href="https://humanorigins.si.edu">https://humanorigins.si.edu</a>  <a href="https://www.nationalgeographic.org/video/human-origins/">https://www.nationalgeographic.org/video/human-origins/</a></p>
<p style="text-align: center;"><b>I Dreamed of Flying Like A Bird</b> By Robert B. Haas Lexile 1190L Memoir/ Photo Essay</p> <p><b>Themes/Ideas:</b> how technology solves mysteries; teamwork; the power of imagination and how it leads to innovation; realizing one’s dreams</p> <p><b>Author’s Craft:</b> first-person narrative; close</p>	<p style="text-align: center;">*exception to Lexile range based on rich illustrations, content and/or relevance to unit</p>

<p>connection between text and photographs; supporting idea with facts and observations; cause and effect <b>Vocabulary:</b> aerieal, dramatic, menacing, predator, pertspective, phenomenon <b>Writing:</b> essay (argument) <b>Technology:</b> <a href="https://www.nwf.org/Magazines/National-Wildlife/2016/JuneJuly/PhotoZone/Photography-Ethics">https://www.nwf.org/Magazines/National-Wildlife/2016/JuneJuly/PhotoZone/Photography-Ethics</a>  <a href="https://kids.nationalgeographic.com/explore/photo-tips/awesome-outdoor-shots/">https://kids.nationalgeographic.com/explore/photo-tips/awesome-outdoor-shots/</a></p>	<p>From: Fountas &amp; Pinnell; Comprehension Clubs: Deep Reading, Deep Thinking, Deep Discussion; Implementation Guide Grades K-5; Scholastic, 2013</p>
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CommonLit.org (Audio and Translation Available)

<p><a href="#">A Kenyan Teen’s Discovery: Let There Be Lights to Save Lions</a> By Nina Gregory Lexile: 950L</p>	<p><a href="#">A Lifeline for Lions</a> by Pamela S. Turner Lexile: 870L*</p>
<p><a href="#">Woolly Mammoth Sparks Debate Over Cloning</a> by Joyce Grant Lexile: 1120</p>	<p><a href="#">Raising Elephants</a> by Jennifer Barry Lexile: 1020</p>

ReadWorks.org  
Article-A-Day  
(Audio and Translation Available)

Article a Day  
[Digging Up the Past](#)  
Lexiles: The articles in this set range from 700L to 990L

- Paleontology: The Big Dig
- What's the Big Idea about Archaeology?
- Meet the Ologist: Mark Norell
- Fighting Dinos
- Meet the Ologist: Chuck Spencer
- Up Close with a Zapotec Urn
- Face to Fossil

(Respond daily in Book of Knowledge)

Guided Reading Book Room:	
<p><b>Dinosaurs of Waterhouse Hawkins, The</b> By Barbara Kerley Guided Reading Level: S Lexile Level: AD760L</p> <p>Summary: People had no idea what a</p>	<p><b>I Dreamed of Flying Like a Bird</b> by Robert B. Haas GR Level U Lexile Level: 1190L</p>

<p>dinosaur looked like 150 years ago. Waterhouse Hawkins changed all that with his life-size dinosaur models.</p>	<p>Summary: Aerial photographer Robert B. Haas takes readers around the world as he searches for wild animals and the perfect photograph.</p>
<p style="text-align: center;"><b>Case Closed?</b> by Susan Hughes GR Level X Lexile Level: 1000L</p> <p>Summary: Modern scientists become detectives as they search for clues to unlock nine unsolved mysteries of the past.</p>	<p style="text-align: center;"><b>Mission: Tiger Rescue</b> by Kitson Jazynka and Daniel Raven-Ellison GR Level W Lexile Level: 1110L</p> <p>This text explores the lives of tigers both in the wild and in captivity, focusing on what is being done to save tigers from extinction and how people can help. Students will assess the author’s purpose and how it shapes the content of a text.</p>
<p style="text-align: center;"><b>Baby Mammoth Mummy Frozen in Time!</b> by Christopher Sloan GR Level W Lexile Level: NC1120L</p> <p>Summary: Scientists study the well-preserved mummy of a baby woolly mammoth to see what information they can gain about life on Earth long ago.</p>	<p style="text-align: center;"><b>Monster Hunt</b> by Jim Arnosky GR Level S Lexile Level: NC1090L</p> <p>Summary: The author explores cryptozoology, the study of rumored creatures such as Bigfoot.</p>
<p style="text-align: center;"><b>Real-Life Zombies</b> Short Read GR Level X</p> <p>The tiny tardigrade is almost impossible to kill! This article explains how this strange creature adapts to the most extreme conditions.</p>	<p style="text-align: center;"><b>Survival at 120 Above</b> by Debbie S. Miller GR Level S Lexile Level: 960L</p> <p>Summary: Learn how animals have adapted to life in Australia’s Simpson Desert, where temperatures can reach 120 degrees Fahrenheit and rain is rare.</p>
<p style="text-align: center;"><b>The Unexpected World of Nature</b> by Mark Evanier et al. GR Level V Lexile Level: GN900L</p> <p>Summary: Authors and artists share real and imagined stories about nature.</p>	<p style="text-align: center;"><b>Thunder on the Plains</b> by Ken Robbins GR Level S Lexile Level: 1000L</p> <p>Summary: This informational text explains basic characteristics of the American buffalo, or bison, and explores the animal’s history in the United States.</p>
<p style="text-align: center;"><u>10 True Tales: Surviving Sharks and Other Dangerous Creatures</u> by Allan Zullo GR Level X Lexile Level: 930 L</p> <p>Summary: This book features 10 stories based on actual events that occurred when young</p>	<p style="text-align: center;"><a href="#"><u>UFOs: What Scientists Say May Shock You!</u></a> by N. B. Grace GR Level X Lexile Level: 850 L</p> <p><b>Summary:</b> Are aliens real or imagined? UFO sightings and alien-abduction stories are examined to distinguish fact from fiction.</p>



<p>people came face to face with wild animals that were on the attack. Students will draw conclusions based on evidence from the text.</p>	
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Content Area Readers	
<p><b>Creatures of the Deep (Real Life Monsters)</b> By Matthew Rake GR Level W Lexile:</p>	<p><b>Mutants and Monsters (Mysteries Unwrapped)</b> By Oliver Ho GR Level X Lexile: 1210L</p>
<p><b>Real Life Zombies: Creatures That Can't Be Killed</b> By Kris Hirschman GR Level X</p>	<p><b>Monster Crop Circles and Other Mysteries</b> By Sarah Edwards GR Level W</p>
<p><b>Dark Life</b> By Kat Falls GR Level W</p>	<p><b>Prowling the Seas</b> By Pamela Turner GR Level U</p>

Core Clicks: Listening/Technology Center: CLOSE READING (Audio/Read to Me Available)
<p style="text-align: center;">Wild Pets Guided Reading Level: R Lexile: 960L</p> <p>Summary: Some people keep wild animals, like lions, as pets. Other people think that's dangerous, for both humans and the animals. Should wild pets be banned? Spotlight Skill: Main Idea &amp; Key Details</p>

Epic Books For Read Aloud Via Smart Board <a href="http://www.getepic.com">www.getepic.com</a>	
<p><b>Dinosaur Mountain: Graveyard of The Past</b> By: Caroline Arnold Illustrated by: Richard Hewett Lexile: 1100L</p> <p>The 1909 discovery of bones protruding from a mountain in Utah led to one of the greatest fossil discoveries of the century.</p>	<p><b>Paleontologists</b> By: Tom Greve Lexile: 1170L</p> <p>The Earth buries its past. Living things that die and then slowly become part of the Earth are called fossils.</p>

Poems to Read Aloud (from Epic)	
<p><b>The Barefoot Book of Classic Poems</b>            By: Jackie Morris            Illustrated by: Jackie Morris            Lexile: <b>1240L</b></p> <p>This breathtaking collection brings together 74 of the finest poems in the English language, celebrating human experience.</p> <p>www.getepic.com</p>	
<p><b>The Jabberwocky</b>            By Lewis Carol            Page 45</p>	<p><b>Oliphant</b>            By J.R.R. Tolkien            Page 61</p>
<p><b>The Tale of Custard the Dragon</b>            By Ogden Nash            Page 51</p>	<p><b>The Tyger</b>            By William Blake            Page 73</p>

Newsela.com	
<p><b>Abominable Snowman believers will find this unbearable</b>            By the Associated Press, adapted by Newsela staff            Lexile: 1020L</p> <p>Newsela's Writing Prompt: Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.</p>	<p><b>India's army claims it found yeti footprints in Nepal; world is skeptical</b>            By Deanna Paul, Washington Post            Lexile: 921-1010</p> <p>*Newsela can use each student's performance to present the article at the <a href="#">level just right for them.</a></p>

Grade & Subject: 6 <sup>th</sup> Grade Unit: Living Things: Thinking Big	
<p><b>Stage 1 – Desired Results</b></p> <p>It takes ingenuity to study and document the lives of large beasts. How do authors help you envision creatures on a grand scale?</p>	
<p>Understandings:  <b>Big Idea</b> (From Unit Guide)</p> <p>Scientists and explorers seek out explanations for the world around them. Keeping an open mind, collaborating, and using their imaginations are ways for people to explore new theories and see things in a new way.</p>	<p>Essential Questions:  <b>Authors Craft: Descriptive Writing</b> (From Unit Guide)</p> <ul style="list-style-type: none"> <li>• How do authors use characterization and description to make nonfiction entertaining?</li> <li>• How do authors show the importance of imagination and innovation in</li> </ul>

<p>How do authors help you envision creatures on a grand scale?</p> <p><b>Recurring Themes/Ideas</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Imaginative and innovative ideas</li> <li>• Solving nature’s mysteries</li> <li>• Using technology to gain knowledge</li> <li>• Experiencing the world through the eyes of others</li> </ul>	<p>solving scientific mysteries?</p> <ul style="list-style-type: none"> <li>• How do authors show people using teamwork and open-mindedness to find solutions?</li> <li>• How do authors use graphic elements to support informational/expository text?</li> </ul>
<p>Students will know...</p> <p><b>Authors Craft: Descriptive Writing</b> (From Unit Guide)</p> <p>Writers use techniques to make informational texts compelling and to help readers understand how people can use imagination and new ways of thinking to solve problems.</p>	<p>Students will be able to...</p> <p><b>(Developmental Focus: Imagination and Innovation</b> from Unit Guide)</p> <ul style="list-style-type: none"> <li>• Students are coming to recognize the value of being open to new ideas and methods.</li> <li>• From their readings, students come to understand that innovation and new perspectives help people find new answers and share resources.</li> </ul>

**Stage 2 – Assessment Evidence**

<p>Performance Task:</p> <p>Students Respond to Read-Alouds:</p> <p><b>Monster Hunt:</b> Have students select one of the book’s sections and imagine they are reporters writing a news article on a supposed recent sighting of that creature. Students should</p> <ul style="list-style-type: none"> <li>• Include one or more eyewitness accounts of the sighting that describes the characteristics of the creature using details from the text</li> <li>• Structure their articles around the 5Ws of journalism. Remind them that their writing should read like a news article (Informational/ Expository)</li> </ul> <p>How Big Is It?</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> <li>• Unit Project w/class created rubric</li> <li>• DOE Writing Rubric 6<sup>th</sup> Grade Informational Writing</li> <li>• Class Discussion Map and Graphic Organizers             <ul style="list-style-type: none"> <li>○ Venn Diagrams</li> <li>○ T-Charts</li> <li>○ KWL Charts</li> <li>○ Word Webs</li> </ul> </li> <li>• Teacher Tools (Appendix D)             <ul style="list-style-type: none"> <li>○ Comprehension Clubs Literacy Development Across the Year</li> <li>○ Book Club Log/Teacher Observation Form</li> <li>○ Book Club Teacher’s Assessment Checklist</li> <li>○ Thinking Across Texts Within a Unit of Study</li> <li>○ Reader’s Notebook Rubric</li> </ul> </li> <li>• Guided Reading Resources in Next</li> </ul>
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<p>The author featured topics that fit the idea of size, presenting each in a fun and interesting way. Invite students to extend the book by writing about another topic:</p> <ul style="list-style-type: none"> <li>• Ask them to select a living thing that exemplifies size in some way</li> <li>• Have students conduct research for details about their subject’s size and to find pictures to show its comparable size. Have them adopt the author’s conversational style and presentation (Informational/Expository)</li> </ul> <p><b>I Dreamed of Flying Like A Bird:</b> Have students consider this question: Do we learn more about animals watching them from the ground or watching from the air? Have students take a position on this question and write an essay supporting their position. Remind them to include specific details from the text to support their ideas. (Argument)</p> <p><b>African Acrostics:</b> The author has shared her insights into African animals through creative poetic forms. Have students write a book review stating and supporting their opinions. Students should</p> <ul style="list-style-type: none"> <li>• Begin the review with the author’s name, title, and a brief summary of the book</li> <li>• Include a specific statement about why they would or would not recommend it</li> <li>• Summarize the poems using details to support their argument (Argument)</li> </ul> <p><b>Barnum’s Bones:</b> Reread the comment about Barnum’s field notes in the Author’s Note. Have students use biographical events to create a page that might appear in Barnum’s field journal. Students should:</p> <ul style="list-style-type: none"> <li>• Choose a specific set of events to use as the focus for the journal pages. Remind them to begin with a reference to the place and date</li> <li>• Include sketches with labels, short descriptive paragraphs, directions, and other relevant notes, based on their reading (Informational/Expository)</li> </ul> <p><b>Readers’ Notebook Writing Tasks:</b></p> <ul style="list-style-type: none"> <li>• Access information within the text from print and graphics to include setting and art descriptions</li> <li>• Expand thinking beyond the text to relate ideas about the art to personal experiences</li> <li>• Explain the choice of genre in interpreting the text, including text and graphics</li> </ul>	<p><b>Step Guided Reading Assessment:</b></p> <ul style="list-style-type: none"> <li>○ Progress Monitors</li> <li>○ Running Records</li> <li>○ Word Knowledge Inventory</li> <li>○ Fluent Word Study Inventory</li> <li>○ Assessment Summary Chart</li> </ul> <ul style="list-style-type: none"> <li>● <b>Writer’s Notebook</b></li> <li>● <b>Student Reader’s Notebook (Apdx E)</b> <ul style="list-style-type: none"> <li>○ Reading Log</li> <li>○ Close Reading and Text Evidence</li> <li>○ Quotations and Responses</li> <li>○ Student Book Club Discussion</li> <li>○ Article A Day – Book of Knowledge</li> </ul> </li> </ul>
<p><b>Standards Alignment</b></p>	
<p><b>Read Alouds</b> and the discussions that follow shall address the following standards in this</p>	<p><b>Writing Mini-Lessons and Workshop</b> shall address the following standards in this unit:</p>

<p style="text-align: center;">unit:</p> <p style="text-align: center;"><b>Reading: Informational Text:</b></p> <p style="text-align: center;"><b>Key Ideas and Details:</b></p> <p>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.</p> <p>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.</p> <p>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).</p> <p style="text-align: center;"><b>Craft and Structure:</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p style="text-align: center;"><b>Integration of Knowledge and Ideas:</b></p> <p>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.</p> <p>CCSS.ELA-LITERACY.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims</p>	<p style="text-align: center;"><b>Writing:</b></p> <p style="text-align: center;"><b>Text Types and Purposes:</b></p> <p>CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>CCSS.ELA-LITERACY.W.6.1.D Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.6.1.E Provide a concluding statement or section that follows from the argument presented.</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-LITERACY.W.6.2.D Use precise language and domain-specific</p>
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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.

The preparation for and participation in **Book Clubs** shall address the following standards:

**Speaking & 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.

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

<p>CCSS.ELA-LITERACY.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>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.)</p>	<p>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.</p> <p style="text-align: center;"><b>Range of Writing:</b></p> <p>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.</p> <p>The <b>Culminating Unit Discussion</b> and <b>Unit Projects</b> shall address the following standards:</p> <p style="text-align: center;"><b>Research to Build and Present Knowledge:</b></p> <p>CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]</p>
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	<p>in terms of their approaches to similar themes and topics").</p> <p>CCSS.ELA-LITERACY.W.6.9.B</p> <p>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").</p>
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### Stage 3 – Learning Plan

**Learning Framework Sample** Reader's / Writer's Workshop/ Guided Reading: revolves around small, flexible, leveled groups. Individual classes are highly responsive to student needs – this will change regularly according to student reading levels and individual needs. These levels are determined through Next Steps in Guided Reading Assessment Materials and student interest

Time	Activity	Materials	Grouping
20 minutes	Interactive Read Aloud	Mentor Text from Comprehensions Clubs Unit, Book Room, Teacher Library, or Epic  Document Camera Smart Board	Whole Group
10-15 minutes	Reading/Writing Mini Lesson  Highly dependent on individual student needs, but may include word work, editing skills, decoding, using graphic organizers, inferencing, and facilitation of the writing process.	Mentor Text Document Camera Smart Board Chart Paper Teacher resources include: Read Aloud card from Comprehension Clubs with Writing extension or Calkins Units of Study in Writing (Bringing History to Life)	Whole Group
20 minutes per rotation, 60 minutes total per day.  Rotation schedule is driven by	Rotations <ul style="list-style-type: none"> <li>• Writing</li> <li>• Reading <ul style="list-style-type: none"> <li>○ Buddy</li> <li>○ Independent</li> </ul> </li> <li>• Guided Reading</li> <li>• Book Club</li> <li>• Listening Center</li> </ul>	Guided Reading Teacher Card and Student Books  Level W-Z considered on level, however selections will be geared to	<ul style="list-style-type: none"> <li>• Small Guided Reading Group facilitated by teacher</li> <li>• Writing: Independent</li> <li>• Reading: Comprehension</li> </ul>



<p>student needs.</p>		<p>student needs based on foundational skills, interest, and genre of current unit of study</p> <p>*****</p> <p>Book Club Selections: Aligned to 6<sup>th</sup> Grade Text Complexity Band Proficiency Lexile 955-1155</p> <p>*****</p> <p>Reader's Notebook</p> <p>*****</p> <p>ReadWorks Article of The Day</p> <p>*****</p> <p>Writer's Notebook/Writing Folder</p> <p>Computer/Listening Center with book marked websites for Comprehensions Clubs Audio, CoreClicks, ReadWorks or CommonLit</p>	<p>Club: Small Group or Independent</p> <ul style="list-style-type: none"> <li>• Buddy Reading: Comprehension Club facilitated by students in Book Club</li> <li>• Word Work: Independent or small group, skill specific, tied to student skills, levels, and text</li> <li>• Listening: Comprehension Club, Small Group facilitated by students.</li> </ul>
<p>5 – 10 minutes</p>	<p>Writing Share or Workshop Wrap-up Feedback</p>	<p>Student Reader's (sometimes combined with Writer's) Notebook</p>	<p>Whole Group or Small Group</p>

PACING GUIDE					
	Day #1	Day #2	Day #3	Day #4	Day #5
<p>20 minutes Whole Class</p>	<p>Interactive Read Aloud</p>	<p>Interactive Read Aloud</p>	<p><b>Week #1</b> Interactive Read Aloud</p>	<p>Interactive Read Aloud</p>	<p>Interactive Read Aloud</p>
<p>20 minutes Independent</p>	<p>Writing Respond To Read Aloud</p>	<p>Writing Respond To Read Aloud</p>	<p>Writing Respond To Read Aloud</p>	<p>Writing Respond To Read Aloud</p>	<p>Writing Respond To Read Aloud</p>

20 minutes Independent	Introduce Unit	BookTalks Book #1 Book #2 Book #3 Book #4	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs
Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
20 minutes Whole Class	Interactive Extended Read Aloud	Interactive Extended Read Aloud	<b>Week #2</b> Interactive Extended Read Aloud	Interactive Extended Read Aloud	Interactive Extended Read Aloud
40 minutes Independent	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs
Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
20 minutes Whole Class	Interactive Extended Read Aloud	Interactive Extended Read Aloud	<b>Week #3</b> Interactive Extended Read Aloud	Interactive Extended Read Aloud	Interactive Extended Read Aloud
40 minutes Independent	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs
Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences /Wrap-up	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
Whole Class	<b>Discussion of Unit Theme: **</b>	Writing Workshop Unit Theme Essay	<b>Week #4</b> Writing Workshop Unit Theme Essay	Writing Workshop Unit Theme Essay	Writing Workshop Unit Theme Essay
Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Book Club #1 Meets	Book Club #2 Meets	Book Club #3 Meets	Book Club #4 Meets
	<b>Unit Theme Projects –</b>	<b>Unit Theme Projects –</b>	<b>Week #5</b> <b>Unit Theme Projects –</b>	<b>Unit Theme Projects –</b>	<b>Unit Celebration - Share</b>

### \*\*Discussion of Unit Theme:

It takes ingenuity to study and document the lives of large beasts. *How do authors help you envision creatures on a grand scale?*

- What role did photography play in helping the authors share information? What role did photography most likely play for those books that did not include photos? Which book do you think combined text and graphic elements most successfully? Why?
- What mysteries, past and present, were included in this unit? How did the authors show how qualities, such as open mindedness and teamwork, are important in science discovery?

### \*\*\*Unit Theme Projects (Assessments) –

**Research Proposal** The purpose of research is to support the development of knowledge. The books in this unit focus on animals past and present, as well as animals that may or may not exist. Select one beast and location from this unit. Work with a partner to recap what you already know. Write a proposal for further study. Include where to look for information and why you think the study is important.

**Retitle** A title is a very important element of a book. Discuss what makes an effective title. How do these titles compare? Make a chart. In one column, list the titles of this unit. In the other column, list potential alternate title for each. Be prepared to support your new choices with details from the texts.

**Vivid Descriptions** The authors in this unit all sought to help readers imagine experiencing large beasts and their habitats. Select one author and explain why you find his or her presentation so effective. Then, using his or her text and visuals as a model, write your own description of an animal.

**Assessment:** Informational Writing Rubric:

<https://www.doe.k12.de.us/site/handlers/filedownload.ashx?moduleinstanceid=6018&dataid=15751&FileName=Gr6InfoExp%20R.pdf>

Read Aloud
Lesson plans provided for each book in this unit through the Comprehension Clubs Read-Aloud Teacher Card for each book (See page 20-27 of Implementation Guide for additional best practices)
<b>Best Practices for Planning a <u>Nonfiction</u> Read-aloud</b>
<p><b>Before Reading</b></p> <ul style="list-style-type: none"> <li>• Select a text that is related to a current content objective in science or social studies. As with fiction, the text must within your students’ conceptual grasp but above the level they can read independently. Consider what your students already know based on previous content.</li> </ul>

- Plan to provide a quick overview of the selection.
- Decide on a method of introducing key content terms (e.g., concept of definition, semantic feature analysis). You are only *introducing* these words. Do not worry about teaching them to mastery.
- Choose between reviewing a comprehension strategy or the text structure. There may not be time to do both.

### During Reading

- Decide where to stop and engage students. Look for points at which interesting predictions can be made, inferences reached, questions generated by students, and so forth.
- Remember to discuss text features that are not part of the linear text (e.g., sidebars, diagrams, graphs, pictures, photos). Remind the students that reading involves thinking about these features.
- Include opportunities for every-pupil-response in order to achieve high levels of engagement (e.g., thumbs up if you think..., turn and share with a partner).
- Although you have pre-taught a cluster of words, decide which *other* words students might not know but that can be fast scaffolded (defined as an aside without distracting the students).
- Look for places to conduct think-alouds. These are places that where information may be at odds with prior understanding.

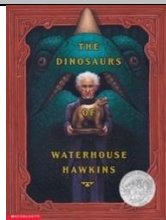
### After Reading

- Summarize the content. In the process, review the words you pre-taught, referring back to the graphic.
- Ask a few inferential questions. Those beginning with *why* are especially effective.
- Consider providing a writing prompt based on the read-aloud.

From:

<http://comprehensivereadingsolutions.com/2012/07/27/interactive-read-alouds/>

## Sample Guided Reading Lesson



### The Dinosaurs of Waterhouse Hawkins

by Barbara Kerley

People had no idea what a dinosaur looked like 150 years ago. But Waterhouse Hawkins changed all that with his life-size dinosaur models. Students will independently relate prior knowledge to what is read and use it to aid in comprehension.

Level S, Nonfiction, Biography, Science, Jobs, Careers, Work, Hobbies, Play, Recreation, Key Ideas & Details, Summarize, Locate Information, Word Meaning, Context Clues

- Level S
- **Text Type:** Picture Book
- **Subject:** Science, Jobs, Careers, Work, Hobbies, Play, Recreation
- **Genre:** Biography
- **Themes/Ideas:** Recognizing the importance of knowledge; pursuing a passion

**Genre/Text Type**

**Biography/Picture Book** Remind students that a biography tells the important details of a real person’s life. Important events in his or her life are highlighted by the illustrations.

**Supportive Book Features**

**Text** The story is divided into three parts—each a specific stage in Waterhouse’s life. Lines are widely spaced so students will not be overwhelmed on pages that contain a lot of text. The exquisite illustrations add detail.

**Content** Most students are fascinated with the world of dinosaurs and will find this information especially interesting.

Praise students for specific use of “Behaviors to Notice and Support” on page 114 of the *Guided Reading Teacher’s Guide*.

**Challenging Book Features**

**Text** Several pages have white type superimposed on a dark background. These pages may take some students longer to read. Though the Author’s Note section at the back of the book contains a wealth of information, the typeface is very small and the text is very dense.

**Vocabulary** The names of specific dinosaurs, such as *iguanodon* and *megalosaurus* on page 8, may be difficult for some students. Suggest that partners read the words together. (Note: Book pages are not numbered. Page 2 begins: *Horse-drawn carriages clattered down the street...*)

**Vocabulary****Vocabulary**

**Essential Words:** creations, dinosaurs, fossils, molds, sculpting, skeleton, sketching

**Related Words for Discussion:** fascinate, models, paleontology, passion

**Comprehension****Developing Comprehension****Thinking Within the Text**

Remind students that the book is divided into three separate periods of Waterhouse’s life. Have students summarize each period. Encourage students to include the challenges Waterhouse faced during each period.

**Thinking Beyond the Text**

Have students turn to page 6 and read the last sentence in the third paragraph. Ask: *What does fill in the blanks mean? Were Waterhouse Hawkins and Richard Owen successful in filling in the blanks? Why do you think so?*

**Thinking About the Text**

Read together with students the Author’s and Illustrator’s Notes at the back of the book. Encourage students to find specific pages in the book that are referenced in the notes. For example, find information about the Crystal Palace and then flip back to pages 16 and 17 and read about it there. Discuss how the Notes features enhance the book.

**Understanding Main Idea and Details**

Remind students that the main idea is the most important idea in a book or book section. Details are the smaller pieces of information that support the main idea. Tell students that understanding main ideas and details will help them to better understand what they read.

- Have students read page 10 and decide on the main idea. (It was a huge task to build life-size dinosaur models.) Ask students to identify details on pages 10 and 11 that support this idea.
- Have students determine the main idea of the section about Waterhouse in America (pages 22–35). For example, *Waterhouse had highs and lows during his time in*

*America.*

- Ask students to continue naming main ideas and the details that support them as they read the book.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Teaching Options

### ELL Bridge

Invite students to use the illustrations to retell the story. Encourage students to use as many details as possible to describe each picture. Have students find specific words in the text that go with the artwork. For example, have students find the word *models* as they talk about the pictures on pages 10 and 11 and the word *skeleton* as they retell what happened on pages 22 and 23.

### Developing Phonics and Word-Solving Strategies

#### Context Clues

Remind students that they can often use context clues to figure out the meaning of an unfamiliar word they come across when reading. If they cannot figure out the word by using the other words around it in the sentence, they should look for clues in the phrases and sentences near the unknown word.

- Have students turn to page 12 and read the first paragraph. Ask them what *eminent* means and what clues they used to help define it.
- Repeat with the word *anticipation* in the last paragraph on page 12.

### Developing Fluency

Model fluent reading of a passage. Pause at ellipses and dashes and read the text expressively. Then have students read softly to themselves.

### Oral Language/Conversation

**Talk About Passions** Remind students that Waterhouse's passions were animals and art. Ask students to tell what they are passionate about.

### Extending Meaning Through Writing

- Have students research and then write a paragraph about a favorite type of dinosaur. **(Expository)**
- Have students write about the New Year's Eve dinner party from the perspective of one of the guests. **(Narrative)**

## Making Connections

### Making Connections: Text to World

Students will most likely have knowledge about dinosaurs. Invite them to tell what they know. Ask: *Since dinosaurs lived millions of years ago, how do we know what they looked like? Do you think people have always had that information?*

Extend the real-world connection by talking about paleontology. Tell students that a paleontologist is a scientist who learns about prehistoric life by studying fossils. Ask: *What information do fossils provide to scientists?*

### Connecting to Everyday Literacy

Waterhouse followed specific steps to make his life-size dinosaurs. To link students to real-world procedural text, share the directions for how to assemble or make something. Ask: *Why is it important to follow directions precisely? What might happen if you skip a step?* For more procedural text, go to <http://en.origami-club.com/easy/dinosaur/index.html>. Choose a dinosaur and read through the directions on how to make the origami dinosaur.

## Fluent Guided Reading Lesson Plan (Levels N–Z)

Title: \_\_\_\_\_ Level: \_\_\_\_\_

Instructional Focus: \_\_\_\_\_

	<b>Day 1</b> Date: _____	<b>Day 2</b> Date: _____
<b>Before Reading</b>	<p><b>Text Introduction:</b> (3–4 minutes) This text is about _____ _____</p> <p><b>New Vocabulary:</b> _____ _____</p> <p><b>Model Focus Strategy:</b> _____ _____</p>	<p><b>Briefly review Day 1's work.</b> (1–2 minutes) Restate the strategy and introduce any new vocabulary. Invite students to continue reading. _____</p> <p><b>New Vocabulary:</b> _____ _____</p>
<b>During Reading</b>	<p><b>Read and Respond:</b> (10–14 minutes) Students read silently and take brief notes that address the comprehension focus. <b>Conferences:</b> Confer briefly with each student, coaching as needed. See the Fluent Guided Reading Prompts and Teaching Points Chart on page 146.</p>	
<b>After Reading</b>	<p><b>Share and Teach:</b> (1–2 minutes) Invite students to share their notes; make a related teaching point. See the Fluent Guided Reading Prompts and Teaching Points Chart on page 146.</p>	
<b>After Reading</b>	<p><b>Discussion Questions:</b> (3–5 minutes)</p>	<p><b>Discussion Questions:</b> (3–5 minutes)</p>
<b>After Reading</b>	<p><b>Word Study</b> (2–3 minutes) • Spelling-Meaning Connection • Greek and Latin Word Roots</p>	<p><b>Word Study</b> (2–3 minutes) • Spelling-Meaning Connection • Greek and Latin Word Roots</p>
<b>After Reading</b>	<p><b>Day 3</b> Date: _____ <b>Guided Writing Prompt</b> (10–20 minutes) (optional) _____ _____ _____</p>	

## Appendix A: Comprehension Club Titles

For a complete list of **Book Titles for Read Alouds and Book Clubs** for each unit K-8, including Author and Lexile, as seen in the sample below, please click this link:

[http://teacher.scholastic.com/products/comprehension-clubs/pdf/CC\\_booklist.pdf](http://teacher.scholastic.com/products/comprehension-clubs/pdf/CC_booklist.pdf)



### Comprehension Kindergarten

BOOK CLUB				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
My Friends	Gomi, Taro	470L	Community	Being a Friend
Lost and Found	Jeffers, Oliver	N/A	Community	Being a Friend
Margaret and Margarita/Margarita y Margaret (BIL)	Reiser, Lynn	AD180L	Community	Being a Friend
Just a Little Bit	Tompert, Ann	480L	Community	Being a Friend
Mitten, The	Brett, Jan	800L	Folklore & Literary Traditions	Telling Tales
Goldilocks and the Three Bears	Buehner, Caralyn	AD610L	Folklore & Literary Traditions	Telling Tales
Let's Play in the Forest While the Wolf is Not Around!	Rueda, Claudia	N/A	Folklore & Literary Traditions	Telling Tales
Three Billy-Goats Gruff, The	Appleby, Ellen	340L	Folklore & Literary Traditions	Telling Tales
From Seed to Dandelion (Scholastic News Nonfiction Readers: How Things Grow)	Weiss, Ellen	600L	Living Things	Trees and Other Plants
Flower Garden	Bunting, Eve	NP	Living Things	Trees and Other Plants
From Bulb to Daffodil (Scholastic News Nonfiction Readers: How Things Grow)	Weiss, Ellen	520L	Living Things	Trees and Other Plants
Wonderful Worms	Glaser, Linda	390L	Living Things	Trees and Other Plants
Maybe a Bear Ate It!	Harris, Robie H	AD40L	A Sense of Self	Feelings
Sometimes I'm Bombaloo	Vail, Rachel	AD450L	A Sense of Self	Feelings
Katie Loves the Kittens	Himmelman, John	AD330L	A Sense of Self	Feelings
If You're Happy and You Know It (Jungle Edition)	Warhola, James	N/A	A Sense of Self	Feelings
Road Builders	Hennessy, B.G.	600L	Inspired by True Stories	All Kinds of Jobs
Miss Bindergarten Gets Ready for Kindergarten	Slate, Joseph	590L	Inspired by True Stories	All Kinds of Jobs
Wheels on the Truck, The	Metzger, Steve	NP	Inspired by True Stories	All Kinds of Jobs
Kindergarten ABC	Rogers, Jacqueline	AD600L	Inspired by True Stories	All Kinds of Jobs
Today is Monday	Carle, Eric	NP	Genre Study	Concept Books
Deep Blue Sea, The	Wood, Audrey	NP	Genre Study	Concept Books
K is for Kissing a Cool Kangaroo	Andreae, Giles	NP	Genre Study	Concept Books
Ten Black Dots	Crews, Donald	AD270L	Genre Study	Concept Books

READ ALOUD				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
Yo! Yes?	Raschka, Chris	BR	Community	Being a Friend
My Friend is Sad (Elephant and Piggie)	Willems, Mo	BR	Community	Being a Friend
Not Norman: A Goldfish Story	Bennett, Kelly	460L	Community	Being a Friend
Chester's Way	Henkes, Kevin	570L	Community	Being a Friend
Knuffle Bunny Too	Willems, Mo	AD590L	Community	Being a Friend
Chicken Little	Emberley, Rebecca	AD500L	Folklore & Literary Traditions	Telling Tales
Three Bears, The	Galdone, Paul	610L	Folklore & Literary Traditions	Telling Tales
This is the House That Jack Built	Taback, Simms	NP	Folklore & Literary Traditions	Telling Tales
Little Red Hen, The	McQueen, Lucinda	470L	Folklore & Literary Traditions	Telling Tales
Little Red Hen (Makes a Pizza), The	Sturges, Philomen	AD320L	Folklore & Literary Traditions	Telling Tales
Are Trees Alive?	Miller, Debbie S	640L	Living Things	Trees and Other Plants
Surprise Garden, The	Halpern, Shari	470L	Living Things	Trees and Other Plants
Up, Down, and Around	Ayres, Katherine	AD180L	Living Things	Trees and Other Plants
Flip, Float, Fly: Seeds on the Move	Macken, Joann Early	650L	Living Things	Trees and Other Plants
Dandelion's Life, A (Nature Up Close)	Himmelman, John	N/A	Living Things	Trees and Other Plants
How Are You Peeling?	Freyman, Saxton and Joost Effers	BR	A Sense of Self	Feelings
Grumpy Bird	Tankard, Jeremy	280L	A Sense of Self	Feelings
Ruthie and the (Not So) Teeny Tiny Lie	Rankin, Laura	AD490L	A Sense of Self	Feelings
Boo Hoo Bird	Tankard, Jeremy	AD250L	A Sense of Self	Feelings
Feeling Thankful	Rotner, Shelley and Sheila Kelly	AD20L	A Sense of Self	Feelings
Lola at the Library	McQuinn, Anna	AD580L	Inspired by True Stories	All Kinds of Jobs
My Mom is a Firefighter	Grambling, Lois G.	500L	Inspired by True Stories	All Kinds of Jobs
ABC of Jobs	Priddy, Roger	IG800L	Inspired by True Stories	All Kinds of Jobs
All About the Things People Do	Rice, Melanie and Chris	630L	Inspired by True Stories	All Kinds of Jobs
Bones, Bones, Dinosaur Bones	Barton, Byron	290L	Inspired by True Stories	All Kinds of Jobs
More Than One	Crews, Donald	AD340L	Genre Study	Concept Books
Very Hungry Caterpillar, The	Carle, Eric	AD460L	Genre Study	Concept Books
Ten Little Fish	Wood, Audrey	NP	Genre Study	Concept Books
Alphabet Adventure	Wood, Audrey	AD410L	Genre Study	Concept Books
Freight Train	Crews, Donald	NP	Genre Study	Concept Books

## Appendix B:



## Sample Assessments, Checklists, and Teacher Resources for Book Clubs

Dear Family:

*Comprehension Clubs* is a unique program that allows our whole class to explore challenging literature and informational texts together, meeting the highest standards of effective reading instruction. The program includes units of study on important themes or topics. In each unit of study, five books are read aloud and discussed by the whole class. Students also choose books to read on their own and then discuss in a book club.

Your child may do book club reading in school, with the option of reading along with an audio version of the book. In addition, your child may bring home the book club books to prepare for our classroom book club discussions. Here are some suggestions for helping your child before, during, and after reading:

**Before:** Ask your child why he or she chose this book and discuss what the book may be about.

**During:** Your child may wish to use his or her reader's notebook to make notes or write a question.

**After:** Encourage your child to talk with you about what he or she might want to share in the book club discussion.

Have fun reading and discussing books together, and your child will have fun, too!

Sincerely,

Your Child's Teacher

Estimada familia:

Nuestra clase está utilizando el programa de lectura *Comprehension Clubs* (Club de comprensión) en el que exploramos obras de literatura y textos informativos, cumpliendo con los más altos objetivos y estándares para la instrucción de la lectura. El programa *Comprehension Clubs* incluye varias unidades de estudio sobre temas importantes. En cada unidad se leen cinco libros en voz alta y se intercambian opiniones entre los miembros de la clase. Los alumnos también seleccionan libros para leer por su cuenta y comentarlos en un club de lectura.

Su hijo/a puede participar en el club de lectura de la escuela, donde tiene la opción de leer simultáneamente mientras escucha el libro en audio. Además, puede llevar a casa los libros del club de lectura para prepararse para las sesiones del club. A continuación, algunas sugerencias para ayudar a su hijo/a antes, durante y después de la lectura:

**Antes:** Pregúntele a su hijo/a por qué seleccionó el libro y hablen sobre lo que puede tratar el libro.

**Durante:** Le puede gustar a su hijo/a utilizar la libreta de notas del lector para escribir notas o preguntas sobre la lectura.

**Después:** Anime a su hijo/a a hablarle sobre lo que querrá discutir en el club de lectura.

Disfrute mientras lee y comenta los libros con su hijo/a, y él o ella también los disfrutará.

Atentamente,

El maestro/La maestra



## Thinking Across Texts Within a Unit of Study

Reinforce thinking across texts with questions like these. See also the unit-specific questions in the Unit Projects section of this guide.

<b>Genre/Text Type</b>	How does the book [title] compare with other books of the same genre?	How are the picture books in this unit alike? How are they different?	Which authors in this unit do you think would also be successful writing in a form such as plays, essays, or poetry? Why?
<b>Author's Purpose or Message</b>	Which two books in this unit are most alike in terms of the authors' messages?	Do you think all the authors in this unit had the same purpose? Why or why not?	Which author's message did you find most convincing or most memorable? Why?
<b>Illustrations or Photos</b>	Which two books are the most different in how they used photos or illustrations? Explain.	Which book or books in this unit most need the support of photos or art that add information to the text?	Which book in this unit would you like to see re-illustrated? What kinds of illustrations would you like to see?
<b>Organization and Style</b>	Which text features or terms did you see again and again?	Which books were organized in similar ways? Give some examples.	Which authors' approaches would you want to try and follow in your own writing? Why?
<b>Characters, Plot, and Setting</b>	Which characters in this unit have similar problems? Compare how their problems get solved.	Which books have the most details about the setting? How did these details affect you as a reader?	Which characters would you like to read more about? Why?
<b>Facts and Authenticity</b>	How did the facts in one book support the facts in another?	Which authors were able to use their life experiences to add authenticity to their writing?	How was the way this author told you about the topic different from the way the other authors did?

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### How would you finish these sentences?

1. The two authors whose work seems most alike are \_\_\_\_\_ and \_\_\_\_\_, because . . . .

2. The most important thing someone should know before reading the books in this unit is . . . .



Name \_\_\_\_\_ Date \_\_\_\_\_

Unit/Option/Book(s) \_\_\_\_\_

## Rubric for Assessing Student Progress on Unit Projects

Behaviors to Notice (Select goals appropriate for the option.)	Notes	Rating 1 (Limited Evidence) 2 (Consistent Evidence) 3 (Very Strong Evidence) N/A (Doesn't Apply to This Option)
Talks about texts in a way that shows deeper understanding.		
Talks about texts in a way that shows awareness of the author's craft.		
Notices and expresses connections between texts.		
Infers and expresses the larger ideas or lessons from texts.		
Comes up with ideas based on information from texts.		
Refers to texts as resources for further discussion, activity, or creative projects.		
Uses drawing, writing, or other creative activity to reflect and extend the meaning of texts.		
Draws from and expresses personal connections to texts and opinions about them.		
Works well with others (partners and team members).		
Reports or summarizes activity and/or what was learned in a clear way.		
Other		
<b>TOTAL SCORE/HIGHEST POSSIBLE SCORE (Number of Applicable Goals X 3)</b>		

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Reader's Name \_\_\_\_\_ Date \_\_\_\_\_

## Reader's Notebook Rubric

The Reader . . .	Emerging	Proficient	Outstanding
keeps track of books and reading times in his/her reading log.			
includes thorough notes on each assigned book.			
identifies accurately the genre for each book recorded.			
is reading in a range of genres.			
demonstrates evidence of thinking within, beyond, and about text; includes page numbers and text citations.			
demonstrates growing ability to write in response to reading.			
draws connections among books and themes; compares and contrasts.			
creates a refined written response or theme project that demonstrates thorough knowledge of the book.			
Next Instructional Steps/ Needed Follow-up:			

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Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Comprehension Clubs Literacy Development Across the Year

Student Year \_\_\_\_\_

Key: E (Emerging) D (Developing) P (Proficient)

Capacities	Beginning	Middle	End
Reads familiar texts smoothly (fluency)			
Reads independently for 30–45 minutes (stamina)			
Reads at home independently for 20–30 minutes			
Participates in and sustains booktalk			
Selects books according to self-awareness of reading interests and tastes			
Demonstrates ability to assume a reading stance and back it up with evidence from the text			
Writes independently for 30-plus minutes (stamina)			
Writes at home independently			
Sustains selected writing piece/unit theme project over three or more days (stamina)			
Rereads own writing to add on, delete, revise, edit			
Reads and interprets texts in a variety of genres			
Defines characteristics of different genres			
Writes in a variety of genres			

Identity as a Reader & Writer	Beginning	Middle	End
Works effectively within the daily routines			
Approaches book club with reader's notebook and prepared notes, comments, questions, text evidence			
Exhibits active decision making and accountability for his or her outcomes during independent practice			
Actively and independently contributes new writing to his or her reader's notebook			
Articulates personal reading strengths			
Articulates personal reading challenges			
Articulates personal writing challenges			
Sets realistic and appropriate writing goals			
Achieves writing goals			
Recognizes and uses the perspective of others to revise or deepen the understanding of text			
Stays on topic			
Strong collaborator; participates fully			
Asks questions to clarify understanding			
Engages in close reading and rereads in search of text evidence to support thinking			
Recognizes and uses the perspective of others to help revise writing/ theme project work			



Club \_\_\_\_\_

Book Title \_\_\_\_\_

## Book Club Log/Teacher Observation Form

	Observations	Needed Follow-up
Student 1		
Student 2		
Student 3		
Student 4		
Student 5		
Student 6		
Student 7		
Student 8		
Student 9		
Student 10		

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Student \_\_\_\_\_ Unit \_\_\_\_\_

Book Title \_\_\_\_\_

Book Club \_\_\_\_\_ Date \_\_\_\_\_

## Book Club Teacher's Assessment Checklist

<b>Preparation</b>	<input type="checkbox"/> Read assigned pages <input type="checkbox"/> Listed comments and questions for discussion in reader's notebook <input type="checkbox"/> Identified text evidence to back up opinions and comments
<b>Participation: Process</b>	<input type="checkbox"/> Arrived prepared and ready to participate <input type="checkbox"/> Followed conversational turn-taking conventions <input type="checkbox"/> Listened attentively and respectfully to each speaker <input type="checkbox"/> Built on comments of others <input type="checkbox"/> Asked for clarification as needed
<b>Participation: Content</b>	<input type="checkbox"/> Shared on-target comments, opinions, and questions <input type="checkbox"/> Cited related textual evidence <input type="checkbox"/> Demonstrated literal understanding of text <input type="checkbox"/> Demonstrated inferential understanding <input type="checkbox"/> Identified literary elements <input type="checkbox"/> Identified structural components of text <input type="checkbox"/> Provided evidence of analytical thinking <input type="checkbox"/> Used the comprehension framework to structure thinking within the text, beyond the text, and about the text <input type="checkbox"/> Noticed aspects of the text such as language, structure, or writer's craft
<b>Assessment</b>	<input type="checkbox"/> Understands the nature of a productive discussion <input type="checkbox"/> Identified challenges and framed needed improvements <input type="checkbox"/> Provided an on-target assessment of self as participant
<b>Next Steps for the Reader</b>	Student's Thoughts    Teacher's Thoughts



### Appendix C: Sample Reader's Notebook Pages

 **Comprehension Clubs** Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Reading Log

	Book Title	Author	Genre/Unit	Started	Finished
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					



Student Name \_\_\_\_\_

Book Title \_\_\_\_\_

Book Club \_\_\_\_\_ Date \_\_\_\_\_

## Quotations & Responses

1. While you're reading, mark or note passages or quotations that strike you as provocative, inspiring, puzzling, game-changing, and so on.
2. Choose three or four of the most striking passages or quotations you've marked and then explain why you chose each one.

Passage or Quotation	Page	Response



Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_

## Close Reading & Text Evidence

My opinion is . . .	My opinion is . . .
Text Evidence	Text Evidence

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Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_

## Today in Book Club, I . . .

- Listened to others.
- Looked at the person who was speaking.
- Responded to many of the people who were speaking.
- Asked questions of other people who were speaking.
- Spoke loud enough for others to hear.
- Talked my fair share—not too much and not too little.
- Was polite to others.
- Tried to include others.

Additional Notes: \_\_\_\_\_

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Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_

## Thinking About Our Book Club Discussion

- We shared our thinking in clear, appropriately loud voices that everyone could hear.
- Everyone in the group had a turn.
- We listened to and looked at the person who was speaking.
- We stayed on the topic as long as someone wanted to speak.
- We used signals to get a turn and to change the topic.
- We were polite to each other.
- We asked each other questions when we didn't understand.
- We called each other by name.
- We had examples from the book to support our thinking.

Our goals for the next book club discussion are: \_\_\_\_\_

---



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Student Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_ Book Club \_\_\_\_\_

## Student Book Club Discussion Tracker

<b>Part 1: Preparing for Book Club Discussion</b> (Reference page numbers when you cite text.)	
My first reaction is . . .	
I predict . . .	
This part makes me think . . .	
I'm uncertain about this part because . . .	
I'm drawn to this phrase, passage, scene, detail, graphic, character, setting, plot, facts because . . .	
I could use help with the words . . .	
I wonder about . . .	
This textual detail is a standout because . . .	
I'm eager to find out more about . . .	
I really need help with . . .	



Student Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_ Book Club \_\_\_\_\_

## Student Book Club Discussion Tracker (*continued*)

Part 2: Summing Up After the Book Club Discussion	
My thoughts about _____ changed as the result of our discussion because . . .	
We all agreed that . . .	
We were surprised when . . .	
We disagreed about . . .	
The highlight was . . .	
What I think worked well about our discussion was . . .	
What didn't work as well was . . .	
Additional Comments:	

## Appendix D: Guided Reading: [Research Support](#), Word Study Skills Progression, Sample Assessments, and Sample Grade Level Standards Alignment Grades 1,4, and 6

[http://teacher.scholastic.com/products/guidedreading/pdf/2.0\\_InYourClassroom/GR\\_Research\\_Paper\\_2010.pdf](http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.pdf)

### Summary of Word Study Skills and Activities for Levels A-Z

Level	Reading Stage	Skill Focus	Picture Sorting	Making Words	Sound Boxes	Breaking Words	Analogy Charts									
	<b>Pre-A</b>	Letter Names and Sounds	Sort pictures by their initial consonant.													
<b>A</b>	<b>Emergent</b>	Initial Consonants Long Vowels	Sort pictures by their initial consonant.	Change initial consonant: cat-man-pen-rat	2 boxes: ew, go, ee, fe											
<b>B</b>		Initial and Final Consonants Short e and o	Sort pictures by their initial consonant or medial vowel.	Change final consonant: hat-nam-haf  Change initial and final consonant: cat-can-fat-fat	3 boxes: at, ee, ah  3 boxes: noo, An, more, deef											
<b>C</b>		All Short Vowels CVC words	Sort pictures by their medial vowel.	Change initial, medial, and final letters: bat-bit-dip-jig-yog	3 boxes: CVC pat, hat, fat hoc, cut											
<b>D</b>	<b>Early</b>	Digraphs Onset-Finals	Sort pictures by their initial digraph.	Change initial, medial, and final letters, including digraphs. Break at onset and rime: App-shap-chap-stap-shin	3 boxes: CCVC, CVCVC the, cash, shain											
<b>E</b>		Initial Blends Onset-Finals	Sort pictures by their initial blend.	Change initial, medial, and final letters, including initial blends. Break at onset and rime: pam-spam-smam-stam-slap-flap-fler	4 boxes: CCVC: clark, pin, plum	Break words with initial blends and digraphs: st, sh, fl, sp Read: gap										
<b>F</b>		Final Blends Onset-Finals		Change initial, medial, and final letters, including final blends. Break at onset and rime: bat-top-wop-wim-sim-lamp	4 boxes: CCVC: lert, rom, pump, lent	Break words with final blends and digraphs: le, st, pe, st Read: cut										
<b>G</b>		Initial and Final Blends Silent e Onset-Finals		Make words with blends and short vowels or silent e. Break at onset and rime: hat-gat-gate-grate-grape-gripe	5 boxes: CCVCVC shark, group, civamp	Break words with blends and short vowels or silent e: st, sh, fl, sh Read: brake										
<b>H</b>		Silent e Vowel Patterns Inflectional Endings		Make words with vowel patterns. Break at onset and rime: down-down-brown-crown-down		Break words with vowel patterns and inflectional endings: gr, owl, ed Read: provier	Write words with a short vowel and silent e. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>tick</td><td>stole</td></tr> <tr><td>trick</td><td>pride</td></tr> <tr><td>duck</td><td>stride</td></tr> <tr><td>pick</td><td>side</td></tr> </table>	tick	stole	trick	pride	duck	stride	pick	side	
tick	stole															
trick	pride															
duck	stride															
pick	side															
<b>I</b>	Silent e Vowel Patterns Inflectional Endings		Make words with vowel patterns. Break at onset and rime: coat-coast-coast-sour-goat-gloat		Break words with vowel patterns and inflectional endings: gr, owl, ing, fl, out, ing Read: (sister)	Write words with vowel patterns and inflectional endings. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>all</td><td>swal</td></tr> <tr><td>roll</td><td>foal</td></tr> <tr><td>point</td><td>room</td></tr> <tr><td>spoon</td><td>throat</td></tr> <tr><td>reast</td><td>teaching</td></tr> </table>	all	swal	roll	foal	point	room	spoon	throat	reast	teaching
all	swal															
roll	foal															
point	room															
spoon	throat															
reast	teaching															



## Summary of Word Study Skills and Activities for Levels A–Z

Level	Reading Stage	Skill Focus	Breaking Words	Analogy Charts	Make a Big Word	Writing Big Words	Work With Affix Words														
J	Transitional	<ul style="list-style-type: none"> <li>Silent e</li> <li>Vowel Patterns</li> <li>r-controlled Vowels</li> <li>Inflectional Endings</li> </ul>	Break words with vowel pattern and inflectional ending air ear ing sk ark ing Read: screamer	Write words with vowel patterns. Add inflectional endings. <table border="1"> <tr><td>mean</td><td>head</td></tr> <tr><td>mean</td><td>head</td></tr> <tr><td>cleaned</td><td>brush</td></tr> <tr><td>pretzler</td><td>spiced</td></tr> </table>	mean	head	mean	head	cleaned	brush	pretzler	spiced	Make and break a multisyllabic word un-der-stand	Write words with silent e or vowel pattern choke, joke, quite							
mean		head																			
mean		head																			
cleaned		brush																			
pretzler		spiced																			
K		<ul style="list-style-type: none"> <li>Silent e</li> <li>Vowel Patterns</li> <li>r-controlled Vowels</li> <li>Inflectional Endings</li> <li>With Spelling Changes</li> <li>Compound Words</li> </ul>	Break words with r-controlled vowel, or vowel pattern and inflectional ending it air ed spr air ed Read: shaming	Write words with vowel patterns. Add inflectional endings. <table border="1"> <tr><td>bird</td><td>can</td></tr> <tr><td>girl</td><td>zoo</td></tr> <tr><td>try</td><td>horry</td></tr> <tr><td>thirty</td><td>visited</td></tr> <tr><td>started</td><td>started</td></tr> </table>	bird	can	girl	zoo	try	horry	thirty	visited	started	started	Make and break a multisyllabic word e-very-ou	Write words with vowel patterns mammal, molam, evoked					
bird		can																			
girl	zoo																				
try	horry																				
thirty	visited																				
started	started																				
L	<ul style="list-style-type: none"> <li>Vowel Patterns</li> <li>r-controlled Vowels</li> <li>Inflectional Endings</li> <li>With Spelling Changes</li> <li>Compound Words</li> </ul>	Break words with vowel patterns and inflectional endings: h ow ed pr ow ed Read: scowling	Write words with vowel patterns. Add inflectional endings. <table border="1"> <tr><td>like</td><td>king</td></tr> <tr><td>color</td><td>cloung</td></tr> <tr><td>glove</td><td>plung</td></tr> <tr><td>shoe</td><td>shong</td></tr> <tr><td>blame</td><td>blang</td></tr> </table>	like	king	color	cloung	glove	plung	shoe	shong	blame	blang	Make and break a multisyllabic word pow-er-ful-ty	Write words with vowel patterns uncrowed, crowed, spantown						
like	king																				
color	cloung																				
glove	plung																				
shoe	shong																				
blame	blang																				
M	<ul style="list-style-type: none"> <li>Vowel Patterns</li> <li>r-controlled Vowels</li> <li>Inflectional Endings</li> <li>With Spelling Changes</li> <li>Compound Words</li> <li>Prefixes</li> <li>Suffixes</li> </ul>	Break words with inflectional endings: a' air ed of air ed Read: answering	Write words with inflectional endings. <table border="1"> <tr><td>lose</td><td>stuffy</td></tr> <tr><td>job</td><td>popul</td></tr> <tr><td>home</td><td>hardness</td></tr> <tr><td>bright</td><td>longhairs</td></tr> <tr><td>can</td><td>garial</td></tr> </table>	lose	stuffy	job	popul	home	hardness	bright	longhairs	can	garial	Make and break a multisyllabic word gen-er-ous	Write words with suffixes fabulous, joyful, erminous						
lose	stuffy																				
job	popul																				
home	hardness																				
bright	longhairs																				
can	garial																				
N	<ul style="list-style-type: none"> <li>Vowel Patterns</li> <li>Inflectional Endings</li> <li>With Spelling Changes</li> <li>Prefixes</li> <li>Suffixes</li> </ul>	Break words with suffixes: sta tion crea tion Read: competition	Write words with inflectional endings. <table border="1"> <tr><td>wand</td><td>drop e</td><td>don't drop e</td></tr> <tr><td>wide</td><td>wider</td><td>widely</td></tr> <tr><td>lane</td><td>laning</td><td>lanes</td></tr> <tr><td>quake</td><td>quaking</td><td>quakes</td></tr> <tr><td>love</td><td>loved</td><td>lovely</td></tr> </table>	wand	drop e	don't drop e	wide	wider	widely	lane	laning	lanes	quake	quaking	quakes	love	loved	lovely	Make and break a multisyllabic word pre-ven-tion	Write words with suffixes fraction, jubilation, vacation	
wand	drop e	don't drop e																			
wide	wider	widely																			
lane	laning	lanes																			
quake	quaking	quakes																			
love	loved	lovely																			
O	<ul style="list-style-type: none"> <li>Vowel Patterns</li> <li>Inflectional Endings</li> <li>With Spelling Changes</li> <li>Prefixes</li> <li>Suffixes</li> </ul>	Break words with suffixes: cre-ate fur-ture Read: future	Write words with inflectional endings. <table border="1"> <tr><td>wand</td><td>double</td></tr> <tr><td>said</td><td>spotted</td></tr> <tr><td>grab</td><td>grabbed</td></tr> <tr><td>trap</td><td>trapped</td></tr> <tr><td>step</td><td>stepped</td></tr> </table>	wand	double	said	spotted	grab	grabbed	trap	trapped	step	stepped	Make and break a multisyllabic word ad-ven-ture	Write words with suffixes capture, torture, picture						
wand	double																				
said	spotted																				
grab	grabbed																				
trap	trapped																				
step	stepped																				
P	<ul style="list-style-type: none"> <li>Vowel Patterns</li> <li>Inflectional Endings</li> <li>With Spelling Changes</li> <li>Prefixes</li> <li>Suffixes</li> </ul>	Break words with suffixes: pave-ment base-ment Read: amusement	Write words with inflectional endings. <table border="1"> <tr><td>baby</td><td>babies</td></tr> <tr><td>happy</td><td>happily</td></tr> <tr><td>hurry</td><td>hurries</td></tr> <tr><td>enjoy</td><td>enjoyed</td></tr> <tr><td>city</td><td>cities</td></tr> </table>	baby	babies	happy	happily	hurry	hurries	enjoy	enjoyed	city	cities	Make and break a multisyllabic word an-gu-ment	Write words with suffixes basement, ornament, pigment						
baby	babies																				
happy	happily																				
hurry	hurries																				
enjoy	enjoyed																				
city	cities																				
Q–S	Fluent	<ul style="list-style-type: none"> <li>Early Affixes and Roots</li> </ul>			Make and break a multisyllabic word mid-point	Write words with affixes: mid- midnight, midsection, midwinter, midrange, middleler	Read and define words with affixes: mid-, midstream, midrange, middleler														
T–V		<ul style="list-style-type: none"> <li>Intermediate Affixes and Roots</li> </ul>			Make and break a multisyllabic word pro-cess-ual	Write words with affixes: pro- progressive, protagonist, produce	Read and define words with affixes: pro-, progressive, protagonist, produce, prosector, promotion														
W–Z		<ul style="list-style-type: none"> <li>Advanced Affixes and Roots</li> </ul>			Make and break a multisyllabic word de-press-ion	Write words with affixes: de- depression, deactivator, decentralize	Read and define words with affixes: de-, depression, deactivator, decentralize, deconstruct														

## WORD STUDY LESSONS BY SKILL FOCUS AND READING STAGE

Use this chart to pinpoint lessons once you've assessed students for their needs.

Skill Focus	Pre-A Lessons (pages 65-72)	Emergent Lessons (pages 89-99)	Early Lessons (pages 121-135)	Transitional Lessons (pages 155-168)	Fluent Lessons (pages 183-194)
Letter Names and Sounds	1-8				
Consonants		1-14, 16-24, 26-27, 29-30, 32-36			
Long Vowels		6, 8			
Short Vowels		3, 5, 14-17, 19-20, 22-36			
Initial Digraphs			1-7		
Final Digraphs			8-11		
Initial Blends			12-21, 34, 39		
Final Blends			22-31		
Initial and Final Blends			38		
Digraphs and Blends			32-33, 35-37, 40-41		
Silent e			32, 35, 38-42, 61	1-3	
r-controlled Vowels				10-15, 17, 26-29	
Vowel Patterns					
· ee			43-44		
· ow			45-46		
· all			47, 49		
· ill			47		
· ell			47		
· ay			48-49		
· ar			50, 52		
· or			50		
· oo			51, 58		
· ai			53, 58	8-9	
· oi			54, 57	55	
· oa			54-56		
· ou			59, 60		
· ea (long e)				4-6	
· ea (short e)				6-7	
· ow (long o)				16-17, 27	
· ew				29-30	
· aw				31-32	
· igh				33-34	
Inflectional Endings			44, 46, 48-51, 53, 56-58, 60	4-12, 14, 16, 20-22, 32, 37, 53-54, 58	
Inflectional Endings With Spelling Changes					
· e drop				18-19, 23-25, 53-54	
· Doubling				35-36, 58	
· Change y to i				59-60	
Compound Words				2, 17, 22, 27-30, 42-43	
Prefixes				31, 42-44, 46-47, 61-63	17-20, 24-100
Suffixes				26, 28, 31, 33-34, 38-41, 44-52, 55-57	1-16, 20-23, 30



## Transitional Word Study Inventory (Levels J-P)

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Administer the inventories at the level students are reading and one level below. Give each student a blank sheet of paper. Then say, "You don't know how to spell some of these words, but I want you to try. Think about other words you know that sound similar."

**Analyze and Reflect:** Use this form to record observations about individual students or groups. Circle the skills students need to learn.

	Initial blend	Final blend/digraph	Vowel feature	Inflectional ending/suffix	Prefix	Notes
strive	str		i_e			
gloating	gl		oa	ing		
slouch	sl	ch	ou			
scraped	scr		a-e	ed (t sound)		
dreamy	dr		ea	y		
squawk	squ		aw			
growled	gr		ow	ed (d sound)		
flew	fl		ew			
slower	sl		ow	er		
twirl	tw		ir			
blurted	bl		ur	ed (ed sound)		
brightly	br		igh	ly		
splitting	spl			ing (doubling)		
quaking	qu			ing (e drop)		
bunnies				es (change y to i)		
stainless	st		ai	less		
darkness			ar	ness		
overweight			eigh		over	
unhelpful				ful	un	
payment			ay	ment		
fabulous				ous		
portion			or	tion		
dispute			u-e		dis	
moisture		st	oi	ture		

## Grade 1

Reading: Foundational Skills	Assessment	Instruction
<p><b>Print Concepts</b></p> <p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>Pre-A Reading Assessment: Print Concepts (TG p. 52; AFB p. 54)</p>	<p>Pre-A Lesson Plan (TG pp. 120–123; pp. 181–182)</p>
<p><b>Phonological Awareness</b></p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Pre-A Reading Assessment: Phonemic Awareness (TG p. 50; AFB p. 55)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p><b>Phonics and Word Recognition</b></p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Pre-A Reading Assessment: Sound Knowledge (TG p. 49; AFB p. 54)</p> <p>Developmental Word Knowledge Inventory (TG p. 32–37; AFB pp. 17–23)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p><b>Fluency</b></p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>
Reading: Informational Text	Assessment	Instruction
<p><b>Key Ideas and Details</b></p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>

<p><b>Craft and Structure</b></p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<b>Reading: Literature</b>	<b>Assessment</b>	<b>Instruction</b>
<p><b>Key Ideas and Details</b></p> <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Craft and Structure</b></p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>



## Grade 4

Reading: Foundational Skills	Assessment	Instruction
<p><b>Phonics and Word Recognition</b></p> <p><b>RF4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. 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.</p>	<p>Developmental Word Knowledge Inventory (TG pp. 29–35; AFB pp. 15–19)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Fluency</b></p> <p><b>RF4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
Reading: Informational Text	Assessment	Instruction
<p><b>Key Ideas and Details</b></p> <p><b>RI4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Craft and Structure</b></p> <p><b>RI4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p><b>RI4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Range of reading and Level of Text Complexity</b></p> <p><b>RI4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>

Reading: Literature	Assessment	Instruction
<p><b>Key Ideas and Details</b></p> <p>RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Craft and Structure</b></p> <p>RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>

## Grade 6

Reading: Informational Text	Assessment	Instruction
<p><b>Key Ideas and Details</b></p> <p><b>RI.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.2</b> 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.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Craft and Structure</b></p> <p><b>RI.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>RI.5</b> 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.</p> <p><b>RI.6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RI.10</b> 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.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
Reading: Literature	Assessment	Instruction
<p><b>Key Ideas and Details</b></p> <p><b>RI.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.2</b> 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.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Craft and Structure</b></p> <p><b>RI.4</b> 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.</p> <p><b>RI.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RI.10</b> 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.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>



### The Four Assessment Steps: A What/When Chart

Frequency	Format	Materials	This step will help you . . .
<b>STEP 1 Reading Interest Survey</b>			
2X/YEAR Aug/Sep Dec/Jan	Individual and Whole Class	Home Reading Interest Survey Kindergarten, Grade 1, or Grade 2 Reading Interest Survey Class Profile	Guide readers' independent book choices and select texts for whole-group read-alouds, shared reading experiences, and guided reading lessons.
<b>STEP 2 Developmental Word Knowledge Inventory</b>			
3X/YEAR Aug/Sep Dec/Jan May/June	Whole Class	Word List Recording Sheet Scoring Sheet Class Profile	Determine the order of Reading Assessment Conferences (Step 4) and target specific phonics skills to prompt and teach during guided reading and whole-group mini-lessons.
<b>STEP 3 Listening Comprehension Assessment</b>			
3X/YEAR Aug/Sep Dec/Jan May/June	Whole Class	Read-Aloud Passages Recording Sheet Class Profile	Identify listeners' comprehension strengths and needs so that you can build on their strengths or address their needs during whole-group or guided reading lessons.
<b>STEP 4 Reading Assessment Conference</b>			
3X/YEAR Aug/Sep Dec/Jan May/June	Individual	Leveled Assessment Books Reading Records Assessment Conference Book Class Profile	Identify each student's instructional reading level and understand his or her reading behaviors, application of strategies, and ability to comprehend so that you can pinpoint the skills and strategies to target during your guided reading lessons and reading conferences.

**Appendix E:  
Comprehension Clubs Units:  
Common Core Standards Alignment  
and Research**

CCSS Alignment, grades K – 5

[http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension\\_Clubs\\_Sample\\_Common\\_Core\\_Alignment.pdf](http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension_Clubs_Sample_Common_Core_Alignment.pdf)

CCSS Alignment, grades 6 – 8

[ELA CCSS Comprehension Clubs, Upper School](#)

Scholastic Research

[http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension\\_Clubs\\_research\\_final.pdf](http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension_Clubs_research_final.pdf)

**Appendix F:  
Core Clicks Overview**

<http://www.scholastic.com/coreclicks/common-core-standards/program-components/core-ela-skills/index.html>

**Appendix G:  
MTSS/RTI Overview  
Sample Plan, Schoolyear 2019 - 2020**

Providence Creek Academy follows all Delaware regulations for RTI and began transitioning to MTSS in the 2019 – 2020 Schoolyear. We will continue to follow the updated MTSS regulations. Please see the following for sample details with dates aligned to the 2019 – 2020 calendar.

**CALENDAR**

There will be ongoing sessions of RTI/MTSS with Instructional Support Team meetings at 6 week intervals and benchmarking in September, November, and February to help determine tier movement.

**Benchmark** (Sept 2-13) – entire school – DIBELS K-2, SRI 3-8 – parent letters home explaining Tier Placement. SRI 2<sup>nd</sup> grade for practice and a Lexile score for students reading above a BR level.

**RTI/MTSS Begins:** September 23. Six week meeting will be held November 1 to discuss all students receiving Tier 2 and 3 interventions and any watch list students performing at risk.

**Benchmark** – (Nov 4 - 15) entire school – DIBELS K-2, SRI 3-8 – SRI 2<sup>nd</sup> grade for Lexile. Parent letters sent home notifying Tier placement/movement.

**Adjusted Groups** – Begins November 18

Twelve week Meeting will be held on December 20.

Adjusted Groups – Begin January 2

**Benchmark** – (February) entire school – DIBELS K-2, SRI 3-8- parent letters sent home. SRI 2<sup>nd</sup> grade for Lexile. 18 week-meeting will be held February 14.

**Adjusted Groups** – Begins February 21. Twenty-four week meeting will be held April 5.

**Tier Placement**

<b>TIER</b>	<b>National Percentile</b>	<b>Intervention</b>	<b>Progress Monitoring</b>
Tier 1	41% or higher	Independent enrichment in the regular classroom	None
Tier 1 Watch-list	26-40%	Independent enrichment in the regular classroom	Bi-weekly-notify interventionist if scoring below cut score
Tier 2	11-25%	Small group with classroom teacher	Weekly
Tier 3	0-10%	1 on 1 or in a smaller group with the interventionist or a teacher/para under the supervision of the interventionist. Students in this percentile will first receive Tier 2 interventions.	Weekly

\*Students must progress through Tiers in steps. They may not skip tiers.

**Progress Monitoring Materials**

	<b>Watch List – Bi-weekly</b>	<b>Tier 2 - Weekly</b>	<b>Tier 3 - Weekly</b>
K	Letter Naming Fluency	Letter ID/Sound Symbol or NWF	Letter ID/Sound Symbol or NWF
1	NWF or ORF	NWF or ORF	NWF, ORF, or sight word /Running Record progress monitor from RISE
2	ORF or MAZE	ORF with retell or NWF or MAZE	NWF/ MAZE/ORF or Word Knowledge

			Inventory, Sight Word Progress Monitor or Running Record from RISE
Grades 3-8	MAZE	MAZE or ORF	MAZE/ORF or Word Knowledge Inventory, Sight Word Progress Monitor or Running Record from RISE

**Key/Explanation:**

Letter Naming Fluency – one minute timed

Letter ID/Sound Symbol – not timed

NWF – Nonsense Word Fluency – 6<sup>th</sup> edition PROGRESS MONITORING from DIBELS site

ORF – Oral Reading Fluency – 6<sup>th</sup> edition PROGRESS MONITORING from DIBELS site  
(8<sup>th</sup> edition available for 7<sup>th</sup> and 8<sup>th</sup> grade)

One minute timed

MAZE – use grade level MAZE form from DIBELS 8<sup>th</sup> edition

Three minute timed

### Benchmarking Materials

GRADE	Beginning of Year	Middle of Year	End of Year
K	DIBELS Letter Naming Fluency*	DIBELS Letter Naming Fluency Nonsense Word Fluency CLS*	DIBELS Letter Naming Fluency Nonsense Word Fluency CLS* and WRC
1	DIBELS Letter Naming Fluency Nonsense Word Fluency CLS* and WRC	DIBELS Nonsense Word Fluency CLS and WRC Oral Reading Fluency*	DIBELS Nonsense Word Fluency CLS and WRC Oral Reading Fluency*
2	DIBELS Nonsense Word Fluency Oral Reading Fluency *	DIBELS Oral Reading Fluency * SRI	DIBELS Oral Reading Fluency * SRI
3-8	SRI * (ORF for students who score BR)	SRI * (ORF for students who score BR)	SRI * (ORF for students who score BR)

**\*Predominant Measure, teachers should bring work samples and evidence to the 6 week meeting to provide a secondary measurement of progress.**

Students in Tier X for one subject and Tier Y for another	Receive at least this many minutes:
T3, T3	180
T2, T2	120
T2, T1	90
T3, T1	150

### Tier 2 and 3 Intervention Resources

Guided Reading  
The Road to Reading

The Next Step Forward in Reading Intervention (The RISE framework)  
Orton-Gillingham (WILSON or BARTON)

**RTI Checklist for teachers and specialist:**

- ✓ **Complete data tracking sheet each week for all Tier 2 and Tier 3 students indicating any absences, intervention goals, progress monitoring scores, and interventions used.**
- ✓ **Progress Monitor all watch list students every other week and record scores on Watch List form – keep hard copies in the file.**
- ✓ **Progress Monitor students receiving Tier 2 or 3 interventions each week.**
- ✓ **Provide Intervention weekly for assigned students. See RTI folder on teacher server for resources.**
- ✓ **Complete addendum form for any Tier 3 students receiving additional interventions.**

## Appendix H

### Professional Learning Communities at Providence Creek Academy

Providence Creek Academy teachers meet three times per week to collaboratively work to improve their teaching. The first of these working communities is facilitated by the Dean of Academics with the goal of using an **inquiry cycle** centered on data to inform instruction. Benchmark data, progress monitoring data, and assessments data are incorporated into the analysis. Teachers reflect on an aspect of their teaching, collaborate on strategies for improvement, implement those real solutions, and evaluate student data. Teachers often adjust current and future lesson plans to differentiate based on this data analysis.

In addition to the weekly data PLC, grade level teaching teams also meet with the Math and Reading Specialists on a rotating basis. When meeting with the Reading Specialist, teachers focus on:

- Best practices to fully engage learners with the curricular materials
  - Comprehension Clubs for Grade-level instruction
  - Guided Reading for Differentiation
  - Core Clicks
- Text selection within the grade-level materials (student choice encouraged)
- Phonics integration
- Writing prompts and assessments

Finally, teachers will meet as a grade level team to incorporate the analysis and learning from the two PLC meetings into practice. These weekly learning and working sessions allow teachers the time to match the materials offered in the Scholastic Resources with the individual needs of their individual students and their classes as a whole.

For any questions about the ELA curriculum at Providence Creek Academy, please see:

Dean of Academics, Amanda Silcox [Amanda.silcox@pca.k12.de.us](mailto:Amanda.silcox@pca.k12.de.us)



Reading Specialist, Amy Santos [Amy.santos@pca.k12.de.us](mailto:Amy.santos@pca.k12.de.us)

## **Appendix 2 - Curriculum Documents :: Math K-8 Curriculum Overview**



# Providence Creek Academy Math Curriculum Overview 2020

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## Mathematics at Providence Creek Academy

At Providence Creek Academy, we have worked diligently to improve our mathematics instruction. In 2016, we adopted Eureka Math as our primary curricular resource for mathematics. The introduction of this high quality instructional material has had a direct impact on our students. PCA uses Eureka as designed by the publisher with the following two exceptions: 7<sup>th</sup> grade teaches Module 3 at the beginning of the year (so students can refresh and build upon their understanding of rational numbers before using them, as required in Module 1) and Kindergarten teachers only use the last module as enrichment, as it is not a DE required standard. Student performance on Smarter Balance has improved each year, but more importantly, children are leaving 8<sup>th</sup> grade better prepared.

Our focus on creating hands-on learning experiences for children is centered around manipulating the concrete world around them and encourages students to develop strong numeracy skills that prepare them for high school. Mathematics at Providence Creek Academy is not a simple rote memorization of facts; it is an exploration into the mathematics that provide the foundation for scientific exploration.

We have redesigned our schedule to enable our Professional Learning Communities to flourish. Teachers meet weekly to focus on using an Inquiry Cycle to analyze data and once per week rotate between meeting with the reading specialist and the math specialist. When with the math specialist, teachers devote their time to best practices for use within the Eureka materials, incorporating manipulatives into their daily lessons, and focus on ways to differentiate and meet the needs of all of their learners. Teachers spend time in these PLCs workshopping to share innovative strategies, analyze data from Eureka exit tickets, and collaborate using a cycle of inquiry. The PLCs are facilitated by the Math Specialist and the Dean of Academics.

Additionally, Providence Creek has monthly Professional Development days. Whenever possible, teachers are encouraged to meet with their PLC team to further their data analysis and further their work in mathematics instruction.

## Providence Creek Academy's Mathematics RTI process

At Providence Creek Academy, we are transitioning from RTI to a more encompassing MTSS system and will closely follow any new regulations. Our current process is as follows:

1. Benchmark all students at the beginning of the schoolyear per DE regulations. In schoolyear 2020-2021 we are transitioning from a curriculum based measure ([Moby Max Placement test](#)) to the more widely adopted [Star Math](#). Benchmarks are given three times per year with scores communicated to both classroom teachers and parents.
2. Students performing below expectations are provided interventions in a Tier 2 setting based on the specific needs of the student. Interventions introduce students to the computerized and adaptive [Dreambox Learning](#) in a small group setting with heavy teacher support. Teachers incorporate intensive assistance on missing standards using manipulatives and Eureka Math material into these small group settings. Tier 2 interventions are primarily provided by the classroom teacher. Students receive the intervention a minimum of two times per week, with each child's schedule based on a combination of their math and reading needs.
3. Students who do not improve with Tier 2 interventions and who perform in the lowest 10% (nationally) or those who are not making any progress toward grade level expectations after multiple strategies have been attempted in the Tier 2 setting are provided more intense interventions via Tier 3 interventions. Students in kindergarten – fifth grade meet with the math specialist. These multi-grade level groups meet 3 - 5 times per week, depending on the ELA needs of the child (for a total of 180 minutes per week, combined). The math specialist uses Dreambox Learning, Reflex Math, and small group practice with manipulatives. Special focus is given to hands-on learning activities, student discussion, and the development of numeracy at the developmental level. Students in 6 – 8 grades meet in a small group with their grade level math teacher. Students in these grades use small group practice and Dreambox Learning.
4. Providence Creek Academy holds Student Support Team (SST) meetings per DE regulations to discuss strategies for working with the students. Meetings are facilitated by the math specialist and always include the classroom teacher and a special educator. Parent communication is facilitated by the math specialist. Each meeting focuses on the needs of that child and analyzes the intervention strategies. New strategies are incorporated into that child's plan when and if needed.
5. Progress Monitoring: Teachers monitor the progress of the student in a variety of ways. First, is the child on trajectory to meet end of grade level expectations? This is the beginning question of each SST meeting. To analyze that question, teachers look at classroom work and benchmarks. Next, the team looks at the intervention provided, and ask if it is working for that child. Dreambox reports include growth, standard mastery, and time on task. Within the program, changes can be made to direct the student to focus on those standards that best align with the need of the child. The math specialist and teacher also monitor the progress of the small group interaction.

6. Second Level Screening: For those students who require additional information in order to determine the best intervention, the math specialist uses the ongoing Dreambox reporting in grades 1 – 8. For kindergarten, the Dreambox reporting is used, however for those students new to computers, or in cases where the computerized screening is in doubt, the math specialist uses the [BVSD screeners for math](#)). These are one-to-one screeners that allow for a more intensive interaction to help the math specialist identify target areas for growth, particularly with



## *A Story of Units:*

# A Curriculum Overview for Grades KN–5

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## Introduction

This document provides an overview of the academic year for Kindergarten through Grade 5, beginning with a curriculum map and followed by detailed grade-level descriptions.

The curriculum map is a chart that shows, at a glance, the sequence of modules comprising each grade of the entire elementary curriculum. The map also indicates the approximate number of instructional days designated for each module of each grade. Details that elaborate on the curriculum map are found in the grade-level descriptions. Each grade-level description begins with a list of the five to eight modules that comprise the instruction of that grade. That introductory component is followed by three sections: the **Summary of Year**, the **Rationale for Module Sequence**, and the **Alignment Chart** with the grade-level standards. The **Summary of Year** portion of each grade level includes four pieces of information:

- The critical instructional areas for the grade, as described in the Common Core State Standards for Mathematics<sup>1</sup> (CCSS-M)
- The Key Areas of Focus<sup>2</sup> for the grade band (Note that this information is not available for Pre-Kindergarten.)
- The Required Fluencies for the grade (Note that this information is not available for Pre-Kindergarten.)
- The Major Emphasis Clusters for the grade (Note that this information is not available for Pre-Kindergarten.)

The **Rationale for Module Sequence** portion of each grade level provides a brief description of the instructional focus of each module for that grade and explains the developmental sequence of the mathematics.

The **Alignment Chart** for each grade lists the standards that are addressed in each module of the grade. Throughout the alignment charts, when a cluster is included without a footnote, it is taught in its entirety; there are also times when footnotes are relevant to particular standards within a cluster. All standards for each grade have been carefully included in the module sequence. Some standards are deliberately included in more than one module so that a strong foundation can be built over time.

<sup>1</sup> [http://www.corestandards.org/wp-content/uploads/Math\\_Standards1.pdf](http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf)

<sup>2</sup> <http://www.corestandards.org/other-resources/key-shifts-in-mathematics/>



	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1st TRIMESTER	M1: Numbers to 10 (43 days)	M1: Sums and Differences to 10 (45 days)	M1: Sums and Differences to 100 (10 days)	M1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M1: Place Value and Decimal Fractions (20 days)
			M2: Addition and Subtraction of Length Units (12 days)			
	**M2: 2D and 3D Shapes (12 days)	M2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days)	M3: Place Value, Counting, and Comparison of Numbers to 1,000 (25 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	**M2: Unit Conversions (7 days)	M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)
M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)	M3: Ordering and Comparing Length Measurements as Numbers (15 days)		M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days)	M3: Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10 (25 days)	M3: Multi-Digit Multiplication and Division (43 days)	M3: Addition and Subtraction of Fractions (22 days)
		M5: Addition and Subtraction Within 1,000 with Word Problems to 100 (24 days)	M4: Multiplication and Area (20 days)			
2nd TRIMESTER	M4: Number Pairs, Addition and Subtraction to 10 (47 days)	M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days)	M6: Foundations of Multiplication and Division (24 days)	M5: Fractions as Numbers on the Number Line (35 days)	M5: Fraction Equivalence, Ordering, and Operations (45 days)	M4: Multiplication and Division of Fractions and Decimal Fractions (38 days)
			M7: Problem Solving with Length, Money, and Data (30 days)			
3rd TRIMESTER	M5: Numbers 10-20 and Counting to 100 (30 days)	M5: Identifying, Composing, and Partitioning Shapes (15 days)	M8: Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)	M7: Geometry and Measurement Word Problems (40 days)	M6: Decimal Fractions (20 days)	M5: Addition and Multiplication with Volume and Area (25 days)

Key:			
Number	Geometry	Number and Geometry, Measurement	Fractions



## Sequence of Kindergarten Modules Aligned with the Standards

Module 1: Numbers to 10

Module 2: Two-Dimensional and Three-Dimensional Shapes

Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10

Module 4: Number Pairs, Addition and Subtraction to 10

Module 5: Numbers 10–20 and Counting to 100

Module 6: Analyzing, Comparing, and Composing Shapes

### Summary of Year

Kindergarten mathematics is about (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

**Key Areas of Focus for K–2:** Addition and subtraction—concepts, skills, and problem solving

**Required Fluency:** K.OA.5 Add and subtract within 5.

### Major Emphasis Clusters

#### Counting and Cardinality

- Know number names and count sequence.
- Count to tell the number of objects.
- Compare numbers.

#### Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

#### Number and Operations in Base Ten

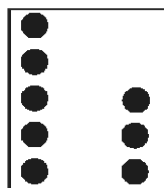
- Work with numbers 11–19 to gain foundations for place value.

### Rationale for Module Sequence in Kindergarten

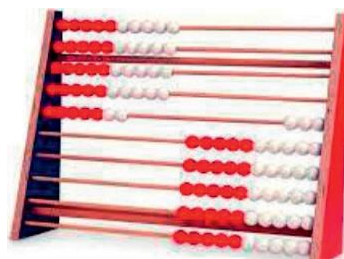
*A Story of Units* continues in Kindergarten. Just like in Pre-K, ladybugs, fingers, and plastic bears are manipulated and counted in Kindergarten, with work consistently moving to the pictorial and abstract levels. The new, foundational unit introduced in Kindergarten’s Module 5, is the supremely important unit of *one*. By the end of the Kindergarten year, students’ first steps into place value are evidenced as they make precise statements such as, “12 is the same as 10 ones and 2 ones!” Notice how this sets the foundation for later work with decimal units (e.g., in Grade 1, “12 is the same as 1 ten and 2 ones;” in Grade 2, “12 tens is the same as 10 tens and 2 tens or 1 hundred 2 tens;” and in Grade 4, “12 tenths is the same as 10 tenths and 2 tenths or 1 one and 2 tenths”).

To begin the year, Kindergarten students start out classifying and categorizing objects, leading to making one group (e.g., “I made a group of 9 goldfish. Look how I can count them in a line, in rows, and in a circle”). Students learn the way each number from 0 to 10 relates to five using fingers,

cubes, drawings, 5-groups (pictured below) and the Rekenrek, an abacus with a color change after the fifth bead (pictured below). The materials support students in seeing all numbers to ten in relationship to five, as they also see them on their fingers, the best manipulative of all! This renders 6, 7, 8, 9, and 10 more friendly as they see, for example, the 3 and 5 embedded within 8. Notice how the distribution of 8 beads as 5 beads and 3 beads sets the stage for the distributive property in Grade 3 (“8 fours = 5 fours + 3 fours, so  $(5 \times 4) + (3 \times 4) = 20 + 12 = 32$ ”). Students close the module by investigating patterns of *1 more* and *1 less* (excluding the word *than*) using models such as the number stairs (pictured below right) with a color change after the fifth cube.



5-Group Card



Rekenrek



Number Stairs

In Module 2, students take a needed break from numbers to analyze their environment and describe and identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres. During both Modules 2 and 3, students also practice their fluency by counting and manipulating numbers to 10 during their fluency practice, giving them ample time to prepare for the addition and subtraction of Module 4.

In Module 3, students directly compare two quantities, first learning to identify the attribute being compared. The use of the word *than* is carefully developed first in the context of length (e.g., *taller than*, *shorter than*), then weight (*heavier than*, *lighter than*), and finally capacity. Notice how *more than* and *less than* are used to compare capacities (e.g., “The bucket holds *more than* the cup”). This transitions students smoothly into comparing numbers (e.g., “9 chairs is *more than* 6 chairs”). This concrete foundation for comparison is essential to students’ entire K–12 experience. Ask any Grade 5 teacher which of the two following word problems is more challenging for students:

- There are 34.6 kilograms of sand and 3 kilograms more gravel than sand. What is the total weight of the gravel and sand?*
- There are 34.6 kilograms of sand and 3 times as much gravel. What is the total weight of the gravel and the sand?*

Problem (a) is more challenging because of the language of *more than*. Students consistently struggle to reason about the relationship of quantities, often resorting to using ineffective tricks (e.g., “If the problem says *more than*, subtract,” which is not correct in the sand and gravel problem).

Module 3 in Kindergarten is intended to provide a solid foundation to future comparison work in the meaningful context of measurement.

In Module 4, comparison flows into addition and subtraction, as it does in all the elementary grades (e.g., “7 is more than 3” leads to, “ $7 = 3 + 4$ ,” and “ $3 + 4 = 7$ ”). Students represent *add to*, *take away*, and *put together* stories with blocks, drawings, and equations. Toward the end of the module,

students start to reorient from 5 toward 10 ones with “How much more does 7 need to make ten?” These final lessons set the stage for Module 5 wherein 10 ones is the structure on which students build the teen numbers. They are also critical foundation standards for Grade 1. Students must know how much a number needs to make ten in order to use the *make ten* strategy in Grades 1 and 2, shown to be an important route to place value understanding as they master their sums and differences to 20 by the end of Grade 2.

In Module 5, after an extended experience of addition and subtraction with totals up to 10, students progress to investigating numbers 10–20. For example, thirteen beans are decomposed as 10 beans and 3 beans just as 8 beans are decomposed as 5 beans and 3 beans. Students record their decompositions of the teen numbers as equations,  $13 = 10 + 3$ , and start to think, “10. 3 more is 13.” As mentioned at the beginning of the story in Grade 1, the unit *one* is introduced as students learn to think of the teen numbers as 10 ones and some ones. For the first time, *one* is not an object but rather a noun! Notice how this sets the stage for expanded form in the upper grades (e.g.,  $36 = 30 + 6$ , or  $13.6 = 10 + 3 + 0.6$ ).

Module 6 rounds out the year with an exploration of shapes. Students build shapes from components, analyze and compare them, and discover that they can be composed of smaller shapes, just as larger numbers are composed of smaller numbers.

## Alignment Chart<sup>9</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
<b>Module 1:</b> <b>Numbers to 10</b> <sup>10</sup> (43 days)	<p><b>Know number names and the count sequence.</b><sup>11</sup></p> <p><b>K.CC.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p> <p><b>Count to tell the number of objects.</b><sup>12</sup></p> <p><b>K.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>

<sup>9</sup>When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.

<sup>10</sup>In this module, standards work is limited to within 10.

<sup>11</sup>The balance of this cluster is addressed in Module 5.

<sup>12</sup>K.CC.4d is addressed in Module 6.

Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
	<p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b><sup>13</sup></p> <p><b>K.OA.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><b>Classify objects and count the number of objects in each category.</b></p> <p><b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)</p>
<p><b>Module 2:</b> <b>Two-Dimensional and Three-Dimensional Shapes</b> (12 days)</p>	<p><b>Classify objects and count the number of objects in each category.</b></p> <p><b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)</p> <p><b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b></p> <p><b>K.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p><b>K.G.2</b> Correctly name shapes regardless of their orientations or overall size.</p>

<sup>13</sup>The balance of this cluster is addressed in Module 4.

Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
	<p><b>K.G.3</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p><b>Analyze, compare, create, and compose shapes.</b><sup>14</sup></p> <p><b>K.G.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p>
<p><b>Module 3:</b> <b>Comparison of Length, Weight, Capacity, and Numbers to 10</b> (38 days)</p>	<p><b>Compare numbers.</b></p> <p><b>K.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)</p> <p><b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals.</p> <p><b>Describe and compare measurable attributes.</b></p> <p><b>K.MD.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>K.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>
<p><b>Module 4:</b> <b>Number Pairs, Addition and Subtraction to 10</b> (47 days)</p>	<p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b></p> <p><b>K.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem.)</p> <p><b>K.OA.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>

<sup>14</sup> The balance of this cluster is addressed in Module 6.

Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
	<p><b>K.OA.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><b>K.OA.4</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings and record the answer with a drawing or equation.</p> <p><b>K.OA.5</b> Fluently add and subtract within 5.<sup>15</sup></p>
<p><b>Module 5:</b> <b>Numbers 10–20 and Counting to 100</b> (30 days)</p>	<p><b>Know number names and the count sequence.</b></p> <p><b>K.CC.1</b> Count to 100 by ones and by tens.</p> <p><b>K.CC.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><b>K.CC.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p> <p><b>Count to tell the number of objects.<sup>16</sup></b></p> <p><b>K.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>

<sup>15</sup> From this point forward, fluency practice is part of students’ on-going experience.

<sup>16</sup> K.CC.4a, K.CC.4b, and K.CC.4c are addressed in Module 1; K.CC.4d is addressed in Module 6.



Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
	<p><b>Work with numbers 11–19 to gain foundations for place value.</b></p> <p><b>K.NBT.1</b> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings and record each composition or decomposition by a drawing or equation (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two three, four, five, six, seven, eight or nine ones.</p>
<p><b>Module 6:</b> <b>Analyzing, Comparing, and Composing Shapes</b> (10 days)</p>	<p><b>Count to tell the number of objects.<sup>17</sup></b></p> <p><b>K.CC.4</b> Understand the relationship between numbers and quantities: connect counting to cardinality.</p> <p>d. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.<sup>18</sup></p> <p><b>Analyze, compare, create and compose shapes.<sup>19</sup></b></p> <p><b>K.G.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><b>K.G.6</b> Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i></p>

<sup>17</sup> Ordinality is introduced in the context of constructing and manipulating shapes. The balance of this cluster is addressed in Modules 1 and 5.

<sup>18</sup> K.CC.4d originates from the New York State Common Core Learning Standards and is not part of the CCSS-M.

<sup>19</sup> K.G.4 is addressed in Module 2.

## Sequence of Grade 1 Modules Aligned with the Standards

Module 1: Sums and Differences to 10

Module 2: Introduction to Place Value Through Addition and Subtraction Within 20

Module 3: Ordering and Comparing Length Measurements as Numbers

Module 4: Place Value, Comparison, Addition and Subtraction to 40

Module 5: Identifying, Composing, and Partitioning Shapes

Module 6: Place Value, Comparison, Addition and Subtraction to 100

### Summary of Year

Grade 1 mathematics is about (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

**Key Areas of Focus for K–2:** Addition and subtraction—concepts, skills, and problem solving

**Required Fluency:** 1.OA.6 Add and subtract within 10.

### Major Emphasis Clusters

#### Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

#### Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

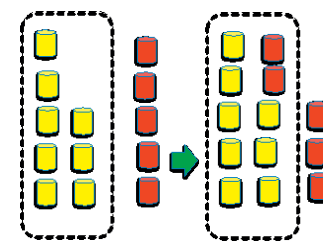
#### Measurement and Data

- Measure lengths indirectly and by iterating length units.

### Rationale for Module Sequence in Grade 1

In Grade 1, work with numbers to 10 continues to be a major stepping-stone in learning the place value system. In Module 1, students work to further understand the meaning of addition and subtraction begun in Kindergarten, largely within the context of the Grade 1 word problem types. They begin intentionally and energetically building fluency with addition and subtraction facts—a major gateway to later grades.

In Module 2, students add and subtract within 20. Work begins by modeling *adding and subtracting across ten* in word problems and with equations. Solutions involving decomposition and composition like that shown to the right for  $8 + 5$  reinforce the need to *make 10*. In Module 1, students grouped 10 objects, saw numbers 0 to 9 in relationship to ten, added to make ten, and subtracted from ten. They now transition to conceptualizing that ten as a single unit (e.g., using 10 linking cubes stuck together). This is the next major stepping-stone in understanding place value, learning to group 10 ones as a single unit: 1 ten. Learning to *complete a unit* empowers students in later grades to understand *renaming* in the addition algorithm, to add 298 and 35 mentally (i.e.,  $298 + 2 + 33$ ), and to add measurements like 4 m, 80 cm, and 50 cm (i.e.,  $4\text{ m} + 80\text{ cm} + 20\text{ cm} + 30\text{ cm} = 4\text{ m} + 1\text{ m} + 30\text{ cm} = 5\text{ m } 30\text{ cm}$ ).



$$8 + 5 = 8 + (2 + 3) = (8 + 2) + 3 = 10 + 3 = 13$$

Adding Across a Ten

Module 3, which focuses on measuring and comparing lengths indirectly and by iterating length units, gives students a few weeks to practice and internalize *making a 10* during daily fluency activities.

Module 4 returns to understanding place value. Addition and subtraction within 40 rest on firmly establishing a *ten* as a unit that can be counted, first introduced at the close of Module 2. Students begin to see a problem like  $23 + 6$  as an opportunity to separate the 2 tens in 23 and concentrate on the familiar addition problem  $3 + 6$ . Adding  $8 + 5$  is related to solving  $28 + 5$ ; complete a unit of ten and add 3 more.

In Module 5, students think about attributes of shapes and practice composing and decomposing geometric shapes. They also practice working with addition and subtraction within 40 during daily fluency activities (from Module 4). Thus, this module provides important internalization time for students between two intense number-based modules. The module placement also gives more spatially-oriented students the opportunity to build their confidence before they return to arithmetic.

Although Module 6 focuses on *adding and subtracting within 100*, the learning goal differs from the *within 40* module. Here, the new level of complexity is to build off the place value understanding and mental math strategies that were introduced in earlier modules. Students explore by using simple examples and the familiar units of 10 made out of linking cubes, bundles, and drawings. Students also count to 120 and represent any number within that range with a numeral.

Alignment Chart<sup>20</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
<p><b>Module 1:</b> <b>Sums and Differences to 10</b><sup>21</sup> (45 days)</p>	<p><b>Represent and solve problems involving addition and subtraction.</b><sup>22</sup></p> <p><b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.)</p> <p><b>Understand and apply properties of operations and the relationship between addition and subtraction.</b></p> <p><b>1.OA.3</b> Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</i></p> <p><b>1.OA.4</b> Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i></p> <p><b>Add and subtract within 20.</b></p> <p><b>1.OA.5</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>

<sup>20</sup> When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.

<sup>21</sup> In this module, work is limited to within 10.

<sup>22</sup> 1.OA.2 is addressed in Module 2.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	<p><b>Work with addition and subtraction equations.</b></p> <p><b>1.OA.7</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</i></p> <p><b>1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>, <math>6 + 6 = \_</math>.</i></p>
<p><b>Module 2:</b>  <b>Introduction to Place Value Through Addition and Subtraction Within 20</b>            (35 days)</p>	<p><b>Represent and solve problems involving addition and subtraction.</b></p> <p><b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.)</p> <p><b>1.OA.2</b> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><b>Understand and apply properties of operations and the relationship between addition and subtraction.</b></p> <p><b>1.OA.3</b> Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</i></p> <p><b>1.OA.4</b> Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i></p>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	<p><b>Add and subtract within 20.</b><sup>23</sup></p> <p><b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> <p><b>Understand place value.</b><sup>24</sup></p> <p><b>1.NBT.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> <li>10 can be thought of as a bundle of ten ones—called a “ten.”</li> <li>The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> </ol>
<p><b>Module 3:</b> <b>Ordering and Comparing Length Measurements as Numbers</b> (15 days)</p>	<p><b>Represent and solve problems involving addition and subtraction.</b><sup>25</sup></p> <p><b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.)</p> <p><b>Measure lengths indirectly and by iterating length units.</b></p> <p><b>1.MD.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>

<sup>23</sup> From this point forward, fluency practice is part of students’ on-going experience; the balance of this cluster is addressed in Module 1.

<sup>24</sup> Focus in this module is on numbers to 20. The balance of this cluster is addressed in Modules 4 and 6.

<sup>25</sup> The balance of this cluster is addressed in Module 2.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	<p><b>1.MD.2</b> Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> <p><b>Represent and interpret data.</b></p> <p><b>1.MD.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>
<p><b>Module 4:</b> <b>Place Value, Comparison, Addition and Subtraction to 40</b><sup>26</sup> (35 days)</p>	<p><b>Represent and solve problems involving addition and subtraction.</b><sup>27</sup></p> <p><b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.)</p> <p><b>Extend the counting sequence.</b><sup>28</sup></p> <p><b>1.NBT.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p><b>Understand place value.</b><sup>29</sup></p> <p><b>1.NBT.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> <li>10 can be thought of as a bundle of ten ones—called a “ten.”</li> </ol>

<sup>26</sup> While pennies and dimes are used throughout the module, 1.MD.3 is not a focus grade level standard in Module 4. Instead, this standard becomes a focal standard in Module 6, when all coins are introduced and used.

<sup>27</sup> The balance of this cluster is addressed in Module 2.

<sup>28</sup> Focus on numbers to 40.

<sup>29</sup> Focus on numbers to 40; 1.NBT.2b is addressed in Module 2.



Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	<p>c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p> <p><b>1.NBT.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p><b>Use place value understanding and properties of operations to add and subtract.</b><sup>30</sup></p> <p><b>1.NBT.4</b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p><b>1.NBT.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p><b>1.NBT.6</b> Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
<p><b>Module 5:</b> <b>Identifying, Composing, and Partitioning Shapes</b> (15 days)</p>	<p><b>Tell and write time and money.</b><sup>31</sup></p> <p><b>1.MD.3</b> Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.</p> <p><b>Reason with shapes and their attributes.</b></p> <p><b>1.G.1</b> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>

<sup>30</sup> Focus on numbers to 40.

<sup>31</sup> Time alone is addressed in this module. Although money is not addressed until Grade 2 in the CCSS-M, it is addressed in Grade 1 Module 6.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	<p><b>1.G.2</b> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”)</p> <p><b>1.G.3</b> Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>
<p><b>Module 6:</b>  <b>Place Value, Comparison, Addition and Subtraction to 100</b>            (35 days)</p>	<p><b>Represent and solve problems involving addition and subtraction.</b><sup>32</sup></p> <p><b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.)</p> <p><b>Extend the counting sequence.</b></p> <p><b>1.NBT.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p><b>Understand place value.</b><sup>33</sup></p> <p><b>1.NBT.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> <li>a. 10 can be thought of as a bundle of ten ones—called a “ten.”</li> <li>c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</li> </ol>

<sup>32</sup> The balance of this cluster is addressed in Module 2.

<sup>33</sup> 1.NBT.2b is addressed in Module 2.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	<p><b>1.NBT.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p><b>Use place value understanding and properties of operations to add and subtract.</b></p> <p><b>1.NBT.4</b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p><b>1.NBT.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count: explain the reasoning used.</p> <p><b>1.NBT.6</b> Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Tell and write time and money.<sup>34</sup></b></p> <p><b>1.MD.3</b> Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.</p>

<sup>34</sup> Although money is not addressed until Grade 2 in the CCSS-M, money is addressed in this module. Time is addressed in Module 5.

## Sequence of Grade 2 Modules Aligned with the Standards

Module 1: Sums and Differences to 100

Module 2: Addition and Subtraction of Length Units

Module 3: Place Value, Counting, and Comparison of Numbers to 1,000

Module 4: Addition and Subtraction Within 200 with Word Problems to 100

Module 5: Addition and Subtraction Within 1,000 with Word Problems to 100

Module 6: Foundations of Multiplication and Division

Module 7: Problem Solving with Length, Money, and Data

Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes

### Summary of Year

Grade 2 mathematics is about (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

**Key Areas of Focus for K–2:** Addition and subtraction—concepts, skills, and problem solving

**Required Fluency:**

2.OA.2	Add and subtract within 20.
2.NBT.5	Add and subtract within 100.

### Major Emphasis Clusters

#### Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.

#### Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

#### Measurement and Data

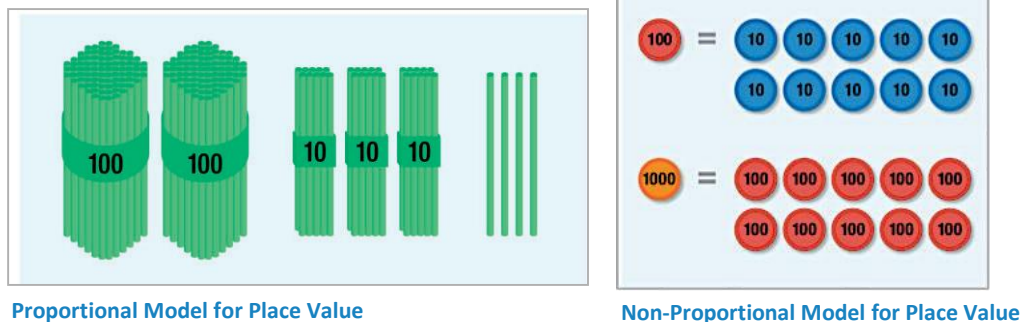
- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.

### Rationale for Module Sequence in Grade 2

From Grade 1, students have fluency of addition and subtraction within 10 and extensive experience working with numbers to 100. Module 1 of Grade 2 establishes a motivating, differentiated fluency program in the first few weeks that will provide each student with enough practice to achieve mastery of the new required fluencies (i.e., adding and subtracting within 20 and within 100) by the end of the year. Students also solve all addition and subtraction word problem situations (See the Standards Glossary, Table 1) that do not involve comparison using the Read-Draw-Write process, a practice that will also continue throughout the year. Though encouraged to use math drawings that are intuitive for them, each situation is also modeled using the tape diagram, encouraging students to generalize and analyze part–whole relationships.

In Module 2, students learn to measure and estimate using standard units for length and solve measurement problems involving addition and subtraction of length, now encountering the word problem situations involving comparison. A major objective is for students to use measurement tools with the understanding that linear measure involves an iteration of units and that the smaller a unit, the more iterations are necessary to cover a given length. Students work exclusively with metric units (e.g., centimeters and meters) in this module to support upcoming work with place value concepts in Module 3. Units also play a central role in the addition and subtraction algorithms of Modules 4 and 5. An underlying goal for this module is for students to learn the meaning of a *unit* in a different context, that of length. This understanding serves as the foundation of arithmetic, measurement, and geometry in elementary school. Students also solve word problems involving all addition and subtraction comparison situations, so that by the end of Module 2, they have encountered the full set of situations.

All arithmetic algorithms are manipulations of place value units: ones, tens, hundreds, etc. In Module 3, students extend their understanding of base-ten notation and apply their understanding of place value to count and compare numbers to 1,000. In Grade 2, the place value units move from a proportional model to a non-proportional number disk model (see the pictures below). The place value table with number disks can be used through Grade 5 for modeling very large numbers and decimals, thus providing students greater facility with, and understanding of, mental math and algorithms.



Proportional Model for Place Value

Non-Proportional Model for Place Value

In Module 4, students apply their work with place value units to add and subtract within 200, moving from concrete to pictorial to abstract. This work deepens their understanding of base ten, place value, and the properties of operations. It also challenges them to apply their knowledge to one-step and two-step word problems. During this module, students also continue to develop one of the required fluencies of the grade: addition and subtraction within 100.

Module 5 builds upon the work of Module 4. Students again use place value strategies, manipulatives, and math drawings to extend their conceptual understanding of the addition and subtraction algorithms to numbers within 1,000. They maintain addition and subtraction fluency within 100 through daily application work to solve one- and two-step word problems of all types. A key component of Modules 4 and 5 is that students use place value reasoning to explain why their addition and subtraction strategies work.

In Module 6, students extend their understanding of a unit to build the foundation for multiplication and division wherein any number, not just powers of ten, can be a unit. Making equal groups of *four apples each* establishes the unit *four apples* (or just *four*) that can then be counted: *1 four, 2 fours, 3 fours*, etc. Relating the new unit to the one used to create it lays the foundation for multiplication: *3 groups of 4 apples equal 12 apples* (or *3 fours is 12*).

Module 7 provides another opportunity for students to practice their algorithms and problem-solving skills with perhaps the most well-known, interesting units of all: dollars, dimes, pennies, quarters, and nickels. Measuring and estimating length is revisited in this module in the context of units from both the customary system (e.g., inches and feet) and the metric system (e.g., centimeters and meters). As they study money and length, students represent data given by measurement and money data using picture graphs, bar graphs, and line plots.

Students finish Grade 2 by describing and analyzing shapes in terms of their sides and angles. In Module 8, students investigate, describe, and reason about the composition and decomposition of shapes to form other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Alignment Chart<sup>35</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
<b>Module 1:</b> <b>Sums and Differences to 100</b> (10 days)	<p><b>Represent and solve problems involving addition and subtraction.</b><sup>36</sup></p> <p><b>2.OA.1</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.)</p> <p><b>Add and subtract within 20.</b><sup>37</sup></p> <p><b>2.OA.2</b> Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p><b>Use place value understanding and properties of operations to add and subtract.</b><sup>38</sup></p> <p><b>2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
<b>Module 2:</b> <b>Addition and Subtraction of Length Units</b> (12 days)	<p><b>Measure and estimate lengths in standard units.</b><sup>39</sup></p> <p><b>2.MD.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><b>2.MD.2</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p><b>2.MD.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.</p>

<sup>35</sup> When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.

<sup>36</sup> In this module, word problems focus primarily on result unknown and change unknown situations.

<sup>37</sup> From this point forward, fluency practice with addition and subtraction to 20 is part of students' ongoing experience.

<sup>38</sup> This standard is addressed again in Modules 4 and 7; the balance of this cluster is addressed in Modules 4 and 5.

<sup>39</sup> Focus is on metric measurement in preparation for place value in Module 3. Customary measurement is addressed in Module 7.



Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
	<p><b>2.MD.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p><b>Relate addition and subtraction to length.</b></p> <p><b>2.MD.5</b> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p><b>2.MD.6</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>
<p><b>Module 3:</b>  <b>Place Value, Counting, and Comparison of Numbers to 1,000</b>            (25 days)</p>	<p><b>Understand place value.</b></p> <p><b>2.NBT.1</b> Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> <li>100 can be thought of as a bundle of ten tens—called a “hundred.”</li> <li>The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</li> </ol> <p><b>2.NBT.2</b> Count within 1000; skip-count by 5s<sup>40</sup>, 10s, and 100s.</p> <p><b>2.NBT.3</b> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p><b>2.NBT.4</b> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>

<sup>40</sup> Use an analog clock to provide a context for skip-counting by fives.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
<p><b>Module 4:</b>  <b>Addition and Subtraction Within 200 with Word Problems to 100</b>            (35 days)</p>	<p><b>Represent and solve problems involving addition and subtraction.</b></p> <p><b>2.OA.1</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.)</p> <p><b>Use place value understanding and properties of operations to add and subtract.<sup>41</sup></b></p> <p><b>2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>2.NBT.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b>2.NBT.7</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p><b>2.NBT.8</b> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p><b>2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)</p>
<p><b>Module 5:</b>  <b>Addition and Subtraction Within 1,000 with Word Problems to 100</b>            (24 days)</p>	<p><b>Use place value understanding and properties of operations to add and subtract.<sup>42</sup></b></p> <p><b>2.NBT.7</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is</p>

<sup>41</sup>In this module, work is limited to within 200. This work is extended to numbers within 1,000 in the next module.

<sup>42</sup>The balance of this cluster is addressed in Modules 1, 4, and 7.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
	<p>necessary to compose or decompose tens or hundreds.</p> <p><b>2.NBT.8</b> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p><b>2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)</p>
<p><b>Module 6:</b> <b>Foundations of Multiplication and Division</b> (24 days)</p>	<p><b>Work with equal groups of objects to gain foundations for multiplication.</b></p> <p><b>2.OA.3</b> Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s: write an equation to express an even number as a sum of two equal addends.</p> <p><b>2.OA.4</b> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p><b>Reason with shapes and their attributes.</b><sup>43</sup></p> <p><b>2.G.2</b> Partition a rectangle into rows and columns of same size squares and count to find the total number of them.</p>
<p><b>Module 7:</b> <b>Problem Solving with Length, Money, and Data</b> (30 days)</p>	<p><b>Use place value understanding and properties of operations to add and subtract.</b><sup>44</sup></p> <p><b>2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>Measure and estimate lengths in standard units.</b></p> <p><b>2.MD.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>

<sup>43</sup> 2.G.2 is included in this module because the array model is so important to the foundation for multiplication. The balance of this cluster is addressed in Module 8.

<sup>44</sup> This standard is also addressed in Modules 1 and 4; the balance of this cluster is addressed in Modules 4 and 5.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
	<p><b>2.MD.2</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p><b>2.MD.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p><b>2.MD.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p><b>Relate addition and subtraction to length.</b></p> <p><b>2.MD.5</b> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p><b>2.MD.6</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p> <p><b>Work with time and money.</b><sup>45</sup></p> <p><b>2.MD.8</b> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i></p> <p><b>Represent and interpret data.</b></p> <p><b>2.MD.9</b> Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p><b>2.MD.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems (See Standards Glossary, Table 1.) using information presented in a bar graph.</p>

<sup>45</sup> Focus on money. Time is addressed in Module 8.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
<p><b>Module 8:</b>  <b>Time, Shapes, and Fractions as Equal Parts of Shapes</b>            (20 days)</p>	<p><b>Work with time and money.</b><sup>46</sup></p> <p><b>2.MD.7</b> Tell time and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p><b>Reason with shapes and their attributes.</b><sup>47</sup></p> <p><b>2.G.1</b> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p><b>2.G.3</b> Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>

<sup>46</sup> Focus on time. Money is addressed in Module 7.

<sup>47</sup> 2.G.2 is addressed in Module 6.

## Sequence of Grade 3 Modules Aligned with the Standards

Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10

Module 2: Place Value and Problem Solving with Units of Measure

Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10

Module 4: Multiplication and Area

Module 5: Fractions as Numbers on the Number Line

Module 6: Collecting and Displaying Data

Module 7: Geometry and Measurement Word Problems

### Summary of Year

Grade 3 mathematics is about (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with a numerator of 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

**Key Areas of Focus for 3–5:** Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

**Required Fluency:** 3.OA.7 Multiply and divide within 100.  
3.NBT.2 Add and subtract within 1000.

### Major Emphasis Clusters

#### Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand the properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations and identify and explain patterns in arithmetic.

#### Number and Operations—Fractions

- Develop understanding of fractions as numbers.

#### Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

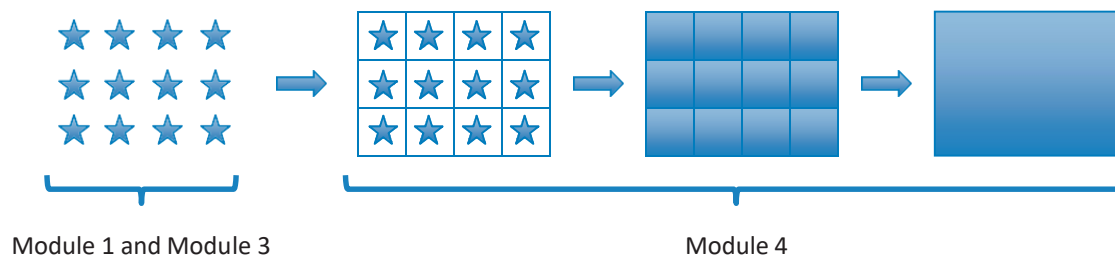
### Rationale for Module Sequence in Grade 3

The first module builds upon the foundation of multiplicative thinking with units started in Grade 2. First, students concentrate on the meaning of multiplication and division and begin developing fluency for learning products involving factors of 2, 3, 4, 5, and 10 (see Key Areas of Focus and

Required Fluency above). The restricted set of facts keeps learning manageable, and also provides enough examples to do one- and two-step word problems and to start measurement problems involving weight, capacity, and time in the second module.

Module 2 focuses on measurement of time and metric weight and capacity. In exploratory lessons, students decompose a kilogram into 100 gram, 10 gram, and 1 gram weights and decompose a liter into analogous amounts of milliliters. Metric measurement thereby develops the concept of mixed units (e.g., 3 kilograms 400 grams is clearly related to 3 thousands, 4 hundreds). Students then apply their new understanding of number to place value, comparison and rounding, composing larger units when adding, decomposing into smaller units when subtracting. Students also draw proportional tape diagrams to solve word problems (e.g., “If this tape represents 62 kg, then a tape representing 35 kg needs to be slightly longer than half the 62 kg bar ...”). Drawing the relative sizes of the lengths involved in the model prepares students to locate fractions on a number line in Module 5 (where they learn to locate points on the number line relative to each other and relative to the whole unit). Module 2 also provides students with internalization time for learning the 2, 3, 4, 5, and 10 facts as part of their fluency activities.

Students learn the remaining multiplication and division facts in Module 3 as they continue to develop their understanding of multiplication and division strategies within 100 and use those strategies to solve two-step word problems. The “2, 3, 4, 5, and 10 facts” module (Module 1) and the “0, 1, 6, 7, 8, 9, and multiples of 10 facts” module (Module 3) both provide important, sustained time for work in understanding the structure of rectangular arrays to prepare students for area in Module 4. This work is necessary because students initially find it difficult to distinguish the different units in a grid (the third array in the picture below), count them, and recognize that the count is related to multiplication. Tiling also supports a correct interpretation of the grid. Modules 1 and 3 slowly build up to the area model (the fourth model in the picture below), using rectangular arrays in the context of learning multiplication and division:



Progression from Rectangular Array to Area Model

By Module 4, students are ready to investigate area. They measure the area of a shape by finding the total number of same-size units of area (e.g., tiles) required to cover the shape without gaps or overlaps. When that shape is a rectangle with whole number side lengths, it is easy to partition the rectangle into squares with equal areas (as in the third stage of the illustration above).

One goal of Module 5 is for students to transition from thinking of fractions as area or parts of a figure to points on a number line and finally, as numbers. To make that jump, students think of fractions as being constructed out of unit fractions: *1 fourth* is the length of a segment on the number line such that the length of four concatenated fourth segments on the line equals 1 (the whole). Once the unit *1 fourth* has been established, counting them is as easy as counting whole numbers: 1 fourth, 2 fourths, 3 fourths, 4 fourths, 5 fourths, etc. Students also compare fractions, find equivalent fractions in special cases, and solve problems that involve fractions. They realize that equivalent fractions share the same point on the number line.

In Module 6, by applying their knowledge of fractions from Module 5, students round lengths to the nearest halves and fourths of an inch and record that information on line plots. This module also prepares students for the multiplicative comparison problems of Grade 4 by asking students “how many more” and “how many less” questions about scaled bar graphs.

The year rounds out with plenty of time to solve two-step word problems involving the four operations and to improve fluency for concepts and skills initiated earlier in the year. In Module 7, students also describe, analyze, and compare properties of two-dimensional shapes. By now, students have done enough work with both linear and area measurement models to understand that there is no relationship in general between the area of a figure and its perimeter, which is one of the concepts taught in the last module.

### Alignment Chart<sup>48</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
<b>Module 1:</b> <b>Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10</b> (25 days)	<b>Represent and solve problems involving multiplication and division.</b> <sup>49</sup> <p><b>3.OA.1</b> Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</i></p> <p><b>3.OA.2</b> Interpret whole-number quotients of whole numbers, e.g., interpret <math>56 \div 8</math> 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. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</i></p>

<sup>48</sup> When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.

<sup>49</sup> In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.



Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	<p><b>3.OA.3</b> 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. (See Standards Glossary, Table 2.)</p> <p><b>3.OA.4</b> Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = \_ \div 3</math>, <math>6 \times 6 = ?</math></i></p> <p><b>Understand properties of multiplication and the relationship between multiplication and division.<sup>50</sup></b></p> <p><b>3.OA.5</b> Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)<sup>51</sup></i></p> <p><b>3.OA.6</b> Understand division as an unknown-factor problem. <i>For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</i></p> <p><b>Multiply and divide within 100.<sup>52</sup></b></p> <p><b>3.OA.7</b> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.<sup>53</sup></b></p> <p><b>3.OA.8</b> 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. (This standard</p>

<sup>50</sup> In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.

<sup>51</sup> The associative property is addressed in Module 3.

<sup>52</sup> In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.

<sup>53</sup>In this module, problem solving is limited to multiplication and division and limited to factors of 2–5 and 10 and the corresponding dividends. 3.OA.9 is addressed in Module 3.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	<p>is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., Order of Operations.)</p>
<p><b>Module 2:</b> <b>Place Value and Problem Solving with Units of Measure</b> (25 days)</p>	<p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b><sup>54</sup></p> <p><b>3.NBT.1</b> Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p><b>3.NBT.2</b> Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</b></p> <p><b>3.MD.1</b> 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.</p> <p><b>3.MD.2</b> Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as <math>\text{cm}^3</math> and finding the geometric volume of a container.) 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. (Excludes multiplicative comparison problems, i.e., problems involving notions of “times as much”; see Standards Glossary, Table 2.)</p>

<sup>54</sup> From this point forward, fluency practice with addition and subtraction is part of students’ on-going experience. 3.NBT.3 is addressed in Module 3.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
<p><b>Module 3:</b>  <b>Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10</b>            (25 days)</p>	<p><b>Represent and solve problems involving multiplication and division.</b><sup>55</sup></p> <p><b>3.OA.3</b> 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. (See Standards Glossary, Table 2.)</p> <p><b>3.OA.4</b> Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = \_\_\_ \div 3</math>, <math>6 \times 6 = ?</math></i></p> <p><b>Understand properties of multiplication and the relationship between multiplication and division.</b><sup>56</sup></p> <p><b>3.OA.5</b> Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</i></p> <p><b>Multiply and divide within 100.</b><sup>57</sup></p> <p><b>3.OA.7</b> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b><sup>58</sup></p> <p><b>3.OA.8</b> 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. (This standard is limited to problems posed with whole numbers and having whole-number answers; students</p>

<sup>55</sup> The balance of this cluster is addressed in Module 1.

<sup>56</sup> The balance of this cluster is addressed in Module 1.

<sup>57</sup> From this point forward, fluency practice with multiplication and division facts is part of students' on-going experience.

<sup>58</sup>After being fully taught in Module 3, this standard (as well as 3.OA.3) continues being practiced throughout the remainder of the school year.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	<p>should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., Order of Operations.)</p> <p><b>3.OA.9</b> Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p> <p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used.)<sup>59</sup></b></p> <p><b>3.NBT.3</b> Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., <math>9 \times 80</math>, <math>5 \times 60</math>) using strategies based on place value and properties of operations.</p>
<p><b>Module 4:</b> <b>Multiplication and Area</b> (20 days)</p>	<p><b>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</b></p> <p><b>3.MD.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ol style="list-style-type: none"> <li>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.</li> <li>A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units.</li> </ol> <p><b>3.MD.6</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p><b>3.MD.7</b> Relate area to the operations of multiplication and addition.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>

<sup>59</sup>The balance of this cluster is addressed in Module 2.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	<ul style="list-style-type: none"> <li>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>. Use area models to represent the distributive property in mathematical reasoning.</li> <li>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.</li> </ul>
<p><b>Module 5:</b>  <b>Fractions as Numbers on the Number Line</b>            (35 days)</p>	<p><b>Develop understanding of fractions as numbers. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)</b></p> <ul style="list-style-type: none"> <li><b>3.NF.1</b> Understand a fraction <math>1/b</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>a/b</math> as the quantity formed by <math>a</math> parts of size <math>1/b</math>.</li> <li><b>3.NF.2</b> Understand a fraction as a number on the number line; represent fractions on a number line diagram.               <ul style="list-style-type: none"> <li>a. Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</li> <li>b. Represent a fraction <math>a/b</math> on a number line diagram by marking off <math>a</math> lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</li> </ul> </li> <li><b>3.NF.3</b> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.               <ul style="list-style-type: none"> <li>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</li> <li>b. Recognize and generate simple equivalent fractions, e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</li> </ul> </li> </ul>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	<p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram.</i></p> <p>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 <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p> <p><b>Reason with shapes and their attributes.</b><sup>60</sup></p> <p><b>3.G.2</b> Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area and describe the area of each part as <math>\frac{1}{4}</math> of the area of the shape.</p>
<p><b>Module 6:</b> <b>Collecting and Displaying Data</b> (10 days)</p>	<p><b>Represent and interpret data.</b></p> <p><b>3.MD.3</b> 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. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p> <p><b>3.MD.4</b> 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.</p>
<p><b>Module 7:</b> <b>Geometry and Measurement Word Problems</b><sup>61</sup> (40 days)</p>	<p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b><sup>62</sup></p> <p><b>3.OA.8</b> 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. (This standard</p>

<sup>60</sup> 3.G.1 is addressed in Module 7.

<sup>61</sup> The seemingly eclectic set of standards in Module 7 allows for a new level of word problems, including perimeter and measurement word problems.

<sup>62</sup> 3.OA.9 is addressed in Module 3.



Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	<p>is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., Order of Operations.)</p> <p><b>Represent and interpret data.</b><sup>63</sup></p> <p><b>3.MD.4</b> 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.</p> <p><b>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</b></p> <p><b>3.MD.8</b> 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.</p> <p><b>Reason with shapes and their attributes.</b><sup>64</sup></p> <p><b>3.G.1</b> 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.</p>

<sup>63</sup> 3.MD.3 is addressed in Module 6.

<sup>64</sup> 3.G.2 is addressed in Module 5.

## Sequence of Grade 4 Modules Aligned with the Standards

Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction

Module 2: Unit Conversions and Problem Solving with Metric Measurement

Module 3: Multi-Digit Multiplication and Division

Module 4: Angle Measure and Plane Figures

Module 5: Fraction Equivalence, Ordering, and Operations

Module 6: Decimal Fractions

Module 7: Exploring Measurement with Multiplication

### Summary of Year

Grade 4 mathematics is about (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

**Key Areas of Focus for 3–5:** Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

**Required Fluency:** 4.NBT.4 Add and subtract within 1,000,000.

Major Emphasis Clusters
<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> <li>Use the four operations with whole numbers to solve problems.</li> </ul>
<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> <li>Generalize place value understanding for multi-digit whole numbers.</li> <li>Use place value understanding and properties of operations to perform multi-digit arithmetic.</li> </ul>
<p>Number and Operations—Fractions</p> <ul style="list-style-type: none"> <li>Extend understanding of fraction equivalence and ordering.</li> <li>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</li> <li>Understand decimal notation for fractions, and compare decimal fractions.</li> </ul>

### Rationale for Module Sequence in Grade 4

In Grade 4, students extend their work with whole numbers. They begin with large numbers using familiar units (tens and hundreds) and develop their understanding of thousands by building knowledge of the pattern of *times ten* in the base-ten system on the place value chart (**4.NBT.1**). In

Grades 2 and 3, students focused on developing the concept of composing and decomposing place value units within the addition and subtraction algorithms. Now, in Grade 4, those (de)compositions are seen through the lens of multiplicative comparison (e.g., 1 thousand is 10 times as much as 1 hundred). They next apply their broadened understanding of patterns on the place value chart to compare, round, add, and subtract. The addition and subtraction algorithms are then efficient and useful applications of students' knowledge of and skill with composing and decomposing higher value units. The module culminates with solving multi-step word problems involving addition and subtraction modeled with tape diagrams that focus on numerical relationships.

The algorithms continue to play a part in Module 2 as students relate place value units to metric units. This module helps students draw similarities between:

1 ten	= 10 ones
1 hundred	= 10 tens
1 hundred	= 100 ones
1 meter	= 100 centimeters
1 thousand	= 1,000 ones
1 kilometer	= 1,000 meters
1 kilogram	= 1,000 grams
1 liter	= 1,000 milliliters

Students work with metric measurement in the context of the addition and subtraction algorithms, mental math, place value, and word problems. Customary units are used as a context for fractions in Modules 5 and 7.

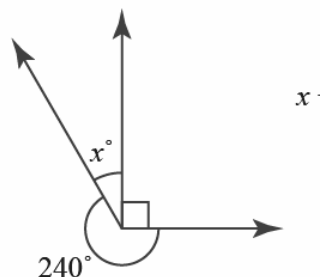
In Module 3, measurement of perimeter and area provide the concrete foundation behind the distributive property in the multiplication algorithm:  $4 \times (1 \text{ m } 2 \text{ cm})$  can be modeled concretely using ribbon, since it is easy to see the 4 copies of 1 meter and the 4 copies of 2 centimeters. Likewise,  $4 \times (1 \text{ ten } 2 \text{ ones}) = 4 \text{ tens } 8 \text{ ones}$ . Students next use place value disks to develop efficient procedures and the algorithms for multiplying and dividing one-digit whole numbers. They understand and explain why the procedures work, and connections are made between the area model and work on the place value chart. Two-digit by two-digit multiplication is then modeled using the area model, extending students' earlier experiences with measurement and the distributive property. Students also solve word problems throughout the module where they select and accurately apply appropriate methods to estimate, mentally calculate, or use written strategies to compute products and quotients.

Module 4 focuses as much on solving unknown angle problems using letters and equations as it does on building, drawing, and analyzing two-dimensional shapes in geometry. Students have already used letters and equations to solve word problems in earlier grades. They continue to do so in Grade 4, and now they also learn to solve unknown angle problems: work that challenges students to build and solve equations to find unknown angle measures. First, students learn the definition of degree and learn how to measure angles in degrees using a circular protractor. From the definition of degree and the fact that angle measures are additive, the following rudimentary facts about angles naturally follow:

1. The sum of angle measurements around a point is 360 degrees.
2. The sum of angle measurements on a line is 180 degrees.

Hence, from 1 and 2, students see that vertical angles are equal. Armed only with these facts, students are able to generate and solve equations as in the following problem:

Find the unknown angle  $x$ .



$$xx + 240 + 90 = 360$$

$$xx + 330 = 360$$

$$xx = 30$$

Unknown angle problems help to unlock algebraic concepts for students because such problems are visual. The  $xx$  clearly stands for a specific number. If a student wished, he could place a protractor down on that angle and measure it to find  $xx$ . But doing so destroys the joy of deducing the answer and solving the puzzle on his own.

Module 5 centers on equivalent fractions and operations with fractions. We use fractions when there is a given unit, the *whole unit*, but we want to measure using a smaller unit, called the *fractional unit*. To prepare students to explore the relationship between a fractional unit and its whole unit, examples of such relationships in different contexts were already carefully established earlier in the year:

360 degrees in	1 complete turn
100 centimeters in	1 meter
1000 grams in	1 kilogram
1000 milliliters in	1 liter

The beauty of fractional units, once defined and understood, is that they behave just as all other units do:

- “3 fourths + 5 fourths = 8 fourths” just as “3 meters + 5 meters = 8 meters”
- “ $4 \times 3$  fourths = 12 fourths” just as “ $4 \times 3$  meters = 12 meters”

Students add and subtract fractions with like units using the area model and the number line. They multiply a fraction by a whole number where the interpretation is as repeated addition (e.g., 3 fourths + 3 fourths =  $2 \times 3$  fourths). Through this introduction to fraction arithmetic they gradually come to understand fractions as units they can manipulate, just like whole numbers. Throughout the module, customary units of measurement provide a relevant context for the arithmetic.

Module 6, on decimal fractions, starts with the realization that decimal place value units are simply special fractional units: 1 tenth =  $1/10$ , 1 hundredth =  $1/100$ , etc. Fluency plays an important role in this topic as students learn to relate  $3/10 = 0.3 = 3$  tenths. They also recognize that 3 tenths is equal to 30 hundredths and subsequently have their first experience adding and subtracting fractions with unlike units (e.g., 3 tenths + 4 hundredths = 30 hundredths + 4 hundredths).

The year ends with a module focused on multiplication and measurement, as they solve multi-step word problems. Exploratory lessons support conceptual understanding of the relative sizes of measurement units. Students explore conversion in hands-on settings and subsequently apply those conversions to solve multi-step word problems involving all operations and multiplicative comparison.

## Alignment Chart<sup>65</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
<b>Module 1:</b> <b>Place Value, Rounding, and Algorithms for Addition and Subtraction</b> (25 days)	<b>Use the four operations with whole numbers to solve problems.<sup>66</sup></b>  <b>4.OA.3</b> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

<sup>65</sup> When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.

<sup>66</sup> The balance of this cluster is addressed in Modules 3 and 7.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	<p><b>Generalize place value understanding for multi-digit whole numbers. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)</b></p> <p><b>4.NBT.1</b> 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. <i>For example, recognize that <math>700 \div 70 = 10</math> by applying concepts of place value and division.</i></p> <p><b>4.NBT.2</b> 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 <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b>4.NBT.3</b> Use place value understanding to round multi-digit whole numbers to any place.</p> <p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.<sup>67</sup></b></p> <p><b>4.NBT.4</b> Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>
<p><b>Module 2:</b> <b>Unit Conversions and Problem Solving with Metric Measurement</b> (7 days)</p>	<p><b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.<sup>68</sup></b></p> <p><b>4.MD.1</b> 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. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p><b>4.MD.2</b> 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.</p>

<sup>67</sup> From this point forward, fluency practice is part of students' on-going experience. The balance of this cluster is addressed in Module 3.

<sup>68</sup> The focus of this module is on the metric system to reinforce place value, mixed units, and word problems with unit conversions. Decimal and fraction word problems wait until Modules 6 and 7. 4.MD.3 is addressed in Module 3.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
<p><b>Module 3:</b>  <b>Multi-Digit Multiplication and Division</b>            (43 days)</p>	<p><b>Use the four operations with whole numbers to solve problems.</b></p> <p><b>4.OA.1</b> Interpret a multiplication equation as a comparison, e.g., interpret <math>35 = 5 \times 7</math> 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.</p> <p><b>4.OA.2</b> 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. (See Standards Glossary, Table 2.)</p> <p><b>4.OA.3</b> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><b>Gain familiarity with factors and multiples.</b></p> <p><b>4.OA.4</b> 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.</p> <p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)<sup>69</sup></b></p> <p><b>4.NBT.5</b> 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.</p> <p><b>4.NBT.6</b> 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</p>

<sup>69</sup> 4.NBT.4 is addressed in Module 1 and is then reinforced throughout the year.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	<p>relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b><sup>70</sup></p> <p><b>4.MD.3</b> Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p>
<p><b>Module 4:</b> <b>Angle Measure and Plane Figures</b> (20 days)</p>	<p><b>Geometric measurement: understand concepts of angle and measure angles.</b></p> <p><b>4.MD.5</b> Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <ol style="list-style-type: none"> <li>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 <math>\frac{1}{360}</math> of a circle is called a “one-degree angle,” and can be used to measure angles.</li> <li>An angle that turns through <math>n</math> one-degree angles is said to have an angle measure of <math>n</math> degrees.</li> </ol> <p><b>4.MD.6</b> Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p><b>4.MD.7</b> 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.</p>

<sup>70</sup>4.MD.1 is addressed in Modules 2 and 7; 4.MD.2 is addressed in Modules 2, 6, and 7.



Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	<p><b>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</b></p> <p><b>4.G.1</b> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p><b>4.G.2</b> 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.</p> <p><b>4.G.3</b> 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.</p>
<p><b>Module 5:</b> <b>Fraction Equivalence, Ordering, and Operations</b><sup>71</sup> (45 days)</p>	<p><b>Generate and analyze patterns.</b></p> <p><b>4.OA.5</b> 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. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p><b>Extend understanding of fraction equivalence and ordering. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</b></p> <p><b>4.NF.1</b> Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> 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.</p> <p><b>4.NF.2</b> 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 <math>1/2</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole.</p>

<sup>71</sup>Tenths and hundredths are important fractions in this module, represented in decimal form in Module 6.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	<p>Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p> <p><b>Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.</b></p> <p><b>4.NF.3</b> Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>.</p> <ol style="list-style-type: none"> <li>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</li> <li>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. <i>Examples:</i> <math>3/8 = 1/8 + 1/8 + 1/8</math>; <math>3/8 = 1/8 + 2/8</math>; <math>2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8</math>.</li> <li>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.</li> <li>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.</li> </ol> <p><b>4.NF.4</b> Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <ol style="list-style-type: none"> <li>Understand a fraction <math>a/b</math> as a multiple of <math>1/b</math>. <i>For example, use a visual fraction model to represent <math>5/4</math> as the product <math>5 \times (1/4)</math>, recording the conclusion by the equation <math>5/4 = 5 \times (1/4)</math>.</i></li> <li>Understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express <math>3 \times (2/5)</math> as <math>6 \times (1/5)</math>, recognizing this product as <math>6/5</math>. (In general, <math>n \times (a/b) = (n \times a)/b</math>.)</i></li> </ol>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	<p>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. <i>For example, if each person at a party will eat <math>\frac{3}{8}</math> of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i></p> <p><b>Represent and interpret data.</b></p> <p><b>4.MD.4</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p>
<p><b>Module 6:</b> <b>Decimal Fractions</b> (20 days)</p>	<p><b>Understand decimal notation for fractions, and compare decimal fractions. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)<sup>72</sup></b></p> <p><b>4.NF.5</b> 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. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) <i>For example, express <math>\frac{3}{10}</math> as <math>\frac{30}{100}</math>, and add <math>\frac{3}{10} + \frac{4}{100} = \frac{34}{100}</math>.</i></p> <p><b>4.NF.6</b> Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as <math>\frac{62}{100}</math>; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i></p> <p><b>4.NF.7</b> 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 <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual model.</p>

<sup>72</sup> In this module, we continue to work with fractions, now including decimal form.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	<p><b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b><sup>73</sup></p> <p><b>4.MD.2</b> 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.</p>
<p><b>Module 7:</b> <b>Exploring Measurement with Multiplication</b> (20 days)</p>	<p><b>Use the four operations with whole numbers to solve problems.</b></p> <p><b>4.OA.1</b> Interpret a multiplication equation as a comparison, e.g., interpret <math>35 = 5 \times 7</math> 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.</p> <p><b>4.OA.2</b> 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. (See Standards Glossary, Table 2.)</p> <p><b>4.OA.3</b> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b><sup>74</sup></p> <p><b>4.MD.1</b> 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</p>

<sup>73</sup> 4.MD.1 is addressed in Modules 2 and 7; 4.MD.3 is addressed in Module 3.

<sup>74</sup> The focus now is on customary units in word problems for application of fraction concepts. 4.MD.3 is addressed in Module 3.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	<p>larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p><b>4.MD.2</b> 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.</p>

## Sequence of Grade 5 Modules Aligned with the Standards

Module 1: Place Value and Decimal Fractions

Module 2: Multi-Digit Whole Number and Decimal Fraction Operations

Module 3: Addition and Subtraction of Fractions

Module 4: Multiplication and Division of Fractions and Decimal Fractions

Module 5: Addition and Multiplication with Volume and Area

Module 6: Problem Solving with the Coordinate Plane

### Summary of Year

Grade 5 mathematics is about (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

**Key Areas of Focus for 3–5:** Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

**Required Fluency:** 5.NBT.5 Multi-digit multiplication.

### Major Emphasis Clusters

Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

### Rationale for Module Sequence in Grade 5

Students' experiences with the algorithms as ways to manipulate place value units in Grades 2–4 really begin to pay dividends in Grade 5. In Module 1, whole number patterns with number disks on the place value chart are easily generalized to decimal numbers. As students work word problems with measurements in the metric system, where the same patterns occur, they begin to appreciate the value and the meaning of decimals. Students apply their work with place value to adding, subtracting, multiplying, and dividing decimal numbers with tenths and hundredths.

Module 2 begins by using place value patterns and the distributive and associative properties to multiply multi-digit numbers by multiples of 10 and leads to fluency with multi-digit whole number multiplication.<sup>75</sup> For multiplication, students must grapple with and fully understand the distributive property (one of the key reasons for teaching the multi-digit algorithm). While the multi-digit multiplication algorithm is a straightforward generalization of the one-digit multiplication algorithm, the division algorithm with two-digit divisors requires far more care to teach because students have to also learn estimation strategies, error correction strategies, and the idea of successive approximation (all of which are central concepts in math, science, and engineering).

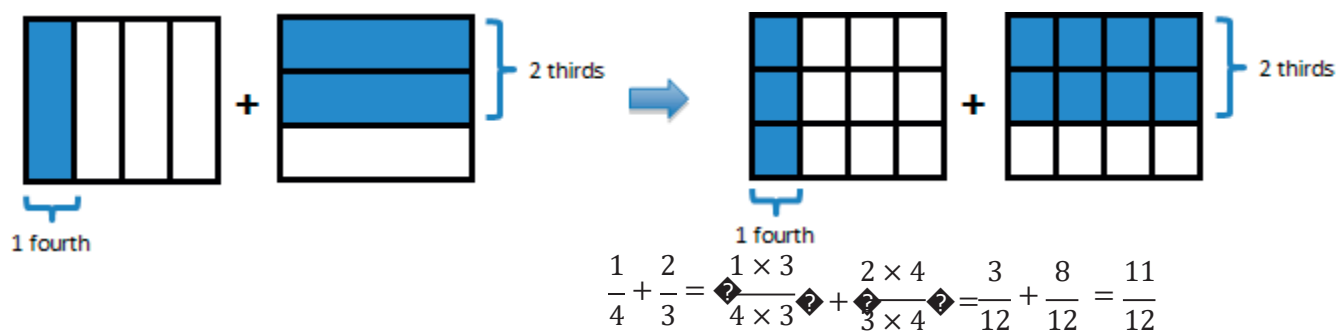
Work with place value units paves the path toward fraction arithmetic in Module 3 as elementary math’s place value emphasis shifts to the larger set of fractional units for algebra. Like units are added to and subtracted from like units:

$$1.5 + 0.8 = 1\frac{5}{10} + \frac{8}{10} = 15 \text{ tenths} + 8 \text{ tenths} = 23 \text{ tenths} = 2 \text{ and } 3 \text{ tenths} = 2\frac{3}{10} = 2.3$$

$$1\frac{5}{9} + \frac{8}{9} = 14 \text{ ninths} + 8 \text{ ninths} = 22 \text{ ninths} = 2 \text{ and } 4 \text{ ninths} = 2\frac{4}{9}$$

The new complexity is that when units are not equivalent, they must be changed for smaller equal units so that they can be added or subtracted. Probably the best model for showing this is the rectangular fraction model pictured below. The equivalence is then represented symbolically as students engage in active meaning-making rather than obeying the perhaps mysterious command to “multiply the top and bottom by the same number.”

1 boy + 2 girls = 1 child + 2 children = 3 children  
 1 fourth + 2 thirds = 3 twelfths + 8 twelfths = 11 twelfths

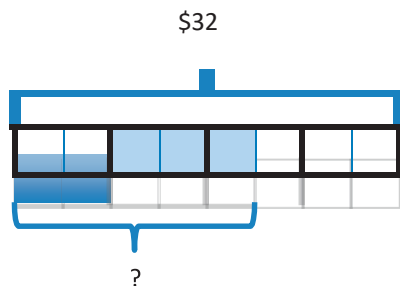






Relating different fractional units to one another requires extensive work with area and number line diagrams whereas tape diagrams are used often in word problems. Tape diagrams, which students began using in the early grades and which become increasingly useful as students applied them to a greater variety of word problems, hit their full strength as a model when applied to fraction word problems. At the heart of a tape diagram is the now-familiar idea of forming units. In fact, forming units to solve word problems is one of the most powerful examples of the unit theme and is particularly helpful for understanding fraction arithmetic, as in the following example:

Jill had \$32. She gave  $\frac{1}{4}$  of her money to charity and  $\frac{3}{8}$  of her money to her brother. How much did she give altogether?



Solution with units:

$$8 \text{ units} = \$32$$

$$1 \text{ unit} = \$4$$

Solution with arithmetic:

$$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$$

$$\frac{5}{8} \times 32 = 20$$

Jill gave \$20 altogether.

Near the end of Module 4, students know enough about fractions and whole number operations to begin to explore multi-digit decimal multiplication and division. In multiplying  $2.1 \times 3.8$ , for example, students now have multiple skills and strategies that they can use to locate the decimal point in the final answer, including:

- Unit awareness:  $2.1 \times 3.8 = 21 \text{ tenths} \times 38 \text{ tenths} = 798 \text{ hundredths}$
- Estimation (through rounding):  $2.1 \times 3.8 \approx 2 \times 4 = 8$ , so  $2.1 \times 3.8 = 7.98$
- Fraction multiplication:  $\frac{21}{10} \times \frac{38}{10} = 21 \times \frac{1}{10} \times 38 \times \frac{1}{10} = 21 \times 38 \times \frac{1}{100} = \frac{798}{100}$

Similar strategies enrich students' understanding of division and help them to see multi-digit decimal division as whole number division in a different unit. For example, we divide to find, "How many groups of 3 apples are there in 45 apples?" and write  $45 \text{ apples} \div 3 \text{ apples} = 15$ . Similarly,  $4.5 \div 0.3$  can be written as  $45 \text{ tenths} \div 3 \text{ tenths}$  with the same answer: *There are 15 groups of 0.3 in 4.5.* This idea was used to introduce fraction division earlier in the module, thus gluing division to whole numbers, fractions, and decimals together through an understanding of units.

Frequent use of the area model in Modules 3 and 4 prepares students for an in-depth discussion of area and volume in Module 5. But the module on area and volume also reinforces work done in the fraction module. Now, questions about how the area changes when a rectangle is scaled by a whole or fractional scale factor may be asked, and missing fractional sides may be found. Measuring volume once again highlights the unit theme, as



In this final module of *A Story of Units*, students connect plane geometry with numerical work to investigate relationships. They construct the coordinate plane, plot points and draw lines. For points on a given line, students discover a common relationship between the  $x$  and  $y$  coordinates, foreshadowing the proportional reasoning of Grade 6, and later, the slope of a line.

### Alignment Chart<sup>76</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
<p><b>Module 1:</b>  <b>Place Value and Decimal Fractions</b>            (20 days)</p>	<p><b>Understand the place value system.</b></p> <p><b>5.NBT.1</b> 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 <math>1/10</math> of what it represents in the place to its left.</p> <p><b>5.NBT.2</b> 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.</p> <p><b>5.NBT.3</b> Read, write, and compare decimals to thousandths.</p> <p>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b>5.NBT.4</b> Use place value understanding to round decimals to any place.</p> <p><b>Perform operations with multi-digit whole numbers and with decimals to hundredths.<sup>77</sup></b></p> <p><b>5.NBT.7</b> 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.</p>

<sup>76</sup>When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.

<sup>77</sup>This standard is addressed again in Modules 2 and 4; the balance of this cluster is addressed in Module 2.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	<p><b>Convert like measurement units within a given measurement system.<sup>78</sup></b></p> <p><b>5.MD.1</b> 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.</p>
<p><b>Module 2:</b> <b>Multi-Digit Whole Number and Decimal Fraction Operations</b> (35 days)</p>	<p><b>Write and interpret numerical expressions.<sup>79</sup></b></p> <p><b>5.OA.1</b> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p><b>5.OA.2</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i></p> <p><b>Understand the place value system.<sup>80</sup></b></p> <p><b>5.NBT.1</b> 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.</p> <p><b>5.NBT.2</b> 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.</p> <p><b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b></p> <p><b>5.NBT.5</b> Fluently multiply multi-digit whole numbers using the standard algorithm.<sup>81</sup></p> <p><b>5.NBT.6</b> 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</p>

<sup>78</sup> The focus of this module is on the metric system to reinforce place value and writing measurements using mixed units.

<sup>79</sup> These skills are also applied to fractions in this module.

<sup>80</sup> The balance of this cluster is addressed in Module 1.

<sup>81</sup> From this point forward, fluency practice is part of students' on-going experience.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	<p>equations, rectangular arrays, and/or area models.</p> <p><b>5.NBT.7</b> 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.<sup>82</sup></p> <p><b>Convert like measurement units within a given measurement system.</b></p> <p><b>5.MD.1</b> 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.</p>
<p><b>Module 3:</b> <b>Addition and Subtraction of Fractions</b> (22 days)</p>	<p><b>Use equivalent fractions as a strategy to add and subtract fractions.</b><sup>83</sup></p> <p><b>5.NF.1</b> 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. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i></p> <p><b>5.NF.2</b> 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. <i>For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</i></p>
<p><b>Module 4:</b> <b>Multiplication and Division of Fractions and Decimal Fractions</b> (38 days)</p>	<p><b>Write and interpret numerical expressions.</b></p> <p><b>5.OA.1</b> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p>

<sup>82</sup> Focus on decimal multiplication of a single-digit, whole number factor times a multi-digit number with up to 2 decimal places (e.g.,  $3 \times 64.98$ ). Restrict decimal division to a single-digit whole number divisor with a multi-digit dividend with up to 2 decimal places (e.g.,  $64.98 \div 3$ ). The balance of the standard is addressed in Module 4.

<sup>83</sup> Examples in this module also include tenths and hundredths in fraction and decimal form.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	<p><b>5.OA.2</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i></p> <p><b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b><sup>84</sup></p> <p><b>5.NBT.7</b> 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.</p> <p><b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b><sup>85</sup></p> <p><b>5.NF.3</b> Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). 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. <i>For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p> <p><b>5.NF.4</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. <i>For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</i></p>

<sup>84</sup> The balance of this cluster is addressed in Module 2. Teach problems such as  $2.7 \times 2.1$  and  $4.5 \div 1.5$ . See the Progression Document “K–5, Number and Operations in Base Ten” pp. 17–18 ([http://commoncoretools.files.wordpress.com/2011/04/ccss\\_progression\\_nbt\\_2011\\_04\\_073.pdf](http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_nbt_2011_04_073.pdf)).

<sup>85</sup> 5.NF.4b is addressed in Module 5. Include problems involving decimal fractions throughout the cluster.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	<p><b>5.NF.5</b> Interpret multiplication as scaling (resizing), by:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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 <math>a/b = (n \times a)/(n \times b)</math> to the effect of multiplying <math>a/b</math> by 1.</li> </ol> <p><b>5.NF.6</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><b>5.NF.7</b> Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)</p> <ol style="list-style-type: none"> <li>Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for <math>(1/3) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</i></li> <li>Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</i></li> <li>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. <i>For example, how much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>1/3</math>-cup servings are in 2 cups of raisins?</i></li> </ol>



Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	<p><b>Convert like measurement units within a given measurement system.<sup>86</sup></b></p> <p><b>5.MD.1</b> 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.</p> <p><b>Represent and interpret data.</b></p> <p><b>5.MD.2</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>
<p><b>Module 5:</b> <b>Addition and Multiplication with Volume and Area</b> (25 days)</p>	<p><b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.<sup>87</sup></b></p> <p><b>5.NF.4</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>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.</p> <p><b>5.NF.6</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>

<sup>86</sup>The focus of 5.MD.1 in this module is on the customary system of units as a means of introducing fractions (e.g., 1 inch is  $\frac{1}{12}$  foot, 1 foot is  $\frac{1}{3}$  yard).

<sup>87</sup>The balance of this cluster is addressed in Module 4. In this module, 5.NF.4b is applied to multiplying to find volume and area. 5.NF.4b includes decimal fraction side lengths of sides of a rectangle (in both fraction and decimal form).

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	<p><b>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</b></p> <p><b>5.MD.3</b> Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <ol style="list-style-type: none"> <li>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.</li> <li>A solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</li> </ol> <p><b>5.MD.4</b> Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p><b>5.MD.5</b> Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> 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.</li> <li>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.</li> </ol> <p><b>Classify two-dimensional figures into categories based on their properties.</b></p> <p><b>5.G.3</b> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	<p><b>5.G.4</b> Classify two-dimensional figures in a hierarchy based on properties.</p>
<p><b>Module 6:</b> <b>Problem Solving with the Coordinate Plane</b> (40 days)</p>	<p><b>Write and interpret numerical expressions.</b></p> <p><b>5.OA.2</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i></p> <p><b>Analyze patterns and relationships.</b></p> <p><b>5.OA.3</b> 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. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p> <p><b>Graph points on the coordinate plane to solve real-world and mathematical problems.</b></p> <p><b>5.G.1</b> 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).</p> <p><b>5.G.2</b> 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.</p>

A STORY OF RATIOS

6-8 PCA Math adoption of Eureka Math



A Story of Ratios:
A Curriculum Overview for Grades 6-8

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## Introduction

This document provides an overview of the academic year for Grades 6 through 8, beginning with a curriculum map and followed by detailed grade-level descriptions.

The curriculum map is a chart that shows, at a glance, the sequence of modules comprising each grade of the Grades 6 through 8 curricula. The map also indicates the approximate number of instructional days designated for each module of each grade. Details that elaborate on the curriculum map are found in the grade-level descriptions.

Each grade-level description begins with a list of the six to seven modules that comprise the instruction of that grade. That introductory component is followed by three sections: the Summary of Year, the Rationale for Module Sequence, and the alignment chart with the grade-level standards.

The Summary of Year portion of each grade level includes four pieces of information:

- The critical instructional areas for the grade, as described in the Common Core State Standards for Mathematics<sup>1</sup> (CCSS-M)
- The Key Areas of Focus<sup>2</sup> for the grade
- The Required Fluencies for the grade
- The Major Emphasis Clusters<sup>3</sup> for the grade

The Rationale for Module Sequence portion of each grade level provides a brief description of the instructional focus of each module for that grade and explains the developmental sequence of the mathematics.

The alignment chart for each grade lists the standards that are addressed in each module of the grade. Note that when a cluster is referred to without a footnote, it is taught in its entirety. There are also times when footnotes are relevant to particular standards within a cluster. All standards for each grade have been carefully included in the module sequence. Some standards are deliberately included in more than one module so that a strong foundation can be built over time.

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<sup>1</sup>[http://www.corestandards.org/wp-content/uploads/Math\\_Standards1.pdf](http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf)

<sup>2</sup>[http://www.achievethecore.org/downloads/E0702\\_Description\\_of\\_the\\_Common\\_Core\\_Shifts.pdf](http://www.achievethecore.org/downloads/E0702_Description_of_the_Common_Core_Shifts.pdf)

<sup>3</sup><http://www.parcconline.org/resources/educator-resources/model-content-frameworks/mathematics-model-content-framework>

	Grade 6	Grade 7	Grade 8	2015-16*
1st TRIMESTER	M1: Ratios and Unit Rates (35 days)	M2: Rational Numbers (30 days)	M1: Integer Exponents and Scientific Notation (20 days)	
	M2: Arithmetic Operations Including Division of Fractions (25 days)	M3: Expressions and Equations (35 days)	M2: The Concept of Congruence (25 days)	
2nd TRIMESTER	M3: Rational Numbers (25 days)	M1: Ratios & Proportional Relationships (30 days)	M3: Similarity (25 days)	
	M4: Expressions and Equations (45 days)	M4: Percent and Proportional Relationships (25 days)	M4: Linear Equations (40 days)	
3rd TRIMESTER	M5: Area, Surface Area, and Volume Problems (25 days)	M5: Statistics and Probability (25 days)	M5: Examples of Functions from Geometry (15 days)	
	M6: Statistics (25 days)	M6: Geometry (35 days)	M6: Linear Functions (20 days)	
			M7: Introduction to Irrational Numbers Using Geometry (35 days)	

Key:					
Number	Geometry	Ratios and Proportions	Expressions and Equations	Statistics and Probability	Functions

\*The columns indicating trimesters and quarters are provided to give you a rough guideline. Please use this additional column for your own pacing considerations based on the specific dates of your academic calendar.

## Sequence of Grade 6 Modules Aligned with the Standards

Module 1: Ratios and Unit Rates

Module 2: Arithmetic Operations Including Division of Fractions

Module 3: Rational Numbers

Module 4: Expressions and Equations

Module 5: Area, Surface Area, and Volume Problems

Module 6: Statistics

### Summary of Year

Grade 6 mathematics is about (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

**Key Areas of Focus for Grade 6:** Ratios and proportional reasoning; early expressions and equations

**Required Fluency:** 6.NS.B.2 Multi-digit division  
6.NS.B.3 Multi-digit decimal operations

### Rationale for Module Sequence in Grade 6

In Module 1, students build on their prior work in measurement and in multiplication and division as they study the concepts and language of ratios and unit rates. They use proportional reasoning to solve problems. In particular, students solve ratio and rate problems using tape diagrams, tables of equivalent ratios, double number line diagrams, and equations. They plot pairs of values generated from a ratio or rate on the first quadrant of the coordinate plane.

### Major Emphasis Clusters

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Students expand their understanding of the number system and build their fluency in arithmetic operations in Module 2. Students learned in Grade 5 to divide whole numbers by unit fractions and unit fractions by whole numbers. Now, they apply and extend their understanding of multiplication and division to divide fractions by fractions. The meaning of this operation is connected to real-world problems as students are asked to create and solve fraction division word problems. Students continue (from Grade 5) to build fluency with adding, subtracting, multiplying, and dividing multi-digit decimal numbers using the standard algorithms.

Major themes of Module 3 are to understand rational numbers as points on the number line and to extend previous understandings of numbers to the system of rational numbers, which now include negative numbers. Students extend coordinate axes to represent points in the plane with negative number coordinates and, as part of doing so, see that negative numbers can represent quantities in real-world contexts. They use the number line to order numbers and to understand the absolute value of a number. They begin to solve real-world and mathematical problems by graphing points in all four quadrants, a concept that continues throughout to be used into high school and beyond.

With their sense of number expanded to include negative numbers, in Module 4 students begin formal study of algebraic expressions and equations. Students learn equivalent expressions by continuously relating algebraic expressions back to arithmetic and the properties of arithmetic (commutative, associative, and distributive). They write, interpret, and use expressions and equations as they reason about and solve one-variable equations and inequalities and analyze quantitative relationships between two variables.

Module 5 is an opportunity to practice the material learned in Module 4 in the context of geometry; students apply their newly acquired capabilities with expressions and equations to solve for unknowns in area, surface area, and volume problems. They find the area of triangles and other two-dimensional figures and use the formulas to find the volumes of right rectangular prisms with fractional edge lengths. Students use negative numbers in coordinates as they draw lines and polygons in the coordinate plane. They also find the lengths of sides of figures, joining points with the same first coordinate or the same second coordinate, and apply these techniques to solve real-world and mathematical problems.

In Module 6, students develop an understanding of statistical variability and apply that understanding as they summarize, describe, and display distributions. In particular, careful attention is given to measures of center and variability.



Alignment Chart<sup>4</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
<p><b>Module 1:</b> <b>Ratios and Unit Rates</b> (35 days)</p>	<p><b>Understand ratio concepts and use ratio reasoning to solve problems.</b></p> <p><b>6.RP.A.1</b> Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i></p> <p><b>6.RP.A.2</b> Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>, and use rate language in the context of a ratio relationship. <i>For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”<sup>5</sup></i></p> <p><b>6.RP.A.3</b> 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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i></li> <li>Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means <math>30/100</math> times the quantity); solve problems involving finding the whole, given a part and the percent.</li> <li>Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</li> </ol>

<sup>4</sup>When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

<sup>5</sup>Expectations for unit rates in this grade are limited to non-complex fractions.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
<p><b>Module 2:</b> <b>Arithmetic Operations Including Division of Fractions</b> (25 days)</p>	<p><b>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</b></p> <p><b>6.NS.A.1</b> 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. <i>For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</i></p> <p><b>Compute fluently with multi-digit numbers and find common factors and multiples.</b></p> <p><b>6.NS.B.2</b> Fluently divide multi-digit numbers using the standard algorithm.<sup>6</sup></p> <p><b>6.NS.B.3</b> Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.<sup>7</sup></p> <p><b>6.NS.B.4</b> 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. <i>For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>.</i></p>
<p><b>Module 3:</b> <b>Rational Numbers</b> (25 days)</p>	<p><b>Apply and extend previous understandings of numbers to the system of rational numbers.</b></p> <p><b>6.NS.C.5</b> 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.</p> <p><b>6.NS.C.6</b> 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</p>

<sup>6</sup>This fluency standard begins in this module and is practiced throughout the remainder of the year.

<sup>7</sup>This fluency standard begins in this module and is practiced throughout the remainder of the year.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
	<p>with negative number coordinates.</p> <ol style="list-style-type: none"> <li>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., <math>-(-3) = 3</math>, and that 0 is its own opposite.</li> <li>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.</li> <li>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.</li> </ol> <p><b>6.NS.C.7</b> Understand ordering and absolute value of rational numbers.</p> <ol style="list-style-type: none"> <li>Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret <math>-3 &gt; -7</math> as a statement that <math>-3</math> is located to the right of <math>-7</math> on a number line oriented from left to right.</i></li> <li>Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write <math>-3^{\circ}\text{C} &gt; -7^{\circ}\text{C}</math> to express the fact that <math>-3^{\circ}\text{C}</math> is warmer than <math>-7^{\circ}\text{C}</math>.</i></li> <li>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. <i>For example, for an account balance of <math>-30</math> dollars, write <math> -30  = 30</math> to describe the size of the debt in dollars.</i></li> <li>Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than <math>-30</math> dollars represents a debt greater than 30 dollars.</i></li> </ol> <p><b>6.NS.C.8</b> 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.</p>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
<p><b>Module 4:</b> <b>Expressions and Equations</b> (45 days)</p>	<p><b>Apply and extend previous understandings of arithmetic to algebraic expressions.<sup>8</sup></b></p> <p><b>6.EE.A.1</b> Write and evaluate numerical expressions involving whole-number exponents.</p> <p><b>6.EE.A.2</b> Write, read, and evaluate expressions in which letters stand for numbers.</p> <p><i>a.</i> Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract <math>y</math> from 5” as <math>5 - y</math>.</i></p> <p><i>b.</i> 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. <i>For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</i></p> <p><i>c.</i> 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). <i>For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = 1/2</math>.</i></p> <p><b>6.EE.A.3</b> Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</i></p> <p><b>6.EE.A.4</b> Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i></p>

<sup>8</sup>6.EE.A.2c is also taught in Module 4 in the context of geometry.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
	<p><b>Reason about and solve one-variable equations and inequalities.<sup>9</sup></b></p> <p><b>6.EE.B.5</b> 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.</p> <p><b>6.EE.B.6</b> 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.</p> <p><b>6.EE.B.7</b> Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math>, and <math>x</math> are all nonnegative rational numbers.</p> <p><b>6.EE.B.8</b> Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p> <p><b>Represent and analyze quantitative relationships between dependent and independent variables.</b></p> <p><b>6.EE.C.9</b> 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. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</i></p>
<p><b>Module 5:</b> <b>Area, Surface Area, and Volume Problems</b> (25 days)</p>	<p><b>Solve real-world and mathematical problems involving area, surface area, and volume.</b></p> <p><b>6.G.A.1</b> 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.</p>

<sup>9</sup> Except for 6.EE.B.8, this cluster is also taught in Module 4 in the context of geometry.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
	<p><b>6.G.A.2</b> 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 <math>V = lwh</math> and <math>V = bh</math> to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p><b>6.G.A.3</b> 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.</p> <p><b>6.G.A.4</b> 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.</p>
<p><b>Module 6:</b> <b>Statistics</b> (25 days)</p>	<p><b>Develop understanding of statistical variability.</b></p> <p><b>6.SP.A.1</b> Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</i></p> <p><b>6.SP.A.2</b> 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.</p> <p><b>6.SP.A.3</b> 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.</p> <p><b>Summarize and describe distributions.</b></p> <p><b>6.SP.B.4</b> Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p><b>6.SP.B.5</b> Summarize numerical data sets in relation to their context, such as by:</p> <ol style="list-style-type: none"> <li>Reporting the number of observations.</li> </ol>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
	<ul style="list-style-type: none"><li>b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</li><li>c. 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.</li><li>d. 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.</li></ul>

## Sequence of Grade 7 Modules Aligned with the Standards

Module 2: Rational Numbers

Module 3: Expressions and Equations

Module 1: Ratios and Proportional Relationships

Module 4: Percent and Proportional Relationships

Module 5: Statistics and Probability

Module 6: Geometry

### Summary of Year

Grade 7 mathematics is about (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

**Key Areas of Focus for Grade 7:** Ratios and proportional reasoning; arithmetic of rational numbers

### Rationale for Module Sequence in Grade 7

In Module 1, students build on their Grade 6 experiences with ratios, unit rates, and fraction division to analyze proportional relationships. They decide whether two quantities are in a proportional relationship, identify constants of proportionality, and represent the relationship by equations. These skills are then applied to real-world problems including scale drawings. Providence Creek Academy moved this to after M3 after finding that students were better able to reach mastery if they began with Rational Numbers.

PCA Students begin the year by continuing to build an understanding of the number line in Module 2 from their work in Grade 6. They learn to add, subtract, multiply, and divide rational numbers. Module 2 includes rational numbers as they appear in expressions and equations—work that is continued in Module 3.

### Major Emphasis Clusters

Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.



Module 3 consolidates and expands students' previous work with generating equivalent expressions and solving equations. Students solve real-life and mathematical problems using numerical and algebraic expressions and equations. Their work with expressions and equations is applied to finding unknown angles and problems involving area, volume, and surface area.

Module 4 parallels Module 1's coverage of ratio and proportion but this time with a concentration on percent. Problems in this module include simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error. Additionally, this module includes percent problems about populations, which prepare students for probability models about populations covered in the next module.

In Module 5, students learn to draw inferences about populations based on random samples. Through the study of chance processes, students learn to develop, use, and evaluate probability models.

The year concludes with students drawing and constructing geometrical figures in Module 6. They also revisit unknown angle, area, volume, and surface area problems, which now include problems involving percentages of areas or volumes.

### Alignment Chart<sup>10</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
<p><b>Module 1: (After Module 3)</b>  <b>Ratios and Proportional Relationships</b>            (30 days)</p>	<p><b>Analyze proportional relationships and use them to solve real-world and mathematical problems.<sup>11</sup></b></p> <p><b>7.RP.A.1</b> Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks <math>\frac{1}{2}</math> mile in each <math>\frac{1}{4}</math> hour, compute the unit rate as the complex fraction <math>\frac{1/2}{1/4}</math> miles per hour, equivalently 2 miles per hour.</i></p> <p><b>7.RP.A.2</b> Recognize and represent proportional relationships between quantities.</p> <p>a. 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.</p>

<sup>10</sup>When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

<sup>11</sup>Percent and proportional relationships are covered in Module 4.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
	<p>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>c. Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i></p> <p>d. Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.</p> <p><b>7.RP.A.3</b> Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p> <p><b>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.<sup>12</sup></b></p> <p><b>7.EE.B.4<sup>13</sup></b> 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.</p> <p>a. Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> 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. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p><b>Draw, construct, and describe geometrical figures and describe the relationships between them.<sup>14</sup></b></p> <p><b>7.G.A.1</b> 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.</p>

<sup>12</sup> The balance of this cluster is taught in Modules 2, 3, and 4.

<sup>13</sup> In this module, the equations are derived from ratio problems. 7.EE.B.4a is returned to in Module 2 and Module 3.

<sup>14</sup> 7.G.A.1 is also covered in Module 4. The balance of this cluster is taught in Module 6.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
<p><b>Module 2:</b> <b>Rational Numbers</b> (30 days)</p>	<p><b>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</b></p> <p><b>7.NS.A.1</b> 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.</p> <ol style="list-style-type: none"> <li>Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i></li> <li>Understand <math>p + q</math> as the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> 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.</li> <li>Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math>. 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.</li> <li>Apply properties of operations as strategies to add and subtract rational numbers.</li> </ol> <p><b>7.NS.A.2</b> Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <ol style="list-style-type: none"> <li>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 <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</li> <li>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 <math>p</math> and <math>q</math> are integers, then <math>-(p/q) = (-p)/q = p/(-q)</math>. Interpret quotients of rational numbers by describing real-world contexts.</li> <li>Apply properties of operations as strategies to multiply and divide rational numbers.</li> </ol>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
	<p>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.</p> <p><b>7.NS.A.3</b> Solve real-world and mathematical problems involving the four operations with rational numbers.<sup>15</sup></p> <p><b>Use properties of operations to generate equivalent expressions.</b><sup>16</sup></p> <p><b>7.EE.A.2</b><sup>17</sup> 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. <i>For example, <math>a + 0.05a = 1.05a</math> means that “increase by 5%” is the same as “multiply by 1.05.”</i></p> <p><b>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</b><sup>18</sup></p> <p><b>7.EE.B.4</b><sup>19</sup> 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.</p> <p>a. Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> 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. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p>
<p><b>Module 3:</b> <b>Expressions and Equations</b> (35 days)</p>	<p><b>Use properties of operations to generate equivalent expressions.</b></p> <p><b>7.EE.A.1</b> Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p><b>7.EE.A.2</b> 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. <i>For example, <math>a + 0.05a = 1.05a</math> means</i></p>

<sup>15</sup> Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

<sup>16</sup> The balance of this cluster is taught in Module 3.

<sup>17</sup> In this module, this standard is applied to expressions with rational numbers in them.

<sup>18</sup> The balance of this cluster is taught in Module 3.

<sup>19</sup>In this module the equations include negative rational numbers.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
	<p style="text-align: center;"><i>that “increase by 5%” is the same as “multiply by 1.05.”</i></p> <p><b>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</b></p> <p><b>7.EE.B.3<sup>20</sup></b> 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. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p> <p><b>7.EE.B.4</b> 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.</p> <p><i>a.</i> Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> 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. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p><i>b.</i> Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i></p>

<sup>20</sup>Problems in this module take on any form but percent, which is included in Module 4.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
	<p><b>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</b> <sup>21</sup></p> <p><b>7.G.B.4</b> 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.</p> <p><b>7.G.B.5</b> 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.</p> <p><b>7.G.B.6</b> 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.</p>
<p><b>Module 4:</b> <b>Percent and Proportional Relationships</b><sup>22</sup> (25 days)</p>	<p><b>Analyze proportional relationships and use them to solve real-world and mathematical problems.</b></p> <p><b>7.RP.A.1</b> Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks <math>\frac{1}{2}</math> mile in each <math>\frac{1}{4}</math> hour, compute the unit rate as the complex fraction <math>\frac{1/2}{1/4}</math> miles per hour, equivalently 2 miles per hour.</i></p> <p><b>7.RP.A.2</b> Recognize and represent proportional relationships between quantities.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</li> <li>Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i></li> </ol>

<sup>21</sup> Emphasis of 7.G.B.5 and 7.G.B.6 in this module is on solving equations. The standards are returned to in Module 6.

<sup>22</sup> The emphasis in this module is on percent.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
	<p>d. Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.</p> <p><b>7.RP.A.3</b> Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p> <p><b>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</b><sup>23</sup></p> <p><b>7.EE.B.3</b> 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. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p> <p><b>Draw, construct, and describe geometrical figures and describe the relationships between them.</b><sup>24</sup></p> <p><b>7.G.A.1</b> 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.</p>
<p><b>Module 5:</b> <b>Statistics and Probability</b> (25 days)</p>	<p><b>Use random sampling to draw inferences about a population.</b></p> <p><b>7.SP.A.1</b> 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.</p>

<sup>23</sup> 7.EE.B.3 is introduced in Module 3. The balance of this cluster was taught in the first three modules.

<sup>24</sup> 7.G.A.1 is introduced in Module 1. The balance of this cluster is taught in Module 6.



Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
	<p><b>7.SP.A.2</b> 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. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i></p> <p><b>Draw informal comparative inferences about two populations.</b></p> <p><b>7.SP.B.3</b> 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. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i></p> <p><b>7.SP.B.4</b> Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></p> <p><b>Investigate chance processes and develop, use, and evaluate probability models.</b></p> <p><b>7.SP.C.5</b> 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 <math>\frac{1}{2}</math> indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p><b>7.SP.C.6</b> 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. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p> <p><b>7.SP.C.7</b> 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.</p>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
	<p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p> <p><b>7.SP.C.8</b> Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a. 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.</p> <p>b. 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.</p> <p>c. Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p>
<p><b>Module 6:</b> <b>Geometry</b> (35 days)</p>	<p><b>Draw, construct, and describe geometrical figures and describe the relationships between them.</b><sup>25</sup></p> <p><b>7.G.A.2</b> 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.</p>

<sup>25</sup>The balance of this cluster is taught in Modules 1 and 4.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
	<p><b>7.G.A.3</b> Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p> <p><b>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</b><sup>26</sup></p> <p><b>7.G.B.5</b> 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.</p> <p><b>7.G.B.6</b> 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.</p>

<sup>26</sup> 7.G.B.4 is taught in Module 3; 7.G.B.5 and 7.G.B.6 are introduced in Module 3.

## Sequence of Grade 8 Modules Aligned with the Standards

Module 1: Integer Exponents and Scientific Notation

Module 2: The Concept of Congruence

Module 3: Similarity

Module 4: Linear Equations

Module 5: Examples of Functions from Geometry

Module 6: Linear Functions

Module 7: Introduction to Irrational Numbers Using Geometry

### Summary of Year

Grade 8 mathematics is about (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean theorem.

**Key Area of Focus for Grade 8:** Linear algebra

### Rationale for Module Sequence in Grade 8

This year begins with students extending the properties of exponents to integer exponents in Module 1. They use the number line model to support their understanding of the rational numbers and the number system. The number system is revisited at the end of the year (in Module 7) to develop the *real* number line through a detailed study of irrational numbers.

#### Major Emphasis Clusters

##### Expressions and Equations

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

##### Functions

- Define, evaluate, and compare functions.

##### Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean theorem.

In Module 2, students study congruence by experimenting with rotations, reflections, and translations of geometrical figures. Their study of congruence culminates with an introduction to the Pythagorean theorem in which the teacher guides students through the “square-within-a-square” proof of the theorem. Students practice the theorem in real-world applications and mathematical problems throughout the year. (In Module 7, students learn to prove the Pythagorean theorem on their own and are assessed on that knowledge in that module.)

The experimental study of rotations, reflections, and translations in Module 2 prepares students for the more complex work of understanding the effects of dilations on geometrical figures in their study of similarity in Module 3. They use similar triangles to solve unknown angle, side length and area problems. Module 3 concludes with revisiting a proof of the Pythagorean theorem from the perspective of similar triangles.

In Module 4, students use similar triangles learned in Module 3 to explain why the slope of a line is well-defined. Students learn the connection between proportional relationships, lines, and linear equations as they develop ways to represent a line by different equations (e.g.,  $y = mx + b$ ,  $y - y_1 = m(x - x_1)$ ). They analyze and solve linear equations and pairs of simultaneous linear equations. The equation of a line provides a natural transition into the idea of a function explored in the next two modules.

Students are introduced to functions in the context of linear equations and area/volume formulas in Module 5. They define, evaluate, and compare functions using equations of lines as a source of linear functions and area and volume formulas as a source of non-linear functions.

In Module 6, students return to linear functions in the context of statistics and probability as bivariate data provides support in the use of linear functions.

By Module 7, students have been using the Pythagorean theorem for several months. They are sufficiently prepared to learn and explain a proof of the theorem on their own. The Pythagorean theorem is also used to motivate a discussion of irrational square roots (irrational cube roots are introduced via volume of a sphere). Thus, as the year began with looking at the number system, so it concludes with students understanding irrational numbers and ways to represent them (radicals, non-repeating decimal expansions) on the real number line.

Alignment Chart<sup>27</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 8 Modules
<b>Module 1:</b> <b>Integer Exponents and Scientific Notation</b> (20 days)	<b>Work with radicals and integer exponents.<sup>28</sup></b> <p><b>8.EE.A.1</b> Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, <math>3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27</math>.</i></p> <p><b>8.EE.A.3</b> 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. <i>For example, estimate the population of the United States as <math>3 \times 10^8</math> and the population of the world as <math>7 \times 10^9</math>, and determine that the world population is more than 20 times larger.</i></p> <p><b>8.EE.A.4</b> 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.</p>
<b>Module 2:</b> <b>The Concept of Congruence</b> (25 days)	<b>Understand congruence and similarity using physical models, transparencies, or geometry software.<sup>29</sup></b> <p><b>8.G.A.1</b> Verify experimentally the properties of rotations, reflections, and translations:</p> <ol style="list-style-type: none"> <li>Lines are taken to lines, and line segments to line segments of the same length.</li> <li>Angles are taken to angles of the same measure.</li> <li>Parallel lines are taken to parallel lines.</li> </ol> <p><b>8.G.A.2</b> 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.</p>

<sup>27</sup> When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

<sup>28</sup> 8.EE.A.2 is covered in Module 7.

<sup>29</sup> 8.G.A.3, 8.G.A.4, and the balance of 8.G.A.5 are taught in Module 3.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 8 Modules
	<p><b>8.G.A.5<sup>30</sup></b> 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. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i></p> <p><b>Understand and apply the Pythagorean Theorem.<sup>31</sup></b></p> <p><b>8.G.B.6<sup>32</sup></b> Explain a proof of the Pythagorean Theorem and its converse.</p> <p><b>8.G.B.7<sup>33</sup></b> Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p>
<p><b>Module 3:</b> <b>Similarity</b> (25 days)</p>	<p><b>Understand congruence and similarity using physical models, transparencies, or geometry software.<sup>34</sup></b></p> <p><b>8.G.A.3</b> Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p> <p><b>8.G.A.4</b> 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.</p> <p><b>8.G.A.5</b> 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. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i></p>

<sup>30</sup> Congruence is addressed in this module. The balance of this standard (similarity) is taught in Module 3.

<sup>31</sup> 8.G.B.6 and 8.G.B.7 are also taught in Module 3. The balance of 8.G.B.6 and 8.G.B.7 are covered in Module 7, along with standard 8.G.B.8.

<sup>32</sup> The Pythagorean theorem is proved in this module guided by the teacher (square within a square proof). Students are not responsible for explaining a proof until Module 7.

<sup>33</sup> This standard is started in this module and practiced during the year. No solutions that involve irrational numbers are introduced until Module 7.

<sup>34</sup>The balance of this cluster is taught in Module 1.



Module and Approximate Number of Instructional Days	Standards Addressed in Grade 8 Modules
	<p><b>Understand and apply the Pythagorean Theorem.</b><sup>35</sup></p> <p><b>8.G.B.6</b><sup>36</sup> Explain a proof of the Pythagorean Theorem and its converse.</p> <p><b>8.G.B.7</b><sup>37</sup> Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p>
<p><b>Module 4:</b> <b>Linear Equations</b> (40 days)</p>	<p><b>Understand the connections between proportional relationships, lines, and linear equations.</b></p> <p><b>8.EE.B.5</b> Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i></p> <p><b>8.EE.B.6</b> Use similar triangles to explain why the slope <math>m</math> is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation <math>y = mx</math> for a line through the origin and the equation <math>y = mx + b</math> for a line intercepting the vertical axis at <math>b</math>.</p> <p><b>Analyze and solve linear equations and pairs of simultaneous linear equations.</b></p> <p><b>8.EE.C.7</b> Solve linear equations in one variable.</p> <ol style="list-style-type: none"> <li>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 <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).</li> <li>Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</li> </ol>

<sup>35</sup> 8.G.B.6 and 8.G.B.7 are also taught in Module 2. The balance of standards 8.G.B.6 and 8.G.B.7 are covered in Module 7, along with standard 8.G.B.8.

<sup>36</sup> The Pythagorean theorem is proved in this module with guidance by the teacher (proof using similar triangles). Students are not responsible for explaining a proof until Module 7.

<sup>37</sup> This standard is started in this module and practiced during the year. No solutions that involve irrational numbers are introduced until Module 7.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 8 Modules
	<p><b>8.EE.C.8</b> Analyze and solve pairs of simultaneous linear equations.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, <math>3x + 2y = 5</math> and <math>3x + 2y = 6</math> have no solution because <math>3x + 2y</math> cannot simultaneously be 5 and 6.</i></li> <li>Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i></li> </ol>
<p><b>Module 5:</b> <b>Examples of Functions from Geometry</b> (15 days)</p>	<p><b>Define, evaluate, and compare functions.</b><sup>38</sup></p> <p><b>8.F.A.1</b> 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.<sup>39</sup></p> <p><b>8.F.A.2</b> Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i></p> <p><b>8.F.A.3</b> Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function <math>A = s^2</math> giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i></p>

<sup>38</sup> Linear and non-linear functions are compared in this module using linear equations and area/volume formulas as examples.

<sup>39</sup> Function notation is not required in Grade 8.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 8 Modules
	<p><b>Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</b></p> <p><b>8.G.C.9<sup>40</sup></b> Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p>
<p><b>Module 6:</b> <b>Linear Functions</b> (20 days)</p>	<p><b>Use functions to model relationships between quantities.</b></p> <p><b>8.F.B.4</b> 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 <math>(x, y)</math> 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.</p> <p><b>8.F.B.5</b> 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.</p> <p><b>Investigate patterns of association in bivariate data.<sup>41</sup></b></p> <p><b>8.SP.A.1</b> 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.</p> <p><b>8.SP.A.2</b> 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.</p> <p><b>8.SP.A.3</b> Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i></p>

<sup>40</sup> Solutions that introduce irrational numbers are not introduced until Module 7.

<sup>41</sup> 8.SP standards are used as applications to the work done with 8.F standards.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 8 Modules
	<p><b>8.SP.A.4</b> 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. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i></p>
<p><b>Module 7:</b> <b>Introduction to Irrational Numbers Using Geometry</b> (35 days)</p>	<p><b>Know that there are numbers that are not rational, and approximate them by rational numbers.</b></p> <p><b>8.NS.A.1</b> 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.</p> <p><b>8.NS.A.2</b> 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., <math>\pi^2</math>). <i>For example, by truncating the decimal expansion of <math>\sqrt{2}</math>, show that <math>\sqrt{2}</math> is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i></p> <p><b>Work with radicals and integer exponents.</b><sup>42</sup></p> <p><b>8.EE.A.2</b> Use square root and cube root symbols to represent solutions to equations of the form <math>x^2 = p</math> and <math>x^3 = p</math>, where <math>p</math> is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that <math>\sqrt{2}</math> is irrational.</p> <p><b>Understand and apply the Pythagorean Theorem.</b></p> <p><b>8.G.B.6</b> Explain a proof of the Pythagorean Theorem and its converse.</p> <p><b>8.G.B.7</b> Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> <p><b>8.G.B.8</b> Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p>

<sup>42</sup>The balance of this cluster is taught in Module 1.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 8 Modules
	<p><b>Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</b></p> <p><b>8.G.C.9</b> Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.<sup>43</sup></p>

<sup>43</sup>Solutions that introduce irrational numbers are allowed in this module.

Eureka Math is available to the public free of charge, and is available [here](#). All units from K – 8 are the open source material formerly known as Engage NY. Providence Creek Academy classroom have the full complement of manipulatives to accompany each unit.

**Appendix 2 - Curriculum Documents :: Dance K-8 Curriculum  
Overview**



# Providence Creek Academy Dance Curriculum Overview 2020

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PCA Dance Scope and Sequence, K - 8	2 - 3
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At Providence Creek Academy, we strive to educate the whole child on a foundation of academics, athletics, and the arts. Our Arts curricula reflect that belief. We are incredibly proud to be growing a new Dance program for all students in grades K – 5 and students who choose it as a focus in grades 6 – 8.

This was our first year offering dance; our Dance Teacher and Dean of Academics worked together to create a first year dance program using different genres of dance as a vehicle for the [National Anchor Standards](#). We have incorporated the [Model Cornerstone Assessments](#) into several units throughout the year and plan to continue to use these and any newly released assessments in the future. We are excited to help this program grow!



Providence Creek Academy Dance Scope & Sequence

Tri	Week	Lesson	K-2 Standards	3-5 Standards	6-8 Standards
<b>1</b>	1	Welcome Back/ Introduction to Dance Education			
	2	Introduction to Tap	4.1b; 4.1c	6.1a; 7.1b	5.1a; 7.1a
	3	Tap History and Performance Observation	7.1a; 7.1b; 10.1a; 11.1a	7.1a; 8.1a; 10.1a; 10.b; 11.1a	8.1a; 9.1a; 10.1a; 11.1a
	4	Tap Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	5	Tap Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	6	Tap Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	7	Tap Lessons	1.1a; 2.1a,4.1b; 5.1b; 6.1a	1.1a; 2.1a; 2.1b	1.1a; 2.1b; 5.1c; 6.1a
	8	Tap Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	9	Introduction to Hip Hop	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a; 5.1b
	10	Hip-hop History and Performance Observation	7.1a; 7.1b; 10.1a; 11.1a	7.1a; 8.1a; 10.1a; 10.b; 11.1a	8.1a; 9.1a; 10.1a; 11.1a
	11	Hip-hop Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	12	Hip-hop Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
<b>2</b>	13	Hip-hop Lessons Nutcracker Week	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	14	Hip-hop Lessons	1.1a; 2.1a,4.1b; 5.1b; 6.1a	1.1a; 2.1a; 2.1b	1.1a; 2.1b; 5.1c; 6.1a
	15	Hip-hop Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	16	Introduction to Ballet	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	17	Ballet History and Performance Observation	7.1a; 7.1b; 10.1a; 11.1a	7.1a; 8.1a; 10.1a; 10.b; 11.1a	8.1a; 9.1a; 10.1a; 11.1a
	18	Ballet Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	19	Ballet Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	20	Ballet Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	21	Ballet Lessons	1.1a; 2.1a,4.1b; 5.1b; 6.1a	1.1a; 2.1a; 2.1b	1.1a; 2.1b; 5.1c; 6.1a
	22	Ballet Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	23	Introduction to Jazz	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a

Tri	Week	Lesson	K-2 Standards	3-5 Standards	6-8 Standards
<b>3</b>	24	Jazz History and Performance Observation	7.1a; 7.1b; 10.1a; 11.1a	7.1a; 8.1a; 10.1a; 10.b; 11.1a	8.1a; 9.1a; 10.1a; 11.1a
	25	Jazz Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	26	Jazz Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	27	Jazz Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	28	Jazz Lessons	1.1a; 2.1a,4.1b; 5.1b; 6.1a	1.1a; 2.1a; 2.1b	1.1a; 2.1b; 5.1c; 6.1a
	29	Jazz Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	30	Introduction to Social Dance	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	31	Latin Dance History and Performance Observation	7.1a; 7.1b; 10.1a; 11.1a	7.1a; 8.1a; 10.1a; 10.b; 11.1a	8.1a; 9.1a; 10.1a; 11.1a
	32	Latin Dance Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	33	Latin Dance Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	34	Latin Dance Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a
	35	Latin Dance Lessons	1.1a; 2.1a,4.1b; 5.1b; 6.1a	1.1a; 2.1a; 2.1b	1.1a; 2.1b; 5.1c; 6.1a
	36	Latin Dance Lessons	1.1a; 4.1b; 5.1b; 6.1a	1.1a; 4.1a; 4.1c; 5.1a; 5.1b; 6.1b	4.1a; 4.1b; 4.1c; 5.1a

## Identify Dance as a Performing Art

<b>K-2 Ballet Unit: Desired Results</b>	
<p><b>Established Goals:</b> By using ballet dance as a vehicle, children will develop a sense of artistry in the process of learning dance, choreographing a dance piece, and performing it as an art form.</p> <p><b>National Core Dance Standards K-2:</b></p>	
<p><b>Understandings:</b>            Students will understand            -that choreography is a visual art that constantly changes its use of design elements to communicate the purpose of the dance            -the structure of a ballet class.            Choreographers use a variety of sources for inspiration and transform concepts and ideas into movement for artistic expression.</p>	<p><b>Essential Questions:</b>            What elements &amp; concepts are used in a formal ballet dance class?            Explain the dance genre that you chose.</p>
<p><b>Students will know...</b>            Students will learn ballet exercises, and combinations in class to increase body awareness: balance, flexibility, strength, and agility.            How to improvise dance that has a beginning, middle and end.</p>	<p><b>Students will be able to...</b>            Demonstrate knowledge of movement concepts in ballet.            Utilize different types of lines, and shapes in choreography.            Develop a dance phrase that expresses or communicates an idea or feeling.</p>
<b>Assessment Evidence</b>	
<p><b>Performance tasks :</b>            Learn and perform ballet locomotor steps  <a href="#">DOE Model Cornerstone Assessment</a></p>	<p><b>Other Evidence:</b>            Children will be formatively assessed as they demonstrate ballet exercises, combinations, and choreography for a dance.</p>
<b>Learning Plan</b>	

**Learning Activities:**

## Ballet Lessons

Explore and expand foundational movement vocabulary and concepts of ballet

Develop and refine dance techniques in ballet

Respond to constructive criticism with improvement

Use the knowledge of space, time, force, music, and relationship to improvise an individual piece that conveys something about you and that has a beginning, middle, and end

Use the knowledge of space, time, force, music, and relationship to choreograph and perform a group piece

Observe a few of the most iconic performances by some of the most talented and influential dancers in the world

<b>3<sup>rd</sup> – 5<sup>th</sup> Unit: Characteristics of A Dancer. Desired Results</b>	
<p><b>Established Goals:</b> By using Hip-hop dance as a vehicle, students will develop an understanding of the characteristics of a dancer.</p>	
<p><b>National Core Dance Standards 3-5:</b>  <b>1.1a; 2.1a; 2.1b; 4.1a; 4.1c; 5.1a; 5.1b; 5.1c; 6.1a; 7.1a; 7.1b; 8.1a; 10.1b; 11.1a</b></p>	
<p><b>Understandings:</b>  Students will understand:  - that physiological training &amp; conditioning is an important cross-disciplinary category of the student and teacher’s preparation content  -the structure of a Hip-hop dance class  Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression</p>	<p><b>Essential Questions:</b>  What elements &amp; concepts are used in a formal Hip-hop dance class?  What elements are important to maintain physical health?</p>
<p><b>Students will know...</b>  Students will learn exercises and combinations in class to increase body awareness: balance, flexibility, strength, and agility. They will also learn, perfect, and perform a Hip- hop dance phrase.</p>	<p><b>Students will be able to...</b>  Demonstrate knowledge of movement concepts in Hip-hop dance.</p>
<b>Assessment Evidence</b>	
<p><b>Performance tasks :</b>  Demonstrate tempo contrasts with movements that match to sound stimuli.  Learn and perform Hip-hop locomotor steps.  <a href="#">DOE Model Cornerstone Assessment</a></p>	<p><b>Other Evidence:</b>  Students will be able to demonstrate exercises, combinations, and the choreography for a Hip- hop dance.</p>
<b>Learning Plan</b>	
<p><b>Learning Activities:</b>  Hip -hop Lessons  Explore and expand foundational movement vocabulary and concepts of Hip-hop  Develop and refine dance techniques in Hip -hop  Respond to constructive criticism with improvement  Use the knowledge of space, time, force, music, and relationship to improvise an individual piece that conveys something about you and that has a beginning, middle, and end  Use the knowledge of space, time, force, music, and relationship to choreograph and perform a group piece  Observe a few of the most iconic performances by some of the most talented and influential dancers in the world</p>	

<b>6<sup>th</sup> – 8<sup>th</sup> Unit: Identify the Various Aspects of Dance. Desired Results</b>	
<b>Established Goals:</b> By using tap dance as a vehicle, students will conceptualize how various elements are related to dance.	
<b>National Core Dance Standards 6-8:</b> <b>1.1a; 2.1b; 4.1a; 5.1a; 5.1c; 6.1a; 8.1a; 10.1a; 11.1a</b>	
<b>Understandings:</b> Students will understand: -the structure of a tap dance class -how to relate dance as an Art Form  Space, time, force, music, and relationship are basic elements of dance.	<b>Essential Questions:</b> How do you relate dance as an Art Form? What elements & concepts are used in a formal tap dance class? What is rhythm? How does the rhythm of a song relate to the characteristics of a dance?
<b>Students will know...</b> Students will learn exercises and combinations in class to increase body awareness: balance, flexibility, strength, and agility. They will also learn, perfect, and perform a tap dance phrase.	<b>Students will be able to...</b> Demonstrate knowledge of movement concepts in tap dance. Demonstrate knowledge of beat, tempo, and rhythm by tapping rhythm sticks in time with a song.
<b>Assessment Evidence</b>	
<b>Performance tasks :</b> Identify the rhythm and count along by 8 with sound stimuli. Demonstrate tempo contrasts with movements that match to sound stimuli. Learn and perform tap locomotor steps. <a href="#">DOE Model Cornerstone Assessment</a>	<b>Other Evidence:</b> Students will be able to demonstrate exercises, combinations, and the choreography for a tap dance. Students will be able to identify and explain the main areas of a performance space using production terminology.
<b>Learning Plan</b>	
<b>Learning Activities:</b> Introduction to Dance: Classroom rules; teacher expectations; assign seats; set students up for a successful year Rhythm sticks activity Tap Lessons Explore and expand foundational movement vocabulary and concepts of Tap Dance Develop and refine dance techniques in Tap Respond to constructive criticism with improvement Observe a few of the most iconic performances by some of the most talented and influential dancers in the world	



**Appendix 2 - Curriculum Documents :: Social Studies K-8 Curriculum  
Overview**





# Providence Creek Academy Social Studies Overview 2020

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At Providence Creek Academy, we strive to educate the whole child by providing a foundation of academics, athletics, and the arts. Our Social Studies Curriculum works within that framework. Students are provided opportunities to incorporate the standards and learning into real life experiences and readings.

Providence Creek Academy Charter School  
Social Studies Scope and Sequence Grades K-3

Grade	Delaware Social Studies Standard Alignment	Unit and Timeline	Essential Question(s)	Theme and Big Idea(s)
K	<p><b>Civics Anchor Standard Four:</b> Students will develop and employ the civic skills necessary for effective, participatory citizenship.</p> <p>-K-3a: Students will demonstrate the skills necessary for participating in a group, including defining an objective, dividing, responsibilities and working cooperatively.</p>	<p>Year Long embedded curriculum</p> <p><i>Note: Teachers use daily behavior grades to track, monitor and assess student progress</i></p>	<p>Why is it important to work in a group?</p> <p>What words and actions are important when working in a group setting?</p>	<ul style="list-style-type: none"> <li>• Playing with others</li> <li>• Cooperation</li> <li>• Teamwork</li> <li>• Working in a group to solve a problem</li> <li>• Kindness</li> <li>• Responsibilities</li> </ul>
1	<p><b>Civics Anchor Standards One:</b> Students will examine the structure and purpose of governments with specific emphasis on constitutional democracy.</p> <p>-K-3a: Students will understand that leaders are sometimes chosen by election, and that elected officials are expected to represent the interests of the people who elected them.</p> <p>-K-3b: Students will understand that positions of authority carry responsibilities and should be respected.</p>	<p>Unit 1: People Everywhere</p>	<p>What can we learn from our families, school, and communities?</p>	<ul style="list-style-type: none"> <li>• Family</li> <li>• In your classroom</li> <li>• Leaders and Rules</li> <li>• Community</li> <li>• Moving to new homes</li> </ul>
1	<p><b>Geography Anchor Standard One:</b> Students will understand the nature and uses of maps, globes and other geo-graphics.</p> <p><i>-K-3a: Students will understand the nature and uses of maps, globes, and other geographic areas of the world.</i></p>	<p>Unit 2: Where we Live Unit 3: Maps</p>	<p>What do we know about Earth and the people living on it?</p> <p>What are the parts of a map?</p> <p>How can understanding a map help us solve problems?</p>	<ul style="list-style-type: none"> <li>• Our Earth</li> <li>• Land and Water</li> <li>• Natural resources</li> <li>• Weather and seasons</li> <li>• City, town, suburb</li> <li>• Our country</li> <li>• Our country's neighbors</li> <li>• Identify a map</li> <li>• Map key</li> <li>• Compass Rose</li> <li>• Map routes</li> </ul>

Grade	Delaware Social Studies Standard Alignment	Unit and Timeline	Essential Question(s)	Theme and Big Idea(s)
1	<p><b>History Anchor Standard Two:</b> Students will gather, examine, and analyze historical data</p> <p><i>-K-3a: Students will use artifacts and documents to gather information about the past.</i></p>	Unit 4: Holidays Around the World	What winter holidays are celebrated by different cultures across the world?	<ul style="list-style-type: none"> <li>● Hanukkah</li> <li>● Christmas</li> <li>● Kwanzaa</li> <li>● Las Posadas</li> </ul>
1	<p><b>Economics Anchor Standard One:</b> Students will analyze the potential costs and benefits of personal economic choices in a market economy.</p> <p><i>-K-3a: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants.</i></p> <p><i>-K-3b: Students will apply the concept that economic choices require the balancing of costs incurred with benefits received.</i></p>	Unit 5: World of Work	What choices do people make to get the things they want?	<ul style="list-style-type: none"> <li>● Needs and wants</li> <li>● Goods and services</li> <li>● Buy, trade, and save</li> <li>● All kinds of jobs</li> <li>● Getting food to market</li> <li>● Money (identify and tell value of penny, nickel, dime, quarter)</li> </ul>
1	<p><b>History Anchor Standard One:</b> Students will employ chronological concepts in analyzing historical phenomena.</p> <p><i>- K-3a: Students will use clocks, calendars, schedules, and written records to record or locate events in time.</i></p>	Unit 6: Everything Changes	How do people and things change over time?	<ul style="list-style-type: none"> <li>● Learning about the past</li> <li>● The first Americans</li> <li>● Family life past and present</li> <li>● Going to school long ago</li> <li>● Moving people and things</li> <li>● Sharing news and ideas</li> <li>● Timeline project (done at home and presented in school) w/ oral presentation</li> </ul>
1	<p><b>Civics Anchor Standard One:</b> Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.</p> <p><i>- K-3b: Students will understand that positions of authority carry responsibilities and should be respected.</i></p>	Unit 7: Good Citizens	What do good citizens do?	<ul style="list-style-type: none"> <li>● People need laws</li> <li>● Government and leaders</li> <li>● Citizens</li> <li>● Heroes in our country</li> <li>● Symbols of our country</li> </ul>

Grade	Delaware Social Studies Standard Alignment	Unit and Timeline	Essential Question(s)	Theme and Big Idea(s)
2	<p><b>Civics Anchor Standard Two:</b> Students will understand the principles and ideals underlying the American political system [Politics].</p> <p><i>-K-3a: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.</i></p>	<p>Houghton Mifflin “Neighborhoods” Unit 1: People and Places</p>	<p>How do land and people make up a community?</p>	<ul style="list-style-type: none"> <li>• All Kinds of Groups</li> <li>• Living Together</li> <li>• Cities and Suburbs</li> <li>• Rural Communities</li> </ul>
2	<p><b>History Anchor Standard Two:</b> Students will gather, examine, and analyze historical data [Analysis].</p> <p><i>-K-3a: Students will use artifacts and documents to gather information about the past.</i></p> <p><b>History Anchor Standard Three:</b> Students will interpret historical data.</p> <p><i>-K-3a: Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.</i></p>	<p>Houghton Mifflin “Neighborhoods” Unit 2: America’s Past</p>	<p>Why is the past important to you today?</p>	<ul style="list-style-type: none"> <li>• First Americans</li> <li>• Explorers Travel The World</li> <li>• Jamestown and Plymouth</li> <li>• A New Country</li> <li>• Past heroes</li> <li>• Communities Change</li> <li>• Communication Changes</li> </ul>
2	<p><b>Geography Anchor Standard Two:</b> Students will develop knowledge of the ways humans modify and respond to the natural environment.</p> <p><i>-K-3a: Students will distinguish different types of climate and landforms and explain why they occur.</i></p>	<p>Houghton Mifflin “Neighborhoods” Unit 3: Places Near and Far</p>	<p>Why is the world around you important to your life?</p>	<ul style="list-style-type: none"> <li>• Your Address</li> <li>• Land and Water</li> <li>• Weather and Climate</li> <li>• Regions</li> <li>• Resources</li> </ul>
2	<p><b>History Anchor Standard Four:</b> Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.</p> <p><i>K-3a: Students will develop an understanding of the similarities between families now and in the past, including:</i></p> <ul style="list-style-type: none"> <li>-- Daily life today and in other times.</li> <li>-- Cultural origins of customs and beliefs around the world.</li> </ul>	<p>Houghton Mifflin “Neighborhoods” Unit 4: Ways Of Living</p>	<p>What are some of the cultures that make up your community, state and nation?</p>	<ul style="list-style-type: none"> <li>• Families from Many Places</li> <li>• Sharing Cultures</li> <li>• America’s Symbols</li> <li>• We Celebrate Holidays</li> </ul>

Grade	Delaware Social Studies Standard Alignment	Unit and Timeline	Essential Question(s)	Theme and Big Idea(s)
3	<p><b>Civics Anchor Standard Three:</b> Students will understand the responsibilities, rights, and privileges of United States citizens.</p> <p><i>-K-3a: Students will understand that American citizens have distinct rights, responsibilities, and privileges.</i></p>	<p>Delaware Recommended Curriculum</p> <p>Unit 1: Citizenship</p>	<p>What is the nature of a privilege?</p> <p>What do you have to do to earn or lose a privilege?</p> <p>What is the relationship between my rights and responsibilities?</p>	<ul style="list-style-type: none"> <li>• Qualities of a good citizen</li> <li>• Rights, responsibilities and privileges.</li> </ul>
3	<p><b>Geography Anchor Standard One:</b> Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics.</p> <p><i>-K-3a: Students will understand the nature and uses of maps, globes, and other geo-graphics.</i></p>	<p>Delaware Recommended Curriculum</p> <p>Unit 2: Maps and Globes</p>	<p>How do differences between flat maps and globes affect understanding of places in the world?</p> <p>Why are there different types of maps?</p> <p>How can they be “read” to discover the nature and contents of the real world?</p>	<ul style="list-style-type: none"> <li>• Patterns</li> <li>• Spatial Thinking</li> </ul>
3	<p><b>Geography Anchor Standard Three:</b> Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <p><i>-K-3a: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.</i></p> <p><b>Geography Anchor Standard Four:</b> Students will develop an understanding of the character and use of regions and the connections between and among them.</p> <p><i>-K-3a: Students will be able to use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.</i></p>	<p>Delaware Recommended Curriculum</p> <p>Unit 3: Regions and Places</p>	<p>How are places different in culture and activity?</p> <p>How might connections between places affect their size and complexity?</p> <p>How do places differ from regions?</p> <p>How can regions be used to simplify an understanding of place diversity?</p> <p>How might differences and similarities among regions result in connections between them?</p>	<ul style="list-style-type: none"> <li>• Patterns</li> <li>• Culture</li> </ul>

3	<p><b>Economics Anchor Standard Two:</b> Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.</p> <p><i>K-3a: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.</i></p> <p><b>Economics Anchor Standard Three:</b> Students will understand different types of economic systems and how they change.</p> <p><i>-K-3a: Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.</i></p>	<p>Delaware Recommended Curriculum:</p> <p>Unit 4: Economics/Mini Society.</p>	<p>How might the use of money affect the economy?</p> <p>Why is what we use as money valuable?</p>	<ul style="list-style-type: none"> <li>• Goods and Services</li> <li>• Producers and Consumers</li> <li>• Barter and Exchange</li> <li>• Functions of money</li> <li>• Characteristics of Money</li> </ul>
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Providence Creek Academy  
4<sup>th</sup> Grade Scope & Sequence

<b>Delaware Social Studies Standard Alignment</b>	<b>Unit &amp; Timeline</b>	<b>Essential Questions</b>	<b>Big Ideas</b>
Civics  Anchor Standard 1 4 – 5a 4 – 5b  Anchor Standard 2 4 – 5b	Civics  August - September	Why does government exist?  How does our government function?  How do the structures within our government function together?	<ol style="list-style-type: none"> <li>1. Three Branches of Government: purpose, jobs, checks and balances               <ol style="list-style-type: none"> <li>a. Constitution-the law of the land</li> </ol> </li> <li>2. Variety of structures within the Government including local, state and national</li> <li>3. Civic responsibilities and civility</li> <li>4. Demographic Groups and how they function both formally and informally</li> </ol>
Economics  Anchor Standard 3 4 – 5a	Economics  October	How can different means of production and distribution change over time?  What impact do those changes have on our communities?	<ol style="list-style-type: none"> <li>1. Variety of production, distribution and exchange used within economic systems               <ol style="list-style-type: none"> <li>a. Different times and places</li> </ol> </li> <li>2. Economic Vocabulary</li> <li>3. Budget Plan practice</li> </ol>
Geography  Anchor Standard 1 4 – 5a  Anchor Standard 3 4 – 5a	Geography  November – February	How do we fit into our world?	<ol style="list-style-type: none"> <li>1. Cardinal and Intermediate directions</li> <li>2. Map Characteristics: grid system, keys, types of maps</li> <li>3. Map of Delaware: three counties, major bodies of water, major cities, physical features: Landmarks and landforms, first settlements</li> <li>4. United States Regions: Northeast, Southeast, Midwest, Southwest and West               <ol style="list-style-type: none"> <li>a. States, landmarks, landforms, bodies of water and major characteristics both physical and historical (what are they known for?)</li> </ol> </li> <li>5. Practice reading large maps, finding various routes that fit certain characteristics.</li> <li>6. Geographical skills and knowledge to develop profiles for areas based on region, climate and physical features.</li> </ol>

<p>History</p> <p>Anchor Standard 1 4 – 5a</p> <p>Anchor Standard 2 4 – 5b</p> <p>Anchor Standard 4 4 – 5a 4 – 5b</p>	<p>History</p> <p>March – June</p>	<p>Who are the American People?</p> <p>How does Delaware history connect to U.S. history?</p> <p>What caused these events? What effects can be traced through time back to these events?</p>	<ol style="list-style-type: none"> <li>1. Study historical events and people within a given time frame to determine cause and effect: timelines, articles, books, etc.</li> <li>2. Examine historical materials relating to regions, society or theme and place events in chronological order and analyze changes over time.</li> <li>3. Delaware History (settlements, production, agriculture, famous Delawareans)       <ol style="list-style-type: none"> <li>a. Caesar Rodney</li> <li>b. Lenape Indians</li> <li>c. William Penn</li> <li>d. Eluthere Irene DuPont</li> </ol> </li> <li>4. Native American settlements prior to European settlements</li> <li>5. European Explorers and settlements 1609-1775: Hudson, Cartier, Columbus, Cabot and Juan Ponce de Leon</li> <li>6. French and Indian War 1754-1763</li> <li>7. King George III: Treatment of Colonist, taxes, expansion of settlements       <ol style="list-style-type: none"> <li>a. Parliament</li> <li>b. Sugar Tax, tea tax</li> <li>c. Quartering Act</li> <li>d. Stamp Act</li> <li>e. Townsend Act required colonists to pay taxes on shipped goods such as tea</li> <li>f. Proclamation of 1763 prohibiting settlements beyond Appalachian Mountains</li> <li>g. Boston Tea Party</li> </ol> </li> <li>8. Revolutionary War 1775-1783 (War of Independence from Britain)       <ol style="list-style-type: none"> <li>a. Thirteen Colonies</li> <li>b. First Continental Congress in 1774 to make a list of complaints</li> <li>c. Timelines</li> <li>d. Major Battles</li> <li>e. Patriots vs Loyalists (Red Coats)</li> <li>f. Development of the first state</li> <li>g. Constitution</li> </ol> </li> <li>9. American People       <ol style="list-style-type: none"> <li>a. Demographics, immigration and changes in technology overtime</li> </ol> </li> </ol>
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Providence Creek Academy  
5<sup>th</sup> Grade Scope & Sequence

Delaware Social Studies Standard Alignment	Unit & Timeline	Essential Questions	Big Ideas
<p>Economics</p> <p>Anchor Standard 1 4 – 5a 4 -5b</p> <p>Anchor Standard 2 4 – 5a</p>	<p>Economics</p> <p>August - October</p>	<p>How does supply and demand impact communities and countries?</p> <p>How are goods and services exchanged?</p> <p>In what way does international trade impact the United States?</p>	<ol style="list-style-type: none"> <li>1. Understanding the role of banks and other financial institutions in the economy.</li> <li>2. Understand that prices in a market are based on supply and demand.</li> <li>3. Consumers and producers in a market economy make economic choices based on supply and demand.</li> <li>4. International trade links countries around the world; improving the economic welfare of nations.</li> </ol>
<p>Civics</p> <p>Anchor Standard 2 4 – 5a</p> <p>Anchor Standard 3 4 – 5a</p>	<p>Civics</p> <p>November – December</p>	<p>Why does government exist?</p> <p>How does our government function?</p> <p>How do a variety of structures within our government function together?</p>	<ol style="list-style-type: none"> <li>1. Fundamental Rights-Bill of Rights</li> <li>2. Principle of Due Process. (Execute and enforce laws).</li> <li>3. Selecting effective leaders; being informed about candidates and issues of the day.</li> </ol>
<p>History</p> <p>Anchor Standard 2 4 – 5b</p> <p>Anchor Standard 3 4 – 5a</p> <p>Anchor Standard 3 4 – 5a</p> <p>Anchor Standard 4 4 – 5a 4 – 5b</p>	<p>History</p> <p>January – April</p>	<p>Who are the American People?</p> <p>Why do historical accounts of the same event differ?</p> <p>What conclusions can be drawn from primary and secondary sources?</p> <p>How has Delaware changed since the 1940s?</p>	<ol style="list-style-type: none"> <li>1. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented/point-of-view of the author.</li> <li>2. Draw historical conclusions and construct historical accounts from primary and secondary accounts.</li> <li>3. Development of the first state to the Civil War (1776-1865).</li> <li>4. Growth of Commerce, industry transportation and agriculture (1865-1945).</li> <li>5. Modern Delaware (1945-present).</li> <li>6. Students will develop an understanding of selected themes in the United States History: demographics, immigration.</li> <li>7. Who are the American People? (Wax Museum)</li> <li>8. How has technology changed our world?</li> </ol>

<p>Geography</p> <p>Anchor Standard 1 4 – 5a</p> <p>Anchor Standard 3 4 – 5a</p>	<p>Geography May – June</p>	<p>How are societal changes and the physical environment linked?</p> <p>How can the current locations of human activities be understood through geography?</p>	<ol style="list-style-type: none"> <li>1. Apply knowledge of topography, climate and vegetation of Delaware and United States and how society changes and is affected the physical environment.</li> <li>2. Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.</li> </ol>
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Providence Creek Academy  
6<sup>th</sup> Grade Scope and Sequence

Standards	Trimester	Unit	Essential Questions
<p>Civics 1A: Students will understand why governments have the authority to make, enforce, and interpret laws and regulations, such as levying taxes, conducting foreign policy, and providing for national defense.</p>	1	Civics: Different Governments	<p>Why does a government have certain powers?</p> <p>What are the similarities and differences between different types of government?</p>
<p>History 4B: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations</p>	1	History/Civics: Different Governments	<p>Why does a government have certain powers?</p> <p>What are the similarities and differences between different types of government?</p>
<p>History 1A: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History 4B: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations.</p>	1-2	History: Ancient Civilizations	<p>How can thinking like a historian help us draw credible conclusions?</p> <p>What are the similarities and differences between different ancient civilizations? How have certain places changed over time?</p>
<p>Geography 2A: Students will apply knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions.</p> <p>Geography 3A: Students will analyze patterns of cultural activity associated with different world regions in order to explain the reasons for the cultural development of a place.</p> <p>Geography 4A: Students will understand the processes affecting the location of economic activities in different world regions.</p>	2	Geography: Culture and Civilization	<p>What makes a place culturally unique?</p> <p>What is culture? Why is it important to understand culture What makes ancient civilizations culturally unique?</p> <p>Under what conditions do cultures spread?</p> <p>To what extent did ancient civilizations influence culture of other places?</p>

<p>Geography 1A: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.</p>	<p>2-3</p>	<p>Geography: Building Global Mental Maps</p>	<p>What are mental maps?  How can mental maps be created and used effectively?  Why do maps have distortions?  How have cartographers minimized distortions?</p>
<p>Economics 3A: Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.</p>	<p>3</p>	<p>Economic Systems</p>	<p>How are decisions about the production and distribution of goods and services dependent upon the cultural values, availability and quality of resources and the intent and use of technology?  How does a society's economic system impact its standard of living?</p>

Providence Creek Academy  
7<sup>th</sup> Grade Scope & Sequence

<b>Trimester</b>	<b>Unit</b>	<b>Descriptions</b>	<b>Week of:</b>	<b>Lesson:</b>	<b>Social Studies Standards</b>
1	How Geographers Look at the World	Geography is the study of the earth's physical features and the living things that inhabit the planet. Geographers use many tools and methods to study and understand the world's places. By investigating the relationships among human activities, the earth's physical systems, and the environment, the study of geography can contribute to a better future for the world's people.	Week 1	Introduction & Autobiographical Map	Geography Anchor Standard One 6-8a Geography Anchor Standard Two 6-8a
			Week 2	Vocabulary Determining location Hemispheres	
			Week 3	Latitude & Longitude Coordinates	
			Week 4	Maps vs. Globes, Reading Maps	
			Week 5	5 Themes of Geography	
			Week 6	Review & Assessment	
	Green Cities	Students will be able to use observation, analysis of graphics and photos, and other geographic skills to identify physical and human aspects of a site and ply information about human preferences to planning for a settlement.	Week 7	Lesson One: The Face of a Place	Geography Anchor Standard Three 6-8a CCSS.ELA.Literacy.RH.6-8.1 CCSS.ELA.Literacy.RH.6-8.4
			Week 8	Lesson Two: Patterns & Plans for American Cities	
			Week 9	Lesson Three: Green Ideas Change City Designs	
			Week 10	Lesson Four: Greens Cities - Today & Tomorrow	
			Week 11	Transfer Task: Emerald City	
Why Trade	Students will be able to evaluate the impact of government trade policies have on foreign and domestic consumers, producers, and resource owners, explain how and why people trade, analyze costs and benefits of trade.	Week 12-13	Lesson One: Why People Trade	Economics Standard Four 6-8a	
		Week 14	Lesson Two: Trade Connection		
		Week 15	Lesson Three: Specialization		
		Week 16-17	Lesson Four: Trade Barriers		
		Week 18	Microeconomics: Market Economy & Price	Economics Standard One 6-8a	
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			Week 19	Review & Assessment	Economics Standard Four 6-8a & Economics Standard One 6-8a
	Project Citizen	Students will be able to identify public policy issues in their community, implement research strategies to effectively gather information on a particular public policy issue, act responsibly with the interests of the larger community in mind.	Week 20	Lesson One: Public Policy	Civics Standard Four 6-8a
			Week 21	Lesson Two: Communicating with Office Holders	
			Week 22	Lesson Three: Solutions to Public Policy Problems	
	Expansion of Freedom	Students will be able to... <ul style="list-style-type: none"> <li>Identify the protections awarded to minorities by the Constitution.</li> <li>Analyze the individual protections in the Bill of Rights.</li> <li>Construct support for the necessity of protecting individual rights.</li> </ul>	Week 23	Lesson One: Majority Rule and Minority Rights	Civics Standard Two 6-8a CCSS. ELA-Literacy.6-8.1 CCSS. ELA-Literacy.6-8.2 CCSS. ELA-Literacy.6-8.3
			Week 24	Lesson Two: Constitutional Protections	
			Week 25	Lesson Two: Supreme Court Cases and Case Studies	
			Week 26	Lesson Three: Limiting Individual Rights	
			Week 27	Review & Assessment	
			Week 28	Civil Rights and Political Freedom	
			Week 29	Lesson One: Drawing Borders	
	Week 30	Lesson Two: Conflict and Cooperation in Czechoslovakia			
	Week 31	Lesson Three: Conflict and Cooperation in the Middle East			
	Week 32	Transfer Task			
	Week 33	Review & Assessment			
3	Partnerships & Partitions	Students will be able to suggest borders or regional boundaries that will minimize conflict and identify or predict the likely result of a proposed border or boundary change.			

	Early Civilizations	Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including: -- The beginnings of human society -- Early civilizations and pastoral peoples (4,000-1,000 BC) -- Classical traditions, major religions, and great empires (1,000 BC--300 AD)	Week 34	The Beginnings of Human Society	History Standard Two 6-8a History Standard Two 6-8b
			Week 35	The Fertile Crescent	
			Week 36-37	Ancient Egypt & Nubia	

Providence Creek Academy Sample Assessment:  
Social Studies, K – 3

Grade:	Standard Alignment:	Role:
3	Economics Anchor Standards 2 and 3	Mini-Society Creator, Prototype Designer, Producer, Business Owner, Salesperson
K – 2	Economics Anchor Standards 1 and 2	Consumer

Project Description

Third grade students will create a mini-society in their classrooms. They will culminate their learning experience in a “Market Day” where student “Business Owners”, hold a market that allows other students in the school to exchange money for goods or services.

Leading up to Market Day, third grade students will apply for a business license, design a classroom currency, explore the concept of scarcity, analyze the impacts of human wants and needs on a market economy, and study the interconnectivity of consumers, producers, services, money, resources, and goods.

On Market Day, third grade students will demonstrate understanding of barter, money, and other media and how they are employed to facilitate the exchange of resources, goods, and services. Kindergarten, first, and second grade students will attend the Market Day in order to analyze the potential costs and benefits of personal economic choices in a market economy.

Project Timeline

Approx. Date	Milestone
4/15	Mini-Society Packets explained to students and parent letter sent home to third grade parents (See attached). Notifications of Market Day date sent to K – 2 teachers.
4/22	Business choice and parent notification slips due (third grade)
4/30	Business choices finalized (third grade)
5/8	Prototypes due (third grade)
5/12	Business license due (third grade)
5/29	Market Day (Kindergarten – third grade)



Project Parent Letter (3<sup>rd</sup> Grade)

Dear Parents,

The third grade will begin a unit in Social Studies learning about the aspects of community that involve economic concepts such as resources, scarcity, opportunity costs, products, goods, business, interdependence, and money (saving/spending). We will establish a Mini-Society in our room and we will be using a form of money designed by the children. The children will earn this money in the classroom.

As the students work in their society, they will establish rules to live by and each child will establish some sort of “business” to operate during the school day. They must make a product to sell (made by the student). Production costs for the item your child markets should not exceed \$15. Please ensure that your child has at least twenty of the same items to sell. The parents may NOT set up, clean up, or run the business for their child. Please remember that this is a learning experience for the children. It is their responsibility to take full charge of their own business and money.

If you have any questions about your child’s Mini-Society, please contact us. You will find a calendar of events attached to this letter that will help you remember deadlines along with a list of ideas for businesses that your child might like to consider. Please assist your child with completing the form and return it to school no later than April 22<sup>nd</sup>. To avoid duplication, we will notify your child of product approval on April 30<sup>th</sup>. Your child is required to bring in a prototype (sample) of the product on May 8<sup>th</sup>. Thank you for your help in making this a worthwhile learning experience for your child.

Sincerely,

The 3<sup>rd</sup> Grade Teachers

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I have seen this Mini-Society letter.

Child’s Name: \_\_\_\_\_

Parent’s Signature: \_\_\_\_\_

## PCA Market Day Suggested Businesses

**Goods**

- Art
- Bookmarks
- Puppets
- Pillows
- Painted rocks/shells
- Jewelry
- Woodworking
- Plants
- Greeting Cards
- Banks – jars, milk cartons, etc.
- Doll Clothes
- Personalized stationary
- Books/stories
- Sewn pictures, animals, bean bags
- Buttons or badges
- Gift bags
- Hair clips, barrettes
- Joke book
- Refrigerator magnets – clothespins
- Coloring book
- Sand paintings
- Paper flowers
- Games

There will be NO drinks or food items allowed. No prepackaged or repackaged store bought items will be sold. Only items produced by the child will be sold on Market Day. Production costs for the item your child markets should not exceed \$15. Please ensure that your child has at least twenty of the same items to sell. The parents may NOT set up, clean up, or run the business for their child.

**Please return this form by April 22<sup>nd</sup>**

Child's Name: \_\_\_\_\_

Write your top three product choices for production in our Mini-Society. You will be notified by April 30<sup>th</sup> as to which product you will be producing.

Choice 1 \_\_\_\_\_

Choice 2 \_\_\_\_\_

Choice 3 \_\_\_\_\_

**Mini Society News**

**Parents, Teachers, Friends**

**PLEASE COME TO THE THIRD GRADE MARKET DAY!**

**When: Friday, May 18<sup>th</sup>**

**Where: Market Day will be held in the auditorium.**

**Time: 1:00 – 2:30**

**1:00 – 1:30: 4<sup>th</sup> & 5<sup>th</sup> grade**

**1:30 – 2:00: 2<sup>nd</sup> grade & Upper School**

**2:00 – 2:30: K-1<sup>st</sup> grade**

**As the date approaches, please take time to notice the advertisements that will be posted around the school of what goods will be sold by our third grade businesses.**

**Bring real money. Every \$0.50 (real money) will equal \$1.00 Mini Society money. A banker will be available at the entrance to exchange real money for Mini Society money.**

**Thank you for your support!!!!**

## Market Day Project Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Business Name: \_\_\_\_\_

Product Created: \_\_\_\_\_

<b>Requirement</b>	<b>10 Points</b>	<b>8 Points</b>	<b>6 Points</b>	<b>4 Points</b>
<b>Quantity:</b> Did you make 20 of your product?	Student had all 20 products complete.	Student had 15 – 19 products complete.	Student had 11 – 14 products complete.	Student had 10 or less products complete.
<b>Timeliness:</b> Did you make your prototype by the due date? Did you finish making your products by Market Day?	Student met all due date deadlines and used their class time productively without reminders.	Student missed 1 deadline and /or was given a few reminders about being productive in class.	Student missed most deadlines and/or needed multiple reminders about being productive in class.	Student did not meet any of the deadlines and/or was consistently off task during production time in class.
<b>Creativity:</b> Was your product unique and helpful to others?	Product was very creative and was helpful to others.	Product showed some creativity and/or was useful for others.	Product could have been more creative and/or could have served a more useful purpose.	Product did not demonstrate any creativity in design, nor did it serve as a helpful tool.
<b>Quality of Product/Service:</b> Was your product neat, durable, and eye-catching? If it is a service, would others want to come back again?	The product was neat, durable, and attractive to the eye or the service was beneficial enough for repeat customers.	The product showed some neatness, durability, & attractiveness or the service had some customers that would visit again.	The product was lacking in neatness, durability, & attractiveness or the service didn't have a lot of supporters.	The product needed a lot of work to improve neatness, durability, & attractiveness or the service needed a different approach.
<b>Professionalism:</b> Did you take your business seriously during Market Day?	Student maintained a high level of professionalism throughout Market Day.	Student maintained an average level of professionalism throughout Market Day.	Student maintained a below average level of professionalism throughout Market Day.	Student maintained an unacceptable level of professionalism throughout Market Day.
<b>Total</b>	<u>      </u> /50			

Grade: \_\_\_\_\_

Comments:

PCA 4 – 5 Assessment Sample:

5<sup>th</sup> Grade Assessment: Wax Museum

The Wax Museum is a cross-curricular hands-on project designed to allow students to showcase their learning across multiple genres. Students use primary source material to research an American Hero, write a research paper, design, rehearse, and present an oral presentation, and participate in a ‘Wax Museum’.

The 5<sup>th</sup> grade students dress up as their character and act as the statue in the museum. Students from lower grades press the button to bring the statue to life, and the 5<sup>th</sup> grade presents their material to their audience, recreating the experience of an automated wax statue.

The 4<sup>th</sup> grade students use the opportunity as a formative assessment for ELA. They listen to three statues of their choice, take notes, and return to the classroom for a debrief. This serves to focus their learning, and also creates excitement as they look forward to their turn as a statue.

Standards for the Wax Museum Assessment:

Grade	Standard Alignment	Role
K – 4	History Anchor Standard 3	Museum Patrons
4	ELA Speaking & Listening 4.2, 4.3	Museum Patrons
5	History Anchor Standard 4	Wax Museum Statue, Researcher
5	ELA Speaking & Listening 5.5, 5.6	Wax Museum Statue, Researcher
5	ELA Writing, 5.2, 5.4, 5.7, 5.10	Researcher, Author

Grade 5

The 5<sup>th</sup> Grade Wax Museum project is an annual project that allows Providence Creek Academy 5<sup>th</sup> grade students to showcase their learning across multiple genres.

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# American Hero Book Report

The following packet is VERY IMPORTANT and contains all requirements for both Mrs. Pitcher's research report paper and Mrs. Adam's wax museum, poster, and presentations. This research project is a joint *collaboration* for your child's writing and social studies classes.

Please read thoroughly and sign and return the bottom portion on the next page.

IMPORTANT NEED TO KNOW:

Research Paper: DUE to Mrs. Pitcher Friday, May 19

Museum Poster: DUE to Mrs. Adams Thursday, May 26

Wax Museum: Save the Date: Wednesday, May 31, 2:00 around the PCA Circle

All poster work is to be done at home.

\*Research and rough draft of research paper and historical figure will be done in social studies and writing class.

\*Typed final draft is to be done at home or in technology.

\*Each student needs a biography book on their hero, most students were able to get one at PCA; if not please take them to the local library.

\*Students will need costume/props; check your local Dollar Tree, Goodwill, etc. If you have any questions or concerns, please contact Mrs. Adams or Mrs. Pitcher.

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# Wax Museum

Dear parents/guardians,

We are excited about our Wax Museum that will be coming up soon. Here are the important details you should be aware of. Please look at the attached rubric that outlines more specifically what is required.

The Wax Museum will consist of three parts: a poster board display, an in-class presentation, and the actual Wax Museum.

- Poster: This should be a way to show off your hero. A tri-fold poster is recommended but not required. The poster needs to be neat, creative, colorful, and have pictures that depict the hero's life.
- In-class presentation: For the presentation, the American hero will come to life, giving facts and information about their life and accomplishments. Students will recite their 10 facts, which should be memorized. A good presentation will consist of good expression, eye contact, and memorization of the 10 facts.
- Wax Museum: All students will meet together and become their American hero. Parents, family members, and the community will be invited to walk around and visit each American hero.

As part of this project, your child will need a costume.

- Costume: Please find something that will adequately depict the American hero represented. Look for ways to obtain a costume that will not be expensive - check your local thrift shop and ask your neighbors/family/friends for help.

We look forward to this fun event and know it will be a great Learning experience for our students!

Thank you,

*Mrs. Adams*

Please sign and return this bottom portion to acknowledge that you have received the wax museum packet.

Student Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

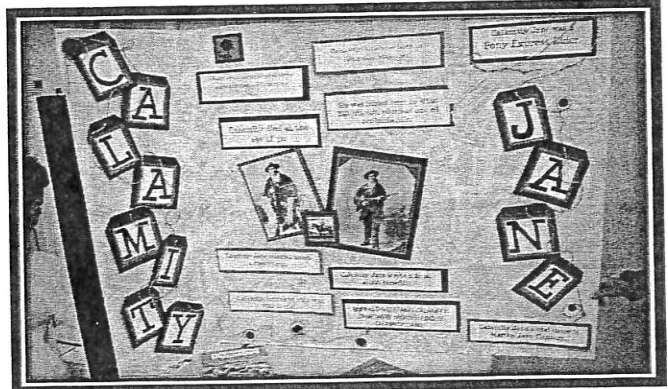
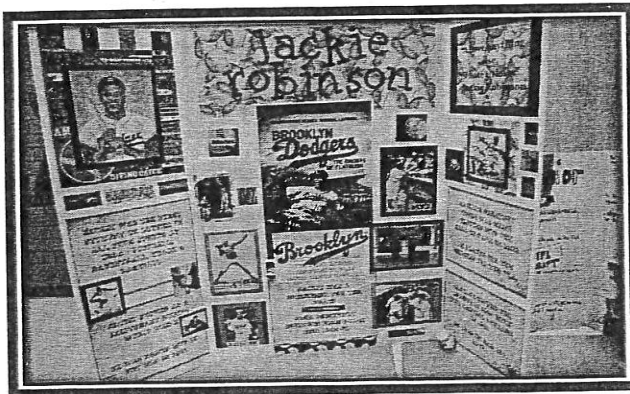
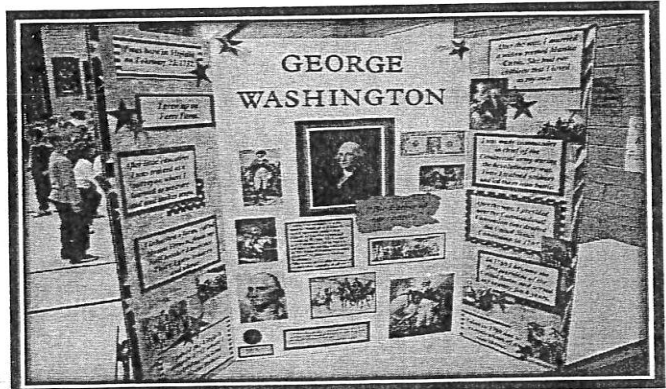
Posters due: **May 26<sup>th</sup>**

A good poster will:

- Reflect your hero! Be creative and colorful. Include a nice header.
- Be neat! Type all information or write it neatly in your **very best handwriting**.
- Include all **10 facts** and other important information.
- Showcase relevant pictures of your hero – as many as possible!

## • Examples of Great Looking Posters!

Note that each poster is neat, attractive, and informative.

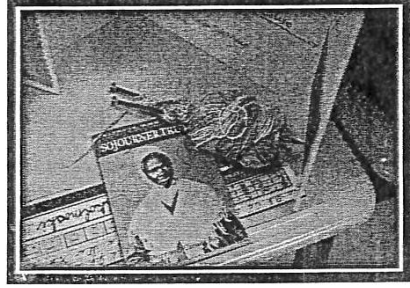
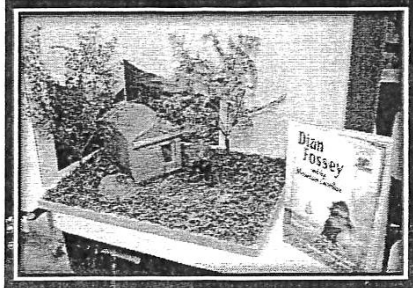




# Wax Museum Tips

Some fun extras:

Bring some props to hold or set out on your desk that reflect your hero's accomplishments.



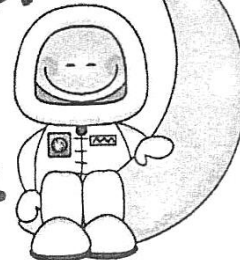
You are invited to our

## Wax Museum

Date: Wednesday May 31st

Time: 2:00 pm

Place: PCA outside circle



Save the Date

Name: \_\_\_\_\_

Name: \_\_\_\_\_

### Wax Museum Rubric

	<b>3</b>	<b>4</b>	<b>5</b>	<b>Score:</b>
<b>Poster</b>				
Creativity	The poster is adequate. It needs more color and more pictures to make it stand out.	The poster is well done, but is missing something to make it special.	The poster looks amazing! It is colorful, has great pictures, and has an overall “wow-factor”!	
Information	The poster is lacking necessary information and does not include all 10 facts.	The poster has 10 facts, however they are all basic and do not include important information.	The poster is full of interesting and thoughtful information, with all 10 facts!	
Neatness	The poster is messy and does not look carefully made.	The poster is okay, but the handwriting is messy or the pictures are not neatly presented.	The poster is beautifully done. It is neat and all information is easily read. It has been made with pride.	
<b>Presentation</b>				
Information	Less than 10 facts were included in the presentation.	10 facts were included, but were basic and did not include important information.	Student recited all 10 facts. They were meaningful and thought-provoking.	
Expression	Student sounded monotone.	Student had some expression.	Student presented with excitement and interest.	
Overall Presentation	Student had no eye contact and did not sound prepared.	Student presentation was okay. Eye contact was there, but inconsistent.	Student delivered a wonderful presentation. They had good eye contact and showed enthusiasm.	
<b>Wax Museum</b>				
Costume	Student did not wear anything special for the Wax Museum.	Student had a costume, but it did not represent the hero.	The costume fit the hero. It is evident that the student tried to dress as their hero.	
Behavior	Student did not manage their behavior and required multiple reminders to behave in character.	Students had a hard time remaining professional at times. They had one reminder to behave in character.	Student had excellent behavior and remained in character. No warning were given.	
<b>Comments</b>				<b>Total Score:</b>

# Wax Museum Research Paper Guidelines

## Page 1: Title Page – Cover Page

- American Hero name
- Portrait of American Hero
- Border on paper
- Your name
- Class
- Date

### Format

- Bold subtitles
- 12 point font
- Double Spaced
- Organized into paragraphs
- Times New Roman or Arial font

## Page 2: Childhood/Early Life (5-7 sentences)

- General basic information
- Parent's information
- When and where they were born
- Where they went to school

## Page 3: Accomplishments/Achievements/Contributions (10-15 sentences)

- Why is this American hero famous?
- How did this American hero affect American history?
- Did they receive any awards or what milestones did they have?
- College education
- Occupation— what did they do for work?

## Page 4: Remembrance/Reflection (Bullet Points)

- Include 3 facts
- Include 2 quotes
- Death/Living

### Reading Log

Reading Log is to be handed in completed and signed by parent/guardian

## Page 5: Bibliography (Citations)

- List at least 3 sources
- APA Format
- Citationmachine.net

## American Hero Wax Museum Research Project:

Name: \_\_\_\_\_

Score: /20

Criteria	3 Points	2 Points	1 Points	0 Points	Score
Cover Page	Cover page includes a portrait, border, name, class and date.	Cover page is missing one component.	Cover page is missing two or more components.	No cover page.	_____
Biography	Paragraph clearly details a short biography of the person's life. It includes 3 or more supporting details and/or examples.	Paragraph details a short biography of the person's life. It provides 1-2 supporting details and/or examples.	Paragraph gives very little information about the person's life. No details and/or examples are given.	No biography about the person is researched.	_____
Contributions	Paragraph clearly relates to contributions made by the person. It includes several supporting details and/or examples.	Paragraph relates to contributions made by the person. It provides 1-2 supporting details and/or examples	Paragraph gives very little information about the contributions made. No details and/or examples are given.	No contributions about the person are researched.	_____
Remembrance/ Reflection (Bullet Points)	Paragraph clearly relates to why the person is an American Hero. It includes several supporting details and/or examples.	Paragraph relates to why the person is an American hero. It provides 1 2 supporting details and/or examples.	Paragraph relates to why the person is an American hero. No details and/or examples are given.	No information about why the person is an American hero is stated.	_____
Bibliography	Bibliography contains at least 3 sources correctly formatted.	Bibliography is missing one component.	Bibliography is missing two components.	A bibliography was not included.	_____
Format / Conventions	Paper is double spaced, 12-font, and organized in paragraphs. No grammatical or spelling errors.	Paper is missing one component.1 2 grammatical or spelling errors.	Paper is missing two or more components.3-4 grammatical or spelling errors.	Paper is not in correct format. More than 5 grammatical or spelling errors.	_____
Reading Log	x	Reading Log is completed with signatures.	Reading Log is missing one or two components.	Reading Log is not turned in.	_____



PCA 6 – 8 Assessment Sample:  
7<sup>th</sup> Grade Assessment

**Emerald City – Planning a Sustainable City Project**

**Transfer Task**

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context.

The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons conclude.

**Essential Question measured by the transfer task:**

- What physical and human features make a place culturally unique?

Prior Knowledge	In this unit you have examined the idea of place. You have learned to identify important human and physical features of a site. You have learned how the geographic situation affects the lives of people in the place. You know that culture affects the way people build and change their neighborhoods, towns and cities.
Problem/Role	You are a city planner ( <a href="#">see Appendix 1</a> ). Your company would like to get the job of planning a modern city called “Emerald City.” Your job will be to help prepare a plan for the new city that will meet the needs of the residents. If your plan is selected, your company will continue to work on this project until the city is finished. Four sites for the residents to choose from have been selected ( <a href="#">Appendix 3</a> ).
Perspective	<p>The 50,000 people who will be living and working in Emerald City are committed to living a “green” way of life. They value technology as a way of making their life more convenient and reducing their impact on the environment. Emerald City residents like to spend a lot of time outdoors. They enjoy beautiful scenery and green space where they can exercise and gather for social and sports events.</p> <p>Here are their requests:</p> <ol style="list-style-type: none"> <li>1. The city should look and feel modern and tech-friendly.</li> <li>2. The city should have clean, unpolluted air.</li> <li>3. Most energy should come from wind power, hydroelectric power, or solar power.</li> <li>4. There should be plenty of room for outdoor activities and sports.</li> </ol>

Product	<p>You will prepare a presentation for the bid opening. Each team will get only 3 minutes to explain their plan. Work together to make the most of the time allowed persuading the Emerald City Planner Search Committee that you have the best plan.</p> <p>Use <a href="#">Appendix 2</a> to evaluations of the geographic site, situation, and cultural needs and perspectives of the residents.</p>
Criteria for an Exemplary Response	<p>To be judged excellent, your oral presentation will:</p> <ol style="list-style-type: none"><li>1. Include a clear concise description or “vision” of Emerald City, the place of the future.</li><li>2. Explain how you have selected the best spot for the city from the four choices offered.</li><li>3. Explain how your design accomplishes the goals of the new residents.</li></ol>

[Click here for a Student Rubric.](#)

[Click here for a Teacher Rubric.](#)

## Working as a City Planner

### What does a city planner do?

City planners help design cities. Guided by the needs and wants of the residents, a city planner decides some important things about the city. For example, he or she might plan how tall the buildings should be, how wide the streets should be, and the street pattern. Even the number of street signs, and the designs bus stops, lampposts and trash cans go into the plan for the city. Every building must be designed with careful thought. How will people get power and water? How can homes and apartments be located close to public transportation? Aesthetic design, or how things look, is something else the planner must think about. The designer wants the city to be a place where people feel comfortable. To make sure the plan is practical and also pleasing to the people who will live there, a city planner must be creative.



### How does a city planner get the job done?

The planner begins by surveying the possible physical sites to select the right one. Then he studies the people who will live and work there. Demographic, economic, and environmental studies must be completed to assess the needs of the community. The planner also asks people for their opinions. When all the information is gathered, a planner creates maps and designs. People can look at these general plans and suggest changes. Then the city planner works with architects to plan for the construction of bridges, radio and telephone towers, and other infrastructure such as roads.

Adapted Text - <http://www.princetonreview.com/Careers.aspx?cid=162>



Green Cities  
Transfer Task



Congratulations, you have graduated from college! You have started your first job as a city planner. Your company would like to get the job of planning a modern city called “Emerald City.” You will work with a team to put together a proposal for the new city. The exact location of the Emerald City has not been decided.

Your job will be to complete four steps:

- Complete the site evaluation.
- Select a good location for the city.
- Do a preliminary city plan complete with a drawing.
- Present your plan to the Search Committee.

I am a City Planner

Read the background information about your new job. Complete the graphic organizer below.

My Responsibilities	My Thoughts

View the sites that are now open for development. Notice that there are four possible sites for your city. Look carefully at the site map and read the description for each one.

Green Cities  
Transfer Task

Select one of the sites for your city and answer the questions below.

- Evaluate the physical features on the site map. What features make this site unique?
- List the physical features of the site you have chosen. What are the advantages/disadvantages of each physical feature when planning your city?

PHYSICAL FEATURES	ADVANTAGES	DISADVANTAGES

Choose 5 -10 human features that are essential for the development of a successful city.

- Explain why you chose this location.
- What was important when choosing this location?
- How was the environment modified by your choice?

HUMAN FEATURES	WHY DID YOU CHOOSE THIS LOCATION?	WHAT WAS AN IMPORTANT FACTOR YOU CONSIDERED WHEN CHOOSING THIS LOCATION?	HOW WAS THE ENVIRONMENT CHANGED OR AFFECTED BY THIS CHOICE?

Create your city plan by using the information provided and your rubric.

## Green Cities

## Transfer Task

## Appendix 2 - Evaluating Site and Situation

Use this form to evaluate each of the four land parcels that are possible building sites for Emerald City. You will need to use a separate form for each parcel.

Parcel #	Physical Characteristics	Can be used "as is"	Must be changed	Problems or Notes
	Land and soil conditions			
	Climate			
	Natural resources			
	Outdoor space and Scenery			

Student reflection:

Which parcel would be your personal choice for a place to live? Explain your answer.

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## Green Cities

## Transfer Task

## Appendix 2 - Evaluating Site and Situation

**Evaluating the Human Characteristics of the Site**

Now read below the information you have been given about the people who want to move to Emerald City.

The 50,000 people who will be living and working in Emerald City are committed to living a “green” way of life. They value technology as a way of making their life more convenient and reducing their impact on the environment. Emerald City residents like to spend a lot of time outdoors. They enjoy beautiful scenery and green space where they can exercise and gather for social and sports events.

Here are their requests:

- The city should look and feel modern and up-to-date.
- The city should have clean, unpolluted air.
- Most energy should come from wind power, hydroelectric power, or solar power.
- There should be plenty of room for outdoor activities and sports.

Use the graphic organizer below to evaluate the human characteristics of the site. Some facts have been added for you to get you started.

<b>HUMAN FEATURES</b>	Facts from the reading	What facilities should be included?	Research needed
Facts about the people	50,000 residents	Homes for 50,000 people	What age groups will be the largest?
Cultural values of the people			
Activities of the people			

Green Cities

Transfer Task

Appendix 2 - Evaluating Site and Situation

The **geographic situation** of Emerald City will be important, too. As a planner you should know three facts.

- On the other side of the mountains is a large desert. Few people live there.
- There are six coastal cities to the north, or to the right, of Land Parcel 4. All of these cities are factory towns with lumber mills and refineries.
- The winds in this area usually blow from west to east.

How might these facts affect your choice of the best spot for Emerald City? Explain your answer with an example.

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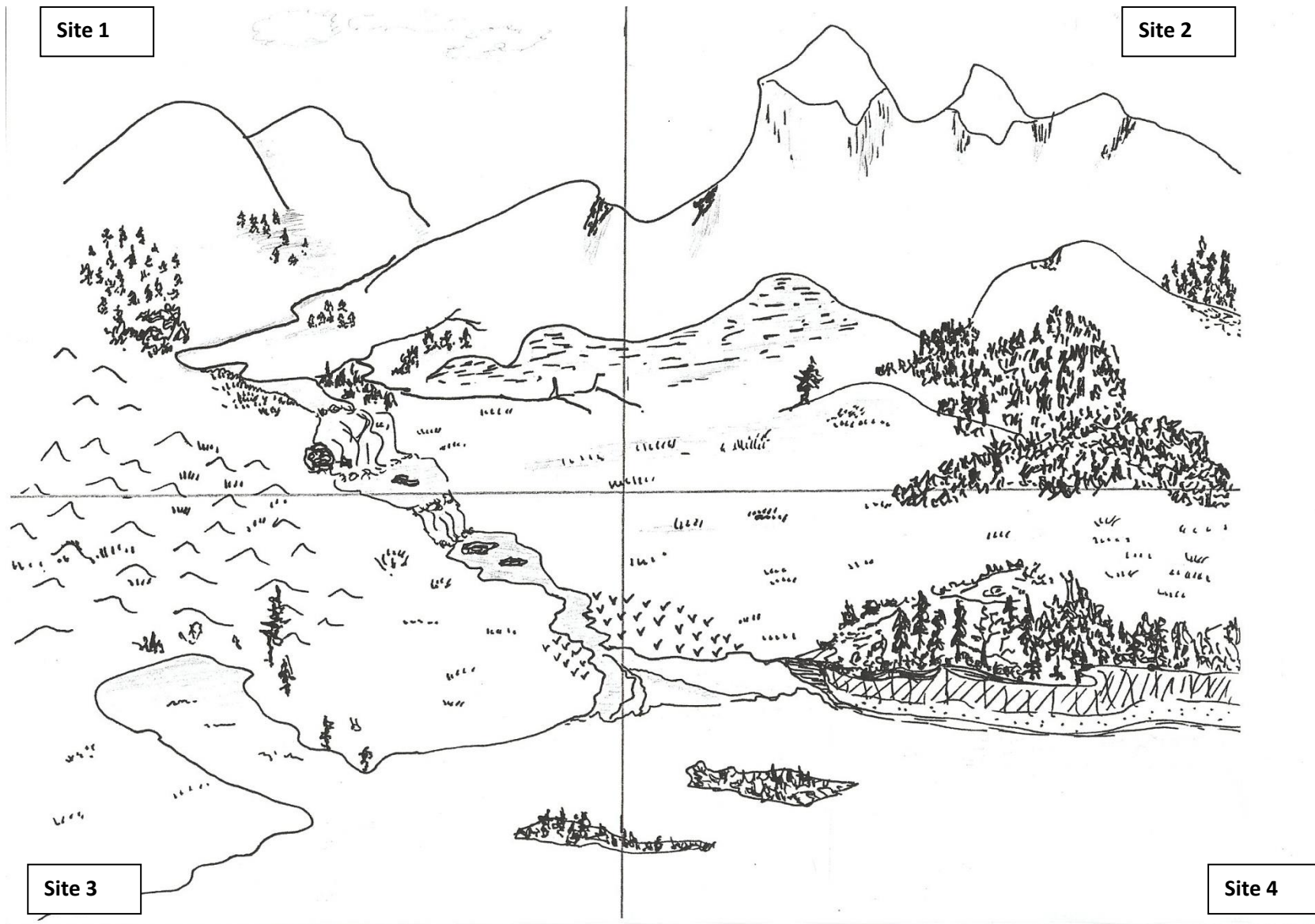


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Now that you have completed your evaluation of the physical and human aspects of the **geographic site**, and you have also considered the **geographic situation**, it is time to make a decision where to build the city and begin the preliminary plan.

I choose Land Parcel \_\_\_\_\_.

<p>Part II - Planning Emerald City</p> <p>Use the sketch of the land parcel you selected, your physical and human site evaluations, and your thoughts about the geographic situation to plan Emerald City.</p> <p>Combine all your ideas in a map or graphic. Be sure to label the important features.</p> <p>Remember you will be presenting your ideas to the search committee. While you may spend many hours working on the plan, you will have only three minutes to get your ideas across.</p>
--



Green Cities  
Transfer Task Potential Sites  
Appendix 3  
**Site 1**

This mountain valley will be the perfect place for your new city. Residents can escape the summer heat and will enjoy the beautiful mountain landscape. Rivers and a waterfall might be put to work to make electricity, and sportsmen will enjoy fishing and hunting. Flooding in the valleys and lowlands can be a problem occasionally, especially after storms and in the spring when the snow melts in the mountains.

Elevation: 700-1800 ft

Average Temperatures:

Summer 55°-80° F

Winter 20°-50° F

- Soils: Rocky with erosion along streams
- Land features: Steep hillsides with a narrow river valley and a flat area at the base of the hills with good cropland
- Water features: Three fast-moving rivers come together before a waterfall. Stream flows are heavy after storms and in spring when snow melts in the hills.
- Vegetation: Heavily forested at lower elevations and a natural meadow near the streams
- Animal life: Abundant fish, deer and other small game

**Site 2**

If you choose this site, your city will be high above all the rest. The scenery is beautiful, and the mountain climate makes skiing and other winter sports possible. Hunting is also a possibility. The benefits of this area will be worth the expense of building roads and transporting building materials. In the mountains, mineral deposits have already been discovered - including silver and lead - and there may be more!

Elevation: 1000-5000 ft.

Average Temperatures:

Summer 30°-74° F

Winter 10°-35° F

- Soils: Rocky, including granite and shale. Deposits of coal, small deposits of silver and lead.
- Water features: A few small mountain streams
- Vegetation: Heavily forested at lower elevations,
- Animal life: Deer, elk, bears and other game animals; a few sightings of mountain lions in recent years.

### Site 3

Stay connected with the rest of the world by building a harbor city on this site. Residents will enjoy the mild climate in winter. Building and water travel in this area will be easy. It will be easy to plan around the fact that low-lying coastal areas can sometimes experience damage from wind, rain and storm surges from coastal storms.

Elevation: Sea level - 700 ft

Average Temperatures:

Summer 55°-85° F

Winter 28°-65° F

- Soils: Clay deposits and sandy soils with rocky base
- Land features: Low hills with some flat meadowland in eastern portion. Marshy area near the coast.
- Water features: River with small islands. Tide lands at mouth of river. Deep water harbor.
- Vegetation: Hardwood trees and shrubs. Marsh grass in low areas.
- Animal life: Some small animals, fresh water fish in rivers, saltwater fish along coast.

### Site 4

Residents will enjoy the options created by the varied environments. Offshore islands, beautiful wooded areas and natural meadows contrast with the marshland. Perched on the cliffs, your city will be protected from coastal storms. Mosquitoes will only be a passing summer problem.

Elevation: Sea level – 1000 ft

Average Temperatures:

Summer 55°-85° F

Winter 28°-63° F

- Soils: Sandy soils with clay in marshy areas
- Land features: Mostly flat coastal plain with gentle hills in the interior. Erosion has caused a steep cliff along part of the coastline. Two small islands off shore.
- Water features: No rivers. Shallow water between coast and islands.
- Vegetation: Woodland covers about half the land area and both islands. Marshy land near the river. Some natural meadow.
- Animal life: Muskrats in the marsh. Deer, rabbits and small game.



Green Cities  
Transfer Task  
Student Rubric

<b>Scoring Category</b> <b>This exhibit provides evidence that ...</b>	<b>Score Point 3</b>	<b>Score Point 2</b>	<b>Score Point 1</b>
I can read maps, charts and geography texts to get the information I need. <ul style="list-style-type: none"> <li>• Maps, Charts, Text</li> </ul>	I can read geographic sources to get information.	I can read two kinds of geographic sources to find information.	I can read one geographic source to find information.
I can identify natural features of a site and tell how people could use them OR how people might have to change them in order to live in a place.	I can identify at least two natural features and their effects on the lives of people in a place.	I can identify one natural feature and its effects on the lives of people in a place.	I can identify at least one natural feature but cannot relate it to effects on the lives of people.
I can identify human or cultural characteristics of a site and explain how they affect a landscape.	I can identify at least two human or cultural characteristics and explain how they affect the landscape of the place.	I can identify at least one human or cultural characteristic and explain how it affect the landscape of the place.	I can identify at least one human or cultural characteristics but cannot explain its effect on the landscape of the place.
I can identify ways the geographic situation of a place (its location in relation to other places) might affect the lives of people in a place.	I can identify two ways the geographic situation of a place might affect the lives of people in a place.	I can identify one way the geographic situation of a place might affect the lives of people in a place.	I cannot identify or explain how the geographic situation of a place might affect the lives of people in a place.
I understand and apply geographic terms and concepts related to places. <ul style="list-style-type: none"> <li>• Site, Landscape, Physical and Human Characteristics, Situation, Environment</li> </ul>	I always use geographic terms and concepts correctly.	I sometimes use geographic terms and concepts correctly.	I misused or left out two or more of the key terms or geographic concepts.
I represented geographic ideas and information about place through graphics.	I used map elements (TODAL) and mapping tools to construct a map or graphic to represent my ideas. Included clear labels and a legend or key.	I used labels and map elements and tools to construct a map, although some are left out or unclear.	I used a map or graphic to represent ideas, but most key elements are missing or used incorrectly.
I included specific features in my city design to match physical and human characteristics of the site.	I included 3 specific features in my city (buildings or facilities) designed to match physical and human characteristics of the site.	I included 2 specific features in my city design to match physical and human characteristics of the site.	I included at least one specific feature in my city design to match physical and human characteristics of the site.

Green Cities  
Transfer Task  
Teacher Rubric

Scoring Category  This exhibit provides evidence that the student ...	Score Point 5	Score Point 3	Score Point 1
Uses geographic sources to extract information relevant to the question or problem.	Extracts relevant information from a variety of geographic sources. (maps, journals, text, charts and other geo-graphics)	Extracts relevant information from two or more geographic sources.	Extracts relevant information from only one geographic source.
Identifies natural features of a site and ways people might use or modify them in order to live in a place.	Identifies at least two natural features of a site and ways people might use or modify them in order to live in a place.	Identifies one natural feature of a site and ways people might use or modify it in order to live in a place.	Identifies natural features of a site but cannot clearly explain how people might use or modify them in order to live in a place.
Identifies human or cultural characteristics of a site and explains how they affect a landscape.	Identifies at least two human or cultural characteristics of a site and explains how they affect a landscape.	Identifies at least one human or cultural characteristics of a site and explains how they affect a landscape.	Identifies human or cultural characteristics of a site but cannot clearly and consistently relate them to landscape features.
Identifies ways the geographic situation of a place (its location in relation to other places) might affect the lives of people in a place.	Identifies two ways the lives of people in a place might be affected by its geographic situation.	Identifies one way the lives of people in a place might be affected by its geographic situation.	Cannot identify or explain how the lives of people in a place might be affected by its geographic situation
Understands and applies geographic terms and concepts related to <i>place</i> (Site, landscape, Physical and human characteristics, situation)	Geographic terms and concepts are <b>accurately and consistently used</b> and applied throughout the presentation.	Geographic terms and principles are generally used with success, but use and application are inconsistent.	Two or more key terms or geographic principles are omitted or applied incorrectly.
Geographic ideas and information are represented through graphics.	Uses appropriate techniques and tools to construct a map or appropriate graphic to represent ideas including legend or key.	Uses some techniques and tools to construct a map or appropriate graphic to represent ideas, but some elements are unclear or undefined.	Attempts to construct a map or appropriate graphic to represent ideas, but some key elements are missing or incorrectly applied.
Exhibit relates the requirements of physical and human characteristics of the site and the geographic situation to a plan for a city.	City plan includes at least three facilities or buildings that clearly relate to the physical characteristics of the site and/or human or cultural aspects of the site.	City plan includes at least two facilities or buildings that clearly relate to the physical characteristics of the site and/or human or cultural aspects of the site.	City plan includes at least one facility or buildings that clearly relate to the physical characteristics of the site and/or human or cultural aspects of the site.

### PCA Social Studies Schedule

Grade	Schedule
K	Kindergarten standard of citizenship are woven into developmental play stations, classroom cohesion units, and individual regulation. Lessons occur daily.
1 - 3	Forty-five minutes are designated for Social Studies or Science daily. Classes rotate between social studies and science as required by the specific unit.
4 – 5	Student homerooms rotate to the social studies teacher daily for 45 minutes of Social Studies instruction.
6	Instruction is integrated into the 90 minute ELA daily block. Students use informational text from the Scholastic Reading resources, read primary source material in small groups, and incorporate Social Studies standards into their writing assignments.
7 – 8	Students rotate daily between a 90 minute social studies class and a 90 minute science class.

## **Appendix 2 - Curriculum Documents :: Science K-8**

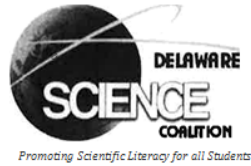


## Providence Creek Academy Science Curriculum Overview 2020 - 2021

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At Providence Creek Academy, we strive to educate the whole child on a foundation of academics, athletics, and the arts. Our science curriculum reflects those beliefs. We continue to partner with the Delaware Science Coalition. That collaboration provides the bulk of our science materials for scientific exploration.



### Delaware Science Coalition Memorandum of Agreement

The Providence Creek Academy Charter 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 2020-2021 are attached to this Memorandum of Agreement.

Signed:

Director CIPD Curriculum Instruction & Professional Development <i>atony w Kelly</i>		Date <i>7/1/20</i>
Associate Secretary Academic Support Team		Date 7/22/2020
Associate Secretary, Operations Support (or Designee) <i>Kim D. Jean</i>		Date <i>7/27/2020</i>
LEA Official, Title <i>Don S...</i> Head of School		Date 7/31/2020
DE Science Coalition Co-Chair <i>M. K...</i>		Date 07/10/2020



### Membership Fees 2020 - 2021

Providence Creek Academy Charter School  
273 West Duck Creek Road  
Clayton, DE 19938-0265  
SLC - N511

Date: July 10, 2020  
Rep: Tonyea Mead /  
John Moyer

*MCD*  
*JK*

Quantity	Description	Unit Price	Student Count	Total
1	DE Science Coalition Membership Fees	\$16.00	703	\$11,248.00

An IV will be generated upon receipt of the signed MIA.

## Providence Creek Academy

## Scope &amp; Sequence, K – 8

\*Sequence may change if the Coalition requires

Tri- mes ter	Unit Topic (Using Coalition Kits)	Performance Expectations	<u>Unit Phenomenon</u>	Sample Student Activities & Assessments
<b>Kindergarten</b>				
1	Trees (FOSS)	K-LS1-1 K-PS3-1	How are the leaves of trees the same and different?	Campus Walk Art collaboration (leaves) Science journal
2	Push, Pull, Go	K-PS2-1 K-PS2-2	What happens when we push an object on strings? What happens when we use different strengths and directions of pushes and pulls on the motion of an object? The harder we push a toy car, the further it goes.	Investigate the swing-set. Explore a sand garden to see what happens to the sand. Push a toy car to a line that is close and a line that is far away. Bumper cars! Push, Pull, Go Unit. Science Journal
3	Weather & Me (STC)	K-ESS2-1 K-ESS3-2	Why do sunflowers follow the sun? What happens to a snowman on a warm day? Why? What are some differences between clouds? What is the weather like today, and how is it different from yesterday?	Snowman in weather (in winter). Campus walk to observe sunflowers (in June). Cloud watching discussion (class activity). Science Journal

Tri- mes ter	Unit Topic (Using Coalition Kits)	Performance Expectations	<u>Unit Phenomenon</u>	Sample Student Activities & Assessments
<b>First Grade</b>				
1, 2, 3	Bright Days/Dark Nights – NGSS	1-ESS1-1 1-ESS1-2	<u>What is the shadow illusion?</u> Describe seasonal patterns of sunrise and sunset. What can we predict using those observations?	Science Journals: Students create and carry out an investigation on the position of the sun. This long term project leads them to make predictions. Included leading questions: Can we log the length of the day on the same day each month? Can we compare the patterns of daylight in Delaware to those in Alaska? How? What do we notice? What conclusions can we draw? Summative assessment.
2	Solids & Liquids	2-PS1-1 2-PS1-2	What properties do solids and liquids have? How can we classify them? What can testing tell us about these properties that our senses do not?	Students observe/test/sort a set of 20 solids based on physical properties. Students define the properties. Students observe/test/sort liquids. Students design and complete a race to order liquids from most viscous to most fluid. Student Journals. Summative assessment.
3	Organisms (STC)	K-LS1-1 1-LS3-1	What happens to a seed when we plant it? How can we define the life of an organism?	Students plan and conduct an investigation to observe and draw conclusions on the growth of a plant. Students build terrariums and aquariums and observe the plants and creatures within. What details and labels are required to make our scientific drawings useful and meaningful?
3	Catching the Wind (EiE)	K-2ETS1-1 K-2ETS1-2 K-ETS1-3 K-ETS2-1	<u>Why does the wind blow?</u> How can we use the wind to solve problems?	Students use the engineering design process to plan, create, test, and improve a model of a sail that will move a boat across strings with the air of a fan. Students use the engineering design process to design, build a windmill that lifts the most weight.



Tri- mes ter	Unit Topic (Using Coalition Kits)	Performance Expectations	<u>Unit Phenomenon</u>	Sample Student Activities & Assessments
<b>Second Grade</b>				
1	Insects (STC)	3-LS1-1 3-LS3-2	What patterns can be observed in the changes a butterfly goes through during their life?	DE-EOU-GR3 (Environmental Impacts on Organisms and Life Cycles and Traits) as a class activity. Science Journals. Plan and Carryout an investigation that observes the life cycle of a butterfly.
2	Bridges	2-PS1-2 2-PS1-3 K-2ETS1-1 K-2ETS2-1	What impact does the choice of materials have on a structure?	Students use the engineering design process to plan, design and build a model bridge. Discuss merits and properties of building materials. Design and carryout a test for the bridge. Summative reflection.
3	Soils (FOSS)	2-ESS1-1 2-ESS2-1 2-ESS2-2	What kind of events cause changes in the earth?	Students use the engineering design process to plan, design and build a model to slow or prevent water from changing the shape of the land.
3	Plants (no kit)	S-LS4-1 S-LS2-1	How does the weather change the health of a plant?	Plant a class garden. Design an investigation to answer questions on watering and sunlight/shade.

Tri- mes ter	Unit Topic (Using Coalition Kits)	Performance Expectations	<u>Unit Phenomenon</u>	Sample Student Activities & Assessments
<b>Third Grade</b>				
1	Forces & Interactions (no kit) <i>Anticipated for 2021</i>	3-PS2-1 3-PS2-2 3-PS2-3 3-PS2-4 3-5ETS1-1,2,3	Magnets produce fields that attract or repel other objects.	Students use the engineering design process to design, test, and improve a tabletop maglev transportation system.
2	Earth Materials (FOSS)	3-LS4-1 4-ESS1-1	Did an asteroid kill the dinosaurs?	Students investigate through taking apart and putting together Students observe, describe, and record properties of rocks Students observe the effects of vinegar on certain minerals Students investigate and classify fossils
3	Water, Water Everywhere (EiE)	3-5ETS1-1 3-5ETS1-2 3-5ETS1-3 3ESS2-1	Dirty water must be cleaned before it is safe to drink.	Students use the engineering design process to investigate, plan, and test water filters.

Tri- mes ter	Unit Topic (Using Coalition Kits)	Performance Expectations	<u>Unit Phenomenon</u>	Sample Student Activities Assessment
<b>Fourth Grade</b>				
1	Structures of Life (FOSS)	3-LS1-1 3-LS2-1 3-LS3-1 3-LS4-1 3-LS4-2 3-LS4-3 3-LS4-4	<u><a href="#">Hemingway's Polydactyl Cats</a></u>	Students investigate and sort animals by characteristics Investigate the external structures of a beetle to analyze the impacts of those structures on its status as predator and/or prey Students classify animals by their young Investigate and compare properties of seeds and fruits Investigate crayfish to observe and record structural and behavioral adaptations Investigate skeletal systems. Hydroponics vs soil: an Investigation
2	Magnetism & Electricity (FOSS)	4PS3-1 4PS3-2 4PS3-3 4PS3-4 4ESS3-1	Shuffling your feet on some floors can build up a static charge.	Design an experiment to identify conductors and insulators Discover the relationship between the number of turns of wire around an electromagnetic core and the strength of the magnetism Explore to discover attraction and repulsion with relationship to magnets Use the engineering design process to design and create a telegraph
3	Land & Water	4-ESS1-1 4-ESS2-1 4-ESS2-2 4-ESS3-1 4ESS3-2	<u><a href="#">Grand Canyon</a></u>	DE EOU (Processes that Shape the Earth) in small groups Students look for evidence of patterns and systems in motion, weathering, fossils, and rock formations. Evidence of patterns and systems in streams as they encounter Earth features. Water on Earth: Investigate how water travels through sand, clay, dirt, and mud.

Trimester	Unit Topic (Using Coalition Kits)	Performance Expectations	<u>Unit Phenomenon</u>	Sample Student Activities & Assessments
<b>Fifth Grade</b>				
1	Engineering Design Process	MS-ETS1-4	Testing a design can be helpful. <a href="#">Gallopig Gertie Bridge Disaster</a>	Students use the engineering design process to design and test a model airplane, including a prototype and redesign. Science Journal
1	Matter	5-PS1-1 5-PS1-2 5-PS1-3 5-PS1-3 5-PS2-1 5-PS3-1	<a href="#">Why does cutting an onion make you cry?</a> Observe a balloon with baking soda combined with a water bottle filled with vinegar – what happens?	DE-EOU (Structures and Properties of Matter) in small groups Heating & Cooling petroleum Plan the best ways to carry out an experiment that separates mixtures. Science Journal
2	Astronomy	5-ESS1-1 5-ESS1-2 5-ESS2-1	Observe the winter and summer solstice <a href="#">How do Sundials work?</a>	DE-EOU (Stars and the Solar System) in small groups Design and build a sun dial Design an investigation to measure shadows on campus throughout the day. Earth vs The Sun: a size comparison! Science Journal.
3	Ecosystems	5-LS2-1	<a href="#">Watered once in 50 year?</a>	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. Create and observe an ecosystem and investigate the roles of producers, consumers, and decomposers. Science Journal
3	Slick Solutions (EiE) new to PCA in 2020	5-LS2-1 5-ESS3-1 3-5ETS -1 3-5ETS-2	The salvinia effect in plants	Students use the engineering design process to design a model clean-up of an oil spill. Science Journal

Trimester	Unit Topic (Using Coalition Kits)	Performance Expectations	<a href="#">Unit Phenomenon</a>	Sample Student Activities Assessment
<b>Sixth Grade</b>				
1	Planet Earth (TCI) & Space (TCI)	MS-ESS-1 MS-ESS-2 MS-ESS-3 MS-ESS-4	<a href="#">How do sundials work?</a> What are star trails and what can we connections can we make by observing them? How much does the earth weigh?	Students design a model to explain rotation and revolution. They record their model in a short flipgrid video as a formative assignment. Explore the motion of orbiting objects in the solar system. TCI Summative assessments.
2	Earth's History & Systems (no kit)	ME-ESS2-1 MS-ESS2-4 MS-ESS3-1	What happens as water changes state? What can we tell by observing rocks? Water entering the Geosphere.	Topographical map manipulation. Exploration of Natural Disasters through student selected research. Use the engineering design process to explore solutions to weathering and erosion. <a href="#">Where did the Water Go?</a> (new in 2020)
3	Forces (TCI)	MS-PS2-1 MS-PS2-2 MS-PS2-4 MS-PS3-1 MS-PS3-5	<a href="#">Rube Goldberg Machines</a>	DE-EOU (Force & Motion) in small groups Use the engineering design process to plan, build, and present a Rube Goldberg Machine.

Trimester	Unit Topic (Using Coalition Kits)	Performance Expectations	<a href="#">Unit Phenomenon</a>	Sample Student Activities Assessment
<b>Seventh Grade</b>				
1	Matter (TCI)	MS-PS1-1 MS-PS1-2 MS-PS1-3 MS-PS1-4 MS-PS1-5	To create stage makeup, chemists must account for the properties of the substances they will use. Water appears to disappear when boiled. <a href="#">Why doesn't it break?</a>	DE-EOU (Properties of Matter) in small groups for part, with part as a summative assessment. Students use the engineering design process to plan and design investigations chemical reactions, and make sense of information to describe the impacts of synthetic materials. Students use different tools to model simple molecules and more complex extended structures. Students identify unknown substances found at a fictional crime scene. Students predict state changes as a result of pressure and temperature changes. Students discover how the motion of particles is related to the thermal energy of a substance and the heat it gains or loses from other substances. They use this dicover to to revise their initial models of matter.
1 & 2	Cells, Genetics, & Heredity	MS-LS1-1 MS-LS1-2 MS-LS1-3 MS-LS3-1 MS-LS3-2	Why do cats have different hair color and length? <a href="#">Killer T-Cells</a> <a href="#">White blood cells</a> <a href="#">Inner Life of a Cell</a>	<a href="#">Antibiotic Resistance</a> History of Life on Earth The Evolution of Life Human Impacts on Evolution Students design and create a model of a cell from edible material How has the opposable thumb affected human survival? Students plan a Trait Trek to Madagascar.

3	Adaptations	MS-LS4-1 MS-LS4-2 MS-LS4-3 MS-LS4-4 MS-LS4-5 MS-LS4-6	Similar fossils have been found in the same aged rock in fossil digs that are over 100 miles apart. <a href="#">Natural Fish Lure</a>	Students assume the role of paleontologist and collect data from one of six fossil sites around the world. They will analyze the data to find patterns. Students use the engineering design process to design a tool to extract a plaster model of a fossil, develop possibly solutions to problems they encounter, and evaluate their designs. Students construct a scientific explanation based on evidence obtained from sources. Look who's coming to Dinner: students formulate a hypothesis, test data, and
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Trimester	Unit Topic (Using Coalition Kits)	Performance Expectations	<a href="#">Unit Phenomenon</a>	Sample Student Activities & Assessment
<b>Eighth Grade</b>				
1	Transformation of Energy & Waves (TCI)	MS-PS3-1,2,3 MS-PS4-1 MS-PS4-2 MS-ETS1-1 MS-ETS1-3	<a href="#">Ruben's Tube</a> <a href="#">Self-leveling pool table</a>	DE-EOU (Transformation of Energy) as a summative assessment. <a href="#">Ocean Waves</a> (crosscurricular with Math) Forces & Non-contact forces How does the mass and speed of a go-kart affect the forces involved in collision? Use a slinky to model a wave and create a plan for erosion.
2	Weather & Climate (TCI)	MS-ESS2-6	<a href="#">Build a Mountain to increase rainfall</a> <a href="#">Dark Snow Project</a>	DE-EOU (Weather and Climate) as a summative assessment. <a href="#">Four Cities</a>
3	Ecosystems: Interactions, Energy, and Dynamics (TCI)	MS-LS1-6,7 MS-LS2-1,2,3,4,5	<a href="#">Attack of the killer fungi</a> <a href="#">Too much of a good thing?</a>	Resources in Ecosystems Energy & Matter in Ecosystems Humans & Changing Ecosystems



### Science & Engineering Practices and Crosscutting Concepts

	Science & Engineering Practices									
	Asking Questions & Defining Problems	Developing & Using Models	Planning & Carrying Out Investigations	Analyzing & Interpreting Data	Using Mathematics & computational thinking	Constructing Explanations & Designing Solutions	Engaging in Argument from Evidence	Obtaining, Evaluation, and Communicating Information		
<b>Crosscutting Concepts</b>	Patterns	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	<b>All domains</b>
	Cause & Effect	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	
	Scale, Proportion, & Quantity	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	
	Systems & System Models	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	
	Energy & Matter	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	
	Structure & Function	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	
	Stability & Change	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	K – 8	

As Providence Creek Academy continues to embrace the Next Generation Science Performance Expectations, each team will utilize PLC time on a monthly basis to address the Practices and Crosscutting Concepts above. Given a blank chart during PD week, we will fill in the chart as we progress through the year, noting the practices and concepts that we are exploring with our students. The goal for each grade-band team to address each block over the course of the schoolyear.

## Providence Creek Academy

## Sample Kindergarten Lesson

Adapted from Push, Pull, Go!

Standards:	Phenomenon:	Crosscutting concepts:	Disciplinary Core Ideas:	Science & Engineering Practices:
Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	What happens when we use different strengths and directions of pushes and pulls on the motion of an object?	Cause & Effect	PS2.A: Forces & Motion PS2.B: Types of interactions PS3.C: Relationship between Energy and Forces	Asking questions and defining problems. Planning & Carrying out Investigations. Analyzing & Interpreting Data. Constructing explanations.
Lesson Specific Objective: Use common playground equipment to continue building understanding of force and motion. This 45 minute lesson occurs on Day 2 of this unit. This unit takes approximately 2 weeks.				Essential Question: What makes the ball go? How can we make a plan to figure out a scientific answer?

Push, Pull, Roll Extension

Vocabulary: Push, pull, force, motion

Materials: Different playground balls, Anchor Chart labeled "Our Ideas about Force" and "Our Ideas about Motion", Student Science Journals.

\*This lesson takes place partially outside.

## Kindergarten Activity Plan

Engage (5 minutes): Class begins outside with students seated. Teacher rolls a ball against a backdrop and challenges the students to use their new vocabulary words to discuss their observations through turn and talk. What do we notice? What would we wonder?
Explore (10 minutes): Teachers will pose 3 questions. (Can any of these playground balls move on their own? What can make them move? How can I make one move without touching it with any part of my body?) Students plan how to use the playground balls to answer those three questions. Teacher notes plan on Anchor Chart. Explore: (15 minutes): Students investigate in their groups. Teachers may utilize collaborative group roles or partner roles. Teacher circulates to facilitate with sharing, on-task activity, and questioning.
<b>Sample Questions to further thinking:</b> How is what stopped the ball a force? What can change the direction of the ball? How is what changed the direction of the ball a force? What is the same about the red ball and the green ball as we roll them? Why did the red ball go farther when Student A rolled it? You said you rolled the yellow ball harder (used more force), but it didn't go as far as the blue one. Why do you think that happened? How can you test that idea?
Explain (10 minutes): Students note their observations in their Science Journals by drawing pictures.
Evaluate (5 minutes): Students share in groups what they learned. One student per group shares the group evaluation with the class. Student notes are logged on the classroom Anchor Charts, "Our Ideas about Force" and "Our Ideas about Motion".
Next Steps (3 minutes): How can we continue to explore force and motion tomorrow with the swing set?

## Providence Creek Academy

Sample 4<sup>th</sup> Grade Lesson

Adapted from Structures of Life

Standards:	Phenomenon:	Crosscutting concepts:	Disciplinary Core Ideas:	Science & Engineering Practices:
Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	<a href="#">Butterfly Eye</a> or <a href="#">Desert Beetle harvesting water</a>	Cause & Effect	L.S4.B: Natural Selection	Constructing explanations and designing solutions. <ul style="list-style-type: none"> <li>Use evidence to construct and explanation</li> </ul>
Lesson Specific Objective: Investigate the external structures of a beetle to analyze the impacts of those structures on its status as predator or prey				Essential Question: What can we learn about a beetle by observing its external structures?
This lesson takes 60 minutes. This unit takes approximately 3 weeks.				

External Structures of a beetle

Tier 2 Vocabulary: antennae, joint, predator, prey, pinchers, structure, territory, external

Tier 3 Vocabulary: Abdomen, adaptation, nocturnal, stridulating

Materials: Bess beetles, bess beetle bins, paper towel tunnels (one per group), magnifying strips, observation sheet, journal section of science binder, pencil, Smart Board, sticky notes, "Look What Stuck With Us" Anchor poster.

4<sup>th</sup> Grade Activity Plan

Engage (5 minutes): Students will view the butterfly eye phenomenon and turn and talk to discuss what they notice and what they wonder. A visual noise level monitor will be running on the Smart Board to help the students monitor their noise level, as beetles are sensitive to loud noises.

Explore (10 minutes): Teachers will post a photo of a bess beetle on the Smart Board and pose 3 questions. (How can we study the external structures of a beetle? What might those external structures tell us? The beetles that we will be studying today are all the same species; what can the differences between individual beetles tell us?) Students plan together how to use their materials to answer those three questions. Teacher notes plan on the Smart Board as groups note their plan in their Science Journals.

Explore (15 minutes): Students use magnifying strips to investigate the beetles their groups. They note their observations on their observation sheet per their classroom routines.

Explore (15 minutes): Student groups receive a crayfish. Students use magnifying strips to compare the beetle behavior and body parts to the crayfish behavior and body parts.

**Sample Questions to further thinking:**

Which of the external body structures indicate a defense against a predator?

Which of the external body structures indicate a weakness against a predator?

What do you think the pinchers do?

What differences do you observe between the beetle and the crayfish?

What do those differences lead us to conclude?

How else can you make an observation? What else would be helpful to know?

Explain (10 minutes): Students note their “After Action Report” in their Science Journals by drawing pictures and writing bullet point key observations.

Evaluate (5 minutes): Students share in groups what they observed and what questions they now have as a result of their learning. One student per group shares the group evaluation with the class. Student notes are logged on the classroom “Look What Stuck With Us” Anchor Chart.

Next Steps : What other structures can we investigate to further inform our thinking on the structures of life?

## Providence Creek Academy

Sample 6<sup>th</sup> Grade LessonAdapted from TCI for **Virtual Learning**: Rotation & Revolution

Standards:	Phenomenon:	Crosscutting concepts:	Disciplinary Core Ideas:	Science & Engineering Practices:
Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	<a href="#">Total Solar Eclipse</a>	Patterns	ESS1.A: The Universe and its Stars ESS1.B: Earth & the Solar System	Developing & Using Models <ul style="list-style-type: none"> <li>Develop &amp; use a model to describe phenomena</li> </ul>
Lesson Specific Objective: Use a model to sense of the relationship of the earth to the sun.				Essential Question: How can we model
This 45 minute lesson occurs on Day 2 of this unit.				
This unit takes approximately 2 weeks.				

## Rotation &amp; Revolution

Vocabulary: Eclipse, rotation, revolution, universe, cyclic

Materials: Student Chrombooks. Zoom webcam session. Flipgrid student access. Student choice materials for the models.

Background Knowledge: Students have begun this unit on the Earth-sun-moon system, so have some vocabulary. Students have made models in previous units.

6<sup>th</sup> Grade Activity Plan

\*Note, this has been adapted for a **Virtual class**

Engage (5 minutes): Class begins via Zoom and teacher shows a quick engagement video: <a href="#">Forced Perspective</a> . Students quickly review the vocabulary from the previous lesson and then break into groups in Zoom breakout rooms to quickly discuss the activities and lessons from the previous lesson (90 seconds).
Explore (10 minutes): Teachers will pose 3 questions. (What are the benefits of using a model to describe a phenomenon? How can students plan and use available materials at their disposal to make a model of the Earth in relation to the sun. How can some groups work together if we are in different houses?) Explore: (15 minutes): Students plan their models and submit their plans via Schoology. In this virtual platform, students may work independently or in groups of up to 3 with a plan for collaboration.
<b>Sample Questions to further thinking:</b> How does scale factor into this plan? What else might you use? Can your iPhone be used to help with perspective? How?
Explain (HOMEWORK): Students create a flipgrid video that demonstrates their model. Their model should be clearly visible, and there should be an explanation – either a voiceover or some type of labeling system that is shown in their video. Flipgrids will be turned in via Schoology.
Evaluate (explored further in Lesson 3): Students will share their videos with the class and work in groups to decide how each could be improved.
Next Steps after lesson 2 Closure: How can your model show your understanding of our phenomenon? (after lesson 3): How does understanding the Earth and its place in the Universe impact our daily lives?

### **High Quality Instructional Materials**

Providence Creek Academy Science teachers are working to incorporate the big ideas of the Next Generation Performance Expectations into daily science experiences for students. We are moving away from what students learn and moving to a science class that offers students the opportunity to create learning experiences that bring science to life.

Providence Creek Academy is a proud member of the Delaware Science Coalition. As the coalition gradually moves from kits that focus on “what” we are learning and adopt kits that lay out a path for student exploration, we are doing our best to use the materials from the kits in a more student-centered fashion. An example of this is the included 4<sup>th</sup> grade lesson. Instead of using the lesson as developed, the teacher has adapted the lesson to encourage the students to be in control of the investigation and develop ownership of their learning. Our Upper School teachers adapt the TCI materials in a similar fashion, encouraging the students to drive their learning as often as possible. This student-centric approach is bridging the gap while the coalition works to replace all of the kits.

Additionally, we have begun integrating the Delaware End Of Unit tests into our teaching. PCA teachers are using them primarily in the earlier grades as learning experiences. These provide opportunities for rich, student-focused discussions that allow students to access “test” questions in a stress-free experience.

As we seek out additional resources to bolster the materials we receive through the Coalition, PCA will be exploring [Open Sci Ed](#) and [PhD Science](#) to determine suitability for inclusion in our scope and sequence.

### **Science Walk Through Tool**

Providence Creek Academy currently uses our own teacher walk-through and evaluation tool, the PCAAT. To further delve into the specifics of a science lesson, this year, we will be exploring the Walk-through tool in Engaging Students in Science using GRC (Moulding, Huff, & van der Veen, 2017).

### **Professional Development Plan**

Providence Creek Academy had begun our transition to becoming a Next Generation aligned school and was working with DOE when the state experienced the COVID 19 shut-down. Several planned events were canceled that we plan to reschedule as soon as we are able. Those include: NGSX training for teachers, NGSS training through DOE with Model Lessons and a focus on 3D teaching, and NGSS training with DOE: focus on Assessment. This year, Providence Creek Academy is focusing on 3D teaching and learning in a virtual format. Due to the current pandemic, we have shifted our timeline and incorporated virtual learning into professional learning communities. Our tentative timeline is:



- 2020-2021: NGSS Training through DOE, Model Lessons
- 2020-2021: Next Gen in a Virtual World training at PCA, focus on phenomenon, computer skills for productive talk, and equity
- 2021: NGSX Training for teachers through DOE
- 2021-2022: NGSS Training through DOE, focus on Assessment
- 2022: NGSX training for teachers through DOE

### **Trending To Equity**

Equity remains a top priority at PCA. As we adapt to the big idea of learning during a pandemic, PCA teachers are making a concerted effort to provide learning opportunities that enable all students to access knowledge. As students learn to incorporate productive talk during webinars and other virtual settings, teachers are making sure to facilitate learning opportunities that encourage students to experience and explain their world using vocabulary that is comfortable to them. Teachers will then capture the excitement and introduce vocabulary to expand their learning, instead of dictating it. Further, during the pandemic, PCA has provided computer hardware and internet service to those students learning remote who might otherwise be unable to access their online classrooms.

## **Appendix 2 - Curriculum Documents :: Music K-8**



# Providence Creek Academy Math Curriculum Overview 2020

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## Mathematics at Providence Creek Academy

At Providence Creek Academy, we have worked diligently to improve our mathematics instruction. In 2016, we adopted Eureka Math as our primary curricular resource for mathematics. The introduction of this high quality instructional material has had a direct impact on our students. PCA uses Eureka as designed by the publisher with the following two exceptions: 7<sup>th</sup> grade teaches Module 3 at the beginning of the year (so students can refresh and build upon their understanding of rational numbers before using them, as required in Module 1) and Kindergarten teachers only use the last module as enrichment, as it is not a DE required standard. Student performance on Smarter Balance has improved each year, but more importantly, children are leaving 8<sup>th</sup> grade better prepared.

Our focus on creating hands-on learning experiences for children is centered around manipulating the concrete world around them and encourages students to develop strong numeracy skills that prepare them for high school. Mathematics at Providence Creek Academy is not a simple rote memorization of facts; it is an exploration into the mathematics that provide the foundation for scientific exploration.

We have redesigned our schedule to enable our Professional Learning Communities to flourish. Teachers meet weekly to focus on using an Inquiry Cycle to analyze data and once per week rotate between meeting with the reading specialist and the math specialist. When with the math specialist, teachers devote their time to best practices for use within the Eureka materials, incorporating manipulatives into their daily lessons, and focus on ways to differentiate and meet the needs of all of their learners. Teachers spend time in these PLCs workshopping to share innovative strategies, analyze data from Eureka exit tickets, and collaborate using a cycle of inquiry. The PLCs are facilitated by the Math Specialist and the Dean of Academics.

Additionally, Providence Creek has monthly Professional Development days. Whenever possible, teachers are encouraged to meet with their PLC team to further their data analysis and further their work in mathematics instruction.

## Providence Creek Academy's Mathematics RTI process

At Providence Creek Academy, we are transitioning from RTI to a more encompassing MTSS system and will closely follow any new regulations. Our current process is as follows:

1. Benchmark all students at the beginning of the schoolyear per DE regulations. In schoolyear 2020-2021 we are transitioning from a curriculum based measure ([Moby Max Placement test](#)) to the more widely adopted [Star Math](#). Benchmarks are given three times per year with scores communicated to both classroom teachers and parents.
2. Students performing below expectations are provided interventions in a Tier 2 setting based on the specific needs of the student. Interventions introduce students to the computerized and adaptive [Dreambox Learning](#) in a small group setting with heavy teacher support. Teachers incorporate intensive assistance on missing standards using manipulatives and Eureka Math material into these small group settings. Tier 2 interventions are primarily provided by the classroom teacher. Students receive the intervention a minimum of two times per week, with each child's schedule based on a combination of their math and reading needs.
3. Students who do not improve with Tier 2 interventions and who perform in the lowest 10% (nationally) or those who are not making any progress toward grade level expectations after multiple strategies have been attempted in the Tier 2 setting are provided more intense interventions via Tier 3 interventions. Students in kindergarten – fifth grade meet with the math specialist. These multi-grade level groups meet 3 - 5 times per week, depending on the ELA needs of the child (for a total of 180 minutes per week, combined). The math specialist uses Dreambox Learning, Reflex Math, and small group practice with manipulatives. Special focus is given to hands-on learning activities, student discussion, and the development of numeracy at the developmental level. Students in 6 – 8 grades meet in a small group with their grade level math teacher. Students in these grades use small group practice and Dreambox Learning.
4. Providence Creek Academy holds Student Support Team (SST) meetings per DE regulations to discuss strategies for working with the students. Meetings are facilitated by the math specialist and always include the classroom teacher and a special educator. Parent communication is facilitated by the math specialist. Each meeting focuses on the needs of that child and analyzes the intervention strategies. New strategies are incorporated into that child's plan when and if needed.
5. Progress Monitoring: Teachers monitor the progress of the student in a variety of ways. First, is the child on trajectory to meet end of grade level expectations? This is the beginning question of each SST meeting. To analyze that question, teachers look at classroom work and benchmarks. Next, the team looks at the intervention provided, and ask if it is working for that child. Dreambox reports include growth, standard mastery, and time on task. Within the program, changes can be made to direct the student to focus on those standards that best align with the need of the child. The math specialist and teacher also monitor the progress of the small group interaction.

6. Second Level Screening: For those students who require additional information in order to determine the best intervention, the math specialist uses the ongoing Dreambox reporting in grades 1 – 8. For kindergarten, the Dreambox reporting is used, however for those students new to computers, or in cases where the computerized screening is in doubt, the math specialist uses the [BVSD screeners for math](#)). These are one-to-one screeners that allow for a more intensive interaction to help the math specialist identify target areas for growth, particularly with



## *A Story of Units:*

# A Curriculum Overview for Grades KN–5

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## Introduction

This document provides an overview of the academic year for Kindergarten through Grade 5, beginning with a curriculum map and followed by detailed grade-level descriptions.

The curriculum map is a chart that shows, at a glance, the sequence of modules comprising each grade of the entire elementary curriculum. The map also indicates the approximate number of instructional days designated for each module of each grade. Details that elaborate on the curriculum map are found in the grade-level descriptions. Each grade-level description begins with a list of the five to eight modules that comprise the instruction of that grade. That introductory component is followed by three sections: the **Summary of Year**, the **Rationale for Module Sequence**, and the **Alignment Chart** with the grade-level standards. The **Summary of Year** portion of each grade level includes four pieces of information:

- The critical instructional areas for the grade, as described in the Common Core State Standards for Mathematics<sup>1</sup> (CCSS-M)
- The Key Areas of Focus<sup>2</sup> for the grade band (Note that this information is not available for Pre-Kindergarten.)
- The Required Fluencies for the grade (Note that this information is not available for Pre-Kindergarten.)
- The Major Emphasis Clusters for the grade (Note that this information is not available for Pre-Kindergarten.)

The **Rationale for Module Sequence** portion of each grade level provides a brief description of the instructional focus of each module for that grade and explains the developmental sequence of the mathematics.

The **Alignment Chart** for each grade lists the standards that are addressed in each module of the grade. Throughout the alignment charts, when a cluster is included without a footnote, it is taught in its entirety; there are also times when footnotes are relevant to particular standards within a cluster. All standards for each grade have been carefully included in the module sequence. Some standards are deliberately included in more than one module so that a strong foundation can be built over time.

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<sup>1</sup> [http://www.corestandards.org/wp-content/uploads/Math\\_Standards1.pdf](http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf)

<sup>2</sup> <http://www.corestandards.org/other-resources/key-shifts-in-mathematics/>



	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1st TRIMESTER	M1: Numbers to 10 (43 days)	M1: Sums and Differences to 10 (45 days)	M1: Sums and Differences to 100 (10 days)	M1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M1: Place Value and Decimal Fractions (20 days)
			M2: Addition and Subtraction of Length Units (12 days)			
	**M2: 2D and 3D Shapes (12 days)	M2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days)	M3: Place Value, Counting, and Comparison of Numbers to 1,000 (25 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	**M2: Unit Conversions (7 days)	M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)
M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)	M3: Ordering and Comparing Length Measurements as Numbers (15 days)		M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days)	M3: Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10 (25 days)	M3: Multi-Digit Multiplication and Division (43 days)	M3: Addition and Subtraction of Fractions (22 days)
		M5: Addition and Subtraction Within 1,000 with Word Problems to 100 (24 days)	M4: Multiplication and Area (20 days)	M4: Angle Measure and Plane Figures (20 days)		
2nd TRIMESTER	M4: Number Pairs, Addition and Subtraction to 10 (47 days)	M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days)	M6: Foundations of Multiplication and Division (24 days)	M5: Fractions as Numbers on the Number Line (35 days)	M5: Fraction Equivalence, Ordering, and Operations (45 days)	M4: Multiplication and Division of Fractions and Decimal Fractions (38 days)
			M7: Problem Solving with Length, Money, and Data (30 days)			
3rd TRIMESTER	M5: Numbers 10-20 and Counting to 100 (30 days)	M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)	M8: Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)	M7: Geometry and Measurement Word Problems (40 days)	M6: Decimal Fractions (20 days)	M5: Addition and Multiplication with Volume and Area (25 days)

Key:			
Number	Geometry	Number and Geometry, Measurement	Fractions



## Sequence of Kindergarten Modules Aligned with the Standards

Module 1: Numbers to 10

Module 2: Two-Dimensional and Three-Dimensional Shapes

Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10

Module 4: Number Pairs, Addition and Subtraction to 10

Module 5: Numbers 10–20 and Counting to 100

Module 6: Analyzing, Comparing, and Composing Shapes

### Summary of Year

Kindergarten mathematics is about (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

**Key Areas of Focus for K–2:** Addition and subtraction—concepts, skills, and problem solving

**Required Fluency:** K.OA.5 Add and subtract within 5.

### Major Emphasis Clusters

#### Counting and Cardinality

- Know number names and count sequence.
- Count to tell the number of objects.
- Compare numbers.

#### Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

#### Number and Operations in Base Ten

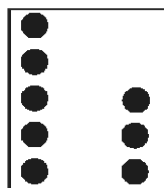
- Work with numbers 11–19 to gain foundations for place value.

### Rationale for Module Sequence in Kindergarten

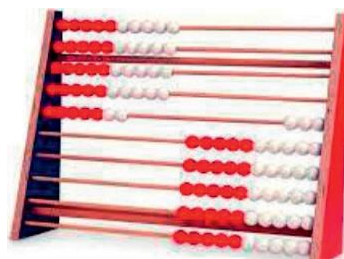
*A Story of Units* continues in Kindergarten. Just like in Pre-K, ladybugs, fingers, and plastic bears are manipulated and counted in Kindergarten, with work consistently moving to the pictorial and abstract levels. The new, foundational unit introduced in Kindergarten’s Module 5, is the supremely important unit of *one*. By the end of the Kindergarten year, students’ first steps into place value are evidenced as they make precise statements such as, “12 is the same as 10 ones and 2 ones!” Notice how this sets the foundation for later work with decimal units (e.g., in Grade 1, “12 is the same as 1 ten and 2 ones;” in Grade 2, “12 tens is the same as 10 tens and 2 tens or 1 hundred 2 tens;” and in Grade 4, “12 tenths is the same as 10 tenths and 2 tenths or 1 one and 2 tenths”).

To begin the year, Kindergarten students start out classifying and categorizing objects, leading to making one group (e.g., “I made a group of 9 goldfish. Look how I can count them in a line, in rows, and in a circle”). Students learn the way each number from 0 to 10 relates to five using fingers,

cubes, drawings, 5-groups (pictured below) and the Rekenrek, an abacus with a color change after the fifth bead (pictured below). The materials support students in seeing all numbers to ten in relationship to five, as they also see them on their fingers, the best manipulative of all! This renders 6, 7, 8, 9, and 10 more friendly as they see, for example, the 3 and 5 embedded within 8. Notice how the distribution of 8 beads as 5 beads and 3 beads sets the stage for the distributive property in Grade 3 (“8 fours = 5 fours + 3 fours, so  $(5 \times 4) + (3 \times 4) = 20 + 12 = 32$ ”). Students close the module by investigating patterns of *1 more* and *1 less* (excluding the word *than*) using models such as the number stairs (pictured below right) with a color change after the fifth cube.



5-Group Card



Rekenrek



Number Stairs

In Module 2, students take a needed break from numbers to analyze their environment and describe and identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres. During both Modules 2 and 3, students also practice their fluency by counting and manipulating numbers to 10 during their fluency practice, giving them ample time to prepare for the addition and subtraction of Module 4.

In Module 3, students directly compare two quantities, first learning to identify the attribute being compared. The use of the word *than* is carefully developed first in the context of length (e.g., *taller than*, *shorter than*), then weight (*heavier than*, *lighter than*), and finally capacity. Notice how *more than* and *less than* are used to compare capacities (e.g., “The bucket holds *more than* the cup”). This transitions students smoothly into comparing numbers (e.g., “9 chairs is *more than* 6 chairs”). This concrete foundation for comparison is essential to students’ entire K–12 experience. Ask any Grade 5 teacher which of the two following word problems is more challenging for students:

- There are 34.6 kilograms of sand and 3 kilograms more gravel than sand. What is the total weight of the gravel and sand?*
- There are 34.6 kilograms of sand and 3 times as much gravel. What is the total weight of the gravel and the sand?*

Problem (a) is more challenging because of the language of *more than*. Students consistently struggle to reason about the relationship of quantities, often resorting to using ineffective tricks (e.g., “If the problem says *more than*, subtract,” which is not correct in the sand and gravel problem). Module 3 in Kindergarten is intended to provide a solid foundation to future comparison work in the meaningful context of measurement.

In Module 4, comparison flows into addition and subtraction, as it does in all the elementary grades (e.g., “7 is more than 3” leads to, “ $7 = 3 + 4$ ,” and “ $3 + 4 = 7$ ”). Students represent *add to*, *take away*, and *put together* stories with blocks, drawings, and equations. Toward the end of the module,

students start to reorient from 5 toward 10 ones with “How much more does 7 need to make ten?” These final lessons set the stage for Module 5 wherein 10 ones is the structure on which students build the teen numbers. They are also critical foundation standards for Grade 1. Students must know how much a number needs to make ten in order to use the *make ten* strategy in Grades 1 and 2, shown to be an important route to place value understanding as they master their sums and differences to 20 by the end of Grade 2.

In Module 5, after an extended experience of addition and subtraction with totals up to 10, students progress to investigating numbers 10–20. For example, thirteen beans are decomposed as 10 beans and 3 beans just as 8 beans are decomposed as 5 beans and 3 beans. Students record their decompositions of the teen numbers as equations,  $13 = 10 + 3$ , and start to think, “10. 3 more is 13.” As mentioned at the beginning of the story in Grade 1, the unit *one* is introduced as students learn to think of the teen numbers as 10 ones and some ones. For the first time, *one* is not an object but rather a noun! Notice how this sets the stage for expanded form in the upper grades (e.g.,  $36 = 30 + 6$ , or  $13.6 = 10 + 3 + 0.6$ ).

Module 6 rounds out the year with an exploration of shapes. Students build shapes from components, analyze and compare them, and discover that they can be composed of smaller shapes, just as larger numbers are composed of smaller numbers.

## Alignment Chart<sup>9</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
<b>Module 1:</b> <b>Numbers to 10</b> <sup>10</sup> (43 days)	<p><b>Know number names and the count sequence.</b><sup>11</sup></p> <p><b>K.CC.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p> <p><b>Count to tell the number of objects.</b><sup>12</sup></p> <p><b>K.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>

<sup>9</sup>When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.

<sup>10</sup>In this module, standards work is limited to within 10.

<sup>11</sup>The balance of this cluster is addressed in Module 5.

<sup>12</sup>K.CC.4d is addressed in Module 6.

Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
	<p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b><sup>13</sup></p> <p><b>K.OA.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><b>Classify objects and count the number of objects in each category.</b></p> <p><b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)</p>
<p><b>Module 2:</b> <b>Two-Dimensional and Three-Dimensional Shapes</b> (12 days)</p>	<p><b>Classify objects and count the number of objects in each category.</b></p> <p><b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)</p> <p><b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b></p> <p><b>K.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p><b>K.G.2</b> Correctly name shapes regardless of their orientations or overall size.</p>

<sup>13</sup>The balance of this cluster is addressed in Module 4.

Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
	<p><b>K.G.3</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p><b>Analyze, compare, create, and compose shapes.</b><sup>14</sup></p> <p><b>K.G.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p>
<p><b>Module 3:</b> <b>Comparison of Length, Weight, Capacity, and Numbers to 10</b> (38 days)</p>	<p><b>Compare numbers.</b></p> <p><b>K.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)</p> <p><b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals.</p> <p><b>Describe and compare measurable attributes.</b></p> <p><b>K.MD.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>K.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>
<p><b>Module 4:</b> <b>Number Pairs, Addition and Subtraction to 10</b> (47 days)</p>	<p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b></p> <p><b>K.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem.)</p> <p><b>K.OA.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>

<sup>14</sup> The balance of this cluster is addressed in Module 6.

Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
	<p><b>K.OA.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><b>K.OA.4</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings and record the answer with a drawing or equation.</p> <p><b>K.OA.5</b> Fluently add and subtract within 5.<sup>15</sup></p>
<p><b>Module 5:</b> <b>Numbers 10–20 and Counting to 100</b> (30 days)</p>	<p><b>Know number names and the count sequence.</b></p> <p><b>K.CC.1</b> Count to 100 by ones and by tens.</p> <p><b>K.CC.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><b>K.CC.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p> <p><b>Count to tell the number of objects.<sup>16</sup></b></p> <p><b>K.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>

<sup>15</sup> From this point forward, fluency practice is part of students’ on-going experience.

<sup>16</sup> K.CC.4a, K.CC.4b, and K.CC.4c are addressed in Module 1; K.CC.4d is addressed in Module 6.



Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
	<p><b>Work with numbers 11–19 to gain foundations for place value.</b></p> <p><b>K.NBT.1</b> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings and record each composition or decomposition by a drawing or equation (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two three, four, five, six, seven, eight or nine ones.</p>
<p><b>Module 6:</b> <b>Analyzing, Comparing, and Composing Shapes</b> (10 days)</p>	<p><b>Count to tell the number of objects.<sup>17</sup></b></p> <p><b>K.CC.4</b> Understand the relationship between numbers and quantities: connect counting to cardinality.</p> <p>d. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.<sup>18</sup></p> <p><b>Analyze, compare, create and compose shapes.<sup>19</sup></b></p> <p><b>K.G.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><b>K.G.6</b> Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i></p>

<sup>17</sup> Ordinality is introduced in the context of constructing and manipulating shapes. The balance of this cluster is addressed in Modules 1 and 5.

<sup>18</sup> K.CC.4d originates from the New York State Common Core Learning Standards and is not part of the CCSS-M.

<sup>19</sup> K.G.4 is addressed in Module 2.

## Sequence of Grade 1 Modules Aligned with the Standards

Module 1: Sums and Differences to 10

Module 2: Introduction to Place Value Through Addition and Subtraction Within 20

Module 3: Ordering and Comparing Length Measurements as Numbers

Module 4: Place Value, Comparison, Addition and Subtraction to 40

Module 5: Identifying, Composing, and Partitioning Shapes

Module 6: Place Value, Comparison, Addition and Subtraction to 100

### Summary of Year

Grade 1 mathematics is about (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

**Key Areas of Focus for K–2:** Addition and subtraction—concepts, skills, and problem solving

**Required Fluency:** 1.OA.6 Add and subtract within 10.

### Major Emphasis Clusters

#### Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

#### Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

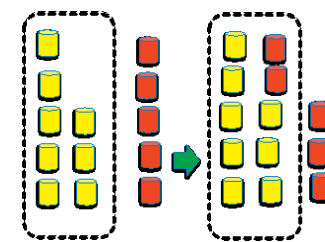
#### Measurement and Data

- Measure lengths indirectly and by iterating length units.

### Rationale for Module Sequence in Grade 1

In Grade 1, work with numbers to 10 continues to be a major stepping-stone in learning the place value system. In Module 1, students work to further understand the meaning of addition and subtraction begun in Kindergarten, largely within the context of the Grade 1 word problem types. They begin intentionally and energetically building fluency with addition and subtraction facts—a major gateway to later grades.

In Module 2, students add and subtract within 20. Work begins by modeling *adding and subtracting across ten* in word problems and with equations. Solutions involving decomposition and composition like that shown to the right for  $8 + 5$  reinforce the need to *make 10*. In Module 1, students grouped 10 objects, saw numbers 0 to 9 in relationship to ten, added to make ten, and subtracted from ten. They now transition to conceptualizing that ten as a single unit (e.g., using 10 linking cubes stuck together). This is the next major stepping-stone in understanding place value, learning to group 10 ones as a single unit: 1 ten. Learning to *complete a unit* empowers students in later grades to understand *renaming* in the addition algorithm, to add 298 and 35 mentally (i.e.,  $298 + 2 + 33$ ), and to add measurements like 4 m, 80 cm, and 50 cm (i.e.,  $4\text{ m} + 80\text{ cm} + 20\text{ cm} + 30\text{ cm} = 4\text{ m} + 1\text{ m} + 30\text{ cm} = 5\text{ m } 30\text{ cm}$ ).



$$8 + 5 = 8 + (2 + 3) = (8 + 2) + 3 = 10 + 3 = 13$$

Adding Across a Ten

Module 3, which focuses on measuring and comparing lengths indirectly and by iterating length units, gives students a few weeks to practice and internalize *making a 10* during daily fluency activities.

Module 4 returns to understanding place value. Addition and subtraction within 40 rest on firmly establishing a *ten* as a unit that can be counted, first introduced at the close of Module 2. Students begin to see a problem like  $23 + 6$  as an opportunity to separate the 2 tens in 23 and concentrate on the familiar addition problem  $3 + 6$ . Adding  $8 + 5$  is related to solving  $28 + 5$ ; complete a unit of ten and add 3 more.

In Module 5, students think about attributes of shapes and practice composing and decomposing geometric shapes. They also practice working with addition and subtraction within 40 during daily fluency activities (from Module 4). Thus, this module provides important internalization time for students between two intense number-based modules. The module placement also gives more spatially-oriented students the opportunity to build their confidence before they return to arithmetic.

Although Module 6 focuses on *adding and subtracting within 100*, the learning goal differs from the *within 40* module. Here, the new level of complexity is to build off the place value understanding and mental math strategies that were introduced in earlier modules. Students explore by using simple examples and the familiar units of 10 made out of linking cubes, bundles, and drawings. Students also count to 120 and represent any number within that range with a numeral.

Alignment Chart<sup>20</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
<p><b>Module 1:</b> <b>Sums and Differences to 10</b><sup>21</sup> (45 days)</p>	<p><b>Represent and solve problems involving addition and subtraction.</b><sup>22</sup></p> <p><b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.)</p> <p><b>Understand and apply properties of operations and the relationship between addition and subtraction.</b></p> <p><b>1.OA.3</b> Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</i></p> <p><b>1.OA.4</b> Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i></p> <p><b>Add and subtract within 20.</b></p> <p><b>1.OA.5</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>

<sup>20</sup> When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.

<sup>21</sup> In this module, work is limited to within 10.

<sup>22</sup> 1.OA.2 is addressed in Module 2.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	<p><b>Work with addition and subtraction equations.</b></p> <p><b>1.OA.7</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</i></p> <p><b>1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>, <math>6 + 6 = \_</math>.</i></p>
<p><b>Module 2:</b>  <b>Introduction to Place Value Through Addition and Subtraction Within 20</b>            (35 days)</p>	<p><b>Represent and solve problems involving addition and subtraction.</b></p> <p><b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.)</p> <p><b>1.OA.2</b> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><b>Understand and apply properties of operations and the relationship between addition and subtraction.</b></p> <p><b>1.OA.3</b> Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</i></p> <p><b>1.OA.4</b> Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i></p>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	<p><b>Add and subtract within 20.</b><sup>23</sup></p> <p><b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> <p><b>Understand place value.</b><sup>24</sup></p> <p><b>1.NBT.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> <li>10 can be thought of as a bundle of ten ones—called a “ten.”</li> <li>The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> </ol>
<p><b>Module 3:</b> <b>Ordering and Comparing Length Measurements as Numbers</b> (15 days)</p>	<p><b>Represent and solve problems involving addition and subtraction.</b><sup>25</sup></p> <p><b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.)</p> <p><b>Measure lengths indirectly and by iterating length units.</b></p> <p><b>1.MD.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>

<sup>23</sup> From this point forward, fluency practice is part of students’ on-going experience; the balance of this cluster is addressed in Module 1.

<sup>24</sup> Focus in this module is on numbers to 20. The balance of this cluster is addressed in Modules 4 and 6.

<sup>25</sup> The balance of this cluster is addressed in Module 2.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	<p><b>1.MD.2</b> Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> <p><b>Represent and interpret data.</b></p> <p><b>1.MD.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>
<p><b>Module 4:</b> <b>Place Value, Comparison, Addition and Subtraction to 40</b><sup>26</sup> (35 days)</p>	<p><b>Represent and solve problems involving addition and subtraction.</b><sup>27</sup></p> <p><b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.)</p> <p><b>Extend the counting sequence.</b><sup>28</sup></p> <p><b>1.NBT.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p><b>Understand place value.</b><sup>29</sup></p> <p><b>1.NBT.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> <li>10 can be thought of as a bundle of ten ones—called a “ten.”</li> </ol>

<sup>26</sup> While pennies and dimes are used throughout the module, 1.MD.3 is not a focus grade level standard in Module 4. Instead, this standard becomes a focal standard in Module 6, when all coins are introduced and used.

<sup>27</sup> The balance of this cluster is addressed in Module 2.

<sup>28</sup> Focus on numbers to 40.

<sup>29</sup> Focus on numbers to 40; 1.NBT.2b is addressed in Module 2.



Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	<p>c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p> <p><b>1.NBT.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p><b>Use place value understanding and properties of operations to add and subtract.</b><sup>30</sup></p> <p><b>1.NBT.4</b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p><b>1.NBT.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p><b>1.NBT.6</b> Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
<p><b>Module 5:</b> <b>Identifying, Composing, and Partitioning Shapes</b> (15 days)</p>	<p><b>Tell and write time and money.</b><sup>31</sup></p> <p><b>1.MD.3</b> Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.</p> <p><b>Reason with shapes and their attributes.</b></p> <p><b>1.G.1</b> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>

<sup>30</sup> Focus on numbers to 40.

<sup>31</sup> Time alone is addressed in this module. Although money is not addressed until Grade 2 in the CCSS-M, it is addressed in Grade 1 Module 6.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	<p><b>1.G.2</b> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”)</p> <p><b>1.G.3</b> Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>
<p><b>Module 6:</b>  <b>Place Value, Comparison, Addition and Subtraction to 100</b>            (35 days)</p>	<p><b>Represent and solve problems involving addition and subtraction.</b><sup>32</sup></p> <p><b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.)</p> <p><b>Extend the counting sequence.</b></p> <p><b>1.NBT.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p><b>Understand place value.</b><sup>33</sup></p> <p><b>1.NBT.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> <li>10 can be thought of as a bundle of ten ones—called a “ten.”</li> <li>The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</li> </ol>

<sup>32</sup> The balance of this cluster is addressed in Module 2.

<sup>33</sup> 1.NBT.2b is addressed in Module 2.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	<p><b>1.NBT.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p><b>Use place value understanding and properties of operations to add and subtract.</b></p> <p><b>1.NBT.4</b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p><b>1.NBT.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count: explain the reasoning used.</p> <p><b>1.NBT.6</b> Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Tell and write time and money.<sup>34</sup></b></p> <p><b>1.MD.3</b> Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.</p>

<sup>34</sup> Although money is not addressed until Grade 2 in the CCSS-M, money is addressed in this module. Time is addressed in Module 5.

## Sequence of Grade 2 Modules Aligned with the Standards

Module 1: Sums and Differences to 100

Module 2: Addition and Subtraction of Length Units

Module 3: Place Value, Counting, and Comparison of Numbers to 1,000

Module 4: Addition and Subtraction Within 200 with Word Problems to 100

Module 5: Addition and Subtraction Within 1,000 with Word Problems to 100

Module 6: Foundations of Multiplication and Division

Module 7: Problem Solving with Length, Money, and Data

Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes

### Summary of Year

Grade 2 mathematics is about (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

**Key Areas of Focus for K–2:** Addition and subtraction—concepts, skills, and problem solving

**Required Fluency:** 2.OA.2 Add and subtract within 20.  
2.NBT.5 Add and subtract within 100.

### Major Emphasis Clusters

#### Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.

#### Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

#### Measurement and Data

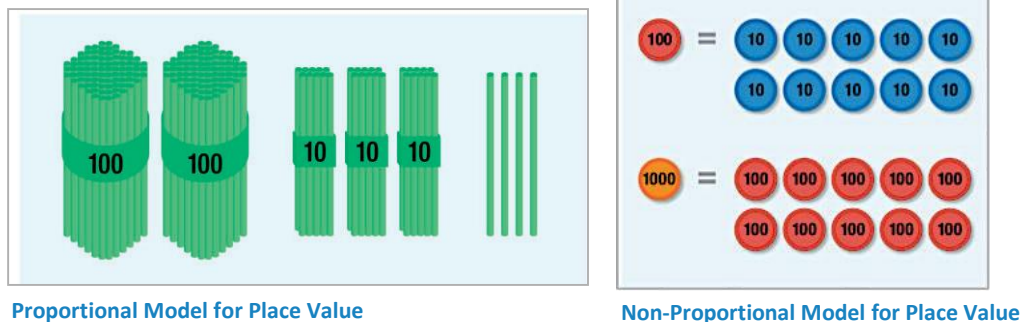
- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.

### Rationale for Module Sequence in Grade 2

From Grade 1, students have fluency of addition and subtraction within 10 and extensive experience working with numbers to 100. Module 1 of Grade 2 establishes a motivating, differentiated fluency program in the first few weeks that will provide each student with enough practice to achieve mastery of the new required fluencies (i.e., adding and subtracting within 20 and within 100) by the end of the year. Students also solve all addition and subtraction word problem situations (See the Standards Glossary, Table 1) that do not involve comparison using the Read-Draw-Write process, a practice that will also continue throughout the year. Though encouraged to use math drawings that are intuitive for them, each situation is also modeled using the tape diagram, encouraging students to generalize and analyze part–whole relationships.

In Module 2, students learn to measure and estimate using standard units for length and solve measurement problems involving addition and subtraction of length, now encountering the word problem situations involving comparison. A major objective is for students to use measurement tools with the understanding that linear measure involves an iteration of units and that the smaller a unit, the more iterations are necessary to cover a given length. Students work exclusively with metric units (e.g., centimeters and meters) in this module to support upcoming work with place value concepts in Module 3. Units also play a central role in the addition and subtraction algorithms of Modules 4 and 5. An underlying goal for this module is for students to learn the meaning of a *unit* in a different context, that of length. This understanding serves as the foundation of arithmetic, measurement, and geometry in elementary school. Students also solve word problems involving all addition and subtraction comparison situations, so that by the end of Module 2, they have encountered the full set of situations.

All arithmetic algorithms are manipulations of place value units: ones, tens, hundreds, etc. In Module 3, students extend their understanding of base-ten notation and apply their understanding of place value to count and compare numbers to 1,000. In Grade 2, the place value units move from a proportional model to a non-proportional number disk model (see the pictures below). The place value table with number disks can be used through Grade 5 for modeling very large numbers and decimals, thus providing students greater facility with, and understanding of, mental math and algorithms.



Proportional Model for Place Value

Non-Proportional Model for Place Value

In Module 4, students apply their work with place value units to add and subtract within 200, moving from concrete to pictorial to abstract. This work deepens their understanding of base ten, place value, and the properties of operations. It also challenges them to apply their knowledge to one-step and two-step word problems. During this module, students also continue to develop one of the required fluencies of the grade: addition and subtraction within 100.

Module 5 builds upon the work of Module 4. Students again use place value strategies, manipulatives, and math drawings to extend their conceptual understanding of the addition and subtraction algorithms to numbers within 1,000. They maintain addition and subtraction fluency within 100 through daily application work to solve one- and two-step word problems of all types. A key component of Modules 4 and 5 is that students use place value reasoning to explain why their addition and subtraction strategies work.

In Module 6, students extend their understanding of a unit to build the foundation for multiplication and division wherein any number, not just powers of ten, can be a unit. Making equal groups of *four apples each* establishes the unit *four apples* (or just *four*) that can then be counted: *1 four, 2 fours, 3 fours*, etc. Relating the new unit to the one used to create it lays the foundation for multiplication: *3 groups of 4 apples equal 12 apples* (or *3 fours is 12*).

Module 7 provides another opportunity for students to practice their algorithms and problem-solving skills with perhaps the most well-known, interesting units of all: dollars, dimes, pennies, quarters, and nickels. Measuring and estimating length is revisited in this module in the context of units from both the customary system (e.g., inches and feet) and the metric system (e.g., centimeters and meters). As they study money and length, students represent data given by measurement and money data using picture graphs, bar graphs, and line plots.

Students finish Grade 2 by describing and analyzing shapes in terms of their sides and angles. In Module 8, students investigate, describe, and reason about the composition and decomposition of shapes to form other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Alignment Chart<sup>35</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
<p><b>Module 1:</b> <b>Sums and Differences to 100</b> (10 days)</p>	<p><b>Represent and solve problems involving addition and subtraction.</b><sup>36</sup></p> <p><b>2.OA.1</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.)</p> <p><b>Add and subtract within 20.</b><sup>37</sup></p> <p><b>2.OA.2</b> Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p><b>Use place value understanding and properties of operations to add and subtract.</b><sup>38</sup></p> <p><b>2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
<p><b>Module 2:</b> <b>Addition and Subtraction of Length Units</b> (12 days)</p>	<p><b>Measure and estimate lengths in standard units.</b><sup>39</sup></p> <p><b>2.MD.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><b>2.MD.2</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p><b>2.MD.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.</p>

<sup>35</sup> When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.

<sup>36</sup> In this module, word problems focus primarily on result unknown and change unknown situations.

<sup>37</sup> From this point forward, fluency practice with addition and subtraction to 20 is part of students' ongoing experience.

<sup>38</sup> This standard is addressed again in Modules 4 and 7; the balance of this cluster is addressed in Modules 4 and 5.

<sup>39</sup> Focus is on metric measurement in preparation for place value in Module 3. Customary measurement is addressed in Module 7.



Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
	<p><b>2.MD.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p><b>Relate addition and subtraction to length.</b></p> <p><b>2.MD.5</b> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p><b>2.MD.6</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>
<p><b>Module 3:</b>  <b>Place Value, Counting, and Comparison of Numbers to 1,000</b>            (25 days)</p>	<p><b>Understand place value.</b></p> <p><b>2.NBT.1</b> Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> <li>100 can be thought of as a bundle of ten tens—called a “hundred.”</li> <li>The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</li> </ol> <p><b>2.NBT.2</b> Count within 1000; skip-count by 5s<sup>40</sup>, 10s, and 100s.</p> <p><b>2.NBT.3</b> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p><b>2.NBT.4</b> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>

<sup>40</sup> Use an analog clock to provide a context for skip-counting by fives.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
<p><b>Module 4:</b>  <b>Addition and Subtraction Within 200 with Word Problems to 100</b>            (35 days)</p>	<p><b>Represent and solve problems involving addition and subtraction.</b></p> <p><b>2.OA.1</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.)</p> <p><b>Use place value understanding and properties of operations to add and subtract.<sup>41</sup></b></p> <p><b>2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>2.NBT.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b>2.NBT.7</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p><b>2.NBT.8</b> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p><b>2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)</p>
<p><b>Module 5:</b>  <b>Addition and Subtraction Within 1,000 with Word Problems to 100</b>            (24 days)</p>	<p><b>Use place value understanding and properties of operations to add and subtract.<sup>42</sup></b></p> <p><b>2.NBT.7</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is</p>

<sup>41</sup>In this module, work is limited to within 200. This work is extended to numbers within 1,000 in the next module.

<sup>42</sup>The balance of this cluster is addressed in Modules 1, 4, and 7.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
	<p>necessary to compose or decompose tens or hundreds.</p> <p><b>2.NBT.8</b> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p><b>2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)</p>
<p><b>Module 6:</b> <b>Foundations of Multiplication and Division</b> (24 days)</p>	<p><b>Work with equal groups of objects to gain foundations for multiplication.</b></p> <p><b>2.OA.3</b> Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p><b>2.OA.4</b> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p><b>Reason with shapes and their attributes.</b><sup>43</sup></p> <p><b>2.G.2</b> Partition a rectangle into rows and columns of same size squares and count to find the total number of them.</p>
<p><b>Module 7:</b> <b>Problem Solving with Length, Money, and Data</b> (30 days)</p>	<p><b>Use place value understanding and properties of operations to add and subtract.</b><sup>44</sup></p> <p><b>2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>Measure and estimate lengths in standard units.</b></p> <p><b>2.MD.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>

<sup>43</sup> 2.G.2 is included in this module because the array model is so important to the foundation for multiplication. The balance of this cluster is addressed in Module 8.

<sup>44</sup> This standard is also addressed in Modules 1 and 4; the balance of this cluster is addressed in Modules 4 and 5.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
	<p><b>2.MD.2</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p><b>2.MD.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p><b>2.MD.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p><b>Relate addition and subtraction to length.</b></p> <p><b>2.MD.5</b> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p><b>2.MD.6</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p> <p><b>Work with time and money.</b><sup>45</sup></p> <p><b>2.MD.8</b> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i></p> <p><b>Represent and interpret data.</b></p> <p><b>2.MD.9</b> Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p><b>2.MD.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems (See Standards Glossary, Table 1.) using information presented in a bar graph.</p>

<sup>45</sup> Focus on money. Time is addressed in Module 8.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
<b>Module 8:</b> <b>Time, Shapes, and Fractions as Equal Parts of Shapes</b> (20 days)	<b>Work with time and money.</b> <sup>46</sup>  <b>2.MD.7</b> Tell time and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.  <b>Reason with shapes and their attributes.</b> <sup>47</sup>  <b>2.G.1</b> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.  <b>2.G.3</b> Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

<sup>46</sup> Focus on time. Money is addressed in Module 7.

<sup>47</sup> 2.G.2 is addressed in Module 6.

## Sequence of Grade 3 Modules Aligned with the Standards

Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10

Module 2: Place Value and Problem Solving with Units of Measure

Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10

Module 4: Multiplication and Area

Module 5: Fractions as Numbers on the Number Line

Module 6: Collecting and Displaying Data

Module 7: Geometry and Measurement Word Problems

### Summary of Year

Grade 3 mathematics is about (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with a numerator of 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

**Key Areas of Focus for 3–5:** Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

**Required Fluency:** 3.OA.7 Multiply and divide within 100.  
3.NBT.2 Add and subtract within 1000.

### Major Emphasis Clusters

#### Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand the properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations and identify and explain patterns in arithmetic.

#### Number and Operations—Fractions

- Develop understanding of fractions as numbers.

#### Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

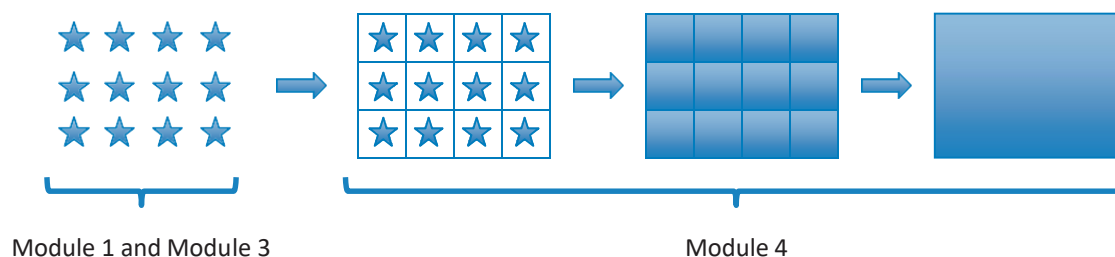
### Rationale for Module Sequence in Grade 3

The first module builds upon the foundation of multiplicative thinking with units started in Grade 2. First, students concentrate on the meaning of multiplication and division and begin developing fluency for learning products involving factors of 2, 3, 4, 5, and 10 (see Key Areas of Focus and

Required Fluency above). The restricted set of facts keeps learning manageable, and also provides enough examples to do one- and two-step word problems and to start measurement problems involving weight, capacity, and time in the second module.

Module 2 focuses on measurement of time and metric weight and capacity. In exploratory lessons, students decompose a kilogram into 100 gram, 10 gram, and 1 gram weights and decompose a liter into analogous amounts of milliliters. Metric measurement thereby develops the concept of mixed units (e.g., 3 kilograms 400 grams is clearly related to 3 thousands, 4 hundreds). Students then apply their new understanding of number to place value, comparison and rounding, composing larger units when adding, decomposing into smaller units when subtracting. Students also draw proportional tape diagrams to solve word problems (e.g., “If this tape represents 62 kg, then a tape representing 35 kg needs to be slightly longer than half the 62 kg bar ...”). Drawing the relative sizes of the lengths involved in the model prepares students to locate fractions on a number line in Module 5 (where they learn to locate points on the number line relative to each other and relative to the whole unit). Module 2 also provides students with internalization time for learning the 2, 3, 4, 5, and 10 facts as part of their fluency activities.

Students learn the remaining multiplication and division facts in Module 3 as they continue to develop their understanding of multiplication and division strategies within 100 and use those strategies to solve two-step word problems. The “2, 3, 4, 5, and 10 facts” module (Module 1) and the “0, 1, 6, 7, 8, 9, and multiples of 10 facts” module (Module 3) both provide important, sustained time for work in understanding the structure of rectangular arrays to prepare students for area in Module 4. This work is necessary because students initially find it difficult to distinguish the different units in a grid (the third array in the picture below), count them, and recognize that the count is related to multiplication. Tiling also supports a correct interpretation of the grid. Modules 1 and 3 slowly build up to the area model (the fourth model in the picture below), using rectangular arrays in the context of learning multiplication and division:



Progression from Rectangular Array to Area Model

By Module 4, students are ready to investigate area. They measure the area of a shape by finding the total number of same-size units of area (e.g., tiles) required to cover the shape without gaps or overlaps. When that shape is a rectangle with whole number side lengths, it is easy to partition the rectangle into squares with equal areas (as in the third stage of the illustration above).

One goal of Module 5 is for students to transition from thinking of fractions as area or parts of a figure to points on a number line and finally, as numbers. To make that jump, students think of fractions as being constructed out of unit fractions: *1 fourth* is the length of a segment on the number line such that the length of four concatenated fourth segments on the line equals 1 (the whole). Once the unit *1 fourth* has been established, counting them is as easy as counting whole numbers: 1 fourth, 2 fourths, 3 fourths, 4 fourths, 5 fourths, etc. Students also compare fractions, find equivalent fractions in special cases, and solve problems that involve fractions. They realize that equivalent fractions share the same point on the number line.

In Module 6, by applying their knowledge of fractions from Module 5, students round lengths to the nearest halves and fourths of an inch and record that information on line plots. This module also prepares students for the multiplicative comparison problems of Grade 4 by asking students “how many more” and “how many less” questions about scaled bar graphs.

The year rounds out with plenty of time to solve two-step word problems involving the four operations and to improve fluency for concepts and skills initiated earlier in the year. In Module 7, students also describe, analyze, and compare properties of two-dimensional shapes. By now, students have done enough work with both linear and area measurement models to understand that there is no relationship in general between the area of a figure and its perimeter, which is one of the concepts taught in the last module.

### Alignment Chart<sup>48</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
<b>Module 1:</b> <b>Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10</b> (25 days)	<b>Represent and solve problems involving multiplication and division.</b> <sup>49</sup> <p><b>3.OA.1</b> Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</i></p> <p><b>3.OA.2</b> Interpret whole-number quotients of whole numbers, e.g., interpret <math>56 \div 8</math> 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. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</i></p>

<sup>48</sup> When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.

<sup>49</sup> In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.



Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	<p><b>3.OA.3</b> 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. (See Standards Glossary, Table 2.)</p> <p><b>3.OA.4</b> Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = \_ \div 3</math>, <math>6 \times 6 = ?</math></i></p> <p><b>Understand properties of multiplication and the relationship between multiplication and division.<sup>50</sup></b></p> <p><b>3.OA.5</b> Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)<sup>51</sup></i></p> <p><b>3.OA.6</b> Understand division as an unknown-factor problem. <i>For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</i></p> <p><b>Multiply and divide within 100.<sup>52</sup></b></p> <p><b>3.OA.7</b> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.<sup>53</sup></b></p> <p><b>3.OA.8</b> 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. (This standard</p>

<sup>50</sup> In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.

<sup>51</sup> The associative property is addressed in Module 3.

<sup>52</sup> In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.

<sup>53</sup>In this module, problem solving is limited to multiplication and division and limited to factors of 2–5 and 10 and the corresponding dividends. 3.OA.9 is addressed in Module 3.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	<p>is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., Order of Operations.)</p>
<p><b>Module 2:</b> <b>Place Value and Problem Solving with Units of Measure</b> (25 days)</p>	<p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b><sup>54</sup></p> <p><b>3.NBT.1</b> Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p><b>3.NBT.2</b> Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</b></p> <p><b>3.MD.1</b> 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.</p> <p><b>3.MD.2</b> Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as <math>\text{cm}^3</math> and finding the geometric volume of a container.) 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. (Excludes multiplicative comparison problems, i.e., problems involving notions of “times as much”; see Standards Glossary, Table 2.)</p>

<sup>54</sup> From this point forward, fluency practice with addition and subtraction is part of students’ on-going experience. 3.NBT.3 is addressed in Module 3.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
<p><b>Module 3:</b>  <b>Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10</b>            (25 days)</p>	<p><b>Represent and solve problems involving multiplication and division.</b><sup>55</sup></p> <p><b>3.OA.3</b> 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. (See Standards Glossary, Table 2.)</p> <p><b>3.OA.4</b> Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = \_\_\_ \div 3</math>, <math>6 \times 6 = ?</math></i></p> <p><b>Understand properties of multiplication and the relationship between multiplication and division.</b><sup>56</sup></p> <p><b>3.OA.5</b> Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</i></p> <p><b>Multiply and divide within 100.</b><sup>57</sup></p> <p><b>3.OA.7</b> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b><sup>58</sup></p> <p><b>3.OA.8</b> 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. (This standard is limited to problems posed with whole numbers and having whole-number answers; students</p>

<sup>55</sup> The balance of this cluster is addressed in Module 1.

<sup>56</sup> The balance of this cluster is addressed in Module 1.

<sup>57</sup> From this point forward, fluency practice with multiplication and division facts is part of students' on-going experience.

<sup>58</sup>After being fully taught in Module 3, this standard (as well as 3.OA.3) continues being practiced throughout the remainder of the school year.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	<p>should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., Order of Operations.)</p> <p><b>3.OA.9</b> Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p> <p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used.)</b><sup>59</sup></p> <p><b>3.NBT.3</b> Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., <math>9 \times 80</math>, <math>5 \times 60</math>) using strategies based on place value and properties of operations.</p>
<p><b>Module 4:</b> <b>Multiplication and Area</b> (20 days)</p>	<p><b>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</b></p> <p><b>3.MD.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ol style="list-style-type: none"> <li>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.</li> <li>A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units.</li> </ol> <p><b>3.MD.6</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p><b>3.MD.7</b> Relate area to the operations of multiplication and addition.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>

<sup>59</sup>The balance of this cluster is addressed in Module 2.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	<ul style="list-style-type: none"> <li>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>. Use area models to represent the distributive property in mathematical reasoning.</li> <li>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.</li> </ul>
<p><b>Module 5:</b>  <b>Fractions as Numbers on the Number Line</b>            (35 days)</p>	<p><b>Develop understanding of fractions as numbers. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)</b></p> <ul style="list-style-type: none"> <li><b>3.NF.1</b> Understand a fraction <math>1/b</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>a/b</math> as the quantity formed by <math>a</math> parts of size <math>1/b</math>.</li> <li><b>3.NF.2</b> Understand a fraction as a number on the number line; represent fractions on a number line diagram.               <ul style="list-style-type: none"> <li>a. Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</li> <li>b. Represent a fraction <math>a/b</math> on a number line diagram by marking off <math>a</math> lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</li> </ul> </li> <li><b>3.NF.3</b> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.               <ul style="list-style-type: none"> <li>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</li> <li>b. Recognize and generate simple equivalent fractions, e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</li> </ul> </li> </ul>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	<p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram.</i></p> <p>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 <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p> <p><b>Reason with shapes and their attributes.</b><sup>60</sup></p> <p><b>3.G.2</b> Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area and describe the area of each part as <math>\frac{1}{4}</math> of the area of the shape.</p>
<p><b>Module 6:</b> <b>Collecting and Displaying Data</b> (10 days)</p>	<p><b>Represent and interpret data.</b></p> <p><b>3.MD.3</b> 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. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p> <p><b>3.MD.4</b> 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.</p>
<p><b>Module 7:</b> <b>Geometry and Measurement Word Problems</b><sup>61</sup> (40 days)</p>	<p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b><sup>62</sup></p> <p><b>3.OA.8</b> 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. (This standard</p>

<sup>60</sup> 3.G.1 is addressed in Module 7.

<sup>61</sup> The seemingly eclectic set of standards in Module 7 allows for a new level of word problems, including perimeter and measurement word problems.

<sup>62</sup> 3.OA.9 is addressed in Module 3.



Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	<p>is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., Order of Operations.)</p> <p><b>Represent and interpret data.</b><sup>63</sup></p> <p><b>3.MD.4</b> 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.</p> <p><b>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</b></p> <p><b>3.MD.8</b> 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.</p> <p><b>Reason with shapes and their attributes.</b><sup>64</sup></p> <p><b>3.G.1</b> 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.</p>

<sup>63</sup> 3.MD.3 is addressed in Module 6.

<sup>64</sup> 3.G.2 is addressed in Module 5.

## Sequence of Grade 4 Modules Aligned with the Standards

Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction

Module 2: Unit Conversions and Problem Solving with Metric Measurement

Module 3: Multi-Digit Multiplication and Division

Module 4: Angle Measure and Plane Figures

Module 5: Fraction Equivalence, Ordering, and Operations

Module 6: Decimal Fractions

Module 7: Exploring Measurement with Multiplication

### Summary of Year

Grade 4 mathematics is about (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

**Key Areas of Focus for 3–5:** Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

**Required Fluency:** 4.NBT.4 Add and subtract within 1,000,000.

Major Emphasis Clusters
<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> <li>Use the four operations with whole numbers to solve problems.</li> </ul>
<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> <li>Generalize place value understanding for multi-digit whole numbers.</li> <li>Use place value understanding and properties of operations to perform multi-digit arithmetic.</li> </ul>
<p>Number and Operations—Fractions</p> <ul style="list-style-type: none"> <li>Extend understanding of fraction equivalence and ordering.</li> <li>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</li> <li>Understand decimal notation for fractions, and compare decimal fractions.</li> </ul>

### Rationale for Module Sequence in Grade 4

In Grade 4, students extend their work with whole numbers. They begin with large numbers using familiar units (tens and hundreds) and develop their understanding of thousands by building knowledge of the pattern of *times ten* in the base-ten system on the place value chart (**4.NBT.1**). In

Grades 2 and 3, students focused on developing the concept of composing and decomposing place value units within the addition and subtraction algorithms. Now, in Grade 4, those (de)compositions are seen through the lens of multiplicative comparison (e.g., 1 thousand is 10 times as much as 1 hundred). They next apply their broadened understanding of patterns on the place value chart to compare, round, add, and subtract. The addition and subtraction algorithms are then efficient and useful applications of students' knowledge of and skill with composing and decomposing higher value units. The module culminates with solving multi-step word problems involving addition and subtraction modeled with tape diagrams that focus on numerical relationships.

The algorithms continue to play a part in Module 2 as students relate place value units to metric units. This module helps students draw similarities between:

1 ten	= 10 ones
1 hundred	= 10 tens
1 hundred	= 100 ones
1 meter	= 100 centimeters
1 thousand	= 1,000 ones
1 kilometer	= 1,000 meters
1 kilogram	= 1,000 grams
1 liter	= 1,000 milliliters

Students work with metric measurement in the context of the addition and subtraction algorithms, mental math, place value, and word problems. Customary units are used as a context for fractions in Modules 5 and 7.

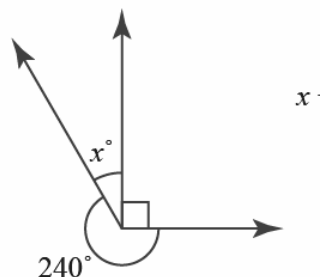
In Module 3, measurement of perimeter and area provide the concrete foundation behind the distributive property in the multiplication algorithm:  $4 \times (1 \text{ m } 2 \text{ cm})$  can be modeled concretely using ribbon, since it is easy to see the 4 copies of 1 meter and the 4 copies of 2 centimeters. Likewise,  $4 \times (1 \text{ ten } 2 \text{ ones}) = 4 \text{ tens } 8 \text{ ones}$ . Students next use place value disks to develop efficient procedures and the algorithms for multiplying and dividing one-digit whole numbers. They understand and explain why the procedures work, and connections are made between the area model and work on the place value chart. Two-digit by two-digit multiplication is then modeled using the area model, extending students' earlier experiences with measurement and the distributive property. Students also solve word problems throughout the module where they select and accurately apply appropriate methods to estimate, mentally calculate, or use written strategies to compute products and quotients.

Module 4 focuses as much on solving unknown angle problems using letters and equations as it does on building, drawing, and analyzing two-dimensional shapes in geometry. Students have already used letters and equations to solve word problems in earlier grades. They continue to do so in Grade 4, and now they also learn to solve unknown angle problems: work that challenges students to build and solve equations to find unknown angle measures. First, students learn the definition of degree and learn how to measure angles in degrees using a circular protractor. From the definition of degree and the fact that angle measures are additive, the following rudimentary facts about angles naturally follow:

1. The sum of angle measurements around a point is 360 degrees.
2. The sum of angle measurements on a line is 180 degrees.

Hence, from 1 and 2, students see that vertical angles are equal. Armed only with these facts, students are able to generate and solve equations as in the following problem:

Find the unknown angle  $x$ .



$$xx + 240 + 90 = 360$$

$$xx + 330 = 360$$

$$xx = 30$$

Unknown angle problems help to unlock algebraic concepts for students because such problems are visual. The  $xx$  clearly stands for a specific number. If a student wished, he could place a protractor down on that angle and measure it to find  $xx$ . But doing so destroys the joy of deducing the answer and solving the puzzle on his own.

Module 5 centers on equivalent fractions and operations with fractions. We use fractions when there is a given unit, the *whole unit*, but we want to measure using a smaller unit, called the *fractional unit*. To prepare students to explore the relationship between a fractional unit and its whole unit, examples of such relationships in different contexts were already carefully established earlier in the year:

360 degrees in	1 complete turn
100 centimeters in	1 meter
1000 grams in	1 kilogram
1000 milliliters in	1 liter

The beauty of fractional units, once defined and understood, is that they behave just as all other units do:

- “3 fourths + 5 fourths = 8 fourths” just as “3 meters + 5 meters = 8 meters”
- “ $4 \times 3$  fourths = 12 fourths” just as “ $4 \times 3$  meters = 12 meters”

Students add and subtract fractions with like units using the area model and the number line. They multiply a fraction by a whole number where the interpretation is as repeated addition (e.g., 3 fourths + 3 fourths =  $2 \times 3$  fourths). Through this introduction to fraction arithmetic they gradually come to understand fractions as units they can manipulate, just like whole numbers. Throughout the module, customary units of measurement provide a relevant context for the arithmetic.

Module 6, on decimal fractions, starts with the realization that decimal place value units are simply special fractional units: 1 tenth =  $1/10$ , 1 hundredth =  $1/100$ , etc. Fluency plays an important role in this topic as students learn to relate  $3/10 = 0.3 = 3$  tenths. They also recognize that 3 tenths is equal to 30 hundredths and subsequently have their first experience adding and subtracting fractions with unlike units (e.g., 3 tenths + 4 hundredths = 30 hundredths + 4 hundredths).

The year ends with a module focused on multiplication and measurement, as they solve multi-step word problems. Exploratory lessons support conceptual understanding of the relative sizes of measurement units. Students explore conversion in hands-on settings and subsequently apply those conversions to solve multi-step word problems involving all operations and multiplicative comparison.

### Alignment Chart<sup>65</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
<b>Module 1:</b> <b>Place Value, Rounding, and Algorithms for Addition and Subtraction</b> (25 days)	<b>Use the four operations with whole numbers to solve problems.<sup>66</sup></b>  <b>4.OA.3</b> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

<sup>65</sup> When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.

<sup>66</sup> The balance of this cluster is addressed in Modules 3 and 7.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	<p><b>Generalize place value understanding for multi-digit whole numbers. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)</b></p> <p><b>4.NBT.1</b> 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. <i>For example, recognize that <math>700 \div 70 = 10</math> by applying concepts of place value and division.</i></p> <p><b>4.NBT.2</b> 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 <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b>4.NBT.3</b> Use place value understanding to round multi-digit whole numbers to any place.</p> <p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.<sup>67</sup></b></p> <p><b>4.NBT.4</b> Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>
<p><b>Module 2:</b> <b>Unit Conversions and Problem Solving with Metric Measurement</b> (7 days)</p>	<p><b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.<sup>68</sup></b></p> <p><b>4.MD.1</b> 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. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p><b>4.MD.2</b> 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.</p>

<sup>67</sup> From this point forward, fluency practice is part of students' on-going experience. The balance of this cluster is addressed in Module 3.

<sup>68</sup> The focus of this module is on the metric system to reinforce place value, mixed units, and word problems with unit conversions. Decimal and fraction word problems wait until Modules 6 and 7. 4.MD.3 is addressed in Module 3.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
<p><b>Module 3:</b>  <b>Multi-Digit Multiplication and Division</b>            (43 days)</p>	<p><b>Use the four operations with whole numbers to solve problems.</b></p> <p><b>4.OA.1</b> Interpret a multiplication equation as a comparison, e.g., interpret <math>35 = 5 \times 7</math> 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.</p> <p><b>4.OA.2</b> 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. (See Standards Glossary, Table 2.)</p> <p><b>4.OA.3</b> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><b>Gain familiarity with factors and multiples.</b></p> <p><b>4.OA.4</b> 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.</p> <p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)<sup>69</sup></b></p> <p><b>4.NBT.5</b> 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.</p> <p><b>4.NBT.6</b> 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</p>

<sup>69</sup> 4.NBT.4 is addressed in Module 1 and is then reinforced throughout the year.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	<p>relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b><sup>70</sup></p> <p><b>4.MD.3</b> Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p>
<p><b>Module 4:</b> <b>Angle Measure and Plane Figures</b> (20 days)</p>	<p><b>Geometric measurement: understand concepts of angle and measure angles.</b></p> <p><b>4.MD.5</b> Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <ol style="list-style-type: none"> <li>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 <math>\frac{1}{360}</math> of a circle is called a “one-degree angle,” and can be used to measure angles.</li> <li>An angle that turns through <math>n</math> one-degree angles is said to have an angle measure of <math>n</math> degrees.</li> </ol> <p><b>4.MD.6</b> Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p><b>4.MD.7</b> 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.</p>

<sup>70</sup>4.MD.1 is addressed in Modules 2 and 7; 4.MD.2 is addressed in Modules 2, 6, and 7.



Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	<p><b>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</b></p> <p><b>4.G.1</b> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p><b>4.G.2</b> 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.</p> <p><b>4.G.3</b> 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.</p>
<p><b>Module 5:</b> <b>Fraction Equivalence, Ordering, and Operations</b><sup>71</sup> (45 days)</p>	<p><b>Generate and analyze patterns.</b></p> <p><b>4.OA.5</b> 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. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p><b>Extend understanding of fraction equivalence and ordering. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</b></p> <p><b>4.NF.1</b> Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> 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.</p> <p><b>4.NF.2</b> 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 <math>1/2</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole.</p>

<sup>71</sup>Tenths and hundredths are important fractions in this module, represented in decimal form in Module 6.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	<p>Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p> <p><b>Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.</b></p> <p><b>4.NF.3</b> Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>.</p> <ol style="list-style-type: none"> <li>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</li> <li>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. <i>Examples:</i> <math>3/8 = 1/8 + 1/8 + 1/8</math>; <math>3/8 = 1/8 + 2/8</math>; <math>2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8</math>.</li> <li>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.</li> <li>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.</li> </ol> <p><b>4.NF.4</b> Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <ol style="list-style-type: none"> <li>Understand a fraction <math>a/b</math> as a multiple of <math>1/b</math>. <i>For example, use a visual fraction model to represent <math>5/4</math> as the product <math>5 \times (1/4)</math>, recording the conclusion by the equation <math>5/4 = 5 \times (1/4)</math>.</i></li> <li>Understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express <math>3 \times (2/5)</math> as <math>6 \times (1/5)</math>, recognizing this product as <math>6/5</math>. (In general, <math>n \times (a/b) = (n \times a)/b</math>.)</i></li> </ol>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	<p>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. <i>For example, if each person at a party will eat <math>\frac{3}{8}</math> of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i></p> <p><b>Represent and interpret data.</b></p> <p><b>4.MD.4</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p>
<p><b>Module 6:</b> <b>Decimal Fractions</b> (20 days)</p>	<p><b>Understand decimal notation for fractions, and compare decimal fractions. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)<sup>72</sup></b></p> <p><b>4.NF.5</b> 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. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) <i>For example, express <math>\frac{3}{10}</math> as <math>\frac{30}{100}</math>, and add <math>\frac{3}{10} + \frac{4}{100} = \frac{34}{100}</math>.</i></p> <p><b>4.NF.6</b> Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as <math>\frac{62}{100}</math>; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i></p> <p><b>4.NF.7</b> 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 <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual model.</p>

<sup>72</sup> In this module, we continue to work with fractions, now including decimal form.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	<p><b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.<sup>73</sup></b></p> <p><b>4.MD.2</b> 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.</p>
<p><b>Module 7:</b> <b>Exploring Measurement with Multiplication</b> (20 days)</p>	<p><b>Use the four operations with whole numbers to solve problems.</b></p> <p><b>4.OA.1</b> Interpret a multiplication equation as a comparison, e.g., interpret <math>35 = 5 \times 7</math> 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.</p> <p><b>4.OA.2</b> 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. (See Standards Glossary, Table 2.)</p> <p><b>4.OA.3</b> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.<sup>74</sup></b></p> <p><b>4.MD.1</b> 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</p>

<sup>73</sup> 4.MD.1 is addressed in Modules 2 and 7; 4.MD.3 is addressed in Module 3.

<sup>74</sup> The focus now is on customary units in word problems for application of fraction concepts. 4.MD.3 is addressed in Module 3.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	<p>larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p><b>4.MD.2</b> 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.</p>

## Sequence of Grade 5 Modules Aligned with the Standards

Module 1: Place Value and Decimal Fractions

Module 2: Multi-Digit Whole Number and Decimal Fraction Operations

Module 3: Addition and Subtraction of Fractions

Module 4: Multiplication and Division of Fractions and Decimal Fractions

Module 5: Addition and Multiplication with Volume and Area

Module 6: Problem Solving with the Coordinate Plane

### Summary of Year

Grade 5 mathematics is about (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

**Key Areas of Focus for 3–5:** Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

**Required Fluency:** 5.NBT.5 Multi-digit multiplication.

### Major Emphasis Clusters

Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

### Rationale for Module Sequence in Grade 5

Students' experiences with the algorithms as ways to manipulate place value units in Grades 2–4 really begin to pay dividends in Grade 5. In Module 1, whole number patterns with number disks on the place value chart are easily generalized to decimal numbers. As students work word problems with measurements in the metric system, where the same patterns occur, they begin to appreciate the value and the meaning of decimals. Students apply their work with place value to adding, subtracting, multiplying, and dividing decimal numbers with tenths and hundredths.

Module 2 begins by using place value patterns and the distributive and associative properties to multiply multi-digit numbers by multiples of 10 and leads to fluency with multi-digit whole number multiplication.<sup>75</sup> For multiplication, students must grapple with and fully understand the distributive property (one of the key reasons for teaching the multi-digit algorithm). While the multi-digit multiplication algorithm is a straightforward generalization of the one-digit multiplication algorithm, the division algorithm with two-digit divisors requires far more care to teach because students have to also learn estimation strategies, error correction strategies, and the idea of successive approximation (all of which are central concepts in math, science, and engineering).

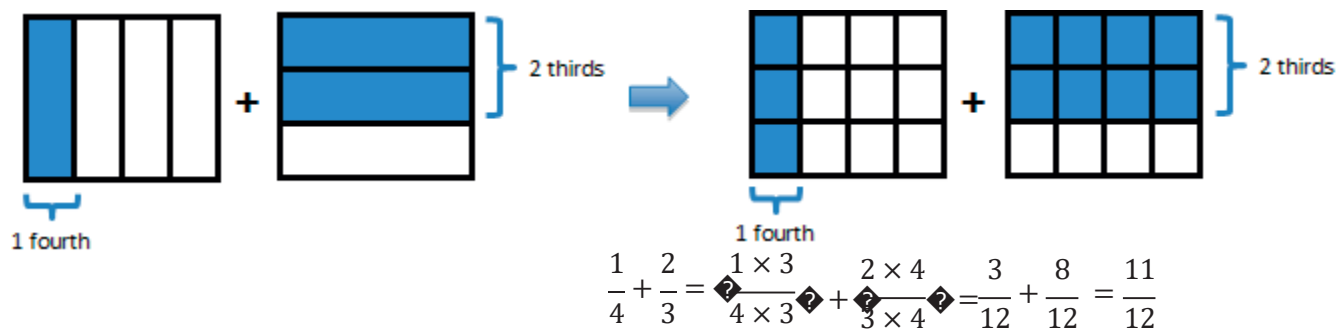
Work with place value units paves the path toward fraction arithmetic in Module 3 as elementary math’s place value emphasis shifts to the larger set of fractional units for algebra. Like units are added to and subtracted from like units:

$$1.5 + 0.8 = 1\frac{5}{10} + \frac{8}{10} = 15 \text{ tenths} + 8 \text{ tenths} = 23 \text{ tenths} = 2 \text{ and } 3 \text{ tenths} = 2\frac{3}{10} = 2.3$$

$$1\frac{5}{9} + \frac{8}{9} = 14 \text{ ninths} + 8 \text{ ninths} = 22 \text{ ninths} = 2 \text{ and } 4 \text{ ninths} = 2\frac{4}{9}$$

The new complexity is that when units are not equivalent, they must be changed for smaller equal units so that they can be added or subtracted. Probably the best model for showing this is the rectangular fraction model pictured below. The equivalence is then represented symbolically as students engage in active meaning-making rather than obeying the perhaps mysterious command to “multiply the top and bottom by the same number.”

1 boy + 2 girls = 1 child + 2 children = 3 children  
 1 fourth + 2 thirds = 3 twelfths + 8 twelfths = 11 twelfths

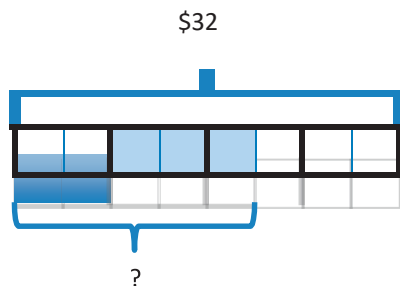






Relating different fractional units to one another requires extensive work with area and number line diagrams whereas tape diagrams are used often in word problems. Tape diagrams, which students began using in the early grades and which become increasingly useful as students applied them to a greater variety of word problems, hit their full strength as a model when applied to fraction word problems. At the heart of a tape diagram is the now-familiar idea of forming units. In fact, forming units to solve word problems is one of the most powerful examples of the unit theme and is particularly helpful for understanding fraction arithmetic, as in the following example:

Jill had \$32. She gave  $\frac{1}{4}$  of her money to charity and  $\frac{3}{8}$  of her money to her brother. How much did she give altogether?



Solution with units:

$$8 \text{ units} = \$32$$

$$1 \text{ unit} = \$4$$

Solution with arithmetic:

$$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$$

$$\frac{5}{8} \times 32 = 20$$

Jill gave \$20 altogether.

Near the end of Module 4, students know enough about fractions and whole number operations to begin to explore multi-digit decimal multiplication and division. In multiplying  $2.1 \times 3.8$ , for example, students now have multiple skills and strategies that they can use to locate the decimal point in the final answer, including:

- Unit awareness:  $2.1 \times 3.8 = 21 \text{ tenths} \times 38 \text{ tenths} = 798 \text{ hundredths}$
- Estimation (through rounding):  $2.1 \times 3.8 \approx 2 \times 4 = 8$ , so  $2.1 \times 3.8 = 7.98$
- Fraction multiplication:  $\frac{21}{10} \times \frac{38}{10} = 21 \times \frac{1}{10} \times 38 \times \frac{1}{10} = 21 \times 38 \times \frac{1}{100} = \frac{798}{100}$

Similar strategies enrich students' understanding of division and help them to see multi-digit decimal division as whole number division in a different unit. For example, we divide to find, "How many groups of 3 apples are there in 45 apples?" and write  $45 \text{ apples} \div 3 \text{ apples} = 15$ . Similarly,  $4.5 \div 0.3$  can be written as  $45 \text{ tenths} \div 3 \text{ tenths}$  with the same answer: *There are 15 groups of 0.3 in 4.5*. This idea was used to introduce fraction division earlier in the module, thus gluing division to whole numbers, fractions, and decimals together through an understanding of units.

Frequent use of the area model in Modules 3 and 4 prepares students for an in-depth discussion of area and volume in Module 5. But the module on area and volume also reinforces work done in the fraction module. Now, questions about how the area changes when a rectangle is scaled by a whole or fractional scale factor may be asked, and missing fractional sides may be found. Measuring volume once again highlights the unit theme, as



In this final module of *A Story of Units*, students connect plane geometry with numerical work to investigate relationships. They construct the coordinate plane, plot points and draw lines. For points on a given line, students discover a common relationship between the  $x$  and  $y$  coordinates, foreshadowing the proportional reasoning of Grade 6, and later, the slope of a line.

### Alignment Chart<sup>76</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
<p><b>Module 1:</b>  <b>Place Value and Decimal Fractions</b>            (20 days)</p>	<p><b>Understand the place value system.</b></p> <p><b>5.NBT.1</b> 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 <math>1/10</math> of what it represents in the place to its left.</p> <p><b>5.NBT.2</b> 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.</p> <p><b>5.NBT.3</b> Read, write, and compare decimals to thousandths.</p> <p>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b>5.NBT.4</b> Use place value understanding to round decimals to any place.</p> <p><b>Perform operations with multi-digit whole numbers and with decimals to hundredths.<sup>77</sup></b></p> <p><b>5.NBT.7</b> 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.</p>

<sup>76</sup>When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.

<sup>77</sup>This standard is addressed again in Modules 2 and 4; the balance of this cluster is addressed in Module 2.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	<p><b>Convert like measurement units within a given measurement system.<sup>78</sup></b></p> <p><b>5.MD.1</b> 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.</p>
<p><b>Module 2:</b> <b>Multi-Digit Whole Number and Decimal Fraction Operations</b> (35 days)</p>	<p><b>Write and interpret numerical expressions.<sup>79</sup></b></p> <p><b>5.OA.1</b> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p><b>5.OA.2</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i></p> <p><b>Understand the place value system.<sup>80</sup></b></p> <p><b>5.NBT.1</b> 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.</p> <p><b>5.NBT.2</b> 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.</p> <p><b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b></p> <p><b>5.NBT.5</b> Fluently multiply multi-digit whole numbers using the standard algorithm.<sup>81</sup></p> <p><b>5.NBT.6</b> 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</p>

<sup>78</sup> The focus of this module is on the metric system to reinforce place value and writing measurements using mixed units.

<sup>79</sup> These skills are also applied to fractions in this module.

<sup>80</sup> The balance of this cluster is addressed in Module 1.

<sup>81</sup> From this point forward, fluency practice is part of students' on-going experience.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	<p>equations, rectangular arrays, and/or area models.</p> <p><b>5.NBT.7</b> 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.<sup>82</sup></p> <p><b>Convert like measurement units within a given measurement system.</b></p> <p><b>5.MD.1</b> 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.</p>
<p><b>Module 3:</b> <b>Addition and Subtraction of Fractions</b> (22 days)</p>	<p><b>Use equivalent fractions as a strategy to add and subtract fractions.</b><sup>83</sup></p> <p><b>5.NF.1</b> 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. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i></p> <p><b>5.NF.2</b> 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. <i>For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</i></p>
<p><b>Module 4:</b> <b>Multiplication and Division of Fractions and Decimal Fractions</b> (38 days)</p>	<p><b>Write and interpret numerical expressions.</b></p> <p><b>5.OA.1</b> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p>

<sup>82</sup> Focus on decimal multiplication of a single-digit, whole number factor times a multi-digit number with up to 2 decimal places (e.g.,  $3 \times 64.98$ ). Restrict decimal division to a single-digit whole number divisor with a multi-digit dividend with up to 2 decimal places (e.g.,  $64.98 \div 3$ ). The balance of the standard is addressed in Module 4.

<sup>83</sup> Examples in this module also include tenths and hundredths in fraction and decimal form.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	<p><b>5.OA.2</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i></p> <p><b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b><sup>84</sup></p> <p><b>5.NBT.7</b> 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.</p> <p><b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b><sup>85</sup></p> <p><b>5.NF.3</b> Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). 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. <i>For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p> <p><b>5.NF.4</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p><i>a.</i> Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. <i>For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</i></p>

<sup>84</sup> The balance of this cluster is addressed in Module 2. Teach problems such as  $2.7 \times 2.1$  and  $4.5 \div 1.5$ . See the Progression Document “K–5, Number and Operations in Base Ten” pp. 17–18 ([http://commoncoretools.files.wordpress.com/2011/04/ccss\\_progression\\_nbt\\_2011\\_04\\_073.pdf](http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_nbt_2011_04_073.pdf)).

<sup>85</sup> 5.NF.4b is addressed in Module 5. Include problems involving decimal fractions throughout the cluster.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	<p><b>5.NF.5</b> Interpret multiplication as scaling (resizing), by:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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 <math>a/b = (n \times a)/(n \times b)</math> to the effect of multiplying <math>a/b</math> by 1.</li> </ol> <p><b>5.NF.6</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><b>5.NF.7</b> Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)</p> <ol style="list-style-type: none"> <li>Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for <math>(1/3) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</i></li> <li>Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</i></li> <li>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. <i>For example, how much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>1/3</math>-cup servings are in 2 cups of raisins?</i></li> </ol>



Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	<p><b>Convert like measurement units within a given measurement system.<sup>86</sup></b></p> <p><b>5.MD.1</b> 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.</p> <p><b>Represent and interpret data.</b></p> <p><b>5.MD.2</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>
<p><b>Module 5:</b> <b>Addition and Multiplication with Volume and Area</b> (25 days)</p>	<p><b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.<sup>87</sup></b></p> <p><b>5.NF.4</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>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.</p> <p><b>5.NF.6</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>

<sup>86</sup>The focus of 5.MD.1 in this module is on the customary system of units as a means of introducing fractions (e.g., 1 inch is  $\frac{1}{12}$  foot, 1 foot is  $\frac{1}{3}$  yard).

<sup>87</sup>The balance of this cluster is addressed in Module 4. In this module, 5.NF.4b is applied to multiplying to find volume and area. 5.NF.4b includes decimal fraction side lengths of sides of a rectangle (in both fraction and decimal form).

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	<p><b>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</b></p> <p><b>5.MD.3</b> Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <ol style="list-style-type: none"> <li>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.</li> <li>A solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</li> </ol> <p><b>5.MD.4</b> Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p><b>5.MD.5</b> Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> 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.</li> <li>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.</li> </ol> <p><b>Classify two-dimensional figures into categories based on their properties.</b></p> <p><b>5.G.3</b> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	<p><b>5.G.4</b> Classify two-dimensional figures in a hierarchy based on properties.</p>
<p><b>Module 6:</b>  <b>Problem Solving with the Coordinate Plane</b>            (40 days)</p>	<p><b>Write and interpret numerical expressions.</b></p> <p><b>5.OA.2</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i></p> <p><b>Analyze patterns and relationships.</b></p> <p><b>5.OA.3</b> 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. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p> <p><b>Graph points on the coordinate plane to solve real-world and mathematical problems.</b></p> <p><b>5.G.1</b> 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).</p> <p><b>5.G.2</b> 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.</p>

A STORY OF RATIOS

6-8 PCA Math adoption of Eureka Math



# A Story of Ratios: A Curriculum Overview for Grades 6–8

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## Introduction

This document provides an overview of the academic year for Grades 6 through 8, beginning with a curriculum map and followed by detailed grade-level descriptions.

The curriculum map is a chart that shows, at a glance, the sequence of modules comprising each grade of the Grades 6 through 8 curricula. The map also indicates the approximate number of instructional days designated for each module of each grade. Details that elaborate on the curriculum map are found in the grade-level descriptions.

Each grade-level description begins with a list of the six to seven modules that comprise the instruction of that grade. That introductory component is followed by three sections: the Summary of Year, the Rationale for Module Sequence, and the alignment chart with the grade-level standards.

The Summary of Year portion of each grade level includes four pieces of information:

- The critical instructional areas for the grade, as described in the Common Core State Standards for Mathematics<sup>1</sup> (CCSS-M)
- The Key Areas of Focus<sup>2</sup> for the grade
- The Required Fluencies for the grade
- The Major Emphasis Clusters<sup>3</sup> for the grade

The Rationale for Module Sequence portion of each grade level provides a brief description of the instructional focus of each module for that grade and explains the developmental sequence of the mathematics.

The alignment chart for each grade lists the standards that are addressed in each module of the grade. Note that when a cluster is referred to without a footnote, it is taught in its entirety. There are also times when footnotes are relevant to particular standards within a cluster. All standards for each grade have been carefully included in the module sequence. Some standards are deliberately included in more than one module so that a strong foundation can be built over time.

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<sup>1</sup>[http://www.corestandards.org/wp-content/uploads/Math\\_Standards1.pdf](http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf)

<sup>2</sup>[http://www.achievethecore.org/downloads/E0702\\_Description\\_of\\_the\\_Common\\_Core\\_Shifts.pdf](http://www.achievethecore.org/downloads/E0702_Description_of_the_Common_Core_Shifts.pdf)

<sup>3</sup><http://www.parcconline.org/resources/educator-resources/model-content-frameworks/mathematics-model-content-framework>

	Grade 6	Grade 7	Grade 8	2015-16*
1st TRIMESTER	M1: Ratios and Unit Rates (35 days)	M2: Rational Numbers (30 days)	M1: Integer Exponents and Scientific Notation (20 days)	
	M2: Arithmetic Operations Including Division of Fractions (25 days)	M3: Expressions and Equations (35 days)	M2: The Concept of Congruence (25 days)	
2nd TRIMESTER	M3: Rational Numbers (25 days)	M1: Ratios & Proportional Relationships (30 days)	M3: Similarity (25 days)	
	M4: Expressions and Equations (45 days)	M4: Percent and Proportional Relationships (25 days)	M4: Linear Equations (40 days)	
3rd TRIMESTER	M5: Area, Surface Area, and Volume Problems (25 days)	M5: Statistics and Probability (25 days)	M5: Examples of Functions from Geometry (15 days)	
	M6: Statistics (25 days)	M6: Geometry (35 days)	M6: Linear Functions (20 days)	
			M7: Introduction to Irrational Numbers Using Geometry (35 days)	

Key:					
Number	Geometry	Ratios and Proportions	Expressions and Equations	Statistics and Probability	Functions

\*The columns indicating trimesters and quarters are provided to give you a rough guideline. Please use this additional column for your own pacing considerations based on the specific dates of your academic calendar.

## Sequence of Grade 6 Modules Aligned with the Standards

Module 1: Ratios and Unit Rates

Module 2: Arithmetic Operations Including Division of Fractions

Module 3: Rational Numbers

Module 4: Expressions and Equations

Module 5: Area, Surface Area, and Volume Problems

Module 6: Statistics

### Summary of Year

Grade 6 mathematics is about (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

**Key Areas of Focus for Grade 6:** Ratios and proportional reasoning; early expressions and equations

**Required Fluency:** 6.NS.B.2 Multi-digit division  
6.NS.B.3 Multi-digit decimal operations

### Rationale for Module Sequence in Grade 6

In Module 1, students build on their prior work in measurement and in multiplication and division as they study the concepts and language of ratios and unit rates. They use proportional reasoning to solve problems. In particular, students solve ratio and rate problems using tape diagrams, tables of equivalent ratios, double number line diagrams, and equations. They plot pairs of values generated from a ratio or rate on the first quadrant of the coordinate plane.

### Major Emphasis Clusters

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Students expand their understanding of the number system and build their fluency in arithmetic operations in Module 2. Students learned in Grade 5 to divide whole numbers by unit fractions and unit fractions by whole numbers. Now, they apply and extend their understanding of multiplication and division to divide fractions by fractions. The meaning of this operation is connected to real-world problems as students are asked to create and solve fraction division word problems. Students continue (from Grade 5) to build fluency with adding, subtracting, multiplying, and dividing multi-digit decimal numbers using the standard algorithms.

Major themes of Module 3 are to understand rational numbers as points on the number line and to extend previous understandings of numbers to the system of rational numbers, which now include negative numbers. Students extend coordinate axes to represent points in the plane with negative number coordinates and, as part of doing so, see that negative numbers can represent quantities in real-world contexts. They use the number line to order numbers and to understand the absolute value of a number. They begin to solve real-world and mathematical problems by graphing points in all four quadrants, a concept that continues throughout to be used into high school and beyond.

With their sense of number expanded to include negative numbers, in Module 4 students begin formal study of algebraic expressions and equations. Students learn equivalent expressions by continuously relating algebraic expressions back to arithmetic and the properties of arithmetic (commutative, associative, and distributive). They write, interpret, and use expressions and equations as they reason about and solve one-variable equations and inequalities and analyze quantitative relationships between two variables.

Module 5 is an opportunity to practice the material learned in Module 4 in the context of geometry; students apply their newly acquired capabilities with expressions and equations to solve for unknowns in area, surface area, and volume problems. They find the area of triangles and other two-dimensional figures and use the formulas to find the volumes of right rectangular prisms with fractional edge lengths. Students use negative numbers in coordinates as they draw lines and polygons in the coordinate plane. They also find the lengths of sides of figures, joining points with the same first coordinate or the same second coordinate, and apply these techniques to solve real-world and mathematical problems.

In Module 6, students develop an understanding of statistical variability and apply that understanding as they summarize, describe, and display distributions. In particular, careful attention is given to measures of center and variability.



Alignment Chart<sup>4</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
<p><b>Module 1:</b> <b>Ratios and Unit Rates</b> (35 days)</p>	<p><b>Understand ratio concepts and use ratio reasoning to solve problems.</b></p> <p><b>6.RP.A.1</b> Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i></p> <p><b>6.RP.A.2</b> Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>, and use rate language in the context of a ratio relationship. <i>For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”<sup>5</sup></i></p> <p><b>6.RP.A.3</b> 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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i></li> <li>Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means <math>30/100</math> times the quantity); solve problems involving finding the whole, given a part and the percent.</li> <li>Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</li> </ol>

<sup>4</sup>When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

<sup>5</sup>Expectations for unit rates in this grade are limited to non-complex fractions.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
<p><b>Module 2:</b> <b>Arithmetic Operations Including Division of Fractions</b> (25 days)</p>	<p><b>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</b></p> <p><b>6.NS.A.1</b> 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. <i>For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</i></p> <p><b>Compute fluently with multi-digit numbers and find common factors and multiples.</b></p> <p><b>6.NS.B.2</b> Fluently divide multi-digit numbers using the standard algorithm.<sup>6</sup></p> <p><b>6.NS.B.3</b> Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.<sup>7</sup></p> <p><b>6.NS.B.4</b> 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. <i>For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>.</i></p>
<p><b>Module 3:</b> <b>Rational Numbers</b> (25 days)</p>	<p><b>Apply and extend previous understandings of numbers to the system of rational numbers.</b></p> <p><b>6.NS.C.5</b> 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.</p> <p><b>6.NS.C.6</b> 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</p>

<sup>6</sup>This fluency standard begins in this module and is practiced throughout the remainder of the year.

<sup>7</sup>This fluency standard begins in this module and is practiced throughout the remainder of the year.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
	<p>with negative number coordinates.</p> <ol style="list-style-type: none"> <li>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., <math>-(-3) = 3</math>, and that 0 is its own opposite.</li> <li>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.</li> <li>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.</li> </ol> <p><b>6.NS.C.7</b> Understand ordering and absolute value of rational numbers.</p> <ol style="list-style-type: none"> <li>Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret <math>-3 &gt; -7</math> as a statement that <math>-3</math> is located to the right of <math>-7</math> on a number line oriented from left to right.</i></li> <li>Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write <math>-3^{\circ}\text{C} &gt; -7^{\circ}\text{C}</math> to express the fact that <math>-3^{\circ}\text{C}</math> is warmer than <math>-7^{\circ}\text{C}</math>.</i></li> <li>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. <i>For example, for an account balance of <math>-30</math> dollars, write <math> -30  = 30</math> to describe the size of the debt in dollars.</i></li> <li>Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than <math>-30</math> dollars represents a debt greater than 30 dollars.</i></li> </ol> <p><b>6.NS.C.8</b> 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.</p>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
<p><b>Module 4:</b> <b>Expressions and Equations</b> (45 days)</p>	<p><b>Apply and extend previous understandings of arithmetic to algebraic expressions.<sup>8</sup></b></p> <p><b>6.EE.A.1</b> Write and evaluate numerical expressions involving whole-number exponents.</p> <p><b>6.EE.A.2</b> Write, read, and evaluate expressions in which letters stand for numbers.</p> <ol style="list-style-type: none"> <li>Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract <math>y</math> from 5” as <math>5 - y</math>.</i></li> <li>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. <i>For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</i></li> <li>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). <i>For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = 1/2</math>.</i></li> </ol> <p><b>6.EE.A.3</b> Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</i></p> <p><b>6.EE.A.4</b> Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i></p>

<sup>8</sup>6.EE.A.2c is also taught in Module 4 in the context of geometry.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
	<p><b>Reason about and solve one-variable equations and inequalities.<sup>9</sup></b></p> <p><b>6.EE.B.5</b> 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.</p> <p><b>6.EE.B.6</b> 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.</p> <p><b>6.EE.B.7</b> Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math>, and <math>x</math> are all nonnegative rational numbers.</p> <p><b>6.EE.B.8</b> Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p> <p><b>Represent and analyze quantitative relationships between dependent and independent variables.</b></p> <p><b>6.EE.C.9</b> 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. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</i></p>
<p><b>Module 5:</b> <b>Area, Surface Area, and Volume Problems</b> (25 days)</p>	<p><b>Solve real-world and mathematical problems involving area, surface area, and volume.</b></p> <p><b>6.G.A.1</b> 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.</p>

<sup>9</sup> Except for 6.EE.B.8, this cluster is also taught in Module 4 in the context of geometry.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
	<p><b>6.G.A.2</b> 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 <math>V = lwh</math> and <math>V = bh</math> to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p><b>6.G.A.3</b> 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.</p> <p><b>6.G.A.4</b> 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.</p>
<p><b>Module 6:</b> <b>Statistics</b> (25 days)</p>	<p><b>Develop understanding of statistical variability.</b></p> <p><b>6.SP.A.1</b> Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</i></p> <p><b>6.SP.A.2</b> 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.</p> <p><b>6.SP.A.3</b> 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.</p> <p><b>Summarize and describe distributions.</b></p> <p><b>6.SP.B.4</b> Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p><b>6.SP.B.5</b> Summarize numerical data sets in relation to their context, such as by:</p> <ol style="list-style-type: none"> <li>Reporting the number of observations.</li> </ol>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 6 Modules
	<ul style="list-style-type: none"><li>b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</li><li>c. 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.</li><li>d. 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.</li></ul>

## Sequence of Grade 7 Modules Aligned with the Standards

Module 2: Rational Numbers

Module 3: Expressions and Equations

Module 1: Ratios and Proportional Relationships

Module 4: Percent and Proportional Relationships

Module 5: Statistics and Probability

Module 6: Geometry

### Summary of Year

Grade 7 mathematics is about (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

**Key Areas of Focus for Grade 7:** Ratios and proportional reasoning; arithmetic of rational numbers

### Rationale for Module Sequence in Grade 7

In Module 1, students build on their Grade 6 experiences with ratios, unit rates, and fraction division to analyze proportional relationships. They decide whether two quantities are in a proportional relationship, identify constants of proportionality, and represent the relationship by equations. These skills are then applied to real-world problems including scale drawings. Providence Creek Academy moved this to after M3 after finding that students were better able to reach mastery if they began with Rational Numbers.

PCA Students begin the year by continuing to build an understanding of the number line in Module 2 from their work in Grade 6. They learn to add, subtract, multiply, and divide rational numbers. Module 2 includes rational numbers as they appear in expressions and equations—work that is continued in Module 3.

### Major Emphasis Clusters

Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.



Module 3 consolidates and expands students' previous work with generating equivalent expressions and solving equations. Students solve real-life and mathematical problems using numerical and algebraic expressions and equations. Their work with expressions and equations is applied to finding unknown angles and problems involving area, volume, and surface area.

Module 4 parallels Module 1's coverage of ratio and proportion but this time with a concentration on percent. Problems in this module include simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error. Additionally, this module includes percent problems about populations, which prepare students for probability models about populations covered in the next module.

In Module 5, students learn to draw inferences about populations based on random samples. Through the study of chance processes, students learn to develop, use, and evaluate probability models.

The year concludes with students drawing and constructing geometrical figures in Module 6. They also revisit unknown angle, area, volume, and surface area problems, which now include problems involving percentages of areas or volumes.

### Alignment Chart<sup>10</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
<p><b>Module 1: (After Module 3)</b>  <b>Ratios and Proportional Relationships</b>            (30 days)</p>	<p><b>Analyze proportional relationships and use them to solve real-world and mathematical problems.<sup>11</sup></b></p> <p><b>7.RP.A.1</b> Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks <math>\frac{1}{2}</math> mile in each <math>\frac{1}{4}</math> hour, compute the unit rate as the complex fraction <math>\frac{1/2}{1/4}</math> miles per hour, equivalently 2 miles per hour.</i></p> <p><b>7.RP.A.2</b> Recognize and represent proportional relationships between quantities.</p> <p>a. 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.</p>

<sup>10</sup>When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

<sup>11</sup>Percent and proportional relationships are covered in Module 4.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
	<p>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>c. Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i></p> <p>d. Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.</p> <p><b>7.RP.A.3</b> Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p> <p><b>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.<sup>12</sup></b></p> <p><b>7.EE.B.4<sup>13</sup></b> 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.</p> <p>a. Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> 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. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p><b>Draw, construct, and describe geometrical figures and describe the relationships between them.<sup>14</sup></b></p> <p><b>7.G.A.1</b> 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.</p>

<sup>12</sup> The balance of this cluster is taught in Modules 2, 3, and 4.

<sup>13</sup> In this module, the equations are derived from ratio problems. 7.EE.B.4a is returned to in Module 2 and Module 3.

<sup>14</sup> 7.G.A.1 is also covered in Module 4. The balance of this cluster is taught in Module 6.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
<p><b>Module 2:</b> <b>Rational Numbers</b> (30 days)</p>	<p><b>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</b></p> <p><b>7.NS.A.1</b> 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.</p> <ol style="list-style-type: none"> <li>Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i></li> <li>Understand <math>p + q</math> as the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> 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.</li> <li>Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math>. 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.</li> <li>Apply properties of operations as strategies to add and subtract rational numbers.</li> </ol> <p><b>7.NS.A.2</b> Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <ol style="list-style-type: none"> <li>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 <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</li> <li>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 <math>p</math> and <math>q</math> are integers, then <math>-(p/q) = (-p)/q = p/(-q)</math>. Interpret quotients of rational numbers by describing real-world contexts.</li> <li>Apply properties of operations as strategies to multiply and divide rational numbers.</li> </ol>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
	<p>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.</p> <p><b>7.NS.A.3</b> Solve real-world and mathematical problems involving the four operations with rational numbers.<sup>15</sup></p> <p><b>Use properties of operations to generate equivalent expressions.</b><sup>16</sup></p> <p><b>7.EE.A.2</b><sup>17</sup> 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. <i>For example, <math>a + 0.05a = 1.05a</math> means that “increase by 5%” is the same as “multiply by 1.05.”</i></p> <p><b>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</b><sup>18</sup></p> <p><b>7.EE.B.4</b><sup>19</sup> 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.</p> <p>a. Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> 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. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p>
<p><b>Module 3:</b> <b>Expressions and Equations</b> (35 days)</p>	<p><b>Use properties of operations to generate equivalent expressions.</b></p> <p><b>7.EE.A.1</b> Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p><b>7.EE.A.2</b> 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. <i>For example, <math>a + 0.05a = 1.05a</math> means</i></p>

<sup>15</sup> Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

<sup>16</sup> The balance of this cluster is taught in Module 3.

<sup>17</sup> In this module, this standard is applied to expressions with rational numbers in them.

<sup>18</sup> The balance of this cluster is taught in Module 3.

<sup>19</sup>In this module the equations include negative rational numbers.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
	<p style="text-align: center;"><i>that “increase by 5%” is the same as “multiply by 1.05.”</i></p> <p><b>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</b></p> <p><b>7.EE.B.3<sup>20</sup></b> 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. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p> <p><b>7.EE.B.4</b> 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.</p> <p><i>a. Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> 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. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p><i>b. Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i></p>

<sup>20</sup> Problems in this module take on any form but percent, which is included in Module 4.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
	<p><b>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</b> <sup>21</sup></p> <p><b>7.G.B.4</b> 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.</p> <p><b>7.G.B.5</b> 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.</p> <p><b>7.G.B.6</b> 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.</p>
<p><b>Module 4:</b> <b>Percent and Proportional Relationships</b><sup>22</sup> (25 days)</p>	<p><b>Analyze proportional relationships and use them to solve real-world and mathematical problems.</b></p> <p><b>7.RP.A.1</b> Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks <math>\frac{1}{2}</math> mile in each <math>\frac{1}{4}</math> hour, compute the unit rate as the complex fraction <math>\frac{1/2}{1/4}</math> miles per hour, equivalently 2 miles per hour.</i></p> <p><b>7.RP.A.2</b> Recognize and represent proportional relationships between quantities.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</li> <li>Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i></li> </ol>

<sup>21</sup> Emphasis of 7.G.B.5 and 7.G.B.6 in this module is on solving equations. The standards are returned to in Module 6.

<sup>22</sup> The emphasis in this module is on percent.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
	<p>d. Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.</p> <p><b>7.RP.A.3</b> Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p> <p><b>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</b><sup>23</sup></p> <p><b>7.EE.B.3</b> 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. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p> <p><b>Draw, construct, and describe geometrical figures and describe the relationships between them.</b><sup>24</sup></p> <p><b>7.G.A.1</b> 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.</p>
<p><b>Module 5:</b> <b>Statistics and Probability</b> (25 days)</p>	<p><b>Use random sampling to draw inferences about a population.</b></p> <p><b>7.SP.A.1</b> 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.</p>

<sup>23</sup> 7.EE.B.3 is introduced in Module 3. The balance of this cluster was taught in the first three modules.

<sup>24</sup> 7.G.A.1 is introduced in Module 1. The balance of this cluster is taught in Module 6.



Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
	<p><b>7.SP.A.2</b> 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. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i></p> <p><b>Draw informal comparative inferences about two populations.</b></p> <p><b>7.SP.B.3</b> 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. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i></p> <p><b>7.SP.B.4</b> Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></p> <p><b>Investigate chance processes and develop, use, and evaluate probability models.</b></p> <p><b>7.SP.C.5</b> 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 <math>\frac{1}{2}</math> indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p><b>7.SP.C.6</b> 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. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p> <p><b>7.SP.C.7</b> 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.</p>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
	<p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p> <p><b>7.SP.C.8</b> Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a. 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.</p> <p>b. 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.</p> <p>c. Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p>
<p><b>Module 6:</b> <b>Geometry</b> (35 days)</p>	<p><b>Draw, construct, and describe geometrical figures and describe the relationships between them.</b><sup>25</sup></p> <p><b>7.G.A.2</b> 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.</p>

<sup>25</sup>The balance of this cluster is taught in Modules 1 and 4.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 7 Modules
	<p><b>7.G.A.3</b> Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p> <p><b>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</b><sup>26</sup></p> <p><b>7.G.B.5</b> 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.</p> <p><b>7.G.B.6</b> 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.</p>

<sup>26</sup> 7.G.B.4 is taught in Module 3; 7.G.B.5 and 7.G.B.6 are introduced in Module 3.

## Sequence of Grade 8 Modules Aligned with the Standards

Module 1: Integer Exponents and Scientific Notation

Module 2: The Concept of Congruence

Module 3: Similarity

Module 4: Linear Equations

Module 5: Examples of Functions from Geometry

Module 6: Linear Functions

Module 7: Introduction to Irrational Numbers Using Geometry

### Summary of Year

Grade 8 mathematics is about (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean theorem.

**Key Area of Focus for Grade 8:** Linear algebra

### Rationale for Module Sequence in Grade 8

This year begins with students extending the properties of exponents to integer exponents in Module 1. They use the number line model to support their understanding of the rational numbers and the number system. The number system is revisited at the end of the year (in Module 7) to develop the *real* number line through a detailed study of irrational numbers.

#### Major Emphasis Clusters

##### Expressions and Equations

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

##### Functions

- Define, evaluate, and compare functions.

##### Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean theorem.

In Module 2, students study congruence by experimenting with rotations, reflections, and translations of geometrical figures. Their study of congruence culminates with an introduction to the Pythagorean theorem in which the teacher guides students through the “square-within-a-square” proof of the theorem. Students practice the theorem in real-world applications and mathematical problems throughout the year. (In Module 7, students learn to prove the Pythagorean theorem on their own and are assessed on that knowledge in that module.)

The experimental study of rotations, reflections, and translations in Module 2 prepares students for the more complex work of understanding the effects of dilations on geometrical figures in their study of similarity in Module 3. They use similar triangles to solve unknown angle, side length and area problems. Module 3 concludes with revisiting a proof of the Pythagorean theorem from the perspective of similar triangles.

In Module 4, students use similar triangles learned in Module 3 to explain why the slope of a line is well-defined. Students learn the connection between proportional relationships, lines, and linear equations as they develop ways to represent a line by different equations (e.g.,  $y = mx + b$ ,  $y - y_1 = m(x - x_1)$ ). They analyze and solve linear equations and pairs of simultaneous linear equations. The equation of a line provides a natural transition into the idea of a function explored in the next two modules.

Students are introduced to functions in the context of linear equations and area/volume formulas in Module 5. They define, evaluate, and compare functions using equations of lines as a source of linear functions and area and volume formulas as a source of non-linear functions.

In Module 6, students return to linear functions in the context of statistics and probability as bivariate data provides support in the use of linear functions.

By Module 7, students have been using the Pythagorean theorem for several months. They are sufficiently prepared to learn and explain a proof of the theorem on their own. The Pythagorean theorem is also used to motivate a discussion of irrational square roots (irrational cube roots are introduced via volume of a sphere). Thus, as the year began with looking at the number system, so it concludes with students understanding irrational numbers and ways to represent them (radicals, non-repeating decimal expansions) on the real number line.

Alignment Chart<sup>27</sup>

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 8 Modules
<b>Module 1:</b> <b>Integer Exponents and Scientific Notation</b> (20 days)	<b>Work with radicals and integer exponents.<sup>28</sup></b> <p><b>8.EE.A.1</b> Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, <math>3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27</math>.</i></p> <p><b>8.EE.A.3</b> 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. <i>For example, estimate the population of the United States as <math>3 \times 10^8</math> and the population of the world as <math>7 \times 10^9</math>, and determine that the world population is more than 20 times larger.</i></p> <p><b>8.EE.A.4</b> 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.</p>
<b>Module 2:</b> <b>The Concept of Congruence</b> (25 days)	<b>Understand congruence and similarity using physical models, transparencies, or geometry software.<sup>29</sup></b> <p><b>8.G.A.1</b> Verify experimentally the properties of rotations, reflections, and translations:</p> <ol style="list-style-type: none"> <li>Lines are taken to lines, and line segments to line segments of the same length.</li> <li>Angles are taken to angles of the same measure.</li> <li>Parallel lines are taken to parallel lines.</li> </ol> <p><b>8.G.A.2</b> 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.</p>

<sup>27</sup> When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.

<sup>28</sup> 8.EE.A.2 is covered in Module 7.

<sup>29</sup> 8.G.A.3, 8.G.A.4, and the balance of 8.G.A.5 are taught in Module 3.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 8 Modules
	<p><b>8.G.A.5<sup>30</sup></b> 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. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i></p> <p><b>Understand and apply the Pythagorean Theorem.<sup>31</sup></b></p> <p><b>8.G.B.6<sup>32</sup></b> Explain a proof of the Pythagorean Theorem and its converse.</p> <p><b>8.G.B.7<sup>33</sup></b> Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p>
<p><b>Module 3:</b> <b>Similarity</b> (25 days)</p>	<p><b>Understand congruence and similarity using physical models, transparencies, or geometry software.<sup>34</sup></b></p> <p><b>8.G.A.3</b> Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p> <p><b>8.G.A.4</b> 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.</p> <p><b>8.G.A.5</b> 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. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i></p>

<sup>30</sup> Congruence is addressed in this module. The balance of this standard (similarity) is taught in Module 3.

<sup>31</sup> 8.G.B.6 and 8.G.B.7 are also taught in Module 3. The balance of 8.G.B.6 and 8.G.B.7 are covered in Module 7, along with standard 8.G.B.8.

<sup>32</sup> The Pythagorean theorem is proved in this module guided by the teacher (square within a square proof). Students are not responsible for explaining a proof until Module 7.

<sup>33</sup> This standard is started in this module and practiced during the year. No solutions that involve irrational numbers are introduced until Module 7.

<sup>34</sup>The balance of this cluster is taught in Module 1.



Module and Approximate Number of Instructional Days	Standards Addressed in Grade 8 Modules
	<p><b>Understand and apply the Pythagorean Theorem.</b><sup>35</sup></p> <p><b>8.G.B.6</b><sup>36</sup> Explain a proof of the Pythagorean Theorem and its converse.</p> <p><b>8.G.B.7</b><sup>37</sup> Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p>
<p><b>Module 4:</b> <b>Linear Equations</b> (40 days)</p>	<p><b>Understand the connections between proportional relationships, lines, and linear equations.</b></p> <p><b>8.EE.B.5</b> Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i></p> <p><b>8.EE.B.6</b> Use similar triangles to explain why the slope <math>m</math> is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation <math>y = mx</math> for a line through the origin and the equation <math>y = mx + b</math> for a line intercepting the vertical axis at <math>b</math>.</p> <p><b>Analyze and solve linear equations and pairs of simultaneous linear equations.</b></p> <p><b>8.EE.C.7</b> Solve linear equations in one variable.</p> <ol style="list-style-type: none"> <li>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 <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).</li> <li>Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</li> </ol>

<sup>35</sup> 8.G.B.6 and 8.G.B.7 are also taught in Module 2. The balance of standards 8.G.B.6 and 8.G.B.7 are covered in Module 7, along with standard 8.G.B.8.

<sup>36</sup> The Pythagorean theorem is proved in this module with guidance by the teacher (proof using similar triangles). Students are not responsible for explaining a proof until Module 7.

<sup>37</sup> This standard is started in this module and practiced during the year. No solutions that involve irrational numbers are introduced until Module 7.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 8 Modules
	<p><b>8.EE.C.8</b> Analyze and solve pairs of simultaneous linear equations.</p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, <math>3x + 2y = 5</math> and <math>3x + 2y = 6</math> have no solution because <math>3x + 2y</math> cannot simultaneously be 5 and 6.</i></li> <li>c. Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i></li> </ul>
<p><b>Module 5:</b>  <b>Examples of Functions from Geometry</b>            (15 days)</p>	<p><b>Define, evaluate, and compare functions.</b><sup>38</sup></p> <p><b>8.F.A.1</b> 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.<sup>39</sup></p> <p><b>8.F.A.2</b> Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i></p> <p><b>8.F.A.3</b> Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function <math>A = s^2</math> giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i></p>

<sup>38</sup> Linear and non-linear functions are compared in this module using linear equations and area/volume formulas as examples.

<sup>39</sup> Function notation is not required in Grade 8.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 8 Modules
	<p><b>Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</b></p> <p><b>8.G.C.9<sup>40</sup></b> Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p>
<p><b>Module 6:</b> <b>Linear Functions</b> (20 days)</p>	<p><b>Use functions to model relationships between quantities.</b></p> <p><b>8.F.B.4</b> 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 <math>(x, y)</math> 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.</p> <p><b>8.F.B.5</b> 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.</p> <p><b>Investigate patterns of association in bivariate data.<sup>41</sup></b></p> <p><b>8.SP.A.1</b> 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.</p> <p><b>8.SP.A.2</b> 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.</p> <p><b>8.SP.A.3</b> Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i></p>

<sup>40</sup> Solutions that introduce irrational numbers are not introduced until Module 7.

<sup>41</sup> 8.SP standards are used as applications to the work done with 8.F standards.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 8 Modules
	<p><b>8.SP.A.4</b> 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. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i></p>
<p><b>Module 7:</b> <b>Introduction to Irrational Numbers Using Geometry</b> (35 days)</p>	<p><b>Know that there are numbers that are not rational, and approximate them by rational numbers.</b></p> <p><b>8.NS.A.1</b> 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.</p> <p><b>8.NS.A.2</b> 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., <math>\pi^2</math>). <i>For example, by truncating the decimal expansion of <math>\sqrt{2}</math>, show that <math>\sqrt{2}</math> is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i></p> <p><b>Work with radicals and integer exponents.</b><sup>42</sup></p> <p><b>8.EE.A.2</b> Use square root and cube root symbols to represent solutions to equations of the form <math>x^2 = p</math> and <math>x^3 = p</math>, where <math>p</math> is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that <math>\sqrt{2}</math> is irrational.</p> <p><b>Understand and apply the Pythagorean Theorem.</b></p> <p><b>8.G.B.6</b> Explain a proof of the Pythagorean Theorem and its converse.</p> <p><b>8.G.B.7</b> Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> <p><b>8.G.B.8</b> Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p>

<sup>42</sup>The balance of this cluster is taught in Module 1.

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 8 Modules
	<p><b>Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</b></p> <p><b>8.G.C.9</b> Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.<sup>43</sup></p>

<sup>43</sup>Solutions that introduce irrational numbers are allowed in this module.

Eureka Math is available to the public free of charge, and is available [here](#). All units from K – 8 are the open source material formerly known as Engage NY. Providence Creek Academy classroom have the full complement of manipulatives to accompany each unit.

## **Appendix 2 - Curriculum Documents :: Art K-8**



# Providence Creek Academy Art Curriculum Overview 2020

[Click here for our 19-20 Virtual Art Show](#)

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At Providence Creek Academy, we strive to educate the whole child on a foundation of academics, athletics, and the arts. Our Visual Arts curriculum reflects that belief. Teachers combine the Elements and Principles of Art Scope and Sequence with the Media Skills Scope to facilitate student learning as children create, present, respond to, and connect with the visual arts.



# PCA Elements and Principles of Art Scope and Sequence

	K	1	2	3	4	5	6	7	8
Line	Naming lines Describing line qualities Drawing lines	Naming lines Describing line qualities Drawing lines Horizontal Vertical	Descriptive Expressive Outline	Descriptive Expressive Linear Design	Contour Descriptive Expressive	Contour Descriptive Expressive	Hatch Crosshatch Implied line Gesture Direction	Hatch Crosshatch Implied line Direction Gesture	Sketched Implied Line
Shape	Naming shapes Describing shapes Drawing shapes	Naming shapes Irregular (“No Name”) shapes	Characteristics Of 2-D shapes	Organic Geometric 3-D Shapes	Organic Geometric Letters, Numbers, Symbols Symmetry	Organic Geometric Silhouettes 3-D shapes in perspective	Creating 3-D	Creating 3-D	Creating 3-D
Color	Primary Secondary Warm Cool	Primary Secondary Warm Cool Color wheel ROYGBIV	Primary Secondary Warm Cool Color wheel ROYGBIV	Mixing colors Color wheel Warm & Cool Primary Secondary Value – Tint & Shade	Intermediate Mixing colors Color wheel Warm & Cool Primary Secondary	Intermediate Mixing colors Color wheel Warm & Cool Primary Secondary	Hue Tints & Shade Monochromatic Analogous Complementary Color Families Scale	Hue Tints & Shade Monochromatic Analogous Complementary Value Scale	Value Contrast
Space	Small, medium, Large Front Middle Behind	Small, medium, Large Location on plane Overlapping	Illusion of depth Size Foreground Middle ground Background	Foreground Middle ground Background Size and detail Positive Negative	Proportion Foreshortening 1-pt Perspective	Proportion Foreshortening 2-pt Perspective	Proportion Foreshortening Perspective	Proportion Foreshortening Perspective	Proportion Foreshortening Perspective Division of picture plane
Form	Paper Ceramic	Paper Ceramic	Characteristics of 3-D Ceramic Paper Sculpture	Characteristics of 3-D Sculpture Modeled Relief Ceramic Paper	Sculpture Modeled Realistic Subtractive Mobile Relief	Stylized Sculpture Modeled Realistic Subtractive Mobile Relief	Sculpture Modeled Realistic Subtractive	Sculpture Modeled Realistic In the round Additive Armature	Sculpture Modeled Realistic In the round Additive Armature

<b>Texture</b>	Recognize Texture	Identify texture as: soft, smooth, rough, bumpy, etc.	Identify texture as: soft, smooth, rough, bumpy, etc.	Identify texture as: soft, smooth, rough, bumpy, etc. Create texture Actual v. Implied			Creating texture through crosshatching, stippling, shading, actual vs. implied	Creating texture through crosshatching, stippling, shading, actual vs. implied	Creating texture through drawing media: pencils, charcoal, colored pencils, etc., actual vs. implied
<b>Balance</b>			Identify symmetrical objects	Identify symmetrical & asymmetrical objects	Identify & create radial designs	Identify & create radial designs	Understanding and creating an interesting composition	Understanding and creating an interesting composition	Understanding and creating an interesting composition
<b>Unity</b>	Grouping similar things together Categorizing	Recognizing similarities and differences	Recognizing similarities and differences	Understanding how art can have common themes	Understanding how art can have common themes	Understanding how art can have common themes	Putting artworks together for display with a common theme	Putting artworks together for display with a common theme	Putting artworks together for display with a common theme
<b>Emphasis</b>	Creating emphasis using color & line	Creating emphasis using color, line, & shape	Identify & create objects in focus	Create emphasis using focus & detail	Create emphasis using repetition, and big & bold	Create emphasis using repetition, and big & bold	Create emphasis using detail, contrast, focus, & repetition	Create emphasis using detail, contrast, focus, & repetition	Create emphasis using detail, contrast, focus, & repetition
<b>Variety</b>	Identify variety of lines, color	Identify varieties of shapes	Identify varieties of depth	Creating varieties of texture	Creating varieties of form	Creating and identifying varieties of space	Creating & identifying varieties of lines & textures	Creating & identifying varieties of lines & textures	Identifying varieties of drawing media using lines & texture, value, & color
<b>Pattern</b>	Pattern: Line Shape Color	Pattern: Line Shape Color	Pattern: Line Shape Color	Pattern Visual Movement Multiples	Pattern Motifs	Pattern Motifs Style Figures	Pattern Motifs Style Figures Transformation	Pattern Motifs Style Figures Transformation	Pattern Motifs Style Figures Transformation
<b>Movement</b>	Identifying motions	Describing motion	Showing motion: Action lines	Showing motion: curved, lines, action lines, tones Optical Illusions					

Delaware Visual Art Standards									
	K	1	2	3	4	5	6	7	8
	<a href="#">Click here for virtual arts standards at a glance.</a>								
Creating	AS 1: Generate & conceptualize artistic ideas & works AS 2: Organize & develop artistic ideas & work AS 3: Refine & complete artistic work								
Presenting	AS 4: Select, analyze, & interpret artistic work for presentation AS 5: Develop & refine artistic techniques & work for presentation AS 6: Convey meaning through the presentation of artistic work								
Responding	AS 7: Perceive & analyze artistic work AS 8: Interpret intent & meaning in artistic work AS 9: Apply criteria to evaluate artistic work								
Connecting	AS 10: Synthesize & relate knowledge & personal experiences to make art AS 11: Relate artistic ideas & works with societal, cultural, & historical context to deepen understanding								

## PCA Media Skills Scope and Sequence

	K	1	2	3	4	5	6	7	8
Drawing	Lines Shapes Stencils Crayons, colored pencils, pastels	Guided drawing Lines Shapes Outlining objects Oil pastels	Guided drawing Lines Shapes Outlining Oil pastels	Contour lines Relative size and detail Drawing from observation	1-pt perspective Understanding value in terms of depth of space	2-pt perspective Understanding value in terms of depth of space	Drawing a grid Self-portrait Charcoal, sharpie, Colored pencil Stippling Crosshatching	Drawing a grid Self-portrait Charcoal, sharpie, Colored pencil Stippling Crosshatching	Drawing a grid Self-portrait Drawing to scale from Observation Pastels
Painting	Tempera Watercolor Basic brushstrokes Paintbrush care Watercolor resist-crayons	Tempera Watercolor Basic brushstrokes Paintbrush care Cleaning brushes Watercolor resist-crayons Landscapes	Tempera Watercolor Watercolor wash Mixing secondary colors	Tempera Watercolor Mixing values	Tempera Watercolor Mixing second and tertiary colors	Tempera Watercolor	Tempera Watercolor Acrylic Landscape Self-Portrait	Tempera Watercolor Acrylic Landscape Self-Portrait	Tempera Watercolor Acrylic En plein air Portrait
Sculpture	Clay slab Identifying difference between sculpture and painting	Clay pinch pots Identifying difference between sculpture and painting	Clay Paper	Clay pinch pot and coiling	Clay Hand building	Clay Hand building	Plaster Clay	Plaster Clay	Plaster Clay
Textiles	Collaging different materials Recognizing fabric materials	Collaging different materials Recognizing fabric materials	Paper weaving	Metal repousse, Weaving, coiling	Fingerknitting Coiling, weaving	Fingerknitting Coiling, weaving	Fingerknitting, felting	Fingerknitting, felting	Embroidery
Printmaking	Rubbing Stamping	Relief, Styrofoam Stamping	Monoprinting	Monoprinting	Monoprinting	Monoprinting	Screen printing	Screen printing	Relief Linocut

<b>Kindergarten Color Unit: Stage 1- Desired Results</b>	
<p><b>Established Goals:</b> Kindergarten students strive to develop excellence through practice and reflection.</p> <p><u>Primary Standard:</u> VA:Cr3.1.Ka (Explain the process of making art while creating),</p> <p><u>Secondary Standard:</u> VA:Cr2.2.Ka (Identify safe and non-toxic art materials)</p> <p>Media Unit: Color</p>	
<p><b>Understandings:</b></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• The color wheel is made up of primary and secondary colors.</li> <li>• Colors are categorized in groups called warm and cool colors.</li> <li>• We associate warm and cool colors with objects in our world.</li> <li>• We associate color with emotions.</li> <li>• We can explain how our art was made</li> </ul>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are the primary colors?</li> <li>2. What are the secondary colors?</li> <li>3. What are the warm colors? What do we associate warm colors with?</li> <li>4. What are the cool colors? What do we associate cool colors with?</li> <li>5. How are colors associated with emotions?</li> <li>6. How can we make art?</li> </ol>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• To differentiate between primary and secondary colors</li> <li>• Colors can be used to express emotion</li> </ul>	<p><b>Students will be able to...</b></p> <ol style="list-style-type: none"> <li>1. Identify primary and secondary colors.</li> <li>2. Categorize colors into warm and cool color groups.</li> <li>3. Explain how colors can be associated with emotions.</li> </ol>
<b>Stage 2- Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Create a painting using only the primary colors. (<b>sample attached</b>)</li> <li>• Create a painting using only secondary colors.</li> <li>• Create a painting using warm and cool color</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• <b>Attached</b> rubric for Mondrian Paintings</li> <li>• Color Quiz</li> </ul>
<p><b>Timeline: 45 minute classes, 2x per week.</b> <b>This unit will take approximately 3 weeks.</b></p>	<p><b>Depth of Knowledge (DOK):</b></p> <p>Level 1: Describe how we can create art?</p> <p>Level 2: Why can we follow the same steps and have different artistic results?</p>
<b>Stage 3- Learning Plan</b>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Sing along with the Colors song <a href="https://www.youtube.com/watch?v=N8yuyekP_So&amp;list=PL7jE1p9Uob1di6kfoD6j7fZ4Z0FEKj8NV&amp;index=5">https://www.youtube.com/watch?v=N8yuyekP_So&amp;list=PL7jE1p9Uob1di6kfoD6j7fZ4Z0FEKj8NV&amp;index=5</a></li> <li>• Mouse Paint by Ellen Stoll Walsh</li> <li>• Mondrian's Composition II in Red, Blue, and Yellow (attached)</li> </ul>	

# Mondrian's Primary Colors!!

Lesson Developed by: Lorelei Gerstemeier

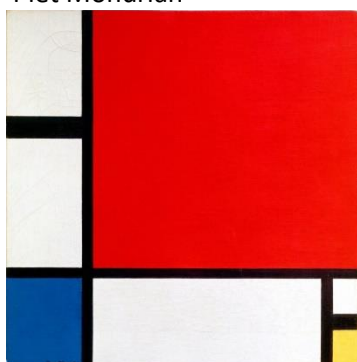
**Enduring Idea:** Throughout time and across cultures artists utilize the elements and principles of art and design in their artwork.

**Grade:** Kindergarten

**Time Allotment:** 4 days

## Artists/Artifacts:

Piet Mondrian



## Lesson Summary

This Kindergarten lesson is designed to introduce students to the idea that art can be a process. For many students, Kindergarten Art class is the first time that they are exposed to abstract art, so is an exceptional vehicle for both introducing them to something new and exposing them to the process of art. This project generates excitement and sets the stage for future art projects in genres that may be new to them.

When students are able to tell about how they made art, they lay the foundation for evaluation and critique. This project uses primary colors and cubism to allow children the freedom to create and explore these ideas within a structure. The use of art supplies and safety is a heavy focus in kindergarten and is a constant throughout the year.

## DE Visual Art Standards

Anchor Standards	Performance Standard	I CAN Statements
VA:Cr3.1.Ka	Explain the process of making art while creating.	I CAN tell about how I make art.
VA:Cr2.2.Ka	Identify safe and non-toxic art materials, tools, and equipment.	I CAN be safe when using art supplies.

### Key Concepts

1. We can use a process for making art.
2. Red, blue, and yellow are primary colors.
3. Piet Mondrian is a painter who used primary colors a lot in his art.
4. Cubism is the idea that cubes, squares, and rectangles of all different sizes are used to make up a piece of artwork.
5. Collage is adding different materials onto a piece of artwork.
6. Abstract is the idea that a painting does not have a recognizable image and does not represent anything, but uses many lines, shapes, colors, and or forms.

### Essential Questions

1. What is our process for making art?
2. What are the primary colors?
3. Who is Piet Mondrian?
4. What is cubism?
5. Why can a collage be considered art?
6. Do you think abstract is interesting artwork?
7. How can I be safe when using art supplies?

### Objectives

- Knowledge: The students will identify the primary colors. The students will identify the square/ rectangular shapes in Piet Mondrian’s painting Composition in Red, Blue, and Yellow. The students will utilize the vocab terms cubism, collage, and abstract.
- Skills: The students will safely create their own Piet Mondrian inspired painting using paint and gluing strips of black paper. The students will use collaging and painting.
- Disposition: students will reflect on how art is made and how they can use a process to make art.

See [PCA Virtual Art Show](#) 0:27 mark for a student sample from this unit.

### Instructional Procedures

#### Day 1

1. **Hook 15 mins:** The instructor will play the Colors song on YouTube and ask the students to recall the primary colors. Students will then analyze a picture of Piet Mondrian's Painting *Composition in Red, Blue, and Yellow*. Students will describe what they notice in the painting. Students will discuss Cubism as the idea that cubes, squares, and rectangles of all different sizes are used to make up a piece of artwork. Then the class will watch a short video on Piet Mondrian.
2. **Development 25 mins:** The instructor will demonstrate the proper way to use the glue sticks to glue 4 horizontal strips of black paper onto their paper and 3 vertical strips of black paper onto their white paper. Students will practice saying the word, "collage" and discuss its meaning. Collage is adding different material onto a piece of artwork like gluing paper onto their paintings. Students will return to their tables and get out their glue sticks. When the class helper passes out white pieces of paper to each student the students will write their names on the back of their paper. Students will each receive 7 thin and thick strips of black paper. Students will glue 3 vertical and 4 horizontal onto their papers.
3. **Closure 15 mins:** Students will take two minutes to share their progress at their student tables, taking turns to explain their process so far and to discuss how what they are doing is creating art. Students will practice the vocabulary word, "collage" and then store their papers in their table folders. Each table will follow clean-up art procedures.

## Day 2

1. **Hook 10 mins:** The instructor will have the students sit on the carpet and ask the students to look at Mondrian's painting, *Composition of Red, Blue, and Yellow* and to recall the things we talked about last class. Students will take notice of the white spaces and discuss whether Mondrian painted all his squares or left some blank. Why might he have done so? The instructor will demonstrate how to use paint to fill in some of the squares and rectangles with red, blue, and yellow paint. Students will briefly brainstorm paint and paint safety.
2. **Development 30 mins:** Students will return to their seats. The instructor will give tables jobs to pass out materials; one table will pass out paper plates with paint on it, one table will pass out messy mats, and one table will pass out water cups with paint brushes. Students will next paint a few of the squares of their choice with red, yellow, and blue paint. Once they are finished they will walk their paintings over to the drying rack and place it on a shelf.
3. **Closure 10 mins:** Students will take two minutes to share their progress at their student tables, taking turns to explain how they are creating art. Students will practice using the vocabulary terms "collage" and "cubism" in their discussion. The instructor will give tables clean up jobs; one table will collect paint plates and place it on the counter, one table will collect water cups with paint brushes, one table will collect messy mats and put them in the bin, and one table will wipe down tables. Once all the tables are clean the instructor will call tables that are clean and ready to line up on the green line.

## Day 3



1. **Hook 15 mins:** Students will sit on the carpet to observe a finished Mondrian painting. The instructor will have the students with a show of thumbs; if they think they doing well thumbs up, if they think they are almost finished thumbs to the side, and if they need some help thumbs down. Students will review safety through a sixty second turn and talk.
2. **Development 25 mins:** Students will return to their seats. The instructor will give tables jobs to pass out materials; one table will pass out paper plates with paint on it, one table will pass out messy mats, and one table will pass out water cups with paint brushes. The instructor will have the students paint a few of the squares with red, yellow, and blue paint. Once they are finished they will walk their paintings over to the drying rack and place it on a shelf. Instructor will begin assessing student by calling students back to conference.
4. **Closure 10 mins:** Students will take two minutes to share their artistic progress at their student tables, practicing the use of vocabulary words collage and cubism as they take turns to discuss how they are creating art. The instructor will give tables clean up jobs; one table will collect paint plates and place it on the counter, one table will collect water cups with paint brushes, one table will collect messy mats and put them in the bin, and one table will wipe down tables. Once all the tables are clean the instructor will call tables that are clean and ready to line up on the green line.

#### **Day 4**

1. **Hook 5 mins:** Students will gather on the carpet. The instructor will hold up a finished Mondrian Collaged Painting and ask the students to recall how we made them. Then the instructor will ask the students why they think we made them. Students will ponder the purpose of using famous artwork for inspiration.
2. **Development & Assessment, 35 mins:** The instructor will show short section of a video on cubism and abstract art. The students will display their finished Mondrian paintings at their seat and do a “gallery walk” with timed stations to analyze the work of their peers. Teacher will assess students during the gallery walk.
3. **Discussion 10 mins:** Class discussion: How do we create art? What are the primary colors? Who was the artist we talked about? What is it called when you use different size and shape squares in an artwork? What is it called when you add different materials on a piece of artwork? What is it called when you make an artwork out of lines, shapes, and colors? How did we all follow the same directions and use the same colors but our projects are unique? How did we choose safe materials?

#### **Accommodations**

Students with motor skill difficulties may get assistance gluing their black strips of paper onto their white paper. Students with fine motor difficulties may use a bigger paint brush.

**Assessment**

- Formative: The instructor will informally assess the student's knowledge by asking them to recall the primary colors as well as collage, abstract, and the name of the artist as "exit tickets".
- Summative: The instructor will formally assess the student's knowledge verbally using the attached rubric during the Gallery Walk.

**Materials**

- White paper
- Strips of black construction paper
- Paint (red, blue, and yellow)
- Glue
- Rubrics for students

**Vocabulary**

- Piet Mondrian
- Collage
- Cubism
- Abstract

**Research/Resources**

<https://www.youtube.com/watch?v=7WqN2hlii1w>  
[https://www.youtube.com/watch?v=rb1\\_xAJwBA](https://www.youtube.com/watch?v=rb1_xAJwBA)  
<https://www.youtube.com/watch?v=UL9JNoI48tY>

## Kindergarten Rubric:

Student conferences with the teacher during the Gallery Walk and is asked to describe the process for creating their art for this project. Teacher may use age-appropriate prompts.

Beginning prompt:

Tell me about how you made this art project?

Follow-up Prompt (sample, will depend on student responses):

What makes this kind of project different from the project we did before this one?

	3	2	1
I can tell about how I make art, color:	Student explains why primary colors were used in their art and, when prompted, defines primary colors.	Student references color in their description of the art, but does not give detail. When prompted, does not describe primary colors.	Student does not reference color in the explanation. When prompted, does not describe primary colors.
I can tell about how I make art, abstract:	Student fully describes why their Mondrian painting is abstract.	Student partially explains why their Mondrian painting is abstract.	Student does not describe why their Mondrian painting is abstract.
I can tell about how I make art, creation:	Student fully describes their process and offers insight on cubism.	Student partially describes their process.	Student does not describe their process.
Comments:			Total:

## 4/5 Color Unit: Stage 1- Desired Results

**Established Goals:** Throughout time and across cultures artists have recognized and created color relationships.

DE Visual Art Standards

VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA:Re9.1.5a Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art- making.

### Understandings:

Students will understand that...

- A color wheel can be created using primary, secondary, and tertiary colors.
- Art vocabulary can be used
- Tertiary colors are created by mixing unequal amounts of the primary colors.

### Essential Questions:

1. What are the primary colors?
2. What are the secondary colors?
3. What is the relationship between the primary, secondary, and tertiary colors?
4. In what ways can color mixing be described as mathematical?

### Students will know...

- How to use mathematical ratios to mix secondary and tertiary colors.

### Students will be able to...

1. Recognize differences in criteria to evaluate art.
2. Use vocabulary to discuss and critique their projects.
3. Create secondary and tertiary colors using mathematical ratios.

## Stage 2- Assessment Evidence

### Performance Tasks:

- Complete a primary, secondary, tertiary, and color wheel order activity along with a video song as an introduction.
- Creating a color wheel using only the primary color paints to mix secondary and tertiary colors with their knowledge of the mathematical ratios of color mixing. **(Attached)**

### Other Evidence:

- Colors Quiz- the students will be able to show their understanding of the order of the color wheel including the tertiary colors.

### DOK:

Level 1: define & describe  
 Level 2: Contrast changes to media and how they impact a possible critique  
 Level 3: Create original artwork within a set of parameters

## Stage 3- Learning Plan

### Learning Activities:

- <https://www.youtube.com/watch?v=XSlIdlQnbpil&list=WL&index=14&t=0s> (Tertiary Colors)
- [https://www.youtube.com/watch?v=N8yuyekP\\_So](https://www.youtube.com/watch?v=N8yuyekP_So) (Primary & Secondary)
- <https://www.youtube.com/watch?v=Gf33ueRXMzQ> (Color order)
- Radial Symmetrical Design Color Wheel **(attached)**

# Radial Symmetrical Design Color Wheel

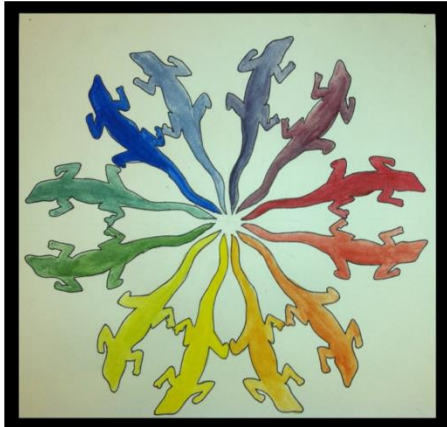
Lesson Developed by: Lorelei Gerstemeier

**Enduring Idea:**

**Grade:** 4<sup>th</sup> & 5<sup>th</sup>

**Time Allotment:** 8 class periods

**Artists/Artifacts:**



## Lesson Summary

This project allows for student creativity and individuality within the parameters of the color wheel. By the end of the project, students will have experimented with color, symmetry, and radial design. They will practice using vocabulary words to inform their critiques, and will begin to recognize differences in criteria used to evaluate different types of art.

## DE Visual Art Standards

Anchor Standards	Performance Standard	I CAN Statements
VA:Cr2.1.5a	Experiment and develop skills in multiple art-making techniques and approaches through practice	I CAN develop my art making skills by experimenting and practicing different techniques.
VA: Re9.1.5a	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.	I CAN recognize differences in criteria used to evaluate different types of art.
VA:Cn10.1.5a	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art- making.	I CAN use my art vocabulary to discuss art and how it relates to the surroundings.

### Key Concepts

1. Secondary colors.
2. Tertiary colors.
3. The result of a mixture of equal or unequal parts.
4. A radial design can provide a framework for an art project.
5. Artists use symmetry for different reasons.
6. Artists use color in their artwork to create vibrancy and dimension.

### Essential Questions

1. What are the primary and secondary colors?
2. In what ways does mixing colors change how art can be viewed?
3. How do the vocabulary terms radial, symmetrical, secondary, and tertiary help people discuss and evaluate art?
4. How do artists use color in their artwork?
5. How can this art be evaluated?

### Objectives

- Knowledge: The students will use the art vocabulary terms primary, secondary, tertiary, radial, and symmetrical to discuss art.
- Skills: The students will create a symmetrical radial design of the 12 colors on the color wheel and place them in the correct order. The students will mix secondary and tertiary colors using only the primary colors.
- Disposition: The students will reflect on why the color wheel order is important and how artists use color in their artwork. The will use color, form, and media as criteria for art evaluation.

### Instructional Procedures

#### Day 1 & 2

1. **Hook 5 mins:** Students will discuss the use of the colored pencils or crayons to fill in their practice activity sheet.
2. **Development 35 mins:** The instructor will play the colors song while students experiment with colored pencils or crayons to fill out their primary colors, secondary colors, warm and cool colors, and ROYGBIV activity sheet.
3. **Closure 5 mins:** The instructor will have the students keep their papers in the folders and clean up. Students will turn and talk to recall the primary, secondary, warm and cool colors and the order of the color wheel and then table share as exit tickets to line up.

### Day 3

1. **Hook 10 mins:** The instructor will demonstrate how to create 12 equal spaced rectangle sections on their final papers and label them the 12 colors in the color wheel.
2. **Development 30 mins:** The students will get 9x12" thick or cardstock papers, a ruler, and a pencil. The students will use their ruler to draw a line in the center of their papers both ways to make a "+" and then draw two lines on their side about 2 inches apart to make 6 rectangles on top and 6 on the bottom for a total of 12 rectangles. The students will write lightly and label all 12 colors in the rectangles.
4. **Closure 5 mins:** Students will turn and talk to recall the primary, secondary, warm and cool colors and the order of the color wheel and then table share as exit tickets to line up. The students will keep their papers in their table folders and put away rulers and pencils.

### Day 4

1. **Hook 5 mins:** The instructor will demonstrate how to paint the primary colors on their papers and how to clean their brushes well before painting a new color. The instructor will demonstrate how to mix equal parts primary colors to make the secondary colors on their second paper plate. Students with jobs will pass out messy mats, paint plates, water cups, brushes and paper towels.
2. **Development 25 mins:** The students will paint the primary colors neatly on their papers. If they finish they may mix primary colors to paint their secondary colors. The students will mix paint on the paper plate before painting on their projects.
3. **Closure 10 mins:** Students will turn and talk at their tables to discuss their project and analyze the work of their peers. The instructor will give tables jobs to clean up. One table will put all papers on the drying rack, one table will collect and throw away paint trays and paper towels, one table will collect messy mats, one table will collect and clean all water cups and brushes, and one table will wipe down tables with a wipe.

### Day 5

1. **Hook 10 min: Students:** Students will brainstorm how to make secondary colors. The instructor will demonstrate how to mix equal parts primary colors to make the secondary colors on their second paper plate. Students will turn and talk and then brainstorm to discuss tertiary colors. The instructor will demonstrate how to paint not

equal parts tertiary colors. Students with jobs will pass out messy mats, paint plates, water cups, brushes and paper towels.

2. **Development 25 mins:** The students will paint the secondary colors neatly on their papers. If they finish they may mix their colors to make tertiary colors. The students will mix paint on the paper plate and not their papers.
3. **Closure 10 min:** Students will analyze their work and that of others at their tables, using “I notice” language to practice vocabulary terms. The instructor will give tables jobs to clean up. One table will put all papers on the drying rack, one table will collect and throw away paint trays and paper towels, one table will collect messy mats, one table will collect and clean all water cups and brushes, and one table will wipe down tables with a wipe.

### **Day 6**

1. **Hook 10 mins:** Students will examine a finished product and brainstorm how to make a symmetrical radial design color wheel. If needed, the instructor will demonstrate how to take their 2x3” rectangle cardstock fold it in half and draw a shape along the fold. The instructor will demonstrate how to cut their shape out making sure not to cut on the fold so that way the shape opens up on the fold. The instructor will again show the example of the finished symmetrical radial design color wheel on the board. The instructor will introduce the words radial design and symmetry. The instructor will demonstrate how to trace their shapes on each color of their painted papers.
2. **Development 30 mins:** The students will get their 2x3” rectangle cardstock fold it in half and draw a shape along the fold. The students will their shape out making sure not to cut on the fold so that way the shape opens up on the fold. The students will trace their symmetrical shape on all 12 of their colors and cut them out.
3. **Closure 10 mins:** The instructor will give each student a paper clip to clip their pieces together. Students will share their progress with one other student and analyze work using “I notice” statements and vocabulary.

### **Day 7:**

1. **Hook 5 min:** Students will listen to the ROYGBIV song as the instructor demonstrates how to line up their shapes on their square piece of paper. Students will discuss ways to put the tertiary colors in between the secondary colors where the two colors next to make the color in between. The instructor will demonstrate how to glue their pieces down flat in a radial design and put their names on the back.
2. **Development 30 mins:** The students will line up their shapes on their square piece of paper and put the tertiary colors in between the secondary colors where the two colors next to make the color in between. The students will glue their pieces down flat in a radial design and put their names on the back.
3. **Closure 10 min:** Students will share their progress with at least one peer and use “I notice” statements and current vocabulary to analyze their projects. The instructor will



have the students turn in their paper clips. When the students are finished they will put their papers in their folders and clean up.

### Day 8:

1. **Hook 5 min:** Students will brainstorm the term “critique”. Students are encouraged to connect their “I notice” statements with this new vocabulary word.
2. **Development 25 mins:** The students will grab their radial design color wheels, rotate to a new seat, and sit with their tables to talk about what each person thinks they did well on their projects and one thing each person could have done to improve their projects. When finished the instructor will have the students sit on the floor with their projects and as a class we will talk about the feedback groups gave. The instructor will ask the students how they think they should be graded on the project what things do they think are important (the painting, the colors, the neatness, the correct order, the gluing, the symmetry and radial design, the cutting, etc.). The instructor will take notes to add any relevant student suggestions to the rubric. Students will turn and talk ways that this project could be adapted to different media. How might that change the ways in which it is critiqued?
3. **Closure 10 min:** Students will complete a reflection sheet (attached).

### Accommodations

Students may work at their own paces and will get one on one differentiation when needed. Students with fine motor difficulties may use a larger brush.  
Students with writing accommodations may be assessed orally.

### Assessment

- **Formative:** The instructor will informally assess the student’s knowledge by asking them to recall the primary, secondary, and tertiary colors as well as the order of the color wheel as “exit tickets”.
- **Summative:** Students will receive feedback on their artwork through the attached rubric. The reflection sheet is photocopied with a rubric on the back (updated to show any student changes). The copy with a rubric is returned to the student with written feedback.

### Materials

- Paint
- Thick paper or cardstock 9x12” about
- Water cups
- Brushes
- Messy mats
- Colors and tertiary colors activity
- 2x3 in rectangle cardstock
- Scissors
- Glue

- Square paper to glue the shapes onto

**Vocabulary**

- Primary colors
- Secondary colors
- Tertiary colors
- Symmetry or symmetrical
- Radial design
- ROYGBIV

**Research/Resources**

[https://www.youtube.com/watch?v=N8yuyekP\\_So](https://www.youtube.com/watch?v=N8yuyekP_So)

<https://www.youtube.com/watch?v=Gf33ueR XMzQ>

<https://www.youtube.com/watch?v=XSldlQnbpil&list=WL&index=14&t=0s>

See [PCA Virtual Art Show](#) 5:20 mark for a student sample of a finished project from this unit.

## ***Color Wheel Radial Symmetrical Design Rubric***

Name: \_\_\_\_\_

Period: \_\_\_\_\_

<p><b><u>Developing Craft-</u></b>  <b>I developed my art making skills by experimenting with this technique.</b></p>	<p>Clear evidence of experimentation creating secondary and tertiary colors using only primary colors. Clear understanding of the correct order of the color wheel and there is a clear difference between each color.</p> <p style="text-align: center;"><b>3</b></p>	<p>Some evidence of experimentation creating secondary and tertiary colors using only primary colors. Painting could be neater and more carefully.</p> <p style="text-align: center;"><b>2</b></p>	<p>Little evidence of experimentation creating secondary and tertiary colors using only primary colors.</p> <p style="text-align: center;"><b>1</b></p>
<p><b><u>Craftsmanship-</u></b>  <b>I developed my art making skills through careful practice.</b></p>	<p>The painting is done carefully and neatly. A symmetrical shape is used to cut out all 12 of the colors. The shapes are aligned in a radial design in the correct color wheel order. Pieces are glued down neatly.</p> <p style="text-align: center;"><b>3</b></p>	<p>The painting is not done carefully and neatly. A symmetrical shape is used to cut out all 12 of the colors, but the shapes are not aligned in a radial design in the correct color wheel order. Pieces could be glued down more neatly.</p> <p style="text-align: center;"><b>2</b></p>	<p>The painting is not done carefully and neatly. A symmetrical shape is used to cut out all 12 of the colors, but the shapes are not aligned in a radial design in the correct color wheel order. Pieces could be glued down more neatly.</p> <p style="text-align: center;"><b>1</b></p>
<p><b><u>Art Vocabulary</u></b>  <b>I used my art vocabulary to discuss art.</b></p>	<p>Understanding of all vocabulary terms is evident on the attached reflection.</p> <p style="text-align: center;"><b>3</b></p>	<p>Some understanding of the primary, secondary and tertiary colors is evident on the attached reflection.</p> <p style="text-align: center;"><b>2</b></p>	<p>Little understanding of primary, secondary and tertiary colors is evident on the attached reflection.</p> <p style="text-align: center;"><b>1</b></p>
<p><b><u>Work Ethic and Perseverance-</u></b>  <b>I devoted time and effort into doing my best on this project.</b></p>	<p>n/a</p>	<p>Worked efficiently, managed time wisely. Positive attitude and perseverance.</p> <p style="text-align: center;"><b>2</b></p>	<p>Required multiple reminders to focus on my project.</p> <p style="text-align: center;"><b>1</b></p>

**Total: \_\_\_\_\_/10 points**



<b>6<sup>th</sup> &amp; 7<sup>th</sup> Grade Value Unit: Stage 1- Desired Results</b>	
<p><b>Established Goals:</b> Throughout time and across cultures artists utilize value through many artistic mediums</p> <p>DE Visual Art Standards:</p> <p>VA: Cr1.2.7a: Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>VA: Re9.1.7a: Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.</p> <p>VA: Cn11.1.7a: Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses</p>	
<p><b>Understandings:</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>Value can be created through a variety of artistic techniques.</li> <li>Criteria can be based on personal feelings or an established set of criteria and those may conflict.</li> <li>Culture can influence art.</li> </ul>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>How can an artist create value?</li> <li>How can this project be critiqued? In what ways might that critique differ?</li> <li>In what ways does value make an object appear more realistic and three dimensional?</li> <li>How can my art be developed to make art that meets the established criteria?</li> </ol>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>How to describe value and value scale.</li> <li>How to create value using different techniques</li> <li>How value makes two dimensional drawings appear more realistic.</li> <li>How Pop Art drives the criteria for critiquing this project.</li> </ul>	<p><b>Students will be able to...</b></p> <ol style="list-style-type: none"> <li>Define value, value scale, hue, tint, shade, realism, cross-hatching, stippling, shading, and texture.</li> <li>Create value scales using many techniques (watercolor, paint, shading, cross-hatching, and stippling).</li> <li>Critique projects according to personal and established criteria.</li> </ol>
<b>Stage 2- Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>The students will practice creating value using many techniques (watercolor, paint, shading, cross-hatching, and stippling).</li> <li>The students will draw two dimensional objects using those value techniques.</li> <li>Reflection</li> </ul>	<p><b>DOK Levels:</b></p> <p><b>Level 2:</b> Create art using value and identify ways to create that value.</p> <p><b>Level 3:</b> Create and discuss Pop Art</p> <p><b>Level 4:</b> Critique according to personal criteria and pop art criteria and discuss why those critiques may be different.</p>
<b>Stage 3- Learning Plan</b>	
<p><b>Learning Activities (These are available for Virtual Instruction):</b></p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=vcNRbP6Sgk8&amp;t=74s">https://www.youtube.com/watch?v=vcNRbP6Sgk8&amp;t=74s</a></li> <li><a href="https://www.youtube.com/watch?v=V9FW3TTal9U&amp;t=11s">https://www.youtube.com/watch?v=V9FW3TTal9U&amp;t=11s</a></li> <li><a href="https://www.youtube.com/watch?v=QqE3A4FsACk&amp;t=323s">https://www.youtube.com/watch?v=QqE3A4FsACk&amp;t=323s</a></li> <li>Watercolor Snack Project (Attached)</li> <li>Shoe Value Project</li> </ul>	

## WATERCOLOR SNACK

Lesson Developed by: Lorelei Gerstemeier

**Enduring Idea:** Throughout time and across cultures artists have created artwork using value.

**Grade:** 6-8th

**Time Allotment:** 7 classes

**Artists/Artifacts:**



### Lesson Summary

Throughout this project, students revolve back to the idea of the interconnectedness of culture and art. They are asked to pick a snack that is meaningful to them and, using Andy Warhol as inspiration, created a Watercolor Snack painting that explores the idea of value through hue, tint, and shade. Intertwined with that exploration, students are asked to think about and discuss whether art can be evaluated in different ways: their own personal criteria and an established set of criteria.

## DE Visual Art Standards

Anchor Standards	Performance Standard	I CAN Statements
VA:Cr1.2.7a	Develop criteria to guide making a work of art or design to meet an identified goal.	I CAN develop a work of art that meets a specific goal.
VA: Re9.1.7a	Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.	I CAN explain the evaluation of artwork based in its merit.
VA:Cn11.1.7a	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	I CAN analyze how responses to art is influenced by understanding the time and place in which it was created, the resources and cultural uses.

### Key Concepts

1. Vocabulary terms: Hue, tone, value, tint, shade, complement, image.
2. Pop art uses images that are popular to the current time and culture in society.
3. Andy Warhol is a Pop artist who created iconic images of Marilyn Monroe and The Campbell's Tomato Soup Can.

### Essential Questions

1. How do you achieve value using watercolor?
2. In what ways can personal criteria differ from established criteria?
3. How is Pop Art influenced by the time and place in which it was created?
4. Why does knowledge of Andy Warhol's work influence an evaluation of this project?

### Objectives

- Knowledge: The students will be able to define hue, tone, value, tint, and shade.
- Skills: The students will be able to create value using watercolor.
- Disposition: The students will reflect on how value is important to creating a piece of artwork.

### Instructional Procedures

#### Day 1

4. **Hook 15 mins**: Students will discuss images from a PowerPoint on tone, value, tint, hue, and shade using watercolor. The instructor will introduce the project and target goal.
5. **Development 25 mins**: The instructor will demonstrate how to practice creating value and different hues using watercolor. After a class brainstorm and turn-and talk, the students will explore creating 5 or more cross sections on their practice paper. Then the brainstorm how to mix colors to create different values and hues of a single color. The

students will practice creating different tones and hues. Students will hand out brushes, water cups, messy mats, and watercolor palettes.

6. **Closure 5 mins:** Students will turn and talk to review vocab words before they line up. Any wet paintings will be placed on the drying rack. The instructor will give tables jobs to clean up tables and paint.

### Day 2

3. **Hook 10 mins:** The instructor will ask the students to show with thumbs up, sideways thumb, or thumbs down how they are doing on their practice watercolor sheet. Students will recall and discuss the vocabulary from last class. Students will view Andy Warhol images and discuss similarities and differences with their projects. Students will turn and talk to answer the questions, "In what ways will we critique our project? How does an understanding of Andy Warhol's images change the way that we will critique this project?" The instructor will demonstrate how to make a grid on their watercolor paper as well as their snack photo. Students will discuss how to use the grid to draw their snack proportionally, with the instructor providing a demonstration as necessary.
4. **Development 30 mins:** Any students who are finished with their watercolor practice will get their watercolor paper and snack photo as well as a ruler and start drawing their grids. If finished early, they may start drawing their snack.
5. **Closure 10 mins:** Students will turn and talk at their tables to use "I notice" statements to analyze their work and that of their peers. Students will be reminded to use vocabulary terms and refer to Pop Art in their discussions. Any wet paintings will be placed on the drying rack. The instructor will give tables jobs to clean up tables, paint, messy mats, and brushes.

### Day 3

1. **Hook 10 mins:** The instructor will check in on the students to see if anyone is ready to start painting their snacks and who needs assistance with the drawings. The instructor will hold small group demonstrations to accommodate the different pacing of student work. The instructor will re-demonstrate how to draw the grid and start drawing their snacks proportionately. Discussion during these small groups will answer the question, "How does seeing Andy Warhol's art change how we might critique our own projects?" and "How might our personal feelings for this art cause us to critique it differently?"
2. **Development 35 mins:** The students will continue to work at their pace. The instructor will give table's jobs to mass out brushes, water cups, messy mats, and watercolor palettes.
3. **Closure 5 mins:** Any paintings that are wet can go on the drying rack. The instructor will give tables jobs to clean up tables, paint, messy mats, and brushes.

### Day 4

1. **Hook 10 mins:** Student will begin class with a mini critique. As a class, they will establish the criteria for the critique and discuss how that is different from personal criteria. They will get their projects out and leave it on their desk. The students will partner up with someone at their table to discuss one thing each person is doing well within their



projects and one thing each partner could do to improve. They will then describe why they think critiques are important, and any improvements they can make after hearing the thoughts of their partner.

2. **Development 35 mins:** The students will continue to work at their pace. The instructor will give table's jobs to mass out brushes, water cups, messy mats, and watercolor palettes.
3. **Closure 5 mins:** Sixty second turn and talk: "Can we critique using an established set of criteria even if we don't care for this type of art? Why does that matter?" Students then follow established clean up routines.

### **Day 5**

Paint Day with sixty second turn and talk closure, "How did the critique during the last class impact my work today?"

### **Day 6**

Paint Day with sixty second turn and talk closure, "In what ways is my project demonstrating value?" All student projects will be completed and ready for critique.

### **Day 7:**

1. **Hook 5 min:** The instructor will give every student a rubric with a few reflection questions on the back. Students will meet with their table's complementary color table for critique day.
2. **Development 30 mins:** Students will discuss in their groups how they were able to create value using watercolor using "I notice" stems, vocabulary terms, and the posted "I Can" statements. The students will be prompted to discuss their image and how snacks might play a big role in our visual culture (where they see these labels, how often, and popular culture). Finally, they will discuss how and where their artwork might be shared for the public (in a museum, commercial, a food store, etc.). They will jot their discussion thoughts down on their reflection rubric per classroom critique routines.
3. **Closure 10 min:** The students will share their findings with the class. The students will then turn in their reflection rubrics and paintings into the "turn it in" bin.

### **Accommodations**

The instructor will do large group as well as small group/ one on one instruction. The instructor will make accommodations for students with fine motor difficulties by giving them a larger brush and assisting with the grid.

### **Assessment**

- **Formative:** The instructor will informally assess student's knowledge by asking them to recall the vocab words, as well as informal check in's on student progress.
- **Summative:** Instructor will formally assess student's knowledge through a rubric.

### **Materials**

- Rulers

- Watercolor
- Brushes and water cups
- Messy mats

**Vocabulary**

- Hue
- Tone
- Tint
- Shade
- Value
- Watercolor
- Pop Art
- Vibrancy

**Research/Resources**

[https://www.youtube.com/watch?v=o8Va9Y\\_rlNg](https://www.youtube.com/watch?v=o8Va9Y_rlNg)

Please see the [PCA Virtual Art Show](#) 8:20 mark for a student sample.

## ***Watercolor Snack Painting Rubric***

Name: \_\_\_\_\_

Period: \_\_\_\_\_

	<b>3</b>	<b>2</b>	<b>1</b>
I CAN develop a work of art that meets a specific goal. Grid	My grid is clean, neat, and set the foundation for my project. All lines are equidistant.	My grid is mostly neat, but the lines are not completely equidistant.	My grid is wavy and the lines are not equidistant.
I CAN develop a work of art that meets a specific goal. Attention to detail	I followed directions with attention to detail in order to meet the goal of creating a watercolor snack painting.	One detail is missing; I skipped a step in the directions.	Several details are missing. I skipped more than one step.
I CAN develop a work of art that meets a specific goal. Value	I show value in my project in at least three ways.	I show value in my project in two ways.	I show value in my project in one way.
I CAN develop a work of art that meets a specific goal. Cultural Connection	My project is modeled on an object that has a connection to my culture.	My project is modeled on an object that requires explanation.	My project is not modeled on an object with a cultural connection.
I CAN develop a work of art that meets a specific goal. Response to critique	Critique day notes show that I gave <b>and</b> received critique from the established criteria and personal criteria.	Critique day notes show that I gave <b>or</b> received critique from the established criteria and personal criteria.	Critique day notes do not reference either the established criteria or personal criteria.
I CAN explain the evaluation of artwork based in its merit.	Reflection shows a complete demonstration of evaluating this art on its merits.	Reflection shows a partial demonstration of evaluating this art on its merits.	Reflection shows a minimal demonstration of evaluating this art on its merits.
I CAN analyze how responses to art are influenced by understanding the time and place in which it was created, the resources and cultural uses.	Reflection shows an understanding of how my art fits into the time and place in which it was created and cultural uses for it.	Reflection shows a partial understanding of how my art fits into the time and place in which it was created and cultural uses for it.	Reflection shows a minimal understanding of how my art fits into the time and place in which it was created and cultural uses for it.
Total:	Comments:		

### ***Reflection***

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

Please submit through Schoology; Points will be noted on the attached rubric.

1. Critique Day Notes (3 Points):

2. How can you explain the evaluation of this artwork based in its merit? (3 points)

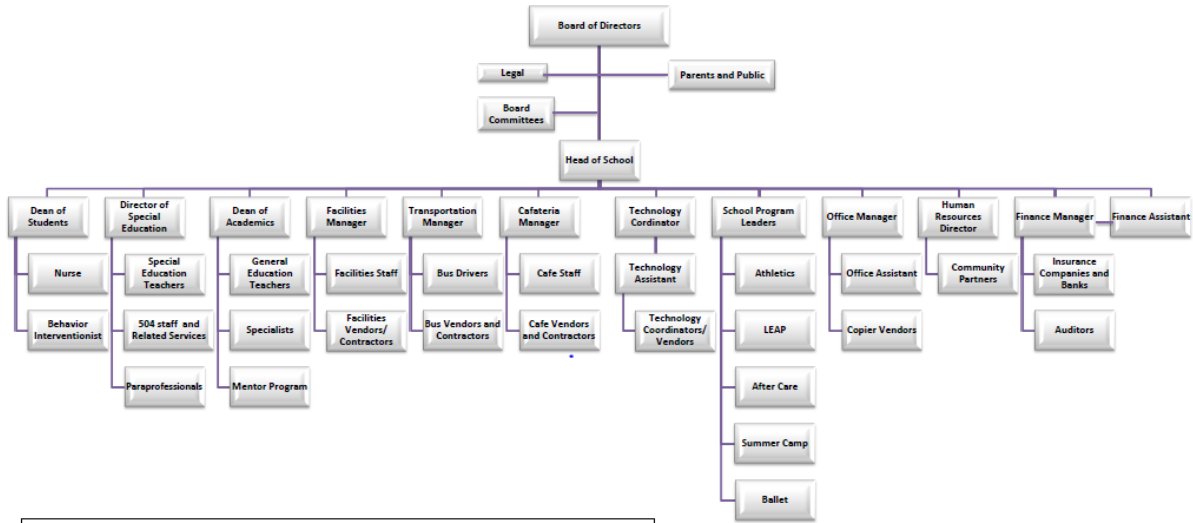
3. How does an understanding of culture influence your response to this art project? (3 points)

4. In what ways did the project align with your personal criteria for artwork? (Discussion only)

5. In what ways are your feelings for this type of art different from our other projects? (Disc)

## **Appendix 3 - Current Organizational Chart**

### Appendix 3: Current Organizational Chart



**Providence Creek Academy Charter School**  
**Reporting Structure Organizational Chart**

## **Appendix 4 - Board Governance Training Certificates/Documents**

**Appendix 4 Board Governance Training Certificates and/or Documentation**



Please contact Brook Hughes at the Department of Education for the training certificate for:

**Board members:**

Melissa Rhodes, Lisa Moore, Christine Chaney, Elizabeth Columbo-Kutch

**CBOC:**

Richard Riggs, Brenda Cowell, Brandon Paris, Bill Bentz

These trainings occurred on a date prior to certificates being issued.



# Certificate of Completion

*Danielle N. Gordy*

**Financial Responsibility Training for Charter School Board and Charter School Citizen Budget Oversight Committee Members**

December 1, 2019

A handwritten signature in black ink, appearing to read "Brook A. Hughes", is written over a horizontal line.

Brook A. Hughes, Education Associate  
Delaware Department of Education



# Certificate of Completion

*Charles K. Mosher*

**Financial Responsibility Training for Charter School Board and Charter School Citizen Budget Oversight Committee Members**

April 7, 2020

A handwritten signature in black ink, appearing to read "Brook A. Hughes", is written over a horizontal line.

Brook A. Hughes, Education Associate  
Delaware Department of Education



100 W. 10th Street P 302 777 5500  
Suite 1012 F 302 777 5386  
Wilmington, DE 19801 www.delawarenonprofit.org

June 25, 2018

Providence Creek Academy  
273 Duck Creek Rd.  
Clayton, DE 19938

Attention: Chuck Taylor

Dear Chuck,

This letter is to certify that board excellence governance training was completed for the below listed board members of Providence Creek Academy in May 2018:

Charles K. Mosher  
Elizabeth Columbo-Kutch  
Gary Stulir  
Christine Chaney  
Lisa Moore  
Melissa Rhoads  
Denise Stouffer

Certificates for these board members will be forwarded to you at Providence Creek Academy.

Thank you again for the opportunity to serve you and your board.

Please let me know if you need anything further from me.

Sincerely,

Paul Stock  
Executive Vice President,  
Excellence Academy



# Certificate of Completion

*Amanda C. Russell*

**Financial Responsibility Training for Charter School Board and Charter School Citizen Budget Oversight Committee Members**

September 21, 2020

A handwritten signature in black ink, appearing to read "Brook A. Hughes", is written over a horizontal line.

Brook A. Hughes, Education Associate  
Delaware Department of Education



# Certificate of Completion

*Denise Stouffer*

**Financial Responsibility Training for Charter School Board and Citizen  
Budget Oversight Committee Members**

September 16, 2018

A handwritten signature in black ink, appearing to read "Brook A. Hughes", is written over a horizontal line.

Brook A. Hughes, Education Associate  
Delaware Department of Education



# Certificate of Completion

*Rachael Straightiff*

**Financial Responsibility Training for Charter School Board and Charter School Citizen Budget Oversight Committee Members**

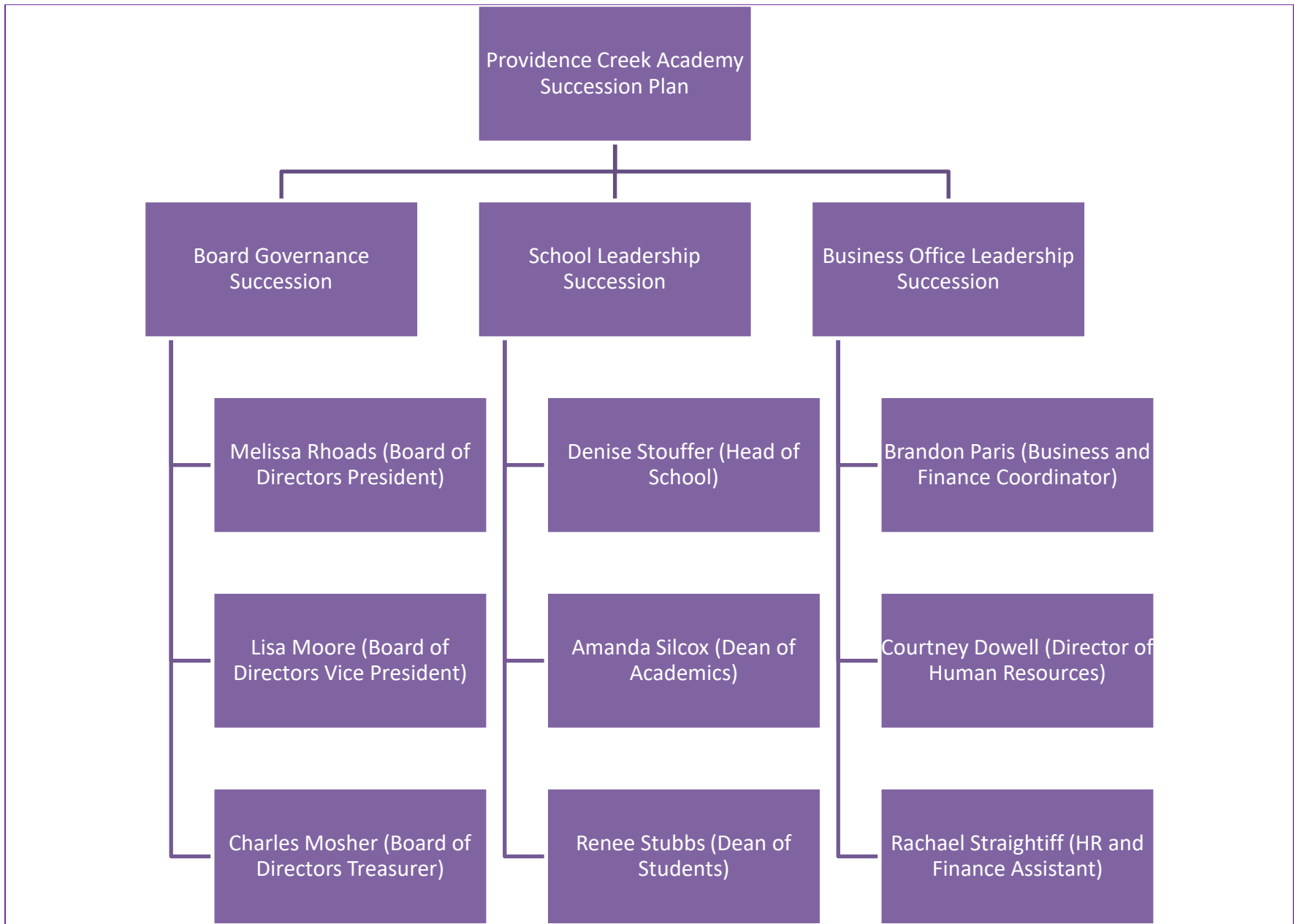
December 19, 2019

A handwritten signature in black ink, appearing to read "Brook A. Hughes", is written over a horizontal line.

Brook A. Hughes, Education Associate  
Delaware Department of Education

## **Appendix 5 - Board Member and School Leader Succession Plans**





## **Appendix 6 - Current Board Bylaws**

## ARTICLE I Name and Incorporation

Section 1. Name. The name of the corporation is The Providence Creek Academy Charter School, Inc. (PCA). It is hereinafter referred to as "PCA".

Section 2. Location. The principal location of PCA school facility is currently 273 West Duck Creek Road, P.O. Box 265, Clayton, Delaware, 19938.

Section 3. Purposes. PCA is a non-profit corporation organized under the Laws of the State of Delaware and its purposes are exclusively educational and any and all lawful purposes as set forth in its Certificate of Incorporation.

Section 4. Statute and Code. PCA shall operate in accordance with the laws of the State of Delaware as a non-profit, non-stock corporation.

Section 5. Non-discrimination. PCA shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring and other employment practices of the school or in its admission policies for students. Further, PCA shall be open to all students in the state of Delaware on a space available basis and shall not discriminate in its admission policies or practices. PCA shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of Delaware.

Section 6. Scope of Business. PCA business is restricted to the opening and operation of a Charter School, before school programs, after school programs, and educational related programs offered outside the traditional school year.

## ARTICLE II Members.

Section 1. Non-membership Corporation. PCA shall have no members. The Board of Directors shall have all powers and duties for the conduct of the activities of PCA.

## ARTICLE III Board of Directors

Section 1. Number. The Board of Directors shall consist of not less than five and not more than seven persons. At least one Director shall be a parent of a student currently enrolled at PCA. At least one Director shall be an educator currently employed by PCA.

Section 2. Qualifications. Each Director must be at least 21 years of age and successfully pass a criminal background check.

Section 3. Term. All Directors, with the exception of the parent and educator Directors, shall be appointed for five-year terms. Terms shall be staggered so that no more than 1/3 of the Board shall be up for appointment in any year, unless a vacancy (ies) needs to be filled. The parent and educator Directors' terms are for one year and may be reappointed

by majority vote of the Board of Directors. The parent and educator Directors are to be excluded from voting on their reappointment.

Section 4. Powers. The Board of Directors shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of PCA, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of PCA. The Board of Directors may, by general resolution, delegate to committees of its own number or to officers of PCA such powers as it may see fit for specified periods of time.

Section 5. Election. The names of the initial Directors are set forth in the Certificate of Incorporation. All successor Directors shall be selected by Board of Directors held each year at its annual meeting. The positions of those Directors whose terms have expired shall be open to be filled by those Directors eligible to vote. Newly selected Directors shall assume office at the first Board of Directors meeting following their selection.

Section 6. Term Limits. The Board of Directors shall be limited to 3 consecutive five year terms. Previous Directors shall be re-eligible for membership after a lapse of 1 year.

Section 7. Resignation and Removal. A Director may resign by submitting his or her resignation in writing to the President of the Board of Directors. The resignation is then brought to the Board. A Director may be removed for cause by a super majority of existing Board Members at a meeting of Directors by an affirmative vote of two-thirds of the remaining Board of Directors. Directors being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

Section 8. Annual Meeting. An annual meeting of the Board of Directors for the selection of Directors and Officers, and such other business as may come before the Board, shall be held in July of each year. Written notice shall be given not less than seven days and not more than ten days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of PCA or such other place as shall be specified in the meeting notice. The notice shall comply with the Freedom of Information Act.

Section 9. Regular Meetings. In addition to the Annual Meeting, regular meetings of the Board of Directors shall be held at least once a month from July through June, and at such other times as the Board may, from time to time, determine.

Section 10. Special Meetings. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the President or by a petition signed by a majority of the full Board of Directors.

Section 11. Freedom of Information Act. All meetings of the Board of Directors shall be held in accordance with the State of Delaware Freedom of Information Act. Adequate notice of all meetings subject to the Act shall be visibly posted electronically and on-site not less than seven days before any such meeting.

Section 12. Quorum. A majority of the full number of Directors shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Directors present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these By-laws. Every act of a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors. The Director identified as the educator may not vote on student or personnel matters, or other items, which may be deemed a conflict by the majority of the regular members of the Board of Directors. All meetings will be conducted by the "Robert's Rules of Order".

Section 13. Vacancies. A vacancy on the Board of Directors, including a vacancy caused by an increase in the number of Directors, may temporarily be filled by a majority vote of the remaining Directors to elect a person(s) to fill the vacancy(ies) until the next annual meeting of Directors, at which time Directors so selected must be appointed as specified in the By-laws from the Board as soon as his or her successor is duly selected and qualified.

Section 14. Compensation. Directors receive no payment for their services. With Board approval, Directors may be reimbursed for out-of-pocket expenses incurred on approved Board business. Directors must present receipts in a timely manner for all such expenses, which shall be for the Directors only, and shall be itemized and documented.

Section 15. Meeting Attendance. Directors are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any Director after such Director's three unexcused, consecutive absences to ascertain the Director's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors. If necessary, a member may participate in the meeting remotely, subject to FOIA and AG restrictions.

#### ARTICLE IV Committees

Section 1. Establishment. The Board of Directors may appoint such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the school.

Section 2. Standing Committees. Each Standing Committee shall have a charge specific to its permitted activities and such charge shall be incorporated into the charter school policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Directors. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. Standing committees shall be made up of no more than two less than a quorum of the Board of Directors. The President shall be an ex officio member of each committee. The Head of School shall be a member of each committee, except where his/her evaluation, tenure, or salary is to be deliberated.

#### ARTICLE V Officers

Section 1. Titles. The Officers of PCA are a President, a Vice President, a Secretary, and a Treasurer. The Board of Directors may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these By-laws. No Officer may hold more than one position at the same time.

Section 2. Selection. The Officers shall be selected from among the Board of Directors at each annual meeting of the Directors and shall serve for one year and until their successors are selected and qualified.

Section 3. Terms. Directors selected to officer positions may serve no more than five consecutive one-year terms in that office. Former officers, after a break in service of one year, may be selected to another term as an officer.

Section 4. Duties. Officers shall have the duties and responsibilities belonging to their office, including those that follow:

- (a) The President shall be the chief executive officer of PCA, responsible, along with his/her fellow Directors, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President shall have full and equal vote as accorded to all Directors. The President may enter into and execute in the name of PCA contracts or other instruments that are authorized by the Board of Directors. The President may delegate, as needed, to any other officer, any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.
- (b) The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. The Vice President shall have full and equal vote as accorded to all Directors. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.
- (c) The Secretary shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of PCA. He/she shall have such other powers and duties as may be prescribed by the Board or by these By-laws.
- (d) The Treasurer shall be the chief financial officer of PCA and shall have oversight of the Director of Finance and Personnel, as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The

Treasurer shall ensure that the Director of Finance and Personnel keeps regular books of account for PCA that set out business transactions of PCA, such books to be at all times open to inspection at their place of keeping to any Board of Directors member. The Treasurer shall be the chair of the Citizen Budget Oversight Committee (CBOC) and the Personnel Committee.

Section 5. Removal. Any officer may be removed from office, with cause, by the affirmative vote of a super majority of the full membership of the Board of Directors at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to written notice by mail at least seven business days of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Directors at such meeting.

#### ARTICLE VI Fiscal Year and Check Signing

Section 1. Fiscal Year. The fiscal year of PCA shall be July 1st to June 30th.

Section 2. Check Signing. The Board of Directors shall establish a policy regarding check signing.

#### ARTICLE VII Amendments to By-laws

Section 1. Amendments. The Board of Directors shall have the power to make, amend, or repeal the By-laws of the charter school, either in whole or in part. The By-laws may be amended at any regular meeting of the Board of Directors or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all Directors and posted electronically and on-site as required by the Freedom of Information Act not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3) vote of the full membership of the Board.

#### ARTICLE VIII Dissolution

In the event of the dissolution of Providence Creek Academy Charter School, Inc., the Board of Directors shall distribute the assets of PCA in accordance with Article 11 of the Certificate of Incorporation.

#### ARTICLE IX Additional Provisions

Section 1. Indemnification of Officers and Directors. PCA shall indemnify every corporate agent as defined in, and to the full extent permitted by, the State of Delaware Laws. A Director or officer shall not be personally liable to PCA for damages for breach of any duty owed to PCA, its beneficiaries, or its Board of Directors, except



that nothing contained herein shall relieve a trustee or officer from liability for breach of a duty based on an act of omission:

(a) in breach of such person's duty of loyalty to PCA; (b) not in good faith or involving a knowing violation of law; or (c) resulting in receipt of an improper personal benefit.

Section 2. Insurance. The Board of Directors shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.


Section 3. Audit. At the close of each fiscal year, the accounts of PCA shall be audited by an independent auditor, who is either a Certified Public Accountant or a State of Delaware Auditor.

These By-laws were adopted by the Board of Directors at its meeting held on September 19, 2006 by a unanimous vote

These By-laws were amended by the Board of Directors on December 21, 2010 by unanimous vote adding: Article 1 Section 6. Providence Creek Academy Charter School, Inc. business is restricted to the opening and operation of a Charter School, before school programs, and after school programs and educational related programs offered outside the traditional school year.

These By-laws were amended by the Board of Directors on September 22, 2014 by unanimous vote, with the following modifications:

- modifying the school address in Article I Section 2
- adding to Article III Section 2, "and successfully pass a criminal background check"
- adding to Article III Section 15, "If necessary, a member may participate in the meeting remotely, subject to FOIA and AG restrictions."
- replacing the terms or phrases:
  - teacher with educator in Article III Section 1
  - "in newspapers of local circulation" with "electronically and on-site" in Article III Section 11
  - Managing Director with Head of School in Article IV Section 2
  - trustees with Directors, as found throughout the document
  - Managing Director with Director of Finance and Personnel in Article V Section 4
  - Financial Committee with Citizens Budget Oversight Committee (CBOC) in Article V Section 4

  
Board Secretary



## **Appendix 8 - Up-to-date Fire Inspection Certificate**



# Bear Industries, inc.

## FIRE PROTECTION SYSTEMS

P.O. Box 9174 • Newark, DE 19714-9174  
(302) 368-1311 • Fax (302) 368-9217

NY 94908



JOB # \_\_\_\_\_

JOB NAME Proline Cook Academy DATE OF ORDER 6-15-2020

JOB LOCATION 1179 Wick Creek Rd

JOB CONTACT: Facilities PHONE # 652-6276

BILL TO: \_\_\_\_\_ MECHANIC: SJS, JMS

APPRENTICE: \_\_\_\_\_

- CONTRACT
- CHANGE ORDER
- SERVICE QUOTED
- TIME & MATERIAL
- EMERGENCY SERVICE
- INSPECTIONS
- DEFICIENCY REPAIR

### DESCRIPTION OF WORK

Connected fire alarm system inspection

SYSTEM TYPE: <input checked="" type="checkbox"/> WET		<input type="checkbox"/> DRY	<input type="checkbox"/> PRE ACTION	<input type="checkbox"/> DELUGE	<input type="checkbox"/> FIRE PUMP	<input type="checkbox"/> STANDPIPE
SYSTEM LEFT: <input checked="" type="checkbox"/> INSERVICE			<input type="checkbox"/> IMPAIRED	<input type="checkbox"/> OUT OF SERVICE	SERVICE COMPLETE: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

QUANTITY	MATERIAL	UNIT COST	TOTAL	QUANTITY	MATERIAL	UNIT COST	TOTAL
				1	Annual		
				5	OF FMO FEE		

LABOR	HOURS	AT	TOTAL
MECHANIC			
APPRENTICE			
TECHNICIAN			
MECH. OT			
APPR. OT			

VISA \_\_\_\_\_ EXP DATE \_\_\_\_\_  
 MASTERCARD \_\_\_\_\_ EXP DATE \_\_\_\_\_

OVERTIME	
<input type="checkbox"/> SATURDAY	<input type="checkbox"/> SUNDAY
<input type="checkbox"/> EVENING	<input type="checkbox"/> HOLIDAY

TOTAL MATERIAL	
TOTAL LABOR	
TAX	
TOTAL AMOUNT	

ARRIVED \_\_\_\_\_ DEPARTED \_\_\_\_\_

GC  OWNER  AUTHORIZED PERSON  AM / PM \_\_\_\_\_ AM / PM \_\_\_\_\_

PRINT NAME Ken Smith TITLE \_\_\_\_\_ PO# \_\_\_\_\_

SIGNATURE [Signature] DATE 6-15-20 CONTRACT# \_\_\_\_\_

WHITE - OFFICE      YELLOW - OFFICE      PINK - PURCHASING      GOLD - CUSTOMER

**FIRE SUPPRESSION SYSTEM  
CERTIFICATE OF INSPECTION**

<b>PROTECTED PROPERTY</b>		Date: <u>6-15-2020</u>	
Name: <u>Providence Creek Academy</u>		<b>ORIGINAL SYSTEM INSTALLER</b>	
Physical Address: <u>267 JB 219 Duck Creek RD</u> <u>Clayton, DE</u>		Name: <u>Bear Ind.</u>	
Contact: <u>Facilities</u>			
Phone: <u>657-6276</u>			
<b>INSPECTION COMPANY</b>		<b>SYSTEM OWNER</b>	
Name: <u>Bear Industries Inc.</u>		Name: _____	
Address: <u>15 Albe Drive</u> <u>Newark, DE</u>		Address: _____	
Contact: <u>SERVICE DEPARTMENT</u>		Contact: _____	
Phone: <u>302-368-1311</u>		Phone: _____	
<b>FIRE SUPPRESSION SYSTEM COMPANY'S LICENSE</b>			
Company Name: <u>Bear Industries Inc.</u>		License #: <u>FSL0007</u>	
The fire suppression system company certifies that the feature so the system, as indicated herein, were tested, inspected, and/or maintained in accordance with the adopted NFPA standards and local codes.			
Print Name: <u>MRS</u>		Title: <u>Test</u>	
Signature: <u>[Signature]</u>		Date: <u>6-15-2020</u>	
<b>FIRE SUPPRESSION SYSTEM OWNER'S ACKNOWLEDGEMENT</b>			
The fire suppression system owner acknowledges having reviewed this certificate and confirms that any deficiencies and/or failures noted will be corrected forthwith.			
Print Name: <u>Kel Smith</u>		Title: _____	
Signed: <u>[Signature]</u>		Date: <u>6-15-20</u>	
<b>FIRE SUPPRESSION SYSTEM TYPE</b>			
System ID #: <u>System #1 Wet system Protecting Cave</u>			
<input checked="" type="checkbox"/> NFPA 13 <input type="checkbox"/> NFPA 13R <input type="checkbox"/> NFPA 13D <input type="checkbox"/> NFPA 14 <input type="checkbox"/> NFPA 15 <input type="checkbox"/> NFPA 18 <input type="checkbox"/> NFPA 231 <input type="checkbox"/> NFPA 231C <input type="checkbox"/> Other (Specify): _____			
<b>FIRE SUPPRESSION SYSTEM CLASSIFICATION</b>			
<input checked="" type="checkbox"/> Wet <input type="checkbox"/> Dry <input type="checkbox"/> Preaction <input type="checkbox"/> Deluge <input type="checkbox"/> Combined <input type="checkbox"/> Other (Specify): _____			
<b>FIRE SUPPRESSION SYSTEM OCCUPANCY HAZARD CLASSIFICATION</b>			
<input type="checkbox"/> Light Hazard            Ordinary Hazard: <input checked="" type="checkbox"/> Group 1 <input type="checkbox"/> Group 2 <input type="checkbox"/> Group 3            Extra Hazard: <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2			
<b>FIRE SUPPRESSION SYSTEM DEFICIENCIES</b>			
Any deficiencies from NFPA Standards: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, See Comments Page (MUST be Attached)			

**ALL DEFICIENCIES MUST BE FULLY EXPLAINED, SEE COMMENTS PAGE  
A COPY OF THIS FORM MUST BE MAINTAINED ON SITE**

# FIRE SUPPRESSION SYSTEM ANNUAL CERTIFICATE OF INSPECTION

Protected Property: Kimboose Creek Academy

GENERAL INFORMATION	YES	NO*	N/A
1. Is the building occupied & the same occupancy the last inspection?	/		
2. Is the building fully sprinklered & the entire system in service?	/		
3. Is the system unchanged (no modifications) since the last inspection?	/		
4. Is all stock/storage a minimum of 18" below sprinkler heads?	/		
5. Are all gauges in good condition & showing normal pressures?	/		
6. If the system is wet, is the building adequately heated in all areas?	/		
VALVES	YES	NO*	N/A
7. Are all main control valves open and in good condition?	/		
8. Are are valves in proper position and identified?	/		
9. Are are control valves locked, sealed or supervised?	/		
10. Did the alarm check valve(s) pass internal inspection?	/		
WATER SUPPLY	YES	NO*	N/A
11. What are the water flow test and pressure results?      Static <u>100</u> Resid <u>100</u>			
12. Are the results comparable to results from last test?	/		
13. Are all fire department connections visible, accessible, and in good condition?	/		
14. Are all fire department connections equipped with listed caps or plugs?	/		
15. Are all fire department connections identified with signs or plaques?	/		
16. Are fire pumps and/or water storage tanks inspection reports provided with this form?			/
17. Are standpipes and/or hose station inspection reports provided with this form?			/
SPRINKLER & PIPING	YES	NO*	N/A
18. Are all sprinklers in good condition and unobstructed?	/		
19. Are all sprinklers less than 50 years old?	/		
20. Are spare heads and wrench available?	/		
21. Are all sprinklers of proper temperature rating?	/		
22. Is the riser(s) in good condition and unobstructed?	/		
23. Is the hydraulic dataplate/nameplate in place, firmly attached, and legible?	/		
24. Are all hangers in good condition and firmly attached?	/		
25. Are the remote pull releases unobstructed?	/		
ALARMS	YES	NO*	N/A
26. Did the water motor gong test O.K.?			/
27. Did the electric alarm test O.K.?	/		
28. Did the supervisory alarm test O.K.?	/		
DRY PIPE SYSTEMS	YES	NO*	N/A
29. Are all dry pipe valves in service and in good condition?	/		
30. Are all air pressure and priming water levels normal?	/		
31. Are all air compressors in good working order and tested O.K.?	/		
32. Were low points drained during fall and winter inspections?	/		
33. Are quick opening devices and/or accelerators in good condition?	/		
34. Has piping been checked for stoppage within the last 10 years?			/
35. Has piping been checked for proper pitching within the last 5 years?			/
36. Have all dry pipe valves been tripped and tested O.K.?	/		/
37. Are all dry pipe valves adequately protected from freezing?	/		
38. Are all valve houses and heater conditions O.K.?	/		
ANNUAL INSPECTIONS	YES	NO*	N/A
39. Are all sprinklers free of corrosion, foreign materials, paint and physical damage?	/		
40. Is all piping in good condition, free of mechanical damage, and not leaking?	/		
41. Is all piping free of corrosion and free of any external loads?	/		
42. Is all piping properly aligned?	/		
5TH YEAR INSPECTIONS	YES	NO*	N/A
43. Did all alarm valves (and the associated strainers, filters, and restriction orifices) pass internal inspection?			/
44. Did all check valves pass internal inspection and do all parts operate properly, move freely, and are in good condition?			/

**\*ALL DEFICIENCIES MUST BE FULLY EXPLAINED, SEE COMMENTS PAGE  
A COPY OF THIS FORM MUST BE SUBMITTED TO THE STATE FIRE MARSHAL ANNUALLY**

# FIRE SUPPRESSION SYSTEM ANNUAL CERTIFICATE OF INSPECTION

Protected Property: Providence Creek Academy

<b>ANNUAL TESTS</b>	YES	NO*	N/A
45. Are all sprinklers in service dated 1920 or later?	/		
46. Have all fast response sprinklers been in service for less than 20 years?	/		
47. Have all standard sprinklers been in service for less than 50 years?	/		
48. Is the specific gravity of the antifreeze solution correct? Tested To _____			
49. Have all the devices passed both the back flow and full flow tests?			
50. Have backflow devices passed both the back flow and full flow tests?			
51. Have all sprinkler pressure regulating control valves passed full flow tests?			
<b>5TH YEAR TESTS</b>	YES	NO*	N/A
52. Have extra high, very high, and ultra high temperature sprinklers been tested?			
53. Have all gauges been checked against a calibrated gauge or replaced?			
<b>DRY PIPE, PREACTION, AND DELUGE SYSTEMS ANNUAL INSPECTIONS (or every 5th year for valves which can be reset without opening)</b>	YES	NO*	N/A
54. Has the interior of all dry pipe, preaction, and/or deluge valves passed internal inspection?	/		
<b>DRY PIPE, PREACTION, AND DELUGE SYSTEMS 5TH YEAR INSPECTIONS</b>	YES	NO*	N/A
55. Did all alarm valves (and the associated strainers, filters, and restriction orifices) pass internal inspection?			
56. Did all check valves pass internal inspection and do all parts operate properly, move freely, and are in good condition?			
57. Did all strainers, filters, restricted orifices, and diaphragm chambers on dry-pipe, preaction, and/or deluge valves pass internal inspection?			
<b>DRY PIPE SYSTEMS ANNUAL TESTS</b>	YES	NO*	N/A
58. Were all dry pipe valves partially flow trip tested? Initial Air Pressure: _____ psi. Initial Water Pressure: _____ psi. Tripping Air Pressure: _____ psi. Tripping Time: _____ seconds.	/		
59. Were all the results comparable to last year's tests?			
60. Were all dry pipe valves fully flow trip tested? Initial Air Pressure: _____ psi. Initial Water Pressure: _____ psi. Tripping Air Pressure: _____ psi. Tripping Time: _____ seconds.			
61. Was water delivered to the inspectors test connection? Time to I.T. _____ seconds			
62. Were all the results comparable to last year's tests?			
<b>PREACTION AND DELUGE SYSTEMS ANNUAL TESTS</b>	YES	NO*	N/A
63. Were all preaction and deluge valves fully flow trip tested?			
64. Was water discharging from all nozzles unimpeded?			
65. Pressure reading at the hydraulically most remote nozzle:			
66. Residual pressure reading at valve:			
67. Was water flow observed?			
68. Were all the results comparable to last year's tests?			
69. Did all manual activation devices pass testing?			
70. Did all automatic air pressure maintenance devices pass testing?			
<b>DRY PIPE, PREACTION, AND DELUGE SYSTEMS ANNUAL MAINTENANCE</b>	YES	NO*	N/A
71. Were the interior of all dry-pipe, preaction, and/or deluge valves cleaned?	/		
72. Were all the low points drained prior to the onset of freezing weather?	/		
73. Are all dry pipe systems being maintained in dry condition?	/		

See Page 4

**\*ALL DEFICIENCIES MUST BE FULLY EXPLAINED, SEE COMMENTS PAGE  
A COPY OF THIS FORM MUST BE SUBMITTED TO THE STATE FIRE MARSHAL ANNUALLY**

**FIRE SUPPRESSION SYSTEM ANNUAL CERTIFICATE OF INSPECTION**

**PROTECTED PROPERTY:**

<b>Fire Suppression System Type</b>	
System ID# _____	_____
<input type="checkbox"/> NFPA 13 <input type="checkbox"/> NFPA 13R <input type="checkbox"/> NFPA 13D <input type="checkbox"/> NFPA 14 <input type="checkbox"/> NFPA 15 <input type="checkbox"/> NFPA 18 <input type="checkbox"/> NFPA 231 <input type="checkbox"/> NFPA 231C <input type="checkbox"/> Other (Specify) _____	

<b>Fire Suppression System Classification</b>	
<input type="checkbox"/> Wet <input type="checkbox"/> Dry <input type="checkbox"/> Preaction <input type="checkbox"/> Deluge <input type="checkbox"/> Combined <input type="checkbox"/> Other (Specify) _____	

<b>Fire Suppression System Occupancy Hazard Classification</b>	
<input type="checkbox"/> Light Hazard    Ordinary Hazard: <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2 <input type="checkbox"/> Group 3    Extra Hazard: <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2	

<b>Fire Suppression System Type</b>	
System ID# _____	_____
<input type="checkbox"/> NFPA 13 <input type="checkbox"/> NFPA 13R <input type="checkbox"/> NFPA 13D <input type="checkbox"/> NFPA 14 <input type="checkbox"/> NFPA 15 <input type="checkbox"/> NFPA 18 <input type="checkbox"/> NFPA 231 <input type="checkbox"/> NFPA 231C <input type="checkbox"/> Other (Specify) _____	

<b>Fire Suppression System Classification</b>	
<input type="checkbox"/> Wet <input checked="" type="checkbox"/> Dry <input type="checkbox"/> Preaction <input type="checkbox"/> Deluge <input type="checkbox"/> Combined <input type="checkbox"/> Other (Specify) _____	

<b>Fire Suppression System Occupancy Hazard Classification</b>	
<input type="checkbox"/> Light Hazard    Ordinary Hazard: <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2 <input type="checkbox"/> Group 3    Extra Hazard: <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2	

<b>Fire Suppression System Type</b>	
System ID# _____	_____
<input type="checkbox"/> NFPA 13 <input type="checkbox"/> NFPA 13R <input type="checkbox"/> NFPA 13D <input type="checkbox"/> NFPA 14 <input type="checkbox"/> NFPA 15 <input type="checkbox"/> NFPA 18 <input type="checkbox"/> NFPA 231 <input type="checkbox"/> NFPA 231C <input type="checkbox"/> Other (Specify) _____	

<b>Fire Suppression System Classification</b>	
<input type="checkbox"/> Wet <input type="checkbox"/> Dry <input type="checkbox"/> Preaction <input type="checkbox"/> Deluge <input type="checkbox"/> Combined <input type="checkbox"/> Other (Specify) _____	

<b>Fire Suppression System Occupancy Hazard Classification</b>	
<input type="checkbox"/> Light Hazard    Ordinary Hazard: <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2 <input type="checkbox"/> Group 3    Extra Hazard: <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2	

System # Protects	Dry Pipe Valve Trip Test(s)			
	<input type="checkbox"/> Full <input checked="" type="checkbox"/> Partial	<input type="checkbox"/> Full <input checked="" type="checkbox"/> Partial	<input type="checkbox"/> Full <input type="checkbox"/> Partial	<input type="checkbox"/> Full <input type="checkbox"/> Partial
Water (psi)	_____	_____	_____	_____
Initial Air	_____	_____	_____	_____
Air Trip (psi)	_____	_____	_____	_____
Trip Time	_____	_____	_____	_____
Water to I.T.	_____	_____	_____	_____
Q.O.D.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
D.P.V. size	_____	_____	_____	_____
Make	_____	_____	_____	_____
Model	_____	_____	_____	_____
Year	_____	_____	_____	_____
Full Trip Due	_____	_____	_____	_____

**FIRE SUPPRESSION SYSTEM ANNUAL CERTIFICATE OF INSPECTION**

**PROTECTED PROPERTY:**

<b>Fire Suppression System Type</b>	
System ID# _____	_____
<input type="checkbox"/> NFPA 13 <input type="checkbox"/> NFPA 13R <input type="checkbox"/> NFPA 13D <input type="checkbox"/> NFPA 14 <input type="checkbox"/> NFPA 15 <input type="checkbox"/> NFPA 18 <input type="checkbox"/> NFPA 231 <input type="checkbox"/> NFPA 231C <input type="checkbox"/> Other (Specify) _____	

<b>Fire Suppression System Classification</b>	
<input type="checkbox"/> Wet <input type="checkbox"/> Dry <input type="checkbox"/> Preaction <input type="checkbox"/> Deluge <input type="checkbox"/> Combined <input type="checkbox"/> Other (Specify) _____	

<b>Fire Suppression System Occupancy Hazard Classification</b>	
<input type="checkbox"/> Light Hazard    Ordinary Hazard: <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2 <input type="checkbox"/> Group 3    Extra Hazard: <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2	

<b>Fire Suppression System Type</b>	
System ID# _____	_____
<input type="checkbox"/> NFPA 13 <input type="checkbox"/> NFPA 13R <input type="checkbox"/> NFPA 13D <input type="checkbox"/> NFPA 14 <input type="checkbox"/> NFPA 15 <input type="checkbox"/> NFPA 18 <input type="checkbox"/> NFPA 231 <input type="checkbox"/> NFPA 231C <input type="checkbox"/> Other (Specify) _____	

<b>Fire Suppression System Classification</b>	
<input type="checkbox"/> Wet <input type="checkbox"/> Dry <input type="checkbox"/> Preaction <input type="checkbox"/> Deluge <input type="checkbox"/> Combined <input type="checkbox"/> Other (Specify) _____	

<b>Fire Suppression System Occupancy Hazard Classification</b>	
<input type="checkbox"/> Light Hazard    Ordinary Hazard: <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2 <input type="checkbox"/> Group 3    Extra Hazard: <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2	

<b>Fire Suppression System Type</b>	
System ID# _____	_____
<input type="checkbox"/> NFPA 13 <input type="checkbox"/> NFPA 13R <input type="checkbox"/> NFPA 13D <input type="checkbox"/> NFPA 14 <input type="checkbox"/> NFPA 15 <input type="checkbox"/> NFPA 18 <input type="checkbox"/> NFPA 231 <input type="checkbox"/> NFPA 231C <input type="checkbox"/> Other (Specify) _____	

<b>Fire Suppression System Classification</b>	
<input type="checkbox"/> Wet <input type="checkbox"/> Dry <input type="checkbox"/> Preaction <input type="checkbox"/> Deluge <input type="checkbox"/> Combined <input type="checkbox"/> Other (Specify) _____	

<b>Fire Suppression System Occupancy Hazard Classification</b>	
<input type="checkbox"/> Light Hazard    Ordinary Hazard: <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2 <input type="checkbox"/> Group 3    Extra Hazard: <input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2	

	<b>Dry Pipe Valve Trip Test(s)</b>			
	<input type="checkbox"/> Full <input type="checkbox"/> Partial	<input type="checkbox"/> Full <input type="checkbox"/> Partial	<input type="checkbox"/> Full <input type="checkbox"/> Partial	<input type="checkbox"/> Full <input type="checkbox"/> Partial
System # _____	_____	_____	_____	_____
Protects _____	_____	_____	_____	_____
Water (psi) _____	_____	_____	_____	_____
Initial Air _____	_____	_____	_____	_____
Air Trip (psi) _____	_____	_____	_____	_____
Trip Time _____	_____	_____	_____	_____
Water to I.T. _____	_____	_____	_____	_____
Q.O.D. _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
D.P.V. size _____	_____	_____	_____	_____
Make _____	_____	_____	_____	_____
Model _____	_____	_____	_____	_____
Year _____	_____	_____	_____	_____
Full Trip Due _____	_____	_____	_____	_____



**Bear Industries, inc.**  
FIRE PROTECTION SYSTEMS



**Office of the State Fire Marshal**  
**Fire Protection System(s)**  
**Annual Certificate of Inspection**

**OWNER OF THE PROPERTY**

Name: Yonkers Creek Academy Owner's Address: 273 W Duck Creek Rd  
Clayton, DE 19938

**BUILDING/FACILITY**

Name: Same Address of the Building: Same

**TENANT / OCCUPANT**

Name: Same Address: Same Phone: 653-6274  
Contact: \_\_\_\_\_

Annual Certificate of Inspection  Report of a MAJOR deficiency (other than Annual Inspection)

DATE OF INSPECTION 6 15 2020

**FIRE PROTECTION SYSTEM INFORMATION**

Licensed Company Name: Bear Industries, Inc. License #: 0007

(for Water- Based systems) Inspector's Name: [Signature] Certificate #: WBC-2154

**SYSTEM TYPE:**

- Fire Alarm
- Automatic Sprinkler:
  - Wet Sprinkler  Dry Sprinkler  Pre-Action  Deluge  Water Spray  Other
- Commercial Cooking
- Special Hazard:
  - HALON, Clean Agent, INERGEN, FM-200  Carbon Dioxide  Dry Chemical  Foam  Other
- Standpipe:
  - Wet Standpipe  Dry Standpipe  Other

SYSTEM ID: System # 1 Cove Bldg SYSTEM LOCATION: Main Rm

MAJOR DEFICIENCIES IDENTIFIED DURING INSPECTION?  YES (if so, describe below)  NO

COMMENTS/DEFICIENCY DESCRIPTION

*The State Fire Prevention Regulation 703, Chapter 1, §4.1.5 mandates that Annual Certificates of Inspection be submitted to the Office of the State Fire Marshal by the licensed company within thirty (30) days of the completion of the required annual inspection.*





**Bear Industries, inc.**  
FIRE PROTECTION SYSTEMS



**Office of the State Fire Marshal**  
**Fire Protection System(s)**  
**Annual Certificate of Inspection**

**OWNER OF THE PROPERTY**

Name: Pennington Creek Academy Owner's Address: 467 W. Duck Creek Rd

**BUILDING/FACILITY**

Name: same Address of the Building: same

**TENANT / OCCUPANT**

Name: same Address: same Phone: 653-6876  
Contact: \_\_\_\_\_

Annual Certificate of Inspection  Report of a MAJOR deficiency (other than Annual Inspection)

DATE OF INSPECTION 6-15-2020

**FIRE PROTECTION SYSTEM INFORMATION**

Licensed Company Name: Bear Industries, Inc. License #: 0007

(for Water- Based systems) Inspector's Name: [Signature] Certificate #: WBC-2184

**SYSTEM TYPE:**

- Fire Alarm
- Automatic Sprinkler:
  - Wet Sprinkler  Dry Sprinkler  Pre-Action  Deluge  Water Spray  Other
- Commercial Cooking
- Special Hazard:
  - HALON, Clean Agent, INERGEN, FM-200  Carbon Dioxide  Dry Chemical  Foam  Other
- Standpipe:
  - Wet Standpipe  Dry Standpipe  Other

SYSTEM ID: System # 2184 SYSTEM LOCATION: \_\_\_\_\_

MAJOR DEFICIENCIES IDENTIFIED DURING INSPECTION?  YES (if so, describe below)  NO

**COMMENTS/DEFICIENCY DESCRIPTION**

The State Fire Prevention Regulation 703, Chapter 1, §4.1.5 mandates that Annual Certificates of Inspection be submitted to the Office of the State Fire Marshal by the licensed company within thirty (30) days of the completion of the required annual inspection.



**Bear Industries, Inc.**  
FIRE PROTECTION SYSTEMS



**Office of the State Fire Marshal**  
**Fire Protection System(s)**  
**Annual Certificate of Inspection**

**OWNER OF THE PROPERTY**

Name: Pomona Creek Academy Owner's Address: 5107 W. Duck Creek Rd  
Clayton, DE 19938

**BUILDING/FACILITY**

Name: Same Address of the Building: Same

**TENANT / OCCUPANT**

Name: Same Address: Same Phone: (253) 627-6000  
Contact: \_\_\_\_\_

Annual Certificate of Inspection  Report of a MAJOR deficiency (other than Annual Inspection)

DATE OF INSPECTION 6-15-2020

**FIRE PROTECTION SYSTEM INFORMATION**

Licensed Company Name: Bear Industries, Inc. License #: 0007

(for Water-Based systems) Inspector's Name: M. J. [Signature] Certificate #: WBC-2184

**SYSTEM TYPE:**

- Fire Alarm
- Automatic Sprinkler:
  - Wet Sprinkler  Dry Sprinkler  Pre-Action  Deluge  Water Spray  Other
- Commercial Cooking
- Special Hazard:
  - HALON, Clean Agent, INERGEN, FM-200  Carbon Dioxide  Dry Chemical  Foam  Other
- Standpipe:
  - Wet Standpipe  Dry Standpipe  Other

SYSTEM ID: System #3 Upper School SYSTEM LOCATION: Address

MAJOR DEFICIENCIES IDENTIFIED DURING INSPECTION?  YES (if so, describe below)  NO

**COMMENTS/DEFICIENCY DESCRIPTION**

The State Fire Prevention Regulation 703, Chapter 1, §4.1.5 mandates that Annual Certificates of Inspection be submitted to the Office of the State Fire Marshal by the licensed company within thirty (30) days of the completion of the required annual inspection.



**Bear Industries, Inc.**  
FIRE PROTECTION SYSTEMS



**Office of the State Fire Marshal**  
**Fire Protection System(s)**  
**Annual Certificate of Inspection**

**OWNER OF THE PROPERTY**

Name: Pennington Creek Academy Owner's Address: 2790 W. Park Street 1807

**BUILDING/FACILITY**

Name: Same Address of the Building: Clayton, DE 19938

**TENANT / OCCUPANT**

Name: Same Address: Same Phone: 603-6274  
Contact: \_\_\_\_\_

Annual Certificate of Inspection  Report of a MAJOR deficiency (other than Annual Inspection)

DATE OF INSPECTION 6-15-2020

**FIRE PROTECTION SYSTEM INFORMATION**

Licensed Company Name: Bear Industries, Inc. License #: 0007

(for Water-Based systems) Inspector's Name: [Signature] Certificate #: WBC-2674

**SYSTEM TYPE:**

- Fire Alarm
- Automatic Sprinkler:
  - Wet Sprinkler  Dry Sprinkler  Pre-Action  Deluge  Water Spray  Other
- Commercial Cooking
- Special Hazard:
  - HALON, Clean Agent, INERGEN, FM-200  Carbon Dioxide  Dry Chemical  Foam  Other
- Standpipe:
  - Wet Standpipe  Dry Standpipe  Other

SYSTEM ID: System #4 Lower School SYSTEM LOCATION: Clayton, DE

MAJOR DEFICIENCIES IDENTIFIED DURING INSPECTION?  YES (if so, describe below)  NO

**COMMENTS/DEFICIENCY DESCRIPTION**

The State Fire Prevention Regulation 703, Chapter 1, §4.1.5 mandates that Annual Certificates of Inspection be submitted to the Office of the State Fire Marshal by the licensed company within thirty (30) days of the completion of the required annual inspection.



**Bear Industries, inc.**  
FIRE PROTECTION SYSTEMS



**Office of the State Fire Marshal**  
**Fire Protection System(s)**  
**Annual Certificate of Inspection**

**OWNER OF THE PROPERTY**

Name: Providence Creek Academy Owner's Address: 279 W. Third Street, 100

**BUILDING/FACILITY**

Name: Same Address of the Building: Same

**TENANT / OCCUPANT**

Name: Same Address: Same Phone: 653-6276  
Contact: \_\_\_\_\_

Annual Certificate of Inspection  Report of a MAJOR deficiency (other than Annual Inspection)

DATE OF INSPECTION 6/15/2022

**FIRE PROTECTION SYSTEM INFORMATION**

Licensed Company Name: Bear Industries, Inc. License #: 0007

(for Water-Based systems) Inspector's Name: [Signature] Certificate #: WBC-284

**SYSTEM TYPE:**

- Fire Alarm
- Automatic Sprinkler:
  - Wet Sprinkler  Dry Sprinkler  Pre-Action  Deluge  Water Spray  Other
- Commercial Cooking
- Special Hazard:
  - HALON, Clean Agent, INERGEN, FM-200  Carbon Dioxide  Dry Chemical  Foam  Other
- Standpipe:
  - Wet Standpipe  Dry Standpipe  Other

SYSTEM ID: System 5, Lower School SYSTEM LOCATION: \_\_\_\_\_

MAJOR DEFICIENCIES IDENTIFIED DURING INSPECTION?  YES (if so, describe below)  NO

**COMMENTS/DEFICIENCY DESCRIPTION**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*The State Fire Prevention Regulation 703, Chapter 1, §4.1.5 mandates that Annual Certificates of Inspection be submitted to the Office of the State Fire Marshal by the licensed company within thirty (30) days of the completion of the required annual inspection.*

# INSPECTION DEFICIENCIES /COMMENTS

DATE OF INSPECTION: 6-15-2013

PROTECTED PROPERTY  
NAME: PRINCE OF WALES SINGAPORE  
ADDRESS: \_\_\_\_\_

OWNER/SEND QUOTE TO:  
NAME: \_\_\_\_\_  
ADDRESS: \_\_\_\_\_

PHONE: \_\_\_\_\_

PHONE: \_\_\_\_\_  
FAX: \_\_\_\_\_

ITEMS NOTED DURING INSPECTION  
( C = Comment D = Deficiency )

- ITEM#
1.  C  D WOOD SPLIT MARK DRAW 2/40  
Please refer to photo 10/45
  2.  C  D CRACK EDGE 10/50
  3.  C  D \_\_\_\_\_
  4.  C  D \_\_\_\_\_
  5.  C  D \_\_\_\_\_
  6.  C  D \_\_\_\_\_
  7.  C  D \_\_\_\_\_
  8.  C  D \_\_\_\_\_
  9.  C  D \_\_\_\_\_
  10.  C  D \_\_\_\_\_

MATERIAL:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# OFFICE OF STATE FIRE MARSHAL



2307 MacArthur Road  
New Castle, DE 19720-2426  
Phone: 302-323-5365  
Fax: 302-323-5366

*Technical Services*  
1537 Chestnut Grove Road  
Dover, DE 19904-1544  
Phone: 302-739-4394  
Fax: 302-739-3696

22705 Park Avenue  
Georgetown, DE 19947-6303  
Phone: 302-856-5298  
Fax: 302-856-5800

## FIRE PROTECTION PROJECT APPROVAL

Plan Review Number 2008-03-0176-BLD-02 Tax Parcel Number KN-04-018,06-01-65.00-000  
Review Status APPROVED Inspection Date 07/15/2009

### PROJECT

PROVIDENCE CREEK CORE BUILDING PROVIDENCE CREEK ACADEMY SCHOOL		
Phase#	Building #	CORE
Unit #		
355 W DUCK CREEK RD CLAYTON, DE 19938		

### SCOPE OF PROJECT

Project Type <u>BLD New Building</u>	
Number of Stories <u>1</u>	Occupant Load <u>1879</u>
Square Footage <u>41100</u>	Occupancy Code <u>9620</u>
Construction Class <u>II (000) NON-COMBUSTIBLE</u>	Fire District <u>45</u>

### APPLICANT

### OWNER

INTEGRATED CONSTRUCTION SERVICES LLC/ICS  2 PENNS WAY STE 405 NEW CASTLE, DE 19720	PROVIDENCE CREEK SERVICES LLC  CHARLES TAYLOR 355 W DUCK CREEK RD CLAYTON, DE 19938
--	---

This office has reviewed the plans and specifications of the above described project for compliance with the Delaware State Fire Prevention Regulations, in effect as of the date of this review.

A Review Status of "Approved as Submitted" or "Not Approved as Submitted" must comply with the provisions of the attached Plan Review Comments.

Any Conditional Approval does not relieve the Applicant, Owner, Engineer, Contractor, nor their representatives from their responsibility to comply with the plan review comments and the applicable provisions of the Delaware State Fire Prevention Regulations in the construction, installation and/or completion of the project as reviewed by this Agency.

This Plan Review Project was prepared by:

GARY LONG, SR. FIRE PROTECTION SPECIALIST



# OFFICE OF STATE FIRE MARSHAL



2307 MacArthur Road  
New Castle, DE 19720-2426  
Phone: 302-323-5365  
Fax: 302-323-5366

*Technical Services*  
1537 Chestnut Grove Road  
Dover, DE 19904-1544  
Phone: 302-739-4394  
Fax: 302-739-3696

22705 Park Avenue  
Georgetown, DE 19947-6303  
Phone: 302-856-5298  
Fax: 302-856-5800



## FIRE PROTECTION PROJECT APPROVAL

Plan Review Number 2008-03-0175-BLD-02 Tax Parcel Number KN-04-018.06-01-65.00-000  
Review Status APPROVED Inspection Date 07/15/2009

### PROJECT

MIDDLE SCHOOL PROVIDENCE CREEK ACADEMY SCHOOL PROVIDENCE CREEK ACADEMY SCHOOL		
Phase#	Building #	Unit #
267 W DUCK CREEK RD CLAYTON, DE 19938		

### SCOPE OF PROJECT

Project Type <u>BLD New Building</u>	
Number of Stories <u>1</u>	Occupant Load <u>494</u>
Square Footage <u>14050</u>	Occupancy Code <u>9667</u>
Construction Class <u>V (000) WOOD FRAME</u>	Fire District <u>45</u>

### APPLICANT

### OWNER

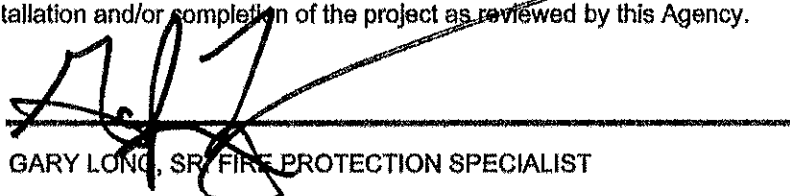
INTEGRATED CONSTRUCTION SERVICES LLC/ICS  2 PENNS WAY STE 405 NEW CASTLE, DE 19720	PROVIDENCE CREEK SERVICES LLC  CHARLES TAYLOR 355 W DUCK CREEK RD CLAYTON, DE 19938
--	---

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This Plan Review Project was prepared by:



GARY LONG, SR. FIRE PROTECTION SPECIALIST



# OFFICE OF STATE FIRE MARSHAL



2307 MacArthur Road  
 New Castle, DE 19720-2426  
 Phone: 302-323-6365  
 Fax: 302-323-6366

*Technical Services*  
 1537 Chestnut Grove Road  
 Dover, DE 19904-1544  
 Phone: 302-739-4394  
 Fax: 302-739-3698

22705 Park Avenue  
 Georgetown, DE 19947-6303  
 Phone: 302-856-5298  
 Fax: 302-856-5800



## FIRE PROTECTION PROJECT APPROVAL

Plan Review Number 2008-03-0174-BLD-03  
 Review Status APPROVED

Tax Parcel Number KN-04-018.06-01-65.00-000  
 Inspection Date 07/15/2009

### PROJECT

ELEMENTARY SCHOOL PROVIDENCE CREEK ACADEMY PROVIDENCE CREEK ACADEMY SCHOOL		
Phase#	Building #	Unit #
279 W DUCK CREEK RD CLAYTON, DE 19938		

### SCOPE OF PROJECT

Project Type <u>BLD New Building</u>	
Number of Stories <u>1</u>	Occupant Load <u>1001</u>
Square Footage <u>24460</u>	Occupancy Code <u>9665</u>
Construction Class <u>V (000) WOOD FRAME</u>	Fire District <u>45</u>

### APPLICANT

### OWNER

INTEGRATED CONSTRUCTION SERVICES LLC/ICS  
  
 2 PENNS WAY  
 STE 405  
 NEW CASTLE, DE 19720

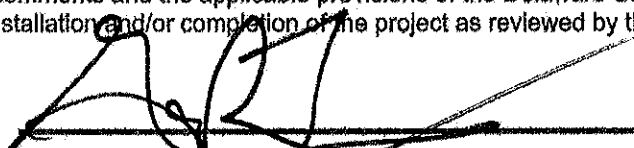
PROVIDENCE CREEK SERVICES LLC  
  
 CHARLES TAYLOR  
 355 W DUCK CREEK RD  
 CLAYTON, DE 19938

This office has reviewed the plans and specifications of the above described project for compliance with the Delaware State Fire Prevention Regulations, in effect as of the date of this review.

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This Plan Review Project was prepared by:

  
 \_\_\_\_\_  
 GARY LONG, SR. FIRE PROTECTION SPECIALIST



## **Appendix 9 - Up-to-date Insurance Certificates**



# CERTIFICATE OF LIABILITY INSURANCE

OP ID: SK

DATE (MM/DD/YYYY)

09/25/2020

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 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).

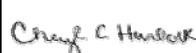
PRODUCER Pratt Insurance, Inc. Four Village Square Smyrna, DE 19977	CONTACT NAME: <b>Pratt Insurance, Inc.</b>
	PHONE (A/C, No, Ext): <b>302-653-6681</b> FAX (A/C, No): <b>302-653-2370</b>
E-MAIL ADDRESS: PRODUCER CUSTOMER ID #: <b>PROVI-2</b>	
INSURER(S) AFFORDING COVERAGE	
INSURED <b>The Providence Creek Academy Charter School Inc. &amp; The Providence Creek Academy Foundation P.O. Box 265 Clayton, DE 19938</b>	INSURER A : The Netherlands Ins Co
	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 INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> GENERAL LIABILITY			CBP8994356	10/01/2020	10/01/2021	EACH OCCURRENCE \$ <b>1,000,000</b>
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence) \$ <b>500,000</b>
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR						MED EXP (Any one person) \$ <b>15,000</b>
							PERSONAL & ADV INJURY \$ <b>1,000,000</b>
							GENERAL AGGREGATE \$ <b>2,000,000</b>
	GEN'L AGGREGATE LIMIT APPLIES PER:						PRODUCTS - COMP/OP AGG \$ <b>2,000,000</b>
	<input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						<b>Emp Ben.</b> \$ <b>1,000,000</b>
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY			BA8996556	10/01/2020	10/01/2021	COMBINED SINGLE LIMIT (Ea accident) \$ <b>1,000,000</b>
	<input checked="" type="checkbox"/> ANY AUTO						BODILY INJURY (Per person) \$
	<input type="checkbox"/> ALL OWNED AUTOS						BODILY INJURY (Per accident) \$
	<input checked="" type="checkbox"/> SCHEDULED AUTOS						PROPERTY DAMAGE (PER ACCIDENT) \$
	<input checked="" type="checkbox"/> HIRED AUTOS						\$
<input checked="" type="checkbox"/> NON-OWNED AUTOS			\$				
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR			CU8997056	10/01/2020	10/01/2021	EACH OCCURRENCE \$ <b>10,000,000</b>
	<input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE						AGGREGATE \$ <b>10,000,000</b>
	<input type="checkbox"/> DEDUCTIBLE						\$
	<input checked="" type="checkbox"/> RETENTION \$ <b>10,000</b>						\$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						WC STATUTORY LIMITS OTH-ER
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	Y / N	N / A				E.L. EACH ACCIDENT \$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE \$
A	<b>Blnkt Bldgs/PP Special form/RC</b>			CBP8994356	10/01/2020	10/01/2021	limit <b>20,553,000</b> ded <b>1,000</b>

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

<b>CERTIFICATE HOLDER</b>  <b>DELAWDE</b>  Delaware Department of Education The Townsend Building 401 Federal St, Ste 2 Dover, DE 19901-3639	<b>CANCELLATION</b>  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  

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**Appendix 10 - ERIP Reporting SY18/19 and SY19/20**



Manage/Edit Locations



philip bishop



Your Assessments



+ Start New Assessment

**i More Info! Click on a row.**

Filter Assessments:

School Safety/Hazard Assessment



Show 10 entries

ID	Assessment	Set	Created	Scheduled	Status
10271	School Safety/Harzard Assessment	School Safety/Hazard Assessment	2019-08-02 15:37:23 EDT	August 2, 2019	100% complete (answered 107 of 107)
14246	2020 DSP/DEMA School Safety Assessment	School Safety/Hazard Assessment	2020-09-17 13:39:47 EDT	September 17, 2020	100% complete (answered 107 of 107)

Previous

1

Next



Manage/Edit Locations



philip bishop



Your Assessments



+ Start New Assessment

**i More Info! Click on a row.**

Filter Assessments:

DSP DEMA School Safety Assessment (To I



Show 10 entries

ID	Assessment	Set	Created	Scheduled	Status
11743	Providence Creek Academy	DSP DEMA School Safety Assessment (To Be Completed Only By A DEMA CSSP Official, A Law Enforcement Officer, Or A Constable)	2019-11-13 16:13:26 EDT	November 14, 2019	100% complete (answered 26 of 26)
14247	2020 DSP/DEMA School Safety Assessment	DSP DEMA School Safety Assessment (To Be Completed Only By A DEMA CSSP Official, A Law Enforcement Officer, Or A Constable)	2020-09-17 13:40:27 EDT	September 17, 2020	100% complete (answered 26 of 26)

**Appendix 11 - Summary of Findings from Independent Audits**

**Appendix 11** Summary of Findings from Independent Audits (if applicable) – No findings were found in the Summary of Findings. PCA’s Audits can be found [here](#).

**Appendix 12 - Final Fiscal Year 2020 Revenue and Expenditure Budget  
Report**



Providence Creek Academy Charter School  
Monthly Financial Report  
As of June 30, 2020

STATE FUNDS	Board Approved		Percentage Received	Anticipated Receipts Remaining
	Budget	Receipt To Date		
State- Sub Reimbursement Family Leave (05389 FY20)	\$ 6,613.26	\$ 6,613.26	100.00%	\$ -
State- Certified Driver Training (05138 FY20)	\$ 68.87	\$ 68.87	100.00%	\$ -
State- Standards & Assessments (05193 FY20)	\$ 796.17	\$ 796.17	100.00%	\$ -
State- Standards & Assessments (05193 FY19)	\$ 563.72	\$ 563.72	100.00%	\$ -
Homeless Transportation (05149) FY19	\$ 2,450.75	\$ 2,450.75	100.00%	\$ -
Homeless Transportation (05149) FY20	\$ 7,588.00	\$ 7,588.00	100.00%	\$ -
Educational Opportunity Fund (05297) FY20	\$ 19,950.00	\$ 19,950.00	100.00%	\$ -
Student Success grant (05309) FY 20	\$ 24,108.00	\$ 24,108.00	100.00%	\$ -
Prof Acct Instr (05225) FY20	\$ 3,499.00	\$ 3,499.00	100.00%	\$ -
Technology Block Grant FY20 (05235)	\$ 14,863.00	\$ 14,863.00	100.00%	\$ -
Minor Cap FY 20 (50022)	\$ 111,091.00	\$ 111,091.00	100.00%	\$ -
Sustalment Fund (05289) FY20	\$ 111,054.00	\$ 111,054.00	100.00%	\$ -
Operations (05213) FY20	\$ 5,721,942.00	\$ 5,721,942.00	100.00%	\$ -
Opportunity Fund (08914) FY20	\$ 19,950.00	\$ 19,950.00	100.00%	\$ -
<b>Total State Funds</b>	<b>\$ 6,044,537.77</b>	<b>\$ 6,044,537.77</b>	<b>100.00%</b>	<b>\$ -</b>

LOCAL FUNDS				
98000 Carryover	\$ -	\$ -	0.00%	\$ -
Local Funds (98000) FY120	\$ 1,000,000.00	\$ 1,005,605.72	100.56%	\$ (5,605.72)
Food Service (91100/92102) FY20	\$ 198,000.00	\$ 197,920.61	99.96%	\$ 79.39
Local-Special FY20	\$ 172,000.00	\$ 171,352.66	99.62%	\$ 647.34
Local- Facility use	\$ 48,000.00	\$ 47,640.37	99.25%	\$ 359.63
<b>Total Local Funds</b>	<b>\$ 1,418,000.00</b>	<b>\$ 1,422,519.36</b>	<b>100.32%</b>	<b>\$ (4,519.36)</b>

Grants				
School Emergency Relief Fund (40730 FY20)	\$ 84,556.00	\$ 84,556.00	100.00%	\$ -
Reimagining professional innovation (05244)	\$ 24,959.05	\$ 24,959.05	100.00%	\$ -
Child nutrition Food Equipment (40411 FY20)	\$ 14,594.00	\$ 14,594.00	100.00%	\$ -
Bus	\$ 40,000.00	\$ 40,000.00	100.00%	\$ -
School Safety and Security (59970 FY20)	\$ 19,700.51	\$ 19,700.51	100.00%	\$ -
PCA Planning grant (40954 FY19)	\$ 50,000.00	\$ 50,000.00	100.00%	\$ -
Rural & Low Income (40223 FY20)	\$ 14,746.00	\$ 14,746.00	100.00%	\$ -
<b>Total Grants</b>	<b>\$ 248,555.56</b>	<b>\$ 248,555.56</b>	<b>100.00%</b>	<b>\$ -</b>

<b>Federal Funds</b>	<b>\$ 375,000.00</b>	<b>\$ 373,550.32</b>	<b>99.61%</b>	<b>\$ 1,449.68</b>
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<b>All Funds Total</b>	<b>\$ 8,086,093.33</b>	<b>\$ 8,089,163.01</b>	<b>100.04%</b>	<b>\$ (3,069.68)</b>
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OPERATING BUDGET		Board Approved		Remaining Balance	Percentage Obligated
Description	Budget	Encumbrance	Expenditures		
1 Salaries and Benefits	\$ 4,763,209.32	\$ -	\$ 4,712,843.24	\$ 50,366.08	98.94%
2 Utilities	\$ 142,000.00	\$ -	\$ 139,836.34	\$ 2,163.66	98.48%
3 Facility--Lease	\$ -	\$ -	\$ -	\$ -	#DIV/0!
4 Facility--Mortgage	\$ 1,093,000.00	\$ -	\$ 1,092,978.09	\$ 21.91	100.00%
5 Transportation	\$ 571,720.51	\$ -	\$ 562,632.93	\$ 9,087.58	98.41%
6 Food Service	\$ 329,775.67	\$ -	\$ 326,042.65	\$ 3,733.02	98.87%
8 Management Company	\$ -	\$ -	\$ -	\$ -	0.00%
9 Textbooks and Instructional Supplies	\$ 320,000.00	\$ 104.06	\$ 314,959.82	\$ 4,936.12	98.42%
10 Building Maintenance and Custodial Services	\$ 140,000.00	\$ -	\$ 130,219.17	\$ 9,780.83	93.01%
11 Other Expenses	\$ 726,387.83	\$ -	\$ 534,926.16	\$ 191,461.67	73.64%
<b>Total Operating Expenses</b>	<b>\$ 8,086,093.33</b>	<b>\$ 104.06</b>	<b>\$ 7,814,438.40</b>	<b>\$ 271,550.87</b>	<b>96.64%</b>

PROVIDENCE CREEK ACADEMY HAD THE FOLLOWING ADDITIONAL REVENUE SOURCES AS OF June 30, 2019 WHICH ARE NOT INCLUDED IN THE ABOVE BUDGET FIGURES FOR FISCAL YEAR 2020

Local Revenue (98000 FY20)	\$ 2,066,461.03
Local USDA Reserve (99048 FY20)	\$ 252,288.00
Food Service (91100 FY20) (92102 FY20)	\$ 77,117.40
<b>Total Revenue</b>	<b>\$ 2,395,866.43</b>

Checking accounts	
PNC bank acct 56-0495-0739 (Petty Cash)	\$ 2,773.56
PNC bank acct 57-9741-4093 (USDA Mortgage)	\$ 236,520.00

**Appendix 13 - Approved Preliminary Fiscal Year 2021 Budget**

Providence Creek Academy Charter School  
Monthly Financial Report  
As of August 31, 2020

STATE FUNDS	Board Approved		Percentage Received	Anticipated
	Budget	Receipt To Date		Receipts Remaining
Opportunity Fund (08914) FY20	\$ 21,130.00	\$ 21,130.00	100.00%	\$ -
Homeless Transportation (05149) FY21	\$ 3,794.00	\$ 3,794.00	100.00%	\$ -
Charter Transportation (05177) FY21	\$ 600,332.00	\$ 600,332.00	100.00%	\$ -
Standards & Assessment (05193) FY21	\$ 398.00	\$ 398.00	100.00%	\$ -
Prof Acct Instr (05225) FY21	\$ 3,522.00	\$ 3,522.00	100.00%	\$ -
Educational Opportunity (05297) FY21	\$ 21,130.00	\$ 21,130.00	100.00%	\$ -
Child Safety Awareness (05317) FY21	\$ 1,110.00	\$ 1,110.00	100.00%	\$ -
Student Success grant (05309) FY 21	\$ 32,044.00	\$ 32,044.00	100.00%	\$ -
Technology Block Grant (05235) FY21	\$ 14,863.00	\$ 13,355.00	89.85%	\$ 1,508.00
Minor Cap (50022) FY21	\$ 100,579.00	\$ 100,579.00	100.00%	\$ -
Sustainment Fund (05289) FY21	\$ 111,054.00	\$ 99,791.00	89.86%	\$ 11,263.00
Operations (05213) FY21	\$ 5,044,422.00	\$ 4,232,253.00	83.90%	\$ 812,169.00
<b>Total State Funds</b>	<b>\$ 5,954,378.00</b>	<b>\$ 5,129,438.00</b>	<b>86.15%</b>	<b>\$ 824,940.00</b>

LOCAL FUNDS				
Interest Income (98000)	\$ 35,740.50	\$ 12,002.53	33.58%	\$ 23,737.97
98000 Carryover	\$ -	\$ -	0.00%	\$ -
Local Funds (98000) FY21	\$ 893,049.02	\$ -	0.00%	\$ 893,049.02
Food Service (91100/92102) FY21	\$ 277,871.44	\$ -	0.00%	\$ 277,871.44
Local-Special FY21	\$ 126,044.80	\$ -	0.00%	\$ 126,044.80
Local- Facility use	\$ 59,113.21	\$ 35,700.41	60.39%	\$ 23,412.80
<b>Total Local Funds</b>	<b>\$ 1,391,818.97</b>	<b>\$ 47,702.94</b>	<b>3.43%</b>	<b>\$ 1,344,116.03</b>

<b>Federal Funds</b>	<b>\$ 265,447.92</b>	<b>\$ 33,667.99</b>	<b>12.68%</b>	<b>\$ 231,779.93</b>
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<b>All Funds Total</b>	<b>\$ 7,611,644.89</b>	<b>\$ 5,210,808.93</b>	<b>68.46%</b>	<b>\$ 2,400,835.96</b>
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OPERATING BUDGET		Board Approved			Remaining	Percentage
Description	Budget	Encumbrance	Expenditures	Balance	Obligated	
1 Salaries and Benefits	\$ 4,918,470.48	\$ -	\$ 820,527.68	\$ 4,097,942.80	16.68%	
2 Utilities	\$ 165,000.00	\$ 156,149.33	\$ 15,189.49	\$ (6,338.82)	103.84%	
3 Facility--Lease	\$ -	\$ -	\$ -	\$ -	0.00%	
4 Facility--Mortgage	\$ 412,568.09	\$ -	\$ 19,921.42	\$ 392,646.67	4.83%	
5 Transportation	\$ 622,748.65	\$ 199,978.81	\$ 35,417.36	\$ 387,352.48	37.80%	
6 Food Service	\$ 323,911.79	\$ 80,000.00	\$ 30,306.43	\$ 213,605.36	34.05%	
8 Management Company	\$ -	\$ -	\$ -	\$ -	0.00%	
9 Textbooks and Instructional Supplies	\$ 260,100.00	\$ 80,879.99	\$ 51,739.80	\$ 127,480.21	50.99%	
10 Building Maintenance and Custodial Services	\$ 153,000.00	\$ 62,763.04	\$ 17,407.35	\$ 72,829.61	52.40%	
11 Other Expenses	\$ 752,482.19	\$ 370,196.41	\$ 42,117.39	\$ 340,168.39	54.79%	
<b>Total Operating Expenses</b>	<b>\$ 7,608,281.20</b>	<b>\$ 949,967.58</b>	<b>\$ 1,032,626.92</b>	<b>\$ 5,625,686.70</b>	<b>26.06%</b>	
Surplus:	\$ 3,363.69					

PROVIDENCE CREEK ACADEMY HAD THE FOLLOWING ADDITIONAL REVENUE SOURCES AS OF June 30, 2020 WHICH ARE NOT INCLUDED IN THE ABOVE BUDGET FIGURES FOR FISCAL YEAR 2021

Local Revenue (98000) FY21	\$ 2,331,549.97
Local USDA Reserve (99048) FY20	\$ 252,288.00
Food Service (91100) FY21 (92102) FY21	\$ 33,167.92
<b>Total Revenue</b>	<b>\$ 2,617,005.89</b>

Checking accounts	
PNC bank acct 56-0495-0739 (Petty Cash)	\$ 2,773.56
PNC bank acct 57-9741-4093 (USDA Mortgage)	\$ 183,960.00

\*\*\*The Payroll accrual for the summer of 2020 was \$598,065.24 and the accounts payable was \$1,745.67 for a total of \$599,810.91

**Appendix 14 - Fiscal Year 2020 Audited Financial Statements**



September 17, 2020

Board of Directors  
Providence Creek Academy Charter School, Inc.  
Clayton, Delaware

We have audited the financial statements of the governmental activities and each major fund of Providence Creek Academy Charter School, Inc. ("the School") for the year ended June 30, 2020, and have issued our report thereon dated September 17, 2020. Professional standards require that we advise you of the following matters relating to our audit.

#### Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated April 16, 2020, our responsibility, as described by professional standards, is to form and express opinions about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of your respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing 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 over financial reporting. Accordingly, as part of our audit, we considered the internal control of the School solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

#### Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

#### Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence.

### Qualitative Aspects of the Entity's Significant Accounting Policies

#### *Significant Accounting Policies*

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by the School is included in Note 1 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during the fiscal year ended June 30, 2020. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

#### *Significant Accounting Estimates*

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are accumulated depreciation, compensated absences, net pension liability, and net OPEB liability.

- Management's estimate of the accumulated depreciation is based on the straight-line method of depreciation over the estimated useful lives of the assets.
- Management's estimate of compensated absences is based on estimates of the amounts owed by the School according to School policy.
- Management's estimate of the net pension liability is based on the actuarially determined pension liability of the State pension plan and the estimate of the School's allocation of the net liability.
- Management's estimate of the net OPEB liability is based on the actuarially determined OPEB liability of the State plan and the estimate of the School's allocation of the net liability.

We evaluated the key factors and assumptions used to develop the above estimates determined that they are reasonable in relation to the basic financial statements taken as a whole and in relation to the applicable opinion units.

#### Significant Difficulties Encountered During the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

#### Uncorrected and Corrected Misstatements

As part of our audit, we assisted management with the preparation of (1) the year-end adjustments to convert the cash basis information maintained in the First State Financial System to the modified accrual basis, and (2) the conversion entries to adjust the measurement focus from the governmental fund data to the government-wide financial statements, including the adjustments to record the net pension and OPEB liabilities and the related deferred inflows and outflows. The attached schedule summarizes the adjustments we assisted management with. Management has posted these adjustments, and they are included in the financial statements of the School.

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole and each applicable opinion unit. No such misstatements were detected as a result of our audit procedures.

In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. No such misstatements were detected as a result of our audit procedures.

#### Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the School's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

#### Representations Requested from Management

We have requested certain written representations from management, which are included in the management representation letter dated September 17, 2020.

#### Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

#### Other Significant Matters, Findings, or Issues

In the normal course of our professional association with the School, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating and regulatory conditions affecting the entity, and operational plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the School's auditor.

Board of Directors  
Providence Creek Academy Charter School, Inc.  
page 4

Restriction on Use

This report is intended solely for the information and use of the Board of Directors and management of the School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

*Barbacane, Thornton & Company LLP*

BARBACANE, THORNTON & COMPANY LLP



Client: **31770 - Providence Creek Academy Charter School, Inc.**  
Engagement: **31770 - Providence Creek Academy Charter School, Inc.**  
Period Ending: **6/30/2020**  
Trial Balance: **3500.01 - Government Fund Trial Balance**  
Workpaper: **3700.01 - Journal Entries Report**  
Fund Level: **All**  
Index: **All**

Account	Description	W/P Ref	Debit	Credit
<b>Adjusting Journal Entries</b>				
<b>Adjusting Journal Entries JE # 1</b>				
To reverse prior year accrual of salaries and benefits				
01-AS	Local Accrued Salaries		49,192.00	
02-AS	State Accrued Salaries		555,466.00	
03-AS	Federal Accrued Salaries		44,830.00	
01-51100-98000-A	Teachers			36,118.00
01-52001-91100-A	Pensions/Employer's Share			13,074.00
02-51100-5213-A	Teachers			346,850.00
02-52001-5193-A	Pensions/Employer's Share			208,616.00
03-51100-40114-B	Teachers			28,327.00
03-52001-40114-A	Pensions/Employer's Share			16,503.00
<b>Total</b>			<b>649,488.00</b>	<b>649,488.00</b>
<b>Adjusting Journal Entries JE # 2</b>				
To reverse prior year accounts payable				
01-AP	Local Accounts Payable		5,124.00	
02-AP	State Accounts Payable		97.00	
01-55000-98000-A	Other Professional Service			300.00
01-55000-98159-A	Other Professional Service			615.00
01-55507-98000-A	Maintenance			194.00
01-56120-98205-A	Clothing & Linens			4,015.00
02-55507-5213-A	Maintenance			97.00
<b>Total</b>			<b>5,221.00</b>	<b>5,221.00</b>
<b>Adjusting Journal Entries JE # 3</b>				
To reverse prior year accounts receivable				
03-07100-40554-A	Revenue-Title I		44,830.00	
03-AR	Federal Accounts Receivable			44,830.00
<b>Total</b>			<b>44,830.00</b>	<b>44,830.00</b>
<b>Adjusting Journal Entries JE # 5</b>				
To record petty cash activity				
01-PNC	PNC Cash		820.00	
01-55647-98000-A	Student Body Activity			820.00
<b>Total</b>			<b>820.00</b>	<b>820.00</b>
<b>Adjusting Journal Entries JE # 8</b>				
To record accounts payable as of year end.				
02-55125-5213-A	Telecommunication		42.00	
02-55507-5213-A	Maintenance		555.00	
02-55507-5213-A	Maintenance		1,095.00	
02-56128-5213-A	Medical Supplies		53.00	
02-AP	State Accounts Payable			1,745.00
<b>Total</b>			<b>1,745.00</b>	<b>1,745.00</b>
<b>Adjusting Journal Entries JE # 9</b>				
To record current year accrued salaries				
01-51100-98000-A	Teachers		11,154.00	
01-52001-91100-A	Pensions/Employer's Share		6,379.00	
02-51100-5213-A	Teachers		359,728.00	
02-52001-5193-A	Pensions/Employer's Share		194,457.00	
03-51100-40114-B	Teachers		17,038.00	
03-52001-40114-A	Pensions/Employer's Share		9,309.00	
01-AS	Local Accrued Salaries			17,533.00
02-AS	State Accrued Salaries			554,185.00
03-AS	Federal Accrued Salaries			26,347.00
<b>Total</b>			<b>598,065.00</b>	<b>598,065.00</b>

Client: **31770 - Providence Creek Academy Charter School, Inc.**  
Engagement: **31770 - Providence Creek Academy Charter School, Inc.**  
Period Ending: **6/30/2020**  
Trial Balance: **3500.01 - Government Fund Trial Balance**  
Workpaper: **3700.01 - Journal Entries Report**  
Fund Level: **All**  
Index: **All**

Account	Description	W/P Ref	Debit	Credit
<b>Adjusting Journal Entries</b>				
<b>Adjusting Journal Entries JE # 10</b>				
To accrue revenue for Title I salary accrual				
03-AR	Federal Accounts Receivable		26,347.00	
03-07100-40554-A	Revenue-Title I			26,347.00
<b>Total</b>			<b>26,347.00</b>	<b>26,347.00</b>
<b>Total Adjusting Journal Entries</b>			<b>1,326,516.00</b>	<b>1,326,516.00</b>
<b>Reclassifying Journal Entries</b>				
<b>Reclassifying Journal Entries JE # 4</b>				
To reclassify transfers to the debt service fund				
01-TRANS	Transfer Out		210,240.00	
02-TRANS	Transfer Out		289,080.00	
01-55629-98000-A	Principal Payment			210,240.00
02-55629-50022-A	Principal Payment			78,091.00
02-55629-5213-A	Principal Payment			2,925.00
02-55630-5213-A	Interest Payment			208,064.00
<b>Total</b>			<b>499,320.00</b>	<b>499,320.00</b>
<b>Reclassifying Journal Entries JE # 6</b>				
To reclassify USDA reimbursements to federal revenues and expenses				
1-07100- 91100 - 48011	- USDA/DOE Meal Reimbursement		99,911.00	
03-51187-91100-A	Food Service Managers		47,846.00	
03-51188-91100-A	Food Service Cooks		12,332.00	
03-51190-91100-A	Food Service General Workers		39,733.00	
01-51187-91100-A	Food Service Managers			47,846.00
01-51188-91100-A	Food Service Cooks			12,332.00
01-51190-91100-A	Food Service General Workers			39,733.00
03-07100-91100-48011	USDA/DOE Meal Reimbursement			99,911.00
<b>Total</b>			<b>199,822.00</b>	<b>199,822.00</b>
<b>Reclassifying Journal Entries JE # 7</b>				
To reclassify OEC expenses based on salaries				
01-FSOEC	Local Food Service OEC Allocation		10,545.00	
01-IOEC	Local Instruction OEC Allocation		108,634.00	
01-OMOEC	Local O&M OEC Allocation		50,390.00	
01-TOEC	Local Transportation OEC Allocation		7,010.00	
02-IOEC	State Instruction OEC Allocation		948,833.00	
02-OMOEC	State O&M OEC Allocation		359,517.00	
02-TOEC	State Transportation OEC Allocation		110,943.00	
03-IOEC	Federal Instruction OEC Allocation		128,837.00	
03-OMOEC	Federal O&M OEC Allocation		2,954.00	
01-OEC	Local Contra OEC			176,579.00
02-OEC	State Contra OEC			1,419,293.00
03-OEC	Federal Contra OEC			131,791.00
02-FSOEC	State Food Service Allocation			
03-FSOEC	Federal Food Service OEC Allocation			
03-TOEC	Federal Transportation OEC Allocation			
<b>Total</b>			<b>1,727,663.00</b>	<b>1,727,663.00</b>
<b>Reclassifying Journal Entries JE # 413</b>				
To reclassify debt service between principle and interest				
02-55396-5213-B	Loans		4,225.00	
02-55396-5213-A	Loans			4,225.00
<b>Total</b>			<b>4,225.00</b>	<b>4,225.00</b>
<b>Total Reclassifying Journal Entries</b>			<b>2,431,030.00</b>	<b>2,431,030.00</b>
<b>Total All Journal Entries</b>			<b>3,757,546.00</b>	<b>3,757,546.00</b>



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**PROVIDENCE CREEK ACADEMY  
CHARTER SCHOOL, INC.  
(A Component Unit of the State of Delaware)  
CLAYTON, DELAWARE**

**FINANCIAL STATEMENTS**

**JUNE 30, 2020**

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PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
(A Component Unit of the State of Delaware)

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PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
(A Component Unit of the State of Delaware)

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## INDEPENDENT AUDITOR'S REPORT

September 17, 2020

Board of Directors  
Providence Creek Academy Charter School, Inc.  
Clayton, Delaware

### Report on Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of Providence Creek Academy Charter School, Inc. ("the School"), Clayton, Delaware (a component unit of the State of Delaware), as of and for the year ended June 30, 2020, 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.

Board of Directors  
Providence Creek Academy Charter School, Inc.

In making those risk assessments, the auditor considers internal control relevant to the entity's preparation 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 Providence Creek Academy Charter School, Inc. as of June 30, 2020, and the respective changes in its financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

#### Report on Summarized Comparative Information

We have previously audited Providence Creek Academy Charter School, Inc.'s 2019 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 30, 2019. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2019 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 10, 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 37 through 41 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.

Board of Directors  
Providence Creek Academy Charter School, Inc.

### 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, and schedule of expenditures by natural classification - governmental funds 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, and schedule of expenditures by natural classification - governmental funds 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, and schedule of expenditures by natural classification - governmental funds 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 17, 2020, 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 solely 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 the effectiveness of 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**

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED  
YEAR ENDED JUNE 30, 2020**

Our discussion and analysis of Providence Creek Academy Charter School, Inc.'s ("the School") financial performance provides an overview of the financial activities for the year ended June 30, 2020. Please read it in conjunction with the Independent Auditor's Report on pages 1 - 3 and the School's financial statements, which begin on page 11.

### **FINANCIAL HIGHLIGHTS**

The net deficit of the School decreased by \$503,845, or 3.63 percent. Program revenues accounted for \$805,686, or 9.92 percent of total revenues, and the general revenues accounted for \$7,319,435, or 90.08 percent of total revenues. Also, the general fund reported a positive fund balance of \$2,234,715.

The largest changes in the School's statement of net position compared to FY 2019 can be seen in the deferred outflows and deferred inflows of resources. Deferred outflows increased by \$764,358. Deferred inflows increased by \$693,319. These increases were mainly driven by the change in the valuation for GASB Statement No. 75 during the fiscal year.

### **USING THE ANNUAL FINANCIAL REPORT**

This annual financial report consists of a series of financial statements and related notes to those statements. The statements are organized so the reader can understand the School as a whole, and then 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 which is similar to the accounting used by private sector corporations. All of the year's revenues and expenses are taken into consideration regardless of when the cash is received or paid. These two statements report the School's net position and changes thereof. 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 and facility conditions in arriving at their conclusion regarding the overall health of the School.

### **REPORTING THE SCHOOL'S MOST SIGNIFICANT FUNDS**

#### **Fund Financial Statements**

Our analysis of the School's major funds and fund financial statements begins on page 13. These statements provide detailed information about the most significant funds and not the School as a

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
YEAR ENDED JUNE 30, 2020**

whole. Certain funds are required to be established by State statute, while many other funds may be established by the School to help manage money for particular purposes and compliance with various grant provisions.

**Governmental Funds**

All of the School's activities are reported in the 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 an accounting method called modified accrual accounting, which measures cash and other financial assets that can readily be converted to cash. The statement of the governmental funds provides 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 less financial resources available to spend in the near future to finance the School's programs. The difference between governmental activities (reported in the statement of net position and the statement of activities) and the governmental funds is reconciled in the basic financial statements.

**GOVERNMENT-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 \$13,395,324 at the close of the fiscal year. The School's total assets are comprised of cash and equivalents (23.90 percent), accounts receivable (0.21 percent), and capital assets net of depreciation (75.89 percent). The School uses capital assets to provide services; consequently, capital assets are not available for future spending. Although the School's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay such debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate the debt obligations.

A summarized comparative analysis for the fiscal year 2020 to 2019 follows:

**TABLE 1  
NET POSITION  
June 30, 2020 and 2019**

	2020	2019
<b>Current and Other Assets</b>		
Current assets	\$ 3,071,045	\$ 2,690,986
Capital assets, net of depreciation	9,666,358	9,747,613
<b>Total Assets</b>	12,737,403	12,438,599
 Deferred Outflows of Resources	 2,202,130	 1,437,772
<b>Total Assets and Deferred Outflows of Resources</b>	14,939,533	13,876,371

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
YEAR ENDED JUNE 30, 2020**

**TABLE 1  
NET POSITION  
June 30, 2020 and 2019**

(cont'd)	2020	2019
<b>Liabilities</b>		
Current liabilities	710,414	939,834
Long-term liabilities	24,633,767	24,538,349
<b>Total Liabilities</b>	25,344,181	25,478,183
Deferred Inflows of Resources	2,990,676	2,297,357
<b>Total Liabilities and Deferred Inflows of Resources</b>	28,334,857	27,775,540
<b>Net Deficit</b>		
Net investment in capital assets	(1,375,993)	(1,715,013)
Restricted	236,520	52,560
Unrestricted (deficit)	(12,255,851)	(12,236,716)
<b>Total Net Deficit</b>	<u>\$(13,395,324)</u>	<u>\$(13,899,169)</u>

Table 2, which follows, reflects the School's revenues received by funding source and how the funding received was expended by function.

**TABLE 2  
CHANGE IN NET POSITION  
Fiscal Years Ended June 30, 2020 and 2019**

	2020	2019
<b>General Revenues</b>		
Charges to school districts	\$ 911,863	\$ 865,679
State aid not restricted to specific purposes	6,092,388	5,747,412
Earnings on cash and cash equivalents	90,022	45,626
Other revenues	225,162	267,499
<b>Total General Revenues</b>	7,319,435	6,926,216
<b>Program Revenues</b>		
Federal aid	573,704	410,310
Facilities rental	7,610	23,250
School cafeteria fees	88,880	124,553
Summer camp and before and after care fees	135,492	150,217
<b>Total Revenues</b>	<u>8,125,121</u>	<u>7,634,546</u>

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
YEAR ENDED JUNE 30, 2020**

**TABLE 2  
CHANGE IN NET POSITION  
Fiscal Years Ended June 30, 2020 and 2019**

(cont'd)	2020	2019
<b>Expenses</b>		
Instructional services	4,103,406	5,385,589
Support services:		
Operation and maintenance of facilities	2,335,477	692,790
Transportation	468,953	704,000
School food services	243,044	329,684
Interest on long-term debt	470,396	502,444
<b>Total Expenses</b>	<u>7,621,276</u>	<u>7,614,507</u>
<b>Change in Net Deficit</b>	<u>\$ 503,845</u>	<u>\$ 20,039</u>

***Governmental Activities***

The net deficit of the School's governmental activities decreased by \$503,845, and unrestricted net position reflects a negative balance of \$12,255,851. The decrease in the net deficit is attributable to an increase in total revenues.

The statement of activities shows the cost of program services and the charges for services, and grants and contributions offsetting those services. The table below reflects the cost of program services and the net cost of those services after taking into account the program revenues for the governmental activities. General revenues which include charges to school districts, State aid not restricted for specific purposes, cash and investment earnings, and other local revenues must support the net cost of the programs.

	<b>SERVICES</b>			
	2020		2019	
	Total Cost	Net Cost	Total Cost	Net Cost
<b>Governmental Activities</b>				
Instructional services	\$ 4,103,406	\$ 3,508,715	\$ 5,385,589	\$ 4,963,762
Support services:				
Operation and maintenance of facilities	2,335,477	2,327,867	692,790	669,540
Transportation	468,953	468,953	704,000	704,000
School food services	243,044	39,659	329,684	66,431
Interest on long-term debt	470,396	470,396	502,444	502,444
<b>Total Expenses</b>	<u>\$ 7,621,276</u>	<u>\$ 6,815,590</u>	<u>\$ 7,614,507</u>	<u>\$ 6,906,177</u>

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
YEAR ENDED JUNE 30, 2020**

The reliance on general revenues to support the governmental activities is reflected by the net cost services' columns, which basically indicate the need for general support to fund School operations.

**THE SCHOOL'S FUNDS**

The governmental funds (as presented on the balance sheet on page 13) reported a fund balance of \$2,471,235, which is an increase from the prior year's amount by \$434,958. The schedule below indicates the fund balance and the total changes in fund balance from June 30, 2019 to June 30, 2020.

	<u>2020</u>	<u>2019</u>	<u>Increase</u>
<b>Governmental Fund Balance</b>			
Restricted - debt service	\$ 236,520	\$ 52,560	\$ 183,960
Unassigned - general fund	<u>2,234,715</u>	<u>1,983,717</u>	<u>250,998</u>
<b>Total Fund Balance</b>	<u>\$ 2,471,235</u>	<u>\$ 2,036,277</u>	<u>\$ 434,958</u>

**General Fund**

The increase in the School's fund balance of the general fund is due mainly to increases in funding from state and federal sources. This was offset by increases in expenditures for debt service and operation and maintenance of facilities.

The tables that follow will assist the reader in evaluating the financial activities as compared to the prior year.

	<u>Amounts</u>		<u>Percentage (%) Change</u>
	<u>2020</u>	<u>2019</u>	
<b>Revenues</b>			
Charges to school districts	\$ 911,863	\$ 865,679	5.34%
State sources	6,092,388	5,747,412	6.00%
Federal sources	459,199	410,310	11.92%
Food service revenue	204,002	124,553	63.79%
Earnings on cash and cash investments	90,022	45,626	97.30%
Facilities rental	7,610	23,250	-67.27%
Before and after care	30,736	36,824	-16.53%
Summer camp	104,756	113,393	-7.62%
Contributions	4,277	-	100.00%
Miscellaneous revenue	<u>220,268</u>	<u>267,499</u>	<u>-17.66%</u>
<b>Total Revenues</b>	<u>\$ 8,125,121</u>	<u>\$ 7,634,546</u>	<u>6.43%</u>

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
YEAR ENDED JUNE 30, 2020**

The largest portions of general fund expenditures are for personnel costs, which include salaries and related employment costs. The School is a service-oriented organization and, as such, is very labor intensive.

	Amounts		Percentage (%) Change
	2020	2019	
<b>Expenditures by Object</b>			
Instructional services	\$ 3,810,868	\$ 5,345,832	-28.71%
Support services:			
Operation and maintenance of facilities	2,104,417	397,677	429.18%
Transportation	359,123	548,985	-34.58%
School food services	241,780	329,684	-26.66%
Capital outlay	262,230	61,168	328.70%
Debt services	593,658	504,059	17.78%
<b>Total Expenditures by Object</b>	<u>\$ 7,372,076</u>	<u>\$ 7,187,405</u>	<u>2.57%</u>

During fiscal year 2020, the State of Delaware made changes to the coding structure for some expenditures. This change resulted more expenditures being classified as operation and maintenance of facilities instead of instructional services. Prior year expenditures were not reclassified to conform with the new coding structure utilized by the State of Delaware.

**Debt Service Fund**

The fund is maintained to accumulate resources for the payment of principal and interest on long-term general obligation debt. The debt service fund had a fund balance of \$236,520 as of June 30, 2020.

**GENERAL FUND BUDGET INFORMATION**

The School's budget is prepared on the modified accrual basis of accounting. The most significant budgeted fund is the general fund. The School may amend its revenue and expenditure estimates periodically due to changing conditions.

For the fiscal year ended June 30, 2020, actual revenues came in over anticipated amounts by \$39,028, and actual expenditures came in under budget by \$60,613.

**CAPITAL ASSETS**

The School has \$9,666,358 invested in capital assets, net of depreciation. During the current year, the School purchased two buses for \$180,000 and computers and food service equipment for \$98,853, performed building improvements for \$32,100, and incurred depreciation of \$392,208.

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
YEAR ENDED JUNE 30, 2020**

**DEBT ADMINISTRATION**

As of June 30, 2020, the School had total outstanding debt of \$11,042,351 in the form of bonds and a note payable. Detailed information regarding long-term debt activity is included in Note 4 to the financial statements.

Other obligations include the net pension liability, net OPEB liability, accrued vacation pay, and sick leave for School employees. More detailed information about long-term liabilities is included in Notes 4, 6, and 7 to the financial statements.

**FACTORS EXPECTED TO HAVE AN EFFECT ON FUTURE OPERATIONS**

The School is primarily funded by the State of Delaware and local municipalities, and thus is affected by the economic outlook for the State and municipalities. The State and municipalities continue to support the funding of education.

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 have to 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 funding received. If you have questions about this report or need additional financial information, contact the School's Finance Office at (302) 653-6276 or by writing to 273 West Duck Creek Road, Clayton, DE 19938.



## **BASIC FINANCIAL STATEMENTS**

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.**  
**STATEMENTS OF NET POSITION**  
**JUNE 30, 2020 AND 2019**

	2020	2019
<b>ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>		
<b>CURRENT ASSETS:</b>		
Cash and cash equivalents	\$ 3,044,698	\$ 2,646,156
Accounts receivable	26,347	44,830
Total Current Assets	3,071,045	2,690,986
<b>NONCURRENT ASSETS:</b>		
Land	1,585,906	1,585,906
Depreciable capital assets, net	8,080,452	8,161,707
Total Noncurrent Assets	9,666,358	9,747,613
<b>TOTAL ASSETS</b>	<b>12,737,403</b>	<b>12,438,599</b>
<b>DEFERRED OUTFLOWS OF RESOURCES:</b>		
Deferred pension	873,264	848,396
Deferred OPEB	1,328,866	589,376
<b>TOTAL DEFERRED OUTFLOWS OF RESOURCES</b>	<b>2,202,130</b>	<b>1,437,772</b>
<b>TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>	<b>\$ 14,939,533</b>	<b>\$ 13,876,371</b>
<b>LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)</b>		
<b>CURRENT LIABILITIES:</b>		
Accounts payable	\$ 1,745	\$ 5,221
Accrued salaries	598,065	649,488
Accrued interest	18,503	36,850
Current portion bonds and note payable	92,101	248,275
Total Current Liabilities	710,414	939,834
<b>NONCURRENT LIABILITIES:</b>		
Bonds and note payable	10,950,250	11,214,351
Compensated absences	162,867	143,831
Net pension liability	2,260,114	1,831,554
Net OPEB liability	11,260,536	11,348,613
Total Noncurrent Liabilities	24,633,767	24,538,349
<b>TOTAL LIABILITIES</b>	<b>25,344,181</b>	<b>25,478,183</b>
<b>DEFERRED INFLOWS OF RESOURCES:</b>		
Deferred pension	71,694	179,111
Deferred OPEB	2,918,982	2,118,246
Total Deferred Inflows of Resources	2,990,676	2,297,357
<b>TOTAL LIABILITIES AND DEFERRED INFLOWS OF RESOURCES</b>	<b>28,334,857</b>	<b>27,775,540</b>
<b>NET POSITION (DEFICIT):</b>		
Net investment in capital assets	(1,375,993)	(1,715,013)
Restricted	236,520	52,560
Unrestricted (deficit)	(12,255,851)	(12,236,716)
<b>TOTAL NET POSITION (DEFICIT)</b>	<b>(13,395,324)</b>	<b>(13,899,169)</b>
<b>TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)</b>	<b>\$ 14,939,533</b>	<b>\$ 13,876,371</b>

The accompanying notes are an integral part of these financial statements.

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.**  
**STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2020**  
**(With Summarized Comparative Data for June 30, 2019)**

GOVERNMENTAL ACTIVITIES	Program Revenues			Net (Expense) Revenue and Changes in Net Deficit	
	Expenses	Charges for Services	Operating Grants and Contributions		Capital Grants and Contributions
	2020	2019	2020		2019
Instructional services	\$ (4,103,406)	\$ 135,492	\$ 417,195	\$ (4,963,762)	
Support services:					
Operation and maintenance of facilities	(2,335,477)	7,610	-	(669,540)	
Transportation	(468,953)	-	-	(704,000)	
School food services	(243,044)	88,880	114,505	(66,431)	
Interest on long-term debt	(470,396)	-	-	(502,444)	
<b>TOTAL GOVERNMENT ACTIVITIES</b>	<b><u>\$ (7,621,276)</u></b>	<b><u>\$ 231,982</u></b>	<b><u>\$ 531,700</u></b>	<b><u>(6,906,177)</u></b>	
<b>GENERAL REVENUES</b>					
Charges to school districts			911,863	865,679	
State aid not restricted to specific purposes			6,092,388	5,747,412	
Earnings on cash and investments			90,022	45,626	
Contributions			4,277	-	
Other local sources			220,885	267,499	
<b>TOTAL GENERAL REVENUES</b>			<b><u>7,319,435</u></b>	<b><u>6,926,216</u></b>	
<b>CHANGE IN NET DEFICIT</b>			<b>503,845</b>	<b>20,039</b>	
<b>NET DEFICIT, BEGINNING OF YEAR</b>			<b><u>(13,899,169)</u></b>	<b><u>(13,919,208)</u></b>	
<b>NET DEFICIT, END OF YEAR</b>			<b><u>\$ (13,395,324)</u></b>	<b><u>\$ (13,899,169)</u></b>	

The accompanying notes are an integral part of these financial statements.

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.**  
**BALANCE SHEET - GOVERNMENTAL FUNDS**  
**JUNE 30, 2020**  
**(With Summarized Comparative Data for June 30, 2019)**

	General Fund	Debt Service Fund	Total Governmental Funds	
			2020	2019
<b>ASSETS:</b>				
Cash and cash equivalents	\$ 2,808,178	\$ 236,520	\$ 3,044,698	\$ 2,646,156
Accounts receivable	26,347	-	26,347	44,830
<b>TOTAL ASSETS</b>	<u><u>\$ 2,834,525</u></u>	<u><u>\$ 236,520</u></u>	<u><u>\$ 3,071,045</u></u>	<u><u>\$ 2,690,986</u></u>
<b>LIABILITIES AND FUND BALANCES</b>				
<b>LIABILITIES:</b>				
Accounts payable	\$ 1,745	\$ -	\$ 1,745	\$ 5,221
Accrued salaries and benefits	598,065	-	598,065	649,488
<b>TOTAL LIABILITIES</b>	<u><u>599,810</u></u>	<u><u>-</u></u>	<u><u>599,810</u></u>	<u><u>654,709</u></u>
<b>FUND BALANCES:</b>				
Restricted	-	236,520	236,520	52,560
Unassigned	2,234,715	-	2,234,715	1,983,717
<b>TOTAL FUND BALANCES</b>	<u><u>2,234,715</u></u>	<u><u>236,520</u></u>	<u><u>2,471,235</u></u>	<u><u>2,036,277</u></u>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<u><u>\$ 2,834,525</u></u>	<u><u>\$ 236,520</u></u>	<u><u>\$ 3,071,045</u></u>	<u><u>\$ 2,690,986</u></u>

The accompanying notes are an integral part of these financial statements.

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.**  
**RECONCILIATION OF BALANCE SHEET - GOVERNMENTAL FUNDS**  
**TO STATEMENT OF NET POSITION**  
**JUNE 30, 2020**

TOTAL FUND BALANCE - GOVERNMENTAL FUNDS \$ 2,471,235

The total net deficit reported for governmental activities in the statement of net position is different because:

Capital assets used in 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 statements of net position. 9,666,358

Some liabilities are not due and payable in the current period and, therefore, are not reported in the funds. Those liabilities consist of:

Bonds and note payable	\$ (11,042,351)	
Accrued interest	(18,503)	
Compensated absences	(162,867)	
Net pension liability	(2,260,114)	
Net OPEB liability	<u>(11,260,536)</u>	(24,744,371)

Deferred inflows and 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, changes in actuarial assumptions, differences in actuarially determined actual and expected experience, 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	873,264	
Deferred inflows - pension	<u>(71,694)</u>	801,570

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 the total OPEB liability, changes in actuarial assumptions, differences in actuarially determined actual and expected experience, 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	1,328,866	
Deferred inflows - OPEB	<u>(2,918,982)</u>	<u>(1,590,116)</u>

TOTAL NET DEFICIT OF GOVERNMENTAL ACTIVITIES \$ (13,395,324)

The accompanying notes are an integral part of these financial statements.

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCES - GOVERNMENTAL FUNDS**  
**FOR THE YEAR ENDED JUNE 30, 2020**  
**(With Summarized Comparative Data for June 30, 2019)**

	General Fund	Debt Service Fund	Total Governmental Funds	
	<u>2020</u>	<u>2019</u>	<u>2020</u>	<u>2019</u>
<b>REVENUES</b>				
Charges to school districts	\$ 911,863	\$ -	\$ 911,863	\$ 865,679
State sources	6,092,388	-	6,092,388	5,747,412
Federal sources	459,199	-	459,199	410,310
Food service revenue	204,002	-	204,002	124,553
Earnings on cash and cash investments	90,022	-	90,022	45,626
Facilities rental	7,610	-	7,610	23,250
Before and after care	30,736	-	30,736	36,824
Summer camp	104,756	-	104,756	113,393
Contributions	4,277	-	4,277	-
Miscellaneous revenue	220,268	-	220,268	267,499
<b>TOTAL REVENUES</b>	<u>8,125,121</u>	<u>-</u>	<u>8,125,121</u>	<u>7,634,546</u>
<b>EXPENDITURES</b>				
Current:				
Instructional services	3,810,868	-	3,810,868	5,345,832
Operation and maintenance of facilities	2,104,417	-	2,104,417	397,677
Transportation	359,123	-	359,123	548,985
Food services	241,780	-	241,780	329,684
Capital outlays	262,230	-	262,230	61,168
Debt service:				
Principal	332,000	88,275	420,275	316,237
Interest	261,658	227,085	488,743	503,182
<b>TOTAL EXPENDITURES</b>	<u>7,372,076</u>	<u>315,360</u>	<u>7,687,436</u>	<u>7,502,765</u>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES</b>	<u>753,045</u>	<u>(315,360)</u>	<u>437,685</u>	<u>131,781</u>
<b>OTHER FINANCING SOURCES (USES)</b>				
Refund of prior year revenue	(2,727)	-	(2,727)	-
Transfers in	-	499,320	499,320	315,360
Transfers out	(499,320)	-	(499,320)	(315,360)
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<u>(502,047)</u>	<u>499,320</u>	<u>(2,727)</u>	<u>-</u>
<b>NET CHANGE IN FUND BALANCES</b>	250,998	183,960	434,958	131,781
<b>FUND BALANCES, BEGINNING OF YEAR</b>	<u>1,983,717</u>	<u>52,560</u>	<u>2,036,277</u>	<u>1,904,496</u>
<b>FUND BALANCES, END OF YEAR</b>	<u>\$ 2,234,715</u>	<u>\$ 236,520</u>	<u>\$ 2,471,235</u>	<u>\$ 2,036,277</u>

The accompanying notes are an integral part of these financial statements.

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
RECONCILIATION OF STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES  
IN FUND BALANCES - GOVERNMENTAL FUNDS TO STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2020**

NET CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS \$ 434,958

Amounts reported for governmental activities in the statement of activities are different because:

The governmental fund reports capital outlays as expenditures. However, in the statement of activities, assets with an initial, individual cost of more than \$15,000 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.

Capital outlays	\$ 310,953	
Depreciation expense	<u>(392,208)</u>	(81,255)

The issuance of long-term debt (e.g., notes, leases) provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. Neither transaction, however, has any effect on net position.

Principal payments on bonds and note payable		420,275
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Interest on long-term debt in the statement of activities differs from the amount reported in the governmental funds because interest is recognized as an expenditure in the funds when it is due and, thus, requires the use of current financial resources. In the statement of activities, however, interest expense is recognized as the interest accrues, regardless of when it is due.

18,347

Some expenses reported in the statement of activities do not require the use of current resources and, therefore, are not reported as expenditures in the governmental funds.

Compensated absences		(19,036)
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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.

(296,275)

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 plan, whereas OPEB expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists.

26,831

CHANGE IN NET DEFICIT - GOVERNMENTAL ACTIVITIES		<u>\$ 503,845</u>
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The accompanying notes are an integral part of these financial statements.

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Description of the Charter School

Providence Creek Academy Charter School, Inc. ("the School") 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. An initial charter is granted for a three-year period, renewable every five years thereafter.

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 the School have been prepared in conformity with accounting principles generally accepted in the United States of America 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 of the 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 with a specific program. Program revenues include grants and contributions that are restricted to meeting the operational or capital requirements of a particular function. 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.



PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Internally dedicated resources are reported as general revenues rather than as program revenues. Likewise, general revenues include charges to school districts.

Separate financial statements are provided for the governmental funds.

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.

**Governmental funds 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.

**Debt Service Fund** – These funds are maintained to accumulate resources for the payment of principal and interest on long-term general obligation debt.

Encumbrance Accounting

Encumbrance accounting is employed by the School's governmental funds. Encumbrances (i.e. purchase orders and contracts) outstanding at year end are reported as assigned fund balance and do not constitute expenditures or liabilities because the commitments will be reappropriated and honored during the subsequent year.

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

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 improvements, buildings, furniture and equipment, and vehicles, are reported in the entity-wide financial statements. The School defines capital assets as assets with an initial, individual cost of more than \$15,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost. When the historical cost cannot be determined, the value shall be fixed by estimation based on those assets which are currently in existence. 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 lives of the assets are not capitalized. Major outlays for capital assets and improvements are capitalized as projects are constructed. Interest cost incurred during construction is not capitalized.

Capital assets 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:

Land improvements	15 years
Buildings	40 years
Furniture and equipment	5 - 7 years
Vehicles	5 years

Compensated Absences

Vacation pay plus related payroll taxes are accrued when incurred in the entity-wide financial statements. A liability for these amounts is reported in the governmental fund only when the liability matures, for example, as a result of employee resignations and retirements.

**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. 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 90 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 90 days.

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Earned unused sick leave may be transferred to another state agency if the employee remains a state employee or is later rehired as a state employee. Sick time does not accrue while an employee is on leave of absence, unless otherwise required by law.

The School's compensated absences liability was \$162,867 at June 30, 2020.

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 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, deferred outflows of resources, 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.

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

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.

Long-Term Obligations

In the entity-wide financial statements, long-term debt and other long-term obligations are reported as liabilities. Bond premiums and bond discounts are amortized over the life of the bonds using the straight-line method. Bond issuance costs are expensed when incurred.

In the fund financial statements, governmental fund types recognize bond premiums, bond discounts, and bond issuance costs during the current period. The face amount of debt issued is reported as other financing sources. Premiums and discounts on debt issuances are reported as other financing sources. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

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.

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.

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Use of Estimates

The preparation of basic financial statements in conformity with accounting principles generally accepted in the United States of America 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 accounting principles generally accepted in the United States of America and, therefore, should be read in conjunction with the School's financial statements for the year ended June 30, 2019, from which the summarized information was derived.

NOTE 2 CASH AND CASH EQUIVALENTS

At June 30, 2020, the School has a cash and cash equivalents balance of \$3,044,698. Of that amount, \$2,805,405 is 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, 2020, the reported amount of the School's deposits not held with the State Treasurer's Office was \$239,293, and the bank balance was \$239,293. All of the balance was covered by federal depository insurance.

NOTE 3 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2020 is as follows:

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 3 CAPITAL ASSETS (cont'd)

	Balance 07/01/19	Increases	Decreases	Balance 06/30/20
<b>Government Activities</b>				
Capital assets not being depreciated:				
Land	\$ 1,585,906	\$ -	\$ -	\$ 1,585,906
Capital assets being depreciated:				
Land improvements	49,500	-	-	49,500
Buildings	10,617,734	32,100	-	10,649,834
Furniture and equipment	607,269	98,853	-	706,122
Vehicles	1,072,405	180,000	(37,000)	1,215,405
Total Capital Assets Being Depreciated	12,346,908	310,953	(37,000)	12,620,861
Accumulated depreciation	(4,185,201)	(392,208)	37,000	(4,540,409)
Total Capital Assets Being Depreciated, Net	8,161,707	(81,255)	-	8,080,452
Governmental Activities, Net	\$ 9,747,613	\$ (81,255)	\$ -	\$ 9,666,358

Depreciation expense was charged to the following governmental activities:

Instructional services	\$ 1,331
Operation and maintenance of facilities	279,783
Transportation	109,830
School food services	1,264
	<u>\$ 392,208</u>

NOTE 4 LONG-TERM DEBT

On December 1, 2009, the School issued \$6,835,000 of Economic Development Revenue Bonds Taxable Series 2008A through Kent County, Delaware for the purchase of land and a building. The bonds bear interest at 3.51%; interest payments are payable semi-annually on December 1 and June 1 each year. The bonds mature December 1, 2038.

\$ 5,748,000

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 4 LONG-TERM DEBT (cont'd)

On December 1, 2009, the School entered into a note agreement with the USDA in the principal amount of \$6,000,000. The note was for the financing of the School building and is collateralized by the building, supplies, furniture and fixtures, equipment, and vehicles of the School. The note bears interest at 4.25% and calls for monthly payments consisting of principal and interest of \$26,280. The note matures December 1, 2049.

	<u>5,294,351</u>
<b>TOTAL BONDS AND NOTE PAYABLE</b>	<b><u>\$11,042,351</u></b>

A schedule of changes in long-term liabilities is as follows:

	Balance 07/01/19	Additions	Deletions	Balance 06/30/20	Amounts Due within One Year
Bonds payable	\$ 6,080,000	\$ -	\$ 332,000	\$ 5,748,000	\$ -
Note payable	5,382,626	-	88,275	5,294,351	92,101
	11,462,626	-	420,275	11,042,351	92,101
Net pension liability	1,831,554	428,560	-	2,260,114	-
Net OPEB liability	11,348,613	-	88,077	11,260,536	-
Compensated absences	143,831	19,036	-	162,867	-
	<u>\$ 24,786,624</u>	<u>\$ 447,596</u>	<u>\$ 508,352</u>	<u>\$ 24,725,868</u>	<u>\$ 92,101</u>

The note payable is liquidated using the debt service fund. All other long-term liabilities are liquidated by the general fund.

Interest expense was \$470,396 for the year ended June 30, 2020.

The total principal and interest maturities are as follows:

Year Ended June 30,	Principal	Interest	Total
2021	\$ 92,101	\$ 408,851	\$ 500,952
2022	276,091	421,093	697,184
2023	290,257	410,610	700,867
2024	304,601	459,597	764,198
2025	324,135	388,043	712,178
2026 - 2030	1,925,853	1,741,310	3,667,163
2031 - 2035	2,547,562	1,333,984	3,881,546
2036 - 2040	2,828,938	798,097	3,627,035
2041 - 2045	1,173,174	403,626	1,576,800
2046 - 2050	1,281,638	127,995	1,409,633
	<u>\$ 11,042,351</u>	<u>\$ 6,493,206</u>	<u>\$ 17,535,557</u>

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 5 FUND BALANCES

As of June 30, 2020, fund balances are composed of the following:

	<u>General Fund</u>	<u>Debt Service Fund</u>	<u>Total</u>
Restricted:			
Debt service	\$ -	\$ 236,520	\$ 236,520
Unassigned	2,234,715	-	2,234,715
Total Fund Balance	<u>\$ 2,234,715</u>	<u>\$ 236,520</u>	<u>\$ 2,471,235</u>

NOTE 6 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, 2020. 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](http://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.



PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 6 PENSION PLAN (cont'd)

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.

*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

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 6 PENSION PLAN (cont'd)

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, 2020, the rate of the employer contribution was 11.96 percent of covered payroll. The School's contribution to PERS for the year ended June 30, 2020 was \$349,849.

*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, 2020, the School reported a liability of \$2,260,114 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2019, 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, 2018 to June 30, 2019. 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, 2019, the School's proportion was 0.1451 percent, which was an increase of 0.0033 percent from its proportion measured as of June 30, 2018.

For the year ended June 30, 2020, the School recognized pension expense of \$646,124. At June 30, 2020, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 6 PENSION PLAN (cont'd)

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Net difference between projected and actual investment earnings	\$ 25,653	\$ -
Changes in proportions	73,047	55,105
Changes in assumptions	234,618	-
Differences between actual and expected experience	190,097	16,589
Contributions subsequent to the date of measurement	<u>349,849</u>	<u>-</u>
	<u>\$ 873,264</u>	<u>\$ 71,694</u>

An amount of \$349,849 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2019 measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2021. 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:

Year Ending June 30,

2021	\$ 229,730
2022	21,576
2023	74,025
2024	100,254
2025	<u>26,136</u>
	<u>\$ 451,721</u>

Actuarial Assumptions

The total pension liability as of the June 30, 2019 measurement date was determined by an actuarial valuation as of June 30, 2018, and update procedures were used to roll forward the total pension liability to June 30, 2019. These actuarial valuations used the following actuarial assumptions, applied to all periods:

- Investment return/discount rate – 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

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 6 PENSION PLAN (cont'd)

The total pension 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 2011. 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 2019 using an adjusted version on the 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 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:

<u>Asset Class</u>	<u>Long-term Expected Real Rate of Return</u>	<u>Target Asset Allocation</u>
Domestic equity	5.7%	29.5%
International equity	5.7%	13.5%
Fixed income	2.0%	27.1%
Alternative investments	7.8%	22.4%
Cash and equivalents	0.0%	7.5%

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

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 6 PENSION PLAN (cont'd)

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	\$ 4,082,605	\$ 2,260,114	\$ 729,771

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](http://www.delawarepensions.com).

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS PLAN

Plan Description

School employees are considered state employees and are covered under the State of Delaware Employees' Other Postemployment Benefits 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 DEPRS 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, 2019. 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

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

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](http://www.delawarepensions.com).

Plan Description and Eligibility

The Plan 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.

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, 2020, the rate of the employer contribution was 12.51 percent of covered payroll. The School's contribution to the Plan for the year ended June 30, 2020 was \$365,996.

Other Postemployment Benefits Plan Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2020, the School reported a liability of \$11,260,536 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2019, 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, 2018 to June 30, 2019. 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, 2019, the School's proportion was 0.1413 percent, which was an increase of 0.0031 percent from its proportion measured as of June 30, 2018.

For the year ended June 30, 2020, the School recognized OPEB expense of \$339,165. At June 30, 2020, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Net difference between projected and actual investment earnings	\$ -	\$ 10,198
Changes in proportions	414,654	438,292
Changes in assumptions	548,216	1,206,401
Net difference between expected and actual experience	-	1,264,091
Contributions subsequent to the date of measurement	<u>365,996</u>	<u>-</u>
	<u>\$ 1,328,866</u>	<u>\$ 2,918,982</u>

An amount of \$365,996 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2019 measurement date and will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2021. Other amounts will be reported as deferred outflows of resources and deferred inflows of resources related to OPEB, and will be recognized in OPEB expense as follows:

<u>Year Ending June 30,</u>	
2021	\$ (523,767)
2022	(523,767)
2023	(517,992)
2024	(242,680)
2025	<u>(147,906)</u>
	<u>\$ (1,956,112)</u>

Actuarial Assumptions

The total OPEB liability as of the June 30, 2019 measurement date was determined by an actuarial valuation as of June 30, 2018, and update procedures were used to roll forward the total pension liability to June 30, 2019. These actuarial valuations used the following actuarial assumptions:

- Discount rate – 3.50 percent
- Salary increases – 3.25 percent + merit
- Healthcare cost trend rates – 6.60 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.

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

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 3.87 percent at the beginning of the current measurement period and 3.50 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-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, 2019 and 2018 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 3.50 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 (2.50 percent) or one percentage point higher (4.50 percent) than the current rate.

	1% Decrease <u>2.50%</u>	Current Rate Discount Rate <u>3.50%</u>	1% Increase <u>4.50%</u>
School's proportionate share of the net OPEB liability	\$ 13,352,132	\$ 11,260,536	\$ 9,601,048

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 6.6 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 (5.6 percent) or one percentage point higher (7.6 percent) than the current rate.



PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

	1% Decrease 5.6%	Current Rate Healthcare Trend Rate 6.6%	1% Increase 7.6%
School's proportionate share of the net OPEB liability	\$ 9,662,847	\$ 11,260,536	\$ 13,215,549

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](http://www.delawarepensions.com).

NOTE 8 LEASING ARRANGEMENTS

The School leases its copier equipment under operating lease arrangements expiring through March 2021. Total rental expense for the year ended June 30, 2020 was \$17,512.

At June 30, 2020, the minimum future rental payments under noncancelable leasing arrangements for the remaining period and in the aggregate are as follows:

<u>Year Ending June 30,</u>	
2021	\$ 2,919
Total	\$ 2,919

NOTE 9 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. Insurance settlements have not exceeded insurance coverage in any of the past two years. There were no significant reductions in coverage compared to the prior year.

NOTE 10 UNCERTAINTIES

As a result of the spread of the COVID-19 coronavirus which was ongoing at June 30 2020, economic and operational uncertainties have arisen which may impact the School in fiscal year 2021. There exist uncertainties surrounding the School's operations in the 2020 - 2021 school

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 10 UNCERTAINTIES (cont'd)

year in terms of whether instruction will continue to be remote or hybrid and for what length of time. The uncertainties surrounding the on-site operations will have a direct impact on individual revenue and expense items that are dependent on services being provided to students while on site. The extent of the potential impact is unknown as the COVID-19 pandemic continues to develop.

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 11 EXCESS EXPENDITURES OVER APPROPRIATIONS

The School overspent budgetary appropriations in the following categories:

Salaries	\$	21,560
Travel	\$	1,932
Insurance	\$	77,996
Repairs and maintenance	\$	113,931
Supplies and materials	\$	3,240
Capital outlay - equipment	\$	23,814
Debt service – interest	\$	200,956

The excess expenditures were covered by amounts under budget in other areas.

NOTE 12 INTERNAL TRANSFERS

Interfund transfers for the year ended June 30, 2020 are as follows:

<u>Transfer In</u>	<u>Transfer Out</u>	<u>Amount</u>
Debt Service Fund	General Fund	\$ 449,320

Transfers from the general fund to the debt service fund were to cover current year debt service payments. There were no interfund payables or receivables as of June 30, 2020.

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

NOTES TO FINANCIAL STATEMENTS

NOTE 13 DEFICIT NET POSITION

For governmental activities, the unrestricted net deficit amount of \$12,255,851 includes the effect of deferring the recognition of pension and OPEB contributions made subsequent to the 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 17, 2020, the date the financial statements were available to be issued.

**REQUIRED SUPPLEMENTARY INFORMATION**

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.**  
**BUDGETARY COMPARISON SCHEDULE - GENERAL FUND**  
**FOR THE YEAR ENDED JUNE 30, 2020**

	Original Budget	Final Budget	Actual Amounts	Variance with Final Budget Positive (Negative)
<b>REVENUES</b>				
Charges to school districts	\$ 1,100,514	\$ 1,000,000	\$ 911,863	\$ (88,137)
State sources	5,916,130	6,089,197	6,092,388	3,191
Federal sources	355,395	564,302	459,199	(105,103)
Food service revenue	277,871	212,594	204,002	(8,592)
Earnings on cash and cash investments	-	-	90,022	90,022
Facilities rental	20,000	48,000	7,610	(40,390)
Before and after care	-	-	30,736	30,736
Summer camp	-	-	104,756	104,756
Contributions	-	-	4,277	4,277
Miscellaneous revenue	285,300	172,000	220,268	48,268
	<u>7,955,210</u>	<u>8,086,093</u>	<u>8,125,121</u>	<u>39,028</u>
<b>EXPENDITURES</b>				
Current:				
Salaries	3,606,454	3,499,677	3,521,237	(21,560)
Employment costs	1,885,780	1,754,021	1,727,663	26,358
Travel	-	-	1,932	(1,932)
Contractual services	560,056	606,264	354,057	252,207
Communications	21,500	33,201	19,789	13,412
Public utilities service	165,000	142,000	139,837	2,163
Insurance	-	-	77,996	(77,996)
Transportation	12,766	6,030	-	6,030
Repairs and maintenance	8,000	5,500	119,431	(113,931)
Student activities	74,000	35,000	32,106	2,894
Supplies and materials	462,973	518,900	522,140	(3,240)
Capital outlays:				
Equipment	238,615	238,416	262,230	(23,814)
Debt service:				
Principal	160,000	532,978	332,000	200,978
Interest	261,640	60,702	261,658	(200,956)
<b>TOTAL EXPENDITURES</b>	<u>7,456,784</u>	<u>7,432,689</u>	<u>7,372,076</u>	<u>60,613</u>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES</b>	<u>498,426</u>	<u>653,404</u>	<u>753,045</u>	<u>99,641</u>
<b>OTHER FINANCING USES</b>				
Refund of prior year revenue	-	-	(2,727)	(2,727)
Transfers out	(315,360)	(499,320)	(499,320)	-
Contingency reserve	(183,066)	(154,084)	-	154,084
<b>TOTAL OTHER FINANCING USES</b>	<u>(498,426)</u>	<u>(653,404)</u>	<u>(502,047)</u>	<u>151,357</u>
<b>NET CHANGE IN FUND BALANCE</b>	-	-	250,998	250,998
<b>FUND BALANCE, BEGINNING OF YEAR</b>	<u>1,983,717</u>	<u>1,983,717</u>	<u>1,983,717</u>	<u>-</u>
<b>FUND BALANCE, END OF YEAR</b>	<u>\$ 1,983,717</u>	<u>\$ 1,983,717</u>	<u>\$ 2,234,715</u>	<u>\$ 250,998</u>

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY  
STATE OF DELAWARE EMPLOYEES' PENSION PLAN  
FOR THE YEAR ENDED JUNE 30, 2020**

PROPORTIONATE SHARE OF NET PENSION LIABILITY	MEASUREMENT DATE					
	JUNE 30, 2019	JUNE 30, 2018	JUNE 30, 2017	JUNE 30, 2016	JUNE 30, 2015	JUNE 30, 2014
School's proportion of the net pension liability	0.1451%	0.1418%	0.1487%	0.1460%	0.1356%	0.1424%
School's proportion of the net pension liability - dollar value	\$ 2,260,114	\$ 1,831,554	\$ 2,180,637	\$ 2,200,079	\$ 901,895	\$ 518,209
School's covered employee payroll	\$ 3,012,308	\$ 2,815,758	\$ 2,897,693	\$ 2,784,395	\$ 2,528,337	\$ 2,613,619
School's proportionate share of the net pension liability as a percentage of its covered employee payroll	75.03%	65.05%	75.25%	79.02%	35.67%	19.83%
Plan fiduciary net position as a percentage of the total pension liability	85.41%	87.49%	85.31%	84.11%	92.67%	95.80%

Note: The above information is presented as of the Plan's measurement date.

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.

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
 SCHEDULE OF SCHOOL PENSION CONTRIBUTIONS  
 STATE OF DELAWARE EMPLOYEES' PENSION PLAN  
 FOR THE YEAR ENDED JUNE 30, 2020**

	<u>JUNE 30, 2020</u>	<u>JUNE 30, 2019</u>	<u>JUNE 30, 2018</u>	<u>JUNE 30, 2017</u>	<u>JUNE 30, 2016</u>	<u>JUNE 30, 2015</u>
<b>CONTRIBUTIONS</b>						
Contractually required contribution	\$ 349,849	\$ 356,356	\$ 293,402	\$ 277,599	\$ 266,745	\$ 241,709
Contributions in relation to the contractually required contribution	<u>349,849</u>	<u>356,356</u>	<u>293,402</u>	<u>277,599</u>	<u>266,745</u>	<u>241,709</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered employee payroll	\$ 2,925,159	\$ 3,012,308	\$ 2,815,758	\$ 2,897,693	\$ 2,784,395	\$ 2,528,337
Contributions as a percentage of covered-employee payroll	11.96%	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.

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.**  
**SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY**  
**STATE OF DELAWARE EMPLOYEES' OPEB PLAN**  
**FOR THE YEAR ENDED JUNE 30, 2020**

<u>PROPORTIONATE SHARE OF NET OPEB LIABILITY</u>	<u>MEASUREMENT DATE</u>		
	<u>JUNE 30, 2019</u>	<u>JUNE 30, 2018</u>	<u>JUNE 30, 2017</u>
School's proportion of the net OPEB liability	0.1413%	0.1382%	0.1453%
School's proportion of the net OPEB liability - dollar value	\$ 11,260,536	\$ 11,348,613	\$ 11,999,194
School's covered employee payroll	\$ 3,012,308	\$ 2,815,758	\$ 2,897,693
School's proportionate share of the net OPEB liability as a percentage of its covered employee payroll	373.82%	403.04%	414.09%
Plan fiduciary net position as a percentage of the total OPEB liability	4.89%	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.



**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
SCHEDULE OF SCHOOL OPEB CONTRIBUTIONS  
STATE OF DELAWARE EMPLOYEES' OPEB PLAN  
FOR THE YEAR ENDED JUNE 30, 2020**

<u>CONTRIBUTIONS</u>	<u>JUNE 30, 2020</u>	<u>JUNE 30, 2019</u>	<u>JUNE 30, 2018</u>
Contractually required contribution	\$ 365,996	\$ 355,110	\$ 310,491
Contributions in relation to the contractually required contribution	<u>365,996</u>	<u>355,110</u>	<u>310,491</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered employee payroll	\$ 2,925,159	\$ 3,012,308	\$ 2,815,758
Contributions as a percentage of covered-employee payroll	12.51%	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**

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.**  
**COMBINING BALANCE SHEET - GENERAL FUND**  
**JUNE 30, 2020**

	State Allocation	Local Funding	Federal Funding	Totals
<b>ASSETS</b>				
Cash and cash equivalents	\$ 7,667	\$ 2,800,511	-	\$ 2,808,178
Accounts receivable	-	-	26,347	26,347
<b>TOTAL ASSETS</b>	<u>\$ 7,667</u>	<u>\$ 2,800,511</u>	<u>26,347</u>	<u>\$ 2,834,525</u>
<b>LIABILITIES AND FUND BALANCES (DEFICIT)</b>				
<b>LIABILITIES:</b>				
Accounts payable	\$ 1,745	-	-	\$ 1,745
Accrued salaries and benefits	554,185	17,533	26,347	598,065
<b>TOTAL LIABILITIES</b>	<u>555,930</u>	<u>17,533</u>	<u>26,347</u>	<u>599,810</u>
<b>FUND BALANCES (DEFICIT):</b>				
Unassigned (deficit)	(548,263)	2,782,978	-	2,234,715
<b>TOTAL FUND BALANCE (DEFICIT)</b>	<u>(548,263)</u>	<u>2,782,978</u>	<u>-</u>	<u>2,234,715</u>
<b>TOTAL LIABILITIES AND FUND BALANCES (DEFICIT)</b>	<u>\$ 7,667</u>	<u>\$ 2,800,511</u>	<u>\$ 26,347</u>	<u>\$ 2,834,525</u>

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.**  
**COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GENERAL FUND**  
**FOR THE YEAR ENDED JUNE 30, 2020**

	State Allocation	Local Funding	Federal Funding	Totals
<b>REVENUES</b>				
Charges to school districts	-	\$ 911,863	-	\$ 911,863
State sources	6,092,388	-	-	6,092,388
Federal sources	-	-	459,199	459,199
Food service revenue	-	89,497	114,505	204,002
Earnings on cash and cash investments	-	90,022	-	90,022
Facilities rental	-	7,610	-	7,610
Before and after care	-	30,736	-	30,736
Summer camp	-	104,756	-	104,756
Contributions	-	4,277	-	4,277
Miscellaneous revenue	-	220,268	-	220,268
<b>TOTAL REVENUES</b>	<u>6,092,388</u>	<u>1,459,029</u>	<u>573,704</u>	<u>8,125,121</u>
<b>EXPENDITURES</b>				
Current:				
Instructional services	2,985,506	447,470	377,892	3,810,868
Operation and maintenance of facilities	1,771,931	254,779	77,707	2,104,417
Transportation	337,397	21,726	-	359,123
Food services	66,665	75,204	99,911	241,780
Capital outlays	235,502	8,534	18,194	262,230
Debt service	401,458	192,200	-	593,658
<b>TOTAL EXPENDITURES</b>	<u>5,798,459</u>	<u>999,913</u>	<u>573,704</u>	<u>7,372,076</u>
<b>EXCESS OF REVENUES OVER EXPENDITURES</b>	<u>293,929</u>	<u>459,116</u>	<u>-</u>	<u>753,045</u>
<b>OTHER FINANCING USES</b>				
Refund of prior year revenue	(2,727)	-	-	(2,727)
Transfer out	(289,080)	(210,240)	-	(499,320)
<b>TOTAL OTHER FINANCING USES</b>	<u>(291,807)</u>	<u>(210,240)</u>	<u>-</u>	<u>(502,047)</u>
<b>NET CHANGE IN FUND BALANCES</b>	2,122	248,876	-	250,998
<b>FUND BALANCES (DEFICIT), BEGINNING OF YEAR</b>	<u>(550,385)</u>	<u>2,534,102</u>	<u>-</u>	<u>1,983,717</u>
<b>FUND BALANCES (DEFICIT), END OF YEAR</b>	<u>\$ (548,263)</u>	<u>\$ 2,782,978</u>	<u>\$ -</u>	<u>\$ 2,234,715</u>

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.**  
**SCHEDULE OF EXPENDITURES BY NATURAL CLASSIFICATION - GOVERNMENTAL FUNDS**  
**FOR THE YEAR ENDED JUNE 30, 2020**

EXPENDITURES

Current:

Salaries	\$ 3,521,237
Employment costs	1,727,663
Travel	1,932
Contractual services	354,057
Communications	19,789
Public utilities service	139,837
Insurance	77,996
Repairs and maintenance	119,431
Student activities	32,106
Supplies and materials	522,140

Capital outlays:

Equipment	262,230
-----------	---------

Debt service:

Principal	420,275
Interest	488,743

TOTAL EXPENDITURES

\$ 7,687,436



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 17, 2020

Board of Directors  
Providence Creek Academy Charter School, Inc.  
Clayton, 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 Providence Creek Academy Charter School, Inc. ("the School"), Clayton, Delaware, as of and for the year ended June 30, 2020, 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 17, 2020.

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.

Board of Directors  
Providence Creek Academy Charter School, Inc.

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



September 30, 2020

Ms. Denise Stouffer  
Head of School  
Providence Creek Academy Charter School, Inc.  
273 West Duck Creek Road  
Clayton, DE 19938-7719

Dear Ms. Stouffer:

Attached are electronic copies of our report on the audit of the financial statements and the board communication letter of Providence Creek Academy Charter School, Inc. for the year ended June 30, 2020. We will also transmit an electronic copy of the audited financial statements to the Delaware Department of Education as well as the Auditor of Accounts office of the State of Delaware.

In response to an increasing reliance on virtual communication, we will be providing bound copies of reports by request only. Please respond to this email or contact your engagement Partner if you require bound copies of your report.

We encourage you to share the attached electronic copies as deemed necessary.

We appreciate the opportunity to be of service to you.

Very truly yours,

*Barbacane, Thornton & Company LLP*  
BARBACANE, THORNTON & COMPANY LLP

/nrl



**DRAFT - FOR DISCUSSION PURPOSES ONLY**

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
(A Component Unit of the State of Delaware)  
CLAYTON, DELAWARE**

**FINANCIAL STATEMENTS**

**JUNE 30, 2020**

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
(A Component Unit of the State of Delaware)

# DRAFT - FOR DISCUSSION PURPOSES ONLY

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DRAFT - FOR DISCUSSION PURPOSES ONLY

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
(A Component Unit of the State of Delaware)

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# DRAFT - FOR DISCUSSION PURPOSES ONLY

## INDEPENDENT AUDITOR'S REPORT

(to be determined)

Board of Directors  
Providence Creek Academy Charter School, Inc.  
Clayton, Delaware

### Report on Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of Providence Creek Academy Charter School, Inc. ("the School"), Clayton, Delaware (a component unit of the State of Delaware), as of and for the year ended June 30, 2020, 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 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 policies 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 Providence Creek Academy Charter School, Inc. as of June 30, 2020, and the respective changes in its financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

### Report on Summarized Comparative Information

We have previously audited Providence Creek Academy Charter School, Inc.'s 2019 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 30, 2019. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2019 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 10, 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 36 through 40 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, and schedule of expenditures by natural classification - governmental funds 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, and schedule of expenditures by natural classification - governmental funds 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, and schedule of expenditures by natural classification - governmental funds 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 (to be determined), 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

DRAFT - FOR DISCUSSION PURPOSES ONLY

**MANAGEMENT'S DISCUSSION AND ANALYSIS**

Our discussion and analysis of Providence Creek Academy Charter School, Inc.'s ("the School") financial performance provides an overview of the financial activities for the year ended June 30, 2020. Please read it in conjunction with the Independent Auditor's Report on pages 1 - 3 and the School's financial statements, which begin on page 11.

## **FINANCIAL HIGHLIGHTS**

The net deficit of the School decreased by \$503,845, or 3.63 percent. Program revenues accounted for \$805,686, or 9.92 percent of total revenues, and the general revenues accounted for \$7,316,708, or 90.08 percent of total revenues. Also, the general fund reported a positive fund balance of \$2,234,715.

The largest changes in the School's statement of net position compared to FY 2019 can be seen in the deferred outflows and deferred inflows of resources. Deferred outflows increased by \$764,358. Deferred inflows increased by \$693,319. These increases were mainly driven by the change in the valuation for GASB Statement No. 75 during the fiscal year.

## **USING THE ANNUAL FINANCIAL REPORT**

This annual financial report consists of a series of financial statements and related notes to those statements. The statements are organized so the reader can understand the School as a whole, and then 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 which is similar to the accounting used by private sector corporations. All of the year's revenues and expenses are taken into consideration regardless of when the cash is received or paid. These two statements report the School's net position and changes thereof. 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 and facility conditions in arriving at their conclusion regarding the overall health of the School.

## **REPORTING THE SCHOOL'S MOST SIGNIFICANT FUNDS**

### **Fund Financial Statements**

Our analysis of the School's major funds and fund financial statements begins on page 13. These statements provide detailed information about the most significant funds and not the School as a



whole. Certain funds are required to be established by State statute, while many other funds may be established by the School to help manage money for particular purposes and compliance with various grant provisions.

**Governmental Funds**

All of the School's activities are reported in the 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 an accounting method called modified accrual accounting, which measures cash and other financial assets that can readily be converted to cash. The statement of the governmental funds provides 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 less financial resources available to spend in the near future to finance the School's programs. The difference between governmental activities (reported in the statement of net position and the statement of activities) and the governmental funds is reconciled in the basic financial statements.

**GOVERNMENT-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 \$13,395,324 at the close of the fiscal year. The School's total assets are comprised of cash and equivalents (23.90 percent), accounts receivable (0.21 percent), and capital assets net of depreciation (75.89 percent). The School uses capital assets to provide services; consequently, capital assets are not available for future spending. Although the School's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay such debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate the debt obligations.

A summarized comparative analysis for the fiscal year 2020 to 2019 follows:

**TABLE 1  
 NET POSITION  
 June 30, 2020 and 2019**

	2020	2019
<b>Current and Other Assets</b>		
Current assets	\$ 3,071,045	\$ 2,690,986
Capital assets, net of depreciation	9,666,358	9,747,613
<b>Total Assets</b>	12,737,403	12,438,599
 Deferred Outflows of Resources	 2,202,130	 1,437,772
<b>Total Assets and Deferred Outflows of Resources</b>	14,939,533	13,876,371

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
 MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
 YEAR ENDED JUNE 30, 2020

DRAFT - FOR DISCUSSION PURPOSES ONLY

**TABLE 1**  
**NET POSITION**  
 June 30, 2020 and 2019

(cont'd)	2020	2019
<b>Liabilities</b>		
Current liabilities	710,414	939,834
Long-term liabilities	24,633,767	24,538,349
<b>Total Liabilities</b>	25,344,181	25,478,183
Deferred Inflows of Resources	2,990,676	2,297,357
<b>Total Liabilities and Deferred Inflows of Resources</b>	28,334,857	27,775,540
<b>Net Deficit</b>		
Net investment in capital assets	(1,375,993)	(1,715,013)
Restricted	236,520	52,560
Unrestricted (deficit)	(12,255,851)	(12,236,716)
<b>Total Net Deficit</b>	\$(13,395,324)	\$(13,899,169)

Table 2, which follows, reflects the School's revenues received by funding source and how the funding received was expended by function.

**TABLE 2**  
**CHANGE IN NET POSITION**  
 Fiscal Years Ended June 30, 2020 and 2019

	2020	2019
<b>General Revenues</b>		
Charges to school districts	\$ 911,863	\$ 865,679
State aid not restricted to specific purposes	6,092,388	5,747,412
Earnings on cash and cash equivalents	90,022	45,626
Other revenues	225,162	267,499
<b>Total General Revenues</b>	7,319,435	6,926,216
<b>Program Revenues</b>		
Federal aid	573,704	410,310
Facilities rental	7,610	23,250
School cafeteria fees	88,880	124,553
Summer camp and before and after care fees	135,492	150,217
<b>Total Revenues</b>	8,125,121	7,634,546

**TABLE 2**  
**CHANGE IN NET POSITION**  
**Fiscal Years Ended June 30, 2020 and 2019**

(cont'd)	2020	2019
<b>Expenses</b>		
Instructional services	4,103,406	5,385,589
Support services:		
Operation and maintenance of facilities	2,335,477	692,790
Transportation	468,953	704,000
School food services	243,044	329,684
Interest on long-term debt	470,396	502,444
<b>Total Expenses</b>	<b>7,621,276</b>	<b>7,614,507</b>
<b>Change in Net Deficit</b>	<b>\$ 503,845</b>	<b>\$ 20,039</b>

***Governmental Activities***

The net deficit of the School's governmental activities decreased by \$503,845, and unrestricted net position reflects a negative balance of \$12,255,851. The decrease in the net deficit is attributable to an increase in total revenues.

The statement of activities shows the cost of program services and the charges for services, and grants and contributions offsetting those services. The table below reflects the cost of program services and the net cost of those services after taking into account the program revenues for the governmental activities. General revenues which include charges to school districts, State aid not restricted for specific purposes, cash and investment earnings, and other local revenues must support the net cost of the programs.

	<b>SERVICES</b>			
	2020		2019	
	Total Cost	Net Cost	Total Cost	Net Cost
<b>Governmental Activities</b>				
Instructional services	\$ 4,103,406	\$ 3,505,988	\$ 5,385,589	\$ 4,963,762
Support services:				
Operation and maintenance of facilities	2,335,477	2,327,867	692,790	669,540
Transportation	468,953	468,953	704,000	704,000
School food services	243,044	39,659	329,684	66,431
Interest on long-term debt	470,396	470,396	502,444	502,444
<b>Total Expenses</b>	<b>\$ 7,621,276</b>	<b>\$ 6,812,863</b>	<b>\$ 7,614,507</b>	<b>\$ 6,906,177</b>

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
 MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
 YEAR ENDED JUNE 30, 2020

DRAFT - FOR DISCUSSION PURPOSES ONLY

The reliance on general revenues to support the governmental activities is reflected by the net cost services' columns, which basically indicate the need for general support to fund School operations.

**THE SCHOOL'S FUNDS**

The governmental funds (as presented on the balance sheet on page 13) reported a fund balance of \$2,471,235, which is an increase from the prior year's amount by \$434,958. The schedule below indicates the fund balance and the total changes in fund balance from June 30, 2019 to June 30, 2020.

	<u>2020</u>	<u>2019</u>	<u>Increase</u>
<b>Governmental Fund Balance</b>			
Restricted - debt service	\$ 236,520	\$ 52,560	\$ 183,960
Unassigned - general fund	<u>2,234,715</u>	<u>1,983,717</u>	<u>250,998</u>
<b>Total Fund Balance</b>	<u>\$ 2,471,235</u>	<u>\$ 2,036,277</u>	<u>\$ 434,958</u>

**General Fund**

The increase in the School's fund balance of the general fund is due mainly to increases in funding from state and federal sources. This was offset by increases in expenditures for debt service and operation and maintenance of facilities.

The tables that follow will assist the reader in evaluating the financial activities as compared to the prior year.

	<u>Amounts</u>		<u>Percentage</u>
	<u>2020</u>	<u>2019</u>	<u>(%) Change</u>
<b>Revenues</b>			
Charges to school districts	\$ 911,863	\$ 865,679	5.34%
State sources	6,092,388	5,747,412	6.00%
Federal sources	459,199	410,310	11.92%
Food service revenue	204,002	124,553	63.79%
Earnings on cash and cash investments	90,022	45,626	97.30%
Facilities rental	7,610	23,250	-67.27%
Before and after care	30,736	-	100.00%
Summer camp	104,756	150,217	-30.26%
Contributions	4,277	-	100.00%
Miscellaneous revenue	<u>220,268</u>	<u>267,499</u>	<u>-17.66%</u>
<b>Total Revenues</b>	<u>\$ 8,125,121</u>	<u>\$ 7,634,546</u>	<u>6.43%</u>

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
 MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
 YEAR ENDED JUNE 30, 2020

DRAFT - FOR DISCUSSION PURPOSES ONLY

The largest portions of general fund expenditures are for personnel costs, which include salaries and related employment costs. The School is a service-oriented organization and, as such, is very labor intensive.

	Amounts		Percentage (%) Change
	2020	2019	
<b>Expenditures by Object</b>			
Instructional services	\$ 3,810,868	\$ 5,345,832	-28.71%
Support services:			
Operation and maintenance of facilities	2,104,417	397,677	429.18%
Transportation	359,123	548,985	-34.58%
School food services	241,780	329,684	-26.66%
Capital outlay	262,230	61,168	328.70%
Debt services	593,658	504,059	17.78%
<b>Total Expenditures by Object</b>	<u>\$ 7,372,076</u>	<u>\$ 7,187,405</u>	<u>2.57%</u>

**Debt Service Fund**

The fund is maintained to accumulate resources for the payment of principal and interest on long-term general obligation debt. The debt service fund had a fund balance of \$236,520 as of June 30, 2020.

**GENERAL FUND BUDGET INFORMATION**

The School's budget is prepared on the modified accrual basis of accounting. The most significant budgeted fund is the general fund. The School may amend its revenue and expenditure estimates periodically due to changing conditions.

For the fiscal year ended June 30, 2020, actual revenues came in over anticipated amounts by \$39,028, and actual expenditures came in under budget by \$60,613.

**CAPITAL ASSETS**

The School has \$9,666,358 invested in capital assets, net of depreciation. During the current year, the School purchased two buses for \$180,000 and computers and food service equipment for \$98,853, performed building improvements for \$32,100, and incurred depreciation of \$392,208.

**DEBT ADMINISTRATION**

As of June 30, 2020, the School had total outstanding debt of \$11,042,351 in the form of bonds and a note payable. Detailed information regarding long-term debt activity is included in Note 4 to the financial statements.

Other obligations include the net pension liability, net OPEB liability, accrued vacation pay, and sick leave for School employees. More detailed information about long-term liabilities is included in Notes 4, 6, and 7 to the financial statements.

#### **FACTORS EXPECTED TO HAVE AN EFFECT ON FUTURE OPERATIONS**

The School is primarily funded by the State of Delaware and local municipalities, and thus is affected by the economic outlook for the State and municipalities. The State and municipalities continue to support the funding of education.

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 have to 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 funding received. If you have questions about this report or need additional financial information, contact the School's Finance Office at (302) 653-6276 or by writing to 273 West Duck Creek Road, Clayton, DE 19938.

DRAFT - FOR DISCUSSION PURPOSES ONLY

**BASIC FINANCIAL STATEMENTS**

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.**  
**STATEMENTS OF NET POSITION**

DRAFT - FOR DISCUSSION PURPOSES ONLY  
 JUNE 30, 2020 AND 2019

	2020	2019
<b>ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>		
<b>CURRENT ASSETS:</b>		
Cash and cash equivalents	\$ 3,044,698	\$ 2,646,156
Accounts receivable	26,347	44,830
Total Current Assets	3,071,045	2,690,986
<b>NONCURRENT ASSETS:</b>		
Land	1,585,906	1,585,906
Depreciable capital assets, net	8,080,452	8,161,707
Total Noncurrent Assets	9,666,358	9,747,613
<b>TOTAL ASSETS</b>	<b>12,737,403</b>	<b>12,438,599</b>
 <b>DEFERRED OUTFLOWS OF RESOURCES:</b>		
Deferred pension	873,264	848,396
Deferred OPEB	1,328,866	589,376
<b>TOTAL DEFERRED OUTFLOWS OF RESOURCES</b>	<b>2,202,130</b>	<b>1,437,772</b>
 <b>TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>	<b>\$ 14,939,533</b>	<b>\$ 13,876,371</b>
 <b>LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)</b>		
<b>CURRENT LIABILITIES:</b>		
Accounts payable	\$ 1,745	\$ 5,221
Accrued salaries	598,065	649,488
Accrued interest	18,503	36,850
Current portion bonds, loan, and note payable	92,101	248,275
Total Current Liabilities	710,414	939,834
<b>NONCURRENT LIABILITIES:</b>		
Bonds, loan, and note payable	10,950,250	11,214,351
Compensated absences	162,867	143,831
Net pension liability	2,260,114	1,831,554
Net OPEB liability	11,260,536	11,348,613
Total Noncurrent Liabilities	24,633,767	24,538,349
<b>TOTAL LIABILITIES</b>	<b>25,344,181</b>	<b>25,478,183</b>
 <b>DEFERRED INFLOWS OF RESOURCES:</b>		
Deferred pension	71,694	179,111
Deferred OPEB	2,918,982	2,118,246
Total Deferred Inflows of Resources	2,990,676	2,297,357
 <b>TOTAL LIABILITIES AND DEFERRED INFLOWS OF RESOURCES</b>	<b>28,334,857</b>	<b>27,775,540</b>
 <b>NET POSITION (DEFICIT):</b>		
Net investment in capital assets	(1,375,993)	(1,715,013)
Restricted	236,520	52,560
Unrestricted (deficit)	(12,255,851)	(12,236,716)
<b>TOTAL NET POSITION (DEFICIT)</b>	<b>(13,395,324)</b>	<b>(13,899,169)</b>
 <b>TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)</b>	<b>\$ 14,939,533</b>	<b>\$ 13,876,371</b>

The accompanying notes are an integral part of these financial statements.



**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.**  
**STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2020**  
**(With Summarized Comparative Data for June 30, 2019)**

	Program Revenues			Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Deficit	
	Expenses	Charges for Services	Operating Grants and Contributions			Totals
	2020	2019	2020			2019
<b>GOVERNMENTAL ACTIVITIES</b>						
Instructional services	\$ (4,103,406)	\$ 135,492	\$ 417,195	\$ 42,004	\$ (4,963,762)	
Support services:						
Operation and maintenance of facilities	(2,335,477)	7,610	-	-	(669,540)	
Transportation	(468,953)	-	-	-	(704,000)	
School food services	(243,044)	88,880	114,505	-	(66,431)	
Interest on long-term debt	(470,396)	-	-	-	(602,444)	
<b>TOTAL GOVERNMENT ACTIVITIES</b>	<b>\$ (7,621,276)</b>	<b>\$ 231,982</b>	<b>\$ 531,700</b>	<b>\$ 42,004</b>	<b>(6,906,177)</b>	
<b>GENERAL REVENUES</b>						
Charges to school districts					911,863	
State aid not restricted to specific purposes					6,092,388	
Earnings on cash and investments					90,022	
Contributions					4,277	
Other local sources					220,885	
<b>TOTAL GENERAL REVENUES</b>					<b>7,319,435</b>	
<b>CHANGE IN NET DEFICIT</b>					20,039	
<b>NET DEFICIT, BEGINNING OF YEAR</b>					<b>(13,899,169)</b>	
<b>NET DEFICIT, END OF YEAR</b>					<b>\$ (13,399,169)</b>	

The accompanying notes are an integral part of these financial statements.

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

BALANCE SHEET - GOVERNMENTAL FUNDS  
 DRAFT - FOR DISCUSSION PURPOSES ONLY  
 JUNE 30, 2020

(With Summarized Comparative Data for June 30, 2019)

	General Fund	Debt Service Fund	Total Governmental Funds	
			2020	2019
<b>ASSETS:</b>				
Cash and cash equivalents	\$ 2,808,178	\$ 236,520	\$ 3,044,698	\$ 2,646,156
Accounts receivable	26,347	-	26,347	44,830
Prepays	-	-	-	-
<b>TOTAL ASSETS</b>	<u>\$ 2,834,525</u>	<u>\$ 236,520</u>	<u>\$ 3,071,045</u>	<u>\$ 2,690,986</u>
<b>LIABILITIES AND FUND BALANCES</b>				
<b>LIABILITIES:</b>				
Accounts payable	\$ 1,745	\$ -	\$ 1,745	\$ 5,221
Accrued salaries and benefits	598,065	-	598,065	649,488
<b>TOTAL LIABILITIES</b>	<u>599,810</u>	<u>-</u>	<u>599,810</u>	<u>654,709</u>
<b>FUND BALANCES:</b>				
Restricted	-	236,520	236,520	52,560
Unassigned	2,234,715	-	2,234,715	1,983,717
<b>TOTAL FUND BALANCES</b>	<u>2,234,715</u>	<u>236,520</u>	<u>2,471,235</u>	<u>2,036,277</u>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<u>\$ 2,834,525</u>	<u>\$ 236,520</u>	<u>\$ 3,071,045</u>	<u>\$ 2,690,986</u>

The accompanying notes are an integral part of these financial statements.

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.**  
**RECONCILIATION OF BALANCE SHEET - GOVERNMENTAL FUNDS**  
**TO STATEMENT OF NET POSITION**  
**JUNE 30, 2020**

DRAFT - FOR DISCUSSION PURPOSES ONLY

TOTAL FUND BALANCE - GOVERNMENTAL FUNDS \$ 2,471,235

The total net deficit reported for governmental activities in the statement of net position is different because:

Capital assets used in 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 statements of net position. 9,666,358

Some liabilities are not due and payable in the current period and, therefore, are not reported in the funds. Those liabilities consist of:

Bonds and note payable	\$ (11,042,351)	
Accrued interest	(18,503)	
Compensated absences	(162,867)	
Net pension liability	(2,260,114)	
Net OPEB liability	<u>(11,260,536)</u>	(24,744,371)

Deferred inflows and 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	873,264	
Deferred inflows - pension	<u>(71,694)</u>	801,570

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 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	1,328,866	
Deferred inflows - OPEB	<u>(2,918,982)</u>	<u>(1,590,116)</u>

TOTAL NET DEFICIT OF GOVERNMENTAL ACTIVITIES \$ (13,395,324)

The accompanying notes are an integral part of these financial statements.

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCES - GOVERNMENTAL FUNDS**  
**FOR THE YEAR ENDED JUNE 30, 2020**  
**(With Summarized Comparative Data for June 30, 2019)**

	General Fund	Debt Service Fund	Total Governmental Funds	
			2020	2019
<b>REVENUES</b>				
Charges to school districts	\$ 911,863	\$ -	\$ 911,863	\$ 865,679
State sources	6,092,388	-	6,092,388	5,747,412
Federal sources	459,199	-	459,199	410,310
Food service revenue	204,002	-	204,002	124,553
Earnings on cash and cash investments	90,022	-	90,022	45,626
Facilities rental	7,610	-	7,610	23,250
Before and after care	30,736	-	30,736	-
Summer camp	104,756	-	104,756	150,217
Contributions	4,277	-	4,277	-
Miscellaneous revenue	220,268	-	220,268	267,499
<b>TOTAL REVENUES</b>	<b>8,125,121</b>	<b>-</b>	<b>8,125,121</b>	<b>7,634,546</b>
<b>EXPENDITURES</b>				
Current:				
Instructional services	3,810,868	-	3,810,868	5,345,832
Operation and maintenance of facilities	2,104,417	-	2,104,417	397,677
Transportation	359,123	-	359,123	548,985
Food services	241,780	-	241,780	329,684
Capital outlays	262,230	-	262,230	61,168
Debt service:				
Principal	332,000	88,275	420,275	316,237
Interest	261,658	227,085	488,743	503,182
<b>TOTAL EXPENDITURES</b>	<b>7,372,076</b>	<b>315,360</b>	<b>7,687,436</b>	<b>7,502,765</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES</b>	<b>753,045</b>	<b>(315,360)</b>	<b>437,685</b>	<b>131,781</b>
<b>OTHER FINANCING SOURCES (USES)</b>				
Refund of prior year revenue	(2,727)	-	(2,727)	-
Transfers in	-	499,320	499,320	315,360
Transfers out	(499,320)	-	(499,320)	(315,360)
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>(502,047)</b>	<b>499,320</b>	<b>(2,727)</b>	<b>-</b>
<b>NET CHANGE IN FUND BALANCES</b>	<b>250,998</b>	<b>183,960</b>	<b>434,958</b>	<b>131,781</b>
<b>FUND BALANCES, BEGINNING OF YEAR</b>	<b>1,983,717</b>	<b>52,560</b>	<b>2,036,277</b>	<b>1,904,496</b>
<b>FUND BALANCES, END OF YEAR</b>	<b>\$ 2,234,715</b>	<b>\$ 236,520</b>	<b>\$ 2,471,235</b>	<b>\$ 2,036,277</b>

The accompanying notes are an integral part of these financial statements.

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.**  
**RECONCILIATION OF STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCES - GOVERNMENTAL FUNDS TO STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2020**

NET CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS \$ 434,958

Amounts reported for governmental activities in the statement of activities are different because:

The governmental fund reports capital outlays as expenditures. However, in the statement of activities, assets with an initial, individual cost of more than \$15,000 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.

Capital outlays	\$ 310,953	
Depreciation expense	<u>(392,208)</u>	(81,255)

The issuance of long-term debt (e.g., notes, leases) provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. Neither transaction, however, has any effect on net position.

Principal payments on bonds, loan, and note payable 420,275

Interest on long-term debt in the statement of activities differs from the amount reported in the governmental funds because interest is recognized as an expenditure in the funds when it is due and, thus, requires the use of current financial resources. In the statement of activities, however, interest expense is recognized as the interest accrues, regardless of when it is due. 18,347

Some expenses reported in the statement of activities do not require the use of current resources and, therefore, are not reported as expenditures in the governmental funds.

Compensated absences (19,036)

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. (296,275)

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 plan, whereas OPEB expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists. 26,831

CHANGE IN NET DEFICIT - GOVERNMENTAL ACTIVITIES \$ 503,845

The accompanying notes are an integral part of these financial statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIESDescription of the Charter School

Providence Creek Academy Charter School, Inc. ("the School") 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. An initial charter is granted for a three-year period, renewable every five years thereafter.

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 the School have been prepared in conformity with accounting principles generally accepted in the United States of America 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 of the 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 with a specific program. Program revenues include grants and contributions that are restricted to meeting the operational or capital requirements of a particular function. Amounts reported as program revenues include 1) charges to students for special fees, supplies, food, or services

# DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTES TO FINANCIAL STATEMENTS

## NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

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.

Separate financial statements are provided for the governmental funds.

### 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.

**Governmental funds 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.

**Debt Service Fund** – These funds are maintained to accumulate resources for the payment of principal and interest on long-term general obligation debt.

### Encumbrance Accounting

Encumbrance accounting is employed by the School's governmental funds. Encumbrances (i.e. purchase orders and contracts) outstanding at year end are reported as assigned fund balance

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

and do not constitute expenditures or liabilities because the commitments will be reappropriated and honored during the subsequent year.

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 improvements and furniture 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 \$15,000 and an estimated useful life in excess of one year. 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 lives of the assets are not capitalized. Major outlays for capital assets and improvements are capitalized as projects are constructed. Interest cost incurred during construction is not capitalized.

Capital assets 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:

Land improvements	15 years
Buildings	40 years
Furniture and equipment	5 - 7 years
Vehicles	5 years

Compensated Absences

Vacation pay plus related payroll taxes are accrued when incurred in the entity-wide financial statements. A liability for these amounts is reported in the governmental fund only when the liability matures, for example, as a result of employee resignations and retirements.

**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. 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 90 days; or (b) in the



# DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTES TO FINANCIAL STATEMENTS

## NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

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 90 days.

Earned unused sick leave may be transferred to another state agency if the employee remains a state employee or is later rehired as a state employee. Sick time does not accrue while an employee is on leave of absence, unless otherwise required by law.

The School's compensated absences liability was \$162,867 at June 30, 2020.

### 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 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, deferred outflows of resources, liabilities, and deferred inflows of resources. Net position invested in capital assets consists of capital

# DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTES TO FINANCIAL STATEMENTS

**NOTE 1**      SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

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

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, 2019, from which the summarized information was derived.

**NOTE 2**      CASH AND CASH EQUIVALENTS

At June 30, 2020, the School has a cash and cash equivalents balance of \$3,044,698. Of that amount, \$2,805,405 is 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

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTES TO FINANCIAL STATEMENTS

**NOTE 2**     CASH AND CASH EQUIVALENTS (cont'd)

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, 2020, the reported amount of the School's deposits not held with the State Treasurer's Office was \$239,293, and the bank balance was \$239,293. All of the balance was covered by federal depository insurance.

**NOTE 3**     CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2020 is as follows:

	<u>Balance</u> <u>07/01/19</u>	<u>Increases</u>	<u>Decreases</u>	<u>Balance</u> <u>06/30/20</u>
<b>Government Activities</b>				
Capital assets not being depreciated:				
Land	\$ 1,585,906	\$ -	\$ -	\$ 1,585,906
Capital assets being depreciated:				
Land improvements	49,500	-	-	49,500
Buildings	10,617,734	32,100	-	10,649,834
Furniture and equipment	607,269	98,853	-	706,122
Vehicles	1,072,405	180,000	(37,000)	1,215,405
Total Capital Assets Being Depreciated	12,346,908	310,953	(37,000)	12,620,861
Accumulated depreciation	(4,185,201)	(392,208)	37,000	(4,540,409)
Total Capital Assets Being Depreciated, Net	8,161,707	(81,255)	-	8,080,452
<b>Governmental Activities, Net</b>	<u>\$ 9,747,613</u>	<u>\$ (81,255)</u>	<u>\$ -</u>	<u>\$ 9,666,358</u>

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NOTES TO FINANCIAL STATEMENTS

NOTE 3 CAPITAL ASSETS (cont'd)

Depreciation expense was charged to the following governmental activities:

Instructional services	\$ 1,331
Operation and maintenance of facilities	279,783
Transportation	109,830
Food service	<u>1,264</u>
	<u>\$ 392,208</u>

NOTE 4 LONG-TERM DEBT

On December 1, 2009, the School issued \$6,835,000 of Economic Development Revenue Bonds Taxable Series 2008A through Kent County, Delaware for the purchase of land and a building. The bonds bear interest at 3.51%; interest payments are payable semi-annually on December 1 and June 1 each year. The bonds mature December 1, 2038.

\$ 5,748,000

On December 1, 2009, the School entered into a note agreement with the USDA in the principal amount of \$6,000,000. The note was for the financing of the School building and is collateralized by the building, supplies, furniture and fixtures, equipment, and vehicles of the School. The note bears interest at 4.25% and calls for monthly payments consisting of principal and interest of \$26,280. The note matures December 1, 2049.

5,294,351

TOTAL BONDS AND NOTE PAYABLE

\$11,042,351

A schedule of changes in long-term liabilities is as follows:

	Balance 07/01/19	Additions	Deletions	Balance 06/30/20	Amounts Due within One Year
Bonds payable	\$ 6,080,000	\$ -	\$ 332,000	\$ 5,748,000	\$ -
Note payable	<u>5,382,626</u>	-	<u>88,275</u>	<u>5,294,351</u>	<u>92,101</u>
	11,462,626	-	420,275	11,042,351	92,101
Net pension liability	1,831,554	428,560	-	2,260,114	-
Net OPEB liability	11,348,613	-	88,077	11,260,536	-
Compensated absences	<u>143,831</u>	<u>19,036</u>	-	<u>162,867</u>	-
	<u>\$ 24,786,624</u>	<u>\$ 447,596</u>	<u>\$ 508,352</u>	<u>\$ 24,725,868</u>	<u>\$ 92,101</u>

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NOTES TO FINANCIAL STATEMENTS

NOTE 4 LONG-TERM DEBT (cont'd)

Interest expense was \$470,396 for the year ended June 30, 2020.

The total principal and interest maturities are as follows:

<u>Year Ended June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2021	\$ 92,101	\$ 408,851	\$ 500,952
2022	276,091	421,093	697,184
2023	290,257	410,610	700,867
2024	304,601	459,597	764,198
2025	324,135	388,043	712,178
2026 - 2030	1,925,853	1,741,310	3,667,163
2031 - 2035	2,547,562	1,333,984	3,881,546
2036 - 2040	2,828,938	798,097	3,627,035
2041 - 2045	1,173,174	403,626	1,576,800
2046 - 2050	1,281,638	127,995	1,409,633
	<u>\$ 11,042,351</u>	<u>\$ 6,493,206</u>	<u>\$ 17,535,557</u>

NOTE 5 FUND BALANCES

As of June 30, 2020, fund balances are composed of the following:

	<u>General Fund</u>	<u>Debt Service Fund</u>	<u>Total</u>
Restricted:			
Debt service	\$ -	\$ 236,520	\$ 236,520
Unassigned	2,234,715	-	2,234,715
Total Fund Balance	<u>\$ 2,234,715</u>	<u>\$ 236,520</u>	<u>\$ 2,471,235</u>

NOTE 6 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.

NOTE 6 PENSION PLAN (cont'd)

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, 2020. 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](http://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.

*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

NOTE 6 PENSION PLAN (cont'd)

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, 2020, the rate of the employer contribution was 11.96 percent of covered payroll. The School's contribution to PERS for the year ended June 30, 2020 was \$349,849.

*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

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NOTES TO FINANCIAL STATEMENTS

NOTE 6 PENSION PLAN (cont'd)

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, 2020, the School reported a liability of \$2,260,114 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2019, 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, 2018 to June 30, 2019. 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, 2019, the School's proportion was 0.1451 percent, which was an increase of 0.0033 percent from its proportion measured as of June 30, 2018.

For the year ended June 30, 2020, the School recognized pension expense of \$646,124. At June 30, 2020, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Net difference between projected and actual investment earnings	\$ 25,653	\$ -
Changes in proportions	73,047	55,105
Changes in assumptions	234,618	-
Differences between actual and expected experience	190,097	16,589
Contributions subsequent to the date of measurement	<u>349,849</u>	<u>-</u>
	<u>\$ 873,264</u>	<u>\$ 71,694</u>

An amount of \$349,849 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2019 measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2021. 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 6 PENSION PLAN (cont'd)Year Ending June 30,

2021	\$ 229,730
2022	21,576
2023	74,025
2024	100,254
2025	<u>26,136</u>
	<u>\$ 451,721</u>

Actuarial Assumptions

The total pension liability as of the June 30, 2019 measurement date was determined by an actuarial valuation as of June 30, 2018, and update procedures were used to roll forward the total pension liability to June 30, 2019. These actuarial valuations used the following actuarial assumptions, applied to all periods:

- Investment return/discount rate – 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 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 2011. 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 2019 using an adjusted version on the 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

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NOTES TO FINANCIAL STATEMENTS

NOTE 6 PENSION PLAN (cont'd)

class. These ranges are combined to produce the long-term expected rate of return by 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:

<u>Asset Class</u>	<u>Long-term Expected Real Rate of Return</u>	<u>Target Asset Allocation</u>
Domestic equity	5.7%	29.5%
International equity	5.7%	13.5%
Fixed income	2.0%	27.1%
Alternative investments	7.8%	22.4%
Cash and equivalents	0.0%	7.5%

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.

	<u>1% Decrease 6.0%</u>	<u>Current Rate Discount Rate 7.0%</u>	<u>1% Increase 8.0%</u>
School's proportionate share of the net pension liability	\$ 4,082,605	\$ 2,260,114	\$ 729,771

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NOTES TO FINANCIAL STATEMENTS

NOTE 6 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](http://www.delawarepensions.com).

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS PLAN

Plan Description

School employees are considered state employees and are covered under the State of Delaware Employees' Other Postemployment Benefits 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 DEPRS 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, 2019. 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](http://www.delawarepensions.com).

Plan Description and Eligibility

The Plan 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.

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NOTES TO FINANCIAL STATEMENTS

**NOTE 7     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, 2020, the rate of the employer contribution was 12.51 percent of covered payroll. The School's contribution to the Plan for the year ended June 30, 2020 was \$365,996.

Other Postemployment Benefits Plan Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2020, the School reported a liability of \$11,260,536 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2019, 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, 2018 to June 30, 2019. 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, 2019, the School's proportion was 0.1413 percent, which was an increase of 0.0031 percent from its proportion measured as of June 30, 2018.

For the year ended June 30, 2020, the School recognized OPEB expense of \$339,165. At June 30, 2020, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Net difference between projected and actual investment earnings	\$ -	\$ 10,198
Changes in proportions	414,654	438,292
Changes in assumptions	548,216	1,206,401
Net difference between expected and actual experience	-	1,264,091
Contributions subsequent to the date of measurement	<u>365,996</u>	<u>-</u>
	<u>\$1,328,866</u>	<u>\$2,918,982</u>

# DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTES TO FINANCIAL STATEMENTS

## NOTE 7 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

An amount of \$365,996 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2019 measurement date and will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2021. Other amounts will be 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,

2021	\$ (523,767)
2022	(523,767)
2023	(517,992)
2024	(242,680)
2025	<u>(147,906)</u>
	<u>\$ (1,956,112)</u>

### Actuarial Assumptions

The total OPEB liability as of the June 30, 2019 measurement date was determined by an actuarial valuation as of June 30, 2018, and update procedures were used to roll forward the total pension liability to June 30, 2019. These actuarial valuations used the following actuarial assumptions:

- Discount rate – 3.50 percent
- Salary increases – 3.25 percent + merit
- Healthcare cost trend rates – 6.60 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.

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NOTES TO FINANCIAL STATEMENTS

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Discount Rate

The discount rate used to measure the total OPEB liability was 3.87 percent at the beginning of the current measurement period and 3.50 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-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, 2019 and 2018 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 3.50 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 (2.50 percent) or one percentage point higher (4.50 percent) than the current rate.

	1% Decrease 2.50%	Current Rate Discount Rate 3.50%	1% Increase 4.50%
School's proportionate share of the net OPEB liability	\$ 13,352,132	\$ 11,260,536	\$ 9,601,048

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 6.6 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 (5.6 percent) or one percentage point higher (7.6 percent) than the current rate.

	1% Decrease 5.6%	Current Rate Healthcare Trend Rate 6.6%	1% Increase 7.6%
School's proportionate share of the net OPEB liability	\$ 9,662,847	\$ 11,260,536	\$ 13,215,549

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NOTES TO FINANCIAL STATEMENTS

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

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](http://www.delawarepensions.com).

NOTE 8 LEASING ARRANGEMENTS

The School leases its copier equipment under operating lease arrangements expiring through March 2021. Total rental expense for the year ended June 30, 2020 was \$17,512.

At June 30, 2020, the minimum future rental payments under noncancelable leasing arrangements for the remaining period and in the aggregate are as follows:

Year Ending June 30,

2021	<u>\$ 2,919</u>
Total	<u><u>\$ 2,919</u></u>

NOTE 9 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. Insurance settlements have not exceeded insurance coverage in any of the past two years. There were no significant reductions in coverage compared to the prior year.

NOTE 10 UNCERTAINTIES

As a result of the spread of the COVID-19 coronavirus which was ongoing at June 30 2020, economic and operational uncertainties have arisen which may impact the School in fiscal year 2021. There exist uncertainties surrounding the School's operations in the 2020 – 2021 school year in terms of whether instruction will continue to be remote or hybrid and for what length of time. The uncertainties surrounding the on-site operations will have a direct impact on individual revenue and expense items that are dependent on services being provided to students while on-site. The extent of the potential impact is unknown as the COVID-19 pandemic continues to develop.

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NOTES TO FINANCIAL STATEMENTS

NOTE 10 UNCERTAINTIES (cont'd)

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 11 EXCESS EXPENDITURES OVER APPROPRIATIONS

The School overspent budgetary appropriations in the following categories:

Salaries	\$	21,560
Travel	\$	1,932
Insurance	\$	77,996
Repairs and maintenance	\$	113,931
Supplies and materials	\$	3,240
Capital outlay - equipment	\$	23,814
Debt service – interest	\$	200,956

The excess expenditures were covered by amounts under budget in other areas.

NOTE 12 DEFICIT NET POSITION

For governmental activities, the unrestricted net deficit amount of \$12,255,851 includes the effect of deferring the recognition of pension and OPEB contributions made subsequent to the 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 13 SUBSEQUENT EVENTS

The School has evaluated all subsequent events through (to be determined), the date the financial statements were available to be issued.



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**REQUIRED SUPPLEMENTARY INFORMATION**

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
BUDGETARY COMPARISON SCHEDULE - GENERAL FUND**

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FOR THE YEAR ENDED JUNE 30, 2020

	Original Budget	Final Budget	Actual Amounts	Variance with Final Budget Positive (Negative)
<b>REVENUES</b>				
Charges to school districts	\$ 1,100,514	\$ 1,000,000	\$ 911,863	\$ (88,137)
State sources	5,916,130	6,089,197	6,092,388	3,191
Federal sources	355,395	564,302	459,199	(105,103)
Food service revenue	277,871	212,594	204,002	(8,592)
Earnings on cash and cash investments	-	-	90,022	90,022
Facilities rental	20,000	48,000	7,610	(40,390)
Before and after care	-	-	30,736	30,736
Summer camp	-	-	104,756	104,756
Contributions	-	-	4,277	4,277
Miscellaneous revenue	285,300	172,000	220,268	48,268
	<u>7,955,210</u>	<u>8,086,093</u>	<u>8,125,121</u>	<u>39,028</u>
<b>EXPENDITURES</b>				
Current:				
Salaries	3,606,454	3,499,677	3,521,237	(21,560)
Employment costs	1,885,780	1,754,021	1,727,663	26,358
Travel	-	-	1,932	(1,932)
Contractual services	560,056	606,264	354,057	252,207
Communications	21,500	33,201	19,789	13,412
Public utilities service	165,000	142,000	139,837	2,163
Insurance	-	-	77,996	(77,996)
Transportation	12,766	6,030	-	6,030
Repairs and maintenance	8,000	5,500	119,431	(113,931)
Student activities	74,000	35,000	32,106	2,894
Supplies and materials	462,973	518,900	522,140	(3,240)
Capital outlays:				
Equipment	238,615	238,416	262,230	(23,814)
Debt service:				
Principal	160,000	532,978	332,000	200,978
Interest	261,640	60,702	261,658	(200,956)
<b>TOTAL EXPENDITURES</b>	<u>7,456,784</u>	<u>7,432,689</u>	<u>7,372,076</u>	<u>60,613</u>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES</b>	<u>498,426</u>	<u>653,404</u>	<u>753,045</u>	<u>99,641</u>
<b>OTHER FINANCING USES</b>				
Refund of prior year revenue	-	-	(2,727)	(2,727)
Transfers out	(315,360)	(499,320)	(499,320)	-
Contingency reserve	(183,066)	(154,084)	-	154,084
<b>TOTAL OTHER FINANCING USES</b>	<u>(498,426)</u>	<u>(653,404)</u>	<u>(502,047)</u>	<u>151,357</u>
<b>NET CHANGE IN FUND BALANCE</b>	-	-	250,998	250,998
<b>FUND BALANCE, BEGINNING OF YEAR</b>	<u>1,983,717</u>	<u>1,983,717</u>	<u>1,983,717</u>	<u>-</u>
<b>FUND BALANCE, END OF YEAR</b>	<u>\$ 1,983,717</u>	<u>\$ 1,983,717</u>	<u>\$ 2,234,715</u>	<u>\$ 250,998</u>

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY  
STATE OF DELAWARE EMPLOYEES' PENSION PLAN  
FOR THE YEAR ENDED JUNE 30, 2020**

PROPORTIONATE SHARE OF NET PENSION LIABILITY	MEASUREMENT DATE				
	JUNE 30, 2019	JUNE 30, 2018	JUNE 30, 2017	JUNE 30, 2016	JUNE 30, 2015
School's proportion of the net pension liability	0.1451%	0.1418%	0.1487%	0.1460%	0.1356%
School's proportion of the net pension liability - dollar value	\$ 2,260,114	\$ 1,831,554	\$ 2,180,637	\$ 2,200,079	\$ 901,895
School's covered employee payroll	\$ 3,012,308	\$ 2,815,758	\$ 2,897,693	\$ 2,784,395	\$ 2,528,337
School's proportionate share of the net pension liability as a percentage of its covered employee payroll	75.03%	65.05%	75.25%	79.02%	35.67%
Plan fiduciary net position as a percentage of the total pension liability	85.41%	87.49%	85.31%	84.11%	92.67%
					19.83%
					95.80%

Note: The above information is presented as of the Plan's measurement date.

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.

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
 SCHEDULE OF SCHOOL PENSION CONTRIBUTIONS  
 STATE OF DELAWARE EMPLOYEES' PENSION PLAN  
 FOR THE YEAR ENDED JUNE 30, 2020**

CONTRIBUTIONS	JUNE 30, 2020	JUNE 30, 2019	JUNE 30, 2018	JUNE 30, 2017	JUNE 30, 2016	JUNE 30, 2015
Contractually required contribution	\$ 349,849	\$ 356,356	\$ 293,402	\$ 277,599	\$ 266,745	\$ 241,709
Contributions in relation to the contractually required contribution	<u>349,849</u>	<u>356,356</u>	<u>293,402</u>	<u>277,599</u>	<u>266,745</u>	<u>241,709</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered employee payroll	\$ 2,925,159	\$ 3,012,308	\$ 2,815,758	\$ 2,897,693	\$ 2,784,395	\$ 2,523,337
Contributions as a percentage of covered-employee payroll	11.96%	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.

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.**  
**SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY**  
**STATE OF DELAWARE EMPLOYEES' OPEB PLAN**  
**FOR THE YEAR ENDED JUNE 30, 2020**

DRAFT - FOR DISCUSSION PURPOSES ONLY

<u>PROPORTIONATE SHARE OF NET OPEB LIABILITY</u>	<u>MEASUREMENT DATE</u>		
	<u>JUNE 30, 2019</u>	<u>JUNE 30, 2018</u>	<u>JUNE 30, 2017</u>
School's proportion of the net OPEB liability	0.1413%	0.1382%	0.1453%
School's proportion of the net OPEB liability - dollar value	\$ 11,260,536	\$ 11,348,613	\$ 11,999,194
School's covered employee payroll	\$ 3,012,308	\$ 2,815,758	\$ 2,897,693
School's proportionate share of the net OPEB liability as a percentage of its covered employee payroll	373.82%	403.04%	414.09%
Plan fiduciary net position as a percentage of the total OPEB liability	4.89%	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.

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.**  
**SCHEDULE OF SCHOOL OPEB CONTRIBUTIONS**  
**STATE OF DELAWARE EMPLOYEES' OPEB PLAN**  
**FOR THE YEAR ENDED JUNE 30, 2020**

DRAFT - FOR DISCUSSION PURPOSES ONLY

<u>CONTRIBUTIONS</u>	<u>JUNE 30, 2020</u>	<u>JUNE 30, 2019</u>	<u>JUNE 30, 2018</u>
Contractually required contribution	\$ 365,996	\$ 355,110	\$ 310,491
Contributions in relation to the contractually required contribution	<u>365,996</u>	<u>355,110</u>	<u>310,491</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered employee payroll	\$ 2,925,159	\$ 3,012,308	\$ 2,815,758
Contributions as a percentage of covered-employee payroll	12.51%	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.

DRAFT - FOR DISCUSSION PURPOSES ONLY

**SUPPLEMENTARY INFORMATION**

**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
COMBINING BALANCE SHEET - GENERAL FUND  
JUNE 30, 2020**

	State Allocation	Local Funding	Federal Funding	Totals
<b>ASSETS</b>				
Cash and cash equivalents	\$ 7,667	\$ 2,800,511	-	\$ 2,808,178
Accounts receivable	-	-	26,347	26,347
<b>TOTAL ASSETS</b>	\$ 7,667	\$ 2,800,511	26,347	\$ 2,834,525
<b>LIABILITIES AND FUND BALANCES (DEFICIT)</b>				
<b>LIABILITIES:</b>				
Accounts payable	\$ 1,745	-	-	\$ 1,745
Accrued salaries and benefits	554,185	17,533	26,347	598,065
<b>TOTAL LIABILITIES</b>	555,930	17,533	26,347	599,810
<b>FUND BALANCES (DEFICIT):</b>				
Unassigned (deficit)	(548,263)	2,782,978	-	2,234,715
<b>TOTAL FUND BALANCE (DEFICIT)</b>	(548,263)	2,782,978	-	2,234,715
<b>TOTAL LIABILITIES AND FUND BALANCES (DEFICIT)</b>	\$ 7,667	\$ 2,800,511	26,347	\$ 2,834,525



**PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.  
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GENERAL FUND  
FOR THE YEAR ENDED JUNE 30, 2020**

	State Allocation	Local Funding	Federal Funding	Totals
<b>REVENUES</b>				
Charges to school districts	-	\$ 911,863	-	\$ 911,863
State sources	6,092,388	-	-	6,092,388
Federal sources	-	-	459,199	459,199
Food service revenue	-	89,497	114,505	204,002
Earnings on cash and cash investments	-	90,022	-	90,022
Facilities rental	-	7,610	-	7,610
Before and after care	-	30,736	-	30,736
Summer camp	-	104,756	-	104,756
Contributions	-	4,277	-	4,277
Miscellaneous revenue	-	220,268	-	220,268
<b>TOTAL REVENUES</b>	<u>6,092,388</u>	<u>1,459,029</u>	<u>573,704</u>	<u>8,125,121</u>
<b>EXPENDITURES</b>				
Current:				
Instructional services	2,985,506	447,470	377,892	3,810,868
Operation and maintenance of facilities	1,771,931	254,779	77,707	2,104,417
Transportation	337,397	21,726	-	359,123
Food services	66,665	75,204	99,911	241,780
Capital outlays	235,502	8,534	18,194	262,230
Debt service	401,458	192,200	-	593,658
<b>TOTAL EXPENDITURES</b>	<u>5,798,459</u>	<u>999,913</u>	<u>573,704</u>	<u>7,372,076</u>
<b>EXCESS OF REVENUES OVER EXPENDITURES</b>	<u>293,929</u>	<u>459,116</u>	<u>-</u>	<u>753,045</u>
<b>OTHER FINANCING USES</b>				
Refund of prior year revenue	(2,727)	-	-	(2,727)
Transfer out	(289,080)	(210,240)	-	(499,320)
<b>TOTAL OTHER FINANCING USES</b>	<u>(291,807)</u>	<u>(210,240)</u>	<u>-</u>	<u>(502,047)</u>
<b>NET CHANGE IN FUND BALANCES</b>	2,122	248,876	-	750,998
<b>FUND BALANCES (DEFICIT), BEGINNING OF YEAR</b>	<u>(550,385)</u>	<u>2,534,102</u>	<u>-</u>	<u>1,983,717</u>
<b>FUND BALANCES (DEFICIT), END OF YEAR</b>	<u>\$ (548,263)</u>	<u>\$ 2,782,978</u>	<u>\$ -</u>	<u>\$ 2,234,715</u>

PROVIDENCE CREEK ACADEMY CHARTER SCHOOL, INC.

SCHEDULE OF EXPENDITURES BY NATURAL CLASSIFICATION - GOVERNMENTAL FUNDS  
FOR THE YEAR ENDED JUNE 30, 2020

EXPENDITURES

Current:

Salaries	\$ 3,521,237
Employment costs	1,727,663
Travel	1,932
Contractual services	354,057
Communications	19,789
Public utilities service	139,837
Insurance	77,996
Repairs and maintenance	119,431
Student activities	32,106
Supplies and materials	522,140

Capital outlays:

Equipment	262,230
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Debt service:

Principal	420,275
Interest	488,743

TOTAL EXPENDITURES

\$ 7,687,436

# DRAFT - FOR DISCUSSION PURPOSES ONLY

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

(to be determined)

Board of Directors  
Providence Creek Academy Charter School, Inc.  
Clayton, 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 Providence Creek Academy Charter School, Inc. ("the School"), Clayton, Delaware, as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated (to be determined).

#### 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.

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

**Appendix 15 - List of all settlements (if applicable)**

**Appendix 15** A list of all settlements (if applicable). – Not Applicable