

## **Major Modification Application**

# DELAWARE DEPARTMENT OF EDUCATION APPLICATION TO MODIFY AN APPROVED CHARTER

## Major Charter Modification Request Sussex Academy



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## CHARTER SCHOOL MODIFICATION APPLICATION QUESTIONS

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

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

**Table 2**

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

## **Section A Core Questions:**

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

**A copy of the last two Sussex Academy Charter Renewal Applications has been provided as appendices:**

**Appendix A - 2017 Charter Renewal Application**

**Appendix B - 2012 Charter Renewal Application**

**A. Enrollment Change (Section B) - Page 4 of Appendix A - 2017 Renewal Application**

**The Sussex Academy is seeking to modify its current charter by 28% (at full capacity) through the addition of elementary grades K-5. Sussex Academy Elementary School would enroll 40 students per grade-level, or an additional 240 students to Sussex Academy's current maximum capacity of 840 students.**

**B. Grade Configuration (Section C) - Page 2 of Appendix B - 2012 Renewal Application**

**The Sussex Academy Charter School is requesting approval to expand its current charter configuration (Grades 6-12) to include Kindergarten through grade 5.**

**C. Enrollment Preference (Section G) - Page 65 of Appendix B - 2012 Renewal Application**

**The approved charter for Sussex Academy allows students not admitted through either the lottery or through another preference (sibling preference, employee preference or child of a Founding Member) a Special Interest preference as an additional means for acceptance to the school. Those interested in the Special Interest preference have the opportunity to write an essay and to participate in an interview for consideration for enrollment. Sussex Academy would like to eliminate this option as a part of the acceptance process.**

**D. Location Change (Section H) - Page 70 of Appendix B - 2012 Renewal Application**

The current location of Sussex Academy would not change under the proposed modification; however, students enrolled at the Sussex Academy Elementary School would attend a separate campus located three (3) miles from the current Sussex Academy Campus in Georgetown, Delaware. (Proposed location: 22051 Wilson Road, Georgetown, DE 19947).

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

Sussex Academy continues to work with its partners to ensure that the proposed modification and the addition of the elementary grades will occur, upon approval, at the opening of the 2020-2021 school year.

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

Sussex Academy continues to be one of the top performing schools academically in the State of Delaware and earned a rating of ‘Exceeds Expectations’ for Academic Performance on the Delaware School Success Framework as well as on all of the related measures included in the 2018-19 Annual Report (Appendix C - Sussex Academy Annual Report)

Additionally, student performance at Sussex Academy has far exceeded the State Average on annual State Assessments. (Table 1 - Below) Over the past five years, Sussex Academy’s ELA performance has been 37-43% above the State average and 35-44% above the State average in Mathematics.

Table 1: Performance on Annual State Assessments

|      | State Average ELA | Sussex Academy ELA | State Average Math | Sussex Academy Math |
|------|-------------------|--------------------|--------------------|---------------------|
| 2019 | 53%               | 94%                | 42%                | 78%                 |
| 2018 | 54                | 91                 | 42                 | 81                  |
| 2017 | 55                | 96                 | 43                 | 87                  |
| 2016 | 54                | 95                 | 42                 | 78                  |
| 2015 | 52                | 95                 | 39                 | 74                  |

• Source: Delaware Department of Education online Report Card (<https://reportcard.doe.k12.de.us/>)

Sussex Academy received an overall rating of ‘Meets’ the Standard on the Organizational Performance Framework included in the 2018-19 Annual

Report as well as on all of the related measures (Appendix D - Performance Framework Report).

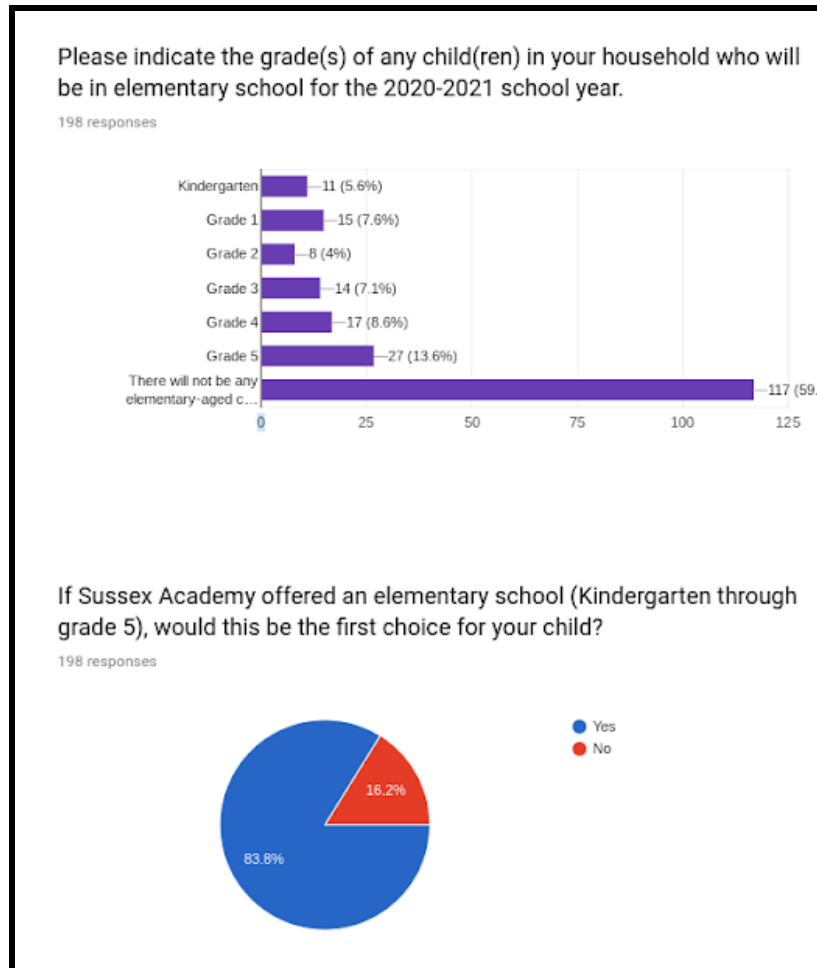
Sussex Academy received an overall rating of “Meets” the Standard on the Financial Performance Framework included in the 2018-19 Annual Report. (Appendix D - Performance Framework Report). Sussex Academy continues to be financially viable and experiences annual budget surpluses thus increasing the overall unrestricted reserves available to the organization. (Appendix E - Sussex Academy Financial Position).

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

The rationale for the request is multi-faceted. First, this modification proposal will respond to growth in Sussex County and the pressure of overcrowding placed on a few surrounding districts. A new elementary school option will help to alleviate the strain on resources that neighboring schools currently experience. Next, families living in Sussex County have limited access to successful charter programs. Sussex Academy has been the only public charter school in Sussex County since its inception in 2000. Although a second charter school is scheduled to open in the county in the fall of 2020, the mission of the newly approved school differs from the proposed programs at Sussex Academy through the addition of the Sussex Academy Elementary School. Parents seeking a strong academic program similar to that of the Sussex Academy Middle/High School would have an elementary school option for their children. Families looking for world-language learning opportunities will be provided an additional option at Sussex Academy Elementary School with a focus on Spanish. The implementation of our own elementary Spanish program will allow Sussex Academy to better align the school's offerings with programs already in place at the Sussex Academy secondary schools and will drive future course selections. A unique school facility will also allow for a focus on Environmental Science beyond what is currently available with traditional elementary Science programs.

An online survey was sent to current Sussex Academy families to determine the interest level for the addition of the elementary grades (K-5) as a part of our current charter. The survey was sent to the families of our 856 current students and yielded 198 responses (See Appendix G and Exhibit 1 below). Forty-one percent (41%) of respondents indicated that they would have at least one elementary-age child in their household during the 2020-21 school year, equating to 92 elementary-age children. Of these, 83.8% indicated that an elementary school at Sussex Academy would be the first choice for their child (87 students).

**Exhibit 1.**



**While many parents are pleased with the elementary schools in their communities, the addition of an elementary school will provide Sussex Academy families with a comprehensive K-12 option housed in two buildings conveniently located to one another. An enhanced outreach program will allow us to focus on families living in under-served communities that are not highly represented currently at Sussex Academy. This outreach has and will continue to help to diversify our student population into one that will be representative of the area population which is ethnically, racially, and economically diverse.**

**Additionally, research on successful schools indicates the importance of developing community among students and the impact of comprehensive K-12 models on students' academic performance and social/emotional well-being. Establishing an elementary feeder system will help strengthen our school and foster a sense of community across all grade levels at Sussex Academy. Ongoing articulation between the elementary and secondary staff members would only strengthen the curricular offerings and would be easily achievable through a shared school calendar and joint professional development opportunities. Furthermore, the increased enrollment of Sussex Academy will help to leverage additional K-12 services for students through the State's Unit Count process, further supporting students' academic and non-academic needs.**

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

**Currently, Sussex Academy enrolls students from ten different school districts, several area private schools, and students who have been home-schooled. As a result, our students have had inconsistent school experiences and varied levels/types of instruction. Students in grade 6, especially, have a very diverse set of academic skills. By establishing an elementary program that aligns with the mission and goals of the Academy's secondary programs, approximately one-third of rising middle school students would be coming from within the Sussex Academy framework each year. An elementary school program will help to better ensure that students arrive at the Sussex Academy Middle School prepared for the academic rigors the school currently places on students. Increases in overall achievement would be expected with roughly one-third of the students entering the middle school having already experienced a rigorous elementary program consistent with the expectations and mission of the current school.**

**Outreach to families from underserved populations will provide students with a comprehensive K-12 education option at an early age and establish strong connections with the school system. Academic and non-academic engagement practices that include students' family members as partners in their education will only strengthen students' educational experiences, thus providing greater opportunities for students than those that already exist.**

**The grade-level expansion will support funding for instructional staff through the Unit Count process. Classroom staff will be generated based upon the State's current funding formulas. Additional staff will also be made available to support the school's operations and non-academic supports (administrator, secretary, custodians, etc.) that will benefit new and current**

**students. Funds generated by the State's transportation formula will offset any additional transportation costs brought about by new eligible riders.**

**The purchase of the 43-acre Jefferson School facility by the Sussex Academy Foundation will provide a turn-key operation with educational infrastructure already in place. The facility will become part of the current lease agreement between the Foundation and Sussex Academy Charter School. Start-up costs will be substantially less than if the school were seeking to build a new school or inherit a structure not currently being used for educational purposes. Cost projections over the next four years, which include the addition of the Sussex Academy Elementary School, indicate that operating costs will be self-sustaining, with projections for additional reserve funds after year one. (Appendix F - Application Budget Worksheets)**

**The Sussex Academy is prepared to maintain its current financial viability through the support of the Sussex Academy Foundation and various grant sources that have supported the school in the past. Additionally, Sussex Academy continues to be financially viable and experiences annual budget surpluses thus increasing the overall unrestricted reserves available to the organization. (Appendix E - Sussex Academy Financial Position).**

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

**Sussex Academy is and has been a financially secure charter school with annual budget surpluses for the majority of the years since operations began in 2000. The year when reserves were needed to balance the annual budget was marked by unusual, non-recurring events like moving to our new, larger location and, as a result, making significant technology, maintenance equipment, and furniture purchases needed to prepare the school for students. Any pressure on the school's financial viability will not rise to the level of that of the previous modification.**

**The Sussex Academy Executive Board reviews and discusses the school's financial operations monthly. The CBOC (Citizens Budget Oversight Committee) meets quarterly. The school has a financial audit conducted annually and has done so since its inception. The financial viability is sustained with the use of the data systems within the state including First State Financials and the annual audit conducted by an independent auditing firm. Sussex Academy has considered the financial impact with this request, as it has with previous modification requests, and the school is prepared to handle the anticipated costs to move forward.**

**There is no anticipated significant impact projected on the school's present financial position with the current request. Any additional costs associated**



**with the modification request are consistent with current financial obligations managed by the Sussex Academy Middle School/High School and do not create financial challenges moving forward.**

### **Section B Questions:**

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

**The Sussex Academy is seeking to modify its current charter through the addition of elementary grades K-5. At full capacity of 40 students per grade-level or 240 students grades K-5, the expansion will represent a 28% increase in the school's current approved enrollment of 840 students.**

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

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

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

*levels served. In no event shall the placement of conditions on approval, based solely or in part on considerations of impact, be considered disapproval of an application.”*

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

**While the charter modification will add an additional 240 students to the school's enrollment when the K-5 grade-level configuration reaches full capacity, both the immediate and long-term impact of the modification to the charter will not have a major impact on enrollment in the surrounding districts. Survey results of current Sussex Academy parents indicate that 84% of households who will have elementary-age students during the 2020-21 school year would elect to have their elementary student(s) attend Sussex Academy Elementary School. (Appendix G - Parent Survey Results) This equates to approximately 87 students from current families who would be committed to attend the school beginning in the fall of 2020.**

**Currently, Sussex Academy attracts students from all Sussex County school districts, with 70% of its students coming from two districts - Indian River and Cape Henlopen (See Table 2 - Sussex Academy Enrollment Make-up).**

**Table 2 - Sussex Academy Enrollment Make-up 2019-2020**

| District Name                 | Students Enrolled from District |
|-------------------------------|---------------------------------|
| Caesar Rodney School District | 5                               |
| Cape Henlopen School District | 320                             |
| Capital School District       | 3                               |
| Delmar School District        | 1                               |
| Indian River School District  | 303                             |
| Lake Forest School District   | 5                               |
| Laurel School District        | 32                              |
| Milford School District       | 51                              |
| Seaford School District       | 113                             |
| Woodbridge School District    | 23                              |
| TOTAL                         | 856                             |

● Source: Delaware Department of Education Unit Count Plus - **Charter Student Enrollment Verification**

**Sussex Academy Elementary School is expected to have a similar student make-up, meaning that at full capacity roughly 170 students would come from these two districts, or about 85 students from each of the districts. In recent years, both districts have made attempts to address overcrowding in their schools, and their enrollment projections continue to show increases. The addition of the elementary grade-levels to the Sussex Academy Charter School will help to alleviate some of this overcrowding in these two districts without a substantial impact on enrollment. Eighty-five students in elementary grades K-5 represents 3% and 1.6% of the total district elementary enrollment for Cape Henlopen and Indian River, respectively, or less than 2% of each district's overall enrollment.**

**Additionally, the opportunity for elementary students to attend an elementary school with a rigorous academic program will draw more students back into the public school system. Each year, several Sussex Academy High School applicants come from students who attend home schools or private/parochial schools. An elementary option such as Sussex Academy Elementary School will bring students from surrounding communities into the public school system as early as kindergarten.**

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

**The mission of the Sussex Academy is to foster academic achievement and social responsibility in a small school environment where students participate in a highly accelerated college preparatory program that prepares them for the technological and global mindedness needed for the 21st century and that instills ethical conduct and service to others in their day-to-day lives. The modification request will not change the mission of Sussex Academy but will instead strengthen opportunities for the school to fulfill its mission. The addition of the elementary grades to the Sussex Academy Charter School will enhance the academic and community culture of the school. The location of the proposed Sussex Academy Charter School includes facilities that will benefit both elementary and secondary students alike. The 43-acre campus includes fitness trails, two ponds, and a greenhouse, creating new learning opportunities not available at the school's current campus. An additional multi-purpose room, with gymnasium and music classroom with a stage, offers a new venue for performances and exhibitions (Science fairs, arts shows, etc.) Greater opportunities for students to fulfill their community service requirements will become available as high school students will interact with elementary students through academic and non-academic programs. The elementary Spanish program will further strengthen the Sussex Academy High School's ability to move more students toward the IB Bilingual Diploma by immersing more students in Spanish language and Spanish literacy at an earlier age.**

4. Please complete the “Projected Enrollment Table” below:

**Projected Enrollment**

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

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

| <b>Projected Enrollment</b> |                  |                  |                  |                  |                  |                  |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
|                             | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> | <b>2023-2024</b> | <b>2024-2025</b> |
| K                           |                  | 40               | 40               | 40               | 40               | 40               |
| Grade 1                     |                  | 40               | 40               | 40               | 40               | 40               |
| Grade 2                     |                  | 20               | 40               | 40               | 40               | 40               |
| Grade 3                     |                  | 20               | 20               | 40               | 40               | 40               |
| Grade 4                     |                  | 20               | 20               | 20               | 40               | 40               |
| Grade 5                     |                  | 20               | 20               | 20               | 20               | 40               |
| Grade 6                     | 122              | 125              | 125              | 125              | 125              | 125              |
| Grade 7                     | 125              | 122              | 125              | 125              | 125              | 125              |
| Grade 8                     | 130              | 125              | 122              | 125              | 125              | 125              |
| Grade 9                     | 147              | 130              | 130              | 130              | 130              | 130              |
| Grade 10                    | 120              | 147              | 130              | 130              | 130              | 130              |
| Grade 11                    | 117              | 120              | 147              | 130              | 130              | 130              |
| Grade 12                    | 97               | 117              | 120              | 147              | 130              | 130              |
| <b>Total</b>                | <b>858</b>       | <b>1046</b>      | <b>1079</b>      | <b>1112</b>      | <b>1115</b>      | <b>1135</b>      |

## Section C Questions:

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

**The Sussex Academy Charter School is requesting approval to expand its current charter configuration (Grades 6-12) to include Kindergarten through grade 5. This modification would potentially increase the Academy's enrollment by 28% (at full capacity) through the addition of elementary grades K-5. Sussex Academy Elementary School would enroll 40 students per grade-level, or an increase of 240 students to Sussex Academy's current approved capacity of 840 students.**

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

**The Sussex Academy Elementary School will establish a rigorous academic program consistent with the current Sussex Academy Middle School and High School curriculum. The State-approved Standards will drive its instructional program (Common Core Standards for ELA and Math and the Next Generation Science Standards), with additional opportunities to accelerate learning through the use of research-based supplemental activities and individual student technology. The school's focus on Environmental Science and Spanish will provide a unique educational program that is not offered locally.**

### **English Language Arts**

**Sussex Academy Elementary School will incorporate a balanced literacy program using research-based elements of comprehension, vocabulary, fluency, phonemic awareness and phonics. Instruction will combine whole group, small group and one-on-one instruction in reading, writing, and**

speaking and listening. While curriculum materials will focus on the Delaware Content Standards, extra emphasis will be placed on content-rich classic and multicultural literature in conjunction with explicit phonics instruction to develop reading skills in K-2 to develop students' ability to transition from learning to read to reading to learn. Additionally, writing assignments will be included in all content areas for a variety of purposes and projects consistent with the middle/high schools' existing program. Activities will range from daily journal writing to short and long-term writing projects. Students will use elements of style relative to a wide variety of genres, including but not limited to historical fiction, poetry, folk tales, adventure, and mystery.

The Academy has selected ReadyGen as its ELA curriculum. ReadyGen has received high marks in all Gateways by EdReports. (Source: <https://www.edreports.org/reports/overview/readygen-2016>) (Appendix H - ELA Curriculum Documents)

## Mathematics

Sussex Academy Elementary School will utilize the Common Core Standards for Mathematics as a framework for its Math curriculum and will teach mathematics using a problem-based learning approach. Teachers will introduce mathematical concepts through a problem-solving approach and will facilitate rich classroom conversations that promote a growth mindset and result in a deeper conceptual understanding. This process allows for learners to develop skills used for their future practice. Curriculum materials will provide an emphasis on visual learning with the use of one-to-one technology resources and include opportunities to assess and differentiate student learning.

Personalized and adaptive learning opportunities will encourage students to build their mathematical understanding and demonstrate proficiency. Independent practice and problem-solving activities will help students build mathematical proficiency and promote higher-order thinking. Teachers will also develop number sense in students so that they understand the underlying concepts of the operations they perform (addition, subtraction, multiplication, division). Students who have strong number sense can solve problems in more than one way, and check that their answers make sense.

The Academy has selected Ready Common Core Mathematics as its Mathematics curriculum. 'Ready Math' has received high marks in all Gateways by EdReports.

(Source: <https://www.edreports.org/reports/overview/ready-2017>) (Appendix I - Math Curriculum Documents)

## **Science**

**The Next Generation Science Standards will drive Sussex Academy's science program. The Academy currently has a signed MOU with the Delaware Science Coalition and will continue to use resources provided through the coalition. (Appendix J - Science Coalition MOU)**

**The proposed Sussex Academy Elementary School facility provides additional Environmental Science resources through its on-site ponds and hands-on outdoor classroom facilities. The site is a certified Wildlife Habitat and was named 2019 US Department of Education Green Ribbon school. (Appendix L - Facility Certifications)**

**Students will conduct investigations, solve problems, and engage in discussions in Science with teachers' guidance. They will also discuss open-ended questions that focus on the strength of the evidence used to generate claims and conduct investigations with a range of possible outcomes that collectively lead to a deep understanding of established core scientific ideas. Students will also be expected to write complete journal writing, write reports, and create media presentations that explain and argue their understanding of scientific concepts. Intermediate students (Grades 3-5) will present their research findings through annual Science Fair projects, similar to the Sussex Academy Middle School Science Fair that has existed since the school's inception.**

## **Social Studies**

**The Academy currently has a signed MOU with the Delaware Social Studies Coalition and will continue to use resources provided through the coalition to address the Delaware Social Studies Standards. Consistent with the school's mission, Sussex Academy will develop students to become informed and active citizens who accept their responsibilities, understand their rights, and participate actively in society and government. Our students will be able to research issues, form reasoned opinions, support their positions, and engage in the political process, even at the elementary grades. (Appendix K - Social Studies Coalition MOU)**

## **Spanish**

**The implementation of our own elementary Spanish program will allow Sussex Academy to better align the school's language offerings with programs already in place at the Sussex Academy secondary schools and will drive future course selections. Sussex Academy currently has an International Baccalaureate (IB) program. The IB Bilingual Diploma is one of the highest regarded diploma programs worldwide, and the Sussex Academy Elementary program will establish the foundation for students to be able to obtain the program diploma upon graduation.**

**The program will focus on Spanish Literacy, building students language and literacy skills in conjunction with the ELA program. This model will also provide Spanish-speaking ELL students the opportunity to become bilingual learners, holding onto their native language while developing literacy skills in both Spanish and English.**

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

**Appendix H - ELA Curriculum Documents  
Appendix I - Math Curriculum Documents  
Appendix J - Science Coalition MOU  
Appendix K - Social Studies Coalition MOU**



## Section G Questions:

1. Describe the reasons why the current enrollment preference practices are problematic and require revision.

**The approved charter for Sussex Academy allows students a Special Interest preference as an additional means for acceptance to the school when he/she has not been admitted through either the lottery or through another preference (sibling preference, employee preference or child of a Founding Member). Those interested in the Special Interest preference have the opportunity to write an essay and to participate in an interview for consideration for enrollment. The perception has become that some families have used the essay option as a means to circumvent the process when a child has not been accepted through the approved lottery methodology.**

2. Discuss how the modification will solve the current problems and ultimately benefit the school.

**The elimination of the Special Interest option ensures that Sussex Academy remains true to its approved lottery and preference methodology without the perception of a back-door option for enrollment as discussed in question 1. Furthermore, beginning in 2020 Sussex Academy will be using Data Service Center to conduct our enrollment lottery. Having a third party contractor conduct this process will further eliminate any questions related to the adherence to the State-approved process for admittance.**

3. Identify any changes to the school's program that will likely result from the modified preference practices.

**The elimination of this component of the school's preference criteria will not have an impact on the school's program.**

## Section H Questions:

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

**The current Sussex Academy facility is not equipped to accommodate elementary students. Implementation of the proposed modification would require the acquisition of an additional property or new construction specifically to house the Sussex Academy elementary grades (K-5). The Sussex Academy Foundation intends to purchase the 43-acre Jefferson School facility which will provide a turn-key operation with educational infrastructure already in place. Sussex Academy will then enter into an agreement to lease the property from the Foundation similar to the existing agreement for the middle/high school facility. Start-up costs will be substantially less than if the school were seeking to build a new school or inherit a structure not currently being used for educational purposes.**

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

**The proposed Sussex Academy Elementary School sits three (3) miles from the current Sussex Academy facility. The site is already equipped for elementary-aged students as it is currently operating as the Jefferson School, a private school serving students in Sussex County. (Appendix M - Proposed Location; 22051 Wilson Road, Georgetown, DE 19947). The site has 16 classrooms, more than enough to house the Sussex Academy Elementary School's proposed enrollment. Sussex Academy will enter into a lease agreement with the Sussex Academy Foundation for the use of the facilities and will become the facility's lone tenant. The facility currently houses a private school and has security resources in place. Minimal security updates will be needed to better limit access to the school to outside visitors.**

**The school campus is nature-centered and allows for hands-on educational opportunities with its two ponds, trails with five family fitness stations, a garden, and a greenhouse. The site provides a perfect setting to incorporate the high academic standards of Sussex Academy at the elementary level, with a focus on Environmental Science and technology. Additionally, the facility's newly constructed multi-purpose room with gymnasium, music room, and stage will provide opportunities for Visual and Perform Arts and extracurricular activities consistent with the middle and high school offerings at Sussex Academy.**

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

**With the infrastructure of the new elementary location and the established management systems of Sussex Academy, the Sussex Academy Charter School will expand to one cohesive K-12 charter school. In doing so, we will marry the well established academic, financial, and operational success of the current school with the unparalleled, unique hands-on learning opportunities at the proposed elementary site. The facility will serve students in their foundational years prior to their transition onto the accelerated academic program at the Sussex Academy Middle School/High School campus.**

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

**The proposed location will accommodate enrollment projections for the first few years of operation. The current facility has 16 classrooms. When the Sussex Academy Elementary School reaches its maximum capacity, additional classroom space may need to be constructed to ensure the school is able to meet the academic and non-academic needs of its students. Additional office and instructional space may be needed for related arts classes (Art, Library Media, computer labs, etc.) and RtI classrooms as the school nears the proposed maximum enrollment.**

**Sussex Academy**  
**RENEWAL APPLICATION**

**Submission**  
**September 30, 2017**



**21150 Airport Road**  
**Georgetown, DE 19947**  
**Phone: (302) 856-3636**  
**Fax: (302) 856-3376**  
**<http://www.sussexacademy.org/>**

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## CHARTER SCHOOL RENEWAL APPLICATION QUESTIONS

Please indicate below if the school is applying for a 5-year or 10-year charter:

**Sussex Academy is seeking a 10-year charter renewal. We have met the eligibility criteria of entering our fourth renewal and have earned overall ratings of Meets or Exceeds in all Performance Framework.**

### I. Overview

**1.1 Basic Information:** Please review the following table for accuracy. Please fill in "Current Enrollment" at time of application submission.

| BASIC INFORMATION   |  |
|---|--|
| Name of School  | Sussex Academy   |
| Year School Opened  | 2000   |
| Current Enrollment  | 760  |
| Approved Enrollment   | 776 for SY17/18  |
| School Address  | 21150 Airport Road, Georgetown, DE 19947   |
| District(s) of Residence  | Indian River School District   |
| Website Address   | <a href="http://www.sussexacademy.org/">http://www.sussexacademy.org/</a>                                |
| Name of School Leader   | Patricia S. Oliphant   |
| School Leader Email and Phone Number  | <a href="mailto:patricia.oliphant@saas.k12.de.us">patricia.oliphant@saas.k12.de.us</a><br>(302) 856-3636 |
| Name of Board President   | Susan H. Mitchell  |
| Board President Email   | <a href="mailto:S.Mitchell@swsflaw.com">S.Mitchell@swsflaw.com</a>                                       |
| <p><b>Mission Statement:</b></p> <p><i>The mission of the Sussex Academy is to foster academic achievement and social responsibility in a small school environment where students participate in an highly accelerated college preparatory program that prepares them for the technological and global mindedness needed for the 21<sup>st</sup> century and that instills ethical conduct and service to others in their day-to-day lives.</i></p> |  |

**1.2 Enrollment and Demographics:** Please review the following table and complete the second row (“# of Students on Waiting List”) and the last column (school year “2017-18”).

| <b>ENROLLMENT &amp; DEMOGRAPHIC INFORMATION</b> |                            |                            |                            |                                  |
|---|----------------------------|----------------------------|----------------------------|----------------------------------|
|   | <b>2014-15<sup>1</sup></b> | <b>2015-16<sup>3</sup></b> | <b>2016-17<sup>3</sup></b> | <b>2017-18<sup>2</sup></b>       |
| Total Enrollment                                | 498                        | 594                        | 692                        | 760                              |
| # of Students on Waiting List                   | 255                        | 307                        | 392                        | 420                              |
| <b>Gender</b>                                   |                            |                            |                            |                                  |
| % Male  | 40.4%                      | 42.1%                      | 41.3%                      | 43.1%                            |
| % Female  | 59.6%                      | 57.9%                      | 58.7%                      | 56.9%                            |
| <b>Ethnicity/Race</b>                           |                            |                            |                            |                                  |
| % African American                              | 2.9%                       | 5.2%                       | 3.9%                       | 4.7%                             |
| % American Indian                               | 1.4%                       | 1.2%                       | 0.9%                       | 0.7%                             |
| % Asian   | 4.0%                       | 3.4%                       | 3.9%                       | 4.9%                             |
| % Hispanic/Latino                               | .04%                       | 8.6%                       | 12.7%                      | 14.5%                            |
| % White   | 78.1%                      | 77.6%                      | 75%                        | 71.5%                            |
| % Multiracial                                   | 3.2%                       | 3.5%                       | 3.2%                       | 3.0%                             |
| %Hawaiian/Pac Islander                          |                            |                            |                            | 0.5%                             |
| <b>Special Populations</b>                      |                            |                            |                            |                                  |
| % Special Education                             | 4.4%                       | 3.6%                       | 4.6%                       | 4.5%                             |
| % English Language Learners                     | 0.5%                       | 0.4%                       | 0.7%                       | 1.4%                             |
| % Low-Income                                    | 11.2%                      | 7.8%                       | 10.4%                      | *<br>Awaiting DOE<br>Calculation |

\* Beginning in school year 2013-2014 and beyond, low-income is determined by student who receive SNAP and TANF benefit through Direct Certification. Prior to school year 2013-2014, low-income was determined by the number of students who received TANF, SNAP, Medicaid, or free and reduced lunch.

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

**1.3 Approved Minor and Major Modifications:** The table lists any approved minor and/or major modifications over the course of the school’s current charter term.

| <b>Date</b>   | <b>Modification Requested</b>         | <b>Outcome</b>       |
|---------------|---------------------------------------|----------------------|
| February 2013 | Minor - Name change to Sussex Academy | Approved for SY13/14 |

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<sup>1</sup> Based on September 30<sup>th</sup> Unit Count

<sup>2</sup> The demographic percentages for 2017-2018 are an estimate provided by the school.

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

**1.4 School Enrollment:** 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 2017-18”).

| <b>School Enrollment Trends</b>   |                     |                         |                     |                         |                     |                         |                     |                         |                              |
|---|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|------------------------------|
| <i>Cells highlighted in grey were grade levels not serviced by this school.</i> |                     |                         |                     |                         |                     |                         |                     |                         |                              |
|   | <b>2013-2014</b>    |                         | <b>2014-2015</b>    |                         | <b>2015-2016</b>    |                         | <b>2016-2017</b>    |                         |                              |
|   | 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 Waitlist for 2017-18 |
| K   |                     |                         |                     |                         |                     |                         |                     |                         |                              |
| Grade 1   |                     |                         |                     |                         |                     |                         |                     |                         |                              |
| Grade 2   |                     |                         |                     |                         |                     |                         |                     |                         |                              |
| Grade 3   |                     |                         |                     |                         |                     |                         |                     |                         |                              |
| Grade 4   |                     |                         |                     |                         |                     |                         |                     |                         |                              |
| Grade 5   |                     |                         |                     |                         |                     |                         |                     |                         |                              |
| Grade 6   | 116                 | 120                     | 116                 | 129                     | 116                 | 130                     | 116                 | 130                     | 135                          |
| Grade 7   | 110                 | 120                     | 110                 | 127                     | 110                 | 129                     | 110                 | 134                     | 138                          |
| Grade 8   | 110                 | 120                     | 110                 | 129                     | 110                 | 130                     | 110                 | 130                     | 147                          |
| Grade 9   | 110                 | 52                      | 110                 | 78                      | 110                 | 102                     | 110                 | 111                     | 0                            |
| Grade 10  |                     |                         | 110                 | 35                      | 110                 | 69                      | 110                 | 91                      | 0                            |
| Grade 11  |                     |                         |                     |                         | 110                 | 34                      | 110                 | 57                      | 0                            |
| Grade 12  |                     |                         |                     |                         |                     |                         | 110                 | 39                      | 0                            |
| <b>Total</b>  | <b>446</b>          | <b>412</b>              | <b>556</b>          | <b>498</b>              | <b>666</b>          | <b>594</b>              | <b>776</b>          | <b>692</b>              | <b>420</b>                   |

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

Sussex Academy has had a twelve-year history of being oversubscribed in grades 6, 7 and 8 by approximately 100% per grade level. In other words there are generally twice as many students who apply than we can enroll in the middle school. Our high school began its fifth year of operation in August 2017. We approached the addition of the high school program by phasing in one grade at a time beginning 2013-2014. At that time we had only 47% of the enrollment that we had projected in grade 9. We had incremental increases in enrollment in the first three years and in 2016-2017 we reached our projected enrollment for grade 9.



The actual and projected numbers of applicants and enrolled students for 2017-2018 gives us every reason to believe that Sussex Academy will enjoy stable enrollment throughout the next charter renewal.

**1.5 School Reenrollment Trends Table:** Please review the following table with the school’s reenrollment trends during the current term of the charter.

**School Reenrollment Trends**

*Cells highlighted in grey were grade levels not serviced by this school.*

|                  | 2013-2014                     |                                   | 2014-2015                     |                                   | 2015-2016                     |                                   | 2016-2017                     |                                   |
|------------------|-------------------------------|-----------------------------------|-------------------------------|-----------------------------------|-------------------------------|-----------------------------------|-------------------------------|-----------------------------------|
|                  | Number of Students Reenrolled | Percentage of Students Reenrolled | Number of Students Reenrolled | Percentage of Students Reenrolled | Number of Students Reenrolled | Percentage of Students Reenrolled | Number of Students Reenrolled | Percentage of Students Reenrolled |
|                  | count                         | %                                 | count                         | %                                 | count                         | %                                 | count                         | %                                 |
| K                |                               |                                   |                               |                                   |                               |                                   |                               |                                   |
| Grade 1          |                               |                                   |                               |                                   |                               |                                   |                               |                                   |
| Grade 2          |                               |                                   |                               |                                   |                               |                                   |                               |                                   |
| Grade 3          |                               |                                   |                               |                                   |                               |                                   |                               |                                   |
| Grade 4          |                               |                                   |                               |                                   |                               |                                   |                               |                                   |
| Grade 5          |                               |                                   |                               |                                   |                               |                                   |                               |                                   |
| Grade 6          | **                            | **                                | **                            | **                                | **                            | **                                | **                            | **                                |
| Grade 7          | 108                           | 93.04%                            | 112                           | 93.33%                            | 117                           | 90.00%                            | 127                           | 97.69%                            |
| Grade 8          | 106                           | 92.98%                            | 103                           | 85.83%                            | 122                           | 96.06%                            | 114                           | 88.37%                            |
| Grade 9          | 21                            | 18.92%                            | 40                            | 33.33%                            | 67                            | 51.94%                            | 70                            | 53.85%                            |
| Grade 10         |                               |                                   | 31                            | 59.62%                            | 63                            | 80.77%                            | 83                            | 81.37%                            |
| Grade 11         |                               |                                   |                               |                                   | 30                            | 85.71%                            | 54                            | 78.26%                            |
| Grade 12         |                               |                                   |                               |                                   |                               |                                   | 39                            | 100%                              |
| <b>Total/Avg</b> | <b>235</b>                    | <b>69.12%</b>                     | <b>286</b>                    | <b>69.42%</b>                     | <b>399</b>                    | <b>80.12%</b>                     | <b>487</b>                    | <b>81.99%</b>                     |

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

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

From 2000-2013 students who were enrolled in Sussex Academy planned to come to a middle school (6-8) program and then “choice” to their home high school or the county vocational technical high school. Thus for thirteen years, our grade 8 students generally would choose to attend the school where their siblings went or to a school that had other program options. As we began the high school phase in, we saw our largest attrition of students between grades 8 and 9. Yet in 2016-2017 more of our middle school elected to stay at Sussex Academy for high school. We attribute this to having a fully functioning grades 9-12 program replete with core and elective courses, a fully functioning athletic and arts programs, and all phases of construction completed. We believe that more of our middle school students will elect to stay for high school and other high school students will want to attend here. At the same time, we respect the concept of choice and recognize that high school students may elect to go to another high school because of a specific area of interest. To assess why students leave, we analyze data provided through an exit

survey that we administer. These data generally reveal the following reasons for leaving Sussex Academy: prefer other program options; prefer attendance with sibling; dislike workload.

## II. Academic Performance

### 2.1 Academic Framework & Delaware School Success Framework

| Charter Academic Framework |             |     |                 |     |                            |     |                  |     |                       |     |               |     |                      |     |          |          |                |                            |                       |     |   |       |
|----------------------------|-------------|-----|-----------------|-----|----------------------------|-----|------------------|-----|-----------------------|-----|---------------|-----|----------------------|-----|----------|----------|----------------|----------------------------|-----------------------|-----|---|-------|
| Year                       | 1.a. Growth |     | 1.b. Bottom 25% |     | 1.c. Growth to Proficiency |     | 2.a. Proficiency |     | 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 Goal | OVERALL RATING/ SCORE |     |   |       |
|                            | Math        | ELA | Math            | ELA | Math                       | ELA | Math             | ELA | Math                  | ELA | Math          | ELA | Math                 | ELA |          |          |                |                            |                       |     |   |       |
| 13-14                      | D           | M   | F               | M   | E                          | M   | E                | F   | F                     | F   | F             | F   | E                    | E   | M        | E        | M              | N/A                        | N/A                   | N/A | E | 88.8% |

| Metrics                        | Delaware School Success Framework (DSSF) |   |   |
|--------------------------------|--|---|---|
|                                | Overall Ratings                          |   |   |
|                                | 2014-2015                                | 2015-2016                                 | 2016-2017                                 |
| Academic Achievement           | 5 Stars<br>Exceeds                       | 5 Stars<br>Exceeds (136/150 points)       | 5 Stars<br>Exceeds (142/150 points)       |
| Growth                         | 5 Stars<br>Exceeds                       | 5 Stars<br>Exceeds (170/200 points)       | 5 Stars<br>Exceeds (160/200 points)       |
| On Track to Graduation         | 5 Stars<br>Exceeds                       | 5 Stars<br>Exceeds (48/50 points earned)  | 5 Stars<br>Exceeds (48/50 points earned)  |
| College and Career Preparation | 5 Stars<br>Exceeds                       | 5 Stars<br>Exceeds (89/100 points earned) | 5 Stars<br>Exceeds (95/100 points earned) |

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

- a) Based on the table(s) above discuss the school’s academic achievement results, major challenges and accomplishments over the course of the charter term. Evidence should reflect performance during the course of the charter term.

Sussex Academy's students have consistently shown high academic performance as measured by standardized national and state assessments. Specifically, when measured through the Academic Performance Framework and the subsequent Delaware School Success Framework (DSSF), our students have provided multi-year evidence (Reference: Academic Performance Framework 2013-14 and Delaware School Success Framework (DSSF 2014-15, 2015-2016, 2016-17) and Longitudinal Percentage Data for Sussex Academy on State Assessments – SAT, SBAC, DCAS, DSTP) that they are (1) meeting and exceeding the proficiency expectations for all subgroups, (2) meeting and exceeding growth measures for all subgroups, (3) meeting adequate yearly progress (4) on track to graduation, and (5) prepared for college and career.

For example, since the change to the standardized SBAC, our grades 6-8 students have demonstrated that between 94-97% meet or exceed the ELA standards while between 87-95% meet or exceed them in math. Our students have performed well in science with 84-96% of students meeting and exceeding the standards on DCAS. Further, our students have done well with meeting projected growth measures generally across the school as evidenced in the Delaware School Success Framework (DSSF). Since we are focused on our continued growth and progress in our performance on current assessments, we choose to describe the most recent measures here. We are very proud of our students' achievement and the fact that our GAP students meet the challenges of an accelerated curriculum, solid instruction, and high expectations. We believe that our school-wide focus on literacy with all middle school students taking required reading courses and writing courses along with a focus on literacy in all content specific classes has resulted in high academic performance. Because of our middle school success with literacy, we require that all freshmen take a writing course as well as an English course. Early indications are that this is paying dividends when we see that our students have SAT scores that are approximately 100 points above the state average. Further, for those students who are pursuing the International Baccalaureate Diploma, we require a research and writing course. Since we just had our first graduating class in June 2017, we have no long-term record of our efforts at high school. Our first cohort of 39 graduates included 38 students are enrolled in post-secondary education and 1 student who enlisted in the United States Army. We believe this is very promising for the students who enroll at Sussex Academy and shows that they are well prepared to pursue post-secondary education.

Yet, as all schools, we have numerous challenges. One major challenge includes responding to changing assessment measures. Using SBAC and SAT coupled with our school decision to embrace the International Baccalaureate measures compelled us to raise the bar for students, faculty, and administration. Ensuring that we are well trained so we can deliver rigorous curriculum and instruction aligned to the standards and measures requires ongoing professional development. We have altered our PLC and professional development processes with a new plan for school year 2017-2018. Another challenge for us is ensuring that our students' math proficiency is where it meets proficiency levels and growth measures at the classroom level. In school year 2016-2017 we implemented a new middle school math curriculum. While teachers seem to like the program, they are still learning the program and determining where gaps or sequences may need to be adjusted. At the same time, our high school math program was devised using the common core standards and IB standards and outcomes. We have added an additional math teacher at the high school for the current school year. Ultimately what this means for our school is this: (1) we need to refine our process for math articulation between the middle school and high school;

(2) we need to delve into the math data relative to SAT and IB math to ascertain where we need to improve our instruction, curriculum, or student preparation so as to improve our student performance in mathematics. Currently, we are not satisfied with the number of students who are meeting the SAT math benchmarks nor are we satisfied with how our IB students scored on their math IB exams. Our students did significantly better on their IB exams in English, Spanish, history, and chemistry than they did in math. We have some work to do. Thus, we will be delving further into our data to make decisions about improving student performance in mathematics over the next couple of years.

**Performance Agreement**

**Academic Performance Expectations**

*Sussex Academy's overall academic rating is Exceeds. By 2017, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.*

*Mission Specific Goals (optional):*

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

Sussex Academy continues to meet and exceed in the Academic Performance areas as identified in the Performance Agreement. Our goal is to continue to do that. At the same time, we aspire at the classroom level to have all our middle school students meet individual growth measures set by DDOE. We are beginning to analyze those measures more closely. In school year 2016-2017 we were asked to identify a Mission Specific goal. This is discussed in Section III. Organization 3.1.

**2.2 Academic Achievement/Proficiency Data**

| Academic Framework |                  |     |
|--------------------|------------------|-----|
| Year               | 2.a. Proficiency |     |
|                    | Math             | ELA |
| 13-14              | E                | E   |

II-3

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance](#).

Framework or the Delaware School Success Framework (DSSF).

| Academic Achievement | Delaware School Success Framework (DSSF) |       |   |        |   |   |
|----------------------|--|-------|---|--------|---|---|
|                      | 2014-2015                                |       | 2015-2016                               |        | 2016-2017   |   |
| Rating               | 5 Stars Exceeds                          |       | 5 Stars Exceeds (125/150 points earned) |        | 5 Stars Exceeds (142/150 points earned)                 |   |
|                      | School                                   | State | School                                  | State  | School  | State   |
| ELA                  | 95.9%                                    | 50.4% | 98.34%                                  | 54.91% | 100%  | 56.63%  |
| Math                 | 74.9%                                    | 36.0% | 80.89%                                  | 42.87% | 91.78%  | 45.13%  |
| Science              | 92.6%                                    | 41.6% | 90.13%                                  | 60.41% | 88.79%  | 47.45%  |
| Social Studies       | 99.1%                                    | 46.1% | 93.81%                                  | 76.82% | *This test was not administered by the State this year. | *This test was not administered by the State this year. |

The table above lists the school’s available DSSF Academic Achievement ratings. Respond to the following questions.

- a) Based on the school’s Academic Achievement ratings over the course of the charter term, discuss the school’s current performance and provide explanations/root causes (positive and negative) for the results.

Sussex Academy’s current performance is exceeding the standards. This is evidenced in the Academic Framework information presented in Academic Achievement/Proficiency Data 2.2. Again, the data show that the percentage of our students who are meeting and exceeding the standards in reading, writing, science, and social studies is well beyond state averages. We also note here as discussed in Response 2.1a that while our math proficiency is above state averages, we need to delve further into our mathematics data and make instructional adjustments to improve the proficiency levels in math across the school.

We believe that our students have higher than average proficiency scores for several reasons. First, our school’s instructional focus is the following: “Throughout the school year all students will improve and demonstrate their reading, writing, oral presentation and critical thinking skills and Engage in inquiry-based investigative learning activities that provide opportunities for research reason, and risk-taking.” This means that in all classes there is an emphasis on literacy and inquiry. (See Section II 2a above for more explanation around literacy at Sussex Academy). As to the inquiry piece, we want to see instruction that is grounded in teaching conceptual understanding and in student-centered investigation in text or problems. We also want to see rigor in the classroom where higher order questioning, project-based activities, and authentic learning are the norm, not the exception. Second, we believe that our faculty and administration pay attention to the data that guide us in making instructional decisions within the classroom. For example, based on our SBAC, SAT, and IB data, we believe that we need to spend more time figuring out how to raise our students’ math performance.

II-4

One of the steps we took at the middle school was to add an extra math class for our students as identified



as our RTI students. Our International Baccalaureate (IB) results just received in mid July 2017 tell us that we need to figure out how to improve our students' performance in IB mathematics. At the high school level, we have added an additional math course for this purpose. At the same time, we are cognizant that our solution needs to go beyond adding courses and expand our instructional repertoire in mathematics. Third, we believe that we have a number of school-wide practices that impact learning in a positive way within our school. Those school-wide practices include the use of a protocol for argument called "CSET," a standard vocabulary around writing called "6+1 Writing Traits"; three identified best practices of modeling, using content specific vocabulary, and higher order questioning; common rubrics used among the contents; and science fair projects across all middle school grades. Fourth, we believe that we develop a school-wide culture that is centered on respect and responsibility and where the IB Learner Attributes are valued. Fifth, we believe that we maintain fidelity to the practices we implement and to whole-school initiatives that raise the bar for students, faculty, and administration.

- b) Looking ahead, what are the school's expected outcomes for Academic Achievement and what steps will the school take to achieve them?

Certainly, Sussex Academy's aim is to continue meeting and exceeding the standards so as to be rated as a high performing school. We will continue to look at our data around academic performance and take corrective measures when needed. We will establish annual goals at the team level and the school level. We will continue to identify needed professional development, make adjustments in staffing if needed, modify the curriculum, maintain a school culture where performance, responsibility and respect are valued and practiced.

- 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.

One way we measure whether we are on track to meet the expected Academic Achievement outcomes is through the standardized assessments – SBAC, SAT, PSAT, DCAS, IB examinations. Another way we determine this is through teachers' quarterly review of their students' classroom progress and RTI data. A third way to measure is annual survey responses by exiting students and parents. A fourth consideration should be the determination by parents and students to remain enrolled at Sussex Academy.

## 2.2 Growth Data

| Academic Framework |             |     |
|--------------------|-------------|-----|
| Year               | 1.a. Growth |     |
|                    | Math        | ELA |
| 13-14              | D           | M   |

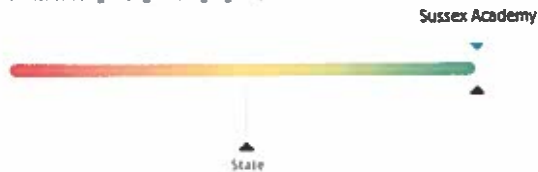
II-5

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

Sussex Academy, Section II: Academic Performance

**Growth in English Language Arts**

The relative academic progress that students are demonstrating in English Language Arts



**Growth in Mathematics**

The relative academic progress that students are demonstrating in Mathematics



| Growth | Delaware School Success Framework (DSSF) |                   |  |       |  |       |
|--------|--|-------------------|--|-------|--|-------|
|        | 2014-2015                                |                   | 2015-2016                                  |       | 2016-2017                                  |       |
| Rating | 5 Stars Exceeds                          |                   | 5 Stars Exceeds<br>(170/200 points earned) |       | 5 Stars Exceeds<br>(160/200 points earned) |       |
|        | School                                   | State             | School                                     | State | School                                     | State |
| ELA    | See graphic above                        | See graphic above | 82.17%                                     | 50%   | 72.17%                                     | 50%   |
| Math   | See graphic above                        | See graphic above | 87.5%                                      | 50%   | 87.33%                                     | 50%   |

The table above lists the school’s available DSSF Growth ratings. Respond to the following questions.

- a) Based on the school’s Growth ratings for all students over the course of the 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.)

Sussex Academy meets growth ratings for students because of common practices across the school. The response given in Section II Academic Performance 2.2a above provides explanation. In addition, we believe that our “Team” structure within the school provides both faculty and students common understandings about school expectations. In other words, at the middle school there are three teams, one for grade 6, one for grade 7, and one for grade 8. At the high school we have a high school team for grades 9-12. In addition, we also have an exploratory team. The team structure requires teachers meet to analyze data, discuss academic progress, discuss student behavior and culture, manage team schedules, group or regroup students, collaborate on cross-curricular units. This team collaboration across the school allows for more immediate response and intervention for all situations on the team. Another structure within the team at the middle school is looping. This structure requires that students stay with the same set of five teachers for two years. Thus, the teachers get to know their students very well and can move seamlessly as students transition from grade 6 to grade 7. Our data seem to suggest that our biggest bump for student growth occurs in grade 6 and 7. Having students come as sixth graders from at least sixteen different elementary schools, we find great diversity in their academic readiness for middle school. Yet at the end of the school year, generally grade 6 students make greater than average growth. We believe that our school structures, our focus on literacy, our teaching practices and our expectations for outcomes play a significant role in student growth and performance. In addition, as our high school has evolved, we are incorporating pre-IB structures, practices, and IB-like assessments in our program for grades 9 and 10.

II-6

This means that more students are prepared to perform academically. Our RTI program recently has moved to using an online individualized common-core based curriculum platform. In 2016-2017 we

instituted a different course of action for our math RTI. In our model we provide an extra math class to our middle school RTI math students. The RTI instructor works in the regular math class with the regular math teacher and then meets those students later in the day to provide RTI based on their identified needs. At the high school, we are providing another academic mathematics and academic reading class using a computer-based online individualized program. We also provide paraprofessionals in both middle school and high school ELA and math classes for special education student support.

- b) Looking ahead, what are the school's expected outcomes for Growth for all students and what steps will the school take to achieve them?

The school expects all students to show growth. In the past we have seen significant progress from our GAP students, our incoming grade 6 students, and our incoming grade 9 students. We believe that we put support systems in place coupled with highly trained and skilled teachers that push students to succeed. We believe that our structured system for leadership plays a significant role in our academic success. While we have previously described causes for our students' high academic performance, we believe that we have in place a sophisticated professional structure that promotes teachers collaboration and decision-making. For example, our Team Leaders are in charge of a five-person team at the middle school level and two leaders are in charge of twenty-person team at the high school level. The Team Leader's role is to lead team meetings and act as liaison to the administration. Further on each team, individual teachers assume these responsibilities: interdisciplinary curriculum and school-wide expeditions, climate/behavior, fieldwork, community service, special services, nurse liaison, communications/outreach, assessment, technology. We have an Instructional Leadership Team (ILT) that is comprised of content area teachers. They provide the leadership at the department level where they review performance and growth data; they determine the course and structure of professional development based upon the performance data, feedback from the faculty, and required trainings from DDOE. We believe that having our highly trained professional staff making decisions at the classroom level is key and critical to high performing students and a high performing school.

At the present time, we believe that one academic area that we need to improve is mathematics. While we have changed the mathematics program at the middle school level, we are still in our second year of use so teachers are working together to determine the pacing of lessons and the sequence of presentation. So there is still much refinement that can be brought to the instruction in the mathematics classroom. We also need to make sure that our other contents help to buttress mathematics teaching, particularly in science and technology education. Additionally, we know that our high school math benchmark scores are not commensurate with those in literacy. We will spend professional development and PLCs this school year to analyze what mathematics claims around which we need to make changes.

II-7

In addition, preliminary data around the International Baccalaureate scores indicate that we must make adjustments in instruction.



- c) Describe how the school will measure progress to determine whether the school is on track to meet expected Growth outcomes for all students.

Generally, we look to our standardized measures to determine if we are on track to meet growth outcomes. These standardized measures are SBAC, DCAS, PSAT, SAT, and International Baccalaureate (IB) exams. In addition, as students move into high school we look at their course grades, the course failures, and the number of credits students are earning each year.

**2.4 On Track to Graduation Data**

| Academic Framework |                      |
|--------------------|----------------------|
| Year               | 4.b. Graduation Rate |
| 13-14              | **                   |

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

| Delaware School Success Framework (DSSF) |                 |       |                                       |       |                                       |       |
|--|-----------------|-------|---------------------------------------|-------|---------------------------------------|-------|
| On Track to Graduation                   | 2014-2015       |       | 2015-2016                             |       | 2016-2017                             |       |
| Rating                                   | 5 Stars Exceeds |       | 5 Stars Exceeds (48/50 points earned) |       | 5 Stars Exceeds (48/50 points earned) |       |
|  | School          | State | School                                | State | School                                | State |
| Attendance                               | 96%             | 94.7% | 95.5%                                 | 94.4% | 96.1%                                 | 94.75 |

The table above lists the school’s available DSSF On Track to Graduation ratings. Respond to the following questions.

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

Having had our first graduating class in 2017, we will have additional metrics to define our performance in meeting “On-Track-To-Graduation” within the Performance Framework. Early indicators are that students who attend our school as middle school students are generally better prepared to tackle the first year of high school as freshmen. For example, all of Sussex Academy’s middle school students have a “double block” of literacy through reading and writing classes every day. Approximately 80% of those students who move from Sussex Academy’s eighth grade into ninth grade have had Algebra I.

II-8  
 We do find that first-time enrollees at Sussex Academy may not be as academically prepared and may not have experienced the daily work that is expected at the school. Thus, at the high school level, we instituted a writing requirement in addition to the English requirement. All IB students must take a

research and writing course as well. Preliminary data for our high school graduating class of 39 students show that 38 of those students are attending college. One student chose to go into the military and has enlisted. All of our graduates earned 28 high school credits or more. Of our 39 graduates, thirteen students sought the International Baccalaureate (IB) Diploma. Fifty-four percent who sat for the exams and completed all requirements received the IB diploma. This means that the other 46% took at least six IB courses plus TOK and completed a CAS project but did not meet the exam total points requirement to secure the diploma. Yet, two of those students were 1 point away from meeting the requirement and can seek to have their work rescored. While the school did not meet the national average of 70% this year, we are very proud of our students and teachers for this first-time effort. We are immensely proud that all seniors took at least one IB course, that thirteen of them sought the IB diploma, and an additional nineteen other students sat for at least one IB exam. When we look at those who scored a 4 or better on the exam, we found the following: 2 students in HL Literature, 4 students in SL Spanish, 4 students in HL Spanish, 4 students in HL history, 3 students in HL chemistry. At the same time 4 of our seniors completed 1 online IB course successfully, 15 of our seniors completed a dual enrollment course and 11 of our juniors (rising seniors) completed a dual enrollment course with Delaware Technical and community College on site at Sussex Academy.

- b) Looking ahead, what are the school's expected outcomes for On Track to Graduation and what steps will the school take to achieve them?

Sussex Academy's expected outcomes for On-Track to Graduation will meet or exceed the state's annual percentage. We will continue to execute our school's plans as identified in Section II Academic Performance 2.1, 2.2, 2.3, and 2.4 above. Thus, it is our intention to keep students on a four-year path to earning a diploma. We provide before school and after school assistance and summer school opportunities for students needing additional help. We provide RTI during the school day as well. From time to time we enroll students who will be identified as students who will earn a Certificate of Performance. We provide the educational program as per the student's Individualized Educational Program.

- c) Describe how the school will measure progress to determine whether the school is on track to meet the school's expected On Track to Graduation outcomes.

We will continue to refine our data analyses to include measuring progress to determine on-track expectations. Corrective action when we determine that we are not on track may include additional supports provided for students such as extra-time for course completion and/or additional before school and after school assistance, and/or summer school.

| Year  | 1c. Growth to Proficiency |      | 4a. SAT |
|-------|---------------------------|------|---------|
|       | ELA                       | Math |         |
| 13-14 | E                         | M    | N/A     |

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

| Delaware School Success Framework (DSSF) |           |        |                                      |        |                                      |        |
|--|-----------|--------|--------------------------------------|--------|--------------------------------------|--------|
| College & Career Preparation             | 2014-2015 |        | 2015-2016                            |        | 2016-2017                            |        |
| Rating                                   | 4 Meets   |        | 5 Stars Exceeds(89/100points earned) |        | 5 Stars Exceeds(95/100points earned) |        |
|  | School    | State  | School                               | State  | School                               | State  |
| Growth to Proficiency ELA                | 100%      | 49.9%  | 98.84%                               | 57.1%  | 98.84%                               | 59.19% |
| Growth to Proficiency Math               | 56.8%     | 23.8%  | 79.65%                               | 34.42% | 91.04%                               | 35.41% |
| College & Career Preparation             | **        | 69.42% | **                                   | 46.41% | **                                   | 46.41% |

The table above lists the school’s available DSSF College and Career Preparation ratings. Respond to the following questions.

- a) Based on the school’s College and Career Preparation ratings over the course of the charter term, discuss the school’s current performance and provide explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

As denoted in the Academic Performance Framework and the Delaware School Success Framework (DSSF) Sussex Academy has met or exceeded the metrics for College & Career Preparation. SBAC assessment data for the last three years (2015, 2016, 2017) show between 94-98% of our student met or exceeded the standard in English Language for grades 6, 7, and 8 while in mathematics those same students had between a 62 – 91% in those same years. In middle school social studies 92-95% of our students have met or exceeded the standard. In science, 94-97% of our grade 8 students and 81-91% of our grade 10 students have met or exceeded the standards. Meanwhile, early evidence on the SAT show that 90% of our 11<sup>th</sup> grade students met the benchmarks in ELA while 64% of that same group met the benchmark in mathematics. Other promising evidence that we are preparing students for college and career are the July 2017 results for our IB students.

These were discussed in Section Academic Performance II 2.4a. We believe that our decision to include the Project Lead the Way (PLTW) design and engineering courses as a high school pathway will serve to improve students’ college and career preparation as will the dual enrollment courses with Delaware

**Technical and Community College.** As we continue to have graduates from Sussex Academy we will gain more longitudinal data regarding our students' postsecondary status to gauge college and career preparation.

- b) Looking ahead, what are the school's expected outcomes for College and Career Preparation and what steps will the school take to achieve them?

In looking forward, we believe that in the middle school we will stay the course in English Language Arts, improve our mathematics performance, and continue to exact high performance in science. As the state rolls out assessments in social studies, we will ensure that our teachers are focused on the standards and the expectations for high performance in the classroom. At the high school level, it is our intention to delve more deeply into why and how our students can improve on assessment measures including PSAT, SAT, DCAS, and IB. We intend to have all of our high school and numerous middle school teachers trained IB course content. Recently, we were notified that we are the recipients of a foundation grant to fund IB training for our teachers during school years 2017-2018 and 2018-2019. We believe that this training will be immensely beneficial to our teachers as they continue to work with students in preparation for college and career. We are considering extending our IB program downward and requesting Middle Years Program (MYP) authorization from the International Baccalaureate organization. This is a two to three year process and entails application and authorization.

- c) Describe how the school will measure progress to determine whether the school is on track to meet the school's expected College and Career Preparation outcomes.

Sussex Academy will measure progress through the metric outcomes described in the Delaware School Success Framework (DSSF). This will include SAT, IB, dual enrollment, and CTE data. Further, we will gather data on college acceptances for our graduating seniors with an eye on their college choices.

### III. Organizational Framework

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, fiduciary duties, 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. Please attach evidence in the form of data reports from your data source. Remember not to include any personally identifiable information (no PII).

Essential Question indicator 1a. The mission of the Sussex Academy is to foster academic achievement and social responsibility in a small school environment where students participate in a highly accelerated college preparatory program that prepares them for the technological and global mindedness needed for the 21<sup>st</sup> century and that instills ethical conduct and service to others in their day-to-day lives. Sussex Academy provides the International Baccalaureate (IB) program and offers dual enrollment opportunities to ensure students are college ready upon graduation. Our mission specific goal is to ensure 75% of our graduates successfully complete one or more of these courses prior to graduation.

Staff

| Measure   | Definition of Rating  | Data Source  | Data Collection Process                  | Measure |
|---|---|--|--|---------|
| Students will successfully complete one or more International Baccalaureate (IB) or dual enrollment course by graduation. | <p><b>Meets Standard:</b></p> <p>75% or more of the graduating senior class will successfully complete one or more International Baccalaureate (IB) or dual enrollment course by graduation.</p> <p><b>Approaching Standard:</b></p> <p>51 – 74% of the graduating senior class will successfully complete one or more International Baccalaureate (IB) or dual enrollment course by graduation.</p> <p><b>Far Below Standard:</b></p> <p>50% or less of the graduating senior class will successfully complete one or more International Baccalaureate (IB) or dual enrollment course by graduation.</p> | eSchool data (transcript/mark report) @June of senior year | PDF Upload and entry into system by DOE. | 1a1     |

- a) Rate the school's performance according to the criteria established by the school for its 2016-17 mission specific goal(s).

**There were 38 students and graduates in our class of 2017 and 35 of them earned a passing final grade in at least one IB course. That represents 92% of the graduates. We have exceeded our goal of 75% of the seniors successfully completing an IB course.**

- 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).

**We had submitted a roster from eSchool to the Charter School Office. Since that roster had personally identifiable information, it is not included here. That roster was verified by the Charter School Office.**

- c) We have elected here to provide a summary of Sussex Academy's mission. Also find additional description in Response 3.3.

**Sussex Academy consistently has fidelity to our defined mission to foster academic achievement and social responsibility in a small school environment where students participate in college preparatory education that prepares them for the technological changes and global awareness demands of the 21<sup>st</sup> century and fosters and instills ethical conduct and service to others. In spite of our expansion from a middle school to include high school, we have remained small. Our middle school and high school will enroll 776 throughout our charter. We provide an accelerated curriculum consistent with the rigor of the Core Content Standards, the Next Gen Science Standards, Project Lead the Way (PLTW) Standards, and International Baccalaureate requirements. Those standards and benchmarks drive our curriculum and instruction. Our aim is to prepare students for college. A very important component of our program is to instill social responsibility in our students. This means that each student must complete community service commensurate with our requirements that increase as the student moves from one grade to the next. We also expect that each team in the school will sponsor and complete some type of service each year. Another important element in our program is accessibility and use of technology. We have a 2:1 ratio of computers in our middle school and a 1:1 ratio in our high school. As an IB World school we take seriously that our students must develop global awareness. When Sussex Academy had the opportunity to have the Charter School Office do a site visit this past spring, we believe that CSO members were able to experience our mission in action within classrooms and conversations with our students.**



### 3.2 Organizational Performance

#### 2013-2016 Organizational Performance Framework

| School Year | Education Program |                            | Financial Management               | Governance and Reporting |                           |                        | Students and Employees    |                 |                     |                 | School Environment                      |                                | Additional Obligations | OVERALL RATINGS |
|-------------|-------------------|----------------------------|------------------------------------|--------------------------|---------------------------|------------------------|---------------------------|-----------------|---------------------|-----------------|---|--------------------------------|------------------------|-----------------|
|             | 1a                | 1b                         | 2                                  | 3a                       | 3b                        | 3c                     | 4a                        | 4b              | 4c                  | 4d              | 5a                                      | 5b                             | 6                      |                 |
|             | Charter Terms     | Students with Disabilities | Financial Management and Oversight | Governance               | Management Accountability | Reporting Requirements | Protecting Student Rights | Attendance Goal | Staff Credentialing | Employee Rights | Faculty and Transportation Requirements | Health and Safety Requirements | Additional Obligations |                 |
| 2013-2014   | M                 | M                          | M                                  | M                        | M                         | M                      | M                         | M               | M                   | M               | M                                       | M                              | M                      | Meets Standard  |
| 2014-2015   | M                 | M                          | M                                  | M                        | M                         | M                      | M                         | M               | M                   | N/R             | M                                       | M                              | M                      | Meets Standard  |
| 2015-2016   | M                 | M                          | M                                  | M                        | M                         | M                      | M                         | M               | M <sup>3</sup>      | N/R             | M                                       | M                              | M                      | Meets Standard  |

\* Measure 2: Financial Management and Oversight was moved to the Financial Performance Framework beginning in school year 2016-17.

#### 2017 Organizational Performance Framework

The Organizational Performance Framework was revised and enhanced in 2017.

#### Sussex Academy

| Year      | 1a | 1b | 1c | 1d | 2a | 2b | 2c | 3a | 3b | 4a | OVERALL RATING |
|-----------|----|----|----|----|----|----|----|----|----|----|----------------|
| 2016-2017 | M  | M  | M  | M  | AS | M  | M  | M  | M  | M  | Meets Standard |

<sup>3</sup> NOTE: In 2013-14 and/or 2014-15, all schools were held to the NCLB requirement of 100% HQT which was more restrictive than the Delaware Statute which allows for charter schools to hire uncertified staff under certain conditions.

- a) Describe the school's organizational performance over the current charter term. Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes. (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.)

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

Sussex Academy has generally met the standards for the metrics of the Organizational Performance during the past five-year charter period. This means that Sussex Academy is materially fulfilling applicable state and federal requirements for educational program, governance and reporting, student and staff, and facilities, transportation outcomes. This means that generally speaking the school is organizationally sound and well-run and it is materially meeting and complying with applicable laws, rules, regulations and provisions of the Charter in the areas outlined below.

1. Education Program
  - a. Mission Fidelity
  - b. Applicable State and Federal Requirement
  - c. Students with Disabilities
  - d. English Learners
2. Governance and Reporting
  - a. Governance and Public Stewardship\*
  - b. Oversight of School Management
  - c. Reporting Requirements
3. Students and Staff
  - a. Student Rights
  - b. Requirements on Teacher Certification and Hiring Staff
4. Facilities, Transportation, and Safety
  - a. Facilities, Transportation, Health, and Safety

The school has been faithful to its mission (See Response 3.1 above.), requirements for instructional minutes, graduation and promotion, content standards and state programs, administering state assessment, implementing RTI, implementing mandated programming in accordance with state and federal grants and in accordance with the conditions and assurances for federal funds. Compliance is monitored through DDOE. Additionally the school is fulfilling legal responsibilities for students with disabilities and English Learners as documented through DDOE audits. Essentially the school meets the Board composition requirements, the board policies for oversight inclusive of bylaws, state open meeting laws, articles of



incorporation, and State Code of Conduct.

There is an active committee structure within the Board operations and a well-functioning CBOC. The Board complies with conflict of interest paperwork and processes and conducts meetings in accordance with the law. Agenda and minutes are posted on the school's website as is the recording for each meeting. The Executive Board complies with oversight and evaluation of school management. Further, the school protects the legal rights of all students as per policies and practices related to application admissions, the lottery, recruitment, preferences, and enrollment. The school complies with FERPA, FOIA, due process, civil rights, and code of conduct. The Executive Board's policies are posted online on the school's website. Additionally the school follows requirements relative to certification and staff hiring. This information can be found on DDOE website in DEEDS. Finally, the school complies with fire inspections and other safety drills, certificate of building occupancy, provisions for student transportation, required nursing services and dispensing of pharmaceuticals, and provides food services as required under federal and state regulations. Safety drills are filed with the fire marshal in addition to having the school safety drills reported online with ERIP. Bus transportation and safety documentation is filed with DDOE. Student health information is handled by the school nurse and is documented in student health files and online in eschool.

The Executive Board executes a number of practices that serve to strengthen organization performance. They are supportive and interested in the academic life of the students. They train and educate themselves by having presentations about curriculum, instruction, and assessment, rights and responsibilities at the board meetings. They attend national charter and state charter school trainings related to board governance, board structures, special student populations, and legal responsibilities. Generally, the chairperson of each of the Board's standing committees has expertise in the committee they chair. That chairperson recruits other board and non board members to serve on their committee. The committee chairperson uses their committee meetings to engage other stakeholders in the business of the school. This practice serves to (1) strengthen expertise in particular organizational areas, (2) reach out to other groups who might have little knowledge of the school, (3) recruit resource people to help the school whether in academics, athletics, or the arts.

## Performance Framework

### Organizational Performance Expectations

*Sussex Academy's overall organizational rating is Does Not Meet. By 2017, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Sussex Academy's revised policies submitted and approved as part of our 2012 charter expansion and renewal have already addressed any "Organizational" issues or concerns contrary to the performance framework identified by the Department of Education. 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.

During the current charter term (2013 - present) we have consistently achieved an overall rating of "Meets the Standard" in Organizational Performance. However, during school year 2016-2017, the school received "Approaching the Standard" in Governance and Public Stewardship. All Executive Board members and CBOC members took the required board governance and board financial training except one member. This member had the first board meeting in September 2016 after the financial training had been conducted. The board member was slated to take the training in July 2017, but unforeseen circumstances prevented that. The board member is taking the training as soon as practicable. Also, the Executive Board has put in place augmented committee structures that should be helpful in seeing that this training lapse will not occur in the future.

### 3.3 Educational Program

- a) Describe any changes to the education program or curricula the Board plans to make prior to the renewal.

During the last charter renewal (2013-2018) Sussex Academy mapped out and discussed our plans for adding high school (grades 9-12) to our middle school (grades 6-8) configuration. This included the addition of the International Baccalaureate Diploma program with high school courses written in compliance to Common Core State Standards and the International Baccalaureate outcomes. In our evolution to a grades 6-12 school, we revisited our mission, vision, goals, instructional focus, and instructional model. We summarized our school framework within the context of the International Baccalaureate Program with the intention of having our full faculty trained in the IB program both diploma (IB Diploma) and middle years (MYP). Our school framework is summarized here.

**Mission**

The mission of the Sussex Academy is to foster academic achievement and social responsibility in a small school environment where students participate in an highly accelerated college preparatory program that prepares them for the technological and global mindedness needed for the 21<sup>st</sup> century and that instills ethical conduct and service to others in their day-to-day lives.

**Vision**

Our vision is to cultivate students of distinction by providing them with the knowledge, skills, and values to become successful, productive citizens.

**Goals**

- Foster critical, independent thinking and reflection
- Model and encourage collaborative decision making
- Promote service and community partnerships
- Instill environmental awareness and social consciousness

**Instructional Foci**

Throughout the year all students will

- improve and demonstrate their reading, writing, oral presentation and critical thinking skills.
- engage in inquiry-based investigative learning activities that provide opportunities for research, reason and risk-taking.

**Instructional Model**

Sussex Academy has evolved from a small, accelerated middle school to an accelerated middle school and high school where high standards of academic performance and behavior are expected throughout our school community. In order to synthesize our expectations we have developed this instructional model that is based on our past successes and our current *IB Diploma Program* affiliation. The model describes what attributes we wish our students to exhibit, what actions they must engage in, and what actions that the professional staff must demonstrate to fulfill Sussex Academy’s Mission.

**EXPLORE, EXPERIENCE, EXCEL**

| IB Learner Profile Attributes   | Learner Action   | Teacher/Administrator Action  |
|---|--|---|
| <b><u>Inquirer</u></b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. | We develop and use investigative, inquiry, and research skills in all classes. | We establish learning environments of academic excellence and high standards of performance by providing student-centered learning activities in which teachers are facilitators. |
| <b><u>Knowledgeable</u></b> We develop and use conceptual understanding, exploring  | We learn the concepts taught in all classes, develop our own ideas, and        | We teach conceptual understanding in our academic discipline and  |

|   |  |   |
|---|--|---|
| <p>knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>  | <p>perform at a high level in all classes.</p>   | <p>integrate knowledge of local and global ideas through collaboration across curricula, instruction and assessment.</p>  |
| <p><b>Thinkers</b> We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>   | <p>We use critical and creative thinking to analyze, synthesize, and evaluate problems in all classes.</p>   | <p>We use higher-order/ critical questioning within our classrooms as we deliver content standard driven instruction through project-based and authentic learning activities.</p>   |
| <p><b>Communicators</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>                | <p>We read, write, listen, speak, and present making sure that we use evidence and the strategies taught in all classes.</p>   | <p>We use school-wide practices in all disciplines inclusive of 6+1, CSET, common rubrics, science labs/projects, and best practices of modeling, group work, public speaking, reflective practices, content specific vocabulary, and providing sufficient relevant details. We seek to establish connections among the academic disciplines.</p> |
| <p><b>Principled</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>   | <p>We live the Code of Conduct: to have Respect for others, Responsibility for ourselves, and Respect for property while acting with integrity, honesty, and fairness throughout our school.</p> | <p>We model and encourage professional respect and collaborative decision-making, acknowledge student ideas, and seek ways to continuously improve teaching and learning in our school.</p>   |
| <p><b>Open-Minded</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> | <p>We acknowledge and respect that others have beliefs that differ from our own. We learn about the histories, traditions, cultures, and ideas of others both locally and internationally.</p>   | <p>We model social and international awareness and respect while exploring the histories, cultures, and ideas of peoples different than ourselves.</p>  |
| <p><b>Caring</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the</p>  | <p>We demonstrate our care and empathy for others in our daily interactions as well as participating in individual and group service</p>   | <p>We model and foster compassionate and respectful interactions among others. We promote opportunities for service by individual students,</p>   |

|   |   |   |
|---|---|---|
| <p>lives of others and in the world around us.</p>  | <p>projects throughout our communities.</p>   | <p>school teams, and whole-school activities and by engaging in community-building activities.</p>  |
| <p><b>Risk-Takers</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenge and change.</p>                             | <p>We learn to be courageous, resourceful, and resilient in the face of uncertainty, challenge, and change throughout our school and communities.</p> | <p>We provide a safe and nurturing environment in which students are encouraged to take appropriate social and academic risks. We take professional risks in fostering best practices and willingness to improve instruction through interdisciplinary instruction, classroom visitations, and personal and collective reflections.</p> |
| <p><b>Balanced</b> We understand the importance of balancing different aspects of our lives -intellectual, physical, and emotional -to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> | <p>We grow to be balanced in mind, body, and spirit while working independently and with others.</p>  | <p>We work to ensure that the school community is balanced, functioning, and focused on the whole child.</p>  |
| <p><b>Reflective</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>   | <p>We reflect upon our academic work and our social experiences in order to reach our individual potential.</p>                                       | <p>We collaborate within our professional community to reflect and refine our craft. We analyze data and consider our own practices as well as the practices of others through team meetings, whole school meetings, and PLC's to ensure continuous improvement in delivering instruction and maintaining the school's culture.</p>     |

b) As appendices, provide the following documents as evidence of curriculum alignment to the Common Core State Standards and the Next Generation Science Standards:

While our curriculum has not substantially changed since the last submission, we have revised a number of documents. These are provided as an electronic copy as Appendix 2. This includes four units of study (English Language Arts, mathematics, science, and social studies).

We have included curriculum maps from all core subjects. We have included the high school course description book for 2017-2018. Finally, we have included both the Social Studies and the Science MOUs with those coalitions.

**Appendix 2** Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies and Science) for each grade level the school serves (*Note: Curricula is only required if it has changed since it was last approved*). The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas. If the school plans to join the Science Coalition, then a signed MOU would replace the scope and sequence requirement for Science. If the school plans to join the Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.

### 3.4 At-risk students, Students with Disabilities, and English Language Learners

| School Year | Education Program          |
|-------------|----------------------------|
|             | 1b                         |
|             | Students with Disabilities |
| 2013-2014   | M                          |
| 2014-2015   | M                          |
| 2015-2016   | M                          |
| 2016-2017   | M                          |

*\*Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.*

**Note:** Each item below must be addressed separately.

- a) If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.

While our audit findings have met the standards, we continue to review our processes and procedures for assisting at-risk students whether regular students, students with disabilities, or English Language Learners. Having supplemental funding resources to provide paraprofessionals for special education students in middle school and high school is very helpful. Having Spanish-speaking faculty helps when Spanish translation needs arise. This year we modified how we provide RTI services. At the middle school level, we now offer a second math class that is linked directly to the students’ regular math class. In our high school we offer an academic mathematics and an academic reading class that are individual online common core standards aligned. Of course, we believe that our focus on literacy and having all students take a reading class and a writing class in middle school plus one additional writing class at the ninth grade enhances students’ grasp and practice in reading, writing, speaking, listening, and presenting.

- 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.

We have used a systematic approach to identifying our at-risk students to include classroom performance, standardized test scores, pre-test evidence, and teacher recommendation. Our standardized test data illustrate that our GAP students make higher academic gains than similar students in other schools. One of the enhancements for our at-risk students in mathematics has been the addition of an extra mathematics period in middle school. This year our data reveals in grade 6 that 78% of the students increased by one or more PL levels; in grade 7 that 43% of the students increased by one or more PL levels; in grade 8 that 63% of the students increased by one or more PL levels. A different view of the data reveals that at the beginning of school year 2016-2017, 78% of the math RTI students were below proficiency levels scoring either a 2 or a 1. At the end of the year in Spring 2017 68% of those students had moved into PL 3 or 4 while 7% moved up two PLs and 5% dropped a PL. As stated previously, we have developed a similar extra class model for the high school in ELA and mathematics.

- 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.

We use these procedures for identifying English Learner students. We begin our screening by ensuring that all parents complete the Home Language Survey. This survey is part of the school's registration packet so that we can be assured that it is completed. Our ELL Coordinator previews all surveys and determines next steps. The coordinator checks the student's cumulative record as well as the state's ELL database. The coordinator also confers with the team of teachers to learn if they have any students who may have been missed through the screening process. The coordinator administers WIDA as required. Based on the data the ELL coordinator works with the specific content area teacher to determine areas of weakness and remediation needed. Based on that, the identified students work individually with content area teachers to improve their literacy (reading, writing, speaking, listening). Due to the relatively small population of ELL students at Sussex Academy, pull out services will be provided as needed.

- d) Describe any changes or enhancements to the process by which students with disabilities are identified and the evidence that the school was able to provide the right resources and services for these students.

We continue to follow the statutes and regulations surrounding students with disabilities. The process includes: referral for evaluation, giving notice to parent, parental consent, evaluation, data review, determination of eligibility, IEP meeting, IEP written, services provided, progress reported to parents, IEP reviewed annually, reevaluation every three years. We follow the students' IEP inclusive of small group, individual, and paper/pencil assessments. We provide supplemental services through paraprofessional support; most paraprofessionals have four-year college degrees.

One enhancement for our students with disabilities has been the training of our special education coordinator to be our school's AIM facilitator.

We are using AIM for access to materials for those disabled students who can benefit from such. Because of the small size of our school we contract for outside psychological testing and other related services. This past year Sussex Academy personnel and Easter Seals personnel met with our special education coordinator to work on an extended summer plan for an autistic student and we will be working further with Easter Seals this school year regarding a child with a hearing disability. Easter Seals and our outside psychological provider are responsive to our students' needs and our requests.

### 3.5 Financial Management and Oversight, Governance and Reporting Requirements

| School Year | Financial Management and Oversight | Governance and Reporting |                           |                        |
|-------------|------------------------------------|--------------------------|---------------------------|------------------------|
|             | 2                                  | 3a                       | 3b                        | 3c                     |
|             | Financial Management and Oversight | Governance               | Management Accountability | Reporting Requirements |
| 2013-2014   | M                                  | M                        | M                         | M                      |
| 2014-2015   | M                                  | M                        | M                         | M                      |
| 2015-2016   | M                                  | M                        | M                         | M                      |

Note: Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

\* Measure 2: Financial Management and Oversight was moved to the Financial Performance Framework beginning in school year 2016-17.

- a) Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).

The Executive Board meets annually to discuss the state of the school and the effectiveness of the school leaders(s). They use the Performance Framework as the underpinnings for their discussion and decisions. They provide feedback to the leaders and determine if they will reoffer the position to the leaders (administrators). The administrators are at-will employees as are all other employees in the school.

- 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 Executive Board evaluates its own success in two ways. One way is whether the school meets or does not meet the Performance Framework as per the metrics for academic performance, organizational performance, and financial performance. A second way is their assessment of the degree to which the board meets its annual goals. The Board reviews both of these assessments annually.



- c) Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.

The Executive Board seeks to have a diverse population on its Board. Since the school draws its students from across Sussex County, our Board is cognizant of the need to include geographic, ethnic, and occupational diversity on the Board. The Executive Board is desirous of maintaining a membership that is knowledgeable in the following areas: business management, personnel human resources, legal, medical, facilities, diversity and outreach to include at-risk and special education. In order to ensure the effectiveness of the Executive Board, members, including new inductees, receive financial training by attending the required workshop for such. In addition, members receive governance training through attendance at the national charter school conference; the conference sponsored by the Charter School Network, DANA, and Sussex Academy board workshops.

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

The school has a succession team in place through a standing committee of the Board, the Executive Committee. Their role is to ensure that high quality leadership is in place for Sussex Academy and to make recommendations regarding employment of the school administration. They have looked to the research to identify potential attributes for the school administration. These attributes are: propensity to lead, motivating the best in others, being authentic, being receptive to feedback, learning agility and adaptability, fitting with the culture, having a passion for results, being a conceptual thinker, and navigating ambiguity. As Sussex Academy navigates its course with having a fully functioning 6-12 school in place, the Executive Board will continue to review and refine succession planning.

- e) Share how the Board supports the school. Speak to the Board's involvement in events, operations, and fundraising activities.

Sussex Academy's Executive Board is very involved in school operations, events, and fundraising activities. First and foremost, the Executive Board has monthly meetings where the business of the school is discussed and acted upon. The Board is in compliance with posting agenda, minutes, and recording its meetings. In addition, the Board has a robust standing committee structure with ad hoc committees formed as the need arises. The present standing committees include the following: Executive, Finance, Governance, Public Relations/Outreach, Building and Grounds, Program Development, and Athletics. These standing committees meet and make monthly reports to the Board. In addition to the Executive Board operations, there is also a Foundation Board that supports the building of the physical plant and raising funds to support the school. The Executive Board has two representatives on the Foundation Board.

The Executive Board is involved with attendance at school events. Some of these events are graduation, Moving Up ceremony, awards dinners, prom, athletic events, musical and dramatic presentations, and chaperoning field-work. The fact that over 50% of the Executive Board has one or more children in attendance at the school bolsters their working knowledge of the happenings in the school.

While the fundraising events are sponsored and operated by our Foundation Board, both Foundation Board members and Executive Board members are involved in these events. Over the past five years, significant fund raising has been done with the following: Dragon Boat which is held in the Lewes Canal on the second Sunday in September, Annual Gala which is held in Dewey Beach on the second Saturday of February, Derby Day which is held in Lewes on the first Saturday in May and Race for Education which is held at Sussex Academy in early June. The Executive Board’s annual goal for these fundraising events is currently \$100,000 which all goes back to the school.

During the last charter renewal Sussex Academy described how we were to exchange buildings with Delmarva Christian School and what measures the Sussex Academy Foundation Board would take to enhance the building to meet our student population needs. The Sussex Academy Foundation Board owns the physical plant and grounds of Sussex Academy that is valued at \$36M. The Foundation Board raised over \$20M in five years to purchase the building and make major capital improvements to the structure and grounds. The Foundation Board owes approximately \$17M; of that amount, approximately \$13.5M is a low interest government loan and \$3.5 is a short-term construction loan that is expected to be paid off in 2018.

The school administration has high regard for the Executive Board’s involvement and knowledge about the school and the operations. Each of the Executive Board members has professional standing in the community and understands their very important responsibility in oversight and policy of the school. The same is said about the Sussex Academy Foundation Board and their oversight regarding the facility and grounds. Both Boards are professional, knowledgeable, and supportive of the school’s mission, vision, and framework.

f) Appendix 3: Current Organizational Chart

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

**Appendix 4 Board Governance Training Certificates and/or Documentation.**

|   | First Name  | Last Name | Term Begin Date | Term End Date | Role/Title      | Financial Training Date | Board Governance Training/Retraining Date* |
|---|-------------|-----------|-----------------|---------------|-----------------|-------------------------|--|
| 1 | Susan       | Mitchell  | 7/1/15          | 6/30/18       | President/Chair | 9/15/2015               | 7/19/17                                    |
| 2 | Jennifer    | Scott     | 7/1/13          | 6/30/18       | Vice President  | 10/15/2013              | 7/19/17                                    |
| 3 | Steven      | Burke     | 7/1/15          | 6/30/18       | Treasurer       | 7/25/17                 | 7/19/17                                    |
| 4 | Denise      | Westbrook | 9/14/14         | 6/30/18       | Parent Rep      | 8/18/2014               | 6/13/16                                    |
| 5 | Debbie      | Fees      | 9/16/16         | 6/30/19       | Teacher Rep     | 3/30/17                 | 7/19/17                                    |
| 6 | Christopher | Benjamin  | 7/1/13          | 6/30/18       | Community       | 10/15/2013              | 7/19/17                                    |
| 7 | Martin      | Cosgrove  | 9/10/14         | 6/30/18       | Parent Rep      | 8/18/2014               | 6/13/16                                    |
| 8 | Christopher | Moody     | 9/10/14         | 6/30/18       | Parent Rep      | 8/18/2014               | 6/13/16                                    |

|    |        |           |         |         |            |           |         |
|----|--------|-----------|---------|---------|------------|-----------|---------|
| 9  | Lance  | Manlove   | 9/15/17 | 6/30/20 | Parent Rep | 7/25/17   | 7/19/17 |
| 10 | Joseph | Schell    | 7/1/12  | 6/30/18 | Community  | 7/11/12   | 7/19/17 |
| 11 | Ana    | Vargas    | 7/1/16  | 6/30/19 | Community  |           | 7/19/17 |
| 12 | Chanta | Wilkinson | 7/1/16  | 6/30/19 | Community  | 9/10/2016 | 6/13/16 |
| 13 | Lauren | Wisely    | 9/10/14 | 6/30/18 | Parent Rep | 8/18/2014 | 7/19/17 |

h) Please complete the Citizen Budget Oversight Committee Membership and Training table below.

**Citizen Budget Oversight Committee Membership & Trainings**

In accordance with [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 three (3) months of subsequent appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department. Please review for accuracy and update as needed.

|   | First Name  | Last Name | Term Begin Date | Term End Date | Role/Title | Financial Training Date |
|---|-------------|-----------|-----------------|---------------|------------|-------------------------|
| 1 | Steven      | Burke     | 2/1/16          | 1/31/18       | Chair (EB) | 7/25/17                 |
| 2 | Carla       | Costa     | 9/11/13         | 6/30/18       | Teacher    | 10/15/13                |
| 3 | Patrick     | Davis     | 9/20/16         | 6/30/18       | Parent     | 3/30/17                 |
| 5 | Trish       | Oliphant  |                 |               | Director   | 12/15/10                |
| 6 | Allen       | Stafford  |                 |               | Director   | 10/15/13                |
| 7 | Dean        | Swingle   | 9/19/17         | 6/30/19       | Parent     | 12/15/10                |
| 8 | Christopher | Benjamin  | 9/11/13         | 6/30/18       | Board      | 10/15/13                |
| 9 | Richard     | Riggs     |                 |               | DOE Rep.   |                         |

**3.6 Students, Employees and School Environment- top row columns need aligned**

| School Year | Students and Employees    |                 | School Environment  |                 | Additional Obligations                   |                                |                        |
|-------------|---------------------------|-----------------|---------------------|-----------------|--|--------------------------------|------------------------|
|             | 4a                        | 4b              | 4c                  | 4d              | 5a                                       | 5b                             | 6                      |
|             | Protecting Student Rights | Attendance Goal | Staff Credentialing | Employee Rights | Facility and Transportation Requirements | Health and Safety Requirements | Additional Obligations |
| 2013-2014   | M                         | M               | M                   | M               | M  | M                              | M                      |
| 2014-2015   | M                         | M               | M <sup>4</sup>      | N/R             | M  | M                              | M                      |
| 2015-2016   | M                         | M               | M                   | N/R             | M  | M                              | M                      |

Note: Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

In 2017, this data was captured in sections 3 and 4 of the Organizational Performance Framework.

**Measure 3a.**

**Is the school protecting the legal rights of all students?**

**2016-2017**  
**Meets Standard**

**Measure 3b.**

**Is the school following requirements on staff certification and hiring?**

**2016-2017**  
**Meets Standard**

**4. FACILITIES, TRANSPORTATION, HEALTH, AND SAFETY**

**Measure 4a.**

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

**2016-2017**  
**Meets Standard**

<sup>4</sup> NOTE: In 2013-14 and/or 2014-15, all schools were held to the NCLB requirement of 100% HQT which was more restrictive than the Delaware Statute which allows for charter schools to hire uncertified staff under certain conditions.

- a) Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.

Sussex Academy has met the standard in the standards 3.6 4a, 4b, 4c, 4d, 5a 5b, 6.

- b) Provide information about the best practices the school uses to meet standards in the above noted areas.

Sussex Academy follows the applicable laws, rules, regulations, and provisions of the charter relating to students and employees, school environment, and facility, transportation, and health safety. As we have expanded as a school for grades 6-12, we have found it necessary to utilize our staff in an inclusive way as responsibilities surround the areas mentioned above. For example, our full time nurse takes care of health and safety surrounding medical areas. We have a person who has the responsibility of transportation and school safety on staff. We have someone who monitors attendance. Our school administration handles those items relative to staff credentialing and employee rights. Further, the standing committee structure on our Executive Board has a policy-making role around all areas. One significant new area is an Executive Board committee on Buildings and Grounds.

- c) Include the following documents as appendices:

- Appendix 5 Up-to-date Certificate of Occupancy
- Appendix 6 Up-to-date Fire Inspection Certificate
- Appendix 7 Up-to date Insurance Certificate(s)11.
- Appendix 8 ERIP Reporting SY15/16 and SY16/17

Our school is in compliance with ERIP reporting. The Charter School Office has verified our plan within the system.

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

| 2013                |                   |                   | 2014                |                   |                   | 2015                |                   |                   | 2016                |                   |                   |
|---------------------|-------------------|-------------------|---------------------|-------------------|-------------------|---------------------|-------------------|-------------------|---------------------|-------------------|-------------------|
| Sum of PCT_RETAINED | Sum of N_RETAINED | Sum of N_ELIGIBLE | Sum of PCT_RETAINED | Sum of N_RETAINED | Sum of N_ELIGIBLE | Sum of PCT_RETAINED | Sum of N_RETAINED | Sum of N_ELIGIBLE | Sum of PCT_RETAINED | Sum of N_RETAINED | Sum of N_ELIGIBLE |
| 93.75%              | 15                | 16                | 95.24%              | 20                | 21                | 88.46%              | 23                | 26                | 87.10%              | 27                | 31                |

- a) Review the table above with the school’s teacher retention trends.
- b) Describe the school’s plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

Sussex Academy monitors and tries to minimize teacher attrition rates. At the same time, Sussex Academy does not wish to retain teachers over time who are pedagogically weak, do not cultivate positive relationships with students and faculty, or have an outside primary interest that supersedes teaching.

**Sussex Academy teachers have left the school for the following reasons: (1) nonrenewal; (2) private business; (3) school's expectations for high performance.**

- c) Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.

**Over the course of the charter term, the school's Instructional Leadership Team (ILT) has driven professional development. The ILT confers with the faculty to determine needs. Certainly over the last five years, professional development has centered first on ensuring that teachers, paraprofessionals, and the administration understand the Common Core Standards and any new assessments surrounding CCSS. Sussex Academy's second priority has been to ensure that designated faculty members have received the necessary training to design and teach the International Baccalaureate program. A recent priority for Sussex Academy has been the professional development needed to implement a new 6-8 math program. In addition, faculty are encouraged to attend professional development opportunities outside of the school such as trainings by DDOE, International Baccalaureate program, Project Lead the Way and other content specific professional development aligned to our instructional model. Plans moving forward include more training in the International Baccalaureate program because Sussex Academy received word in late July that we are getting a \$100,000 two year grant from the Calder Foundation for this purpose. We are thrilled to have received this grant in that we now can have our pre-IB faculty attend those very beneficial IB trainings so as to become authorized as a Middle Years Program (MYP) as well as an IB Diploma Program World School.**

**In terms of professional development to support leadership, we maintain a very strong leadership program with our Team Leaders and the Instructional Leadership Team (ILT). Both groups meet on a monthly basis. During those sessions Team Leaders focus on school structures and organization, school climate, policy, teacher performance, and budget. The ILT focuses on curriculum, instruction, and professional development.**

**The school administration is part of the Charter School Network and participates in Charter Network meetings and trainings as well as many offered through DDOE. Further, the Executive Board participates in those trainings as provided by the network or required trainings from DDOE. In addition, the Executive Board has annual workshops for training. Further, some board members attend the annual Charter School national conference.**

### **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.).

**In the unlikely event that Sussex Academy should close or suspend operations, the organization currently has a net cash position (contingency reserve funds) of approximately 1.575 million dollars as identified in the 2016-17 audit to cover accrued expenses including summer pay obligations. The accrued salaries, accounts payable, and capital lease liabilities, as of June 20, 2017, was \$866,579. Clearly, the school is financially prepared to cover these potential liabilities as well as other liabilities such as compensated absences, which currently are estimated to be approximately \$89,379.**

**The Director of Finance & Operations, Office Manager, Board Treasurer, and Board President would have the responsibility to handle final closeout activities and coordinate the final audit should the school close or cease operations. Currently those individuals are: Allen Stafford, Director of Finance & Operations; Franny Silcott, Office Manager; Steven Burke, Board Treasurer; Susan H. Mitchell, Board President.**



## IV. Financial Framework

### 4.1 Financial Performance

| Financial Performance Framework Ratings | Near Term Indicators |           |                     |               | Sustainability Indicators |                  |           |              | Financial Management and Oversight | Overall Rating |
|---|----------------------|-----------|---------------------|---------------|---------------------------|------------------|-----------|--------------|------------------------------------|----------------|
|   | Current Ratio        | Days Cash | Enrollment Variance | Default, Loan | Total Margin              | Debt Asset Ratio | Cash Flow | Debt Service |                                    |                |
|   | 1a                   | 1b        | 1c                  | 1d            | 2a                        | 2b               | 2c        | 2d           |                                    |                |
| 2013-2014                               | M                    | M         | D                   | M             | M                         | M                | D         | M            | M                                  | Meets Standard |
| 2014-2015                               | M                    | M         | D                   | M             | M                         | M                | M         | M            | M                                  | Meets Standard |
| 2015-2016                               | M                    | M         | D                   | M             | M                         | M                | M         | M            | M                                  | Meets Standard |
| 2016-2017                               | M                    | M         | AS                  | M             | M                         | M                | M         | M            | M                                  | Meets Standard |

- a) Discuss the results of the school’s Financial Performance Reports over the current charter term.
- Discuss any trends and provide explanations for each individual measure for which the school received a “Does Not Meet Standard” or “Falls Far Below Standard” rating, including the school’s plans and strategies for improving the individual measures and, if applicable, overall ratings.

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

#### Enrollment Variance

In school years 2014 through 2017, the enrollment in the high school grades was lower than anticipated and projected at the time of the charter renewal to begin adding students in grades beyond middle school. In each of those years, however, the number of students enrolling in grade 9 grew and for the 2018 school year the number of students enrolled in grade 9 is above the original anticipated/projected number. The lower enrollment in our expanding years can be attributed to a number of factors including, but not limited to, the lack of a comprehensive “high school experience”, uneasiness with the unknown as our programs evolved, limited sports programming, and the variety of choice opportunities available in our geographic area including a number of reputable private schools.

#### Cash Flow

The summer before the 2014 school year the Sussex Academy moved from a 32,000 square foot building into an existing building that would eventually grow to a facility of over 200,000 square feet over a four year period. There were many unexpected and unanticipated costs related to relocating, repairing, and preparing the building for student use during that period and throughout the 2014 school year. In addition, the first high school grade was added during the 2014 school year, which required adding additional staff and resources. However, there were only 52 students enrolled in the first 9<sup>th</sup> grade. Thus, the units earned were not sufficient to generate the funding needed to support the additional staffing and resources.



**Performance Agreement**

**Financial Performance Expectations**

***Sussex Academy's overall financial rating is Meets. By 2017, 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.***

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

The Sussex Academy met the standard on all indicators included in the Financial Performance Framework for the 2016-2017 school year with the exception of one. Additionally, the FY17 audit and financial statements indicate that the school continues to be fiscally sound.

External auditors have conducted annual independent audits of the school finances of the Sussex Academy for the past 17 years with no findings during that period. It is anticipated that this performance will continue into the future.

The school's budget is reviewed and approved by the Executive Board of the Sussex Academy. The school's Citizen Budget Oversight Committee (CBOC) and the Executive Board review monthly financial reports. A current financial report is posted on our website on a monthly basis. The school typically operates with an annual financial surplus to ensure fiscal viability and sustainability, as was the case in FY17. Consequently, the school has established, and continues to maintain, a sufficient reserve fund to cover unanticipated and/or emergent events.

The enrollment is projected to increase through the 2018 school year. Accordingly, the school expects to benefit from economies of scale. That being said, the "growing" years were more challenging than in the past as our 9<sup>th</sup> grade classes have been smaller than anticipated and there are on-going one-time, initial expenses related to renovating and relocating into a much larger facility. This was the one area where Sussex Academy did not meet the benchmark as the total student population in grades 6 through 12 for school year 2017 was only at 89% of the approved total enrollment. Currently, the school's enrollment is at 98% of the approved level.

- c) Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable). )  
**Not applicable.**

- c) As appendices, please provide the following documents:

**Appendix 9 Summary of Findings from Independent Audits (if applicable)**

**Not applicable**

**Appendix 10 Final Fiscal Year 2017 Revenue & Expenditure Budget Report in the prescribed Department format**

**Appendix 11 Approved preliminary Fiscal Year 2018 Budget in the prescribed Department format**

**Appendix 12 Fiscal Year 2017 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)**

**Appendix 13 Five-year revenue estimates, budget projections sheets and budget narrative. If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.**

**The average COLA over the most recent 10-year period is 1.66%. This amount was applied to both the State and Local revenue projections as well as anticipated salary amounts in years 1 through 4 on the 5 year budget included as appendix 13.**

## 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.

**Note:** This will become the school’s authorized enrollment for the new charter term.

| Projected Enrollment |           |            |            |            |            |            |
|----------------------|-----------|------------|------------|------------|------------|------------|
|                      | 2016-2017 | 2017-2018  | 2018-2019  | 2019-2020  | 2020-2021  | 2021-2022  |
| K                    |           |            |            |            |            |            |
| Grade 1              |           |            |            |            |            |            |
| Grade 2              |           |            |            |            |            |            |
| Grade 3              |           |            |            |            |            |            |
| Grade 4              |           |            |            |            |            |            |
| Grade 5              |           |            |            |            |            |            |
| Grade 6              |           | 130        | 116        | 110        | 116        | 115        |
| Grade 7              |           | 131        | 124        | 118        | 109        | 115        |
| Grade 8              |           | 130        | 124        | 118        | 116        | 112        |
| Grade 9              |           | 127        | 110        | 110        | 110        | 115        |
| Grade 10             |           | 101        | 102        | 107        | 107        | 107        |
| Grade 11             |           | 82         | 100        | 113        | 105        | 107        |
| Grade 12             |           | 59         | 82         | 100        | 113        | 105        |
| <b>TOTAL*</b>        | <b>0</b>  | <b>760</b> | <b>776</b> | <b>776</b> | <b>776</b> | <b>776</b> |

**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, as Appendix 15, revenue projections, budget sheets, and budget narrative reflecting the new enrollment figures, as well as a separate written justification for the modification request.

**5.2 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.
  - 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.

**Students at Sussex Academy continue to meet and exceed the state standards and benchmarks for student achievement on the DCAS science, SBAC ELA and math, and SAT evidenced based writing and mathematics. Proficiency measures continue to be our primary goal across the school. At the same time our faculty reviews individual student annual growth measures provided through the annual state assessment program. In addition to the standardized measures discussed here, we will continue to become more sophisticated in our review of our students' International Baccalaureate assessment data and have established the goal of increasing the number of high school graduates who earn an IB World Diploma. A third goal is to track the number of graduates going on to higher education.**

**In order to measure and evaluate our progress, the faculty and administration review individual student, grade level and school-wide data quarterly. The school has an Instructional Leadership Team, composed of knowledgeable faculty representing each department and each grade level. This team routinely examines student data to ascertain areas of strength and weaknesses, student need, and student growth over time in order to advise the whole faculty regarding curriculum, instructional, and assessment modifications at the classroom level. Our Executive Board receives and reviews the school performance data presented during School Board meetings. This information assists them with identifying Board goals.**

- b. Describe the student performance standards for the school as a whole. School's

**Students at Sussex Academy are expected to meet or exceed the standards as evidenced by standardized assessments. This means that our school's overall goal is to be rated as a 5-star school each year meeting sufficient metrics in academic achievement, growth, on-track-to graduation, and college and career preparation.**

- 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).

Sussex Academy will use evidence-based assessments in reading, writing, and math instructionally aligned to common core standards through a computer based online program having both adaptive and fixed form assessments. With the use of the program we can administer assessments to monitor progress over time. In addition our program promotes higher-order thinking and inquiry with a broader coverage of Depth of Knowledge levels. In addition, to an online program we will use teacher created interim assessments. For example, one of the state's Next Gen Science leaders is a team leader here at Sussex Academy. Through her leadership our science department will devise novel phenomenon inquiry problems based on Next Gen Science where students must investigate problems, construct models, draw conclusions, and communicate their research. They will score in accordance with a Next Gen Science rubric to determine student learning needs and academic progress. Other department generated interim assessments are prepared, scored, and analyzed throughout the year during department PLCs under the leadership of the Instructional Leadership Team (ILT).

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.

Each year Sussex Academy has improved on data collection and analysis. Smarter Analytics (Performance Plus) and DeSSA reports are used routinely to determine student groupings, use of interventions, and to drive instruction. The Instructional Leadership Team (ILT) is comprised of middle school and high school teachers representing all academic areas. Professional Development time is dedicated on a weekly basis to use data to inform instruction in each discipline. The ILT members lead data discussions at the department level and meet monthly with the administration to discuss findings, trends and determine Professional Development needs as shown by the data.

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.

Sussex Academy has several mechanisms in place to take corrective action when students do not meet performance expectations. Below is a description of the action taken to ensure that all students are meeting achievement expectations:

- **Team Level Conferences** - When a teacher notices a student is struggling, he/she confers with the other teachers for that grade-level team, provides interventions, and determines the effect of those interventions. If those interventions are not successful, the teacher or team may consult with the special education coordinator and request further evaluation.
- **RTI (Response To Intervention)** - Individual teachers, teams and departments will use assessment data to identify students who are struggling in mathematics and reading. Those students will receive interventions through the school's RTI program.
- **Tutoring Options** - If a student is struggling, teachers may offer support through before or after school programs or tutoring sessions. At the high school level, tutoring help sessions are offered based on academic discipline throughout the week.

**At the middle school level, a teacher may provide academic help during the Before School Care or After School Care program or help.**

- **Home/School Communications - The opportunity for parent-teacher communication is essential for student success. Parent conferences are held throughout the year. Parents also have daily access to student performance data through *Home Access*. Interim reports are provided mid-way through each marking period, and report cards are issued at the end of each marking period. In addition, Student Agendas, team homework pages and the message center on the school's website, phone calls, email, and Schoology are also tools utilized to aid in communicating with parents about student achievement.**
  - **Summer Enrichment/Credit Recovery – Summer Enrichment/Credit Recovery may be offered to students that do not meet the standards in ELA and mathematics based on the SBAC Summative Assessment. Summer course work may also be required of students who fail the coursework in reading, writing, and mathematics or other credit courses in high school. A credit recovery program is in place for high school students.**
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.

**Sussex Academy uses numerous data systems to support informed decision making. In terms of academic performance, we have extensively explained in Section II. Academic Performance how we have used various student data to make informed decisions. Essentially we rely upon the following state data systems to do that: DSARA, DeSSA/DCAS, eSchool, Smarter Analytics (Performance Plus), AVS, RVS. Our school's ILT uses this data and feedback from teachers to determine the yearly professional development plan for instruction.**

**Next, in terms of organizational management, Sussex Academy uses DEEDS, DCAS, and PDMS, Performance Plus to make informed decisions surrounding professional and paraprofessional credentialing and any needed professional development. We use both the online Delaware Code and DDOE Administrative Manual and the Federal and state regulations relevant to children with disabilities, ELL, and response to intervention. Further, our teachers have access to eSchool and IEP Plus as an information tool surrounding students with disabilities. Both eSchool and Edinsight are used for attendance and disciplinary data. Our school nurse uses these data systems to track the health and safety of our students. Additionally, the school's emergency response team and a safety officer ensures that safety procedures are followed relative to building and emergency situations inclusive of drills and ERIP (Emergency Response Information Portal).**

**Finally, in terms of financial viability the Executive Board reviews and discusses the school's financial operations monthly. The CBOC (Citizens Budget Oversight Committee) meets quarterly. The school has a financial audit conducted annually and has done so since its inception. The financial viability is sustained with the use of the data systems within the state including First State Financials and the Annual Audit conducted by an independent auditing firm.**

**The FSF financial information including related reports serve to keep the school on track. In addition, outside school accounts are kept in a local bank. Members of the CBOC review backup documentation for expenditures as does the independent auditing firm. The school follows all rules and regulations for separation of financial duties as recommended by the state of Delaware.**

**The Delaware Department of Education has a monitoring system in place as well to track compliance with submission of documentation for information surrounding academic performance, organizational management, and financial viability.**

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 leadership team through the Board, its committees and the administration and its leadership groups (Team Leaders and Instructional Leadership Team) oversee and monitor compliance with statutory requirements measured by the Organizational Framework. For example, the school administration is charged with overseeing the school. With that responsibility they established a Team Leaders group and an Instructional Leadership group. Those entities meet monthly to ensure that the educational program stays on track with the school's mission. This includes review of student progress, tracking special education and RTI progress, and ensuring Sussex Academy is on track with protecting students. In addition, other faculty groups within the school – the Wellness Committee and the Emergency Response Team – work on a quarterly basis to ensure that the health and safety requirements are met by the school. The school nurse, the safety coordinator, and the cafeteria coordinator lead these groups. The safety coordinator meets biannually with the bus transportation drivers for professional development with bus safety. The Sussex Academy Executive Board utilizes a committee structure along with the CBOC to monitor the governance and management accountability for the school. Designated offices at the Delaware Department of Education monitor and track reporting requirements.**

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.

**As previously stated, Sussex Academy Foundation owns the facility leased by Sussex Academy. The physical plant is sufficient for the intended student population so the Foundation does not foresee expenditures to expand the academic space for the students. In several years, the Foundation Board may engage in additional fundraising for the purpose of expanding the athletic facilities. It is the intention of the Sussex Academy Foundation Board to continue with providing capital funds for the school.**

## VI. COMPLIANCE CERTIFICATION STATEMENT

The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school.

9/29/17

Date of Signature

Sussex Academy

Name of the Charter School

We have reviewed the Delaware Charter Law (14 Del. C. Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents.



Signature of the Chairperson of the Board of Directors


|                        |                                    |
|------------------------|------------------------------------|
| Print/Type Name:       | Susan H. Mitchell                  |
| Title (if designated): | President/Chair of Executive Board |



**VII. RENEWAL APPLICATION CERTIFICATION STATEMENT**

|                        |  |
|------------------------|--|
| <b>Name of School:</b> | Sussex Academy                           |
| <b>Location:</b>       | 21150 Airport Road, Georgetown, DE 19947 |

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.


9/29/17  
 \_\_\_\_\_  
 Signature: Chairperson of Board of Directors (or designated signatory authority) Date

|  |                                    |
|--|------------------------------------|
| <b>Print/Type Name:</b>                        | Susan H. Mitchell                  |
| <b>Title (if designated):</b>                  | President/Chair of Executive Board |
| <b>Date of approval by board of directors:</b> | September 29, 2017                 |

## VIII. 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**  
Sussex Academy

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 any time 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

## Sussex Academy, Section VIII: Performance Agreement Template

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.)

Sussex Academy serves...

### ***Mission Statement***

The mission of Sussex Academy is to...

### ***Vision Statement***

The vision of Sussex Academy is...

### Academic Performance Expectations

Sussex Academy's DSSF ratings are:

|                                |  |
|--------------------------------|--|
| Academic Achievement           |  |
| Growth                         |  |
| On Track to Graduation         |  |
| College and Career Preparation |  |

By September 2022, our expectation is to achieve "Meets" or "Exceeds" ratings on each metric area of the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Mission Specific Goal(s):

{Insert your responses to section 5.2.1 a, b, and c here}

### Financial Performance Expectations

Sussex Academy's overall financial rating is \_\_\_\_\_. By September 2022, 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

Sussex Academy's overall organizational rating is \_\_\_\_\_. By September 2022, 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.**

**[NAME OF SCHOOL]**

**DELAWARE DEPARTMENT OF EDUCATION**

**BY: \_\_\_\_\_**  
**President**

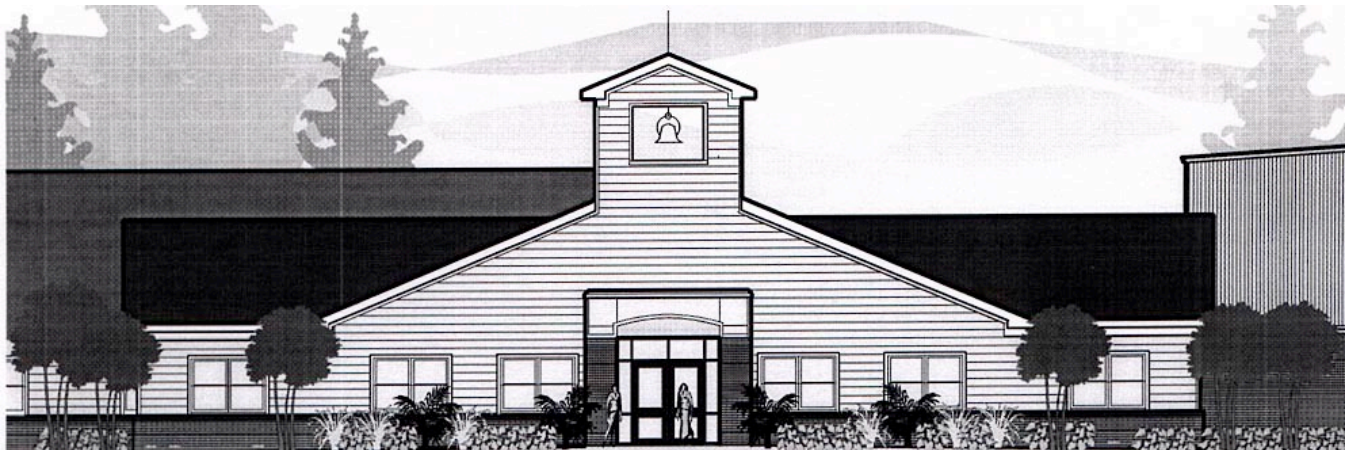
**BY: \_\_\_\_\_**  
**Secretary of Education**

**Assented to by resolution of the Delaware State Board of Education on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.**

## **Appendix A - 2017 Renewal Application**

## **Appendix B - 2012 Renewal Application**

# Sussex Academy of Arts & Sciences



## Charter Renewal 2013-2018



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# DELAWARE DEPARTMENT OF EDUCATION

## CHARTER SCHOOL APPLICATION FORM

Sussex Academy of Arts & Sciences  
Name of Proposed School

Patricia S. Oliphant/Allen Stafford  
Name of Contact Person

Dean Swingle  
Name of the Head of the Board of Directors

Mailing Address of Contact Person

21777 Sussex Pines Rd.  
Georgetown, DE 19947

Renewal 2013-2018  
Proposed Opening Date

(302) 856-3636  
Telephone Number of Contact Person

6-12  
Grades for School

(302) 856-3376  
Fax Number of Contact Person

Patricia.Oliphant@saas.k12.de.us  
E-mail Address of Contact Person

|                        |              |                        |
|------------------------|--------------|------------------------|
| First Year Enrollment  | <u>446</u>   | <u>6-9</u>             |
|                        | Total Number | First Year Grade Span  |
| Second Year Enrollment | <u>556</u>   | <u>6-10</u>            |
|                        | Total Number | Second Year Grade Span |
| Third Year Enrollment  | <u>666</u>   | <u>6-11</u>            |
|                        | Total Number | Third Year Grade Span  |
| Fourth Year Enrollment | <u>776</u>   | <u>6-12</u>            |
|                        | Total Number | Fourth Year Grade Span |

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

### Enrollment Breakdown by Grades

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

#### First Year Enrollment (2013 – 2014)

| Grade                                       | Number |
|---|--------|
| 6   | 116    |
| 7   | 110    |
| 8   | 110    |
| 9   | 110    |
|   |        |
| <b>Total 1<sup>st</sup> Year Enrollment</b> | 446    |

#### Second Year Enrollment (2014 – 2015)

| Grade                                       | Number |
|---|--------|
| 6   | 116    |
| 7   | 110    |
| 8   | 110    |
| 9   | 110    |
| 10  | 110    |
| <b>Total 2<sup>nd</sup> Year Enrollment</b> | 556    |

#### Third Year Enrollment (2015 – 2016)

| Grade                                       | Number |
|---|--------|
| 6   | 116    |
| 7   | 110    |
| 8   | 110    |
| 9   | 110    |
| 10  | 110    |
| 11  | 110    |
|   |        |
| <b>Total 3<sup>rd</sup> Year Enrollment</b> | 666    |

#### Fourth Year Enrollment (2016 - 2017)

| Grade                                       | Number |
|---|--------|
| 6   | 116    |
| 7   | 110    |
| 8   | 105    |
| 9   | 105    |
| 10  | 100    |
| 11  | 100    |
| 12  | 100    |
| <b>Total 4<sup>th</sup> Year Enrollment</b> | 776    |

## **Introduction**

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**As an introduction, describe the proposed charter school in one page or less. Include the specific grades to be served, target population (if any), school size, location (i.e., name of city or county), founding group, school focus or special educational approach, and any other descriptive information (e.g., parental involvement) that will provide a context for the remaining narrative in this application. For renewals and modifications, please update this information if necessary.**

### **Introduction**

Opened in 2000, Sussex Academy of Arts & Sciences began as a 225-pupil middle school in Georgetown, Delaware. It opened in a new facility planned and built by its founders. The School's mission was to provide an accelerated middle school program in a small, safe school environment. Within three years of opening, through charter modifications, Sussex Academy expanded to 325 students. Its governing body is the Sussex Academy of Arts & Sciences Executive Board.

As the school has evolved, it is evident that it has met the mission of the original founders. Sussex Academy students consistently have met or exceeded the state standards as evidenced through the states' testing and accountability system. It continues to provide an accelerated curriculum that follows the tenets of Expeditionary Learning while addressing state standards and curricular programs endorsed by the state. Finally, it continues to be a safe school where children are valued and the expectation is that students, staff, and school will practice the "3R's": respect for others, respect for property, and responsibility for self and others.

So as to continue the school's mission, Sussex Academy submitted and received approval for a charter modification to expand the school to grades 9-12. This was approved in April 2012. The plan is to add a grade each year beginning in 2013-2014 so by school year 2016-2017, Sussex Academy would be a grades 6-12 school. Adding a high school to the existing middle school provides a small-school, alternative educational opportunity in Sussex County for those students who are interested in its program.

Sussex Academy of Arts & Sciences' program approach is Expeditionary Learning (EL). Sussex Academy of Arts & Sciences incorporates the five core practices of the Expeditionary Learning model (Learning Expeditions,<sup>1</sup> Active Pedagogy, Culture and Character, Leadership and School Improvement, and School Structures) and its ten principles (The Primacy of Self Discovery, The Having of Wonderful Ideas, Responsibility for Learning, Intimacy and Empathy, Success and Failure, Collaboration and Competition, Diversity and Inclusion, The Natural World, Solitude and Reflection, and Service and Compassion). Sussex Academy of Arts & Sciences plans to include the International Baccalaureate (IB) Diploma Programme curriculum and testing system for a capstone in grades 11-12 by 2015. Sussex Academy of Arts & Sciences' curriculum will follow and meet the Common Core Standards and Delaware Content Standards. Sussex Academy of Arts & Sciences expects that all students will meet or exceed the standards as measured by Delaware Comprehensive Assessment System or other state mandated accountability requirements. Further, as the curriculum is refined, Sussex Academy of Arts & Sciences expects that students in grades 11 and 12 will meet the performance requirements of the International Baccalaureate (IB) Diploma Programme. See the School Models Overview, Appendix A.

Sussex Academy of Arts & Sciences anticipates that many of the middle-school students will desire to remain in the school as it expands one grade per year. However, in accordance with Sussex Academy of Arts & Sciences' current practice with the middle school grades, students at other approved grade levels would be accepted to maintain the required enrollment for the charter. Thus, the anticipated student body

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<sup>1</sup> In a learning expedition, teachers instruct reading, writing, science, math, and other subjects through a set of challenging, interconnected projects. <http://byerschool.org/expeditionary/learning.php>

in 2016-2017 is 776 students.\* Sussex Academy of Arts & Sciences anticipates that the student population will come from the seven school districts in Sussex County, with occasional applicants from other districts in Delaware.

The school as a whole will be known as Sussex Academy of Arts & Sciences. In order to give the high school students their own identity within Sussex Academy of Arts & Sciences, the intention is to maintain the middle school (grades 6 – 8) as Sussex Academy of Arts & Sciences (SAAS), and add an upper school (grades 9 – 12) called Sussex Preparatory Academy (SPA). Sussex Academy of Arts & Sciences anticipates that the high school will either be on the present grounds of Sussex Academy or at another site to be determined. If the high school is located at a different site, it will be in close proximity to the current school so that there are opportunities for shared services and continuities for students and parents.

Sussex Academy of Arts & Sciences has enjoyed the continuing support of parents and community. Particularly noteworthy in the 2012 modification process was the creation of the Sussex Preparatory Academy (SPA) Executive Committee to oversee the modification application process, capital fundraising effort, and building design and construction that comprise the expansion. This Committee was composed of three Sussex Academy of Arts & Sciences' Executive Board members (two of whom are parents of current Sussex Academy of Arts & Sciences' students), the Director of Sussex Academy of Arts & Sciences, and two business leaders from the community (one of whom is a parent of a current Sussex Academy of Arts & Sciences student). They assembled a talented, diverse team of additional community volunteers and business leaders to form a Leadership Committee to populate the following working subcommittees: Athletics and Extracurricular Activities, Budget, Campaign Solicitation, Charter Application and School Data, Education Program/Curriculum, Public/Government Relations and Communications, and Research and School Construction/Site Selection. Having written an extensive charter modification document within the past nine months and having had it approved in April 2012, the Sussex Academy of Arts & Sciences Executive Board has assimilated many of the SPA group into the Executive Board and standing committees of the Board (Policy, Finance, Audit, Development, Outreach, Buildings & Grounds, Recognition, Curriculum & Program).

Since its conception in 1997, the school operated through its original charter with two minor modifications, two renewals, and a major modification. The Sussex Academy of Arts & Sciences Executive Board is recapping salient information herein for this charter renewal (2013-2018). This renewal is a synthesis of Sussex Academy of Arts & Sciences' intent to provide a choice for middle school and high school students who desire a small-school environment with a focused accelerated program. This means that by grade 8 all students will be ready to attend the high school of their choice and by grade 12 all students will be ready to attend a four-year college. Students will be engaged in project-based learning where authentic learning, interdisciplinary studies, and intercultural understanding are the lynchpins of the curriculum. Teachers use best practices, work collaboratively, and facilitate student learning. Further, there is an expectation that parents will work collaboratively with the school to support intellectual pursuits, ethical character development, and service to the community. The decision to utilize both Expeditionary Learning and the International Baccalaureate (IB) Diploma Programme provides greater opportunity for public school choice and will produce well-educated middle school and high school students.

## **1. Applicant Qualifications**

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\* See notation on page 57.

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

Sussex of Arts & Sciences began with a broad base of community leaders working together on a germinal idea of a small school that provided an accelerated curriculum and a safe environment. The Founders submitted the initial application and received approval to open the school in 2000. The Founding Board members are identified below in **1c**.

Since that time, the school has enjoyed two minor modifications, two charter renewals (2003-2008 and 2008-2013) and a major modification to expand to grades 9-12 (Approved, April 2012). The current Executive Board endorsed the establishment of numerous committees, comprised of teachers, parents, and community members, to complete the modification (April 2012) and this renewal application (September 1, 2012). The names and experiences of the current Executive Board who participated in the development of this Charter Renewal are identified below in **1c**.

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

This renewal application was developed under the auspices of the Sussex Academy of Arts & Sciences Executive Board. This included components for the middle school as currently operational and the development of the modification to expand Sussex Academy of Arts & Sciences. The modification and expansion were largely prompted by parental interest in a small-school alternative to the larger comprehensive high schools that now exist in Sussex County. During that process the Sussex Preparatory Academy (SPA Committees) comprised of parents, teachers, educators, attorneys, doctors, financial management officials, business owners, and community members came together. The Sussex Academy of Arts & Sciences Executive Board, and the SPA Committees believed that a small, focused, middle school and high school will provide an academic and a social structure that will enable students to move at an accelerated academic pace while remaining in a safe school environment.

The following persons provided the leadership and facilitated the collaboration among the various committees with the Sussex Academy Executive Board so that the charter modification was prepared and approved.

| <b>Name</b>           | <b>Title</b>   |
|-----------------------|--|
| Joseph Schell         | SPA Executive Committee Co-Chair<br>SAAS Executive Board 2012 – 2015<br>Development Chair, Finance Committee |
| Brian White           | SPA Executive Committee Co-Chair   |
| Dr. Patricia Oliphant | SPA Executive Committee Member<br>SAAS Director  |
| David Shapley         | SPA Executive Committee Member<br>President SAAS Executive Board 2011-2012                                   |
| Anna Moshier          | SPA Executive Committee Member<br>SAAS Executive Board Member 2011-2014                                      |

|                |  |
|----------------|--|
|                | Outreach Committee, Building & Grounds Committee |
| Allen Stafford | SAAS Director                                    |

Also, for the modification submission, the Sussex Preparatory Academy Executive Committee engaged the support of Innovative Schools, a local, non-profit public school support organization, to assist in the planning and application preparation process. Innovative Schools has been dedicated to supporting the needs of Delaware public schools and investing in their success for over nine years. Originally designed to operate as a charter school Loan Guaranty Fund and leverage capital financing, Innovative Schools has built capacity and expanded its offerings through partnerships with a number of national and local educational experts. Today, the organization serves as a resource center, providing schools with both academic and administrative support programs. Innovative Schools' programs benefit twenty of Delaware's charter and district schools. The Innovative Schools' staff providing technical assistance included the following persons:

| Name                   | Title                                       |
|------------------------|---|
| David Atherton         | Technology Consultant                       |
| Bill Bentz             | Budget and Reporting Specialist             |
| Deborah Doordan, Ed.D. | Executive Director                          |
| Dawn Downes, Ed.D.     | Director of School Models                   |
| Katherine Gallup       | Director of Marketing and Development       |
| Takashi Rhoulac, M.Ed. | School and Instructional Support Specialist |

Sussex Preparatory Academy's Executive Committee had also engaged the support of Horizon Philanthropic Services. Horizon Philanthropic Services provides full-service support for non-profit organizations, including public charities and a variety of private, community, and corporate foundations, in the Mid-Atlantic region, with a focus on Southern Delaware and Maryland. Their services range from planning and communications to the design and management of various philanthropic programs and fundraising campaigns. Horizon has previously partnered with the Dover Public Library (raising \$4.2 million), Worcester County Developmental Center (\$4.5 million) and Delaware Technical and Community College, just to name a few. They are currently working with The Greater Lewes Foundation, Delmarva Christian High School, and the Lewes Canalfront Park (\$7.2 million) and the Sussex Preparatory Academy Foundation, Inc. Horizon Philanthropic, Inc. continues to serve the school by managing fund raising activities and conducting salient research on the educational landscape and needs of Sussex County.

Also, a Project Manager, Gina Derrickson, was retained. She works with Horizon Philanthropic to manage the communications and operations to move forward the Sussex Preparatory component and currently serves as Secretary to The Sussex Academy of Arts & Sciences Executive Board. As Project Manager her charge is to ensure that all aspects of the project are well coordinated between the Executive Board, any committees, Horizon Philanthropic, and any other past or potential service providers (i.e. Innovative Schools, SAAS and SPA committees, etc.). As Secretary, her charge is to complete secretarial tasks for the Sussex Academy of Arts & Sciences Executive Board.

The Sussex Academy of Arts & Sciences Executive Board and the school directors have worked closely to develop this Charter Renewal, submitted September 1, 2012.

- c. **List the names, the places of residence, and the phone numbers of the founding board of directors and indicate which members are teachers currently certified in Delaware, parents, and community members. Describe how the location of the founding group members is related to the**

**proposed location of the charter school. (Renewal/Modifications – provide original documentation and any changes)**

The founders are identified in the chart below:

| <b>Name</b>          | <b>Address</b>  | <b>Phone</b>   | <b>Areas of Expertise</b>  |
|----------------------|---|----------------|--|
| Linda Choy, MD       | 68 Glade Circle East<br>Rehoboth, Delaware<br>19971                     | 302-227-2735   | Community Service<br>Parent<br>Physician                                       |
| Maribeth Dockety     | 1004 7 <sup>th</sup> Street<br>Rehoboth, Delaware<br>19971              | 302-227-5569   | Community Service<br>Parent<br>Human Resources (DTCC)                          |
| Nancy Gideon, MD     | 27485 Hitching Post Road<br>Harbeson, Delaware<br>19951                 | 302-329-9097   | Community Service<br>Parent<br>Pediatrician                                    |
| Leslie Rhue Lesko    | 16693 Blue Marlin Ct.<br>Lewes, Delaware 19958                          | 302-645-2414   | Educational Services<br>Parent<br>Psychologist                                 |
| Gonzalo Martinez     | P.O. Box 646<br>Lewes, Delaware 19958<br><i>Current Address Unknown</i> | <i>Unknown</i> | Community Service  |
| Maureen Miller       | 1 Green Valley Run<br>Milton, Delaware 19968                            | 302-645-5879   | Community Service<br>Parent<br>Librarian                                       |
| William Pfaff        | 23048 Lakeview Drive<br>Millsboro, Delaware<br>19966                    | 302-934-6864   | Community Service<br>Parent<br>Director, Small Business<br>Development<br>(UD) |
| Norman Poole         | 11220 Hastings Farm<br>Road<br>Seaford, Delaware 19973                  | 302-629-9322   | Community Service<br>DE Certified Teacher                                      |
| Susan Selph          | 17 Cripple Creek Run<br>Milton, Delaware 19968                          | 302-644-9322   | Community Service<br>Parent<br>Small Business Owner                            |
| Cynthia Small        | 127 Buttonwood Drive<br>Lewes, De<br><i>Current Address Unknown</i>     | <i>Unknown</i> | Community Service<br>Sussex County Tourism                                     |
| Nancy Targett, Ph.D. | 35842 Spinnaker Circle<br>Lewes, Delaware 19958                         | 302-645-0201   | Community Service<br>College Professor<br>(UD)                                 |
| Nathalie Willard     | 4 Seahorse Lane<br>Lewes, Delaware 19958                                | 302-645-5470   | Community Service<br>Parent<br>Teacher   |
| Gary Wray, Ed. D.    | 120 E. Wild Rabbit Run<br>Lewes, Delaware 19958                         | 302-645-0753   | Parent<br>School District Administrator  |

The Founders first had sought to place the school closer to the east side of Sussex County. After discussion, consultation, and looking for a school site, they determined that a more central location – Georgetown - would provide better access for children residing in Sussex County. Thus, they had the



building constructed on the present site of Sussex Academy of Arts & Sciences, 21777 Sussex Pines Road, Georgetown, Delaware 19947.

Previous Charter renewals and modifications have illustrated that as the school developed, many founders stayed connected to the school. The Executive Board was formed and charged with formulating and interpreting policy, making decisions related to educational programs, budget and financial operations, communicating with the public and the Delaware Department of Education (DDOE), employing faculty, staff, consultants, and other services as may be appropriate. The members of the Executive Board are the following:

| <b>Name</b>      | <b>Address</b>   | <b>Phone</b> | <b>Occupation/Professional</b>   | <b>Expertise</b>   |
|------------------|--|--------------|--|--|
| Mariah Calagione | 103 Shipcarpenter Street<br>Lewes, Delaware 19958        | 302-381-4786 | Co-Owner<br>Dogfish Head Craft Brewery<br>Dogfish Head Brewings & Eats | Parent<br>Development and<br>Outreach<br>Committees                                |
| Marc Cooke       | 4206 Caitlin's Way<br>Millsboro, Delaware<br>19966       | 302-934-9514 | Teacher<br>Sussex Academy of Arts &<br>Sciences                        | DE Certified<br>Teacher<br>Policy and<br>Program<br>Committees                     |
| Nancy Gideon     | 27485 Hitching Post Court<br>Harbeson, Delaware<br>19951 | 302-329-9097 | Pediatrician<br>Beacon Medical Group                                   | Parent<br>Founding Board<br>Policy Committee                                       |
| Delbert Kwan     | 36032 Tarpon Drive<br>Lewes, Delaware 19958              | 302-645-9351 | Urologist<br>Mount Sinai School of<br>Medicine                         | Parent<br>Chairman of<br>Finance Committee   |
| Adam Marsh       | 700 Pilottown Rd.<br>Lewes, Delaware 19958               | 302-644-8177 | Tenured Professor<br>University of Delaware                            | Parent<br>Finance and<br>Program<br>Committees                                     |
| Jill Menendez    | 4 Blue Heron Drive<br>Georgetown, Delaware<br>19947      | 302-854-9747 | Financial Manager<br>Coastal Foot and Ankle                            | Parent<br>Vice-President<br>Audit, Finance,<br>Building &<br>Grounds<br>Committees |
| Anna Moshier     | 31168 Edgewood Drive<br>Lewes, Delaware 19958            | 302-644-9756 | Program Coordinator<br>Osher Lifelong Learning<br>(UD)                 | Parent<br>Outreach, Building<br>& Grounds<br>Committees                            |

|                |   |              |   |   |
|----------------|---|--------------|---|---|
| Joseph Schell  | 1604 Bay Avenue<br>Lewes, Delaware 19958      | 302-645-8801 | Retired<br>Investment Banking Career<br>NYC and San Francisco | Community<br>Development,<br>Finance,<br>Outreach<br>Committees     |
| James Spellman | 4 Cripple Creek Run<br>Milton, Delaware 19968 | 302-644-7034 | Attending Physician<br>Beebe Medical Center                   | Parent<br>Finance Committee   |
| Dean Swingle   | 801 Park Avenue<br>Seaford, Delaware 19973    | 302-628-1380 | Finance Director<br>Nanticoke Health Systems                  | Community<br>Parent<br>President<br>Audit and Finance<br>Committees |
| Lisa Zechiel   | 121 Jefferson Avenue<br>Lewes, Delaware 19958 | 302-644-4380 | Business Owner<br>Washington's Green Grocer                   | Parent<br>Outreach and<br>Development<br>Committee                  |

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

Under the current policy, Board members serve three-year terms. When a vacancy exists, that vacancy is announced and interested persons have an opportunity to apply for appointment to the Executive Board. Currently, most members of the Board are parents of students or former students, with the exception of one teacher member who was elected by the staff of the school. Currently, there is also a community member serving on the Board. Given the volume of parents interested in expanding the school to include a high school, it was anticipated that as vacancies occur on the present Executive Board, those openings would be filled by the parents and/or community members who had worked on committees to modify the charter. Further, from that interested group, it was hoped that they would continue to serve on various standing committees of the Executive Board thereby giving renewed energies to continuous school improvement. This expectation has been realized.

The Executive Board seeks to include a diverse population on the Board. This diversity includes geographical location, since students from all over the county attend the school; ethnic background, since the school seeks ethnic diversity; and occupational background, since the school wishes to ensure that there is a broad-based board that can address the needs of the school. The Executive Board is desirous of maintaining a membership that is knowledgeable in the following areas: research-based curriculum and instructional strategies; business management, including but not limited to accounting and finance; personnel management; diversity issues, including, but not limited to, outreach, student recruitment, and instruction; at-risk populations and children with disabilities, including, but not limited to, students eligible for special education and related services; and school operations, including, but not limited to, facilities management.

Fortunately, Sussex Academy of Arts & Sciences has had little difficulty in enlisting interested and supportive parents/community members to serve on the Executive Board. All board members bring professional backgrounds to the Executive Board, including accounting, banking, education, engineering, human resources, education, legal, medical, and business backgrounds.

Teacher recruitment has not been a problem for Sussex Academy of Arts & Sciences. Recently, the school had an opening and had approximately fifteen applicants for the position. Recruitment practices include advertizing the position, having the candidates visit and observe in the school, talking with staff and students, interviewing with the directors, team leaders, and content area teachers, and recommendation by the interview team.

Student recruitment occurs through the following mechanisms: advertisement in local media, advertisement on its web site, school tours, outreach with various community organizations, open meetings, visitations to the school, open lottery process, and orientation sessions. In the last several years, the school has enjoyed approximately 100% more students in the application pool than it can enroll. Thus, there is a lengthy waiting list at each of the three grade levels currently. As the high school evolves, the Executive Board expects similar interest.

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

Information about the Founders and their areas of expertise is provided in chart **1b** above. As the school has evolved other parents and community members have become involved. Information about the current Sussex Academy of Arts & Sciences Executive Board is provided in chart **1c** above. Additionally, below are summaries of how current Executive Board members provide expertise to the school. Further, resumes for the current Executive Board members are located in Appendix B. Background check results were completed for all members and are on file with the school.

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

**Marc Cooke:** Mr. Cooke is a Delaware Certified Teacher. He is entering his eighth year of teaching at Sussex Academy, where he has spent his entire Delaware teaching career. He also served as a Fulbright teacher exchange participant for one year and taught high school in Baltimore, Maryland. Currently, he has been contracted by Smarter Balance to write test items for the next iteration of the state assessment. Further, he is pursuing a doctorate in education from the University of Delaware.

**Adam Marsh:** Prof. Marsh is a college tenured professor with the University of Delaware College of Marine Studies. He has developed college curriculum and is steeped in knowledge of mathematics and science. Having written numerous publications, he is a practionner and researcher, with deep knowledge in project-based studies and readiness for four-year college entry.

**Anna Moshier:** Mrs. Moshier is the Program Coordinator for Osher Lifelong Learning Institute at the University of Delaware, Lewes, DE. She was the owner/operator of Anna Moshier Child Care for ages infant to five years. She also held the position of Director of Christian Education and taught at Bethel Christian School in Lewes, Delaware.

**James Spellman:** Dr. Spellman is an Attending Physician at Beebe Medical Center. He is involved in medical research and has written several medical publications. Dr. Spellman taught Microbiology and Anatomy at West Chester State College and was an Assistant Professor of Surgery at the State University of New York at Buffalo. During these experiences he utilized best instructional practices.

**Nancy Gideon:** Dr. Gideon is a pediatrician at Beacon Medial Group. She co-authored the *Healthy Me* and *CHANGES* programs and also volunteers for the Homeless Clinic Project. Dr. Gideon is a founding board member of Sussex Academy of Arts & Sciences.

**Dean Swingle:** Mr. Swingle served as an Adjunct Faculty member at Delaware Technical and Community College for 8 years. He taught Accounting I so he is familiar with teaching and learning, particularly as it applies to the requisites for post-secondary education.

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

**Adam Marsh:** Prof. Marsh has served on the Sussex Academy's Finance Committee and was a board member prior (2004 -2008) to this term of service. He is a tenured faculty member at the University of Delaware. In 2009, he founded a biotechnology startup company in Delaware. As a college professor he deals with budgeting and finance; he serves on the Finance Committee of the Executive Board. He has deep knowledge of mathematics and sciences including statistical analyses of data.

**Mariah Calagione:** Mrs. Calagione served on the SPA Leadership Committee. She co-owns Dogfish Head Craft Brewery and Dogfish Head Brewings & Eats. She is actively involved in day-to-day company management and oversees marketing, philanthropic & community outreach activities of the companies. She serves on the Sussex Academy of Arts & Sciences Development Committee. As such, she is involved with the organization and fundraising for building Sussex Preparatory Academy.

**Jill Menendez:** Mrs. Menendez is the Financial Manager for Coastal Foot and Ankle. She has over 14 years of experience in banking, including commercial and real estate lending, commercial middle market underwriting, and auditing of asset-based lending clients. Mrs. Menendez serves on the Sussex Academy of Arts & Sciences Finance Committee. She is Vice-President of the Executive Board.

**Joseph Schell:** Mr. Schell is a retired financial executive. He was a managing partner in three investment firms over his 30 year career. He has been a trustee of the Tatnall School for 10 years. Mr. Schell serves on the Sussex Academy of Arts & Sciences Finance committee and chairs its Development committee.

**Dean Swingle:** Mr. Swingle is the Finance Director for Nanticoke Health Services and manages a \$300 million budget in a four-entity system. Each of the five companies within the Nanticoke System employs over 1000 employees. Mr. Swingle serves on the Sussex Academy of Arts & Sciences Finance Committee. He is President of the Executive Board.

**Lisa Zechiel:** Mrs. Zechiel is a self-employed owner of Washington's Green Grocer. She is on the founding board of the Historic Lewes Farmer's Market and currently serves on the Board of Trustees at the Lewes Historical Society.

## 3) **Personnel management.**

**Mariah Calagione:** As co-owner of Dogfish Head Craft Brewery and Dogfish Head Brewings & Eats, Mrs. Calagione is intricately involved with employment practices. Further, her memberships on numerous community, arts, business, and church boards have provided her with numerous experiences around laws, rules, and regulations as they relate to managing personnel.

**Delbert Kwan:** Dr. Kwan is the owner and operator of a medical practice in Lewes, Delaware. He employs 15 people. As one of the primary physicians in the practice, he has knowledge of the laws, rules and regulations governing employment practices.

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

**Marc Cooke:** Mr. Cooke is a Delaware Certified Teacher who has experience delivering effective instruction and continues to utilize best practices to ensure that the needs of his students are met. His participation in yearly professional development activities have provided additional training. Mr. Cooke also taught high school in Baltimore, Maryland, which afforded him many opportunities to work with diverse student populations.

**Nancy Gideon:** In her experience with the Homeless Clinic Project, Dr. Gideon works with diverse populations. As a physician, she provides care to diverse and at-risk populations through her work at the Cape Henlopen Wellness Center, the local hospital, and her private practice. She has hired a Spanish-speaking physician who is starting to care for many members of the Hispanic community and she is involved with outreach in this community as well.

**Delbert Kwan:** Dr. Kwan espouses that learning institutions need to be cognizant of diversity. His commitment to diversity is demonstrated by the fact that 25% of his medical practice employees are minorities. He takes an active role in outreach.

**Jill Menendez:** Mrs. Menendez brings a range of knowledge relative to diversity. Her family is ethnically diverse. Additionally, within her husband's medical practice, Mrs. Menendez routinely interacts with the Hispanic community. Further, her family has connections to a non-profit humanitarian effort to provide medical services to the non-insured. Mrs. Menendez brings a metropolitan sensibility to outreach in Sussex County.

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

**Marc Cooke:** As a certified Teacher, Mr. Cooke has experience working with at-risk populations and students receiving special education services. He is well versed in differentiated instructional strategies and uses them to ensure that at-risk students and those receiving special education services are supported.

**Delbert Kwan:** Dr. Kwan brings a physician's knowledge about at-risk populations and disabled students to the Executive Board. This includes a keen interest in maintaining and supporting academically challenging programs for students.

**Nancy Gideon:** Dr. Gideon, a pediatrician, brings her medical knowledge about at-risk populations and disabled students to the Executive Board. Dr. Gideon has had many experiences with educating elementary, middle, and high school students that are high risk. She worked with Boys' and Girls' Clubs throughout Philadelphia to educate at-risk children about tobacco, alcohol, and drugs. She was involved with a program called CHANGES that brought at-risk, high-school-aged students who had dropped out of school to her medical school for math and science education.

**James Spellman:** As a physician, Dr. Spellman is concerned with at-risk populations and is currently a member of the Executive Board of Directors of the Cancer Consortium, which works to erase disparities for these populations. As a member of the SAAS Finance Committee, Dr. Spellman is cognizant of financial expenditures for at-risk populations.

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

**Mariah Calagione:** Mrs. Calagione’s business and community experiences have been varied ranging from owning and operating a business, to television and media production, to non-profit community service. These experiences add to her understanding of school operations and facilities.

**Joseph Schell:** Mr. Schell was a managing partner of three financial institutions over his 30-year career and has served/is serving on numerous corporate and non-profit boards.

**Dean Swingle:** Mr. Swingle is the Chief Financial Operating Officer for a four-entity system within the Nanticoke Health Services. He has numerous experiences with systems operations, enabling him to address school operations. He is a member of the Nanticoke Rotary Club and a former board member for the Nanticoke Little League.

## **2. Form of Organization**

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

The name of the organizing corporation is Sussex Academy of Arts & Sciences, Inc. The officers are Sharon Louth, Bill Pfaff, and Walton Johnson. Certificate of Incorporation is on file at the school. In addition, in November 2011 the Sussex Preparatory Foundation, Inc. was formed. This non-profit was formed to raise funds for building the Sussex Preparatory Academy and to continue as a fund raising foundation to benefit the school (6-12). The officers for this foundation are Joseph Schell (Chair), Mike Rawl (Vice Chair), Mariah Calagione (Secretary), Preston Schell (Treasurer), Stephanie Boright, and Chase Brockstedt.

The Sussex Academy of Arts & Sciences Executive Board is the operating board and is responsible for the oversight of policies, procedures, finances, curriculum/instruction, and employment for Sussex Academy of Arts & Sciences. The officers for the Executive Board are Dean Swingle (President), Jill Menedez (Vice-President), and Delbert Kwan (Chair of Finance). The Executive Board has several standing committees with each board member chairing at least one committee.

## **3. Mission, Goals and Educational Objectives**

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

**Purpose of the School:**

Sussex Academy of Arts & Sciences, the first charter school in Sussex County, was founded to meet the needs of middle school students (grades six through eight). The program was designed to set in place the

principles of a “true” middle school, unfettered by residual organizational practices of existing schools, using an accelerated academic model and focused on the attainment of the standards set forth by the state of Delaware.

The practices of “true” middle schools are many. First and foremost, a middle school should be a place where close, trusting relationships with peers and adults create a climate for personal growth and development. The size designated by the existing charter, not to exceed 325 (approximately 100 per grade), is an excellent framework for fostering and maintaining relationships. Sussex Academy of Arts & Sciences has placed students on teams in which students have the same teachers for grades 6 and 7, staying with the same set of classmates for two years. The school provides multiple opportunities for multi-age academics and socialization through school-wide learning experiences, clubs, intramurals, interscholastic athletics, etc. Students are grouped and regrouped within the classroom and within the teams. Sussex Academy of Arts & Sciences intends to operate heterogeneous classes within a small-school setting, maximizing the individual attention that each student receives.

Second, middle school students, more than others, need an accelerated learning model. Thus, when Sussex Academy of Arts & Sciences was founded, the Sussex Academy of Arts & Sciences, Inc. Board chose the Expeditionary Learning model as the framework for the school. This model is built upon five core practices and ten design principles. The core practices are (1) Learning Expeditions, (2) Pedagogy, (3) Culture and Character, (4) Leadership and School Improvement, and (5) Structures. The principles are (1) The Primacy of Self Discovery, (2) The Having of Wonderful Ideas, (3) Responsibility for Learning, (4) Intimacy and Empathy, (5) Success and Failure, (6) Collaboration and Competition, (7) Diversity and Inclusion, (8) The Natural World, (9) Solitude and Reflection, and (10) Service and Compassion. As the school has evolved over the last twelve years, the staff has remained current with these practices and principles and has deftly woven the Delaware Content Standards through the curriculum and instructional program.

Third, every young adolescent needs to have the opportunity to develop a positive image of his/her own future. Sussex Academy of Arts & Sciences’ program creates an environment in which the student is truly known and matters. The journey of self-discovery begins in the first semester and is documented over the years through an academic/personal portfolio, an essential element of Sussex Academy of Arts & Sciences’ program. Much of the work is demonstrative of self discovery and reflection. Students’ portfolios in grades 6 and 7 showcase both their best work in every content area and work that is in progress. Students must write reflective pieces about their learning as part of the portfolio process. Students in grade 8 maintain a portfolio of personal growth through which they discover their aptitudes, career goals, and interests and focus on themselves as learners. This process culminates with a portfolio that includes work from all three years. Part of the portfolio system at the eighth grade level is the inclusion of the *Student Success Plan*. Each year, the student must present his/her portfolio to either a parent or another involved adult.

Now that Sussex Academy of Arts & Sciences is expanding to include a high school, the desire is still to maintain a small-school environment where students are safe and where respect and responsibility are the benchmarks for student and staff conduct.

Sussex Preparatory Academy, the high school, will provide an opportunity for students to build close personal relationships. Students in grades 9 – 12 will serve as mentors to students in grades 6 – 8. This will allow the high school students to act as role models who will help the middle school students become acclimated to the school; they will also display respectful and responsible behavior while developing personal skills and confidence. Students will be placed on grade-level teams and will collaborate with their teammates in the grade-level expeditions and with other teams during school-wide expeditions. This

configuration for the high school is similar to the middle school model. It fosters community and expands the mentoring capacity for teachers and students.

Academic rigor for students will continue to be paramount at Sussex Academy of Arts & Sciences. Students in grades 6-10 will continue with the Expeditionary practices and principles. Students will be prepared to enter the high school of their choice. Students will be prepared to learn and thrive at four-year colleges across the nation upon graduation. Students will be equipped with the necessary college- and career-readiness skills so no matter what their post-high school plans are, they will be prepared. For consistency, the upper school will follow the Expeditionary Learning model that the middle school implements. Each year, students will participate in one school-wide expedition as well as two grade-level expeditions. Through the expeditions, students will be instilled with a desire to serve their local communities. In 11<sup>th</sup> and 12<sup>th</sup> grade, the Expeditionary Learning model will be layered with the International Baccalaureate (IB) Diploma Programme. The IB Programme provides students with an opportunity to study three subjects on a deeper level over the course of two years.

The benchmark for the senior year will be a Senior Project. The Senior Project will help to demonstrate student proficiency in reading, writing and presentation skills. The purpose of the Senior Project is to allow students to explore individual knowledge, potential career paths and to promote life-long learning. Students have the option of completing a service learning project or an academic research project. The Senior Project will include an essay, an artifact/ product, a presentation, and a portfolio. The process will begin in August of the senior year with the selection and approval of the project. Each senior will be assigned a mentor to assist with this process; in addition, students will work to assemble an advisory group made up of faculty, staff, and community experts to provide assistance and expertise throughout the process.

**Mission:**

The mission of the **Sussex Academy**, the middle school of the Sussex Academy of Arts & Sciences, is to prepare middle school students for future academic success by providing an accelerated, supportive academic environment within a small-school setting.

The mission of **Sussex Preparatory Academy**, the high school of the Sussex Academy of Arts & Sciences, is to foster academic achievement and social responsibility in a small-school environment where students participate in a college preparatory and dual enrollment education that prepares them for the technological and global awareness demands and challenges of the 21<sup>st</sup> century and fosters and instills ethical conduct and service to others in their day-to-day lives.

**Goals:**

***Sussex Academy***

- Maintain and exceed adequate yearly progress and the state testing component
- Foster critical, independent thinking and reflection
- Ensure a safe, respectful school environment
- Advocate personal growth and responsibility
- Provide opportunities for individual and group success
- Model and encourage collaborative decision making
- Facilitate ongoing professional development
- Encourage parental involvement and partnerships
- Promote service and community partnerships
- Instill environmental awareness and social consciousness
- Develop technological competence



### ***Sussex Preparatory Academy***

- Enable students to become competent, culturally literate, self-confident learners through both project-based and interactive learning.
- Provide students with a solid grounding in language arts, mathematics, science, social studies, foreign language, and technological tools.
- Prepare students early for college so that they can be admitted with a strong foundation for completing a four-year degree.
- Promote health, fitness, and service habits that foster both personal development and imbue each student with a sense of social responsibility.
- Build a culture of high expectations through rigor, relevance and relationships.

### **Educational Objectives:**

In both the middle school and high school, Sussex Academy of Arts & Sciences will provide opportunities for students to:

- Increase literacy in language, mathematics, science and social sciences.
- Demonstrate critical thinking skills across all content areas.
- Utilize 21<sup>st</sup> century skills, including digital use to ensure preparation to compete in a global economy.
- Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

### **Core Philosophy:**

Sussex Academy of Arts & Sciences has decided to continue with the Expeditionary Learning model that it has used since the school opened. However, in an attempt to give Sussex Preparatory students an academic advantage, the curriculum in the 11<sup>th</sup> and 12<sup>th</sup> grades will be layered with the International Baccalaureate (IB) Diploma Programme. Below you will find an overview and the philosophy for both Expeditionary Learning and the IB Diploma Programme.

Expeditionary Learning instructional practices emphasize student inquiry, critical thinking, and craftsmanship. Students engage in original research and create high-quality academic products to share with outside audiences. Learning expeditions – deep interdisciplinary investigations of rich academic topics rooted in real-life connections and experiences – bring together teachers from different disciplines and enrich the work of individual teachers in discipline-specific classrooms.

The Expeditionary Learning (EL) model is built around five core practices:

- *Leadership and School Improvement:* Strengthening leadership across the school in instruction, culture, and curriculum;
- *Culture and Character:* Building a school-wide culture of trust, respect, responsibility, and joy in achievement;
- *Active Pedagogy:* Infusing dynamic instructional practices that build skills and critical thinking;
- *Learning Expeditions:* Addressing standards through project-based curriculum connecting to real-world contexts that are based in the local community; and,
- *Structures:* Creating time for student and adult learning, collaboration, and focus on excellence.

The International Baccalaureate (IB) philosophy is to foster tolerance and inter-cultural understanding among young people through a specific method of teaching. This method of teaching, also known as “curricular framework,” incorporates critical thinking, problem solving, and exposure to a variety of viewpoints. The IB philosophy emphasizes:

- Awareness of the similarities and differences between many cultures, understanding issues on an international scale and responsible citizenship

- The inter-relatedness of various disciplines and issues
- A “Socratic” (question-and-answer) form of achieving in the classroom
- Student-centered inquiry and communication<sup>2</sup>

**Mission, Goals and Educational Objectives - Consistent with Legislative Intent:**

The mission, goals and educational philosophy of Sussex Academy of Arts & Sciences are consistent with the charter school legislative intent in that they incorporate the proven methodologies of the Expeditionary Learning model and the International Baccalaureate (IB) Diploma Programme.

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

The Executive Board is comprehensive in its use of both formal and informal evaluative measures to ensure that the school is meeting its mission and objectives. The Board meets regularly in scheduled open board meetings and workshops for which the agenda is established and posted.

The Board routinely receives reports on school operations, performance, and finances. The Board has a committee structure comprised of board members, staff, and parents for the following: Finance, Audit, Policy, Outreach, Building & Grounds, Recognition, Development, and Program & Curriculum. Particularly noteworthy are the Finance and Audit Committees, which work to provide oversight of the school’s fiscal viability and sustainability. The Development Committee is charged with responding to the develop needs of the school, particularly the construction of a new building for the high school. The Policy Committee weighs policy needs and writes those policies for the Board’s consideration. Outreach is responsible for public relations and reaching underserved populations for application to the school. Building & Grounds work to ensure that building standards and compliance are met, while the Program/Curriculum advises regarding new programs and practices. The Executive Board routinely examines financial data, student performance data, school improvement plans, professional development plans, annual report, and school profile.

In addition, the Executive Board maintains a linkage with the Parent Teacher Organization (PTO). The PTO has a parent liaison representative attend and report at the monthly Board meetings. Additionally, the PTO has an advocacy liaison that works with members of the Executive Board with public relations and government relations. The PTO is an integral part of parent advocacy for the students and school.

In accordance with the Charter Performance Agreement, an Annual Report shall be provided to the Delaware Department of Education (DDOE) in accordance with required procedures and timeframes. The Executive Board has put in place mechanisms to keep abreast of and guide the direction of Sussex Academy of Arts & Sciences.

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

Sussex Academy of Arts & Sciences will clearly communicate with prospective students and their families about the application process, the selection and preference criteria, and the registration and admissions processes.

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<sup>2</sup> Scotts Valley Unified School District: <http://www.svhs.svgsd.org>

In accordance with the requirements of 14 Del.C., §506, Sussex Academy of Arts & Sciences will ensure that it has enrolled at least 80% of its authorized enrollment by April 1 of each year by conducting an application process within the timeframes, as established in Section 9: Administrative and Financial Operations of this charter application. The following activities will be conducted:

- Annually, during open enrollment, which begins the Monday before Thanksgiving and ends the first Friday in January, the school will advertise and establish the application period, accept applications, and define the admissions requirements and criteria.
- If necessary, a lottery will be held the second Wednesday in January. An objective community member having no ties to Sussex Academy of Arts & Sciences or a representative from DDOE, along with attending members of the school's Board, shall conduct a public drawing.
- Parents of all applicants will be sent letters of acceptance or wait-list status in a timely manner following the date of the lottery. Guidelines for registration and enrollment will be included with the acceptance letter.
- Students who apply after the open enrollment period will be placed at the end of the lottery list in accordance with the date of application.
- Students remain on the waiting list for each grade level during the entire period that they would be eligible to attend; for example, a student placed on the waiting list for grade six could remain on the list for a maximum of seven years, until he/she enters grade 12. When vacancies occur, students are eligible to enroll in the order that they are on the waiting list.
- On or before April 1, in accordance with 14 Del. C., §506(c), a roster of those students enrolled at Sussex Academy of Arts & Sciences, including each student's home address and district of residence, will be provided to DDOE through ESchoolPlus. The Director will ensure that all students are actively listed in ESchoolPlus, at which time DDOE officials will organize students by district and will generate a report using the Identity Management System (IMS) that will detail the students attending from each district.
- On or before May 1, Sussex Academy of Arts & Sciences' officials as well as district officials will verify data from the April 1 report and make corrections as necessary using ESchoolPlus. The school districts use this report to identify the students attending from their district.
- Using the ESchoolPlus ensures that whenever a student is "dual enrolled" (in more than one school) that an email is generated and sent to each school thereby ensuring that enrollment is electronically monitored and provides a safeguard for monitoring student enrollment.

#### **4. Goals for Student Performance**

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

The faculty and administration review individual student, grade level and school-wide data quarterly. Based upon this review they establish SMART-E Goals (specific, measurable, attainable, relevant, time-frame, every student) for the school. The specific performance goals were designed to ensure that Sussex Academy of Arts & Sciences' students meet or exceed the state standards for student achievement while improving their reading, writing, and oral presentation skills in all classes throughout the school year. Sussex Academy of Arts & Sciences disaggregates data for populations whenever it has 40 or more students in specific cells.

General goals are found immediately below in this section. SMART-E Goals are found in section **5a**. Performance Goals and outcomes are found in section **5d**.

**Performance Goals:**

***Sussex Academy***

Students will be able to meet or exceed the state standards for student achievement on the Delaware Comprehensive Assessment System (DCAS) or the state selected external assessment in the following areas:

- Reading
- Mathematics
- Science
- Social Studies

***Sussex Preparatory Academy***

Students will be able to meet or exceed the state standards for student achievement on the end-of-course tests in the following areas:

- Algebra I
- Algebra II
- English II
- Biology
- U.S. History

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

See targets outlined above in section 4a.

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

This is the assessment calendar mandated by DDOE:

| <b>Month</b>                 | <b>Assessment(s)</b>  | <b>Rationale</b>   |
|------------------------------|---|--|
| <b>August/<br/>September</b> | Fall Administration (Formative):<br>DCAS Reading and Mathematics; grades 6 - 10 | DDOE Requirement<br>Data used for RTI  |
|                              | Approved DDOE content area created pre-tests                                    | Provides baseline data to guide instruction<br>Data used for classroom instruction and RTI     |
|                              | School-wide writing prompt  | Provides baseline data to assess writing needs and to set benchmark goals.                     |
| <b>October/<br/>December</b> | Ongoing, teacher-created formative and summative assessments                    | To measure student achievement in the core content area to inform instruction and goal setting |
|                              | PSAT, grade 10  | To assess students' readiness to take  |

|                         |   |  |
|-------------------------|---|--|
|                         |   | SATs.  |
| <b>January</b>          | Winter Administration (First Window):<br>DCAS Reading and Mathematics; grades 6 – 10  | DDOE Requirement<br>Data used for RTI  |
| <b>February – April</b> | Ongoing, teacher-created formative and summative assessments<br><br>Approved DDOE content area post tests   | To measure student achievement in the content area to inform instruction and goal setting<br>To measure student performance in content areas |
|                         | SAT/ACT, grade 11   | To assess students’ readiness for college.   |
| <b>April/May/ June</b>  | Spring Administration (Summative) (2 <sup>nd</sup> Window)<br>DCAS Reading and Mathematics; grades 6 – 10<br>Science grades 8, 10<br>Social Studies grade 7<br>End of Course Test(s)<br>Algebra I and II<br>English II<br>Biology<br>US History | DDOE Requirement<br>Data used for RTI  |
|                         | IB Assessments  | To meet IB requirements  |
|                         | AP Examinations   | To assess effectiveness of AP instruction and so the students may gain college credit  |
|                         | Teacher-created post- tests   | Provides end-of-year data to assess benchmarks set in the fall.  |
|                         | School-wide writing prompt  | Provides end-of-year data to guide writing instruction to assess student work toward writing benchmarks.                                     |

- d. Renewals/Modifications Only - Include a copy of the current signed Performance Agreement between the school and the Secretary of Education. Describe in detail the performance of the school on each of the objectives in the Performance Agreement. Place particular focus on the school’s academic performance, including evaluation results from the DSTP and other measures. Discuss highlights and concerns.**

See Performance Agreement, Appendix U.

During the term of the most recent charter agreement (2008-2013), Sussex Academy of Arts & Sciences committed to demonstrating that students in grade 8 would increase academic achievement as measured by the Delaware Student Testing Program (DSTP) and Delaware Comprehensive Assessment System (DCAS); students would exhibit positive behaviors as members of the Sussex Academy of Arts & Sciences community; and the school would maintain strong market accountability as indicated in the achievement goals listed in their Performance Agreement. The performance goals and results listed below outline the progress that has been made in these areas:

## **2008 - 2013 Performance Results**

### **I. Student Achievement Accountability**

During the terms of this agreement, the school will demonstrate that its students are increasing in academic achievement as measured by the state assessment (DSTP). The school will participate in the DSTP in each subject at each grade required by the Department of Education.

#### **In the benchmark year (grade 8) at least:**

**A. 95% of the students will meet or exceed the standards in reading for the Delaware Student Testing Program (DSTP) as required by the Department of Education.**

#### **Result:**

As demonstrated by the data below, Sussex Academy of Arts & Sciences students exceeded their DSTP reading target of 95% during the 2007-2008 and 2008-2009 school years. Despite the transition to the DCAS in the 2010-2011 school year, Sussex Academy of Arts & Sciences students still performed very well, with 95% of students meeting or exceeding the standards in 2010-2011 and 100% in 2011-2012. Therefore, the target was met.

**B. 93% of the students will meet or exceed the standards in mathematics for the Delaware Student Testing Program (DSTP) as required by the Department of Education.**

#### **Result:**

As demonstrated by the data below, Sussex Academy of Arts & Sciences students exceeded their DSTP mathematics target of 93% during the 2007-2008 and 2008-2009 school years. With the transition to the DCAS in the 2010-2011 school year, Sussex Academy of Arts & Sciences students still performed very well, with 97% of students meeting or exceeding the standards in 2010-2011 and 100% in 2011-2012. Therefore, the target was met.

**C. 95% of the students will meet or exceed the standards in writing for the Delaware Student Testing Program (DSTP) as required by the Department of Education.**

#### **Result:**

As demonstrated by the data below, Sussex Academy of Arts & Sciences students exceeded their DSTP writing target of 95% during the 2007-2008 and 2008-2009 school years. Therefore, the target was met. With the transition to the DCAS in the 2010-2011 school year, there was no longer a writing assessment. Sussex Academy of Art & Sciences administered a school-wide writing assessment. The writing assessments were scored by the University of Delaware (UD) and the scores are reflected below for the 2010-2011 and 2011-2012 school year. The writing target was met by grade 8 in 2011-2012.

**D. 90% of the students will meet or exceed the standards in social studies for the Delaware Student Testing Program (DSTP) as required by the Department of Education.**

#### **Result:**

As demonstrated by the data below, Sussex Academy of Arts & Sciences students exceeded their DSTP and DCAS social studies target of 90% during the 2007-2008 and 2008-2009 school years. Therefore, the target was met. With the transition to the DCAS in the 2010-2011 school year, students in 8<sup>th</sup> grade did not take a social studies assessment.

**E. 90% of the students will meet or exceed the standards in science for the Delaware Student Testing Program (DSTP) as required by the Department of Education.**

**Result:**

As demonstrated by the data below, Sussex Academy of Arts & Sciences students exceeded their DSTP science target of 90% each year. With the transition of the DCAS in the 2010-2011 school year, Sussex Academy of Arts & Sciences students still performed very well, with 85% of the students meeting or exceeding the standards in 2010-2011 and 95% in 2011-2012. Therefore, the target was met.

| <b>Percentage of SAAS Students Meeting or Exceeding the Standard<br/>Delaware Student Testing Program (DSTP) Data<sup>3</sup> - Grade 8</b> |               |              |            |           |               |              |               |              |                      |                     |
|---|---------------|--------------|------------|-----------|---------------|--------------|---------------|--------------|----------------------|---------------------|
| Year  | Reading State | Reading SAAS | Math State | Math SAAS | Writing State | Writing SAAS | Science State | Science SAAS | Social Studies State | Social Studies SAAS |
| 2009 -2010  | 78            | 100          | 68         | 100       | n/a           | 96*          | 60            | 96           | 57                   | 98                  |
| 2008- 2009  | 81            | 100          | 66         | 99        | 76            | 100          | 59            | 93           | 55                   | 94                  |
| 2007- 2008  | 81            | 100          | 65         | 98        | 81            | 100          | 55            | 89           | 52                   | 93                  |

\* SAAS Self-Administered/Scored by UD

| <b>Percentage of SAAS Students Meeting or Exceeding the Standard<br/>Delaware Comprehensive Assessment (DCAS) Data<sup>3</sup> – Grade 8</b> |               |              |            |           |               |              |               |              |                      |                     |
|--|---------------|--------------|------------|-----------|---------------|--------------|---------------|--------------|----------------------|---------------------|
| Year   | Reading State | Reading SAAS | Math State | Math SAAS | Writing State | Writing SAAS | Science State | Science SAAS | Social Studies State | Social Studies SAAS |
| 2011-2012  | 74            | 100          | 74         | 100       | n/a           | 98*          | 51            | 95           | n/a                  | n/a                 |
| 2010 -2011   | 61            | 95           | 62         | 97        | n/a           | 94*          | 48            | 85           | n/a                  | n/a                 |

\* SAAS Self-Administered/Scored by UD

Below you will find the DSTP data (2007-2010) and DCAS data (2010-2012) for students in 6<sup>th</sup> and 7<sup>th</sup> grades, despite those grade configurations not being a part of the Performance Agreement. Students in 6<sup>th</sup> and 7<sup>th</sup> grades also performed very well. In each of the testing areas, reading, math, writing, science and social studies, students at Sussex Academy of Arts & Sciences performed significantly higher than the State's result in those areas.

| <b>Percentage of SAAS Students Meeting or Exceeding the Standard<br/>DSTP and DCAS Data – Grade 7</b> |                       |              |                    |           |               |              |                      |                     |  |
|---|-----------------------|--------------|--------------------|-----------|---------------|--------------|----------------------|---------------------|--|
| Year  | Reading State Results | Reading SAAS | Math State Results | Math SAAS | Writing State | Writing SAAS | Social Studies State | Social Studies SAAS |  |
| 2011-2012   | 71                    | 99           | 70                 | 97        | n/a           | 90*          | 58                   | 95                  |  |
| 2010-2011   | 59                    | 95           | 60                 | 93        | n/a           | 94*          | 56                   | 96                  |  |
| 2009-2010   | 83                    | 99           | 70                 | 94        | n/a           | 96*          | n/a                  | n/a                 |  |
| 2008-2009   | 87                    | 99           | 71                 | 97        | n/a           | 96*          | n/a                  | n/a                 |  |
| 2007-2008   | 85                    | 100          | 68                 | 94        | 58            | 96           | n/a                  | n/a                 |  |

\* SAAS Self-Administered/Scored by UD

<sup>3</sup> Sussex Academy of Arts & Sciences only disaggregates for populations where it has more than 40 students in specific cells.

**Percentage of SAAS Students Meeting or Exceeding the Standard  
DSTP and DCAS Data – Grade 6**

| Year      | Reading State | Reading SAAS | Math State | Math SAAS | Writing State | Writing SAAS | Science State | Science SAAS | Social Studies State | Social Studies SAAS |
|-----------|---------------|--------------|------------|-----------|---------------|--------------|---------------|--------------|----------------------|---------------------|
| 2011-2012 | 74            | 96           | 67         | 90        | n/a           | 86*          | n/a           | n/a          | n/a                  | n/a                 |
| 2010-2011 | 62            | 91           | 57         | 85        | n/a           | 95*          | n/a           | n/a          | n/a                  | n/a                 |
| 2009-2010 | 74            | 98           | 73         | 94        | n/a           | 92*          | 77            | 97           | 64                   | 93                  |
| 2008-2009 | 83            | 98           | 75         | 97        | n/a           | 96*          | 78            | 97           | 65                   | 94                  |
| 2007-2008 | 81            | 97           | 75         | 92        | 70            | 99           | 80            | 97           | 66                   | 91                  |

\* SAAS Self-Administered/Scored by UD

**II. Positive Student Behavior Accountability**

During the term of this agreement, the school will demonstrate that its students exhibit positive behavior related to academic success through the following:

**A. Each year average daily attendance will be at least 95% of the average daily enrollment.**

**Result:**

The target was met. Sussex Academy of Arts & Sciences exceeded their target of 95% average daily enrollment.

| Average Daily Attendance |           |           |           |           |           |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade                    | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
| 6                        | 97%       | 97%       | 97%       | 97%       | 97%       |
| 7                        | 97%       | 96%       | 96%       | 96%       | 96%       |
| 8                        | 96%       | 96%       | 96%       | 96%       | 97%       |

**B. Each year the school will have less than 10 incidents of student misconduct that are required to be reported under DE code.**

**Result:**

Sussex Academy of Arts & Sciences had fewer reportable incidents than their target of 10 incidents. Therefore, the target was met.

| Reportable Student Misconduct Incidents |           |           |           |           |           |
|---|-----------|-----------|-----------|-----------|-----------|
| Grade                                   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
| 6                                       | 3         | 1         | 1         | 1         | 2         |
| 7                                       | 1         | 0         | 0         | 0         | 2         |
| 8                                       | 0         | 2         | 2         | 0         | 1         |
| <b>Total</b>                            | 4         | 3         | 3         | 1         | 5         |

**III. Parent Satisfaction and Market Accountability**

During the term of this agreement, the school will demonstrate that it has strong market accountability through the following:

**A. Each year the school will have at least enough students seek admission to the school to enroll at +/- 5% of the students authorized by its charter.**



**Result:**

Sussex Academy of Arts & Sciences' charter is authorized for 325 students each year. The data below shows the enrollment target for each year and the number of students who made formal application.

| Percentage of Students Enrolled Based Upon Charter Authorization |           |          |           |          |           |          |           |          |           |          |
|--|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|
| Grade  | 2011-2012 |          | 2010-2011 |          | 2009-2010 |          | 2008-2009 |          | 2007-2008 |          |
|  | Target    | #Applied | Target    | #Applied | Target    | #Applied | Target    | #Applied | Target    | #Applied |
| 6  | 110       | 215      | 110       | 201      | 110       | 201      | 110       | 211      | 110       | 198      |
| 7  | 0         | 14       | 0         | 1        | 0         | 1        | 0         | 8        | 0         | 15       |
| 8  | 0         | 9        | 0         | 0        | 0         | 0        | 0         | 4        | 0         | 2        |

**B. Each year at least 80% of the non-graduating student body will return to the school the following school year.**

**Result:**

The data below shows, Sussex Academy of Arts & Sciences consistently re-enrolled on average at least 94% of the students each school year of the charter agreement. The target was met.

| Percent of Students Returning From Previous Year |       |       |
|--|-------|-------|
| Year   | 6 → 7 | 7 → 8 |
| 2010-2011 ⇒ 2011-2012                            | 94%   | 99%   |
| 2009-2010 → 2010-2011                            | 91%   | 98%   |
| 2008-2009 → 2009-2010                            | 103%  | 92%   |
| 2007-2008 → 2008-2009                            | 96%   | 98%   |

**C. Each year the school will maintain an enrollment of at least 90% of the approved enrollment throughout the school year.**

**Result:**

Sussex Academy of Arts & Sciences maintained the number of students enrolled as of the September 30<sup>th</sup> count to the last week of school for indicated years of the Performance Agreement with an average of 98% based upon the data below. Therefore, the target was met.

| Number of Students Who Were Enrolled the Entire Year By Grade |     |     |     | Percent of Approved Enrollment |
|---|-----|-----|-----|--------------------------------|
| Year  | 6   | 7   | 8   |                                |
| 2011-2012   | 114 | 111 | 104 | 101%                           |
| 2010-2011   | 119 | 102 | 102 | 99%                            |
| 2009-2010   | 114 | 105 | 99  | 98%                            |
| 2008-2009   | 114 | 104 | 99  | 98%                            |
| 2007-2008   | 109 | 103 | 99  | 96%                            |

**D. Of all students entering the school at any grade, at least 70% will continue at the school through the end of the educational program of the school.**

**Result:**

Sussex Academy of Arts & Sciences maintains an average percentage of 81% for students completing the educational program regardless of the grade they entered the school.

| <b>Percent of Students Who Continue Through SAAS<br/>Regardless as to the Grade Entered</b> |          |          |          |
|---|----------|----------|----------|
| <b>Year</b>   | <b>6</b> | <b>7</b> | <b>8</b> |
| 2011-2012   | n/a      | n/a      | 81%      |
| 2010-2011   | n/a      | n/a      | 85%      |
| 2009-2010   | n/a      | n/a      | 86%      |
| 2008-2009   | n/a      | n/a      | 86%      |
| 2007-2008   | n/a      | n/a      | 84%      |

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

See Performance Agreement, Appendix U.

## **5. Evaluating Student Performance**

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

Sussex Academy of Arts & Sciences' faculty uses numerous data streams to make decisions relative to school performance and individual student performance. These data sources are the Delaware Comprehensive Assessment System (DCAS) results in Mathematics, Science, Social Studies, and English, beginning- and end-of-year writing assessments, report card grades, attendance statistics, and behavior incidents. With the internal assessments now required by Component V of the Delaware Performance Appraisal System (DPAS) II R, Sussex Academy of Arts & Sciences anticipates using that data to make instructional decisions as well. Both at the school level and at the team level, faculty review the data, consider the questions raised by the data, and then establish a course of action based on an assessment of needs. This occurs weekly at the team level and quarterly at the school level. Further, each teacher identifies his/her goals for the year; each department identifies its goals; each team identifies its goals; and the school identifies its goals. All goal-setting is based on student data. Sussex Academy of Arts & Sciences prepares an annual Student Achievement Plan based on that data.

As DCAS Component V information is rolled out, it is anticipated that the DDOE approved pre and post test content area tests will be factored into the Student Achievement Plan. At this time the administration and faculty are preparing to understand the system and participate in the required elements.

An example of goal setting for school year 2011-2012 is identified below:

**Sussex Academy (middle school) will demonstrate its students are increasing in academic achievement as measured by the Delaware Comprehensive Assessment System (DCAS) with regard to their Reading Accountability scores.**

Reading Targets:

100% of 6<sup>th</sup> grade students will increase Reading Accountability scores 40 points from the fall to spring test administration.

100% of 7<sup>th</sup> grade students will increase Reading Accountability scores 45 points from the fall to spring test administration.

100% of 8<sup>th</sup> grade students will increase Reading Accountability scores 50 points from the fall to spring test administration.

85% of 8<sup>th</sup> grade students will score at “advanced” on the Spring Reading 2012 DCAS

**Sussex Academy (middle school) will demonstrate its students are increasing in academic achievement as measured by the Delaware Comprehensive Assessment System (DCAS) and the End-of-Course Assessment with regard to Mathematics.**

Mathematics Targets:

100% of 6<sup>th</sup> grade students will increase their Mathematics Accountability scores 40 points from the fall to spring test administration.

100% of 7<sup>th</sup> grade students will increase their Mathematics Accountability scores 45 points from the fall to spring test administration.

100% of 8<sup>th</sup> grade students will increase their Mathematics Accountability scores 50 points from the fall to spring test administration.

85% of 8<sup>th</sup> grade students will score at “advanced” on the Spring Mathematics 2012 DCAS

To monitor progress related to these objectives, relevant student achievement data is screened regularly and support is provided to identify students demonstrating weaknesses in reading, writing, mathematics, social studies, and science compared to their peers at the school.

**Sussex Preparatory Academy** faculty will use numerous data streams to determine school and individual student performance. These data streams will be DCAS results in Mathematics, Science, Social Studies and English, beginning- and end-of-year writing assessments, report card grades, attendance statistics, and behavior incidents. Further, it is anticipated that DPAS II internal assessments will be used. It is anticipated that Sussex Preparatory Academy will use a similar goal-setting protocol to the one identified above.

- b. Describe the corrective action that will be taken when students do not meet performance expectations. (Renewals/Modifications Only - Describe how analysis of student evaluation information on the DSTP and other measures is used to guide instruction and improve student performance. Give examples from the current charter period of instructional change which has led to improved student performance.)**

Sussex Academy of Arts & Sciences has several mechanisms in place to take corrective action when students do not meet performance expectations. Below is a description of the ongoing methods used to assist students who do not meet performance expectations:

- Student Support Team - When a teacher notices a student is struggling, he/she confers with the other teachers for that grade-level team, provides interventions, and determines the effect of those interventions. If those interventions fail after a sequence of trials, the teacher may refer that child to the Student Support Team. The teacher provides documentation of the interventions that have been tried, along with a sample of the student’s work, to the Student Support Team. The Student Support Team meets to review the student’s work and the teacher’s evidence to verify the problem and develop classroom/family interventions and documents these on the team-parent collaboration form. The teacher engages in another series of interventions and documents the results. If there is no

improvement, he/she consults with the special education coordinator and may request further evaluation.

- Tutorials – Students’ state tests scores, other standardized measures, and low classroom performance are screened to look for indicators of academic difficulty. Where indicated, small-group tutorials are established to address academic difficulties.
- Summer Enrichment – Summer Enrichment may be required of all students in all grades that do not meet the standards on the external assessments in reading and mathematics and writing. Summer school may be offered to students who fail the coursework in reading, writing, and mathematics.
- Home/School Communications - Sussex Academy of Arts & Sciences provides a setting that expects students to be actively engaged in their own learning and parents to be involved in their children’s school program. The school routinely holds parent conferences and open houses. Parents receive interim reports mid-way through the nine-week marking period, and report cards at the end of the marking period. These formal communications are augmented with Student Planners (agenda books), a homework and message center on the school’s website, phone calls, email, a Home Access Center, etc.
- Each student maintains a portfolio that is both a showcase and a reflection of his/her ongoing academic work across all content areas. This ongoing documentation will better allow the school to monitor areas of concern.

- c. If the proposed school requests and receives a waiver for an enrollment preference for students at risk of academic failure, then describe the expected performance of each student on the Delaware Student Testing Program in each grade during the initial four year charter period. (Renewal/Modifications – provide original documentation and any changes)**

**NOTE: The applicant must agree and certify in the application that it will comply with the requirements of the State Public Education and Accountability System pursuant to 14 Delaware Code, Sections 151, 152, 153, 154, and 157 and Department rules and regulations implementing Accountability, to specifically include the Delaware Student Testing Program (Regulation 275, Subsection 4.2.1.1).**

**Further, the application must include certification that the proposed school’s mean student performance on the Delaware Student Testing Program assessments in each content area will meet or exceed the statewide average student performance of students in the same grades for each year of test administration. Applicants with enrollment preferences for students at risk of academic failure may request a waiver of this requirement in the application (Regulation 275, Subsection 4.2.2).**

Sussex Academy of Arts & Sciences will not use an enrollment preference for students at risk of academic failure.

Sussex Academy of Arts & Sciences will comply with the requirements of the State Public Education and Accountability System pursuant to 14 Delaware Code, Sections 151,152,153, 157 and Department rules and regulations implementing Accountability to specifically include the state testing program required.

Sussex Academy of Arts & Sciences students will meet or exceed the statewide average student performance on the DSTP/DCAS/or other required state assessment system in the same grades for each year of test administration.

## 6. Educational Program

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- a. **Provide a scope and sequence document for required content areas for proposed grades to be served over the first four years of the school charter.**

See the following appendices:

|  |            |
|--|------------|
| English/ Language Arts Curriculum Map and Units of Instruction         | Appendix E |
| Mathematics Curriculum Map and Units of Instruction                    | Appendix F |
| Physical Education and Health Curriculum Maps and Units of Instruction | Appendix G |
| World Language Curriculum Map and Units of Instruction                 | Appendix H |
| Visual Arts Curriculum Map and Units of Instruction                    | Appendix I |
| Performing Arts Curriculum Map and Units of Instruction                | Appendix J |

- b. **Provide a statement defining likely curriculum basis in each of the following areas (for new applicants this is a Phase I requirement, renewal and modification applicants must complete all sections):**

|                        |                            |
|------------------------|----------------------------|
| English/ Language Arts | Holt/ McDougall Literature |
| Mathematics            | Connected Mathematics      |
|                        | Holt/ McDougall            |
| Science                | Science Coalition          |
| Social Studies         | Social Studies Coalition   |

Sussex Academy of Arts & Sciences is currently modifying its curriculum maps to conform to the Common Core State Standards in reading, writing, and mathematics. Teachers and administrators are participating in DDOE sponsored professional development. In addition, our professional development plan calls for training with Expeditionary Learning and International Baccalaureate during the upcoming period of the charter renewal. The professional development plan and curriculum alignment is facilitated by the Instructional Leadership Team (ILT).

- c. **Provide a signed memorandum of understanding with the Science coalition the Mathematics coalition and the Social Studies coalition if chosen. For new applicants this is a Phase I requirement. Renewal and modification applicants attach the updated information as it has changed from your last renewal or original application.**

Science Coalition and Social Studies Coalition Memoranda of Understanding Appendix C

- d. **Provide a statement of plans for additional academic support for at risk students, including a description of how progress will be monitored for students' responses to intervention. For new applicants, this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

Sussex Academy of Arts & Sciences remains committed to successful academic achievement for all students, including those who may need additional support. To that end, providing additional academic support for at-risk students will include, but is not limited to:

- Co-teaching by regular education and special education teachers
- Tutorial services (before and after school)
- Summer Enrichment for students not meeting the standards in reading, writing, or mathematics
- Response to Intervention
- High parental involvement

- e. **Provide a list of courses at grades 9-12 with sufficient detail to meet the state requirements for graduation and any and all Career and Technical Education (CTE) pathways courses. (secondary only) For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

See the High School Course Description Handbook, Appendix K for a complete listing of high school courses. There is no Course Description Handbook for the middle school in that all students take the same courses.

- f. **Provide the Teacher to student ratio for the school. For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

The teacher-to-student ratio for the school will be approximately 1 to 22 - 24.

- g. **Provide a description of the unique features of the school's educational plan including differentiated instruction, special materials and use of technology to serve the intended population of the school. For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

#### **Academics:**

Sussex Academy of Arts & Sciences uses the Expeditionary Learning model, which was created in 1991. It emphasizes high achievement through active learning, character growth, and teamwork. Expeditionary Learning emphasizes five core practices, which are:

- o *Learning Expeditions:* Challenging, interdisciplinary, real-world projects and in-depth studies that support critical literacy and address central academic standards of content, while promoting character development and fostering a service ethic.
- o *Active Pedagogy:* Teachers use active pedagogy to help students become active and collaborative learners, to make connections, to find patterns, to see events from different perspectives, to experiment, to go beyond the information given, and to develop empathy and compassion for events, people, and subjects.
- o *School Culture and Character:* Build shared beliefs, traditions, and rituals in order to create a school culture that is characterized by a climate of physical and emotional safety, a sense of adventure, an ethic of service and responsibility, and a commitment to high-quality work.
- o *Leadership and School Improvement:* Create a professional community that focuses on curriculum and instruction as the primary vehicles for improving student achievement and school culture.
- o *School Structures:* Utilize longer and more flexible schedule blocks, common planning time, heterogeneous groupings, and/or looping to ensure student success.

Expeditionary Learning energizes student motivation and engagement through high-level tasks and active roles in the classroom. Case studies and projects are used to connect students to real-world audiences and compel them to care about and contribute to their local communities. Setting clear expectations and tight follow-through are of paramount importance to the building of respect and responsibility, teamwork and contribution, and commitment to high-quality work. The model trusts students with deep cognitive

challenges and important responsibilities and prepares them to be leaders, and also enables them to develop the critical thinking and problem-solving skills needed for students to succeed in college and beyond.

Schools that implement the Expeditionary Learning model have test scores that exceed district averages, often by substantial margins. In the exemplary high schools using the EL model, 100% college acceptance is the standard. Not only do students achieve at higher levels than their peers on state tests, but they also gain skills critical to college readiness and success — problem solving, critical thinking, persistence toward excellence, and active citizenship.<sup>4</sup>

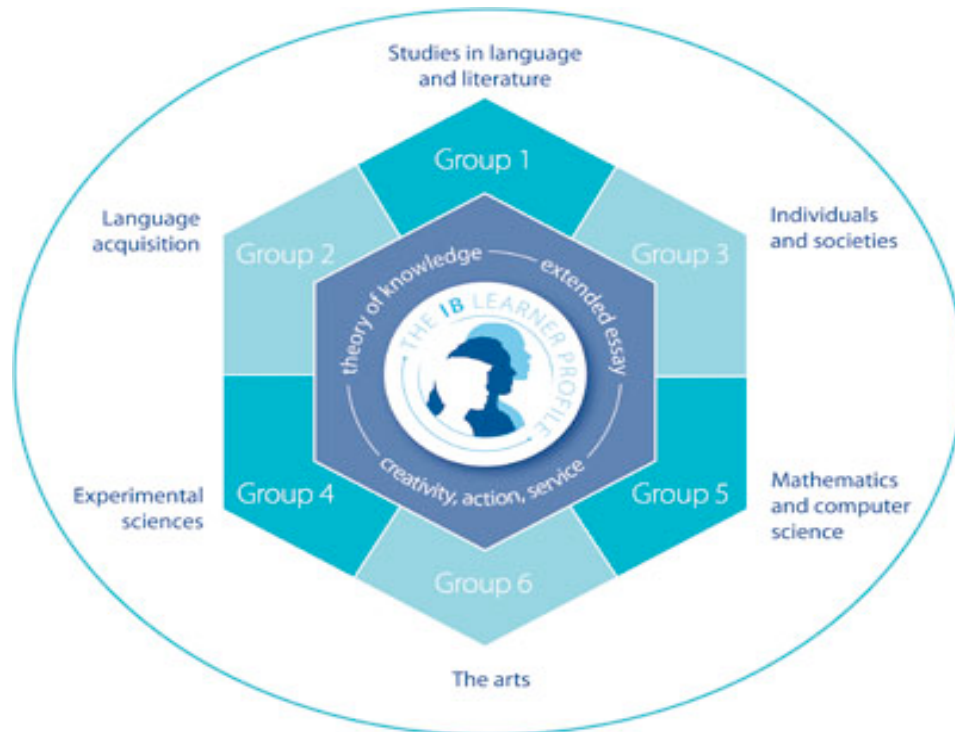
Sussex Preparatory Academy also intends to layer the Expeditionary Learning model with the International Baccalaureate (IB) Diploma Programme in 11<sup>th</sup> and 12<sup>th</sup> grades. The IB Diploma Programme, a demanding two-year curriculum that leads up to final examinations, is a qualification that is welcomed by leading universities around the world and will offer Sussex Preparatory Academy students an opportunity to excel.

The International Baccalaureate was founded in 1968 as a non-profit educational foundation, and it prides itself on its high-quality contributions to education. Its program currently serves 972,000 students studying at 3,294 schools in 141 countries. IB encourages international-mindedness, requiring students to develop an understanding of their own cultures and national identities first, and then to learn a second language and the skills required to live and work internationally with others. A positive attitude towards learning is also promoted. The program requires students to ask challenging questions, think critically, develop research skills, and learn how to learn.

International Baccalaureate (IB) Diploma Programme students study six courses, which include: Studies in Language and Literature, Language Acquisition, Individuals and Societies, Experimental Sciences, Mathematics and Computer Science, and the Arts. Each course of study will offer courses at both a standard level (SL) and a higher level (HL), and every student will take three HL courses and three SL courses. Students will choose either a Humanities or a Mathematics/ Science focus. The students' focus will dictate which courses are to be taken. Humanities students take HL courses in Studies in Language and Literature (English), Language Acquisition, and Individuals and Societies; they take Standard level 'SL' courses in Math Studies/ Mathematics, Sciences, and The Arts. Students with a Mathematics/ Science focus take HL courses in Studies in Language and Literature (English), Mathematics and Computer Science, and Sciences; they take SL courses in Language Acquisition, The Arts, and Individuals and Societies. HL courses require 250 hours of student contact over two years, ensuring breadth of experience. SL courses require 150 hours of student contact time. One of each student's SL courses must span two years; however, the others can be completed in one year. The IB Diploma Programme curriculum is modeled by a hexagon with six academic areas surrounding the three core requirements. See the diagram below.

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<sup>4</sup> Expeditionary Learning <http://elschools.org>



In addition, the International Baccalaureate Diploma Programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding. They are as follows: The Extended Essay, which is an independent research study of a question relating to one of the subjects the student is studying; the Theory of Knowledge (TOK) course, which is designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language, and reason) and different kinds of knowledge (scientific, artistic, mathematical, and historical); and Creativity, Action, Service (CAS), which requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately. The Theory of Knowledge course spans two years and requires 100 hours of student contact time.

In the Theory of Knowledge course, students will study a phenomenon through the lens of each discipline so that they understand that issues and phenomena are multi-layered and complex. In grades 6-10, as students engage in Expeditions, teachers ask them to think about single issues from multiple perspectives and to complete projects and writing tasks that reflect their integrated and comprehensive understanding of the issues or topics. In the Expeditions, the study of a phenomenon through multiple lenses is embedded in the instruction and the project. However, in the Theory of Knowledge class, teachers will be explicit and identify the lens through which students will study an issue, helping them to connect their learning and understanding to a specific discipline. For example when considering the phenomenon of ‘urban development,’ students may be asked to research and discuss questions, such as: What geographic features are beneficial to the city and led to its development at that place? What is the impact on the natural ecosystem of the development? How has the concentration of people led to the development of arts and literature? How does census data reflect the shifting populations? Additional questions are outlined in Figure 1, and show how students might consider one topic through the lens of each discipline.



Figure 1:

| Discipline              | Essential Questions Related to the Discipline  |
|-------------------------|--|
| Social Studies          | <ul style="list-style-type: none"> <li>• Why did the city develop at its current location?</li> <li>• What geographic features encouraged development?</li> <li>• What are the challenges of having so many people living closely together?</li> <li>• How has a governance system developed to manage the people?</li> <li>• How has the city changed over time?</li> <li>• Has the change been a good thing for everyone in the city?</li> <li>• How has economic development impacted the lifestyles of the people who live there?</li> </ul> |
| Science                 | <ul style="list-style-type: none"> <li>• How has the development impacted the local ecosystem?</li> <li>• How has the ecosystem of the area changed over time?</li> <li>• What has changed and what remains?</li> <li>• Do the people value the ecosystem in which they live? Why or why not?</li> <li>• What actions are they taking, if any, to repair the ecosystem? Will they work?</li> <li>• What is an acceptable level of impact on an ecosystem as an area develops?</li> </ul>   |
| Literature and the Arts | <ul style="list-style-type: none"> <li>• How has the growing population allowed for the development of the arts?</li> <li>• What products have been produced from this city?</li> <li>• How does the artwork reflect the culture and population of the area?</li> <li>• Did all of the people enjoy similar art and literature?</li> <li>• What can we learn about the people from the art and literature they produced?</li> <li>• How is the development of the art and literature of the area related to urban development?</li> </ul>        |
| Math                    | <ul style="list-style-type: none"> <li>• What do the census data show about where and how people lived?</li> <li>• Are there pockets of groups of populations?</li> <li>• How can maps be used to determine the geographic area on which people live?</li> <li>• Is the allocation of the square acreage on which people live equitable? Does that matter?</li> <li>• How can census data and economic forecasting be used to project the future needs of a city?</li> <li>• How can numbers tell the story of urban development?</li> </ul>     |

The chart below illustrates the similarities and complementary features of the Expeditionary Learning model and the International Baccalaureate Diploma Programme.

| Expeditionary Learning   | International Baccalaureate  |
|--|--|
| Philosophy <ul style="list-style-type: none"> <li>Academic knowledge, critical thinking, and problem-solving</li> <li>High expectations</li> <li>Leadership in school and community</li> </ul> | Philosophy <ul style="list-style-type: none"> <li>Idealistic, peace promoting</li> <li>Culturally aware</li> <li>Quality standards</li> <li>University Recognition and Challenge</li> </ul>  |
| Dynamic leadership   | Risk-Takers  |
| Compelling curriculum <ul style="list-style-type: none"> <li>Big Ideas</li> <li>Real-world problems</li> </ul>   | Global Significance  |
| Engaging Instruction <ul style="list-style-type: none"> <li>Project-based</li> <li>Inquiry-based</li> <li>Critical Thinking</li> <li>Field Work</li> <li>Interdisciplinary</li> </ul>          | Engaging Instruction <ul style="list-style-type: none"> <li>Inquiry</li> <li>Big ideas/Key concepts</li> <li>Critical Thinking</li> <li>Communicators</li> <li>Interdisciplinary</li> </ul>  |
| Continuous Assessment <ul style="list-style-type: none"> <li>Literacy Focused</li> <li>Portfolio</li> </ul>  | Rigorous assessment <ul style="list-style-type: none"> <li>Final Examinations</li> <li>Extended essay</li> <li>Research Question</li> </ul>  |
| Positive School Culture <ul style="list-style-type: none"> <li>Character education</li> <li>Service</li> </ul>   | <ul style="list-style-type: none"> <li>Caring</li> <li>Create a better, more peaceful world</li> <li>Act with integrity and honesty</li> <li>Open-minded</li> <li>Intellectual, physical, and emotional balance</li> <li>Encourages athletics and community service</li> </ul> |
| Professional Development   | Professional Development   |

### Instructional Schedules:

Sussex Academy currently operates on a block schedule. See the charts below for grade-level schedules.

| Team 1- Grade 8                     |                                 |                                 |  |                                     |
|-------------------------------------|---------------------------------|---------------------------------|--|-------------------------------------|
| Monday                              | Tuesday                         | Wednesday                       | Thursday                                       | Friday                              |
| Academic Block<br>8:30 to 12:30     | Academic Block<br>8:30 to 10:33 | Morning Meeting<br>8:30 to 8:45 | Morning Meeting/<br>Class Time<br>8:30 to 9:45 | PLC<br>7:45 to 9:40                 |
|                                     | Exploratory<br>10:35 to 11:25   | Exploratory<br>8:45 to 9:35     | Exploratory<br>9:45 to 10:35                   | Extended Explor.<br>8:35 to 9:40    |
|                                     | Lunch<br>12:33 to 1:03          | Academic Block<br>9:35 to 12:30 | Class Time<br>10:35 to 12:30                   | Academic Block<br>9:40 to 12:30     |
| Lunch<br>12:33 to 1:03              | Academic Block<br>1:05 to 3:05  | Lunch<br>12:33 to 1:03          | Lunch<br>12:33 to 1:03                         | Lunch<br>12:33 to 1:03              |
| Academic Block<br>1:05 to 2:25      |                                 | Academic Block<br>1:05 to 3:05  | Academic Block<br>1:05 to 3:05                 | Academic Block<br>1:05 to 2:25      |
| Portfolio/Band/RTI<br>2:25 to 3:05  |                                 |                                 |  | Portfolio/RTI/Clubs<br>2:25 to 3:05 |
| Homeroom and Dismissal 3:05 to 3:10 |                                 |                                 |  |                                     |

| Team 2- Grade 7 |         |           |          |        |
|-----------------|---------|-----------|----------|--------|
| Monday          | Tuesday | Wednesday | Thursday | Friday |

|                                    |  |  |  |   |
|------------------------------------|--|--|--|---|
| Academic Block<br>8:30 to 11:25    | Academic Block<br>8:30 to 9:40                                   | Academic Block<br>8:30 to 9:40                                   | PLC<br>7:45 to 9:40<br>Extended Explor.<br>8:35 to 9:40    | Academic Block<br>8:30 to 9:40  |
| Lunch<br>11:27 to 11:57            | Exploratory<br>9:40 to 10:30<br>Academic Block<br>10:30 to 11:25 | Exploratory<br>9:40 to 10:30<br>Academic Block<br>10:30 to 11:25 | Academic Block<br>9:40 to 11:25                            | Exploratory<br>9:40 to 10:30<br>Academic Block<br>10:30 to 11:25                                  |
| Academic Block<br>12:00 to 2:25    | Lunch<br>11:27 to 11:57<br>Academic Block<br>12:00 to 3:05       | Lunch<br>11:27 to 11:57<br>Academic Block<br>12:00 to 3:05       | Lunch<br>11:27 to 11:57<br>Academic Block<br>12:00 to 3:05 | Lunch<br>11:27 to 11:57<br>Academic Block<br>12:00 to 2:25<br>Portfolio/RTI/Clubs<br>2:25 to 3:05 |
| Portfolio/Band/RTI<br>2:25 to 3:05 | Homeroom and Dismissal 3:05 to 3:10                              |  |  |   |

| Team 3- Grade 6                    |  |  |  |  |
|------------------------------------|--|--|--|--|
| Monday                             | Tuesday  | Wednesday  | Thursday   | Friday   |
| Academic Block<br>8:30 to 12:00    | PLC<br>7:45 to 9:40<br>Extended Explor.<br>8:35 to 9:40    | Academic Block<br>8:30 to 10:35<br>Exploratory<br>10:35 to 11:25   | Academic Block<br>8:30 to 10:35<br>Exploratory<br>10:35 to 11:25 | Academic Block<br>8:30 to 10:35<br>Exploratory<br>10:35 to 11:25       |
| Lunch<br>12:00 to 12:30            | Academic Block<br>9:40 to 11:57<br>Lunch<br>12:00 to 12:30 | Morning<br>Mtg./TAS *<br>11:25 to 11:57<br>Lunch<br>12:00 to 12:30 | Morning<br>Mtg./TAS<br>11:25 to 11:57<br>Lunch<br>12:00 to 12:30 | Morning Mtg./TAS<br>11:25 to 11:57<br>Lunch<br>12:00 to 12:30          |
| Academic Block<br>12:30 to 2:25    | Academic Block<br>12:30 to 3:05                            | Academic Block<br>12:30 to 3:05                                    | Academic Block<br>12:30 to 3:05                                  | Academic Block<br>12:30 to 2:25<br>Portfolio/RTI/Clubs<br>2:25 to 3:05 |
| Portfolio/Band/RTI<br>2:25 to 3:05 | Homeroom and Dismissal 3:05 to 3:10                        |  |  |  |

\*Team Academic Support

Sussex Preparatory Academy will use a modified block schedule, since the International Baccalaureate (IB) Diploma Programme lends itself to a modified block. The advantages are listed below:

- 90-minute block supports student-centered, inquiry based learning methodologies.
- Students can take six major courses, three each day, without overload

A sample semester schedule is shown below:

| "A" Day |                     |
|---------|---------------------|
| Period  | Time                |
| 1       | 8:30 am – 10:00 am  |
| 2       | 10:05 am – 11:35 am |
| Lunch   | 11:33 am – 12:03 pm |
| 3       | 12:05 pm – 1:35 pm  |
| 4       | 1:40 pm – 3:10 pm   |

| "B" Day |                     |
|---------|---------------------|
| Period  | Time                |
| 5       | 8:30 am – 10:00 am  |
| 6       | 10:05 am – 11:35 am |
| Lunch   | 11:33 am – 12:03 pm |
| 7       | 12:05 pm – 1:35 pm  |
| 8       | 1:40 pm – 3:10 pm   |

See the sample middle school student where all students take the same classes.

| <b>Middle School Student</b> |                           |                           |
|------------------------------|---------------------------|---------------------------|
| <b>Grade 6</b>               | <b>Grade 7</b>            | <b>Grade 8</b>            |
| Reading                      | Reading                   | Reading                   |
| Writing                      | Writing                   | Writing                   |
| Mathematics                  | Mathematics               | Algebra I                 |
| Science                      | Science                   | Science                   |
| Social Studies               | Social Studies            | Social Studies            |
| Computer                     | Computer                  | Computer                  |
| Health/PE                    | Health/PE                 | Health/PE                 |
| Music                        | Music                     | Music                     |
| Math Exploratory             | Math Exploratory          | Math Exploratory          |
| Creative Expressions         | Creative Expressions      | Creative Expressions      |
| Crew – CPR *<br>Portfolio    | Crew – CPR *<br>Portfolio | Crew – CPR *<br>Portfolio |

\*CPR – Circle of Power and Respect

See the sample high school student, which will vary depending upon their pathway.

| <b>Humanities Student with Communications</b> |                                 |                  |   |  |
|---|---------------------------------|------------------|---|--|
| <b>Grade 9</b>                                | <b>Grade 10</b>                 | <b>IB Groups</b> | <b>Grade 11</b>   | <b>Grade 12</b>  |
| Survey of Literature                          | World Literature                | <b>1</b>         | English HL<br>American Literature                         | English HL<br>European Literature                              |
| Spanish I - Honors                            | Spanish II - Honors             | <b>2</b>         | Spanish III HL  | Spanish IV HL  |
| Civics/Geography                              | Economics                       | <b>3</b>         | History HL<br>United States<br>History                    | History HL<br>Modern World 20 <sup>th</sup><br>Century History |
| Earth & Physical<br>Sciences                  | Biology                         | <b>4</b>         | Chemistry SL  | Physics SL   |
| Algebra I<br>or Geometry                      | Geometry<br>or Algebra II       | <b>5</b>         | Math Studies/Math<br>SL<br>Algebra II<br>or Pre-Cal/ Trig | Math Studies/Math SL<br>Pre-Cal/ Trig<br>or AB Calculus        |
| Speech and<br>Multimedia<br>Presentation      | Elective                        | <b>6</b>         | Career<br>Communications                                  | Print Media  |
|   | Elective                        |                  |   |  |
| Physical Education/<br>Health                 | Driver's Education/<br>Elective |                  | Theory of<br>Knowledge                                    | Theory of<br>Knowledge   |
| Crew <sup>5</sup>                             | Crew                            |                  | Crew  | Crew   |
| Elective                                      | Elective                        |                  | Elective  | IB Exam Preparation  |

<sup>5</sup> Student advisory course specific to Expeditionary Learning that provides an opportunity for mentoring, team building and collaboration for community service opportunities.

| <b>Mathematics/ Science Student with Mathematics Pathway</b> |                               |                  |  |  |
|--|-------------------------------|------------------|--|--|
| <b>9<sup>th</sup> Grade</b>                                  | <b>10<sup>th</sup> Grade</b>  | <b>IB Groups</b> | <b>11<sup>th</sup> Grade</b>           | <b>12<sup>th</sup> Grade</b>                                   |
| Survey of Literature   | World Literature              | <b>1</b>         | English HL<br>American Literature      | English HL<br>European Literature                              |
| Spanish I  | Spanish II                    | <b>2</b>         | Spanish III SL                         | Spanish IV SL<br>(Optional)                                    |
| Civics/Geography   | Economics                     | <b>3</b>         | History SL<br>United States<br>History | History SL<br>Modern World 20 <sup>th</sup><br>Century History |
| Earth & Physical<br>Sciences                                 | Biology                       | <b>4</b>         | Chemistry HL                           | Physics HL   |
| Algebra II   | Pre-Calculus/<br>Trigonometry | <b>5</b>         | Math HL<br>BC<br>Calculus/Statistics   | Math HL<br>BC Calculus/Statistics                              |
| Finite Math  | Elective                      | <b>6</b>         | Discrete Math                          | Ordinary Differential<br>Equation                              |
|  | Elective                      |                  |  |  |
| Physical Education   | Physical Education            |                  | Theory of<br>Knowledge                 | Theory of<br>Knowledge   |
| Health   | Driver's Education            |                  |  |  |
| Crew <sup>3</sup>  | Crew                          |                  |  |  |
| Elective   | Elective                      |                  |  |  |
|  |                               |                  | Crew                                   | Crew   |
|  |                               |                  | Elective                               | IB Exam Preparation  |

### **Advisory (Crew):**

Sussex Academy students begin each day in Advisory/ Homeroom (Crew). Advisory is a small-group activity designed to provide students with an opportunity to develop close relationships with students and teachers in order to build a sense of community, assist students in preparing for college, and develop strong relationships with parents. During advisory, students facilitate the morning meeting known as Circle of Pride and Respect (CPR), where they recite the Pledge of Allegiance, announce school plans, conduct a morning reading, and participate in a group activity. The purpose of CPR is to bond the students and teachers. Sussex Preparatory Academy will establish a similar Advisory system for the purpose of building community and helping students establish college plans and career goals.

### **Expeditions:**

Each year there are two school-wide expeditions, one in the fall and one in the spring. School-wide expeditions are designed to foster camaraderie and team-building amongst faculty, staff, and students. Expeditions also reinforce team and school expectations and build the school climate to set the tone for the school year. There are also grade-level expeditions throughout the year that address the Common Core State Standards and the Delaware Content Standards. The expeditions are project-based and revolve around a theme or issue. Expeditions often take students outside of school in field work where students engage in authentic research and related experiences. Expeditions are in-depth studies of a theme or issue. Expeditions vary in length, depending on the concepts covered, and begin with a series of guiding questions. Examples of school-wide and grade level expeditions are below.

Sussex Academy's most recent school-wide expedition was entitled *A Hero for Everyone*. Students were asked three questions: (1) What is a hero? (2) How do we remember or memorialize our heroes? (3) How has my learning about heroes contributed to who I am? In multi-age learning groups, students chose a topic of their interest and researched heroes in many fields ranging from a local community leader, Dale Dunning of the Jusst Sooup Ministry, to local men and women who serve in the military, to research scientists who work for DuPont, to doctors who work in community hospitals. During this expedition, students conducted fieldwork at places such as the Jusst Sooup Ministry, the Smithsonian, Arlington National Cemetery, U.S. Military Academy, Beebe Hospital, and DuPont Company. They had

opportunities to work and talk with scientists from the DuPont Company, with active and retired military personnel, or with local hero Dale Dunning of the Just Soup Ministry. Students completed service projects including a food drive, making Prisoner of War (POW) and Missing in Action (MIA) shadow boxes for local Veterans of Foreign Wars (VFW) organizations, making care packages for soldiers, and presenting awards to DuPont scientists. The expedition culminated with the *A Hero for Everyone* showcase, which was set up in the gymnasium. Students, their families, and community members were invited to take part in the event. Students were required to visit multiple booths to ensure that they had the opportunity to learn about heroes other than the ones they selected. Students completed a reflection summary for each booth they visited. In the spring, there was another school-wide expedition that crossed all three grade levels and focus on student-selected topics. This expedition was entitled “Zoom In.”

A recent 6<sup>th</sup>/7<sup>th</sup> grade-level expedition was called *Mapping the Adventure*. The students were to design a theme park based on a work of historical fiction that they had selected to read. The students had a choice of five books. This expedition involved the four content areas of English Language Arts, Social Studies, Science, and Mathematics, with the content standards to be met identified. There were three Guiding questions: (1) How does one evaluate the accuracy of historical fiction? (2) What role does geometry play in our lives? (3) How can the principles of force and motion be identified in our lives? While the kick-off may vary, one kick-off activity involved the students moving from station to station and building a marshmallow castle. During the kick-off, students had to design book marks for the novels they had selected to study, and they learned about the impending service project. As the students worked through the instructional unit, there were projects in each of the content areas. For example, in reading, the students were in book clubs; they made board games and had a characterization project. In writing, they developed a mini-mystery. In social studies and mathematics, they had a castle project and designed a theme park. Then in science they designed a park ride using the concepts of simple machine. During the expedition, fieldwork was conducted at Delaware Technical and Community College. There were two different service projects – the “Walk for Wishes” walk-a-thon to benefit the Make-A-Wish Foundation, and the “Warrior Weekend,” which provides a weekend of relaxation for wounded American troops. Finally, the expedition was capped off with a celebratory trip to Busch Gardens, a medieval theme park, and a Showcase at which projects were displayed for parents and the community.

The administration and faculty plan to have students participate in the expedition, *So, You Think You Can Vote!* During November 2012. This expedition is specifically tied to Civics standards and will focus on this the election process. Fieldwork will be conducted in Washington, D.C. with the entire student body. The Showcase will include a game show conducted by a local T.V. personality. It is anticipated that local political groups and politicians will visit the school as resource people.

Through participation in the expeditions, students are actively engaged in real-world problems within a project-based experience. The approach is not that of the traditional classroom; rather, there is a protocol for the expeditions that includes a Kick-off, the Learning Activities, Fieldwork with experts, Service Projects, and a Showcase. Thus, all expeditions begin with a kick-off that identifies the purpose or goal of the expedition and helps to excite the students about what they will be learning. The learning activities are authentic and real-world. The service component helps to increase awareness of, and empathy for, issues facing the community, country, and world, and then enables students to do something about those issues. Students become more compassionate and as a result become better local and global citizens. The showcase provides students with the opportunity to present their work publicly to their families and community and also compels them to reflect upon their own learning.

Students at Sussex Preparatory Academy will also participate in both school-wide and grade-level expeditions. Examples of potential expeditions and how they align and integrate with the core content area can be found in the High Level Scope and Sequence Matrix Section in Appendix D.

### **Academic Pathways:**

According to the Department of Education’s technical assistance guide for Career Pathways, the course of study “should provide students effective technical and academic preparation for entry into high-skill, high-wage, and high-demand occupations while preparing for postsecondary education.”<sup>6</sup> Sussex Preparatory Academy students will offer students four pathways in the areas of the communication, mathematics, arts and language.

### **Teams:**

Sussex Academy (grades 6-8) has three teams, each of which has approximately 100 students. The teachers on each team have classrooms that are adjacent to one another, which fosters collaboration. The students in grades six and seven spend those two years with the same group of teachers. Students take the core classes as well as exploratory courses. All students in the building rotate through the same exploratory courses, which are: Physical Movement, Creative Expression, Music, Mathematics Exploration, and Computer Technology.

Sussex Preparatory Academy will ultimately have four teams when the school enlarges fully to include twelfth grade. The teams will be formed by grade level. Students will take the core classes, English, Mathematics, Science and Social Studies, as well as Spanish, Health and Physical Movement, and Computer Technology at the appropriate grade levels.

### **Dual Enrollment:**

Sussex Preparatory Academy anticipates that students will be able to matriculate at University of Delaware (UD) and Delaware Community and Technical College (DTCC) in a dual enrollment program. This will allow students to accelerate their individual post-secondary interests by taking college course while in high school. A few of the benefits of students participating in a dual enrollment program are:

- Earn college credits and high school credits at the same time
- Gain experience taking college-level courses
- Take courses not available at the school
- Enhance college applications

### **Portfolios:**

The portfolio is a collection of work that shows what the student has been working on, learning to do, and thinking about each year at Sussex Academy of Arts & Sciences. Each student portfolio is both a showcase of the student’s best work and an illustration of his/her academic growth over time. Each portfolio is unique to the individual student because of his/her choice of artifacts and personal reflections. Yet the portfolios also show some commonalities across grade-level teams and departments as teachers require certain artifacts and reflections. Ultimately, the intent of the portfolio is to document students’ mastery of the Delaware Content Standards, to highlight the EL principles as well as the IB Programme in 11<sup>th</sup> and 12<sup>th</sup> grades, to chronicle student progress throughout the year, and to assess continuous student performance.

Since portfolios chronicle growth over time, the expectations for students’ portfolio presentations change as they advance through the grade levels. Students collect their work in binders and present their portfolios to their parents or guardians in the spring. The teachers determine the format of these presentations. Parent reviewers are coached by the teachers as to how to use the rubric around student

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<sup>6</sup> <http://www.delawarefirst.org>

presentation. The formal portfolio presentation lasts approximately 30 minutes. It is anticipated that Sussex Preparatory Academy students will maintain a yearly portfolio.

Because the primary purpose of the portfolio is to assess student growth, two elements are important components of the portfolio review process at Sussex Academy. In accordance with one of the core EL practices, which is to model a culture of reflection, critique, revision, and collaboration, students are required to write reflections about their artifacts. Another important element of the portfolio assessment is in the use of rubrics by reviewers. Appropriate rubrics provide a clear definition of what is being assessed and identify the degree to which students have met those expectations.

Generally, the students meet routinely with their portfolio facilitators to develop their portfolios. The facilitators monitor each student's progress and evaluate the portfolios at the end of the first semester and the end of the school year. As outlined in the Promotion and Retention Policy, students must satisfactorily complete their portfolio requirements in order to be promoted.

Thus, parents of all Sussex Academy of Arts & Sciences students will have ample opportunities to communicate with teachers in regards to their child's progress. Each student maintains a portfolio that is both a showcase and a reflection of his/her ongoing academic work across all content areas. Each spring, the student is required to present his/her portfolio to his/her parents/guardians or another adult trained to review portfolios.

### **Technology**

Sussex Academy of Arts & Sciences values technology and encourages its use in creative ways to support student learning in a safe and secure learning environment. In compliance with regulations, Sussex Academy of Arts & Sciences will use an Acceptable Use Policy that will be signed by each student enrolled at the school. For more information see Technology Plan, Appendix V.

- h. For new applicants, provide plans for professional development that outlines the initial three year approval span for the school with one year benchmarks. This is a Phase I requirement. For renewal and modification applicants provide plans for ongoing, high quality professional development for staff for the duration of the charter renewal as it varies from your last renewal or original application.**

The teaching staff of the Sussex Academy of Arts & Sciences routinely participates in professional development activities. The school uses the 6+1 Writing Traits model and all teachers have been trained in that model. The ELA teachers have conducted training in reading strategies for the entire faculty with the expectation that all teachers will use the instructional language and model adopted by the faculty across content areas. Common Core State Standards are being phased in. As a result, Sussex Academy has had faculty and administration involved in professional development opportunities in both reading and mathematics. Both new and veteran teachers participate in summer institutes relative to Expeditionary Learning, its practices and principles. Additionally, the original school designer develops and delivers refresher and enrichment workshops for the entire staff during pre-service days. These include analyzing learning outcomes and standardized test data. Each summer, the staff spends time analyzing school data, developing and revising curriculum maps, and planning the school's annual school-wide expeditions.

Throughout the school year, the members of the teaching staff participate in offsite professional development activities to train them to support the instructional goals and objectives of the school. Teachers are encouraged within their disciplines to take an active role in professional development. Teachers in all content areas routinely attend benchmarking and standards-setting sessions offered through the Department of Education. Sussex Academy of Arts & Sciences' participation in the Science



and Social Studies coalitions provide opportunities for content-specific teacher training. Sussex Academy of Arts & Sciences is a member of the English Language Arts, Math, Science, and Social Studies coalitions. Further, the faculty has received training on *Enhancing Professional Practice, A Framework for Teaching*. Sussex Academy of Arts & Sciences' faculty has also received training in the Delaware Performance Appraisal System (DPAS) II. During school year 2012-2013 it is expected that professional development will focus on these areas: DCAS II, Component V, Common Core Standards, Expeditionary Learning, and beginning International Baccalaureate off site. The school's professional development calendar is developed annually by the Instructional Leadership Team.

Some of the most valuable professional development occurs within the context and structure of the school, where teachers confer in team meetings and department meetings relative to curriculum, instruction, school climate, and student progress. Sussex Academy of Arts & Sciences has incorporated Professional Learning Communities (PLCs) within each team structure. In the PLC, teachers review student data as well as discuss and model professional practice. Sussex Academy of Arts & Sciences has implemented a walk-through process where the DPAS II component is used to gather evidence of practice while focusing on literacy across the school. The teachers engage in true collaborative efforts to exemplify a professional learning community. Further, Sussex Academy of Arts & Sciences is using the Data Coach services that were provided through the Race to the Top efforts.

As the high school program is developing, there will be specific professional development for the upper-school teachers as it relates to the Expeditionary Learning model and the International Baccalaureate (IB) Diploma Programme. Expeditionary Learning and IB achieve success by providing schools with an extensive professional development program. Over a multi-year period, school faculties and administrators are offered a coherent, demanding, and highly regarded program of professional development to implement the model and to realize significant improvement in student learning and character development.

- i. Provide three units of instruction for Mathematics, English Language Arts, Science, Social Studies, Visual & Performing Arts, World Languages, Health Education & Physical Education at each grade cluster in which the school intends to serve students. For new applicants, this is a Phase II requirement. For renewals and modifications provide updated information as it may differ from your last renewal or original application.**

See Curriculum Maps and Alignment in Education Appendixes D-J.

- j. Provide a description of major curricular resource adoptions for Mathematics, English Language Arts, Science and Social Studies. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

Sussex Academy of Arts & Sciences has not had any major curricular adoptions since its last renewal. The only new curriculum designed was illustrated in the charter modification approved in Spring 2012.

It is important to note, however, that the administration and faculty are participating in various professional development activities as they apply to the Common Core Standards and DCAS II. Faculty members have been involved in benchmarking and item writing, for example. Further, the administration and faculty are working with University of Delaware faculty in the areas of reading and writing and attended recent DOE sponsored professional development. Also, as members of the science and social studies Coalitions, our faculty are involved with those content area initiatives as well as the mathematics initiatives. The administration and faculty are aware of the curriculum shifts within the Common Core Standards. The school is in the process of revamping all content area programs to ensure alignment with

the Common Core Standards. As these evolve, curriculum maps and instructional units can be made available.

- k. A detailed chart showing alignment of instruction to standards. This is a Phase II requirement and for new applicants only.**

Sussex Academy of Arts & Sciences is an existing charter school.

- l. Provide a detailed description of how instructional strategies and formative and summative assessment strategies will be aligned. This is a Phase II requirement and for new applicants only.**

Sussex Academy of Arts & Sciences is an existing charter school.

- m. Provide a detailed description of how the alignment will enhance student learning. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

Sussex Academy of Arts & Sciences did not have any changes in the alignment of student learning since its last renewal. However, it has been noted that as the school makes instructional shifts based on the Common Core Standards, the administration and faculty will devise updated curriculum maps, instructional units, and assessments. The school is using the professional development resources provided by the DDOE. The administration and faculty began this process in the Spring 2010 and continues to work within the frameworks of Common Core State Standards and the Smarter Balanced frameworks. The school has used the resources provided by DDOE, University of Delaware, and Expeditionary Learning.

- n. Provide a copy of the school calendar and master instructional schedule. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

See the School Calendar, located in the Student Handbook Appendix X.

- o. Provide a copy of Career and Technical Education pathway and course approval documents. (secondary only) This is a Phase II requirement and for new applicants only.**

Sussex Academy of Arts & Sciences is an existing charter school.

## **7. Students with Special Needs**

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- a. Describe the school's plan for ensuring compliance with state and federal statutes and regulations related to the identification, evaluation, and education of students with disabilities. Include a description of the school's specific actions steps to ensure compliance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.**

Sussex Academy of Arts & Sciences is in full compliance with the Individuals with Disabilities Education Act (IDEA) 2004, the State Special Education Regulations (June 4, 2007) and Section 504 of the Vocational Rehabilitation Act of 1973. Sussex Academy of Arts & Sciences provides a free, appropriate, public education to all students and no student is denied admission on the basis of his/her disability. Further, the school provides support systems for those students who learn differently.

- Sussex Academy of Arts & Sciences has in place the necessary programs to optimize the success of students with disabilities in the general curriculum utilizing inclusion settings. In addition, Sussex Academy of Arts & Sciences employs a Special Education Coordinator. This person schedules the coordination services for special education students and may participate in co-teaching opportunities with the classroom teacher as needed. If funds are available, Sussex Academy of Arts & Sciences will secure the services of paraprofessionals to work with special education and at-risk students.
- Sussex Academy of Arts & Sciences adheres to the IEP process, including providing the related services that are required for identified students. This includes contracting with outside agencies or persons for services on an as needed basis. Currently Sussex Academy of Arts & Sciences use Easter Seals and Psychological Associates of Southern Delaware.
- Sussex Academy of Arts & Sciences serves students eligible for 504 status under the Vocational Rehabilitation Act by developing and implementing accommodation plans for those students.

**b. Describe how the school will implement response to intervention procedures, including a plan for how data will be collected and progress will be monitored related to student performance.**

Sussex Academy of Arts & Sciences will implement all Response to Intervention (RTI) procedures according to state and federal RTI regulations. The tiered Response to Intervention instructional process will be an anchor component in the educational program in that all students will be educated at Tier I, in the general education classroom with a research-based curriculum, and will move through the tiers if their needs are not met and progress is not made on academic benchmarks with the supports and interventions in place at their current levels. Once a student is identified as having difficulty being successful in the general curriculum, as evidenced by observation and diagnostic or benchmark assessment, the teachers for that student's team will review screening data and adjust the regular education program to include supports to address his/her needs. If the student improves, he/she will continue in the general education program with those supports in place. If the student's performance data does not improve, Sussex Academy of Arts & Sciences' Instructional Support Team (IST) will review the data and design interventions for the student. This will move the student into Tier II of the RTI process, in which the student will receive a minimum of 90 minutes per week of targeted, research-based intervention instruction, within the general education classroom whenever possible. Progress monitoring of student performance and achievement in targeted skill(s) is completed weekly. If student performance increases and goals are met, the IST will decide if the student has made enough progress to transition back to Tier I or if the interventions should remain in place. If, based on assessment data, the student does not make adequate progress in Tier II, he/she will transition into Tier III of services, which is more intensive than Tier II. In Tier III, the student will receive a minimum of 150 minutes per week of targeted, research-based intervention instruction, again within the general education classroom when possible. Student progress is monitored weekly. Instructional intensity at both levels of additional intervention instruction is addressed through group size and through duration, frequency, and time of interventions.

**c. Describe how the school will organize and use instructional support teams to meet the behavioral and academic needs of students.**

Sussex Academy of Arts & Sciences is a place where each student feels known; known by other students, the teachers, the Executive Director, and other staff. Every student will have a support system of people who are invested in the student's success and have the desire to assist him/her in academic and social growth, including, but not limited to, his/her teacher and parents/guardians.

If a student experiences difficulty with the general curriculum, his/her teacher will bring those concerns, as well as data that reflect the specific intervention needs, to the Instructional Support Team (IST). Members of the IST may include, but will not be limited to, the Special Educator Coordinator, content teacher, team leader, administrative designee, parent/guardian, and school nurse, as needed.

**d. Describe the continuum of educational placements available to students with disabilities.**

Sussex Academy of Arts & Sciences will implement the tiered Response to Intervention (RTI) process with fidelity to accurately identify, assess, and accommodate student needs. Educating students in their Least Restrictive Environment is of primary importance. All intensive services will be implemented in the general education classroom whenever possible. If a student does not make adequate progress in the general curriculum with the increased, intensive support at the third tier of the RTI process, then a recommendation will be made by the Instructional Support Team (IST) for the student to be evaluated for the possibility of a disability that is hindering learning and adequate progress in the general curriculum. The evaluation process will be completed in full compliance with state and federal timelines and regulations.

Through the RTI process, the goal is for the majority of services in Tiers I and II to be delivered in the general education classroom whenever possible. For students who move beyond the RTI process and are serviced with an Individual Education Plan, the IEP team will have conversation to determine what placement constitutes the Least Restrictive Environment for each child.

**e. Describe how the school will ensure staff is adequately trained and properly implementing state and federal law related to the identification, evaluation, and education of students with disabilities.**

Sussex Academy of Arts & Sciences is proactive in the training and professional development of all teachers, administrators, and staff, specifically ensuring that all staff feel confident in the delivery of high-quality, student-driven instruction that demonstrates fidelity to the Expeditionary Learning model, and to the International Baccalaureate (IB) Diploma Programme when applicable. Individual strengths and needs of the staff and program will be taken into account when professional development topics and interests are explored and discussed. Additionally, Sussex Academy of Arts & Sciences includes training around the Common Core State Standards.

Additional professional development will focus on the areas of universal and diagnostic assessment, the collection and interpretation of data for ongoing progress monitoring at the classroom, school, and district levels, the development of collaborative team problem solving (such as the Instructional Support Team model) and the development of skills in identifying instructional needs, as well as linking appropriate interventions to individual instructional needs, and specific professional development as it may relate to the implementation of district-selected, research-based instructional interventions to support students in need of Tier II or Tier III supports.<sup>7</sup>

**f. Describe how the school will provide related services to students with disabilities, including, but not limited to, occupational therapy, speech and language therapy, and assistive technology.**

Sussex Academy of Arts & Sciences secures the services of Easter Seals and Psychological Associates of Southern Delaware on an as-needed basis to provide related services, which may include, but are not limited to, hearing education services, occupational therapy, physical therapy, speech and language therapy, and vision education services.

**g. Describe the school's employment of special education staff, including, but not limited to, certified special education teachers, related service providers, and administrative staff. Include a list of the staff positions for special education and a description of the job duties for each position.**

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<sup>7</sup> Delaware Department of Education

Sussex of Academy of Arts & Sciences employs a Special Education Coordinator who is responsible for the following with the oversight of the Director:

- Writing Individualized Education Plans (IEP) for all identified special education students
- Adjusting the learning environment and/or modifying and adapting instructional techniques and methods to meet students' individual needs
- Monitoring students' academic progress quarterly
- Scheduling related services providers as necessary
- Coordinating required meetings
- Assuming co- teacher assignments in the regular education classroom when appropriate
- Working with paraeducators (if funds available)

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

There have been no documented administrative complaints related to services for students with disabilities.

**i. Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.**

As a result of evaluations completed as part of either the pre-referral process and/or IEP process, students with a defined disability or medical condition will have, as appropriate, either a 504 Plan or an IEP, written and monitored in accordance with state and federal guidelines.

A coordinator in the school will maintain responsibility for assuring compliance with this section.

**j. Complying with Title VI and VII of the Civil Rights Act of 1964.**

Sussex Academy of Arts & Sciences will establish a non-discrimination policy that no person shall be subjected to discrimination in the educational programs, services, or activities based on race, national origin, gender, age, or disability in accordance with State and federal laws.

The Directors will maintain the responsibility for assuring compliance with this section.

**k. Complying with Title IX of the Education amendments of 1972.**

See item 'j' above.

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

Sussex Academy of Arts & Sciences will employ certified special education teachers for students with disabilities; compliance will be assured by the Directors.

## 8. Economic Viability

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

Sussex Academy of Arts & Sciences reserves the right to fill positions listed below in the chart below by contractors especially for teachers of electives, counselors on a year to year basis:

| Fiscal Year/<br>Total<br>Enrollment | SY13- 336 (yr 1)                   |                 |                 | SY14- 446<br>(yr 2)                    | SY15- 556<br>(yr 3) | SY16- 666<br>(yr 4) | SY17- 776<br>(yr 5) |
|-------------------------------------|------------------------------------|-----------------|-----------------|--|---------------------|---------------------|---------------------|
| Projected<br>Division I Units       | 17.9                               |                 |                 | 23.0                                   | 28.1                | 33.2                | 38.35               |
| Position/ Grade<br>Enroll.          | Grade 6-<br>115                    | Grade 7-<br>115 | Grade 8-<br>106 | Grade 9-<br>110                        | Grade 10-<br>110    | Grade 11-<br>110    | Grade 12-<br>110    |
| ELA-Reading                         | 1.0 FTE                            | 1.0 FTE         | 1.0 FTE         |  |                     |                     |                     |
| ELA- Writing                        | 1.0 FTE                            | 1.0 FTE         | 1.0 FTE         | 1.0 FTE                                | 1.0 FTE             | 1.0 FTE             | 1.0 FTE             |
| Mathematics                         | 1.0 FTE                            | 1.0 FTE         | 1.0 FTE         | 1.0 FTE                                | 1.0 FTE             | 1.0 FTE             | 1.0 FTE             |
| Science                             | 1.0 FTE                            | 1.0 FTE         | 1.0 FTE         | 1.0 FTE                                | 1.0 FTE             | 1.0 FTE             | 1.0 FTE             |
| Social Studies                      | 1.0 FTE                            | 1.0 FTE         | 1.0 FTE         | 1.0 FTE                                | 1.0 FTE             | 1.0 FTE             | 1.0 FTE             |
| World<br>Languages                  |                                    |                 |                 | 1.0 FTE                                | 1.0 FTE             | 1.0 FTE             | 1.0 FTE             |
| Special<br>Education                | 1.0 FTE                            |                 |                 |  |                     |                     |                     |
| Exploratories-<br>Electives         | 2.0 FTE (1.0 FTE and 2 at 0.5 FTE) |                 |                 | 2.5 FTE (1.0 FTE and 2<br>at 0.75 FTE) |                     | 3.0 FTE             |                     |
| Physical<br>Education               | 0.5 FTE                            |                 |                 | 0.75 FTE                               |                     | 1.0 FTE             |                     |
| Admin Assist                        | .75 FTE                            |                 |                 |  | 1.0 FTE             |                     |                     |
| Principal                           | 1.0 FTE                            |                 |                 |  |                     |                     |                     |
| Custodial                           | 4.0 FTE                            |                 |                 |  | 5.0 FTE             | 6.0 FTE             | 7.0 FTE             |
| Office<br>Manager- FSF<br>and PHRST | 1.0 FTE                            |                 |                 |  |                     |                     |                     |
| Clerical                            | 1.0 FTE                            | 1.5 FTE         |                 | 2.0 FTE                                |                     |                     |                     |
| Counselor                           |                                    |                 |                 | .5 FTE                                 | 1.0 FTE             |                     |                     |
| Nurse                               | 1.0 FTE                            |                 |                 |  | 0.5 FTE             |                     |                     |
| Assistant<br>Principal              |                                    |                 |                 |  |                     | 1.0 FTE             |                     |

### **STAFF POSITION DESCRIPTIONS:**

#### **SCHOOL PRINCIPAL**

JOB CODE: P89138

#### **Primary Role and Responsibilities**

The person hired for this position will be responsible for the administration and management. This individual will oversee the instructional program, oversee school operations, and select and evaluate personnel. He or she will demonstrate leadership to ensure high standards of instruction, compliance with all State and federal policies, full implementation of the charter, fidelity to the Expeditionary Learning

and International Baccalaureate Diploma Programme models, and success of the instructional programs and school operations.

### **Qualifications**

- Demonstrated successful leadership in a senior administrative position in a public or non-public school
- Demonstrated leadership in working with professional staff, students, and the community
- Knowledge of and agreement with the academic goals and philosophy of the Expeditionary Learning and International Baccalaureate Diploma Programme models
- Commitment to accountability for all aspects of school's charter and school operations
- Exceptional organizational, communication, public relations, and interpersonal skills
- Demonstrated successful teaching experience
- Demonstrated ability to lead and facilitate teamwork
- Demonstrated success in encouraging and engaging parental involvement
- Comprehensive understanding of the Expeditionary Learning and International Baccalaureate Diploma Programme models curriculum and instructional approaches
- Skilled in the use of the internet, email, and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook).

### **Essential Duties and Responsibilities**

#### *Instruction*

- Maintain fidelity with philosophy and model for both Expeditionary Learning and International Baccalaureate Diploma Programme
- Ensure implementation of the charter's curriculum, instructional program and strategies
- Review and analyze instructional performance data
- Design and implement early intervention strategies for improved performance, as needed
- Oversee implementation of professional development plan
- Observe, support and evaluate staff regularly
- Implement pre-defined parent engagement strategies that support student performance

#### *Operations*

- Establish a strong school culture based on the vision, mission, and philosophy of the school and its selected academic program
- Market and manage student recruitment, the application process and student enrollment
- Regularly monitor all aspects of school operations
- Ensure compliance with all state and federal regulations
- Prepare and submit formal reports to the school's Board of Directors and charter authorizer
- Ensure proper budgeting, accounting, auditing, and financial planning
- Establish and support a Citizen's Budget Oversight Committee
- Create and maintain a safe, secure and orderly environment
- Work in conjunction with the school's Board to support the management of the school's non-profit organization
- Create and oversee a plan to actualize the school's goals and mission
- Work with the school's Board to support fundraising activities

#### *Personnel*

- Recruit and lead the selection process for all personnel
- Supervise, train, support and develop staff
- Make recommendations to the school's Board on all hiring and termination actions and oversee those processes and documentation
- Promote teamwork and collaboration among all staff members

## **Requirements**

- Master's degree or higher
- Administrative certification
- At least 3 years teaching experience (preferably 3 years as assistant principal or principal in a private, parochial, public or charter school in addition to teaching experience is preferred)
- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Ability to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Ability to prioritize and effectively manage competing tasks and responsibilities
- Ability to sustain a calm, reasonable approach, and communicate effectively in stressful or problematic situations
- Ability to read, follow written and verbal instructions, to communicate clearly verbally and in writing

## **ASSISTANT PRINCIPAL**

JOB CODE: P51166

### **Primary Role and Responsibilities**

The person hired for this position will share responsibility with the Director for the administration and management. This individual will assist in overseeing the instructional program, school operations, and select and evaluate personnel. He or she will demonstrate leadership to ensure high standards of instruction, compliance with all State and federal policies, full implementation of the charter, fidelity to the Expeditionary Learning and International Baccalaureate Diploma Programme models, and success of the instructional programs and school operations.

### **Qualifications**

- Demonstrated successful leadership in an administrative position in a public or non-public school
- Demonstrated leadership in working with professional staff, students, and the community
- Knowledge of and agreement with the academic goals and philosophy of the Expeditionary Learning and International Baccalaureate Diploma Programme models
- Exceptional organizational, communication, public relations, and interpersonal skills
- Demonstrated successful teaching experience
- Demonstrated ability to lead and facilitate teamwork
- Demonstrated success in encouraging and engaging parental involvement
- Comprehensive understanding of the Expeditionary Learning and International Baccalaureate Diploma Programme models curriculum and instructional approaches
- Skilled in the use of the internet, email, and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook).

### **Essential Duties and Responsibilities**

#### *Instruction*

- Maintain fidelity with philosophy and model for both Expeditionary Learning and International Baccalaureate Diploma Programme



- Ensure implementation with the Director of the charter’s curriculum, instructional program and strategies
- Review and analyze instructional performance data
- Design and implement early intervention strategies for improved performance, as needed
- Oversee implementation of professional development plan
- Observe, support and evaluate staff regularly
- Implement pre-defined parent engagement strategies that support student performance

*Personnel*

- Recruit and assist with the selection process for all personnel
- Supervise, train, support and develop staff
- Promote teamwork and collaboration among all staff members

**Requirements**

- Master’s degree or higher
- Administrative certification
- At least 3 years teaching experience
- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Ability to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Ability to prioritize and effectively manage competing tasks and responsibilities
- Ability to sustain a calm, reasonable approach, and communicate effectively in stressful or problematic situations
- Ability to read, follow written and verbal instructions, to communicate clearly verbally and in writing

**OPERATIONS MANAGER**

JOB CODE: P75081

**Primary Roles and Responsibilities**

This position is responsible for supporting the school principal in managing all aspects of school operations. This work includes budget and finance, information technology support, human resource management, child nutrition management, and facilities. This position will report to the school principal.

**Qualifications**

- Demonstrated success in monitoring budgets of \$5 million.
- Demonstrated success in managing contracts of up to \$500,000.
- Experience working in education organizations
- Experience with staffing processes and general human resource procedures.
- Operations and facilities management experience.
- Knowledge of financial modeling and cost analysis techniques.
- Experience in managing and enforcing service level agreements and contracts for outsourced services.
- Demonstrated persistence in overcoming and removing obstacles to goal achievement.
- Implemented and monitored relevant work procedures in line with defined standards.
- Ability to work collaboratively

- Holds employees/colleagues accountable for achieving results and publically acknowledges effective performance.
- Ability to successfully multitask
- Demonstrated good judgment; approachable and professional; solid problem solving skills; self-motivated; well organized.

### **Essential Duties and Responsibilities**

- Responsible for site-level procurement of supplies, materials, equipment, and inventory management.
- Manager for transportation, foodservices, facilities maintenance, security and other third party service contracts, ensuring ongoing monitoring and implementation of contracts.
- Manage all aspects of free and reduced lunch program/process, including managing the entire application process.
- Responsible for technology implementation (planning, procurement, and training).
- Oversee enrollment at school site and, as required, lead the September 30<sup>th</sup> unit count process by working with the school leader.
- Work with administrative assistant to maintain integrity and accuracy of student records, including maintenance and tracking of attendance and retention.
- Prepare reports for DDOE, Board, and Citizens Budget Oversight Committee
- Respond to and resolve routine internal and external inquiries with parents, employees and school organizations.
- Responsible for budget development
- Prepare monthly financial reports for board approval and posting on the school website
- Coordinate all federal, state, and local grant applications and reporting.
- Prepare drawdown requests for state funds.
- Manage and reconcile school's petty cash funds.
- Provide financial oversight, including invoice approval
- Manage accounts payable and payroll processes.
- Oversee yearend audits as well as any site audits from state or federal agencies
- Manage day-to-day activities of designated non-instructional staff.
- Cooperate with School Principal to implement policies and procedures at school (e.g., compensation, vacation/sick days; recruitment screening, background checks, etc.).
- Oversee the processing of all new hire paperwork.
- Maintain personnel files for all employees.
- Lead orientation for new hires.
- Lead annual performance reviews for non---instructional staff.

### **Requirements**

- Bachelor's Degree in Business, Accounting, or Finance.
- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to prioritize and effectively manage competing tasks and responsibilities
- Ability to sustain a calm, reasonable approach, and communicate effectively in stressful or problematic situations
- Ability to read, follow written and verbal instructions, to communicate clearly verbally and in writing.
- Strong skills with Microsoft applications required; strong skills with PeopleSoft desired
- Working knowledge of State of Delaware financial regulations for public education
- Working knowledge of state and federal regulations including, but not limited to: FLSA, FMLA, HIPPA, and FERPA

**TEACHERS:**

JOB CODE: P50500 Secondary ELA English;  
JOB CODE: P50605 Secondary Spanish;  
JOB CODE: P50801 Secondary Health & Physical Education;  
JOB CODE: P51100 Secondary Math;  
JOB CODE: P51301 Secondary Science;  
JOB CODE: P51500 Secondary Social Studies;  
JOB CODE: P52000 Drivers' Education  
JOB CODE: P61800 Secondary Special Education

**Primary Role and Responsibilities:**

Teachers are responsible for implementing the curriculum and instructional program, coordinating with other staff, keeping accurate and concise records, adjusting teaching strategies to meet the needs of all students, and using professional judgment to provide the best possible instruction and remediation so as to optimize student success in meeting high standards.

**Qualifications:**

- Possess a Delaware state teaching certification in age-appropriate levels for assigned instruction responsibilities
- Prefer 2 – 6 years teaching experience in a middle or high school
- Bachelor's Degree or higher
- Excellent verbal and written communication skills
- Excellent organizational and interpersonal skills
- Understanding of curriculum and methods of instruction
- Experience in test evaluation and measurements of achievement
- Track record of success with diverse children, including those with special needs
- Knowledge and proven ability in positive behavior management
- Ability to work well with parents
- Ability to work effectively as a team member
- Ability to network in the community
- Skilled in the use of the internet, email, and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook).
- Capable of interpreting policy, procedures, and data
- Willingness to be held accountable for student results

**Essential Duties and Responsibilities:**

This list is intended to be illustrative rather than complete, and serves to show major duties and responsibilities of an advisor. It does not express or imply that these are the only duties to be performed by the person in this position. The employee will be required to perform any other duties as deemed appropriate by the directors.

- Provide direct instruction and academic support to support students' project work
- Conduct long and short-term planning to address the individual needs of students
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter
- Co-plan and co-teach with other teachers to reinforce student knowledge
- Prepare students adequately for all required assessments and exhibitions
- Evaluate students' progress and prepare student achievement reports for parents as required
- Provide an inviting, exciting, innovative, learning environment
- Engage in effective and appropriate classroom management
- Work collaboratively with other staff

- Maintain professional competence through participation in professional development activities
- Attend meetings and other activities, as determined by the directors

**Physical and Mental Requirements:**

- Ability to lift up to 50 pounds
- Ability to hear within normal range with, or without, amplification
- Ability to communicate effectively with students, parents, internship mentors, and general public
- Ability to participate in activities that may include standing, sitting, walking; and perform work requiring visual acuity
- Ability to prioritize and effectively manage competing tasks and responsibilities
- Ability to sustain a calm, reasonable approach and communicate effectively in stressful or problematic situations
- Ability to read, follow written and verbal instructions, and communicate clearly, verbally and in writing

**NURSE**

JOB CODE: P95723

**Primary Role and Responsibilities:**

The school nurse provides health care to the school community and leadership for the provision of health services. The school nurse provides screening and referral for health conditions, while serving as a resource person to the school and the community on health education including, but not limited to, physical, emotional, personal and social, and consumer health and safety. The school nurse promotes a healthy school environment.

**Qualifications:**

- Must be a Registered Nurse currently licensed to practice in Delaware
- Bachelor of Science in Nursing (BSN) preferred
- At least 3 years supervised clinical experience
- Experience as school nurse or willingness to participate in training on school procedures (e.g., Induction Cluster Training offered at University of Delaware)
- Certified in CPR
- Experience with age appropriate students for the assigned school setting
- Excellent verbal and written communication skills
- Excellent organizational and record-keeping skills
- Demonstrated ability to communicate and work effectively with parents and staff
- Ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community
- Skilled in the use of the internet, email and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook)
- Commitment to work effectively as a team member
- Capable of interpreting policy, procedures, and data
- Ability to work in an independent health care setting
- Willingness to keep up-to-date with current school nursing practice

**Responsibilities:**

- Care of the sick and injured in keeping with school policy
- Maintain accurate, up-to-date health records while protecting privacy of student records
- Appraise and identify the health needs of students through school screenings such as vision,

- hearing, postural/gait, tuberculin testing and physical examinations
- Encourage the correction of remedial conditions by working with parents/guardians, advisors and community agencies
- Work with administrators, advisors, and other school personnel to modify the school environment and curriculum as needed for children with health concerns
- Recommend changes to school practices to promote health and remove safety hazards
- Provide health counseling to students, parents/guardians and school personnel, keeping in mind the limitations as well as abilities
- Present health education, both informally and formally, as requested
- Advise school principal on compliance issues for health and safety
- Serve as a liaison among school personnel, families and health care providers
- Comply with Department of Education regulations relative to health and safety in charter schools
- Ability to exercise tact, discretion and confidentiality

**Physical and Mental Requirements:**

- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Ability to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Must possess the ability to prioritize and effectively manage competing tasks and responsibilities
- Must sustain calm, reasonable approach and communicate effectively in stressful or problematic situations
- Must be able to read, follow written and verbal instructions, to communicate clearly verbally and in writing

**OFFICE ADMINISTRATOR (Clerical)**

JOB CODE: P73051

**Primary Role and Responsibilities:**

The person hired for this position will be responsible for the administrative and organizational aspects of the school. This individual will be responsible for the reception of visitors and information, organization and filing of records, processing of enrollment information, inventory and ordering of office supplies, assistance to the principal, the board, and faculty for scheduling and correspondence, coordination of service providers for maintenance and cleaning and support of school events as needed.

**Qualifications:**

- Excellent organizational skills
- Successful experience in office management, preferably in a school setting
- Excellent interpersonal and communications skills
- High School diploma with business training a minimum; college degree preferred
- Ability to handle multiple tasks effectively and work under pressure
- Proficient in Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook)
- Ability to exercise tact, discretion and confidentiality

**Responsibilities:**

- Assist principal and faculty with scheduling and appointments
- Assist principal and faculty with correspondence

- Be responsive to clerical requests from the board
- All reception duties including phone calls, greeting visitors, etc.
- Receive and distribute mail, email and faxes
- Ensure office equipment is well-maintained
- Organize, order and inventory office supplies
- Process and organize enrollment information
- File student records as requested by principal and faculty
- Coordinate service providers for maintenance, cleaning, etc.
- Provide support to school events as requested
- Maintain a friendly, positive attitude with staff, students and families
- Orders instructional supplies and materials and distributes orders upon receipt
- Perform other related duties as assigned.

**Physical/Mental Requirements:**

- Able to lift up to 50 pounds
- Able to hear within normal range, with or without amplification
- Able to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Able to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Possess ability to prioritize and effectively manage competing tasks and responsibilities
- Sustain calm, reasonable approach and communicate effectively in stressful situations
- Must be able to read, follow written and verbal instructions, and communicate clearly verbally and in writing

**CUSTODIAL**

JOB CODE: P51176

**Primary Role and Responsibilities:**

Develops and implements custodial services which will provide a clean, comfortable, healthy, safe and attractive building for students, staff and visitors.

**Qualifications:**

- Physical ability to perform essential functions listed below
- Neat and clean appearance
- Able to get along with adults and students
- Good moral character, honest, dependable and courteous
- Able to follow instructions and must have quality of inquiring before taking action on items with which one is not familiar
- Able to read and write
- Possess a Class D driver's license

**Essential Duties and Responsibilities:**

- Cleaning: scrub, wax, buff, sweep or clean floors, walls, blinds, furniture, lavatories, classrooms, offices, hallways, common areas, locker rooms, lockers, shelves, fixtures and glass surfaces
- Empties and cleans wastebaskets and garbage containers; transports trash to disposal areas
- Maintain and do minor repair on furniture
- Perform the following duties in cafeteria area:
  - Clean kitchen and cafeteria floors

- Remove filters in hoods for cleaning
- Cleaning of range hood
- Clean bathroom/locker room
- Clean hand washing sink(s)
- Clean grease trap as necessary
- Deliver government surplus supplies and frozen food cases to storage areas
- Empty trash in kitchen and cafeteria areas
- Mop up spills in cafeteria areas during lunch periods
- Perform minor maintenance repairs to building facilities including replacement of small window glass
- Assist in snow removal
- Other related duties as assigned

**Physical/Mental Requirements:**

- Able to lift up to 50 pounds
- Able to hear within normal range, with or without amplification
- Able to participate in activities that may include standing, sitting, walking, bending, reaching overhead and to perform work requiring visual acuity
- Possess ability to prioritize and effectively manage competing tasks and responsibilities
- Sustain calm, reasonable approach and communicate effectively in stressful situations
- Must be able to read, follow written and verbal instructions, and communicate clearly verbally and in writing

**GUIDANCE COUNSELOR**

JOB CODE: P55619

**Primary Role and Responsibilities:**

- Responsible for middle school scheduling
- Provides direct support service to individual students, small groups, and classrooms.
- Completes assessments, referrals, and counseling with students and families.
- Oversees implementation of XX Schools program. Consults with other professional staff and outside agencies and other organizations.
- Completes home visits and assessments.
- Develops and maintains family outreach programs and community partnerships.
- Serves as a member of the family support team and other school based teams.
- Completes written reports as needed or as requested by Principal.
- Other duties as assigned
- Provide direct service to students in the classroom at least once per week.
- Completes reports as required by Federal, State and local agencies.
- Conduct professional development workshop on identifying at-risk students.
- Interview students and families.
- Make oral presentations of assessments, diagnostics, home visits, and observations.

**Qualifications:**

- Masters degree (preferred) in field of social services, including certification in middle school counseling
- Experience providing the service required by this position.
- Provides support services to students, staff, and parents.
- Support services include referrals, counseling, assessment, diagnostics, and report writing. This work takes place at the school site, in other public buildings, and in private residences.

- Additional responsibilities include student rosters/scheduling, maintaining individual student Education Plans, etc. This is a twelve (12) month position.
- b. **List all positions NOT employed by the board of directors. Where there is intent to hold a contract, provide a contract or template of intended contractual relationships. (Renewal/Modifications – provide original documentation and any changes)**

At the present time, there are no contracted personnel for the school. However, the school does contract for bus services, psychological services and other related services. In the future, with the addition of the high school, it is anticipated that additional contract services for Computer Support and Driver's Education will be added.

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

At the current time, Sussex Academy of Arts & Sciences leases the facility for grades 6-8 from Sussex Academy of Arts & Sciences, Inc.

The Sussex Preparatory Academy Executive Committee, along with the Sussex Preparatory Academy Site Selection and Construction Committees, evaluated two main options for the new high school facility. They were (1) purchase of an existing building to be repurposed and (2) construction of a new facility on land adjacent to or near the existing Sussex Academy of Arts & Sciences location for Sussex Preparatory Academy. Several existing commercial buildings and two existing schools were evaluated for their suitability to serve as a high school. This search resulted in the selection of one existing facility, the Cheer Center, at Sandhill Road and Route 9 in Georgetown for renovation. At an estimated \$10,172,150, the total cost for land acquisition, renovation, and future expansion costs to accommodate the high school's needs at the Sandhill Road location would be approximately the same as the cost of constructing a new building at the existing site (\$10.2 million). An itemized cost estimate for each option was included in Budget and Revenue as the Site Option Comparison was submitted with the charter modification. Appendix M. The Site Selection and Construction Committees consulted with EDiS, the dominant construction management firm for school construction in Delaware, when putting together preliminary budgets for each option.

In the option of construction on the land adjacent to the current Sussex Academy of Arts & Sciences location, the Foundation that owns the property has indicated that it is amenable to the construction of Sussex Preparatory Academy on the available remaining property at no additional cost to the Sussex Preparatory Academy Foundation, Inc. or to Sussex Preparatory Academy. In this scenario, the Sussex Preparatory Academy Foundation, Inc. would likely lease the ground for Sussex Preparatory Academy from the existing Sussex Academy of Arts & Sciences Foundation and pay for the construction of the school on the leased grounds. The Sussex Preparatory Academy Foundation would then lease the building to Sussex Preparatory Academy at the annual cost listed within the budgets contained herein. The current estimated cost of construction of the new school is \$10.2 million. During the first year of operations, temporary modular school buildings would be used to accommodate the ninth while the permanent high school is under construction. The Foundation has spoken with and received estimates from multiple modular classroom providers, including William Scotsman and Wilmont, and is encouraged by both the quality of the temporary buildings and the reasonable cost. The cost of leasing



the temporary classrooms is included in the budget numbers submitted in Line 34 for Rent. Details are still being ironed out with the current Sussex Academy of Arts & Sciences Foundation.

The Sussex Preparatory Foundation officers reviewed the case of the Cheer Center option, It considered the purchase of the facility from the existing owners and pay for all renovations and additions necessary and then lease the building back to Sussex Preparatory Academy. At approximately 26,000 square feet, the existing structure was of sufficient in size to accommodate Sussex Preparatory Academy for its first two years of operation. To accommodate all four grades of the high school, additions would have to be made to the building. After careful consideration, it was determined that building a new facility was the best option. This is mentioned here because the plan was explained in the Charter Modification and is now considered not the best option.

The Sussex Preparatory Academy Executive Committee, in conjunction with the Sussex Preparatory Academy Foundation, has developed a detailed plan to raise the necessary funds for either scenario. The Sussex Preparatory Academy Foundation plans to raise 100% of the facilities construction cost. The monies will be raised by two separate, 24-month-long campaigns. The first-phase capital campaign will raise \$6.1 million. The Sussex Preparatory Academy Foundation will supplement the \$4.1 million gap in facilities construction cost with loans from a bank and from the USDA Rural Development Department. This represents an acceptable debt-to-total capitalization ratio of 39%, and the debt will be fully serviced by the annual lease payment of \$325,000 identified in the budget. The second-phase capital campaign will begin after the facility is open and will raise \$4.1million to repay the lenders in full. The detailed Sussex Preparatory Academy Fundraising Plan is included in Appendix Q. The Sussex Preparatory Academy Campaign Plan reflects the higher cost estimate of \$10,407,075. The Executive Committee accomplished the following:

- Established the Sussex Preparatory Academy, Inc. non-profit corporation, to oversee fundraising for the construction of Sussex Preparatory Academy. The Certificate of Incorporation can be found in the Fundraising section, Appendix Q.
- Form 1023 has been completed with the assistance of Ray Book & Associates, CPA, and was submitted to the IRS as application for 501(c)3 status in early January, 2012.
- Raised \$165,000 to cover the estimated \$150,000 of soft costs for the application submission/approval process through May of 2012 and secured pledges of an additional \$175,000 if needed for near-term soft costs
- Contracted with Horizon Philanthropic of Lewes, Delaware to develop the Sussex Preparatory Academy Campaign Plan and manage the capital campaign for the school's construction
- The Longwood Foundation, Welfare, and Rodel Foundations have provided strong encouragement to and support for our expansion and fundraising plans. Formal requests are being submitted.
- Contracted a Project Manager to ensure continuity between the various groups working on the expansion.

As the Sussex Academy of Arts & Sciences Development Committee consulted with the Delaware foundations, the Development Committee determined that Sussex Academy of Arts & Sciences could serve more students (10 per year or 40 over 4 years), lower the student/building cost ratio, and remain within the 5% charter school allowance for enrollment. Therefore, the enrollment numbers throughout the Charter Renewal reflect that decision. \*

With the approval of the Charter Modification, all decisions for operation of the high school are the responsibility of the Executive Board of Sussex Academy of Arts & Sciences. The Executive Board has

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\* See paragraph above and page 5.

assimilated many of the Sussex Preparatory Academy group into the Board and standing committees of the Board. Both the Executive Board and the Sussex Preparatory Foundation, Inc. will work collaboratively on the high school project as it evolves.

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

Sussex Academy of Arts & Sciences leases a 30 thousand square foot facility from Sussex Academy of Arts & Sciences, Inc., a nonprofit corporation, for the existing middle school. The middle school has 19 classrooms, a large meeting space, a multipurpose room, and an office suite. It is located at 21777 Sussex Pines Road, Georgetown, Delaware 19947.

Should the middle school close, Sussex Academy of Arts & Sciences, Inc. is responsible for the facility and any debt owed on the facility. Monies for the initial construction of the site were supplied by various foundation grants, including grants from the Longwood Foundation, the Crystal Fund, the Laffey/McHugh Foundation, and the Welfare Fund, and were supplemental by loans from the USDA Rural Development Department and the Delaware National Bank.

Sussex Academy of Arts & Sciences will acquire or lease a separate facility from Sussex Preparatory Academy Foundation, Inc. for the high school. Sussex Preparatory Academy Foundation, Inc. was incorporated on November 7, 2011 and has received notice that 501(c)3 status has been approved. The Certificate of Incorporation is included in the Fundraising section, Appendix Q. It is anticipated that the high school will either be on the present grounds of Sussex Academy or at another site to be determined. If the high school is located at a different site, it will be in close proximity to the current school so that there are opportunities for shared services and continuities for students and parents.

Should the high school close, Sussex Preparatory Academy Foundation, Inc. will be responsible for the facility and any debt owed on the facility. Monies for the initial construction or renovation of the high school facility will be provided by the aforementioned foundations, individual donations, and corporate donations. The Sussex Preparatory Academy Foundation, Inc. plans to raise 100% of the facilities construction costs. See Appendix Q for the Fundraising Plan. Should it be required, the Foundation will supplement any gap in facility cost with a bank loan.

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

| <b>Annual Contracts</b> | <b>Purpose</b>    | <b>Date</b>        | <b>Terms of Agreement</b>            | <b>Length of Contracts</b> | <b>Amount of Contract Annually</b> |
|-------------------------|-------------------|--------------------|--------------------------------------|----------------------------|------------------------------------|
| Dutton Bus Services     | Student transport | No later than 6/30 | Paid in equal amounts over 10 months | 1 year                     | 36,500                             |
| A L Mears Inc           | Student transport | No later than 6/30 | Paid in equal amounts over 10 months | 1 year                     | 35,500                             |

|   |                        |                     |   |         |                              |
|---|------------------------|---------------------|---|---------|------------------------------|
| Xerox                                   | Lease on copiers       |                     | Paid in equal amounts over 12 months                    | 5 years | 894.74                       |
| Sussex Academy of Arts & Sciences, Inc. | Lease on facility      | No later than 6/30  | Paid in equal amounts over 12 months                    | 1 year  | 235,500                      |
| Innovative Schools                      | Business support       | No later than 6/30  | Paid in equal amounts over 12 months                    | 1 year  | Varies                       |
| Pepper Lawn Company                     | Grounds keeping        | No later than 4/30  | Paid upon completion of services                        | 1 year  | 250.00/ week<br>375.00/ week |
| Laurel School District                  | Food services          | No later than 6/30  | Paid monthly based on number of lunches provided/served | 1 year  | Varies monthly               |
| Haggerty & Haggerty                     | Financial auditing     | No later than 6/30  | Paid upon completion of services                        | 3 years | Varies                       |
| L & W- Utica Insurance                  | Insurance              | No later than 10/31 | Paid quarterly  | 1 year  | ---                          |
| STN ALERT NOW                           | Parental Communication | No later than 6/10  | Paid yearly   | 3 years | 828.85                       |

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

Sussex Academy of Arts & Sciences is completing a Charter Renewal application. Therefore, this is not applicable.

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

Essentially, the school’s sources of revenue are state, local, and federal funds. The school collects an activity fee that is used for fieldwork, portfolios, clubs, science fair, and after-school activities. Those funds are placed in an activity account and dispersed throughout the year for student activities. From time to time, teachers may write or receive small grants for special activities. These funds are placed in the FSF system and used for the activities designated by the special grant. Sussex Academy has no outstanding loans. For school year ending FY’12 the ending balance on June 30, 2012 was \$1,510,461.31.

The high school expansion funding sources of revenue will also consist mostly of state, local and federal funds. See Budget and Revenue, Appendix M for additional information. As indicated in Section 8d, the Sussex Preparatory Academy Foundation, Inc. will be raising funds for the initial construction, or purchase and renovation, of the high school facility. The detailed Fundraising Plan for the Sussex Preparatory Academy Foundation can be found in the Fundraising section Appendix Q.

The collection and deposit methods for the Sussex Preparatory Foundation, Inc. are as follows:

- A pass-through account has been set up with the Delaware Community Foundation (DCF) to receive, acknowledge, maintain and distribute funds.
  - Each donation will be sent directly to DCF.
  - An acknowledgement for tax purposes will then be sent to the donor and a record of the donation and any associated requirements made.
  - The Sussex Preparatory Academy Founding board will receive weekly updates as to funds received.
  - Distributions for capital and operating purposes will be made directly to the providers at the written request of the Sussex Preparatory Academy Board, signed by one of the co-chairs, and DCF will provide whatever information is required for a state audit, upon request.
  - The Executive Board has authorized that the current Executive Board Vice-President and the Chair of the Development Committee review accounts held for the purpose of the high school construction and report this to the Executive Board on a monthly basis. In addition, these reports will be submitted to the DDOE.
- h. Describe the school's intended contingency finance plan if enrollment falls below the projections as presented in this application. Include details of cost determination. List the minimum number of students the school can enroll each year to remain economically viable. (Renewals/Modifications – Update this section to make it current)**

Assuming comparable spending and revenue patterns, Sussex Academy of Arts & Sciences would need an enrollment of at least 421 students (335 in grades 6 to 8 and 86 in grade 9) in SY14, 518 (183 in grades 9 & 10) in SY15, 615 (280 in grade 9, 10, & 11) in SY16, and 712 (377 in grades 9 through 12) thereafter for financial viability. These numbers have been determined based on the current year's surplus of 3.3% of the approved budget. The projected enrollment for each of the next 4 school years (435, 535, 635, and 735 respectively) was then multiplied by 96.7% to determine the minimum number of students needed. If the school is not able to recruit the minimum number of students for the 9<sup>th</sup> grade in SY14 as identified above, then it will not expand to grades 9 through 12 at that time.

## **9. Administrative and Financial Operations**

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- a. Provide the plan for managing the financial operations of the school in accordance with the State Budget and Accounting Manual and Title 29, Chapter 69 (in the areas of accounting, payroll, purchasing, compensation, retirement, and benefits management). Specify which individuals will have direct responsibility in each of these operations to also include internal controls for budgeting and financial management.**

The Office Manager and Director of Finance and Operations have the responsibility for accounting, payroll, purchasing, compensation, retirement, and benefits management. These services are processed through the First State Financial (FSF) System, Payroll Human Resource Statewide Technology (PHRST), and Delaware Educator Data System (DEEDS) applications.

The Office Manager and the Director of Finance and Operations act as the school's business managers, bearing sole responsibility for approving all financial transactions in FSF and supporting the managing of personnel records in PHRST. Additionally, while the Office Manager enters data related to time and labor in PHRST for purposes of payroll, the Director of Finance and Operations reviews this data and approves payroll on a biweekly basis. Both have been extensively trained in PHRST, FSF, and DEEDS. While the Office manager does most of the direct work to ensure that these tasks are carried out, there is oversight from the Director of Finance and Operations and from the Citizens Budget Oversight Committee, which meets quarterly to review the revenue and expense data of the school. Sussex Academy of Arts & Sciences also contracts with Innovative Schools, a non-profit public school support

organization, to review the monthly financial reports developed by the Director of Finance and Operations, and with Haggerty & Haggerty to conduct an annual financial audit. See this contract in Contracts and Leases, Appendix N.

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

At this time, Board membership years run from July through June, with Board members serving three-year terms. The Board meets monthly during the school year. Dates for the meetings are posted on the Sussex Academy of Arts & Sciences website and are included in the comprehensive school calendar that is sent to each student's home during the summer and included in the student planner. Meetings are held at the school at 3:00 p.m. on the appointed dates. Agendas are posted on the main access door of the school prior to each meeting and are also available at the meetings in paper form. All general sessions are open to the public. After each meeting, all approved minutes and financial reports are disseminated to the Executive Board and made available to the community via the website. Should a community member request a paper copy, these will be made available at the Board approved rate per page.

The responsibilities of the Executive Board include the following (as taken from Section 201 of the Policy Manual of Sussex Academy of Arts & Sciences):

- Formulating and interpreting policy
- Making decisions related to educational and support programs
- Making decisions related to site acquisition and construction of school facilities
- Communicating with the public
- Communicating with the State Department of Education and other appropriate agencies
- Employing staff, consultants and other services as may be appropriate
- Making decisions regarding charter modification
- Making decisions regarding school expansion, which may include appointing persons with founders' preference

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

The Executive Board employs two directors for the purpose of managing the school. One is in charge of Curriculum and Instruction. The other is in charge of Finance and Operations. Both have extensive pin instruction, curriculum, and finance. One director has been with the school for ten years, the other for twelve years. One director teaches part time. The school is managed by these two directors, and neither manages any other school(s).

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

The staff is highly involved in decision-making at Sussex Academy of Arts & Sciences. That involvement is accomplished through various methods. First, there is always a teacher selected by the teaching staff serving on the Executive Board, with a term length of three years. Second, the school is broken into four grade-level teams (Phoenix, Everest, Fusion, and Explorers), and each team has a teacher serving as a team leader who is responsible for running team meetings, at which decisions are made

regarding any team operation. The team leaders meet with the Directors monthly. Third, the school has an Instructional Leadership Team (ILT) whose responsibility it is to stay abreast of curriculum, instruction, and assessments. Like the Team Leaders, the ILT meets monthly with the directors. Further, the directors meet with the staff on a periodic basis as well. The directors believe that Sussex Academy of Arts & Sciences has a very active shared decision-making process that is ongoing and working well.

Parents are involved in numerous and various ways. The Executive Board is comprised largely of members of the parent community. Because of the community and parent support demonstrated with the Charter Modification, the Executive Board has encouraged those persons to consider application to the Executive Board as an appointed Board member and/or membership on one of the various Standing Committees of the Executive Board. Additionally, the school has a very active Parent Teacher Organization (PTO) and Sports Boosters organization, both of which meet monthly. Together, these organizations work very hard to be involved with the school, particularly during student recruitment and orientation, presenting the school to visitors, and portfolio reviews. A PTO liaison routinely attends the school board meetings and discusses mutual ideas. Sports Boosters is the group responsible for funding and operating the interscholastic athletic program, including hiring and remunerating coaches. Further, numerous parents sponsor clubs and assist the students in field-work. Community members are an integral part of all Expeditions.

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

The school uses appropriate timelines for hiring all staff. As vacancies exist, the school posts openings. The school uses an interview process in which the Directors and Team Leaders interview candidates. Sussex Academy of Arts & Sciences strives to employ highly qualified teachers. On a yearly basis, the board agrees to the terms of each employee's status after reviewing the financial status, impending legislation, and school and staff performance. See Employee Handbook, Appendix O.

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

The school uses appropriate timelines for hiring all staff. As vacancies exist, the school posts openings. The school uses an interview process in which the Directors and Team Leaders interview candidates. Sussex Academy of Arts & Sciences strives to employ highly qualified teachers. On a yearly basis, the board agrees to the terms of each employee's status after reviewing the financial status, impending legislation, and school and staff performance. See Employee Handbook, Appendix O.

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

See the Employee Handbook in Appendix O and Board Policy Manual in Appendix L

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

Sussex Academy of Arts & Sciences will adhere to the guidelines of the Delaware Performance Appraisal System (DPAS) II (R). A brief description of how faculty is bulleted below. It should be noted, however, that information about the DPAS II (R) program was recently revealed in early August 2012 with final information to be published online on August 24, 2012. Further, training for administrators took place in mid August with other training slated for SAAS on August 31, 2012.

**Teachers:**

- Announced Observations must be a minimum of 30 minutes.
- Feedback conferences should be held in the teacher's classroom whenever possible.
- Novice teachers must have 2 announced observations, 1 unannounced observation, and 1 summative evaluation each year.
- Teachers rated Highly Effective and Effective must receive 1 formative evaluation yearly and a summative evaluation every 2 years.
- Teachers rated Needs Improvement and Ineffective must receive 1 formative evaluation yearly and 1 summative evaluation yearly.

**Specialists:**

- Announced observations may occur over a period of 4 weeks.
- Feedback conferences should be held in the Specialist's work area whenever possible.
- Novice Specialists must have 2 announced observations, 1 unannounced observation, and 1 summative evaluation each year.
- Specialists rated Highly Effective and Effective must receive 1 formative evaluation yearly and a summative evaluation every 2 years.
- Specialists rated Needs Improvement and Ineffective must receive 1 formative evaluation yearly and 1 summative evaluation yearly.

**Administrators:**

- Administrators must take the Administrative Survey.
- Inexperienced Administrators must receive 1 formative process and 1 summative evaluation each year.
- Administrators rated Needs Improvement and Ineffective administrators must receive 1 formative process and 1 summative evaluation each year.

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

The school is held accountable to the parents of children at the school. The accountabilities are outlined in the School Success Agreement (Student Agenda) signed by parent, teacher, and student. Further, the school is held accountable through oversight by the Executive Board, which routinely reviews the following: student performance data, financial data, school policies and practices, and enrollment. Board Reports are posted on the school's website and are available to the parents and public upon request.

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

Sussex Academy of Arts & Sciences currently does not have a management agreement between the Board for the management of the school. Contracts are held with various vendors to supply busing, Xerox machines, cutting grass, phone messaging system, the facility, etc. Those contracts are identified above.

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

Same response as J above.

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

Each fall, Sussex Academy of Arts & Sciences advertises regarding anticipated enrollment opportunities. This advertisement includes dates and times for public information sessions and school tours as well as information about application procedures and the lottery. Advertisements appear in local newspapers, on flyers posted in libraries and community centers throughout the county, and on the school's web site. Applications are accepted for an advertised six-week period and are placed into sealed envelopes. A lottery, held each January, determines the order in which the sixth and ninth grade applicants are admitted. The lottery proceedings are open to the public with the Education Associate for Charter Schools participating in the process. There is a policy on preference for admissions and an administrative procedure for the application, lottery, and enrollment process.

In a recent survey, of both Sussex Academy of Arts & Sciences' and non Sussex Academy of Arts & Sciences' families, 62.9% and 64.1% respectively responded that they would be "very likely" to enroll their child(ren) in an academically challenging charter high school which Sussex Academy of Arts & Sciences provides. Likewise, of Sussex Academy of Arts & Sciences' and non Sussex Academy of Arts & Sciences' families 98% and 97.9% respectively identified "Academics, high standards, challenging curriculum" to be the most important school quality, closely followed by "Safe environment, good discipline" and "Smaller classes, less crowding, more personal attention." For additional details, see Feasibility Study, Appendix P. A marketing plan has been developed to recruit students and maximize enrollment. For a copy of the plan see Marketing Plan, Appendix T. For Letters of Support see Appendix S.

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

Enrollment preferences authorized in the initial charter and its renewal is outlined in school policy. A proposed policy is included in Appendix U. Preferences are also described in **9m**.



### **Preference in Admissions**

Enrollment preferences authorized in the initial charter and its two renewals is outlined in school policy. With the April 2012 modification a new preference was approved as long as the rubric was approved by DDOE. Below is the description of the four preferences. A proposed draft policy is included in Appendix L.

### **Preference in Admissions**

Four classes of students will be afforded preference in the admissions policy of Sussex Academy of Arts & Sciences and Sussex Preparatory Academy when filling seats available in any of the grades 6 - 12. These four preferences are rank-ordered, and in cases of limited open positions, students are admitted in the following sequence.

#### **1. Founding Board Members**

The Founding Board of Sussex Academy of Arts & Sciences was in place and active between fall 1997 and the opening of school, September 2000. These members' names are posted on a placard located in the main hallway of the school; they are also identified in sections **1 and 9** of the Charter Renewal. Children of Founding Board are defined as "Children of a school's founders, so long as they constitute no more than 5% of the school's total student population. For the purposes of this paragraph "founder" shall not include anyone whose sole significant contribution to the school was monetary, but otherwise shall be determined by the founding Board of Directors subject to Department of Education regulations." The Founders are identified in the chart in section 1"

#### **2. Children of Staff Members**

Children of staff members are defined as "Children of persons employed on a permanent basis for at least 30.0 hours per week during the school year by Sussex Academy."

#### **3. Children with Siblings Concurrently Enrolled**

Children of siblings are defined as "Children who are brothers or sisters living in the same household and being enrolled concurrently in the school." Sussex Academy of Arts & Sciences shall recognize these relationships as valid under sibling preference of a concurrent student attending student living in the same household:

1. Any individuals having the same parent or parents, either natural, adoptive, or foster.
2. Any individuals who are step-siblings and share a common custody or legal residency arrangement, each of whom have to have a natural or adoptive parent in the same residence

#### **4. Children with Specific Interest in Teaching Methods, Philosophy, or Educational Focus**

Children with Specific Interest in Teaching Methods, Philosophy, or Educational Focus are defined as "Children who express an interest to be considered for such preference and are identified through an essay and interview submitted during the open application period and evaluated by a committee of the Executive Board. Neither the essay nor the interview will be evaluated based on prior or present academic performance. Instead, it will be based on the extent to which the student has an interest and adaptability to the school program. The rubric for such selection is subject to approval by DDOE. The number of special interest preferences will not exceed 5% of the school's total population."

Sussex Academy of Arts & Sciences will furnish each applicant with a mission statement, information about Expeditionary Learning and the International Baccalaureate Programme as appropriate, and the Student/Parent/Faculty Success Plan that is signed by the student, the parent, and a faculty member.

Sussex Academy of Arts & Sciences will score each essay and interview in accordance with the rubric approved by DDOE. Based on the essay rubric score, Sussex Academy of Arts & Sciences will interview those applicants identified as having a specific interest. The applicants will be ranked based on the

combined essay rubric score and interview feedback. No more than 5% class will be admitted under this preference.

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

The school gives admissions preference to children of the school's founders. The original Board identified its founders and listed them in minutes. Further, their names are posted on a placard in the hallway of the school. They are identified in this Charter Renewal in this section **9n** and section **1c**. The founders whose children are eligible for Founder's Preference are Linda Choy, Maribeth Dockety, Nancy Gideon, Leslie Lesko, Gonzalo Martinez, Maureen Miller, William Pfaff, Susan Selph, Nathalie Willard, Gary Wray.

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

All students must apply during the open application period. This open application period is advertised as lasting from the Monday before Thanksgiving through the first Friday in January. The lottery is held on the second Wednesday in January. At that time someone outside the school, generally DOE charter school associate, is present to draw envelopes for the lottery. Students are then admitted in the order that their applications were drawn during the lottery. A student may remain on the waiting list for their grade level during the entire period that the student would be eligible to attend the school. When vacancies occur, students are eligible to enroll in the order that they are on the waiting list. Preference students are admitted in accordance with the Sussex Academy of Arts & Sciences policy when vacancies are declared. Should students apply at a time other than the Open Application period, they are placed at the end of the lottery list in accordance with the date they applied.

The only change in this procedure is the request to include a preference for grade 6 students. This will entail DDOE approval of the procedures and rubric. The school has submitted the 9-12 rubric and is formulating the 6-8 rubric yet to be approved by the Department.

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

Sussex Academy of Arts & Sciences adheres to the timetable outlined in sections 9m, 9n, 9o, and 9p. The timetable for applications and admissions is outlined in section **9o** above. This timeline allows the school to have and disseminate a preliminary roster of its students for the subsequent school year on or before May 1 of each year.

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

Sussex Academy of Arts & Sciences is submitting a Charter Renewal. This is not applicable.

## 10. Insurance

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

See Certificate of Liability Insurance in the Insurance section, Appendix R

## 11. Student Discipline and Attendance

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

The Students Rights and Responsibilities Manual is available to parents and students in two ways: (1) The manual is posted on the school’s website, [www.sussexacademy.org](http://www.sussexacademy.org). (2) The school publishes the manual in the Student Planner (agenda book). See Student Handbook, Appendix X.

All students receive a Student Planner; this planner is provided to any student or parent who would like a copy of the manual when s/he visits the school. Parents sign an expectations contract with the school when their children apply for admission during the lottery process. The parents sign the contract again in the Student Planner.

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

Discipline of special education students will be handled in accordance with the rules and regulations of the Individuals with Disabilities Education Act (IDEA) – 2004 and the State of Delaware Special Education Regulations (June 11, 2007).

Misbehavior at Sussex Academy of Arts & Sciences is routinely first handled by the teacher. The teacher contacts the parents to keep them abreast of the situation and, should the infraction be serious enough to involve the Directors, he/she investigates the situation by conferencing with the student(s) in question, contacts their parents, and makes a determination regarding consequences for the infraction based on the prevailing code of conduct, state law, and federal law.

Sussex Academy of Arts & Sciences will ensure that procedural safeguards are followed and that appropriate reports to agencies including law enforcement are completed as required. DDOE regulations will be followed relating to the reporting of crimes to the appropriate authorities.

- c. Describe how the school will ensure staff is adequately trained and properly implementing state and federal law related to the discipline of students with disabilities. Include a description of the school's specific action steps to ensure compliance with the disciplinary provisions of the Individuals with Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.**

Sussex Academy employs a full-time special education teacher who coordinates the special education program and co-teaches. The special education coordinator is the school's liaison with the Delaware Department of Education Special Education Office. The special education coordinator attends the appropriate special education meetings and works within the building with each team and the administration to ensure that the school implements and complies with state and federal law related to the discipline of students with disabilities.

Sussex Academy of Arts & Sciences is in compliance with the Americans with Disabilities Act of 1990. There is no discrimination based on physical, sensory, cognitive, or mental disability. This includes students, parents, and employees and is in place for all facets of school operations. All facilities have been designed and maintained in accordance with ADA guidelines and standards.

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

Reportable school crime incidents as described by 14 Delaware Code, Section 4112 will be reported to the Directors. They will advise the parent of the incident and take appropriate action, including reporting the incident to the police and the Delaware Department of Education (DDOE) if necessary. In addition, Sussex Academy of Arts & Sciences will comply with the reporting of bullying allegations and incidents as recently mandated.

Sussex Academy of Arts & Sciences uses ESchoolPlus as its student accounting system; thus, any and all reportable incidents are logged into the system, including information about the perpetrator and victim along with a disposition of the incident. Annual summary data will be presented to the Board along with required reports to the DDOE.

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

The attendance policy for Sussex Academy of Arts & Sciences is outlined in the Student Planner and is posted on the school's website, [www.sussexacademy.org](http://www.sussexacademy.org). Students may be retained if they miss 24 days or more during the school year.

The policy requires students to attend school every day in accordance with Delaware Code. The maximum number of days that students may be absent without penalty of potential retention are defined, along with reasons for excused absences, procedures for early dismissals and late arrivals, and other information pertinent to the policy.

Generally, parents are called by the school nurse any time that a student is absent. The school nurse monitors the absences and notifies the Directors whenever absences exceeds more than 5 days in a quarter. Should the number of absences jeopardize the promotion of a student, the Executive Director

will notify the parent in writing. If there is insufficient documentation by the parent of the reason for the absence, or the child is absent for a known but insufficient reason, the Directors will follow the procedures for notification of the court system.

## **12. Health and Safety**

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

Assuring a safe and healthy environment for both students and staff is paramount. The school will continue to provide for the health and safety of the school community in the following ways:

- Sussex Academy of Arts & Sciences has on staff a registered nurse who follows the *Nursing Technical Assistance Manual* as promulgated by the Department of Education under the direction of the Education Specialist for Health Services.
- These practices will be communicated to parents, students and staff as part of enrollment procedures and various orientation programs.
- The nurse is responsible for disseminating, collecting, and maintaining all health records for students. This includes physical examinations prior to enrollment. S/he administers medicines and provides medical treatment, ensures that immunizations and TB screenings are current, and screens for health problems, all in accordance with the state's procedures.
- The nurse serves on IEP teams that require medical services.
- Sussex Academy of Arts & Sciences will continue to comply with any regulations relating to hazardous materials and safety.
- Sussex Academy of Arts & Sciences will continue using the security and surveillance systems in the building.

- b. **Describe the process that will be used to ensure that:**

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

The Sussex Academy of Arts & Sciences school nurse adheres to the Delaware Department of Education Regulations as defined in the School Nurse Technical Manual. This manual is available online at [www.doe.k12.de.us](http://www.doe.k12.de.us).

The following sections address the processes:  
Section 815 – Physical Exam & Screening  
Section 804 – Immunizations  
Section 817 – Administration of Medications  
Section 815 – Screenings for Health Problems  
Section 811 – School Health Record Keep

Requirements:

Ensuring Care for Life-threatening Health Condition – SAAS has a written Emergency Response Plan. Within that plan, an Emergency Response Team has been established. Its primary function is to initiate First Aid/CPR and coordinate care in the event of an acute medical emergency within the school. There are seven team members in this group trained to respond to life-threatening health conditions. All team members are first-aid trained and CPR certified.

Ensuring Health Representation on IEP Teams – The Sussex Academy of Arts & Sciences school nurse is an IEP team member whenever a student’s determined disability implicates a medical issue. This applies to both those students who have IEP’s and those who have 504 plans.

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

As a part of the pre-employment process, all employees are required to have a criminal background check. In addition, the child abuse registry will be checked through Department of Social Services for Children, Youth and Their Families (DSCYF). Documentation of such will be held in each employee’s employment file and available for authorized audit compliance.

It is the policy of Sussex Academy of Arts & Sciences that criminal and child abuse checks will also be required for all staff employed through contracted services agreements, members of the School Board, and members of the Executive Board.

The Office Manager is responsible for ensuring that criminal background checks and child abuse registry checks are initiated and appropriately documented prior to an individual’s employment. Additionally, it is the policy of Sussex Academy of Arts & Sciences that all school board members must undergo a criminal background check and child abuse registry check upon appointment to the Executive Board.

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

Sussex Academy of Arts & Sciences is a single-story building of frame construction with a Hardie Plank and brick exterior. The building is located on 42 acres of property at 21777 Sussex Pines Road, Georgetown, Delaware 19947. There is ample outdoor recreational space including athletic fields, outdoor patios, and a picnic area. These and other landscaped areas are maintained through the combined efforts of Sussex Academy of Arts & Sciences, Sussex Academy of Arts & Sciences, Inc., and the Sports Boosters.

Both the bus and car parking areas are monitored 24 hours a day using cameras and a digital recording system. All outside doors will remain locked from the outside, except during student arrival and dismissal times. Visitor access will be limited to the main entrance until proper identification and visitor procedures are complete. The school was built in 2000 and meets all county and state requirements for public buildings.

Sussex Academy of Arts & Sciences has considered two potential site options for the upper school, Sussex Preparatory Academy. Health and safety considerations, along with school size facility

calculations, were considered in the selection of the sites. It is anticipated that the school will either be located on the SAAS school property or property located nearby.

Regardless of the site selected for SPA, the same health and safety policies that are in place at the original location will be implemented at the new location as well.

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

The school facility maintains compliance with all county and city code requirements and continues to work with personnel from DDOE to ensure that all school-specific health, safety, and logic aspects of the site are addressed.

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

Sussex Academy of Arts & Sciences' school office is located at the front of the building and has an unobstructed view of anyone entering the building through the front door. Visitors must report to and sign in at the school office prior to being authorized to go to other parts of the building.

During the regular school day, the only unlocked ingress or egress is through the front doors. For after-school activities, only the front door and the entry to the gym area are unlocked. All doors are locked immediately after the afternoon athletic and after-school activities conclude.

The chief custodian monitors building maintenance on a daily basis and attends to any routine maintenance needs. Additionally, the fire marshall, ADT (security, fire, and surveillance), Advantech (inspect fire alarm system), and Bear Industries (Sprinkler System) inspect and monitor all safety systems within the building. The chief custodian maintains a checklist that is completed on a quarterly basis to ensure that the school is safe.

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

Sussex Academy of Arts & Sciences has a multipurpose room and outside areas where physical education is conducted. Safe play is conducted. In addition, the school has a full-time nurse.

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

Sussex Academy of Arts & Sciences contracts for bus services with independent contractors. Students are transported from and to hub bus sites.

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

Students who reside outside the district in which the school is located will be assigned bus sites throughout Sussex County where bus transportation will be accessible.

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

Appropriate accommodations, as defined in each student's IEP, are provided to meet the needs of all students requiring transportation. As special transportation needs are identified, the school will work with the student's parents and the transportation services provider to ensure compliance with specialized transportation needs.

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

There have been no changes to transportation operations. Each spring, parents are surveyed to assess bus site availability and bus usage. Then bids are solicited from independent contractors. The Supervisor of Transportation designs the routes in consultation with selected contractors about needed sites. The Supervisor works directly with the bus contractors on regulation and compliance issues as well as bus discipline. Bus discipline is discussed in the Student Code of Conduct, Appendix W.

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

Students have the choice of bringing or buying their lunch. Sussex Academy of Arts & Sciences has an arrangement with the Laurel School District to provide hot and cold lunches. Lunches can be purchased one month in advance. The lunches are transported daily from Laurel to Sussex Academy of Arts & Sciences by an employee of Sussex Academy of Arts & Sciences. Laurel School District must comply with all standards for nutritious meals. Thus, Sussex Academy has the benefit of providing such meals to those students who choose that option.

Sussex Academy of Arts & Sciences complies with the federal Free and Reduced Lunch Program for eligible students. The school lunch coordinator handles all applications and completes the requirements set forth by the Delaware Department of Education – School Support Services – School and Community Nutrition Program.

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

Sussex Academy of Arts & Sciences will comply with the requirements of the Federal Free and Reduced Lunch program by providing applications and information about the program to students and their families upon enrollment in the school each year.



### **13. Student and School Data**

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

Sussex Academy of Arts & Sciences has processes and procedures that fully comply with the Family Education Rights and Policy Act (FERPA) and Delaware Department of Education (DDOE) regulations regarding the handling and disclosure of student’s records. Parents and students have the right to access educational records kept by the school, the right to determine disclosure, the right to request amendment, and the right to file complaints if the school discloses records in violation of FERPA. Parents must sign the “Release of Records” in order for the school to receive or transfer records.

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

Sussex Academy of Arts & Sciences is part of the state’s ESchoolPLUS pupil accounting system. The use of this system ensures timely transfer of student data and records to other schools and the Delaware Department of Education (DDOE). All staff members are fully trained to use the system and will remain current through staff trainings and data requirements defined by the DDOE.

### **14. Management Companies**

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

Sussex Academy of Arts & Sciences does not have a management company.

## ASSURANCES

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

- 1) Be in full compliance with 14 Delaware Code, Chapter 5 and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education.
- 2) Not discriminate against any student in the admissions process because of race, creed, color, sex, disability, or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.
- 3) Not operate in a sectarian manner or include religious practices in its educational program.
- 4) Participate in the Delaware Student Testing Program and meet the requirements for school accountability as described in state law.
- 5) Manage the school within all State administrative and financial systems listed in 14 Delaware Code, Section 512 (9) including accounting, payroll, purchasing, retirement, and benefits. All school funds will be managed through the school's accounts set up in the Delaware Financial Management System (DFMS).
- 6) Initiate and maintain direct communication with other public and nonpublic schools to assure efficient notification and transfer and exchange of records.
- 7) Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions; and operate the program in accordance with the content of the updated and approved charter granted by the Department of Education and State Board of Education. The school's board of directors will not implement any modifications to the charter school program or operation without the express written consent of the Department of Education.
- 8) Notify the Department of Education in writing within 30 days when the school's administrative head or any member of the board of directors change.
- 9) Provide the Department of Education with copies of all the policies and by-laws of the school and the school's board of directors and inform the Department in a timely manner when by-laws change.
- 10) By the first day of instruction each school year, ensure that all teachers meet the certification requirements of the Delaware charter law and are properly listed in the PHRST and DEEDS programs.
- 11) Employ only staff who have complied with the requirement of having a successful criminal background check and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.
- 12) Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.

- 13) Comply with the provisions for a Performance Agreement, as required by the Secretary of Education.
- 14) Distribute copies of the Department's Frequently Asked Questions About Delaware Charter Schools/Parent Guide to Delaware Charter Schools to all parents seeking to enroll their child(ren) as well as to parents of enrolled children.
- 15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of 29 Delaware Code, Sections 10002, 10003 and 10004.
- 16) The Board of Directors will include a member who is a certificated teacher employed by the school and a member who is a parent of a student currently enrolled in the school, consistent with 14 Delaware Code, Section 512(1).
- 17) Comply with the requirements for reporting school crimes as described in 14 Delaware Code, Section 4112.
- 18) As required by 14 Del. C. § 506, maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the child will attend the charter school for at least one complete school year.
- 19) Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.
- 20) Annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to a management company employed by the board, the board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program.
- 21) Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.
- 22) Establish a student application and admissions process that will enable the school to provide the local districts in which the students reside with a preliminary roster of students for the subsequent year on or before April 1 each year.
- 23) Ensure that by April 1 each year the school has enrolled at least 80% of the total authorized number of students and that it has notified each school district of information about enrolled students.
- 24) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.
- 25) Comply with Title VI and VII of the Civil Rights Act of 1964.
- 26) Comply with Title IX of the Education amendments of 1972.
- 27) Have certified special education teacher(s) providing services for students with disabilities.
- 28) Ensure that students have physical examinations prior to enrollment.

- 29) Ensure that required immunizations and screenings (lead, TB) are in compliance.
- 30) Administer medications and medical treatments, including first aid.
- 31) Screen for health problems (vision, hearing, postural/gait, etc.)
- 32) Monitor student health and maintaining health records.
- 33) Ensure emergency care for known and unknown life-threatening health conditions.
- 34) Ensure health representation on IEP teams when student's needs require such.
- 35) 14 Delaware Code, Section 511 (1) states that all applications for a charter shall contain an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes. If the charter is approved and the charter holder shall subsequently fail to obtain the necessary Certificate of Occupancy as required by this section, the opening of the school shall be delayed by one year from the date previously authorized by the approving authority and the charter shall be placed on probation subject to the terms and conditions imposed by the Department of Education with the consent of the State Board of Education. No waivers are available for this requirement.
- 36) The school must participate and receive training in the use of the Department of Education's Pupil Accountability system E-School Plus.
- 37) The school must intend to comply with all additional curriculum regulations including 501, 502, 503, and 525 and any other curricular regulations.
- 38) Maintain corporate status as described in Title 14, Del. C. § 504.
- 39) Follow the Family Education Rights and Privacy Act (FERPA) and implement federal and Department of Education regulations regarding disclosure of student records.
- 40) The Board of Directors of the school, its employees, agents and contractors, shall comply with all obligations imposed upon them by law, shall comply with the provisions of the corporate charter, by-laws and resolutions, and shall further comply with any applicable rule or regulation, all of which are imposed as conditions to approval of this charter.
- 41) The Board of Directors shall ensure that school is and remains in compliance with any student, educator, and school achievement performance requirements now or hereafter in effect in Delaware Code or Regulation.
- 42) No part of the school's corporate charter or by-laws shall be amended, altered, repealed, restated or otherwise modified without the prior written consent of the Department of Education, except that the number of directors may be increased or decreased without the Department's consent, provided that any such change shall be limited to the number of directors only and not to the qualifications thereof; and further provided that any such change shall otherwise be consistent with any applicable law, rule or regulation.

- 43) The Board of Directors shall not charge or collect any fee not permitted to be assessed by a school district. These include but are not limited to fees to any students applying for admission and fees for the use of instructional materials.
- 44) The Board of Directors shall ensure that the school submits data requested or required by the Department in any form, including electronically, in accordance with timelines in the Department's Data Acquisition Calendar.
- 45) The Board of Directors shall ensure that the school is in full compliance at all times with the requirements of background checks as stated in 11 Delaware Code, Chapter 85, and Subchapter VI.
- 46) The Board of Directors shall assure that the by-laws of the Board have been reviewed and remain in compliance with the current and future opinions of the Public Integrity Commission, Attorney General opinions, and the use of bid laws for procurement.
- 47) The Board of Directors shall assure that the school has met the advisor certification requirements of 14 Del. C. § 507 (c).

As members of the Board of Directors of this charter school, we agree to these assurances as conditions of approval of the charter.

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

We are familiar with the requirements of the Delaware Financial Management System (DFMS) and the state payroll system.

We understand that when submitted to the department of Education, this application will be deemed to be a "public document" subject to disclosure pursuant to the provisions of the Delaware Freedom of Information Act.

We understand that is a charter is granted for this school, all future members of the school's board of directors will be bound by the terms of the charter unless the approved charter is formally modified with the written approval of the Secretary of Education.

Sussex Academy of Arts & Sciences  
Name of Charter School

8/22/12  
Date of Signature


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


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

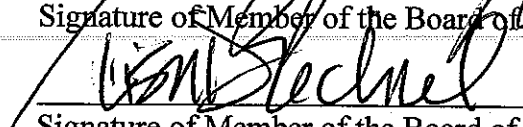
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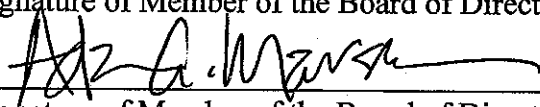
Date of Signature

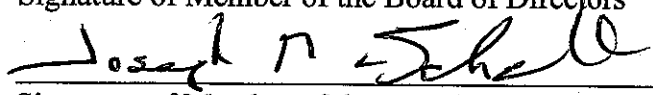
Sussex Academy of Arts & Sciences  
Name of the Charter School

  
Signature of the Chairperson of the Board of Directors

  
Signature of Member of the Board of Directors

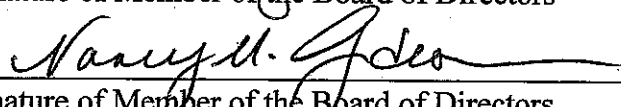
  
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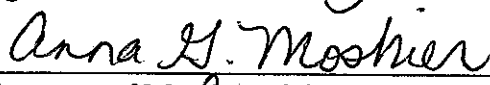
  
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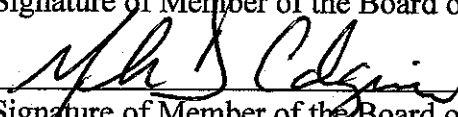
  
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Signature of Member of the Board of Directors

## **Appendix C - 2018-19 Annual Report**

# SUSSEX ACADEMY

**ANNUAL REPORT**

**2018-2019**



**21150 Airport Road,  
Georgetown, DE 19947  
Phone:(302) 856-3636**



## 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   | Sussex Academy  |
| Year School Opened   | 2000  |
| Enrollment 2018-2019 <sup>1</sup>  | 795   |
| Approved Enrollment  | 776   |
| School Address   | 21150 Airport Road, Georgetown, DE 19947                                  |
| District(s) of Residence   | Indian River School District  |
| Website Address  | <a href="http://www.sussexacademy.org/">http://www.sussexacademy.org/</a> |
| Name of School Leader  | Eric Anderson   |
| School Leader Email and Phone Number   | Eric.Anderson@SAAS.k12.de.us<br>(302) 856-3636                            |
| Name of Board President  | Jennifer S. Scott   |
| <b>Mission Statement:</b> The mission of the Sussex Academy is to prepare students for future academic success by providing an accelerated, supportive academic environment within a small school setting. |   |

## 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                     | 795                    |
| # of Students on Waiting List        | 373                    |
| <b>Gender</b>                        |                        |
| % Male                               | 43.02%                 |
| % Female                             | 56.98%                 |
| <b>Ethnicity/Race</b>                |                        |
| % African American                   | 4.78%                  |
| % American Indian                    | 1.13%                  |
| % Asian                              | 5.16%                  |
| % Hispanic/Latino                    | 14.97%                 |
| % White                              | 69.81%                 |
| % Multiracial                        | 3.77%                  |
| <b>Special Populations</b>           |                        |
| %Special Education <sup>2</sup>      | 3.65%                  |
| % English Language Learners          | 1.89%                  |
| % Low-Income                         | 8.81%                  |

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

After the Sussex Academy lottery in January 2018, 146 students were placed on a waiting list for grade 6 and 56 students were placed on the list for grade 9 it is unknown how many students were on

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waiting lists for other grades as we have recently purged that data in preparation for the upcoming open application period. However, the total number of waitlisted students was 373.

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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.

(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  |
|----------|--|----------|
| 12/31/18 | SA would like to increase their enrollment from 776 students to 840 students SY 20/21. | 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

Sussex Academy enrolled 858 students for SY 19/20.

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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  |                     |                         |
| Grade 1  |                     |                         |
| Grade 2  |                     |                         |
| Grade 3  |                     |                         |
| Grade 4  |                     |                         |
| Grade 5  |                     |                         |
| Grade 6  |                     | 127                     |
| Grade 7  |                     | 127                     |
| Grade 8  |                     | 126                     |
| Grade 9  |                     | 121                     |
| Grade 10   |                     | 118                     |
| Grade 11   |                     | 103                     |
| Grade 12   |                     | 73                      |
| <b>Total</b>   |                     | 795                     |

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

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**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> |                                     |                                     |
| Sussex Academy   |                                     |                                     |
|  | Number of Students Reenrolled Count | Percentage of Students Reenrolled % |
| K  |                                     |                                     |
| Grade 1  |                                     |                                     |
| Grade 2  |                                     |                                     |
| Grade 3  |                                     |                                     |
| Grade 4  |                                     |                                     |
| Grade 5  |                                     |                                     |
| Grade 6  | 5                                   |                                     |
| Grade 7  | 116                                 | 89.23%                              |
| Grade 8  | 121                                 | 92.37%                              |
| Grade 9  | 81                                  | 62.31%                              |
| Grade 10   | 113                                 | 89.68%                              |
| Grade 11   | 93                                  | 92.08%                              |
| Grade 12   | 72                                  | 87.80%                              |
| <b>Total/Avg</b>   | 601                                 | 85.86%                              |

\*\* 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.

Sussex Academy regularly monitors student attrition patterns and has done so since its inception in school year 2000. The school also monitors why students exit. Re-enrollment is typically higher at the lower and upper grades than in grades 9 and 10 for various reasons, most notably due to the size of our school. Since the time that Sussex Academy began adding high school grades, eighth grade attrition rates have been the highest of all the grade levels for several reasons including, but not limited to, interest in attending either a private school, a larger school with a greater selection of career pathways and/or a more comprehensive sports program, and/or to attend school with their siblings. That being said, the number of students in grade 8 choosing to remain for grade 9 has steadily increased since the school year 2013-14 from 21 students reenrolled (19%), the first year Sussex Academy offered a high school experience for our students, to 105 (82%) staying for the 2019-20 school year. Additionally, due to the school's extensive waiting list and annual open application period, the school is able to fill vacancies in the lower grades that arise from attrition to maintain the total approved enrollment.

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## 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 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.

Overall Academic Ratings

**High School Plus (For districts and for schools with variant grade configurations that include grades 9-12, e.g. K-12)**

| Indicator                                    | Points | Point Earned | Percent Point                  |
|--|--------|--------------|--------------------------------|
| Academic Achievement                         | 100.00 | 86.00        | 86%<br>Exceeds<br>Expectations |
| Academic Progress                            | 125.00 | 87.00        | 70%<br>Exceeds<br>Expectations |
| School Quality/Student Success               | 75.00  | 69.00        | 92%<br>Exceeds<br>Expectations |
| Graduation Rate                              | 88.00  | 84.00        | 95%<br>Exceeds<br>Expectations |
| Progress Toward English Language Proficiency | n/a    | n/a          | Not Applicable                 |
| Overall                                      | 388.00 | 326.00       | 84%<br>Exceeds<br>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.

---

School Comments:

The school's overall academic achievement results speak for themselves. Sussex Academy consistently ranks among the highest performing schools in the State. In fact, for school year 2019, the ELA proficiency level for the middle school students was 95%, the highest in the State, and 83% for mathematics, the second highest proficiency rate in the State. The proficiency levels of Sussex Academy high school students on the SAT were also among the highest in Delaware ranking third in Reading (89%) and Essay (79%), and fourth in Math (62%).

There were no major challenges in SY19 that would suggest that the proficiency levels of any of the grades at Sussex Academy would be different in future years.

One major accomplishment during SY19 that is noteworthy is the school's inclusion in U.S. News & World Report's list of best high schools in the United States.

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## Performance Agreement

### Academic Performance Expectations

Sussex Academy's 2016-17 overall academic ratings are: Exceeds Standard

- Academic Achievement: Exceeds Standard
- Growth: Exceeds Standard
- On Track to Graduation: Exceeds Standard
- College and Career: Exceeds Standard

By September 2027, our expectation is to achieve overall ratings of "Meets" or "Exceeds" standard as measured by the Delaware School Success Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

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

---

#### School Comments

Sussex Academy was rated Exceeds Standard on all measures of the Academic Performance portion of the Performance Framework thus satisfying our approved Academic Performance Expectations.

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## 2.2 Academic Achievement

| Metric             | Value  | Points | Points Earned |
|--------------------|--------|--------|---------------|
| Proficiency - ELA  | 94.12% | 50.00  | 47.00         |
| Proficiency - Math | 78.87% | 50.00  | 39.00         |

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

#### Proficiency Rates 2018-19

|         | ELA | State ELA | Mathematics | State Mathematics |
|---------|-----|-----------|-------------|-------------------|
| Grade 6 | 92% | 52%       | 82%         | 38%               |
| Grade 7 | 94% | 55%       | 78%         | 41%               |
| Grade 8 | 98% | 53%       | 89%         | 39%               |
| SAT     | 89% | 48%       | 62%         | 28%               |

Sussex Academy's current performance is exceeding the standards. This is evidenced in the Academic Framework data presented in the charts above (Academic Achievement and Proficiency Rates). Again, the data show that the percentage of our students who are meeting and exceeding the standards in ELA and mathematics is well above state averages. We also recognize that, while our math proficiency is well above the state averages, we saw the need to delve further into our mathematics data and made instructional and curricular adjustments for the 2019-20 school year to improve the proficiency levels in math across all grade levels of the school.

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

---

School Comments

Certainly, Sussex Academy's aim is to continue meeting and exceeding the standards so as to continue being recognized as a high performing school. We will continue to look at our data around academic performance and take/make corrective measures when and where needed. We will establish annual goals at the instructional team and the grade levels. We will continue to identify needed professional development, make adjustments in staffing as needed, modify the curriculum, and maintain a school culture where performance, responsibility and respect are valued and practiced.

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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

One way we measure whether we are on track to meet the expected Academic Achievement outcomes is through standardized assessments – SBAC, Pearson Social Studies and Science Assessments, SAT, PSAT, and IB examinations. Another way we determine this is through teachers' quarterly review of their students' classroom progress and RTI data. A third consideration is by monitoring reenrollment data.

---

### 2.3 Academic Progress

| Metric                            | Value  | Points | Points Earned |
|-----------------------------------|--------|--------|---------------|
| Growth - ELA                      | 72.35% | 50.00  | 36.00         |
| Growth - Math                     | 63.60% | 50.00  | 32.00         |
| Growth of Highest Quartile - ELA  | 65.78% | 6.25   | 4.00          |
| Growth of Highest Quartile - Math | 60.86% | 6.25   | 4.00          |
| Growth of Lowest Quartile - ELA   | 88.31% | 6.25   | 6.00          |
| Growth of Lowest Quartile - Math  | 73.88% | 6.25   | 5.00          |

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 result (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

---

#### School Comments

Sussex Academy enrolls students in this grade range (6 through 8) from ten different school districts, several area private schools, and some home schools. As a result, our students have had inconsistent school experiences and levels/types of instruction. Students in grade 6, especially, have a very diverse set of academic skills. One way that Sussex Academy addresses this is by teaching and emphasizing literacy in all disciplines using common protocols and school identified best practices in all classes. Critical reading and writing skills are a major focus of daily instruction. In addition, to address the needs of all students in this grade range, adaptive, interactive online applications in math and ELA which assess the students' current proficiency levels and creates individualized instructional plans are used by all students. Students with the most needs also receive remedial instruction in pull out and push in settings.

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The data above shows that the lowest quartiles of students are showing more growth than those in the highest quartiles in both math and ELA. This is most likely due to the strategies described above and the benefits of heterogeneous grouping to lower performing students.

---

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

Sussex Academy strives for 100% proficiency for all students but, because of the open enrollment aspect of our school and the educational diversity of our students, particularly in our highest initial enrollment grades of 6 and 9, this goal is a challenge. Our expected outcomes are to maintain and improve our already high proficiency levels. We will continue with our focus on improving literacy and critical thinking skills in all content areas and in all classrooms and providing academic support to those students in need.

---

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

Generally, we look to our standardized measures to determine if we are on track to meet growth outcomes. These standardized measures include SBAC, PSAT, SAT, and International Baccalaureate (IB) exams. We use Component V data to track the percentage of students meeting SBAC growth targets established by DOE. Formative assessment data is provided by an online adaptive application that all students use in the middle school grades and for RTI support in all grades. In addition, as students move into high school we look at their course grades, the course failures, and the number of credits students are earning each year.

---





## 2.4 School Quality/ Student Success

| Metric                       | Value  | Points | Points Earned |
|------------------------------|--------|--------|---------------|
| Career and College Prep      | 89.44% | 37.50  | 34.00         |
| On Track in 9th Grade        | 96.81% | 25.00  | 24.00         |
| On-Track Attendance          | 91.73% | 12.50  | 11.00         |
| 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

Not having any historical data for a comparative analysis, it is challenging to comment on this measure. However, the value presented here demonstrates that we need to determine which students did not successfully master the College and Career Readiness criteria and why so that a more comprehensive monitoring system can be put into place. The on track to graduate rate is high and represents that all students, with the exception of four, successfully completed their freshman year in 2018-19. Historically, students who did not earn enough credits to be classified as a grade 10 student get back on track to graduate in 4 years by the end of their second year of high school. Not having State data for comparison makes it challenging to evaluate the On-Track Attendance data presented above. However, there was a slight improvement from SY 17-18. While it appears that the vast majority of our students are not of concern, the fact that 8.27%, or approximately 66 students, fall into this category is an issue. Many of our students miss school due to circumstances beyond our/their control such as family vacations, college visits, chronic illnesses, and hospitalizations. However, some are truly chronically absent and we need to identify and modify this pattern of behavior demonstrated by these 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

Clearly, the school needs to invest resources in addressing attendance and, particularly, the chronic absenteeism rate. Steps that have already been taken for the 2019-20 school year include daily phone calls to the parents of all absent students, follow-up contact for written excuses, monitoring of student overall attendance patterns, daily emails to the teaching staff, weekly emails to parents of students with increased absences, letters of concern sent via USPS, and conferencing with students and parents of concern. Our expected outcomes on all of these measures is 100%, and we believe that will be possible for on-track to graduate metric, but the chronic absenteeism rate will be more of a challenge because it will require an attitude shift among our parents and students to limit travel and college visits to times when the school is closed for breaks.

---

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

Student attendance is being more carefully monitored and addressed by the main office and administrative staff. The academic counselor monitors on track to graduate data and college and career prep for all high school students and individually counsels those who are not progressing satisfactorily. Typically, an individualized plan is implemented for the student to take corrective action to address this.

---

## 2.5 Graduation Rate

| Metric                               | Value  | Points | Points Earned |
|--------------------------------------|--------|--------|---------------|
| ESEA Adjusted 4-Year Graduation Rate | 96.55% | 75.00  | 72.00         |
| ESEA Adjusted 5-Year Graduation Rate | 95.00% | 13.00  | 12.00         |
| ESEA Adjusted 6-Year Graduation Rate |        | n/a    | n/a           |

Respond to the following questions.

- a) Based on your Graduation Rate 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

All of the grade 12 students enrolled at Sussex Academy for SY 19-20 graduated in June 2019 as part of our third graduating class.

---

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

---

School Comments

We expect to maintain very high graduation rate as our class sizes increase by continuing to monitor grade 9 credit attainment and attendance data and by making interventions as needed.

---

- c) Describe how you will measure progress to determine whether you are on track to meet your expected Graduation Rate outcomes.

---

### School Comments

Interim progress report grades, quarterly grades, and final course grades will be used to identify students at-risk students of not graduating in a timely manner and used as measures to determine if we are on track to meet our Graduation Rate goals. Student attendance, specifically for those students exhibiting chronic absences, will be an area of focus. Those students who are not present for 15 or more days will be considered chronically absent.

---

## 2.6 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  
N/A

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- 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  
N/A

---

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.

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School Comments

N/A

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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?   |   |   |  |         |
|--|---|---|--|---------|
| Essential Question indicator 1a. The mission of the Sussex Academy is to foster academic achievement and social responsibility in a small school environment where students participate in a highly accelerated college preparatory program that prepares them for the technological and global mindedness needed for the 21 <sup>st</sup> century and that instills ethical conduct and service to others in their day-to-day lives. Sussex Academy has implemented International Baccalaureate (IB) or dual enrollment courses to ensure students are college ready upon graduation. Our mission specific goal is to ensure 75% of our graduates successfully complete one or more of these courses prior to graduation. |   |   |  |         |
| Measure  | Definition of Rating  | Data Source   | Data Collection Process                  | Measure |
| Students will successfully complete one or more International Baccalaureate (IB) or dual enrollment course by graduation.  | <p><b>Meets Standard:</b></p> <p>75% or more of the graduating senior class will successfully complete one or more International Baccalaureate (IB) or dual enrollment course by graduation.</p> <p><b>Approaching Standard:</b></p> <p>51 – 74% of the graduating senior class will successfully complete one or more International Baccalaureate (IB) or dual enrollment course by graduation.</p> <p><b>Far Below Standard:</b></p> <p>50% or less of the graduating senior class will successfully complete one or more International Baccalaureate (IB) or dual enrollment course by graduation.</p> | Eschool data (transcript/mark report) @ June of senior year | PDF Upload and entry into system by DOE. | 1a1     |

a) Rate the school’s performance according to the criteria established by the school for its 2018-2019 mission specific goal(s).

#### School Comments

All of the 71 seniors who completed their public school education in school year 2019, successfully completed one or more IB or dual enrollment courses. So, the rate of completion was 100% which is well above the standard included in our mission specific goal of at least 75%. See Appendices 1 and 2.



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

##### Sussex 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   |  |                |
| 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:

Sussex Academy met all of the Organizational Performance Framework metrics.

---

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

---

School Comments:

Sussex Academy historically has consistently met these measures. In the one instance that the school received on "approaching standard" for Governance and Public Stewardship due to one Board member failing to complete the required finance training, corrective action was taken to ensure that this measure was met during the subsequent year. Now that this training is available through PDMS we do not anticipate that there will be any issues on this framework moving forward.

---

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

All measures were met in the 2017-18 school year.

## Performance Agreement

### Organizational Performance Expectations

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

Sussex Academy's 2016-17 overall Organizational ratings are: Meets Standard

By September 2027, 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.

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

---

School Comments:

The school historically has consistently achieved an overall rating of "Meets Standard" for organizational performance on the approved Performance Agreement.

---

### 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 |
|-------------|-----------|------------------------|-------------------------|
| Steven      | Burke     | Treasurer              | 7/25/2017               |
| Martin      | Cosgrove  | Vice President         | 8/18/2014               |
| Heather     | Crown     | Parent Representative  | 7/23/18                 |
| Debbie      | Fees      | Teacher Representative |                         |
| Uday        | Jani      | Parent Representative  | 11/23/19                |
| Lance       | Manlove   | Parent Representative  | 7/25/2017               |
| Susie       | Mitchell  | Parent Representative  | 9/15/2015               |
| Christopher | Moody     | Parent Representative  | 8/18/2014               |
| Jennifer    | Scott     | President              | 10/15/2013              |
| Denise      | Westbrook | Parent Representative  | 8/18/2014               |
| Chanta      | Wilkinson | Community Member       | 9/10/2016               |
| Lauren      | Wisely    | Parent Representative  | 8/18/2014               |

\*Please list only the most recent training date.

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

---

School Comments: See appendix 5 for year to date course completion certificates for Charter School Board Governance Training. Please note that several more members of the Board have completed these modules however DOE has not processed certificates of completion.

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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 |
|------------|-----------|--------------------|-------------------------|
| Steven     | Burke     | Chair              | 7/25/2017               |
| Carla      | Costa     | Teacher            | 10/15/2013              |
| Janet      | Owens     |                    | 10/12/2017              |
| Jennifer   | Scott     |                    | 10/15/2013              |
| Allen      | Stafford  | Business Manager   | 10/15/2013              |
| Richard    | Riggs     | DOE Representative | 11/30/2015              |
| Dean       | Swingle   |                    | 12/15/2010              |

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School Comments:

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### 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 |
| 92                     | 33                     | 36                     |

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:

Sussex Academy administrators have an open door policy and maintain positive and respectful relationships with the teachers employed by the school. When issues arise, teachers share their concerns and issues openly and honestly so that they can be resolved quickly.

Sussex Academy has a positive history of retaining teachers and has very little difficulty filling vacant positions if they become available. This is primarily due to the culture of the school where respect is expected and valued from, by, and for all stakeholders. Three teachers did not return to Sussex Academy for school year 2019. One retired, one went to teach in a neighboring school district, and the other left to establish and ELL program for a local school district.

---

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

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School Comments:

Sussex Academy maintains a strong commitment to providing relevant professional development opportunities for the Sussex Academy teaching staff. Regularly scheduled PLC meetings are held before the start of the school so that departments, teams, and grade levels can meet to align curriculum and meet the needs of our special education students. On our monthly PLC days the students are dismissed early so that teachers have more time to devote to professional development

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primarily related to best practices, vertical and horizontal curriculum alignment, differentiated instructional practices, and our International Baccalaureate (IB) Programme of studies for grades 11 and 12. During the 2017-18 school year Sussex Academy successfully applied to become an IB Middle Years Programme (MYP) school. During SY 18-19, off site as well as on site professional development for a number of teachers was needed in order to bolster our IB Programme and assist the school in determining if the MYP was the correct direction for the school to go. The shared leadership model in place at the school supports teacher leadership by providing opportunities for teachers to be actively involved in making most of the decisions at the school including plans for professional development.

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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](#).

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  | AS                        | M                | M         | N/R                         | M                                  | Meets Standard |

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

---

School Comments:

Sussex Academy historically and consistently meets the standard as its overall rating on financial performance.

---

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

---

School Comments:

Sussex Academy continues to follow existing policies and procedures and modifies policies and practices to comply with changes in regulations as needed.

---

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

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

| 2018-2019    |
|--------------|
| 1 YR: -1.48% |
| 3 YR: 0.18%  |

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:**

Sussex Academy regularly monitors the financial health of the school on a cash basis and experienced an increase of \$200,333 (page 46 of Audited Financial Statements for FY19). This measure, however, is calculated on an accrual basis so it was somewhat of a surprise since the audit results provided to the Board in September of 2019 presented the Total Margin of 0.76% and indicated the measure had been met. After consulting with the auditor, they agree with the 1-year measure presented above but not with the 3-year calculation, suggesting the result should be higher. That being said, the auditor further indicated that Sussex Academy's 1-year Total Margin result was primarily due to an increase in depreciation and compensated absences; which resulted from the adoption of a teacher salary scale at the beginning of the school year that adjusted the compensation rates so that they were more competitive with the school districts in Sussex County.

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## Performance Agreement

### Financial Performance Expectations

Sussex Academy's 2016-17 overall Financial ratings are: Meets Standard

By September 2027, 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.

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

---

School Comments:

Sussex Academy met the standards overall and the financial performance is projected to remain strong in this area in future years.

---

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

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School Comments:

N/A

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## 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 design/model of Sussex Academy's instructional program has several innovative practices that could be implemented and replicated at other schools. Our overall rating on the Academic Framework and specifically our student's academic achievement as detailed on Appendices 4 and 5 suggests that the practices we have in place are effective.

At the founding of Sussex Academy, the original Executive Board determined that they would adopt the Expeditionary Learning Program as the philosophical and structural focus for the school. Thus, over the last nineteen years, Sussex Academy has grounded itself in this curricular design which includes a more inquiry and project-based, hands-on, and constructivist approach to learning. Literacy for all students and best practices for teachers undergird the academic content in all subjects. In addition, the school has fostered a culture that is respectful and polite, built around character development. Within this framework students are required to complete community service, projects, and portfolios to demonstrate their growth as a student and citizen.

As the Executive Board discussed programs for the high school, they determined that the International Baccalaureate Program (IB) dovetailed with the middle school program already in place. The school gained approval as an IB Diploma Program (IB DP) World School in 2014. Therefore, ninth and tenth grade courses prepare students for IB coursework that takes place in grades 11 and 12. The coursework is very rigorous and meshes with international academic standards. Within the framework, IB students take tests that are juried outside of the school. In addition to the coursework, all students must participate in a CAS (Creativity, Action, Service) project, and all high school students must take the IB course "Theory of Knowledge."

Another unique aspect of IB World Schools, including Sussex Academy, is a commitment to fostering students to become responsible members of their local, national and global communities. This is supported by the 10 attributes of the learner profile where all learners are encouraged to be:

Inquirers

Knowledgeable

Thinkers

Communicators

Principled

Open-Minded

Caring

Risk-Takers

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Ultimately, Sussex Academy's aim is to develop the IB Learner Profile in each student in all grades.

Our high school focuses on preparing all students for acceptance to and success at whatever college they wish to attend. Being an IB World School supports this goal as this international curriculum and approach to teaching and learning is highly regarded by colleges and universities for its rigor, depth, and breadth. All members of our first graduating class (2017) enrolled in a college except for one who enlisted in the military. All of the graduates except for one of our class of 2018 also enrolled in a college. Of 71 graduates in June 2019, 67 members of the class of 2019 enrolled in college. The others deferred enrollment to participate in national service opportunities such as AmeriCorps and the Peace Corp.

One of the unique features of the school is that for thirteen years, the school operated as only a middle school (grades 6-8), enrolling students from seven different school districts as well as private and home school settings. Therefore, sixth grade students entered the school with varied academic experiences and expectations for performance. This dynamic, coupled with the school's learning philosophy and structure, created the impetus for our heavy emphasis on literacy such that all middle school students have 90 minutes of language arts instruction per day and literacy is reinforced by the other core courses of social studies, science, and mathematics through the use of common practices such as the C-SET (Claim, Set-Up, Evidence, Tie In) argumentative writing strategy. Now that we have implemented our high school program, all students enrolling in the high school are required to take a writing course in addition to their regular English class to emphasize and enhance our focus on literacy believing that students who can read critically and have strong written communication skills can experience success in whatever career they choose.

Another unique, replicable feature of our school design is looping used at the middle school and for IB courses in grade 11 and 12 to maximize instructional time. Students entering grade 6 are assigned to the same team of five teachers for grades 6 and 7 and, when they return for grade 7, their teachers know exactly what educational and instructional experiences their students had during the prior year and students know what their teachers expect. This minimizes the acclimation period that typically occurs at the beginning of each school year in traditional schools, which often delays the onset of rich instruction. The majority of the IB courses are designed to be completed over a two-year period, thus students enrolled in these classes have the same teachers for both grade 11 and 12.

Common core standards are the bases for the curriculum at Sussex Academy. However, teachers have a great deal of flexibility in their selection of instructional materials and texts (digital or paper) so long as the standards and key school-wide practices are at the center of the instruction. These practices include modeling, reinforcing the use of content specific vocabulary, enhancing critical thinking skills using concrete specific examples and details, and utilizing higher level questioning techniques in daily instruction. Thus, classrooms at Sussex Academy are not clones of one another, but reflect the collective wisdom about teaching and learning of the teachers, teaching teams, and content departments.

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The use of technology is an important part and expectation of our instructional classroom. To support this initiative, the school had three computer labs equipped with updated desktop computers during the 2019 school year, every classroom has an interactive white board, and iPads and laptops are readily available for student use. In fact, every high school student was given an iPad during the first week of the school each year. So, at the middle school there is a 1:3 technology device to student ratio and in the high school it is 1:1

In January 2019, Sussex Academy joined the Beau Biden Foundation's Shield of Protection Initiative. This initiative involved an evaluation of the policies, procedures, and programming currently in place that focus on child protection within the school community. Throughout the year, Sussex Academy will work with the Beau Biden Foundation and other experts in the field of child protection to ensure that Sussex Academy has the best policies, procedures and programming in place. As the culmination of this partnership, Sussex Academy will be awarded the honor of being recognized as a Shield of Protection partner.

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## VII. ANNUAL REPORT CERTIFICATION STATEMENT

|                        |  |
|------------------------|--|
| <b>Name of School:</b> | Sussex Academy                           |
| <b>Location:</b>       | 21150 Airport Road, Georgetown, DE 19947 |

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

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

12/18/19  
 Date

|  |                   |
|--|-------------------|
| <b>Print/Type Name:</b>                        | Martin Cosgrove   |
| <b>Title (if designated):</b>                  | President         |
| <b>Date of approval by board of directors:</b> | December 18, 2019 |

## 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.

## **Appendix D - 2018-19 Organizational Performance Report**

SA Organizational Performance Framework Report 2018-19

| Measure   | Definition of Rating   | Data Source   | Data Collection Process  | Measure | Possible Points per Sub-measure                                 | Sussex Academy | PP        |
|---|--|---|--|---------|---|----------------|-----------|
| <b>Education Program</b>  |  |   |  |         |   |                |           |
| The school is faithful to its <b>mission</b> as defined in its current charter. These goals could include approved mission-specific academic goals.   | <p><b>Meets Standard:</b></p> <p><b>Approaching Standard:</b></p> <p><b>Far Below Standard</b></p> <p>[The metrics for this standard will be defined in an annual conversation between each school and the authorizer sometime between September and March in the year preceding the school year to be reviewed in the Performance Framework.]</p>   | DOE template to be developed in conjunction with the school as agreed upon by both parties at the beginning of the year. Scoring of this measure will be conducted at the end of the year on or before June 30th during meeting between the school and DOE. | PDF Upload and entry into system by DOE.   | 1a1     | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2              | 2         |
| <b>1A1 Total</b>  |  |   |  |         |   | <b>2</b>       | <b>2</b>  |
| The school is meeting state requirements on <b>instructional minutes</b> .  | <p><b>Meets Standard:</b> The school is meeting state requirements on instructional minutes .</p>  | School Calendar and Attendance Survey submission reviewed annually.   | DOE Verification and entry into system   | 1b1     | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2              | 2         |
| The school is meeting state requirements for <b>graduation and promotion</b> in accordance with 14 DE Admin. Code 505 and Del. C., Title 14, Ch. 1, II  | <p><b>Meets Standard:</b> The school is meeting state requirements for graduation and promotion in accordance with 14 DE Admin. Code 505 and Del. C., Title 14, Ch. 1, II .</p> <p><b>Approaching Standard:</b> <a href="#">The school is meeting state requirements for graduation and promotion in accordance with 14 DE Admin. Code 505 and Del. C., Title 14, Ch. 1, II but has submitted documentation after the due date.</a></p> <p><b>Far Below Standard:</b> <a href="#">The school is not meeting state requirements for graduation and promotion in accordance 14 DE Admin. Code 505 and Del. C., Title 14, Ch. 1, II.</a></p>  | K-8 Schools: on site review of the process followed for students that have not met requirements for promotion.  | DOE Verification and entry into system   | 1b2     | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2              | 2         |
| The school is administering <b>state assessments</b> as required by Delaware law and 14 DE Admin. Code 100 and Del. C., Title 14, Ch. 1, IV .   | <p><b>Meets Standard:</b> The school is administering state assessments as required by Delaware law and 14 DE Admin. Code 100 and Del. C., Title 14, Ch. 1, IV .</p> <p><b>Far Below Standard:</b> <a href="#">The school has violations regarding the administration of state assessments that have been founded by the Department of Education.</a></p>  | DOE reports from the Office of Assessment.  | DOE Verification and entry into system   | 1b3     | Put a # in the column<br>1=Meets OR<br>0=Far Below              | 1              | 1         |
| The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to Implementation of <b>Response to Intervention (RTI)</b> and implementation of 504 plans as determined necessary by school/stakeholder team in accordance with the Section 504, Rehabilitation Act of 1973. | <p><b>Meet Standard:</b> The school has a system for RTI that includes a procedure/practice by which students are provided with intervention. The school has implemented 504 plans as determined necessary by school/stakeholder team in accordance with the Section 504, Rehabilitation Act of 1973.</p> <p><b>Far Below:</b> The school does not have a system for RTI, (and/or) is lacking a procedure/practice by which students are provided with intervention, (and/or) the school has been found to be out of compliance by a State or Federal Agency for not implementing 504 plans in accordance with the Section 504, Rehabilitation Act of 1973.</p>  | On-site Visit and documentation of non-compliance with a state or federal agency.   | DOE Verification and entry into system   | 1b4     | Put a # in the column<br>1=Meets OR<br>0=Far Below              | 1              | 1         |
| The school is implementing mandated programming in accordance with the terms of <b>state grants</b> , as applicable   | <p><b>Meets Standard:</b> The school is implementing mandated programming in accordance with the terms of state grants.</p> <p><b>Approaching Standard:</b> The school is implementing mandated programming in accordance with the terms of state grants but is actively working with the State on a corrective action plan where it has met all deadlines and compliance requirements.</p> <p><b>Far Below Standard:</b> The school is not implementing mandated programming in accordance with the terms of state grants and/or is actively working with the State on a corrective action plan where it has not met all deadlines and compliance requirements.</p> <p><b>Not Applicable:</b> The school is not receiving state grants.</p> | State grants monitoring and audit reports.  | DOE Verification and entry into system   | 1b5     | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2              | 2         |
| The school is implementing mandated programming in accordance with the <b>Consolidated Grant</b> terms, as applicable.  | <p><b>Meets Standard:</b> The school is implementing mandated programming in accordance with the Consolidated Grant terms.</p> <p><b>Approaching Standard:</b> The school is not implementing some mandated programming in accordance with the Consolidated Grant terms but is actively working with the Department on a corrective action plan where it has met all deadlines and compliance requirements.</p> <p><b>Far Below Standard:</b> The school is not implementing some mandated programming in accordance with the Consolidated Grant terms and/or is actively working with the Department on a corrective action plan where it has not met all deadlines and compliance requirements.</p>  | Consolidated grant monitoring and audit reports.  | DOE Verification and entry into system   | 1b6     | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2              | 2         |
| <b>1B Total</b>   |  |   |  |         |   | <b>10</b>      | <b>10</b> |
| <b>IDEA Indicator 4B:</b> Disproportionality in the rates of <b>long-term suspensions</b> of students with disabilities by race/ethnicity (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))  | <p><b>Meets Standard:</b> Charter is in compliance with this IDEA regulatory area.</p>   | Office of Exceptional Children Reports  |  | 1c1     | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2              | 2         |
| <b>IDEA Indicators 9 &amp; 10:</b> <b>Disproportionate Representation</b> related to identification (20 U.S.C. 1416(a)(3)(C))   | <p><b>Meets Standard:</b> Charter is in compliance with this IDEA regulatory area.</p>   | Office of Exceptional Children Reports  | PDF Upload by DOE of Tiered Intervention Requirement and/or DOE Verification and entry into system | 1c2     | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2              | 2         |

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| IDEA Indicator 11:  | <b>Meets Standard:</b> Charter is in compliance with this IDEA regulatory area.  | Office of Exceptional Children Reports   | PDF Upload by DOE of Tiered Intervention Requirement and/or DOE Verification and entry into system | 1c3 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| IDEA Indicator 12:<br><b>Early childhood transition</b> from Part C/preschool special education services to Part B/school-age special education services  | <b>Meets Standard:</b> Charter is in compliance with this IDEA regulatory area.<br><b>Approaching Standard:</b> Charter has been identified as noncompliant for this IDEA regulatory area and is engaged in a Corrective Action Plan.  | Office of Exceptional Children Reports   | PDF Upload by DOE of Tiered Intervention Requirement and/or DOE Verification and entry into system | 1c4 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| IDEA Indicator 13: <b>Transition planning in the IEP</b><br>(20 U.S.C. 1416(a)(3)(B))   | <b>Meets Standard:</b> Charter is in compliance with this IDEA regulatory area.<br><b>Approaching Standard:</b> Charter has been identified as noncompliant for this IDEA regulatory area and is engaged in a Corrective Action Plan.<br><b>Far Below Standard:</b> Charter has been identified as noncompliant for this IDEA regulatory area and is engaged in an Intervention Plan or Compliance Agreement for this indicator.   | Office of Exceptional Children Reports   | PDF Upload by DOE of Tiered Intervention Requirement and/or DOE Verification and entry into system | 1c5 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| IDEA Monitoring of student <b>special education records</b><br>20 U.S.C. 1400(d); 14 Del.C. §3110) 10 DE Reg. 1816  | <b>Meets Standard:</b> Individual student special education records are in compliance with federal and state regulations.<br><b>Approaching Standard:</b> Charter has some individual student special education records out of compliance measured by this indicator and is engaged in a Corrective Action Plan.<br><b>Far Below Standard:</b> Charter has some individual student special education records out of compliance measured by this indicator and is engaged in an Intervention Plan or Compliance Agreement for this indicator  | On-Site Visit and/or desk audit  | DOE Verification and entry into system   | 1c6 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| IDEA Charter Special Education Designee<br>14 Del Admin Code §924.9   | <b>Meets Standard:</b> Charter school has appointed and notified the DOE of their Special Education Designee and Designee has attended mandatory "Special Education Policies, Procedures, and Procedural Safeguards" training by September 30th.<br><b>Approaching Standard:</b> Charter school has appointed and notified the DOE of their Special Education Designee but the Designee has not attended mandatory "Special Education Policies, Procedures, and Procedural Safeguards" training by September 30th.<br><b>Far Below Standard:</b> Charter school has not appointed and notified the DOE of their Special Education Designee   | LEA Documentation  | DOE Verification and entry into system   | 1c7 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| <b>1C Total</b>   |  |  |  |     |   | <b>14</b> | <b>14</b> |
| The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to: Policies for <b>servicing ELL students</b> and properly <b>identifying students</b> in need of ELL services                                   | <b>Meets Standard:</b> The school is in compliance with applicable laws, rules, regulations, and provisions of the charter relating to the education of students identified as English Learners. <a href="http://www.doe.k12.de.us/Page/2279">http://www.doe.k12.de.us/Page/2279</a><br><b>Approaching Standard:</b> The school was notified in writing by the Department of Education to be out of compliance in their annual monitoring but completed their corrective action plan on or prior to the due date.<br><b>Far Below:</b> The school was found to be out of compliance in their annual compliance monitoring and has not completed their corrective action plan prior to the due date. (And/Or) The school's lack of compliance is material or significant. | DOE record audit and on-site verification of:<br><br>1. Use of current home language survey.                                     | DOE Verification and entry into system   | 1d1 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to: <b>Access to the program</b> for students and parents as required by law and consistent with students' abilities                              | <b>Meets Standard:</b> The school is in compliance with applicable laws, rules, regulations, and provisions of the charter relating to the education of students identified as English Learners. <a href="http://www.doe.k12.de.us/Page/2279">http://www.doe.k12.de.us/Page/2279</a><br><b>Approaching Standard:</b> The school was notified in writing by the Department of Education to be out of compliance in their annual monitoring but completed their corrective action plan on or prior to the due date.<br><b>Far Below:</b> The school was found to be out of compliance in their annual compliance monitoring and has not completed their corrective action plan prior to the due date. (And/Or) The school's lack of compliance is material or significant. | DOE record audit and on-site verification of:  | DOE Verification and entry into system   | 1d2 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to: <b>Operational compliance</b> including the academic program, assessments, and all other aspects of the school's program and responsibilities | <b>Meets Standard:</b> The school is in compliance with applicable laws, rules, regulations, and provisions of the charter relating to the education of students identified as English Learners. <a href="http://www.doe.k12.de.us/Page/2279">http://www.doe.k12.de.us/Page/2279</a><br><b>Approaching Standard:</b> The school was notified in writing by the Department of Education to be out of compliance in their annual monitoring but completed their corrective action plan on or prior to the due date.<br><b>Far Below:</b> The school was found to be out of compliance in their annual compliance monitoring and has not completed their corrective action plan prior to the due date. (And/Or) The school's lack of compliance is material or significant. | DOE record audit and on-site verification of:<br><br>3.Access to EL 2.0  | DOE Verification and entry into system   | 1d3 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to: Provision of <b>student ELL services</b>  | <b>Meets Standard:</b> The school is in compliance with applicable laws, rules, regulations, and provisions of the charter relating to the education of students identified as English Learners. <a href="http://www.doe.k12.de.us/Page/2279">http://www.doe.k12.de.us/Page/2279</a>   | DOE record audit and on-site verification of:<br><br>4. Documentation of identification and assessment of ELLs within the 30 day | DOE Verification and entry into system   | 1d4 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |

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|  | <p><b>Approaching Standard</b> : The school was notified in writing by the Department of Education to be out of compliance in their annual monitoring but completed their corrective action plan on or prior to the due date.</p> <p><b>Far Below</b>: The school was found to be out of compliance in their annual compliance monitoring and has not completed their corrective action plan prior to the due date. (And/Or) The school's lack of compliance is material or significant.</p>  | assessment of EL's within the 30 day window.   |  |     | 0=Far Below   |           |           |
| The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to: Access to the program for students and parents as required by law and consistent with students' Exit of students from ELL services and ongoing monitoring of exited students | <p><b>Meets Standard</b>: The school is in compliance with applicable laws, rules, regulations, and provisions of the charter relating to the education of students identified as English Learners. <a href="http://www.doe.k12.de.us/Page/2279">http://www.doe.k12.de.us/Page/2279</a></p> <p><b>Approaching Standard</b> : The school was notified in writing by the Department of Education to be out of compliance in their annual monitoring but completed their corrective action plan on or prior to the due date.</p> <p><b>Far Below</b>: The school was found to be out of compliance in their annual compliance monitoring and has not completed their corrective action plan prior to the due date. (And/Or) The school's lack of compliance is material or significant.</p>                        | DOE record audit and on-site verification of:<br>5. Parent Notification  | DOE Verification and entry into system                       | 1d5 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to: Access to the program for students and parents as required by law and consistent with students' Process for intake for new EL students.                                      | <p><b>Meets Standard</b>: The school is in compliance with applicable laws, rules, regulations, and provisions of the charter relating to the education of students identified as English Learners. <a href="http://www.doe.k12.de.us/Page/2279">http://www.doe.k12.de.us/Page/2279</a></p> <p><b>Approaching Standard</b>: The school was notified in writing by the Department of Education to be out of compliance in their annual monitoring but completed their corrective action plan on or prior to the due date.</p> <p><b>Far Below</b>: The school was found to be out of compliance in their annual compliance monitoring and has not completed their corrective action plan prior to the due date. (And/Or) The school's lack of compliance is material or significant.</p>                         | DOE record audit and on-site verification of:<br>6. Process for intake for new EL students.  | DOE Verification and entry into system                       | 1d6 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to: Access to the program for students and parents as required by law and consistent with students' written plan for EL Services.  | <p><b>Meets Standard</b>: The school is in compliance with applicable laws, rules, regulations, and provisions of the charter relating to the education of students identified as English Learners. <a href="http://www.doe.k12.de.us/Page/2279">http://www.doe.k12.de.us/Page/2279</a></p> <p><b>Approaching Standard</b> : The school was notified in writing by the Department of Education to be out of compliance in their annual monitoring but completed their corrective action plan on or prior to the due date.</p> <p><b>Far Below</b>: The school was found to be out of compliance in their annual compliance monitoring and has not completed their corrective action plan prior to the due date. (And/Or) The school's lack of compliance is material or significant.</p>                        | DOE record audit and on-site verification of:<br>7. Written plan for EL Services.  | DOE Verification and entry into system                       | 1d7 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to:  | <p><b>Meets Standard</b>: The school is in compliance with applicable laws, rules, regulations, and provisions of the charter relating to the education of students identified as English Learners. <a href="http://www.doe.k12.de.us/Page/2279">http://www.doe.k12.de.us/Page/2279</a></p> <p><b>Approaching Standard</b>: The school was notified in writing by the Department of Education to be out of compliance in their annual monitoring but completed their corrective action plan on or prior to the due date.</p> <p><b>Far Below</b>: The school was found to be out of compliance in their annual compliance monitoring and has not completed their corrective action plan prior to the due date. (And/Or) The school's lack of compliance is material or significant.</p>                         | DOE record audit and on-site verification of:<br>8. Implementation of the Migrant survey as required                                 | DOE Verification and entry into system                       | 1d8 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| <b>1d Total</b>  |   |  |  |     |   | <b>16</b> | <b>16</b> |
| <b>Governance and Reporting</b>  |   |  |  |     |   |           |           |
| The school has demonstrated it has met the requirements for Board composition and membership pursuant to Del. C., Title 14, Ch. 5, §512 (1-2)  | <p><b>Meets Standard</b>: The board of directors has included a teacher from at least 1 of the charter schools operated by the board and at least 1 parent of a student enrolled in a charter school operated by the board.</p> <p><b>Approaching Standard</b>: The board of directors has included a teacher from at least 1 of the charter schools operated by the board and at least 1 parent of a student enrolled in a charter school operated by the board with the exception of a transition period not exceeding 90 days.</p> <p><b>Far Below Standard</b>: The board of directors has not included a teacher from at least 1 of the charter schools operated by the board and at least 1 parent of a student enrolled in a charter school operated by the board for a period of more than 90 days.</p> | Board agendas and minutes review by DOE and/or on-site review of Board Meetings.   | DOE Verification and entry into system                       | 2a1 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| The school leader and Board has demonstrated that it is in compliance with all Board policies, including but not limited to proper modification of Board bylaws (as applicable), maintaining its Articles of Incorporation, following the State Code of Conduct and properly                     | <p><b>Meets Standard</b> : The school has demonstrated that it is in compliance with all Board policies, including but not limited to proper modification of Board bylaws (as applicable), maintaining its Articles of Incorporation, following the State Code of Conduct and properly maintaining §504 Corporate status.</p> <p><b>Far Below Standard</b> : The school has failed to demonstrate that it is in compliance with all Board policies, including but not limited to proper modification of Board bylaws (as applicable), maintaining its Articles of Incorporation, following the State Code of Conduct and properly maintaining §504 Corporate status.</p>  | Review any revisions of by-laws and Articles of Incorporation. Written notification of noncompliance from a state or federal agency. | PDF Upload by DOE of procedures and site visit verification. | 2a2 | Put a # in the column<br>1=Meets OR<br>0=Far Below              | 1         | 1         |
| The school has met the requirements of Board training as required by statute, pursuant to Del. C., Title 14, Ch. 5, §512(15), and Del. C., Title 14, Ch. 18, § 1803 Financial responsibility training.   | <p><b>Meets Standard</b>: The school has a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members as well as § 1803 Financial responsibility training. The school has conducted trainings at a minimum of once every 3 years. The Board has provided documentation demonstrating all board members have been trained within 6 months or have attended the first available training if the training is not offered within the 6 month timeframe.</p>   | DOE record audit and on-site verification of plan.   | PDF Upload by DOE of plan and site visit verification.       | 2a3 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |



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|   | <p><b>Approaching Standard:</b> The school has met the standard for the required plan and implementation for Board Trainings but has not met the training deadlines as required by Del. C., Title 14, Ch. 5, §512(15) and Del. C., Title 14, Ch. 18, §1803.</p> <p><b>Far Below Standard:</b> The school does not have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members, as well as § 1803 Financial responsibility training. (And/Or) The school has not conducted trainings at a minimum of once every 3 years. (And/Or) The Board has not provided documentation demonstrating all board members have been trained.</p>  |   |  |     |   |           |           |
| The school is in compliance with the regulations and requirements for CBOC including training as required by statute, pursuant to Del. C., Title 14, Ch. 15, §1508 and 14 Del. Admin. Code 736  | <p><b>Meets Standard:</b> The school is in compliance with the regulations and requirements for CBOC including training and website posting of information.</p> <p><b>Approaching Standard:</b> The school is in compliance with the regulations and requirements for CBOC including training and website posting of information with delays not exceeding 30 days for posting information.</p> <p><b>Far Below Standard:</b> The school is not in compliance with the regulations and requirements for CBOC including training and website posting of information.</p>   | DOE website monitoring of board documentation, and/or on-site review of board meetings.   | DOE Verification and entry into system                         | 2a4 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| The school is in compliance with the regulations and requirements regarding conflicts of interest, pursuant to Del. C., Title 29, Ch. 58,   | <p><b>Meets Standard:</b> The school is in compliance with the regulations and requirements regarding conflicts of interest, pursuant to Del. C., Title 29, Ch. 58, §5805.</p> <p><b>Far Below Standard:</b> The school is not in compliance with the regulations and requirements regarding conflicts of interest, pursuant to Del. C., Title 29, Ch. 58, §5805</p>  | DOE website monitoring of Board documentation, and/or on-site review of board meetings. There is a policy for disclosure.                               | DOE Verification and entry into system                         | 2a5 | Put a # in the column<br>1=Meets OR<br>0=Far Below              | 1         | 1         |
| The school has demonstrated that it has conducted meetings and other business in accordance with the requirements of the state open meetings law, pursuant to Del. C., Title 29, Ch. 100<br>See Charter School Website Monitoring Guide/Checklist   | <p><b>Meets Standard:</b> The school has conducted meetings and business in accordance with the state open meetings law, pursuant to Del. C., Title 29, Ch. 100.</p> <p><b>Approaching Standard:</b> The school has conducted meetings and business in accordance with the state open meetings law, pursuant to Del. C., Title 29, Ch. 100 but there have been delays with posting meeting information that have not exceeded 60 days.</p> <p><b>Far Below Standard:</b> The school has not conducted meetings and business in accordance with the state open meetings law, pursuant to Del. C., Title 29, Ch. 100.</p>   | DOE website monitoring of board documentation, and/or on-site review of board meetings. The school has recorded all board meetings held after 8/1/2016. | DOE Verification and entry into system                         | 2a6 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| <b>2a Total</b>   |   |   |  |     |   | <b>10</b> | <b>10</b> |
| The school leadership demonstrates that it is carrying out the plan outlined in the charter for evaluating student performance and has demonstrated procedures for taking corrective action in the event that student performance at the charter school falls below such standards Del. C., Title 14, Ch. 5, §512.4   | <p><b>Meets Standard:</b> The school leadership has included in their annual charter school report their evaluation of student and school performance and included procedures for how they will take corrective action in the event that the school falls below such standards in accordance with their charter.</p> <p><b>Far Below Standard:</b> The school leadership has not included in their annual charter school report their evaluation of student and school performance and/or has not included procedures for how they will take corrective action in the event that the school falls below such standards in accordance with their charter.</p>  | Annual report/school's charter  | PDF Upload by DOE  | 2b1 | Put a # in the column<br>1=Meets OR<br>0=Far Below              | 1         | 1         |
| The Board has annually evaluated the management according to state-approved criteria, if applicable, pursuant to 14 Del. Admin. Code 108A   | <p><b>Meets Standard:</b> The Board has evaluated management and educators in accordance with 14 Del. Admin. Code 108A.</p> <p><b>Approaching Standard:</b> The Board has evaluated management and educators in accordance with 14 Del. Admin. Code 108A but has failed to submit the required documentation within the required timelines.</p> <p><b>Far Below Standard:</b> The Board has not evaluated management and educators in accordance with 14 Del. Admin. Code 108A.</p>   | Form was submitted by the charter school board to the Charter School Office of DOE.   | DOE Verification and entry into system                         | 2b2 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| The Board annually has evaluated the management company. (For schools) contracting with Charter Management Organization (CMO).  | <p><b>Meets Standard:</b> The Board has evaluated the CMO and has evidence of holding the CMO accountable to their contract.</p> <p><b>Far Below Standard:</b> The Board has evaluated the CMO and has evidence of holding the CMO accountable to their contract.</p>   | Annual Board meeting agenda and minutes/recordings or other documentation provided by the school.   | DOE Verification and entry into system. (PDF Upload as needed) | 2b3 | NULL<br>or 1  | 1         | 1         |
| <b>Total 2b3</b>  |   |   |  |     |   | <b>4</b>  | <b>4</b>  |
| The school has met state and federal reporting requirements, pursuant to Del. C., Title 14, Ch. 5, §513.  | <p><b>Meets Standard:</b> The school has met the reporting requirements for annual reporting including the requirements for annual reports in relationship to charter school renewal.</p> <p><b>Far Below Standard:</b> The school has not met the reporting requirements for annual reporting including the requirements for annual reports in relationship to charter school renewal.</p>   | Charter School Annual and Renewal reports   | PDF Upload by DOE  | 2c1 | Put a # in the column<br>1=Meets OR<br>0=Far Below              | 1         | 1         |
| The school has met state and federal reporting requirements, pursuant to Del. C., Title 14, Ch. 5, §513.<br><br>*Reporting items that are measured in relationship to timely submission in other areas of this framework will not be used/ counted/measured for a second time in this area. It is possible to have one measure of 'quality of reporting' in one area of this document and a second measure of 'timely submission' of the same report. | <p><b>Meets Standard:</b> The school has met the reporting requirements as outlined on the annual charter school compliance calendar that are marked as required reporting. The school has not missed the deadlines for reporting for more than one report which was turned in within five (5) days of the date due.</p> <p><b>Approaching Standards:</b> The school has met the reporting requirements as outlined on the annual charter school compliance calendar that are marked as required reporting. The school has not missed the deadlines for reporting for more than two reports which were turned in within five (5) days of the date due.</p> <p><b>Far Below Standard:</b> The school has not met the reporting requirements as outlined on the annual charter school compliance calendar that are marked as required reporting and/or has turned in three or more of its required reports late or has missed a deadline for reports beyond the 5 day mark after a reminder was sent.</p> | DOE Compliance report monitoring with work groups and DOE validation through systems.   | DOE Verification and entry into system                         | 2c2 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| <b>2C Total</b>   |   |   |  |     |   | <b>3</b>  | <b>3</b>  |
| <b>Students &amp; Staff</b>   |   |   |  |     |   |           |           |

# SA Organizational Performance Framework Report 2018-19

|  |  |   |  |     |   |          |          |  |  |
|--|--|---|--|-----|---|----------|----------|--|--|
| The school has an established system for admissions.   | <p><b>Meets Standard:</b> The school has a timetable and procedure for admissions and can provide evidence of an equitable lottery system. (Only applicable for schools where a lottery is required.)</p> <p><b>Approaching Standard:</b> The school has a timetable and procedure for admissions and can provide evidence of an equitable lottery system. (Only applicable for schools where a lottery is required.) There is evidence that the school made minor errors in following the implementation of the process that did not impact the fidelity of the process.</p> <p><b>Far Below Standard:</b> The school has not followed a timetable and procedure for admissions and/or cannot provide evidence of an equitable lottery system. (Only applicable for schools where a lottery is required.) (And/Or) The school has evidence of preferential acceptance outside those permitted by the charter.</p> | DOE record audit and on-site verification of procedures.  | PDF Upload by DOE of procedures and site visit verification.                           | 3a1 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2        | 2        |  |  |
| The school has a FERPA policy posted in accordance with Chapter 215 of Title 14 and in compliance with DE Administrative Code 252.   | <p><b>Meets Standard:</b> The school has a posted FERPA policy and a procedure for records requests. The school has transferred records in accordance with the Administrative Code 252. The school does not have any founded complaints of FERPA Violations.</p> <p><b>Far Below Standard:</b> The school has failed to post a FERPA policy, (and/or) does not have a procedure for records requests, (and/or) has not transferred records in accordance with regulations, and/or the school has founded complaints from a state agency of FERPA Violations.</p>   | DOE record audit and on-site verification of procedures.  | PDF Upload by DOE of procedures and site visit verification.                           | 3a2 | Put a # in the column<br>1=Meets OR<br>0=Far Below              | 1        | 1        |  |  |
| The school has a FOIA Policy , an identified FOIA Coordinator posted on their website and a system for FOIA Requests: See FOIA Manual.   | <p><b>Meets Standard:</b> The school has a posted FOIA policy and a procedure on their website. The school does not have any founded complaints of FOIA Violations.</p> <p><b>Far Below Standard:</b> The school has failed to post a FOIA policy and/or does not have a procedure for records requests on their website. And/or the school has founded complaints of FOIA Violations.</p>   | Posted Policy and Procedure Review by DOE and review of complaints.                                   | PDF Upload by DOE of procedures and site visit verification.                           | 3a3 | Put a # in the column<br>1=Meets OR<br>0=Far Below              | 1        | 1        |  |  |
| The school follows requirements for the transfer of student data , pursuant to Del. C., Title 14, Ch. 5, §512 (13)   | <p><b>Meets Standard:</b> The school has completed reporting within the Roster Verification System and Accountability Verification System accurately and within the timelines provided by the DOE.</p> <p><b>Far Below Standard:</b> The school has completed reporting within the Roster Verification System and Accountability Verification System accurately, but not within the timelines provided by the DOE.</p>   | AVS and RVS reports   | DOE Verification and entry into system   | 3a4 | Put a # in the column<br>1=Meets OR<br>0=Far Below              | 1        | 1        |  |  |
| The school follows procedures for student conduct, including rights and responsibilities, discipline and   | <p><b>Meets Standard:</b> The school did not have students that were expelled or followed proper procedures for due process and placement of a student (or students) that were suspended, expelled, or alternatively placed. There are no founded reports made by a state agency or the</p> <p><b>Far Below Standard:</b> The school did not provide a combined training totaling 1 hour on the identification and reporting of criminal youth gang activity and bullying prevention, child abuse reporting, teen dating violence response protocols (grades 7-12) and 90 minute suicide prevention. In addition, select staff were trained in de-escalation/non-violent restraint techniques and reporting procedures per 14 Del. Admin. Code 610.</p>  | DOE record audit and on-site verification of procedures as well as State Agency/DOE reported offenses | DOE record audit through PDMS, records request and on-site verification of procedures. | 3a5 | Put a # in the column<br>1=Meets OR                             | 1        | 1        |  |  |
| The school has conducted trainings for staff totaling one hour or more on the identification and reporting of criminal youth gang activity and bullying prevention, child abuse reporting, teen dating violence response protocols (grades 7-12) and 90 minute suicide prevention. In addition, select staff are trained in de-escalation/non-violent restraint techniques and reporting | <p><b>Meets Standard:</b> The school provided a combined training totaling 1 hour on the identification and reporting of criminal youth gang activity and bullying prevention, child abuse reporting, teen dating violence response protocols (grades 7-12) and 90 minute suicide prevention. In addition, select staff were trained in de-escalation/non-violent restraint techniques and reporting procedures per 14 Del. Admin. Code 610.</p> <p><b>Far Below Standard:</b> The school did not provide a combined training totaling 1 hour on the identification and reporting of criminal youth gang activity and bullying prevention, child abuse reporting, teen dating violence response protocols (grades 7-12) or 90 minute suicide prevention. In addition, no staff were trained in de-escalation/non-violent restraint techniques and reporting procedures per 14 Del. Admin. Code 610.</p>            |   |  | 3a6 | Put a # in the column<br>1=Meets OR<br>0=Far Below              | 1        | 1        |  |  |
| <b>3a total</b>  |  |   |  |     |   | <b>7</b> | <b>7</b> |  |  |
| The school has demonstrated, except as otherwise provided in regulation, that all teachers working in the school hold an appropriate teaching  | <p><b>Meets Standard:</b> The school is in compliance with charter school regulations relating to certification and licensure.</p> <p><b>Far Below Standard:</b> The school is not in compliance with charter school regulations relating to certification and licensure.</p>  | DEEDS verification on 6/30 annually   | Excel data pull from DMT   | 3b1 | Put a # in the column<br>1=Meets OR<br>0=Far Below              | 1        | 1        |  |  |
| The school has demonstrated, except as otherwise provided in regulation, it has met the requirements for criminal background checks and checks of the Child Abuse Registry for all board members and staff.  | <p><b>Meets Standard:</b> The school has demonstrated evidence of requiring the necessary background checks for all personnel as required.</p> <p><b>Far Below Standard:</b> The school has not demonstrated evidence of requiring the necessary background checks for personnel.</p>  | On-site record review   | DOE Verification and entry into system   | 3b2 | Put a # in the column<br>1=Meets OR<br>0=Far Below              | 1        | 1        |  |  |
| <b>3b total</b>  |  |   |  |     |   | <b>2</b> | <b>2</b> |  |  |
| The school has a Comprehensive School Safety Plan in the ERIP System that was completed accurately and on time. Delaware Title 29, Ch. 82, § 8237  | <p><b>Meets Standard:</b> The school has a Comprehensive School Safety Plan in the ERIP System that was completed accurately and on time. The school has conducted one (1) Table Top and two (2) lockdown drills that are accurately recorded in the system and were conducted on time.</p> <p><b>Approaching Standard:</b> The school has an approved Comprehensive School Safety Plan in the ERIP System completed but there are minor errors/omissions that do not impact the fidelity of the plan. (AND/OR) The school completed all required drills but did not accurately document the drills.</p> <p><b>Far Below Standard:</b> The school does not have an approved Comprehensive School Safety Plan, and/or the Comprehensive School Safety Plan is missing critical information and/or drills were not completed.</p>  | Review of the online ERIP after the date the reports are due and prior to framework reporting.        | Export in Excel from ERIP System   | 4.1 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2        | 2        |  |  |
| The school has the required documentation required for fire drills within ERIP or on file.   | <p><b>Meets Standard:</b> Fire Drills have occurred as required and are properly documented within ERIP or on file at the school.</p> <p><b>Approaching Standard:</b> The school completed all required drills but did not accurately document the drills.</p> <p><b>Far Below Standard:</b> Fire Drills did not occur according to regulation.</p>  | On-site review of fire drill log or online review of fire drill log in ERIP.                          | Export in Excel from ERIP System or review of documentation during school visit.       | 4.2 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2        | 2        |  |  |
| The procedures the school plans to follow to assure the health and safety of students, employees and guests of the school while they are on school property are adequate and that the charter school will comply with  | <p><b>Meets Standard:</b> The school has a process and follows procedures to ensure the health and safety of guests including a plan and system by which guests are required to be buzzed or checked into facilities.</p> <p><b>Far Below Standard:</b> The school does not have a process and/or does not have evidence that it follows procedures to ensure the health and safety of guests including a plan and system by which guests are required to be buzzed or checked into facilities.</p>  | On-site review of processes and procedures.   | DOE Verification during site visit.  | 4.3 | Put a # in the column<br>1=Meets OR<br>0=Far Below              | 1        | 1        |  |  |
| The school has a viable certificate of occupancy on file during site visit.  | <p><b>Meets Standard:</b> The school has a valid Certificate of Occupancy on file during site visit.</p>   | Certificate of Occupancy is on file during site visit.  | PDF Upload by DOE  | 4.4 | Put a # in the column   | 1        | 1        |  |  |

SA Organizational Performance Framework Report 2018-19

|   |   |   |  |      |   |           |           |
|---|---|---|--|------|---|-----------|-----------|
| occupancy or other required building use authorization.   | <b>Far Below Standard:</b> The school does not have a valid Certificate of Occupancy and/or the Certificate of Occupancy cannot be located.   | during site visit   |  | ...  | 1=Meets OR<br>0=Far Below                                       |           |           |
| The school has documentation of requisite insurance coverage.   | <b>Meets Standard:</b> The school has current insurance coverage aligned with regulation.<br><b>Far Below Standard:</b> The school does not have insurance coverage aligned with regulation.  | Insurance policies are reviewed during site visit   | PDF Upload by DOE  | 4.5  | Put a # in the column<br>1=Meets OR<br>0=Far Below              | 1         | 1         |
| The school provides student transportation including bids for service in accordance to Delaware Regulation § 508 and DE Administrative Code §1150.  | <b>Meet Standard:</b> The school provides or contracts transportation according to Regulation §508 and Administrative Code 1150 without findings<br><b>Approaching Standard:</b> The school provides or contracts transportation according to Regulation §508 and Administrative Code 1150 but has minor compliance issues relating to documentation only.<br><b>Far Below Standard :</b> The school does not provide or contract transportation according to Regulation §508 and Administrative Code 1150 without findings   | On-site monitoring check lists and assurances.  | On-Site Monitoring Tool and contract verification.           | 4.6  | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| The school ensures the proper drug and alcohol testing of all school bus drivers. § 1150 School bus drivers; drug and alcohol testing.  | <b>Meets Standard:</b> The school provides evidence documenting the proper drug and alcohol testing of all school bus drivers.<br><b>Far Below Standard:</b> The school does not provide evidence documenting the proper drug and alcohol testing of all school bus drivers or evidence is not complete/missing.  | Documentation of drug screening of bus drivers pre-employment, reasonable suspicion, random and post-accident testing for alcohol and controlled substances pursuant to 49 U.S.C. § 31306. Appendix A on-site monitoring check lists. | PDF Upload by DOE  | 4.7  | Put a # in the column<br>1=Meets OR<br>0=Far Below              | 1         | 1         |
| The school ensures that vehicles utilized by the school to transport students meet Delaware Safety Standards.   | <b>Meets Standard:</b> The school provides evidence documenting that all vehicles utilized by the school to transport students meet Delaware Safety Standards and/or provided the required DOE Assurances.<br><b>Far Below Standard :</b> The school does not provide evidence documenting that all vehicles utilized by the school to transport students meet Delaware Safety Standards and/or did not provide the required DOE Assurances   | Policy and/or documentation that school or contracted vendor comply with Delaware safety standards including Appendix A on-site monitoring check lists and assurances.  | PDF Upload by DOE  | 4.8  | Put a # in the column<br>1=Meets OR<br>0=Far Below              | 1         | 1         |
| The school provides a no- or low-cost breakfast or lunch under a federal national school breakfast or lunch program in compliance with State Regulations.   | 15  | Review of Compliance Monitoring from the Child Nutrition Program documentation.   | PDF Upload by DOE  | 4.9  | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| The school has a plan and follows procedures to ensure the health and safety of students and employees including documentation of immunizations, health records, nursing services, and screenings in compliance with Delaware Chapter 14 Administrative Code 800 regulations. | <b>Meets Standard:</b> The school meets the requirements to ensure the health and safety of students and employees including documentation of immunizations, and health records. The school has a plan and procedures for school nursing services, medication, and health screenings.<br><b>Approaching Standard:</b> The school follows the requirements to ensure the health and safety of students and employees including documentation of immunizations, screenings, health records, and nursing services but has identified findings of record errors that do not endanger the health and welfare of students or staff<br><b>Far Below Standards :</b> The school has been found to be out of compliance with the requirements of health and safety of students and employees in one or more areas including: documentation of immunizations, screenings, health records, and nursing services. | DOE record audit and on-site verification of procedures.  | PDF Upload by DOE of procedures and site visit verification. | 4.01 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| School kitchen meets the standards of Public Health. (If Applicable)  | <b>Meets Standard:</b> School kitchen meets the standards of Public Health without findings.<br><b>Approaching Standard:</b> School kitchen had findings that were corrected on site by the school.<br>113:1271121:127  | DOE Verification of Health Inspection <a href="http://dhss.delaware.gov/dhss/dph/hsp/Default.aspx">http://dhss.delaware.gov/dhss/dph/hsp/Default.aspx</a>   | DOE Verification and entry into system                       | 4.02 | Put a # in the column<br>2=Meets<br>1=Approaches<br>0=Far Below | 2         | 2         |
| <b>4 total</b>  |   |   |  |      |   | <b>17</b> | <b>17</b> |

## **Appendix E - Financial Position June 2019**



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**SUSSEX ACADEMY**  
**(A Component Unit of the State of Delaware)**  
**GEORGETOWN, DELAWARE**

**FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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SUSSEX ACADEMY  
(A Component Unit of the State of Delaware)

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SUSSEX ACADEMY  
(A Component Unit of the State of Delaware)

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## INDEPENDENT AUDITOR'S REPORT

September 17, 2019

Board of Directors  
Sussex Academy  
Georgetown, Delaware

### Report on Financial Statements

We have audited the accompanying financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of Sussex Academy ("the School"), Georgetown, Delaware, a component unit of the State of Delaware, as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error.



Board of Directors  
Sussex Academy

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, the major fund, and the aggregate remaining fund information of Sussex Academy as of June 30, 2019, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### Report of Summarized Comparative Information

We have previously audited Sussex Academy's 2018 financial statements, and we expressed unmodified opinions on the respective financial statements of the governmental activities, the major fund, and the aggregate remaining fund information in our report dated September 28, 2018. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2018 is consistent, in all material respects, with the audited financial statements from which it has been derived.

### Other Matters

#### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 - 10, 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 38 - 42 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 - governmental fund; combining statement of revenues, expenditures, and changes in fund balances - governmental fund; schedule of expenditures by natural classification - governmental fund; and budgetary comparison schedule - governmental fund - cash basis ("the supplementary information") are presented for purposes of additional analysis and are not a required part of the basic financial statements. The supplementary information is the responsibility of management and was derived from and relates 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 supplementary information is 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, 2019, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

*Barbacane, Thornton & Company LLP*  
BARBACANE, THORNTON & COMPANY LLP

## **MANAGEMENT'S DISCUSSION AND ANALYSIS**

**SUSSEX ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED  
YEAR ENDED JUNE 30, 2019**

Our discussion and analysis of Sussex Academy's ("the School") financial performance provides an overview of the financial activities for the year ended June 30, 2019. 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 position of the School decreased by \$896,263, or 7.52 percent. Program revenues accounted for \$729,498, or 7.96 percent of total revenues, and the general revenues accounted for \$8,433,982 or, 92.04 percent of total revenues. Also, the general fund reported a positive fund balance of \$1,480,156.

**USING THIS COMPREHENSIVE ANNUAL FINANCIAL REPORT**

This 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 and liabilities 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 fund 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. The School's two types of funds, governmental and fiduciary, use different accounting approaches as further described in the notes to the financial statements.

**SUSSEX ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONT'D)  
YEAR ENDED JUNE 30, 2019**

***Governmental Fund***

Most of the School's activities are reported in the governmental fund, which focuses on how money flows into and out of this fund and the balance left at year-end available for spending in future periods. This fund is reported using an accounting method called modified accrual accounting, which measures cash and other financial assets that can readily be converted to cash. The statements of the governmental fund provide a detailed short-term view of the School's general government operations and the basic services it provides. Governmental fund information helps one determine whether there are more or 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 fund is reconciled in the basic financial statements.

***Fiduciary Fund***

The School's fiduciary fund accounts for its student activities and, due to the fiduciary nature of the arrangement, assets held in this fund may be only used for student activities. All of the School's fiduciary activities are reported in a separate statement of fiduciary net position on page 17. These activities are excluded from the School's other financial statements since these assets may not be utilized by the School to finance its operations.

**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 \$12,820,778 at the close of the fiscal year. The largest portion of the School's total assets is cash and equivalents (77.62 percent) and capital assets net of depreciation (22.38 percent) make up the remaining assets. The School uses capital assets to provide services; consequently, capital assets are not available for future spending.

A summarized comparative analysis for the fiscal year 2019 to 2018 follows:

**Table 1  
Net Position**

|   | Governmental Activities |                  |
|---|-------------------------|------------------|
|   | 2019                    | 2018             |
| <b>Assets</b>                               |                         |                  |
| Current assets                              | \$ 2,715,258            | \$ 2,624,310     |
| Noncurrent assets                           | 782,978                 | 859,418          |
| <b>Total Assets</b>                         | <b>3,498,236</b>        | <b>3,483,728</b> |
| <b>Deferred Outflows of Resources</b>       |                         |                  |
| Deferred OPEB                               | 2,764,506               | 1,594,773        |
| Deferred pension                            | 1,485,982               | 1,597,367        |
| <b>Total Deferred Outflows of Resources</b> | <b>4,250,488</b>        | <b>3,192,140</b> |

**SUSSEX ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONT'D)  
YEAR ENDED JUNE 30, 2019**

**Table 1  
Net Position**

| (cont'd)                                   | Governmental Activities |                        |
|--|-------------------------|------------------------|
|  | 2019                    | 2018                   |
| <b>Liabilities</b>                         |                         |                        |
| Current liabilities                        | 1,235,102               | 1,118,275              |
| Noncurrent liabilities                     | 17,165,802              | 15,852,974             |
| <b>Total Liabilities</b>                   | <u>18,400,904</u>       | <u>16,971,249</u>      |
| <b>Deferred Inflows of Resources</b>       |                         |                        |
| Deferred OPEB                              | 2,033,813               | 1,586,323              |
| Deferred pension                           | 134,785                 | 42,811                 |
| <b>Total Deferred Inflows of Resources</b> | <u>2,168,598</u>        | <u>1,629,134</u>       |
| <b>Net Deficit</b>                         |                         |                        |
| Investment in capital assets               | 782,978                 | 859,418                |
| Unrestricted                               | <u>(13,603,756)</u>     | <u>(12,783,933)</u>    |
| <b>Total Net Deficit</b>                   | <u>\$ (12,820,778)</u>  | <u>\$ (11,924,515)</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**

|   | Governmental Activities |                  |
|---|-------------------------|------------------|
|   | 2019                    | 2018             |
| <b>Revenues</b>                               |                         |                  |
| General revenues:                             |                         |                  |
| Charges to school districts                   | \$ 1,781,140            | \$ 1,619,561     |
| State aid not restricted to specific purposes | 6,514,830               | 6,098,250        |
| Earnings on cash and equivalents              | 55,094                  | 13,205           |
| Miscellaneous revenue                         | 82,918                  | 69,336           |
| <b>Total general revenues</b>                 | <u>8,433,982</u>        | <u>7,800,352</u> |
| Program revenues:                             |                         |                  |
| Operating grants and contributions            | 396,243                 | 363,422          |
| Capital grants and contributions              | 322                     |                  |
| Charges for services                          | 332,933                 | 200,626          |
| <b>Total Revenues</b>                         | <u>9,163,480</u>        | <u>8,364,400</u> |

**SUSSEX ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONT'D)  
YEAR ENDED JUNE 30, 2019**

**Table 2  
Change in Net Position**

| (cont'd)                                | Governmental Activities |                     |
|---|-------------------------|---------------------|
|   | 2019                    | 2018                |
| <b>Expenses</b>                         |                         |                     |
| Instructional services                  | 7,815,695               | 6,828,489           |
| Non-instructional programs              | 769,084                 | 677,046             |
| Supporting services:                    |                         |                     |
| Operation and maintenance of facilities | 937,768                 | 939,619             |
| Transportation                          | 497,780                 | 495,592             |
| School food service                     | 39,416                  | 34,824              |
| Interest on capital lease               | -                       | 701                 |
| <b>Total Expenses</b>                   | <b>10,059,743</b>       | <b>8,976,271</b>    |
| <b>Change in Net Position</b>           | <b>\$ (896,263)</b>     | <b>\$ (611,871)</b> |

**Governmental Activities**

The net position of the School's governmental activities decreased by \$896,263, and the unrestricted net position reflects a deficit balance of \$13,603,756. This decrease in net position is higher than the prior year decrease primarily as a result of an increase in hiring additional personnel and the adoption of a new salary scale that increases salary for teachers.

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.

|   | Services             |                               |                     |                               |
|---|----------------------|-------------------------------|---------------------|-------------------------------|
|   | 2019                 |                               | 2018                |                               |
|   | Total Cost           | Net Cost Expense<br>(Revenue) | Total Cost          | Net Cost Expense<br>(Revenue) |
| <b>Governmental Activities</b>          |                      |                               |                     |                               |
| Instructional services                  | \$ 7,815,695         | \$ 7,428,320                  | \$ 6,828,489        | \$ 6,513,412                  |
| Non-instructional programs              | 769,084              | 489,446                       | 677,046             | 473,989                       |
| Support services:                       |                      |                               |                     |                               |
| Operation and maintenance of facilities | 937,768              | 888,146                       | 939,619             | 933,464                       |
| Transportation                          | 497,780              | 497,780                       | 495,592             | 495,592                       |
| School food services                    | 39,416               | 26,553                        | 34,824              | (4,935)                       |
| Interest on capital lease               | -                    | -                             | 701                 | 701                           |
| <b>Total Expenses</b>                   | <b>\$ 10,059,743</b> | <b>\$ 9,330,245</b>           | <b>\$ 8,976,271</b> | <b>\$ 8,412,223</b>           |

**SUSSEX ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONT'D)  
YEAR ENDED JUNE 30, 2019**

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 GOVERNMENTAL FUND**

The governmental fund (as presented on the balance sheet on page 13) reported a fund balance of \$1,480,156, which is a decrease from the prior year's amount of \$1,506,035. The schedule below indicates the fund balance and the total change in fund balance as of June 30, 2019.

|                     | 2019                | 2018                | Decrease           |
|---------------------|---------------------|---------------------|--------------------|
| <b>General Fund</b> | <u>\$ 1,480,156</u> | <u>\$ 1,506,035</u> | <u>\$ (25,879)</u> |

**General Fund**

The decrease in the School's fund balance of the general fund is primarily due to increases in personnel costs from additional hires due to continued growth of the school and the adoption of a new salary schedules which incorporates higher wages for teachers.

The tables that follow will assist the reader in evaluating the financial activities as compared to the prior year.

|                                  | Amounts             |                     | Percentage<br>(%) Change |
|----------------------------------|---------------------|---------------------|--------------------------|
|                                  | 2019                | 2018                |                          |
| <b>Revenues</b>                  |                     |                     |                          |
| Charges to school districts      | \$ 1,781,140        | \$ 1,619,561        | 9.98%                    |
| State sources                    | 6,514,830           | 6,098,250           | 6.83%                    |
| Federal sources                  | 222,755             | 227,600             | -2.13%                   |
| Earnings on cash and equivalents | 55,094              | 13,205              | 317.22%                  |
| School food service fees         | 12,863              | 14,171              | -9.23%                   |
| Facilities rental                | 49,300              | 6,155               | 700.97%                  |
| Contributions                    | 158,570             | 104,640             | 51.54%                   |
| Athletic revenue                 | 8,868               | 22,757              | -61.03%                  |
| Swimming pool revenue            | 270,770             | 180,300             | 50.18%                   |
| Scholarship revenue              | 6,050               | 8,425               | -28.19%                  |
| Miscellaneous revenue            | 82,918              | 68,053              | 21.84%                   |
| <b>Total Revenues</b>            | <u>\$ 9,163,158</u> | <u>\$ 8,363,117</u> | <u>9.57%</u>             |



**SUSSEX ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONT'D)  
YEAR ENDED JUNE 30, 2019**

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<br>(%) Change |
|---|---------------------|---------------------|--------------------------|
|   | 2019                | 2018                |                          |
| <b>Expenditures by Object</b>           |                     |                     |                          |
| Current:                                |                     |                     |                          |
| Instruction services                    | \$ 6,939,151        | \$ 6,120,669        | 13.37%                   |
| Non-instructional programs              | 726,174             | 641,121             | 13.27%                   |
| Supporting services:                    |                     |                     |                          |
| Operation and maintenance of facilities | 931,575             | 952,759             | -2.22%                   |
| Transportation                          | 487,018             | 487,621             | -0.12%                   |
| School food services                    | 39,416              | 34,824              | 13.19%                   |
| Capital outlay                          | 65,703              | 77,982              | -15.75%                  |
| Debt service                            | -                   | 33,378              | -100.00%                 |
| <b>Total Expenditures by Object</b>     | <b>\$ 9,189,037</b> | <b>\$ 8,348,354</b> | <b>10.07%</b>            |

**GENERAL FUND BUDGET INFORMATION**

The most significant budgeted fund is the general fund, which is presented on the modified accrual basis of accounting.

**LONG-TERM DEBT**

As of June 30, 2019, the School had no long-term debt outstanding.

**CAPITAL ASSETS**

The School has \$782,978 invested in capital assets, net of depreciation. During the current year, the School made capital acquisitions of \$119,263, excluding the prior year construction-in-progress balance of \$27,500 placed in service during the year, and incurred depreciation expense of \$195,703. Due to the School continuing to add additional grades, the School purchased significant capital assets.

Major capital asset events during the fiscal year included the following:

- Purchase of iPads and other computer equipment totaling \$66,489
- Leasehold improvements totaling \$37,599

Detailed information regarding capital assets is reflected in Note 3 of the financial statements.

**SUSSEX ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED (CONT'D)  
YEAR ENDED JUNE 30, 2019**

**FACTORS EXPECTED TO HAVE AN EFFECT ON FUTURE OPERATIONS**

The School's student population and revenue for grades six through eight is stable. The enrollment for the high school grades has been lower than anticipated, but enrollment in grade 9 has increased annually since we began offering our high school program. The incoming ninth grade for school year 2020 is 140 students, which is greater than full capacity (130 students) at that grade level. Since the School has no direct taxing authority, it is reliant upon federal and state revenues that are passed through to the School by the State, as well as local support. In order to maintain a school that thrives on innovation and quality, the School continues to seek other sources of revenue.

The School moved into an existing school building in June 2013 when the Executive and Foundation Boards brokered a building swap with a private school that did not enroll enough students to complete all of the interior construction of the building. Since that time, annual construction projects have resulted in a building that can accommodate all of the grade levels and instructional programs in our middle and high school configurations. The majority of the renovations and construction has been funded by (and accounted for) the Sussex Academy Foundation through low interest loans provided by U.S. Department of Agriculture Rural Development. Since both the square footage of the School and the types and quality of the athletic facilities has been increasing annually as we have grown, the related utilities and maintenance expenses have also increased. The enrollment at the upper levels, grades eleven and twelve, however, are still lower than what was anticipated and, until those grade levels have graduated, getting a firm grasp on the annual revenue needs and projected expenses will remain a challenge to estimate. The annual budget process will be greatly enhanced once the School and its facilities have reached their final state, enrollment is at full capacity, and there is a several-year pattern of revenues and expenses to use for budget projections. Additionally, the Department of Education approved a minor budget modification request in fiscal year 2019 to increase the approved enrollment from 770 to 840 students over a two-year period to acquire the additional resources that are projected to be needed to expand the curricular and service needs of our student body.

**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) 856-3636.

## **BASIC FINANCIAL STATEMENTS**

**SUSSEX ACADEMY  
STATEMENTS OF NET POSITION  
JUNE 30, 2019 AND 2018**

|   | Governmental Activities |              |
|---|-------------------------|--------------|
|   | 2019                    | 2018         |
| <b>ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>                              |                         |              |
| <b>CURRENT ASSETS:</b>  |                         |              |
| Cash and cash equivalents   | \$ 2,715,258            | \$ 2,617,767 |
| Accounts receivable   | -                       | 6,543        |
| Total Current Assets  | 2,715,258               | 2,624,310    |
| <b>NONCURRENT ASSETS:</b>   |                         |              |
| Construction-in-progress  | -                       | 27,500       |
| Depreciable capital assets, net   | 782,978                 | 831,918      |
| Total Noncurrent Assets   | 782,978                 | 859,418      |
| <b>DEFERRED OUTFLOWS OF RESOURCES</b>   |                         |              |
| Deferred outflows - pension   | 1,485,982               | 1,597,367    |
| Deferred outflows - OPEB  | 2,764,506               | 1,594,773    |
| <b>TOTAL DEFERRED OUTFLOWS OF RESOURCES</b>                                   | 4,250,488               | 3,192,140    |
| <b>TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>                        | \$ 7,748,724            | \$ 6,675,868 |
| <b>LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)</b> |                         |              |
| <b>CURRENT LIABILITIES:</b>   |                         |              |
| Accounts payable  | \$ 20,993               | \$ 78,525    |
| Accrued salaries  | 1,214,109               | 1,039,750    |
| Total Current Liabilities   | 1,235,102               | 1,118,275    |
| <b>NONCURRENT LIABILITIES:</b>  |                         |              |
| Compensated absences  | 96,075                  | 63,143       |
| Net pension liability   | 2,372,058               | 2,428,230    |
| Net OPEB Liability  | 14,697,669              | 13,361,601   |
| Total Noncurrent Liabilities  | 17,165,802              | 15,852,974   |
| <b>TOTAL LIABILITIES</b>  | 18,400,904              | 16,971,249   |
| <b>DEFERRED INFLOWS OF RESOURCES</b>  |                         |              |
| Deferred inflows - pension  | 134,785                 | 42,811       |
| Deferred inflows - OPEB   | 2,033,813               | 1,586,323    |
| <b>TOTAL DEFERRED INFLOWS OF RESOURCES</b>                                    | 2,168,598               | 1,629,134    |
| <b>NET DEFICIT</b>  |                         |              |
| Investment in capital assets  | 782,978                 | 859,418      |
| Unrestricted (deficit)  | (13,603,756)            | (12,783,933) |
| <b>TOTAL NET DEFICIT</b>  | (12,820,778)            | (11,924,515) |
| <b>TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET DEFICIT</b>      | \$ 7,748,724            | \$ 6,675,868 |

The accompanying notes are an integral part of these financial statements.

**SUSSEX ACADEMY**  
**STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2019**  
**(With Summarized Comparative Data for the Year Ended June 30, 2018)**

|   | Program Revenues       |                         |  | Net (Expense) Revenue and<br>Changes in Net Deficit |  |
|---|------------------------|-------------------------|--|---|--|
|   | Expenses               | Charges for<br>Services | Operating<br>Grants and<br>Contributions |   | Capital<br>Grants and<br>Contributions |
|   | 2019                   | 2019                    | 2019                                     |   | 2018                                   |
| <b>GOVERNMENTAL ACTIVITIES</b>          |                        |                         |  |   |  |
| Instructional services                  | \$ (7,815,695)         | \$ -                    | \$ 387,375                               | \$ (6,513,412)                                      |  |
| Non-instructional programs              | (769,084)              | 270,770                 | 8,868                                    | (473,989)   |  |
| Support services:                       |                        |                         |  |   |  |
| Operation and maintenance of facilities | (937,768)              | 49,300                  | -  | (933,464)   |  |
| Transportation                          | (497,780)              | -                       | -  | (495,592)   |  |
| School food services                    | (39,416)               | 12,863                  | -  | 4,935   |  |
| <b>TOTAL GOVERNMENTAL ACTIVITIES</b>    | <b>\$ (10,059,743)</b> | <b>\$ 332,933</b>       | <b>\$ 396,243</b>                        | <b>(8,412,223)</b>                                  |  |
| <b>GENERAL REVENUES</b>                 |                        |                         |  |   |  |
| Charges to school districts             |                        |                         | 1,781,140                                | 1,619,561   |  |
| Payments from primary government        |                        |                         | 6,514,830                                | 6,098,250   |  |
| Earnings on cash and investments        |                        |                         | 55,094                                   | 13,205  |  |
| Other local sources                     |                        |                         | 82,918                                   | 69,336  |  |
| <b>TOTAL GENERAL REVENUES</b>           |                        |                         | <b>8,433,982</b>                         | <b>7,800,352</b>                                    |  |
| <b>CHANGE IN NET DEFICIT</b>            |                        |                         | (896,263)                                | (611,871)   |  |
| <b>NET DEFICIT BEGINNING OF YEAR</b>    |                        |                         | (11,924,515)                             | (11,312,644)  |  |
| <b>NET DEFICIT, END OF YEAR</b>         |                        |                         | <b>\$ (12,820,778)</b>                   | <b>\$ (11,924,515)</b>                              |  |

The accompanying notes are an integral part of these financial statements.

**SUSSEX ACADEMY  
BALANCE SHEETS - GOVERNMENTAL FUND  
JUNE 30, 2019 AND 2018**

|   | 2019                | 2018                |
|---|---------------------|---------------------|
| <b>ASSETS</b>                                 |                     |                     |
| Cash and cash equivalents                     | \$ 2,715,258        | \$ 2,617,767        |
| Accounts receivable                           | -                   | 6,543               |
| <b>TOTAL ASSETS</b>                           | <b>\$ 2,715,258</b> | <b>\$ 2,624,310</b> |
| <br><b>LIABILITIES AND FUND BALANCE</b>       |                     |                     |
| <b>LIABILITIES:</b>                           |                     |                     |
| Accounts payable                              | \$ 20,993           | \$ 78,525           |
| Accrued salaries                              | 1,214,109           | 1,039,750           |
| <b>TOTAL LIABILITIES</b>                      | <b>1,235,102</b>    | <b>1,118,275</b>    |
| <br><b>FUND BALANCE:</b>                      |                     |                     |
| Assigned                                      | -                   | 2,150               |
| Unassigned                                    | 1,480,156           | 1,503,885           |
| <b>TOTAL FUND BALANCE</b>                     | <b>1,480,156</b>    | <b>1,506,035</b>    |
| <br><b>TOTAL LIABILITIES AND FUND BALANCE</b> | <b>\$ 2,715,258</b> | <b>\$ 2,624,310</b> |

The accompanying notes are an integral part of these financial statements.

**SUSSEX ACADEMY  
RECONCILIATION OF BALANCE SHEET - GOVERNMENTAL FUND  
TO STATEMENT OF NET POSITION  
JUNE 30, 2019**

TOTAL FUND BALANCE - GOVERNMENTAL FUND \$ 1,480,156

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 fund. Capital assets net of accumulated depreciation as detailed in the footnotes are included in the statements of net position. 782,978

Long-term liabilities applicable to the governmental activities are not due and payable in the current year and, accordingly, are not reported as fund liabilities.

|                       |                     |              |
|-----------------------|---------------------|--------------|
| Compensated absences  | \$ (96,075)         |              |
| Net pension liability | (2,372,058)         |              |
| Net OPEB liability    | <u>(14,697,669)</u> | (17,165,802) |

Deferred inflows and outflows 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 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 | 1,485,982        |                  |
| Deferred inflows - pension  | <u>(134,785)</u> | <u>1,351,197</u> |

Deferred inflows and outflows related to the School's net OPEB liability are based on the differences between actuarially determined actual and expected investment returns, changes in the actuarially determined proportion of the School's amount of returns, changes in the actuarially determined proportion of the School's amount of the total OPEB liability, and OPEB contributions made after the measurement date of the net OPEB liability. These amounts will be amortized over the estimated remaining average service life of the employees.

|                          |                    |                |
|--------------------------|--------------------|----------------|
| Deferred outflows - OPEB | 2,764,506          |                |
| Deferred inflows - OPEB  | <u>(2,033,813)</u> | <u>730,693</u> |

TOTAL NET DEFICIT OF GOVERNMENTAL ACTIVITIES \$ (12,820,778)

The accompanying notes are an integral part of these financial statements.

**SUSSEX ACADEMY**  
**STATEMENTS OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCE - GOVERNMENTAL FUND**  
**FOR THE YEARS ENDED JUNE 30, 2019 AND 2018**

|   | <u>2019</u>         | <u>2018</u>         |
|---|---------------------|---------------------|
| <b>REVENUES</b>                         |                     |                     |
| Charges to school districts             | \$ 1,781,140        | \$ 1,619,561        |
| State sources                           | 6,514,830           | 6,098,250           |
| Federal sources                         | 222,755             | 227,600             |
| Earnings on cash and cash equivalents   | 55,094              | 13,205              |
| Food service revenue                    | 12,863              | 14,171              |
| Facilities rental                       | 49,300              | 6,155               |
| Contributions                           | 158,570             | 104,640             |
| Athletic revenue                        | 8,868               | 22,757              |
| Swimming pool revenue                   | 270,770             | 180,300             |
| Scholarship revenue                     | 6,050               | 8,425               |
| Miscellaneous revenue                   | 82,918              | 68,053              |
| <b>TOTAL REVENUES</b>                   | <u>9,163,158</u>    | <u>8,363,117</u>    |
| <b>EXPENDITURES</b>                     |                     |                     |
| Current:                                |                     |                     |
| Instructional services                  | 6,939,151           | 6,120,669           |
| Non-instructional programs              | 726,174             | 641,121             |
| Operation and maintenance of facilities | 931,575             | 952,759             |
| Transportation                          | 487,018             | 487,621             |
| Food services                           | 39,416              | 34,824              |
| Capital outlays                         | 65,703              | 77,982              |
| Debt service:                           |                     |                     |
| Principal                               | -                   | 32,677              |
| Interest                                | -                   | 701                 |
| <b>TOTAL EXPENDITURES</b>               | <u>9,189,037</u>    | <u>8,348,354</u>    |
| <b>(DEFICIENCY) EXCESS OF REVENUES</b>  |                     |                     |
| <b>(UNDER) OVER EXPENDITURES</b>        | <u>(25,879)</u>     | <u>14,763</u>       |
| <b>OTHER FINANCING SOURCES</b>          |                     |                     |
| Refund of prior year expenditures       | -                   | 1,283               |
| <b>TOTAL OTHER FINANCING SOURCES</b>    | <u>-</u>            | <u>1,283</u>        |
| <b>NET CHANGE IN FUND BALANCE</b>       | (25,879)            | 16,046              |
| <b>FUND BALANCE, BEGINNING OF YEAR</b>  | <u>1,506,035</u>    | <u>1,489,989</u>    |
| <b>FUND BALANCE, END OF YEAR</b>        | <u>\$ 1,480,156</u> | <u>\$ 1,506,035</u> |

The accompanying notes are an integral part of these financial statements.



**SUSSEX ACADEMY**  
**RECONCILIATION OF STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCE - GOVERNMENTAL FUND TO STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2019**

NET CHANGE IN FUND BALANCE - GOVERNMENTAL FUND \$ (25,879)

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 \$5,000 are capitalized, and the cost is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which depreciation exceeded capital outlays in the current period.

|                      |                  |          |
|----------------------|------------------|----------|
| Capital outlays      | \$ 119,263       |          |
| Depreciation expense | <u>(195,703)</u> | (76,440) |

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 fund.

|                      |  |          |
|----------------------|--|----------|
| Compensated absences |  | (32,932) |
|----------------------|--|----------|

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. (147,187)

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. (613,825)

CHANGE IN NET DEFICIT - GOVERNMENTAL ACTIVITIES \$ (896,263)

The accompanying notes are an integral part of these financial statements.

**SUSSEX ACADEMY  
STATEMENTS OF FIDUCIARY NET POSITION - AGENCY FUND  
JUNE 30, 2019 AND 2018**

|                                    | <u>2019</u>       | <u>2018</u>       |
|------------------------------------|-------------------|-------------------|
| ASSETS                             |                   |                   |
| Cash and cash equivalents          | <u>\$ 117,178</u> | <u>\$ 101,822</u> |
| LIABILITIES                        |                   |                   |
| Due to student groups              | <u>\$ 117,178</u> | <u>\$ 101,822</u> |
| NET POSITION                       |                   |                   |
| Unrestricted                       | <u>-</u>          | <u>-</u>          |
| TOTAL LIABILITIES AND NET POSITION | <u>\$ 117,178</u> | <u>\$ 101,822</u> |

The accompanying notes are an integral part of these financial statements.

## SUSSEX ACADEMY

### NOTES TO FINANCIAL STATEMENTS

#### NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

##### Description of the Charter School

The Sussex Academy of Arts & Sciences is organized under Delaware Code, Title 14, Chapter 5 of the State of Delaware and is doing business as Sussex Academy. 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 ten 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 Sussex Academy have been prepared in conformity with generally accepted accounting principles as applied to local governmental units. The Governmental Accounting Standards Board ("GASB") is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of Sussex Academy ("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 nonfiduciary 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.

SUSSEX ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Separate financial statements are provided for the governmental fund and fiduciary fund, even though the latter are excluded from the entity-wide financial statements.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

**Entity-wide financial statements** are reported using the economic resources measurement focus and the accrual basis of accounting, as are the fiduciary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Charges to the School are recognized as revenues in the year for which they are billed. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Amounts reported as program revenues include 1) charges to students for special fees, supplies, or services provided; 2) operating grants and contributions; and 3) capital grants and contributions. Internally dedicated resources are reported as general revenues rather than as program revenues. Likewise, general revenues include charges to school districts.

**Governmental fund financial statements** are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, are recorded only when payment is due.

Charges to the school districts, state appropriations, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when the School receives cash.

The School reports the following major governmental fund:

- **General Fund.** The general fund is the School's operating fund. It accounts for all financial resources of the School, except those required to be accounted for in another fund.

Additionally, the School reports the following fund type:

- **Student Activities Agency Fund** (a fiduciary fund). It accounts for assets held on behalf of student groups.

SUSSEX ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Encumbrance Accounting

Encumbrance accounting is employed by the School's governmental fund. 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.

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 leasehold 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 \$5,000 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:

|                         |              |
|-------------------------|--------------|
| Leasehold improvements  | 5 - 10 years |
| Furniture and equipment | 3 - 10 years |

Deferred Inflows and Outflows of Resources

In addition to assets, the statement of net position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to future periods and so will not be recognized as an outflow of resources (expense) until then. The School reports deferred pension and OPEB contributions resulting from pension and OPEB contributions subsequent to the measurement date of the net pension and OPEB liabilities, and certain other items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods. In addition to liabilities, the statement of net position includes a separate section for deferred inflows of resources. This separate financial statement element represents a source of net position that applies to future periods. The School reports certain items

SUSSEX ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods.

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.

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 \$96,075 at June 30, 2019.

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.

SUSSEX ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

*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 have provided otherwise in its commitment or assignment actions.

Net Position

Net position represents the difference between assets and deferred outflows of resources and liabilities and deferred inflows of resources. Net position invested in capital assets consists of capital assets, net of accumulated depreciation. 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 it is more likely than not that its tax-exempt status and tax positions will be sustained if examined by authorities.

Use of Estimates in the Preparation of Financial Statements

The preparation of basic financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

SUSSEX ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Comparative Data

Comparative total data for the prior year is presented in the basic financial statements to provide an understanding of changes in the School's financial position and operations. That comparative data is not at the level of detail required for a presentation in conformity with generally accepted accounting principles and, therefore, should be read in conjunction with the School's financial statements for the year ended June 30, 2018, from which the summarized information was derived.

NOTE 2 CASH AND CASH EQUIVALENTS

At June 30, 2019, the School has a cash equivalent balance of \$2,832,436. Of that amount, \$2,404,257 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, 2019, the reported amount of the School's deposits not held with the State Treasurer's Office was \$428,179, and the bank balance was \$442,073. Of the bank balance, \$250,000 was covered by federal depository insurance, while \$192,073 was exposed to custodial credit risk because it was not insured nor covered by collateral held by the financial institution.

NOTE 3 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2019 is as follows:

|  | <u>Balances<br/>6/30/18</u> | <u>Increases</u> | <u>Decreases</u> | <u>Balances<br/>6/30/19</u> |
|--|-----------------------------|------------------|------------------|-----------------------------|
| General capital assets not being depreciated:      |                             |                  |                  |                             |
| Construction-in-progress                           | \$ 27,500                   | \$ -             | \$ (27,500)      | \$ -                        |
| Total general capital assets not being depreciated | <u>27,500</u>               | <u>-</u>         | <u>(27,500)</u>  | <u>-</u>                    |



SUSSEX ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 3 CAPITAL ASSETS (cont'd)

| (cont'd)                                    | Balances<br>6/30/18 | Increases          | Decreases          | Balances<br>6/30/19 |
|---|---------------------|--------------------|--------------------|---------------------|
| Capital assets being depreciated:           |                     |                    |                    |                     |
| Land improvements                           | 20,664              | 7,825              | -                  | 28,489              |
| Leasehold improvements                      | 241,445             | 59,624             | -                  | 301,069             |
| Furniture and equipment                     | 1,332,729           | 79,314             | -                  | 1,412,043           |
| Total capital assets being depreciated      | 1,594,838           | 146,763            | -                  | 1,741,601           |
| Accumulated depreciation                    | (762,920)           | (195,703)          | -                  | (958,623)           |
| Total capital assets being depreciated, net | 831,918             | (48,940)           | -                  | 782,978             |
| Governmental Activities, Net                | <u>\$ 859,418</u>   | <u>\$ (48,940)</u> | <u>\$ (27,500)</u> | <u>\$ 782,978</u>   |

Depreciation expense was charged to the following activities:

|   |                   |
|---|-------------------|
| Governmental Activities:                |                   |
| Instructional services                  | \$ 149,089        |
| Non-instructional programs              | 16,047            |
| Operation and maintenance of facilities | 19,805            |
| Transportation                          | 10,762            |
|   | <u>\$ 195,703</u> |

NOTE 4 LONG-TERM DEBT

A schedule of changes in long-term liabilities is as follows:

|                               | Outstanding<br>6/30/18 | Additions          | Retirements        | Outstanding<br>6/30/19 | Amounts<br>Due within<br>One Year |
|-------------------------------|------------------------|--------------------|--------------------|------------------------|-----------------------------------|
| Governmental Activities:      |                        |                    |                    |                        |                                   |
| Compensated absences          | \$ 63,143              | \$ 32,932          | \$ -               | \$ 96,075              | \$ -                              |
| Net pension liability         | 2,428,230              | -                  | (56,172)           | 2,372,058              | -                                 |
| Net OPEB liability            | 13,361,601             | 1,336,068          | -                  | 14,697,669             | -                                 |
| Total Governmental Activities | <u>\$15,852,974</u>    | <u>\$1,369,000</u> | <u>\$ (56,172)</u> | <u>\$17,165,802</u>    | <u>\$ -</u>                       |

SUSSEX ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 5 FUND BALANCE

As of June 30, 2019, fund balance is composed of the following:

|                    | <u>General<br/>Fund</u> |
|--------------------|-------------------------|
| Unassigned         | <u>\$ 1,480,156</u>     |
| Total Fund Balance | <u>\$ 1,480,156</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, 2019. 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

SUSSEX ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 6 PENSION PLAN (cont'd)

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 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.

SUSSEX ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 6 PENSION PLAN (cont'd)

*Employer Contributions*

Employer contributions are determined by the Board. For the year ended June 30, 2019, the rate of the employer contributions was 11.83 percent of covered payroll. The School's contribution to PERS for the year ended June 30, 2019 was \$490,565.

*PRI Contribution*

All reporting units participating in the State PERS make contributions to a PRI fund which accumulates resources to fund ad hoc postretirement increases granted by the General Assembly. The increases are funded over a five-year period from the PRI fund. The allocation of the contribution from the PRI fund to the pension trust is a reduction of the net pension liability of each participating employer.

Pension Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2019, the School reported a liability of \$2,372,058 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2018, and the total pension liability used to calculate the net pension liability was determined by rolling forward the Plan's total pension liability as of June 30, 2017 to June 30, 2018. The School's proportion of the net pension liability was calculated based on the actual contributions made during the measurement period in proportion to the total of all employer contributions made during the measurement period. At June 30, 2018, the School's proportion was 0.1837 percent, which was an increase of 0.0217 percent from its proportion as of June 30, 2017.

For the year ended June 30, 2019, the School recognized pension expense of \$637,752. At June 30, 2019, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

|   | <u>Deferred<br/>Outflows of<br/>Resources</u> | <u>Deferred<br/>Inflows of<br/>Resources</u> |
|---|---|--|
| Net difference between projected and actual investment earnings | \$ -  | \$ 100,551                                   |
| Changes in proportions  | 458,447                                       | -  |
| Changes in assumptions  | 413,003                                       | -  |
| Contributions subsequent to the date of measurement             | 490,565                                       | -  |
| Differences between actual and expected experience              | <u>123,967</u>                                | <u>34,234</u>                                |
|   | <u>\$1,485,982</u>                            | <u>\$ 134,785</u>                            |

SUSSEX ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 6 PENSION PLAN (cont'd)

An amount of \$490,565 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2018 measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2020. Other amounts will be reported as deferred outflows of resources and deferred inflows of resources related to pensions, and will be recognized in pension expense as follows:

| <u>Year Ending June 30,</u> |                   |
|-----------------------------|-------------------|
| 2020                        | \$ 383,541        |
| 2021                        | 275,406           |
| 2022                        | 11,921            |
| 2023                        | 78,314            |
| 2024                        | <u>111,450</u>    |
|                             | <u>\$ 860,632</u> |

Actuarial Assumptions

The total pension liability as of the June 30, 2018 measurement date was determined by an actuarial valuation as of June 30, 2017, and update procedures were used to roll forward the total pension liability to June 30, 2018. These actuarial valuations used the following actuarial assumptions, applied to all periods:

- Investment return/discount rate – 7.0 percent, including inflation of 2.5 percent
- Salary increases – 2.5 percent to 11.5 percent, 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 2018 using an adjusted version on MP-2015 mortality improvement scale on a fully generational basis.

Projected benefit payments do not include the effects of projected ad hoc cost-of-living adjustments ("ad hoc COLAs"), as they are not substantively automatic. The primary

SUSSEX ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 6 PENSION PLAN (cont'd)

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<br/>Expected Real<br/>Rate of Return</u> | <u>Target<br/>Asset<br/>Allocation</u> |
|-------------------------|---|--|
| Domestic equity         | 5.7%  | 30.7%                                  |
| International equity    | 5.7%  | 13.9%                                  |
| Fixed income            | 2.0%  | 23.3%                                  |
| Alternative investments | 7.8%  | 24.4%                                  |
| Cash and equivalents    | 0.0%  | 7.7%                                   |

Discount Rate

The discount used to measure the total pension liability was 7.0 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at rates determined by the Board, as actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the School's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.0 percent, as well as what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.0 percent) or one percentage point higher (8.0 percent) than the current rate.

SUSSEX ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 6 PENSION PLAN (cont'd)

|   | 1%<br>Decrease<br><u>6.0%</u> | Current Rate<br>Discount Rate<br><u>7.0%</u> | 1%<br>Increase<br><u>8.0%</u> |
|---|-------------------------------|--|-------------------------------|
| School's proportionate share of the net pension liability | \$ 4,603,943                  | \$ 2,372,058                                 | \$ 498,722                    |

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 ("OPEB") Fund Trust ("the Plan"), which is a cost-sharing, multiple-employer defined benefit plan defined by the Delaware Code.

The State of Delaware General Assembly is responsible for setting benefits and contributions, and amending plan provisions; administrative rules and regulations are adopted and maintained by the DPERS Board of Pension Trustees, which acts as the Board of Trustees ("the Board") for the Plan and is responsible for the financial management of the Plan.

The following are brief descriptions of the Plan in effect as of June 30, 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

SUSSEX ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

the Medicare Supplement offered by the State. Surviving spouses are eligible for coverage after a retiree's death.

Contributions

*Member Contributions*

By State Statute Chapter 52, Title 29 of the Delaware Code, contribution requirements of plan members are established and may not be amended by the State Legislature.

*Employer Contributions*

Participating employers fund the Plan for current retirees on a pay-as-you-go basis along with funding for future benefits at a rate that is approved in the annual budget, but not actuarially determined. For the year ended June 30, 2019, the rate of the employer contribution was 11.79 percent of covered payroll. The School's contribution to the Plan for the year ended June 30, 2019 was \$488,850.

Other Postemployment Benefits Plan Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2019, the School reported a liability of \$14,697,669 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2018, and the total pension liability used to calculate the net OPEB liability was determined by rolling forward the Plan's total OPEB liability as of June 30, 2017 to June 30, 2018. The School's proportion of the net OPEB liability was calculated based on the actual contributions made during the measurement period in proportion to the total of all employer contributions made during the measurement period. At June 30, 2018, the School's proportion was 0.1790 percent, which was an increase of 0.0172 percent from its proportion measured as of June 30, 2017.

For the year ended June 30, 2019, the School recognized OPEB expense of \$1,102,675. At June 30, 2019, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

|   | <u>Deferred<br/>Outflows of<br/>Resources</u> | <u>Deferred<br/>Inflows of<br/>Resources</u> |
|---|---|--|
| Net difference between projected and actual investment earnings | \$ -  | \$ 36,929                                    |
| Changes in proportions  | 2,275,656                                     | -  |
| Changes in assumptions  | -   | 1,996,884                                    |
| Contributions subsequent to the date of measurement             | <u>488,850</u>                                | <u>-</u>                                     |
|   | <u>\$2,764,506</u>                            | <u>\$2,033,813</u>                           |



SUSSEX ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

An amount of \$488,850 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2018 measurement date and will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2020. Other amounts will be 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> |                   |
|-----------------------------|-------------------|
| 2020                        | \$ (24,270)       |
| 2021                        | (24,270)          |
| 2022                        | (24,270)          |
| 2023                        | (16,956)          |
| 2024                        | <u>331,609</u>    |
|                             | <u>\$ 241,843</u> |

Actuarial Assumptions

The total OPEB liability as of the June 30, 2018 measurement date was determined by an actuarial valuation as of June 30, 2017, and update procedures were used to roll forward the total pension liability to June 30, 2018. These actuarial valuations used the following actuarial assumptions:

- Discount rate - 3.87 percent
- Salary increases - 3.25 percent + merit
- Healthcare cost trend rates – 6.80 percent

Mortality rates were based on the Sex Distinct RP-2014 Total Dataset Healthy Annuitant Mortality Table, including adjustment for healthy annuitant and disabled annuitant. Future mortality improvements are projected to 2020.

The total OPEB liabilities are measured based on the assumptions pertaining to interest rates, inflation rates, and employee demographic behavior in future years. The assumptions used were based on the results of an actuarial experience study conducted in 2016. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the actual experience deviates, the larger the impact on future financial statements.

SUSSEX ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Discount Rate

The discount rate to measure the total OPEB liability was 3.58 percent at the beginning of the current measurement period and 3.87 percent at the end, based on the Bond Buyer GO 20-Bond Municipal Bond Index, an index satisfying the GASB requirement of an index rate for 20-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 discounts rates used at the June 30, 2018 and 2017 measurement date are equal to the applicable rate of the 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

Sensitivity of the School's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability, calculated using the discount rate of 3.87 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 (2.87 percent) or one percentage point higher (4.87 percent) than the current rate.

|  | 1%<br>Decrease<br>2.87% | Current Rate<br>Discount Rate<br>3.87% | 1%<br>Increase<br>4.87% |
|--|-------------------------|--|-------------------------|
| School's proportionate share of the net OPEB liability | \$ 17,488,066           | \$ 14,697,669                          | \$ 12,500,923           |

Sensitivity of the School's Proportionate Share of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rate

The following presents the net OPEB liability, calculated using the healthcare cost trend rate of 6.8 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 (5.8 percent) or one percentage point higher (7.8 percent) than the current rate.

|  | 1%<br>Decrease<br>5.80% | Current Rate<br>Healthcare<br>Trend Rate<br>6.80% | 1%<br>Increase<br>7.80% |
|--|-------------------------|---|-------------------------|
| School's proportionate share of the net OPEB liability | \$ 12,512,916           | \$ 14,697,669                                     | \$ 17,354,845           |

SUSSEX ACADEMY

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 the PERS Comprehensive Annual Financial Report, which can be found on the Plan's website at [www.delawarepensions.com](http://www.delawarepensions.com).

NOTE 8 LEASES

The School is involved in the following operating leasing arrangements:

School Facility

The School entered into a leasing arrangement for real property with the Sussex Preparatory Academy Foundation, Inc. (a related 501(c)(3) nonprofit corporation) for a term of 40 years. The lease commenced on June 11, 2013 and expires in June 2053. The lease was amended in August 2016 and was extended to June 2057. The lease calls for monthly rental payments of an amount equal to the Sussex Preparatory Academy Foundation, Inc.'s debt obligation for the property. Future minimum rental payments are as follows:

Years Ending June 30,

|             |                      |
|-------------|----------------------|
| 2020        | \$ 569,034           |
| 2021        | 610,512              |
| 2022        | 610,512              |
| 2023        | 610,512              |
| 2024        | 610,512              |
| 2025 - 2029 | 3,052,560            |
| 2030 - 2034 | 3,052,560            |
| 2035 - 2039 | 3,052,560            |
| 2040 - 2044 | 3,052,560            |
| 2045 - 2049 | 3,052,560            |
| 2050 - 2054 | 2,751,060            |
| 2055 - 2057 | 726,830              |
|             | <u>\$ 21,751,772</u> |

Total rental costs incurred for the year ended June 30, 2019 were \$527,556.

SUSSEX ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 8 LEASES (cont'd)

Copier Equipment

In August 2016, the School entered into three operating leases for certain copier equipment in exchange for the two old copier leases. The operating leases are for a term of five years, expiring August 2021. The leases call for monthly payments of \$889. Future minimum lease payments are as follows:

| <u>Years Ending June 30,</u> |                  |
|------------------------------|------------------|
| 2020                         | \$ 10,668        |
| 2021                         | 10,668           |
| 2022                         | 889              |
|                              | <u>22,225</u>    |
|                              | <u>\$ 22,225</u> |

Total lease payments for the year ended June 30, 2019 was \$10,668.

Solar Panel

In March 2014, the School entered into an operating lease for solar panel equipment. The operating lease is for a term of 20 years, expiring February 2034. The lease calls for monthly payments of \$324, increasing approximately three percent each year. As of June 30, 2019, the monthly payment was \$375. In March 2017, the School entered into an operating lease for solar panel equipment to power the pool building. The operating lease is for a term of 20 years, expiring February 2037. The lease calls for monthly payments of \$155, increasing approximately three percent each year. As of June 30, 2019, the monthly payment was \$164. Future minimum lease payments are as follows:

| <u>Years Ending June 30,</u> |                   |
|------------------------------|-------------------|
| 2020                         | \$ 6,537          |
| 2021                         | 6,734             |
| 2022                         | 6,936             |
| 2023                         | 7,143             |
| 2024                         | 7,358             |
| 2025 - 2029                  | 40,236            |
| 2030 - 2034                  | 44,305            |
| 2035 - 2037                  | 8,451             |
|                              | <u>127,700</u>    |
|                              | <u>\$ 127,700</u> |

SUSSEX ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 8 LEASES (cont'd)

Mower

In July 2018, the School entered into a lease for a new mower. The operating lease is for a term of three years, expiring June 2021. The lease calls for monthly payments of \$742. Future minimum lease payments are as follows:

Years Ending June 30,

|      |    |               |
|------|----|---------------|
| 2020 | \$ | 8,907         |
| 2021 |    | <u>8,907</u>  |
|      | \$ | <u>17,814</u> |

Total lease payments for the year ended June 30, 2019 was \$8,907.

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 either of the past two years. There were no significant reductions in coverage compared to the prior year.

NOTE 10 COMMITMENTS AND CONTINGENCIES

In the normal course of business, there are outstanding various commitments and contingent liabilities in addition to the normal encumbrances for the purchase of goods and services. The School does not anticipate losses from these transactions.

Grants

The School receives significant financial assistance from federal and state 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 and federal agencies. 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.

SUSSEX ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 11 EXCESS EXPENDITURES OVER APPROPRIATIONS

The School overspent budgetary appropriations in the following categories:

|                                 |    |         |
|---------------------------------|----|---------|
| Salaries                        | \$ | 100,155 |
| Employment costs                | \$ | 24,948  |
| Insurance                       | \$ | 6,394   |
| Land, buildings, and facilities | \$ | 88,664  |

The excess expenditures over appropriations were financed by revenue that came in greater than anticipated amounts.

NOTE 12 DEFICIT NET POSITION

For governmental activities, the unrestricted net deficit amount of \$13,603,756 includes the effect of the 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 September 17, 2019, the date the financial statements were available to be issued.

**REQUIRED SUPPLEMENTARY INFORMATION**

**SUSSEX ACADEMY  
BUDGETARY COMPARISON SCHEDULE - GENERAL FUND  
FOR THE YEAR ENDED JUNE 30, 2019**

|  | Original<br>Budget  | Final<br>Budget     | Actual<br>Amounts   | Variance with<br>Final Budget<br>Positive<br>(Negative) |
|--|---------------------|---------------------|---------------------|---|
| <b>REVENUES</b>                        |                     |                     |                     |   |
| Charges to school districts            | \$ 1,687,843        | \$ 1,781,140        | \$ 1,781,140        | \$ -  |
| State sources                          | 6,194,505           | 6,514,070           | 6,514,830           | 760   |
| Federal sources                        | 208,441             | 208,441             | 222,755             | 14,314  |
| Earnings on cash and cash investments  | 15,000              | 40,000              | 55,094              | 15,094  |
| Food service revenue                   | 7,559               | 7,559               | 12,863              | 5,304   |
| Facilities rental                      | 49,300              | 49,300              | 49,300              | -   |
| Contributions                          | 74,291              | 74,291              | 158,570             | 84,279  |
| Athletic revenue                       | 8,868               | 8,868               | 8,868               | -   |
| Swimming pool revenue                  | 186,491             | 186,491             | 270,770             | 84,279  |
| Scholarship revenue                    | 6,050               | 6,050               | 6,050               | -   |
| Miscellaneous revenue                  | -                   | 150,000             | 82,918              | (67,082)  |
| <b>TOTAL REVENUES</b>                  | <u>8,438,348</u>    | <u>9,026,210</u>    | <u>9,163,158</u>    | <u>136,948</u>  |
| <b>EXPENDITURES</b>                    |                     |                     |                     |   |
| Current:                               |                     |                     |                     |   |
| Salaries                               | 4,357,129           | 4,515,000           | 4,615,155           | (100,155)   |
| Employment costs                       | 2,116,520           | 2,166,498           | 2,191,446           | (24,948)  |
| Travel                                 | 19,000              | 19,000              | 18,276              | 724   |
| Contractual services                   | 260,000             | 264,000             | 257,551             | 6,449   |
| Communications                         | 18,250              | 24,000              | 22,774              | 1,226   |
| Public utilities service               | 285,500             | 312,000             | 289,219             | 22,781  |
| Insurance                              | 37,500              | 37,500              | 43,894              | (6,394)   |
| Transportation                         | 527,250             | 544,500             | 534,209             | 10,291  |
| Land, buildings, and facilities        | 425,750             | 435,000             | 523,664             | (88,664)  |
| Repairs and maintenance                | 162,500             | 242,000             | 141,553             | 100,447   |
| Supplies and materials                 | 436,750             | 487,554             | 481,915             | 5,639   |
| Scholarships awarded                   | -                   | 8,000               | 3,678               | 4,322   |
| Capital outlays                        | 27,500              | 74,000              | 65,703              | 8,297   |
| <b>TOTAL EXPENDITURES</b>              | <u>8,673,649</u>    | <u>9,129,052</u>    | <u>9,189,037</u>    | <u>(59,985)</u>   |
| <b>NET CHANGE IN FUND BALANCE</b>      | (235,301)           | (102,842)           | (25,879)            | 76,963  |
| <b>FUND BALANCE, BEGINNING OF YEAR</b> | <u>1,506,035</u>    | <u>1,506,035</u>    | <u>1,506,035</u>    | <u>-</u>  |
| <b>FUND BALANCE, END OF YEAR</b>       | <u>\$ 1,270,734</u> | <u>\$ 1,403,193</u> | <u>\$ 1,480,156</u> | <u>\$ 76,963</u>  |



**SUSSEX ACADEMY**  
**SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY**  
**STATE OF DELAWARE EMPLOYEES' PENSION PLAN**  
**FOR THE YEAR ENDED JUNE 30, 2019**

|   | MEASUREMENT DATE |               |               |               |
|---|------------------|---------------|---------------|---------------|
|   | JUNE 30, 2018    | JUNE 30, 2017 | JUNE 30, 2016 | JUNE 30, 2015 |
| <b>PROPORTIONATE SHARE OF NET PENSION LIABILITY</b>   |                  |               |               |               |
| School's proportion of the net pension liability  | 0.1873%          | 0.1656%       | 0.1508%       | 0.1237%       |
| School's proportion of the net pension liability - dollar value   | \$ 2,372,058     | \$ 2,428,230  | \$ 2,271,864  | \$ 822,657    |
| School's covered employee payroll   | \$ 3,646,708     | \$ 3,226,701  | \$ 2,875,251  | \$ 2,306,203  |
| School's proportionate share of the net pension liability as a percentage of its covered employee payroll | 65.05%           | 75.25%        | 79.01%        | 35.67%        |
| Plan fiduciary net position as a percentage of the total pension liability                                | 87.49%           | 85.31%        | 84.11%        | 92.67%        |
|   |                  |               |               | 95.80%        |

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**SUSSEX ACADEMY  
SCHEDULE OF SCHOOL PENSION CONTRIBUTIONS  
STATE OF DELAWARE EMPLOYEES' PENSION PLAN  
FOR THE YEAR ENDED JUNE 30, 2019**

|  | <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                                  | \$ 490,565           | \$ 379,987           | \$ 309,118           | \$ 275,449           | \$ 220,473           |
| Contributions in relation to the contractually required contribution | <u>490,565</u>       | <u>379,987</u>       | <u>309,118</u>       | <u>275,449</u>       | <u>220,473</u>       |
| Contribution excess  | <u>\$ -</u>          | <u>\$ -</u>          | <u>\$ -</u>          | <u>\$ -</u>          | <u>\$ -</u>          |
| School's covered employee payroll                                    | \$ 4,146,788         | \$ 3,646,708         | \$ 3,226,701         | \$ 2,875,251         | \$ 2,306,203         |
| Contributions as a percentage of covered-employee payroll            | 11.83%               | 10.42%               | 9.58%                | 9.58%                | 9.56%                |

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**SUSSEX ACADEMY**  
**SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY**  
**STATE OF DELAWARE EMPLOYEES' OPEB PLAN**  
**FOR THE YEAR ENDED JUNE 30, 2019**

| <u>PROPORTIONATE SHARE OF NET OPEB LIABILITY</u>   | <u>MEASUREMENT DATE</u> |                      |
|--|-------------------------|----------------------|
|  | <u>JUNE 30, 2018</u>    | <u>JUNE 30, 2017</u> |
| School's proportion of the net OPEB liability  | 0.1790%                 | 0.1618%              |
| School's proportion of the net OPEB liability -<br>dollar value  | \$ 14,697,669           | \$ 13,361,601        |
| School's covered employee payroll  | \$ 3,646,708            | \$ 3,226,701         |
| School's proportionate share of the net OPEB<br>liability as a percentage of its covered<br>employee payroll | 403.04%                 | 414.09%              |
| Plan fiduciary net position as a percentage<br>of the total OPEB liability                                   | 4.44%                   | 4.13%                |

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**SUSSEX ACADEMY  
SCHEDULE OF SCHOOL OPEB CONTRIBUTIONS  
STATE OF DELAWARE EMPLOYEES' OPEB PLAN  
FOR THE YEAR ENDED JUNE 30, 2019**

| <u>CONTRIBUTIONS</u>  | <u>JUNE 30, 2019</u> | <u>JUNE 30, 2018</u> |
|---|----------------------|----------------------|
| Contractually required contribution                                     | \$ 488,850           | \$ 402,119           |
| Contributions in relation to the contractually<br>required contribution | <u>488,850</u>       | <u>402,119</u>       |
| Contribution excess   | <u>\$ -</u>          | <u>\$ -</u>          |
| School's covered employee payroll                                       | \$ 4,146,788         | \$ 3,646,708         |
| Contributions as a percentage of<br>covered-employee payroll            | 11.79%               | 11.03%               |

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**SUPPLEMENTARY INFORMATION**

**SUSSEX ACADEMY  
COMBINING BALANCE SHEET - GOVERNMENTAL FUND  
JUNE 30, 2019**

|  | State<br>Allocation | Local<br>Funding    | Federal<br>Funding | Totals              |
|--|---------------------|---------------------|--------------------|---------------------|
| <b>ASSETS</b>                              |                     |                     |                    |                     |
| Cash and cash equivalents                  | \$ 4,772            | \$ 2,710,486        | -                  | \$ 2,715,258        |
| <b>TOTAL ASSETS</b>                        | <u>\$ 4,772</u>     | <u>\$ 2,710,486</u> | <u>-</u>           | <u>\$ 2,715,258</u> |
| <b>LIABILITIES AND FUND BALANCE</b>        |                     |                     |                    |                     |
| <b>LIABILITIES:</b>                        |                     |                     |                    |                     |
| Accounts payable                           | \$ -                | \$ 20,993           | -                  | \$ 20,993           |
| Accrued salaries                           | -                   | 1,214,109           | -                  | 1,214,109           |
| <b>TOTAL LIABILITIES</b>                   | <u>-</u>            | <u>1,235,102</u>    | <u>-</u>           | <u>1,235,102</u>    |
| <b>FUND BALANCES:</b>                      |                     |                     |                    |                     |
| Unassigned                                 | 4,772               | 1,475,384           | -                  | 1,480,156           |
| <b>TOTAL FUND BALANCES</b>                 | <u>4,772</u>        | <u>1,475,384</u>    | <u>-</u>           | <u>1,480,156</u>    |
| <b>TOTAL LIABILITIES AND FUND BALANCES</b> | <u>\$ 4,772</u>     | <u>\$ 2,710,486</u> | <u>-</u>           | <u>\$ 2,715,258</u> |

**SUSSEX ACADEMY**  
**COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUND**  
**FOR THE YEAR ENDED JUNE 30, 2019**

|  | State<br>Allocation | Local<br>Funding    | Federal<br>Funding | Totals              |
|--|---------------------|---------------------|--------------------|---------------------|
| <b>REVENUES</b>  |                     |                     |                    |                     |
| Charges to school districts                                      | \$ -                | \$ 1,781,140        | -                  | \$ 1,781,140        |
| State sources  | 6,514,830           | -                   | -                  | 6,514,830           |
| Federal sources  | -                   | -                   | 222,755            | 222,755             |
| Earnings on cash and cash investments                            | -                   | 55,094              | -                  | 55,094              |
| Food service revenue   | -                   | 12,863              | -                  | 12,863              |
| Facilities rental  | -                   | 49,300              | -                  | 49,300              |
| Contributions  | -                   | 158,570             | -                  | 158,570             |
| Athletic revenue   | -                   | 8,868               | -                  | 8,868               |
| Swimming pool revenue  | -                   | 270,770             | -                  | 270,770             |
| Scholarship revenue  | -                   | 6,050               | -                  | 6,050               |
| Miscellaneous revenue  | -                   | 82,918              | -                  | 82,918              |
| <b>TOTAL REVENUES</b>  | <b>6,514,830</b>    | <b>2,425,573</b>    | <b>222,755</b>     | <b>9,163,158</b>    |
| <b>EXPENDITURES</b>  |                     |                     |                    |                     |
| Current:   |                     |                     |                    |                     |
| Instructional services   | 4,668,352           | 2,077,601           | 193,198            | 6,939,151           |
| Non-instructional programs                                       | 492,401             | 231,657             | 2,116              | 726,174             |
| Operation and maintenance of facilities                          | 782,457             | 149,118             | -                  | 931,575             |
| Transportation   | 483,475             | 3,543               | -                  | 487,018             |
| Food services  | -                   | 11,975              | 27,441             | 39,416              |
| Capital outlays  | 47,428              | 18,275              | -                  | 65,703              |
| <b>TOTAL EXPENDITURES</b>  | <b>6,474,113</b>    | <b>2,492,169</b>    | <b>222,755</b>     | <b>9,189,037</b>    |
| <b>EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES</b> | <b>40,717</b>       | <b>(66,596)</b>     | <b>-</b>           | <b>(25,879)</b>     |
| <b>OTHER FINANCING SOURCES (USES)</b>                            |                     |                     |                    |                     |
| Transfer in (out)  | (35,945)            | 35,945              | -                  | -                   |
| <b>TOTAL OTHER FINANCING SOURCES (USES)</b>                      | <b>(35,945)</b>     | <b>35,945</b>       | <b>-</b>           | <b>-</b>            |
| <b>NET CHANGE IN FUND BALANCES</b>                               | <b>4,772</b>        | <b>(30,651)</b>     | <b>-</b>           | <b>(25,879)</b>     |
| <b>FUND BALANCES, BEGINNING OF YEAR</b>                          | <b>-</b>            | <b>1,506,035</b>    | <b>-</b>           | <b>1,506,035</b>    |
| <b>FUND BALANCES, END OF YEAR</b>                                | <b>\$ 4,772</b>     | <b>\$ 1,475,384</b> | <b>\$ -</b>        | <b>\$ 1,480,156</b> |

**SUSSEX ACADEMY**  
**SCHEDULE OF EXPENDITURES BY NATURAL CLASSIFICATION - GOVERNMENTAL FUND**  
**FOR THE YEAR ENDED JUNE 30, 2019**

EXPENDITURES

Current:

|                                 |                            |
|---------------------------------|----------------------------|
| Salaries                        | \$ 4,615,155               |
| Employment costs                | 2,191,446                  |
| Travel                          | 18,276                     |
| Contractual services            | 257,551                    |
| Communications                  | 22,774                     |
| Public utilities service        | 289,219                    |
| Insurance                       | 43,894                     |
| Transportation                  | 534,209                    |
| Land, buildings, and facilities | 523,664                    |
| Repairs and maintenance         | 141,553                    |
| Supplies and materials          | 481,915                    |
| Scholarships awarded            | 3,678                      |
| Capital outlays                 | <u>65,703</u>              |
| TOTAL EXPENDITURES              | <u><u>\$ 9,189,037</u></u> |



**SUSSEX ACADEMY**  
**BUDGETARY COMPARISON SCHEDULE - GENERAL FUND - CASH BASIS**  
**FOR THE YEAR ENDED JUNE 30, 2019**

|  | Original<br>Budget  | Final<br>Budget     | Actual<br>Amounts   | Variance with<br>Final Budget<br>Positive<br>(Negative) |
|--|---------------------|---------------------|---------------------|---|
| <b>REVENUES</b>                        |                     |                     |                     |   |
| Charges to school districts            | \$ 1,687,843        | \$ 1,781,140        | \$ 1,781,140        | \$ -  |
| State sources                          | 6,194,505           | 6,514,070           | 6,514,830           | 760   |
| Federal sources                        | 208,441             | 208,441             | 222,755             | 14,314  |
| Earnings on cash and cash investments  | 15,000              | 40,000              | 55,094              | 15,094  |
| Food service revenue                   | 7,559               | 7,559               | 12,863              | 5,304   |
| Facilities rental                      | 49,300              | 49,300              | 52,510              | 3,210   |
| Contributions                          | 74,291              | 74,291              | 158,570             | 84,279  |
| Athletic revenue                       | 8,868               | 8,868               | 8,868               | -   |
| Swimming pool revenue                  | 186,491             | 186,491             | 273,103             | 86,612  |
| Scholarship revenue                    | 6,050               | 6,050               | 7,050               | 1,000   |
| Miscellaneous revenue                  | -                   | 150,000             | 82,918              | (67,082)  |
| <b>TOTAL REVENUES</b>                  | <u>8,438,348</u>    | <u>9,026,210</u>    | <u>9,169,701</u>    | <u>143,491</u>  |
| <b>EXPENDITURES</b>                    |                     |                     |                     |   |
| Current:                               |                     |                     |                     |   |
| Salaries                               | 4,357,129           | 4,515,000           | 4,506,532           | 8,468   |
| Employment costs                       | 2,116,520           | 2,166,498           | 2,125,711           | 40,787  |
| Travel                                 | 19,000              | 19,000              | 18,276              | 724   |
| Contractual services                   | 260,000             | 264,000             | 260,090             | 3,910   |
| Communications                         | 18,250              | 24,000              | 22,774              | 1,226   |
| Public utilities service               | 285,500             | 312,000             | 305,488             | 6,512   |
| Insurance                              | 37,500              | 37,500              | 43,894              | (6,394)   |
| Transportation                         | 527,250             | 544,500             | 534,209             | 10,291  |
| Land, buildings, and facilities        | 425,750             | 435,000             | 523,664             | (88,664)  |
| Repairs and maintenance                | 162,500             | 242,000             | 176,574             | 65,426  |
| Supplies and materials                 | 436,750             | 487,554             | 484,507             | 3,047   |
| Scholarships awarded                   |                     | 8,000               | 3,678               | 4,322   |
| Capital outlays                        | 27,500              | 74,000              | 66,813              | 7,187   |
| <b>TOTAL EXPENDITURES</b>              | <u>8,673,649</u>    | <u>9,129,052</u>    | <u>9,072,210</u>    | <u>56,842</u>   |
| <b>NET CHANGE IN FUND BALANCE</b>      | (235,301)           | (102,842)           | 97,491              | 200,333   |
| <b>FUND BALANCE, BEGINNING OF YEAR</b> | <u>2,617,767</u>    | <u>2,617,767</u>    | <u>2,617,767</u>    | <u>-</u>  |
| <b>FUND BALANCE, END OF YEAR</b>       | <u>\$ 2,382,466</u> | <u>\$ 2,514,925</u> | <u>\$ 2,715,258</u> | <u>\$ 200,333</u>                                       |



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, 2019

Board of Directors  
Sussex Academy  
Georgetown, 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, the major fund, and the aggregate remaining fund information of Sussex Academy ("the School"), Georgetown, Delaware, as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated September 17, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Board of Directors  
Sussex Academy

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

#### Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

#### Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

  
BARBACANE, THORNTON & COMPANY LLP

## **Appendix F - Budget Worksheets**

| State & Local Revenue                  |                                      | 2019-20             | 2020-21             | 2021-22             | 2022-23             | 2023-24             |
|--|--------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
|  |                                      | YEAR 0              | YEAR 1              | YEAR 2              | YEAR 3              | YEAR 4              |
| 1                                      | State Appropriations                 | \$6,894,500         | \$8,532,105         | \$8,673,471         | \$8,884,991         | \$8,903,377         |
| 2                                      | School District Local Fund Transfers | \$1,911,427         | \$2,383,878         | \$2,505,616         | \$2,586,741         | \$2,596,547         |
| 3                                      | Prior Year Carryover Funds           | \$2,342,654         | \$2,184,019         | \$2,211,756         | \$2,288,870         | \$2,227,038         |
| <b>TOTAL STATE &amp; LOCAL REVENUE</b> |                                      | <b>\$11,148,581</b> | <b>\$13,100,002</b> | <b>\$13,390,843</b> | <b>\$13,760,602</b> | <b>\$13,726,962</b> |

| State & Local Expenses                                   |   | YEAR 0             |              | YEAR 1              |              | YEAR 2              |              | YEAR 3              |              | YEAR 4              |              |
|--|---|--------------------|--------------|---------------------|--------------|---------------------|--------------|---------------------|--------------|---------------------|--------------|
|  |   | FTE                | FTE          | FTE                 | FTE          | FTE                 | FTE          | FTE                 | FTE          | FTE                 |              |
| <b>Personnel Salaries / Other Employer Costs</b>         |   |                    |              |                     |              |                     |              |                     |              |                     |              |
| 4  | Classroom Teachers                        | \$3,248,349        | 34.00        | \$4,079,277         | 42.00        | \$4,245,731         | 43.00        | \$4,516,964         | 45.00        | \$4,591,945         | 45.00        |
| 5  | Special Education Teachers                | \$0                | 0.00         | \$0                 | 0.00         | \$0                 | 0.00         | \$0                 | 0.00         | \$0                 | 0.00         |
| 6  | Special Teachers (Phys Ed, Art, Music)    | \$42,000           | 1.00         | \$42,697            | 1.00         | \$43,406            | 1.00         | \$44,127            | 1.00         | \$44,859            | 1.00         |
| 7  | Counselors                                | \$55,000           | 1.00         | \$55,913            | 1.00         | \$56,841            | 1.00         | \$57,785            | 1.00         | \$58,744            | 1.00         |
| 8  | Principal/Administrative                  | \$312,000          | 4.00         | \$396,474           | 5.00         | \$403,055           | 5.00         | \$409,746           | 5.00         | \$416,548           | 5.00         |
| 9  | Nurse                                     | \$55,401           | 1.00         | \$56,321            | 1.00         | \$57,256            | 1.00         | \$58,206            | 1.00         | \$59,172            | 1.00         |
| 10   | Clerical                                  | \$185,000          | 4.00         | \$235,089           | 5.00         | \$238,991           | 5.00         | \$242,958           | 5.00         | \$246,992           | 5.00         |
| 11   | Custodial                                 | \$300,000          | 8.00         | \$343,103           | 9.00         | \$348,798           | 9.00         | \$354,588           | 9.00         | \$360,474           | 9.00         |
| 12   | Substitutes                               | \$75,000           | 0.00         | \$90,000            | 0.00         | \$90,000            | 0.00         | \$90,000            | 0.00         | \$90,000            | 0.00         |
| 13   | Other                                     | \$185,000          | 0.00         | \$188,071           | 0.00         | \$200,484           | 0.00         | \$213,716           | 0.00         | \$227,821           | 0.00         |
| 14   | Other Employer Costs (32.33% of Salaries) | \$1,457,757        |              | \$1,684,029         |              | \$1,743,905         |              | \$1,837,758         |              | \$1,868,265         |              |
| 15   | Health Insurance                          | \$800,000          |              | \$988,235           |              | \$1,002,715         |              | \$1,031,674         |              | \$1,046,153         |              |
| 16   | Other Benefits                            | \$35,000           |              | \$40,000            |              | \$40,000            |              | \$40,000            |              | \$40,000            |              |
| <b>SUBTOTAL SALARIES / OTHER EMPLOYER COSTS</b>          |   | <b>\$6,750,507</b> | <b>53.00</b> | <b>\$8,199,207</b>  | <b>64.00</b> | <b>\$8,471,182</b>  | <b>65.00</b> | <b>\$8,897,521</b>  | <b>67.00</b> | <b>\$9,050,973</b>  | <b>67.00</b> |
| <b>Student Support</b>                                   |   |                    |              |                     |              |                     |              |                     |              |                     |              |
| 17   | Transportation                            | \$515,000          |              | \$650,000           |              | \$650,000           |              | \$650,000           |              | \$650,000           |              |
| 18   | Extra Curricular Transportation           | \$40,000           |              | \$50,000            |              | \$50,000            |              | \$50,000            |              | \$50,000            |              |
| 19   | Cafeteria                                 | \$63,000           |              | \$90,000            |              | \$90,000            |              | \$90,000            |              | \$90,000            |              |
| 20   | Extra Curricular                          | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| 21   | Supplies and Materials                    | \$110,305          |              | \$134,789           |              | \$139,041           |              | \$143,293           |              | \$143,680           |              |
| 22   | Textbooks                                 | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| 23   | Curriculum                                | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| 24   | Professional Development                  | \$0                |              | \$5,000             |              | \$2,500             |              | \$2,500             |              | \$2,500             |              |
| 25   | Assessments                               | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| 26   | Other Educational Program                 | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| 27   | Therapists (Occupational, Speech)         | \$25,000           |              | \$25,000            |              | \$25,000            |              | \$25,000            |              | \$25,000            |              |
| 28   | Classroom Technology                      | \$90,000           |              | \$110,000           |              | \$110,000           |              | \$111,000           |              | \$111,000           |              |
| 29   | School Climate                            | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| 30   | Computers                                 | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| 31   | Contracted Services                       | \$180,000          |              | \$200,000           |              | \$200,000           |              | \$200,000           |              | \$200,000           |              |
| 32   | Other                                     | \$9,250            |              | \$9,250             |              | \$9,250             |              | \$9,250             |              | \$9,250             |              |
| <b>SUBTOTAL STUDENT SUPPORT</b>                          |   | <b>\$1,032,555</b> |              | <b>\$1,274,039</b>  |              | <b>\$1,275,791</b>  |              | <b>\$1,281,043</b>  |              | <b>\$1,281,430</b>  |              |
| <b>Operations and Maintenance of Facilities</b>          |   |                    |              |                     |              |                     |              |                     |              |                     |              |
| 33   | Insurance (Property/Liability)            | \$37,500           |              | \$50,000            |              | \$50,000            |              | \$50,000            |              | \$50,000            |              |
| 34   | Rent                                      | \$585,000          |              | \$625,000           |              | \$625,000           |              | \$625,000           |              | \$625,000           |              |
| 35   | Mortgage                                  | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| 36   | Utilities                                 | \$250,000          |              | \$325,000           |              | \$325,000           |              | \$325,000           |              | \$325,000           |              |
| 37   | Maintenance                               | \$230,000          |              | \$255,000           |              | \$255,000           |              | \$255,000           |              | \$255,000           |              |
| 38   | Telephone/Communications                  | \$15,000           |              | \$20,000            |              | \$20,000            |              | \$20,000            |              | \$20,000            |              |
| 39   | Construction                              | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| 40   | Renovation                                | \$0                |              | \$60,000            |              | \$0                 |              | \$0                 |              | \$0                 |              |
| 41   | Other                                     | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| <b>SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES</b> |   | <b>\$1,117,500</b> |              | <b>\$1,335,000</b>  |              | <b>\$1,275,000</b>  |              | <b>\$1,275,000</b>  |              | <b>\$1,275,000</b>  |              |
| <b>Administrative/Operations Support</b>                 |   |                    |              |                     |              |                     |              |                     |              |                     |              |
| 42   | Equipment Lease/Maintenance               | \$38,500           |              | \$48,000            |              | \$48,000            |              | \$48,000            |              | \$48,000            |              |
| 43   | Equipment Purchase                        | \$10,000           |              | \$12,500            |              | \$12,500            |              | \$12,500            |              | \$12,500            |              |
| 44   | Supplies and Materials                    | \$1,500            |              | \$2,000             |              | \$2,000             |              | \$2,000             |              | \$2,000             |              |
| 45   | Printing and Copying                      | \$10,000           |              | \$12,500            |              | \$12,500            |              | \$12,500            |              | \$12,500            |              |
| 46   | Postage and Shipping                      | \$4,000            |              | \$5,000             |              | \$5,000             |              | \$5,000             |              | \$5,000             |              |
| 47   | Enrollment / Recruitment                  | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| 48   | Staffing (recruitment and assessment)     | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| 49   | Technology Plan                           | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| 50   | Other                                     | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| <b>SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT</b>       |   | <b>\$64,000</b>    |              | <b>\$80,000</b>     |              | <b>\$80,000</b>     |              | <b>\$80,000</b>     |              | <b>\$80,000</b>     |              |
| <b>Management Company</b>                                |   |                    |              |                     |              |                     |              |                     |              |                     |              |
| 51   | Fees                                      | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| 52   | Salaries/Other Employee Costs             | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| 53   | Curriculum                                | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| 54   | Accounting and Payroll                    | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| 55   | Other                                     | \$0                |              | \$0                 |              | \$0                 |              | \$0                 |              | \$0                 |              |
| <b>SUBTOTAL MANAGEMENT COMPANY</b>                       |   | <b>\$0</b>         |              | <b>\$0</b>          |              | <b>\$0</b>          |              | <b>\$0</b>          |              | <b>\$0</b>          |              |
| <b>STATE &amp; LOCAL EXPENDITURES</b>                    |   | <b>\$8,964,562</b> |              | <b>\$10,888,246</b> |              | <b>\$11,101,973</b> |              | <b>\$11,533,565</b> |              | <b>\$11,687,403</b> |              |
| <b># Students</b>  |   | <b>856</b>         |              | <b>1,046</b>        |              | <b>1,079</b>        |              | <b>1,112</b>        |              | <b>1,115</b>        |              |
| <b>REVENUE LESS EXPENDITURES</b>                         |   | <b>\$2,184,019</b> |              | <b>\$2,211,756</b>  |              | <b>\$2,288,870</b>  |              | <b>\$2,227,038</b>  |              | <b>\$2,039,559</b>  |              |
| 2% CONTINGENCY CHECK                                     |   | \$222,971.62       |              | \$262,000.04        |              | \$267,816.86        |              | \$275,212.04        |              | \$274,539.23        |              |

| Federal Funds  |   | YEAR 0                | YEAR 1                | YEAR 2                | YEAR 3                | YEAR 4                |
|--|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1  | Entitlement Funding                       | \$191,571             | \$234,093             | \$241,478             | \$248,863             | \$249,535             |
| 2  | Other Federal Grants                      | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| <b>TOTAL FEDERAL REVENUE</b>                             |   | <b>\$191,571</b>      | <b>\$234,093</b>      | <b>\$241,478</b>      | <b>\$248,863</b>      | <b>\$249,535</b>      |
| Federal Expenses   |   | YEAR 0                | YEAR 1                | YEAR 2                | YEAR 3                | YEAR 4                |
| <b>Personnel Salaries / Other Employer Costs</b>         |   |                       |                       |                       |                       |                       |
|  |   | ft                    | ft                    | ft                    | ft                    | ft                    |
| 3  | Classroom Teachers                        | \$24,824 0.75         | \$25,236 0.75         | \$25,655 0.75         | \$26,081 0.75         | \$26,514 0.75         |
| 4  | Special Education Teachers                | \$91,751 1.50         | \$120,365 2.00        | \$122,363 2.00        | \$124,394 2.00        | \$126,459 2.00        |
| 5  | Special Teachers (Phys Ed, Art, Music)    | \$0 0.00              | \$0 0.00              | \$0 0.00              | \$0 0.00              | \$0 0.00              |
| 6  | Counselors                                | \$0 0.00              | \$0 0.00              | \$0 0.00              | \$0 0.00              | \$0 0.00              |
| 7  | Principal/Administrative                  | \$0 0.00              | \$0 0.00              | \$0 0.00              | \$0 0.00              | \$0 0.00              |
| 8  | Nurse                                     | \$0 0.00              | \$0 0.00              | \$0 0.00              | \$0 0.00              | \$0 0.00              |
| 9  | Clerical                                  | \$0 0.00              | \$0 0.00              | \$0 0.00              | \$0 0.00              | \$0 0.00              |
| 10   | Custodial                                 | \$0 0.00              | \$0 0.00              | \$0 0.00              | \$0 0.00              | \$0 0.00              |
| 11   | Substitutes                               | \$10,625 0.00         | \$10,625 0.00         | \$10,625 0.00         | \$10,625 0.00         | \$10,625 0.00         |
| 12   | Other                                     | \$0 0.00              | \$0 0.00              | \$0 0.00              | \$0 0.00              | \$0 0.00              |
| 13   | Other Employer Costs (32.33% of Salaries) | \$37,689              | \$47,073              | \$47,854              | \$48,649              | \$49,456              |
| 14   | Health Insurance                          | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 15   | Other Benefits                            | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| <b>SUBTOTAL SALARIES / OTHER EMPLOYER COSTS</b>          |   | <b>\$164,888 2.25</b> | <b>\$203,299 2.75</b> | <b>\$206,497 2.75</b> | <b>\$209,749 2.75</b> | <b>\$213,054 2.75</b> |
| <b>Student Support</b>                                   |   |                       |                       |                       |                       |                       |
| 16   | Transportation                            | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 17   | Extra Curricular Transportation           | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 18   | Cafeteria                                 | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 19   | Extra Curricular                          | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 20   | Supplies and Materials                    | \$15,518              | \$19,629              | \$23,816              | \$27,949              | \$25,315              |
| 21   | Textbooks                                 | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 22   | Curriculum                                | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 23   | Professional Development                  | \$11,165              | \$11,165              | \$11,165              | \$11,165              | \$11,165              |
| 24   | Assessments                               | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 25   | Other Educational Program                 | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 26   | Therapists (Occupational, Speech)         | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 27   | Classroom Technology                      | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 28   | School Climate                            | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 29   | Computers                                 | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 30   | Contracted Services                       | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 31   | Other                                     | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| <b>SUBTOTAL STUDENT SUPPORT</b>                          |   | <b>\$26,683</b>       | <b>\$30,794</b>       | <b>\$34,981</b>       | <b>\$39,114</b>       | <b>\$36,480</b>       |
| <b>Operations and Maintenance of Facilities</b>          |   |                       |                       |                       |                       |                       |
| 32   | Insurance (Property/Liability)            | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 33   | Rent                                      | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 34   | Mortgage                                  | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 35   | Utilities                                 | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 36   | Maintenance                               | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 37   | Telephone/Communications                  | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 38   | Construction                              | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 39   | Renovation                                | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 40   | Other                                     | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| <b>SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES</b> |   | <b>\$0</b>            | <b>\$0</b>            | <b>\$0</b>            | <b>\$0</b>            | <b>\$0</b>            |
| <b>Administrative/Operations Support</b>                 |   |                       |                       |                       |                       |                       |
| 42   | Equipment Lease/Maintenance               | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 41   | Equipment Purchase                        | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 42   | Supplies and Materials                    | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 43   | Printing and Copying                      | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 44   | Postage and Shipping                      | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 45   | Enrollment / Recruitment                  | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 46   | Staffing (recruitment and assessment)     | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 47   | Technology Plan                           | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 48   | Other                                     | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| <b>SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT</b>       |   | <b>\$0</b>            | <b>\$0</b>            | <b>\$0</b>            | <b>\$0</b>            | <b>\$0</b>            |
| <b>Management Company</b>                                |   |                       |                       |                       |                       |                       |
| 49   | Fees                                      | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 50   | Salaries/Other Employee Costs             | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 51   | Curriculum                                | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 52   | Accounting and Payroll                    | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| 53   | Other                                     | \$0                   | \$0                   | \$0                   | \$0                   | \$0                   |
| <b>SUBTOTAL MANAGEMENT COMPANY</b>                       |   | <b>\$0</b>            | <b>\$0</b>            | <b>\$0</b>            | <b>\$0</b>            | <b>\$0</b>            |
| <b>FEDERAL EXPENDITURES</b>                              |   | <b>\$191,571</b>      | <b>\$234,092</b>      | <b>\$241,478</b>      | <b>\$248,863</b>      | <b>\$249,534</b>      |
| 54   | # Students                                | 856                   | 1,046                 | 1,079                 | 1,112                 | 1,115                 |
| <b>REVENUE LESS EXPENDITURES</b>                         |   | <b>\$0</b>            | <b>\$0</b>            | <b>\$0</b>            | <b>\$0</b>            | <b>\$0</b>            |

Charter School Application Budget Worksheet

Sussex Academy

| Other Funds  |   | YEAR 0               | YEAR 1               | YEAR 2               | YEAR 3                | YEAR 4                |
|--|---|----------------------|----------------------|----------------------|-----------------------|-----------------------|
| 1  | Non Profit Grants                         | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 2  | Foundation Funds                          | \$0                  | \$50,000             | \$0                  | \$0                   | \$0                   |
| 3  | Donations                                 | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 4  | Construction / Bank Loans                 | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 5  | Cafeteria Funds                           | \$60,000             | \$70,000             | \$70,000             | \$70,000              | \$70,000              |
| 6  | Miscellaneous Revenue                     | \$420,000            | \$425,000            | \$425,000            | \$425,000             | \$425,000             |
| 7  | Prior Year Carryover Funds                | \$58,000             | \$449,137            | \$888,974            | \$1,277,203           | \$1,663,797           |
| <b>TOTAL OTHER REVENUE</b>                               |   | <b>\$518,000</b>     | <b>\$994,137</b>     | <b>\$1,383,974</b>   | <b>\$1,772,203</b>    | <b>\$2,158,797</b>    |
| Other Expenses   |   | YEAR 0               | YEAR 1               | YEAR 2               | YEAR 3                | YEAR 4                |
| <b>Personnel Salaries / Other Employer Costs</b>         |   |                      |                      |                      |                       |                       |
| 8  | Classroom Teachers                        | \$0 0.00             | \$0 0.00             | \$0 0.00             | \$0 0.00              | \$0 0.00              |
| 9  | Special Education Teachers                | \$0 0.00             | \$26,480 0.50        | \$26,920 0.50        | \$27,366 0.50         | \$27,821 0.50         |
| 10   | Special Teachers (Phys Ed, Art, Music)    | \$0 0.00             | \$0 0.00             | \$0 0.00             | \$0 0.00              | \$0 0.00              |
| 11   | Counselors                                | \$0 0.00             | \$0 0.00             | \$0 0.00             | \$0 0.00              | \$0 0.00              |
| 12   | Principal/Administrative                  | \$45,948 1.00        | \$46,711 1.00        | \$47,486 1.00        | \$48,274 1.00         | \$49,076 1.00         |
| 13   | Nurse                                     | \$0 0.00             | \$0 0.00             | \$0 0.00             | \$0 0.00              | \$0 0.00              |
| 14   | Clerical                                  | \$0 0.00             | \$0 0.00             | \$0 0.00             | \$0 0.00              | \$0 0.00              |
| 15   | Custodial                                 | \$0 0.00             | \$0 0.00             | \$0 0.00             | \$0 0.00              | \$0 0.00              |
| 16   | Substitutes                               | \$0 0.00             | \$0 0.00             | \$0 0.00             | \$0 0.00              | \$0 0.00              |
| 17   | Other                                     | \$0 0.00             | \$0 0.00             | \$0 0.00             | \$0 0.00              | \$0 0.00              |
| 18   | Other Employer Costs (32.33% of Salaries) | \$14,855             | \$23,663             | \$24,055             | \$24,455              | \$24,861              |
| 19   | Health Insurance                          | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 20   | Other Benefits                            | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| <b>SUBTOTAL SALARIES / OTHER EMPLOYER COSTS</b>          |   | <b>\$60,803 1.00</b> | <b>\$96,853 1.50</b> | <b>\$98,461 1.50</b> | <b>\$100,096 1.50</b> | <b>\$101,757 1.50</b> |
| <b>Student Support</b>                                   |   |                      |                      |                      |                       |                       |
| 21   | Transportation                            | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 22   | Extra Curricular Transportation           | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 23   | Cafeteria                                 | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 24   | Extra Curricular                          | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 25   | Supplies and Materials                    | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 26   | Textbooks                                 | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 27   | Curriculum                                | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 28   | Professional Development                  | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 29   | Assessments                               | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 30   | Other Educational Program                 | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 31   | Therapists (Occupational, Speech)         | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 32   | Classroom Technology                      | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 33   | School Climate                            | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 34   | Computers                                 | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 35   | Contracted Services                       | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 36   | Other                                     | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| <b>SUBTOTAL STUDENT SUPPORT</b>                          |   | <b>\$0</b>           | <b>\$0</b>           | <b>\$0</b>           | <b>\$0</b>            | <b>\$0</b>            |
| <b>Operations and Maintenance of Facilities</b>          |   |                      |                      |                      |                       |                       |
| 37   | Insurance (Property/Liability)            | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 38   | Rent                                      | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 39   | Mortgage                                  | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 40   | Utilities                                 | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 41   | Maintenance                               | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 42   | Telephone/Communications                  | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 43   | Construction                              | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 44   | Renovation                                | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 45   | Other                                     | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| <b>SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES</b> |   | <b>\$0</b>           | <b>\$0</b>           | <b>\$0</b>           | <b>\$0</b>            | <b>\$0</b>            |
| <b>Administrative/Operations Support</b>                 |   |                      |                      |                      |                       |                       |
| 46   | Equipment Lease/Maintenance               | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 47   | Equipment Purchase                        | \$7,560              | \$7,560              | \$7,560              | \$7,560               | \$7,560               |
| 48   | Supplies and Materials                    | \$500                | \$750                | \$750                | \$750                 | \$750                 |
| 49   | Printing and Copying                      | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 50   | Postage and Shipping                      | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 51   | Enrollment / Recruitment                  | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 52   | Staffing (recruitment and assessment)     | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 53   | Technology Plan                           | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 54   | Other                                     | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| <b>SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT</b>       |   | <b>\$8,060</b>       | <b>\$8,310</b>       | <b>\$8,310</b>       | <b>\$8,310</b>        | <b>\$8,310</b>        |
| <b>Management Company</b>                                |   |                      |                      |                      |                       |                       |
| 55   | Fees                                      | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 56   | Salaries/Other Employee Costs             | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 57   | Curriculum                                | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 58   | Accounting and Payroll                    | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| 59   | Other                                     | \$0                  | \$0                  | \$0                  | \$0                   | \$0                   |
| <b>SUBTOTAL MANAGEMENT COMPANY</b>                       |   | <b>\$0</b>           | <b>\$0</b>           | <b>\$0</b>           | <b>\$0</b>            | <b>\$0</b>            |
| <b>OTHER EXPENDITURES</b>                                |   | <b>\$68,863</b>      | <b>\$105,163</b>     | <b>\$106,771</b>     | <b>\$108,406</b>      | <b>\$110,067</b>      |
| 60   | <b># Students</b>                         | <b>856</b>           | <b>1,046</b>         | <b>1,079</b>         | <b>1,112</b>          | <b>1,115</b>          |
| <b>REVENUE LESS EXPENDITURES</b>                         |   | <b>\$449,137</b>     | <b>\$888,974</b>     | <b>\$1,277,203</b>   | <b>\$1,663,797</b>    | <b>\$2,048,730</b>    |

## **Appendix G - Elementary School Interest Surveys**



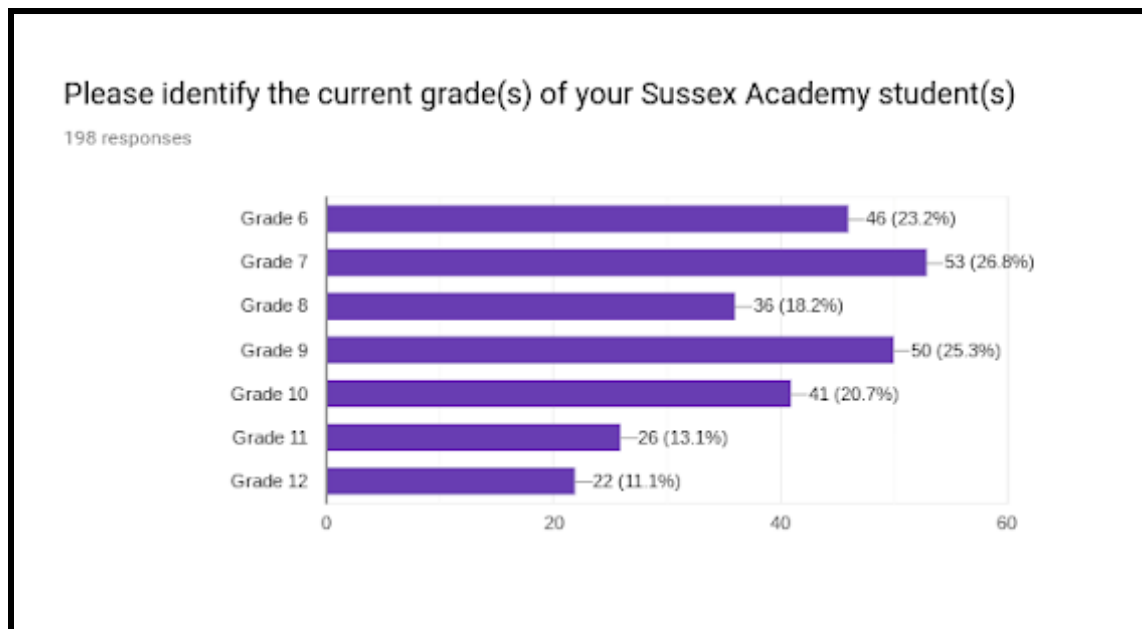
## Appendix G - Sussex Academy Elementary School Interest Survey Results

In November 2019, an online survey was sent to current Sussex Academy families to determine the interest level for the addition of the elementary grades (K-5) as a part of our current charter.

Message to parents:

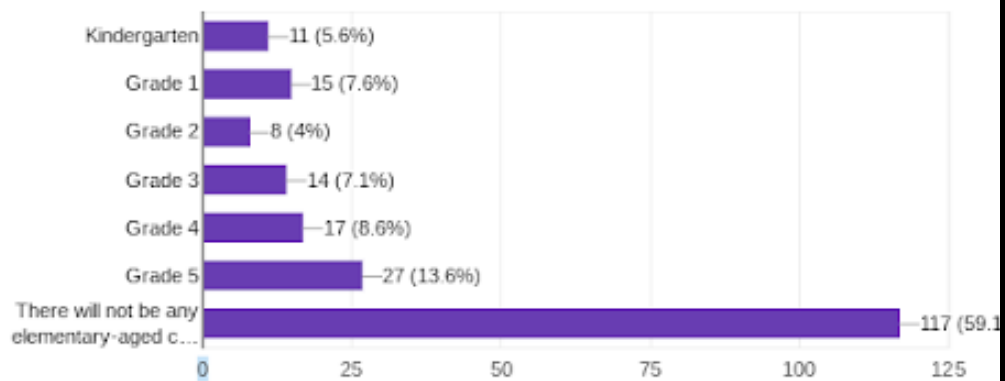
*“Sussex Academy will be submitting a request to the Delaware Department of Education (DDOE) to modify our current charter so that we may add an elementary school. The goal will be to expand the current programs at Sussex Academy to include grades Kindergarten through grade 5 at the start of the 2020-2021 school year. In preparation for the charter modification request, we are collecting information from our current SA families. Please take a few minutes to answer our survey so that we are able to prepare for our request to DDOE.”*

The survey was sent to the families of our 856 current students. It yielded 198 responses.



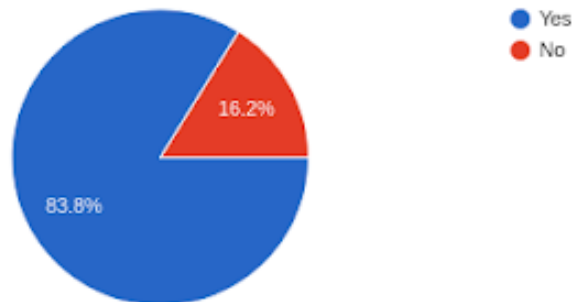
Please indicate the grade(s) of any child(ren) in your household who will be in elementary school for the 2020-2021 school year.

198 responses



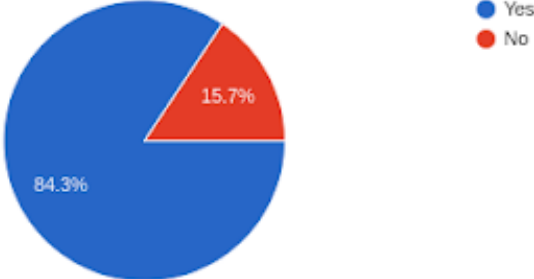
If Sussex Academy offered an elementary school (Kindergarten through grade 5), would this be the first choice for your child?

198 responses



If your child attends or attended Sussex Academy Middle School, do you think your child's transition would have been smoother if he/she had attended Sussex Academy for elementary school?

198 responses



## **Appendix H part 1 - ELA Scope and Sequence**

# Scope and Sequence

GRADES K-6

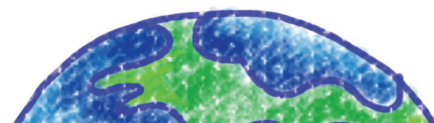


A new generation of literacy instruction

# ReadyGEN



Pearson



# Scope and Sequence

GRADES K–6

## Reading

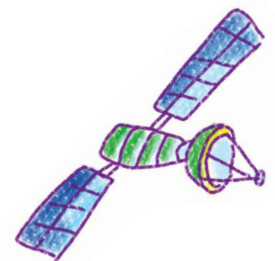
|  |   |
|--|---|
| Concepts of Print and Print Awareness.....         | 3 |
| Phonological and Phonemic Awareness.....           | 3 |
| Phonics, Decoding, and Word Recognition .....      | 3 |
| Vocabulary and Concept Development.....            | 4 |
| Reading Comprehension.....                         | 5 |
| Literary Analysis, Response, and Appreciation..... | 6 |

## Language Arts

|  |    |
|--|----|
| Writing.....                                       | 9  |
| Penmanship.....                                    | 10 |
| Written and Oral English Language Conventions..... | 11 |
| Spelling.....                                      | 11 |
| Listening and Speaking.....                        | 11 |
| Viewing/Media.....                                 | 13 |

## Research and Study Skills

|   |    |
|---|----|
| Understand the Use Graphic Sources.....   | 13 |
| Understand and Use Reference Sources..... | 13 |
| Study Skills and Strategies .....         | 14 |
| Test-Taking Skills and Strategies.....    | 14 |
| Technology/New Literacies .....           | 14 |
| The Research Process.....                 | 15 |



# Scope and Sequence GRADES K–6

## Reading

| Concepts of Print and Print Awareness   | K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Hold book right side up, turn pages correctly, move from front to back of book  | • | • |   |   |   |   |   |
| Identify parts of a book and their functions (front cover, title page/title, back cover, page numbers)  | • | • |   |   |   |   |   |
| Identify information that different parts of a book provides (title, author, illustrator)   | • | • |   |   |   |   |   |
| Know uppercase and lowercase letter names and match them  | • | • |   |   |   |   |   |
| Know the order of the alphabet  | • |   |   |   |   |   |   |
| Demonstrate one-to-one correspondence between oral words and printed words  | • | • |   |   |   |   |   |
| Identify and distinguish between letters, words, and sentences  | • | • |   |   |   |   |   |
| Recognize environmental print   | • |   |   |   |   |   |   |
| Track print (front to back of book, top to bottom of page, left to right on line, sweep back left for next line)  | • | • |   |   |   |   |   |
| Recognize first name in print   | • |   |   |   |   |   |   |
| Phonological and Phonemic Awareness   | K | 1 | 2 | 3 | 4 | 5 | 6 |
| Phonological Awareness  |   |   |   |   |   |   |   |
| Identify and produce rhyming words in response to an oral prompt  | • | • | • |   |   |   |   |
| Distinguish rhyming pairs of words from nonrhyming pairs  | • |   |   |   |   |   |   |
| Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, or changed             | • | • |   |   |   |   |   |
| Count each syllable in a spoken word  | • | • |   |   |   |   |   |
| Segment and blend syllables in spoken words   | • | • |   |   |   |   |   |
| Segment and blend onset and rime in one-syllable words  | • | • |   |   |   |   |   |
| Recognize and produce words beginning with the same sound   | • | • |   |   |   |   |   |
| Phonemic Awareness  |   |   |   |   |   |   |   |
| Identify and isolate initial, final, and medial sounds in spoken words  | • | • | • |   |   |   |   |
| Blend sounds orally to make words or syllables  | • | • | • |   |   |   |   |
| Segment a word or syllable into sounds  | • | • | • |   |   |   |   |
| Count sounds in spoken words or syllables and syllables in words  | • | • |   |   |   |   |   |
| Manipulate sounds in words (add, delete, and/or substitute phonemes)  | • | • |   |   |   |   |   |
| Distinguish long- and short-vowel sounds in orally stated single-syllable words   | • | • | • |   |   |   |   |
| Phonics, Decoding, and Word Recognition   | K | 1 | 2 | 3 | 4 | 5 | 6 |
| Read simple one-syllable and high-frequency (sight) words   | • | • | • | • |   |   |   |
| Phonics   |   |   |   |   |   |   |   |
| Understand and apply the alphabetic principle that spoken words are composed of sounds that are represented by letters; as letters change, so do sounds | • | • |   |   |   |   |   |
| Know sound-letter relationships and match sounds to letters   | • | • | • |   |   |   |   |
| Generate sounds from letters and blend those sounds to decode   |   |   |   |   |   |   |   |
| ▶ Consonants, consonant blends, and consonant digraphs  | • | • | • | • |   |   |   |
| ▶ Short and long vowels   | • | • | • | • |   |   |   |
| ▶ r-controlled vowels; vowel digraphs; diphthongs; common vowel patterns  |   | • | • | • |   |   |   |

# Scope and Sequence GRADES K–6

## Reading *(continued)*

| Phonics, Decoding, and Word Recognition <i>(continued)</i>   | K | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|---|
| ▶ Phonograms/word families   |   | • | • |   |   |   |   |
| <b>Word Structure</b>  |   |   |   |   |   |   |   |
| Decode words with common word parts and spelling patterns  |   |   |   |   |   |   |   |
| ▶ Base, or root, words and inflected endings   |   | • | • | • | • | • | • |
| ▶ Contractions and compound words  |   | • | • | • | • | • | • |
| ▶ Suffixes and prefixes  |   | • | • | • | • | • | • |
| ▶ Greek and Latin roots  |   |   |   | • | • | • | • |
| Apply knowledge of syllabication rules to decode words   |   | • | • | • | • | • | • |
| Recognize common abbreviations   |   |   | • | • |   | • |   |
| <b>Decoding Strategies</b>   |   |   |   |   |   |   |   |
| Blending strategy: Apply knowledge of letter-sound relationships to decode unfamiliar words  | • | • | • | • |   |   |   |
| Apply knowledge of word structure to decode unfamiliar words   |   | • | • | • | • | • | • |
| Use context along with letter-sound relationships and word structure to decode   | • | • | • | • | • | • | • |
| Self-monitor accuracy of decoding and self-correct   |   | • | • | • | • | • | • |
| <b>Fluency</b>   |   |   |   |   |   |   |   |
| Read aloud grade level text fluently with accuracy, comprehension, appropriate pace/rate; with expression/intonation (prosody); with attention to punctuation and appropriate phrasing |   | • | • | • | • | • | • |
| Practice fluency in a variety of ways, including choral reading, partner/paired reading, Reader's Theater, repeated oral reading, and tape-assisted reading                            | • | • | • | • | • | • | • |
| Work toward appropriate fluency goals by the end of each grade   | • | • | • | • | • | • | • |
| Read regularly in independent-level material and with comprehension  | • | • | • | • | • | • | • |
| Read silently for increasing periods of time   | • | • | • | • | • | • | • |
| <b>Vocabulary and Concept Development</b>  | K | 1 | 2 | 3 | 4 | 5 | 6 |
| Recognize and understand selection vocabulary  |   | • | • | • | • | • | • |
| Understand content-area vocabulary and specialized, technical, or topical words  | • | • | • | • | • | • | • |
| <b>Word Learning Strategies</b>  |   |   |   |   |   |   |   |
| Develop vocabulary through direct instruction, concrete experiences, reading, and listening to text read aloud   | • | • | • | • | • | • | • |
| Use knowledge of word structure to figure out meanings of words  |   | • | • | • | • | • | • |
| Use context clues for meanings of unfamiliar words, multiple-meaning words, homonyms, and homographs   |   | • | • | • | • | • | • |
| Use grade-appropriate reference sources to learn word meanings   | • | • | • | • | • | • | • |
| Use picture clues to help determine word meanings  | • | • | • | • |   |   |   |
| Use new words in a variety of contexts   | • | • | • | • | • | • | • |
| Create and use graphic organizers to group, study, and retain vocabulary   |   | • | • | • | • | • |   |
| Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning   |   |   |   |   | • | • | • |
| <b>Extend Concepts and Word Knowledge</b>  |   |   |   |   |   |   |   |
| Academic language  | • | • | • | • | • | • | • |



# Reading *(continued)*

| Vocabulary and Concept Development <i>(continued)</i>  | K | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|---|
| Classify and categorize  | • | • | • | • | • | • | • |
| Abbreviations  |   |   | • | • |   | • |   |
| Antonyms and synonyms  | • | • | • | • | • | • | • |
| Prefixes and suffixes  | • | • | • | • | • | • | • |
| Homographs, homonyms, and homophones   |   |   | • | • | • | • | • |
| Multiple-meaning words   | • | • | • | • | • | • | • |
| Related words and derivations  |   |   |   | • | • | • | • |
| Compound words   |   | • | • | • | • | • | • |
| Figurative language and idioms   |   | • | • | • | • | • | • |
| Descriptive words (location, size, color, shape, number, ideas, feelings)  | • | • | • |   |   |   |   |
| High-utility words (shapes, colors, question words, position/directional words, and so on)   | • | • |   |   |   |   |   |
| Time and order words   | • | • | • | • | • | • |   |
| Word origins: etymologies/word histories; words from other languages, regions, or cultures   |   |   |   | • | • | • | • |
| Connotation/denotation   |   |   |   |   |   |   | • |
| Adages and Sayings   |   |   |   |   |   | • |   |
| Transition words   | • | • | • | • | • | • |   |
| Analogies  |   |   |   |   | • | • | • |
| Reading Comprehension  | K | 1 | 2 | 3 | 4 | 5 | 6 |
| Comprehension Strategies   |   |   |   |   |   |   |   |
| Preview the text and formulate questions   | • | • | • | • | • | • |   |
| Set and monitor purpose for reading and listening  | • | • | • | • | • | • | • |
| Activate and use prior knowledge   | • | • | • | • | • | • | • |
| Make, modify, and confirm predictions  | • | • | • | • | • | • |   |
| Monitor comprehension and use fix-up strategies to resolve difficulties in meaning: adjust reading rate, reread and read on, seek help from reference sources and/or other people, skim and scan, summarize, use text features |   | • | • | • | • | • | • |
| Inferring  |   | • | • | • | • | • | • |
| Create and use graphic and semantic organizers including outlines, notes, and summaries  |   | • | • | • | • | • | • |
| Answer questions (text explicit, text implicit, scriptal), including <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>why</i> , <i>what if</i> , and <i>how</i>  |   |   |   |   |   |   |   |
| ▶ Look back in text for answers  | • | • | • | • | • | • | • |
| ▶ Answer test-like questions   | • | • | • | • | • | • | • |
| Generate clarifying questions, including <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>how</i> , <i>why</i> , and <i>what if</i>  | • | • | • | • | • | • | • |
| Recognize text structure: story and informational (cause/effect, chronological, compare/contrast, description, problem/solution, proposition/support)  | • | • | • | • | • | • | • |
| Summarize text   |   |   |   |   |   |   |   |
| ▶ Recall and retell stories  | • | • | • | • | • | • | • |
| ▶ Identify and retell important/main ideas (nonfiction)  | • | • | • | • | • | • | • |
| ▶ Identify and retell new information (stories)  | • | • | • | • | • | • | • |

# Scope and Sequence GRADES K–6

## Reading *(continued)*

| Reading Comprehension <i>(continued)</i>  | K        | 1        | 2        | 3        | 4        | 5        | 6        |
|---|----------|----------|----------|----------|----------|----------|----------|
| Visualize; use mental imagery   |          | •        | •        | •        | •        | •        | •        |
| Use strategies flexibly and in combination  |          | •        | •        | •        | •        | •        | •        |
| <b>Comprehension Skills</b>   |          |          |          |          |          |          |          |
| Author’s purpose  |          | •        | •        | •        | •        | •        | •        |
| Author’s viewpoint/bias/perspective   |          |          |          |          |          | •        | •        |
| Categorize and classify   | •        | •        |          |          |          |          |          |
| Cause and effect  | •        | •        | •        | •        | •        | •        | •        |
| Compare and contrast  | •        | •        | •        | •        | •        | •        | •        |
| Details and facts   | •        | •        | •        | •        | •        | •        | •        |
| Draw conclusions and inferences   | •        | •        | •        | •        | •        | •        | •        |
| Fact and opinion  |          | •        | •        | •        | •        | •        | •        |
| Follow directions/steps in a process  | •        | •        | •        | •        | •        |          |          |
| Generalize  |          |          |          | •        | •        | •        | •        |
| Graphic sources   | •        | •        | •        | •        | •        | •        | •        |
| Main idea and supporting details  | •        | •        | •        | •        | •        | •        | •        |
| Paraphrase  |          |          | •        | •        | •        | •        | •        |
| Persuasive devices and propaganda   |          |          |          |          |          | •        | •        |
| Realism/fantasy   | •        | •        |          |          |          |          |          |
| Sequence of events  | •        | •        | •        | •        | •        | •        | •        |
| <b>Higher Order Thinking Skills</b>   |          |          |          |          |          |          |          |
| Analyze   |          |          |          |          |          | •        | •        |
| ▶ Analyze text with various organizational patterns   |          |          |          | •        | •        | •        | •        |
| Describe and connect the essential ideas, arguments, and perspectives of a text   |          |          | •        | •        | •        | •        | •        |
| Draw inferences, conclusions, or generalizations, support them with textual evidence and prior knowledge                  | •        | •        | •        | •        | •        | •        | •        |
| Evaluate and critique ideas and text  |          | •        | •        | •        | •        | •        | •        |
| Make Connections (text to self, self to self, text to world)  | •        | •        | •        | •        | •        | •        | •        |
| Hypothesize   |          |          |          | •        | •        | •        | •        |
| Make judgments about ideas and text   |          | •        | •        | •        | •        | •        | •        |
| Organize and synthesize ideas and information   |          | •        | •        | •        | •        | •        | •        |
| <b>Literary Analysis, Response, and Appreciation</b>  | <b>K</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> |
| <b>Genre and Its Characteristics</b>  |          |          |          |          |          |          |          |
| Recognize characteristics of a variety of genres  | •        | •        | •        | •        | •        | •        | •        |
| Identify types of everyday print materials (storybooks, poems, newspapers, signs, and labels)                             | •        | •        | •        | •        | •        | •        | •        |
| Distinguish common forms of literature; fiction from non-fiction  | •        | •        | •        | •        | •        | •        | •        |
| Identify characteristics of literary texts, including drama, fantasy, and traditional tales                               | •        | •        | •        | •        | •        | •        | •        |
| Identify characteristics of nonfiction texts, including informational text, biography, interviews, and newspaper articles | •        | •        | •        | •        | •        | •        | •        |

# Reading *(continued)*

| Literary Analysis, Response, and Appreciation <i>(continued)</i>   | K | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|---|
| Identify characteristics of poetry and song, including nursery rhymes, limericks, and blank verse                | • | • | • | • | • | • | • |
| <b>Literary Elements and Story Structure</b>   |   |   |   |   |   |   |   |
| <b>Character</b>   |   |   |   |   |   |   |   |
| – Recognize and describe traits, actions, feelings, and motives of characters                                    | • | • | • | • | • | • | • |
| – Analyze characters’ relationships, changes, and points of view   | • | • | • | • | • | • | • |
| – Analyze characters’ conflicts  |   |   | • | • | • | • | • |
| – Analyze the effect of character on plot and conflict   |   |   |   | • | • | • | • |
| <b>Plot and Plot Structure</b>   |   |   |   |   |   |   |   |
| – Beginning, middle, and end   | • | • | • | • | • |   |   |
| – Goal and outcome or problem and solution/resolution  | • | • | • | • | • | • | • |
| – Rising action, climax, and falling action/denouement; setbacks   |   |   |   |   | • | • | • |
| <b>Setting</b>   |   |   |   |   |   |   |   |
| – Relate setting to problem/solution   | • | • | • | • | • | • | • |
| – Explain ways setting contributes to mood   |   |   |   |   | • | • |   |
| <b>Theme</b>   | • | • | • | • | • | • | • |
| <b>Use Literary Elements and Story Structure</b>   |   |   |   |   |   |   |   |
| – Analyze and evaluate author’s use of setting, plot, and character, and compare among authors                   | • | • | • | • | • | • | • |
| – Identify similarities and differences of characters, events, and settings within or across selections/cultures | • | • | • | • | • | • | • |
| <b>Literary Devices</b>  |   |   |   |   |   |   |   |
| Dialect  |   |   |   | • | • |   |   |
| Dialogue and narration   |   |   |   |   |   |   |   |
| ▶ Identify the speaker or narrator in a selection  | • | • | • | • | • | • | • |
| Exaggeration/hyperbole   |   |   |   | • | • | • | • |
| Figurative language: idiom, jargon, metaphor, simile, slang  |   |   | • | • | • | • | • |
| Flashback  |   |   |   |   | • | • | • |
| Foreshadowing  |   |   |   |   | • | • | • |
| Formal and informal language   |   |   | • | • | • | • | • |
| Humor  |   |   | • | • | • | • | • |
| ▶ Imagery and sensory words  |   | • | • | • | • | • | • |
| Mood   |   |   |   | • | • | • | • |
| Personification  |   |   |   |   | • | • | • |
| Point of view (first person, third person, and omniscient)   |   |   |   | • | • | • | • |
| Puns and word play   |   |   |   | • | • |   |   |
| Sound devices and poetic elements  |   |   |   |   |   |   |   |
| ▶ Alliteration, assonance, and onomatopoeia  | • | • | • | • | • | • | • |
| ▶ Rhyme, rhythm, repetition, and cadence   | • | • | • | • | • | • | • |

# Scope and Sequence GRADES K–6

## Reading *(continued)*

| Literary Analysis, Response, and Appreciation <i>(continued)</i>  | K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| ▶ Word choice   | • | • | • | • | • | • | • |
| Symbolism   |   |   |   |   |   |   | • |
| Tone  |   |   |   |   |   | • | • |
| <b>Author’s and Illustrator’s Craft</b>   |   |   |   |   |   |   |   |
| Distinguish the roles of author and illustrator   | • | • | • |   |   |   |   |
| Recognize/analyze author’s and illustrator’s craft or style   |   | • | • | • | • | • | • |
| Evaluate author’s use of various techniques to influence readers’ perspectives  |   |   |   |   | • | • | • |
| <b>Literary Response</b>  |   |   |   |   |   |   |   |
| Recollect, talk, and write about books  | • | • | • | • | • | • | • |
| Reflect on reading and respond (through talk, movement, art, and so on)   |   |   |   |   |   |   |   |
| ▶ Ask and answer questions about text   | • | • | • | • | • | • | • |
| ▶ Write about what is read  | • | • | • | • | • | • |   |
| ▶ Use evidence from the text to support opinions, interpretations, or conclusions   | • | • | • | • | • | • | • |
| ▶ Support ideas through reference to other texts and personal knowledge   |   |   | • | • | • | • | • |
| ▶ Locate materials on related topic, theme, or idea   |   |   |   | • | • | • | • |
| Synthesize and extend the literary experience through creative responses  | • | • | • | • | • | • | • |
| Make connections: text to self, text to text, text to world   |   | • | • | • | • | • | • |
| Offer observations, react, speculate in response to text  |   |   | • | • | • | • | • |
| <b>Literary Appreciation/Motivation</b>   |   |   |   |   |   |   |   |
| Show an interest in books and reading; engage voluntarily in social interaction about books   | • | • | • | • | • | • | • |
| Choose text by drawing on personal interests, relying on knowledge of authors and genres, estimating text difficulty, and using recommendations of others | • | • | • | • | • | • | • |
| Read a variety of grade-level appropriate narrative and expository texts  | • | • | • | • | • | • | • |
| Read from a wide variety of genres for a variety of purposes  | • | • | • | • | • | • | • |
| Read independently  | • | • | • | • | • | • | • |
| Establish familiarity with a topic  |   | • | • | • | • | • | • |
| <b>Cultural Awareness</b>   |   |   |   |   |   |   |   |
| Comprehend basic plots of classic tales from around the world   |   |   |   | • | • |   |   |
| Compare and contrast tales from different cultures  |   | • | • | • | • | • | • |
| Develop attitudes and abilities to interact with diverse groups and cultures  | • | • | • | • | • | • |   |
| Connect experiences and ideas with those from a variety of languages, cultures, customs, perspectives   | • | • | • | • | • | • | • |
| Understand how attitudes and values in a culture or during a period in time affect the writing from that culture or time period                           | • | • | • | • | • | • |   |
| Compare language and oral traditions (family stories) that reflect customs, regions, and cultures   | • | • | • | • | • |   |   |
| Recognize themes that cross cultures and bind them together in their common humanness   | • | • | • | • | • | • |   |

# Language Arts

| Writing  | K | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|---|
| <b>Concepts of Print for Writing</b>   |   |   |   |   |   |   |   |
| Write uppercase and lowercase letters  | • | • |   |   |   |   |   |
| Print own name and other important words   | • | • |   |   |   |   |   |
| Write using pictures, some letters, and transitional spelling to convey meaning  | • | • |   |   |   |   |   |
| Write consonant-vowel-consonant words  | • | • |   |   |   |   |   |
| Dictate messages or stories for others to write  |   | • |   |   |   |   |   |
| Create own written texts for others to read; write left to right on a line and top to bottom on a page   | • | • |   |   |   |   |   |
| Participate in shared and interactive writing  | • | • |   |   |   |   |   |
| <b>Traits of Writing</b>   |   |   |   |   |   |   |   |
| <b>Focus/Ideas</b>   |   |   |   |   |   |   |   |
| – State a clear purpose and maintain focus; sharpen ideas  | • | • | • | • | • | • | • |
| – Use sensory details and concrete examples; elaborate   |   | • | • | • | • | • | • |
| – Delete extraneous information  |   | • | • | • | • | • | • |
| – Rearrange words and sentences to improve meaning and focus   |   |   | • | • | • | • | • |
| – Use strategies, such as tone, style, and consistent point of view to achieve a sense of completeness   |   |   |   |   | • | • | • |
| <b>Organization/Paragraphs</b>   |   |   |   |   |   |   |   |
| – Use graphic organizers to group ideas  | • | • | • | • | • | • | • |
| – Write coherent paragraphs that develop a central idea and have topic sentences and facts and details   |   | • | • | • | • | • | • |
| – Establish coherence within and among paragraphs through parallel structures and similar writing techniques   |   |   |   | • | • | • | • |
| – Use transitions to connect sentences and paragraphs and establish coherence  |   | • | • | • | • | • | • |
| – Select an organizational structure, such as comparison and contrast, categories, spatial order, and climactic order based on purpose, audience, and length |   | • | • | • | • | • | • |
| – Organize ideas in a logical progression, such as chronological order or by order of importance   | • | • | • | • | • | • | • |
| – Write introductory, supporting, and concluding paragraphs  |   |   |   | • | • | • | • |
| – Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts  |   |   |   | • | • | • | • |
| – Write a multi-paragraph paper  |   |   | • | • | • | • | • |
| <b>Voice</b>   |   |   |   |   |   |   |   |
| – Develop personal, identifiable voice and an individual tone/style  |   | • | • | • | • | • | • |
| – Maintain consistent voice and point of view  |   |   |   |   | • | • | • |
| – Use voice appropriate to audience, message, and purpose  |   |   | • | • | • | • | • |
| <b>Word Choice</b>   |   |   |   |   |   |   |   |
| – Use clear, precise, and appropriate language   | • | • | • | • | • | • | • |
| – Use figurative language and vivid words  |   | • | • | • | • | • | • |
| – Use sensory details, imagery, and characterization   |   | • | • | • | • | • |   |

# Language Arts *(continued)*

| Writing <i>(continued)</i>   | K | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|---|
| – Select effective vocabulary using word walls, dictionary, or thesaurus   | • | • | • | • | • | • | • |
| <b>Sentences</b>   |   |   |   |   |   |   |   |
| – Combine, elaborate, and vary sentences   | • | • | • | • | • | • | • |
| – Write topic sentence, supporting sentences with facts and details, and concluding sentence   |   | • | • | • | • | • | • |
| – Use correct word order   |   | • | • | • | • | • | • |
| <b>Conventions</b>   |   |   |   |   |   |   |   |
| – Use correct spelling and grammar; capitalize and punctuate correctly   | • | • | • | • | • | • | • |
| – Correct sentence fragments and run-ons   |   |   | • | • | • | • | • |
| – Use correct paragraph indentation  |   | • | • | • | • |   |   |
| <b>The Writing Process</b>   |   |   |   |   |   |   |   |
| Prewrite using various strategies  | • | • | • | • | • | • | • |
| Develop first drafts of single- and multiple-paragraph compositions  | • | • | • | • | • | • | • |
| Revise drafts for varied purposes, including to clarify and to achieve purpose, sense of audience, improve focus and coherence, precise word choice, vivid images, and elaboration | • | • | • | • | • | • | • |
| Edit and proofread for correct spelling, grammar, usage, and mechanics   | • | • | • | • | • | • | • |
| Publish own work   | • | • | • | • | • | • | • |
| <b>Writing Genres/Types of Writing</b>   |   |   |   |   |   |   |   |
| Narrative writing (such as personal narratives, stories, biographies, autobiographies)   | • | • | • | • | • | • | • |
| Expository writing (such as comparison and contrast, problem and solution, essays, directions, explanations, news stories, research reports, summaries)                            | • | • | • | • | • | • | • |
| Descriptive writing (such as labels, captions, lists, plays, poems, response logs, songs)  | • | • | • | • | • | • | • |
| Argument/Persuasive writing (such as ads, editorials, essays, letters to the editor, opinions, posters)  | • | • | • | • | • | • | • |
| Notes and Letters (such as personal, formal, and friendly letters, thank you notes and invitations)  |   |   |   |   |   |   |   |
| Responses to literature  | • | • | • | • | • | • | • |
| <b>Writing Habits and Practices</b>  |   |   |   |   |   |   |   |
| Write on a daily basis   | • | • | • | • | • | • | • |
| Use writing as a tool for learning and self-discovery  | • | • | • | • | • | • | • |
| Write independently for extended periods of time   |   | • | • | • | • | • | • |
| <b>Penmanship</b>  | K | 1 | 2 | 3 | 4 | 5 | 6 |
| Gain increasing control of penmanship, including pencil grip, paper position, posture, and stroke  | • |   |   |   |   |   |   |
| Write legibly, with control over letter size and form; letter slant; and letter, word, and sentence spacing  |   | • | • | • |   |   |   |
| Write lowercase and uppercase letters  |   |   |   |   |   |   |   |
| ▶ Manuscript   | • | • | • | • |   |   |   |
| ▶ Cursive  |   |   | • | • |   |   |   |
| Write numerals   | • |   |   |   |   |   |   |

# Language Arts *(continued)*

| Written and Oral English Language Conventions   | K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| <b>Grammar and Usage in Speaking and Writing Sentences</b>  |   |   |   |   |   |   |   |
| ▶ Correct word order in written sentences   | • | • | • | • | • | • | • |
| ▶ Types (declarative, interrogative, exclamatory, imperative)   | • | • |   |   |   |   |   |
| ▶ Structure (complete, incomplete, simple, compound, complex, compound-complex)   | • | • | • | • | • | • | • |
| ▶ Parts (subjects/predicates; complete, simple, compound; phrases; clauses)   |   | • | • | • | • | • | • |
| ▶ Fragments and run-on sentences  |   | • | • | • | • | • | • |
| ▶ Combine sentences, elaborate; use appositives, participle phrases, adjectives, adverbs, and prepositional phrases   |   | • | • | • | • | • | • |
| ▶ Transitions and conjunctions to connect ideas; independent and dependent clauses  |   | • | • | • | • | • | • |
| ▶ Varied sentence types and sentence openings to present effective style  |   |   |   |   | • | • |   |
| Parts of speech: nouns (singular and plural), verbs and verb tenses, adjectives, adverbs, pronouns and antecedents, conjunctions, prepositions, interjections, articles | • | • | • | • | • | • | • |
| Contractions  |   | • | • | • | • | • | • |
| <b>Usage</b>  |   |   |   |   |   |   |   |
| ▶ Subject-verb agreement  |   | • | • | • | • | • | • |
| ▶ Pronoun agreement/referents   |   | • | • | • | • | • | • |
| ▶ Misplaced modifiers   |   |   |   |   | • | • | • |
| ▶ Misused words   |   |   |   | • |   | • | • |
| ▶ Negatives; avoid double negatives   |   |   |   | • |   | • | • |
| <b>Mechanics in Writing</b>   |   |   |   |   |   |   |   |
| Capitalization (first word in sentence, proper nouns and adjectives, pronoun <i>I</i> , titles, months, days of the week, holidays, etc.)                               | • | • | • | • | • | • | • |
| Punctuation (period, question mark, exclamation mark, apostrophe, comma, quotation marks, parentheses, colon, hyphens, dashes, brackets, semicolons)                    | • | • | • | • | • | • | • |
| <b>Spelling</b>   | K | 1 | 2 | 3 | 4 | 5 | 6 |
| Spell independently by using pre-phonetic knowledge, knowledge of letter names, and sounds of the alphabet  |   |   |   |   |   |   |   |
| ▶ Consonants: single, double, blends, digraphs, silent letters, and unusual consonant spellings   | • | • | • | • | • | • |   |
| ▶ Vowels: short, long, <i>r</i> -controlled, digraphs, diphthongs, less common vowel patterns, schwa  | • | • | • | • |   |   |   |
| Use knowledge of word structure to spell  |   |   |   |   |   |   |   |
| ▶ Base words and affixes (inflections, prefixes, suffixes), possessives, contractions, and compound words   |   | • | • | • | • | • | • |
| ▶ Greek and Latin roots, syllable patterns, multisyllabic words   |   | • | • | • | • | • | • |
| Spell high-frequency, irregular words   |   | • | • | • | • | • | • |
| Spell frequently misspelled words correctly, including homophones or homonyms   |   | • | • | • | • | • | • |
| Use meaning relationships to spell  |   |   |   | • | • | • | • |
| <b>Listening and Speaking</b>   | K | 1 | 2 | 3 | 4 | 5 | 6 |
| <b>Listening Skills and Strategies</b>  |   |   |   |   |   |   |   |
| Listen to a variety of presentations attentively and politely   | • | • | • | • | • | • | • |

# Language Arts *(continued)*

| Listening and Speaking <i>(continued)</i>   | K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Self-monitor comprehension while listening, using a variety of skills and strategies, e.g., ask questions   | • | • | • | • | • | • | • |
| <b>Listen for a purpose</b>   |   |   |   |   |   |   |   |
| ▶ For enjoyment and appreciation  | • | • | • | • | • | • | • |
| ▶ To expand vocabulary and concepts   | • | • | • | • | • | • | • |
| ▶ To obtain information and ideas   | • | • | • | • | • | • | • |
| ▶ To follow oral directions   | • | • | • | • | • | • | • |
| ▶ To answer questions and solve problems  | • | • | • | • | • | • | • |
| ▶ To participate in group discussions   | • | • | • | • | • | • | • |
| ▶ To identify and analyze the musical elements of literary language   | • | • | • | • |   |   |   |
| ▶ To gain knowledge of one’s own culture, the culture of others, and the common elements of cultures  | • | • | • | • | • | • | • |
| ▶ To respond to persuasive messages with questions or affirmations  |   |   |   | • | • | • | • |
| Determine purpose of listening  | • | • | • | • | • | • | • |
| Recognize formal and informal language  |   |   | • | • | • | • | • |
| Connect prior experiences to those of a speaker   | • | • | • | • | • | • |   |
| Listen critically to distinguish fact from opinion and to analyze and evaluate ideas, information, experiences  | • | • | • | • | • | • | • |
| Paraphrase, retell, or summarize information that has been shared orally  |   | • | • | • | • | • | • |
| Evaluate a speaker’s delivery; identify tone, mood, and emotion   |   |   | • | • | • | • | • |
| Interpret a speaker’s purpose, perspective, persuasive techniques, verbal and nonverbal messages, and use of rhetorical devices; draw conclusions       |   |   |   | • | • | • | • |
| <b>Speaking Skills and Strategies</b>   |   |   |   |   |   |   |   |
| Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences and purposes, sustain audience interest and attention    | • | • | • | • | • | • | • |
| Use proper intonation, volume, pitch, modulation, and phrasing  | • | • | • | • | • | • | • |
| Speak with a command of standard English conventions  | • | • | • | • | • | • | • |
| Use appropriate language for formal and informal settings; use descriptive words  | • | • | • | • | • | • | • |
| Use props /visual aids to clarify oral presentations  | • | • | • | • | • | • | • |
| Organize ideas and convey information in a logical sequence or structure with a beginning, middle, and end and an effective introduction and conclusion |   | • | • | • | • | • | • |
| Support opinions with detailed evidence and with visual or media displays   |   |   |   | • | • | • | • |
| Emphasize key points to assist listener   | • | • | • | • | • | • | • |
| <b>Speak for a purpose</b>  |   |   |   |   |   |   |   |
| ▶ To ask and answer questions   | • | • | • | • | • | • | • |
| ▶ To give directions and instructions   |   |   |   |   | • | • | • |
| ▶ To retell, paraphrase, or explain information   | • | • | • | • | • | • | • |
| ▶ To communicate needs and share ideas and experiences  | • | • | • | • | • | • | • |
| ▶ To describe people, places, things, locations, events, and actions  | • | • | • | • | • | • | • |



# Language Arts *(continued)*

| Listening and Speaking <i>(continued)</i>  | K | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|---|
| ▶ To participate in conversations and discussions  | • | • | • | • | • | • | • |
| ▶ To express an opinion  | • | • | • | • | • | • | • |
| ▶ To recite poems or songs or deliver dramatic recitations, interpretations, or performances   | • | • | • | • | • |   |   |
| ▶ To deliver oral responses to literature  | • | • | • | • | • | • | • |
| ▶ To deliver presentations or oral reports (narrative, descriptive, persuasive, problems and solutions, and informational based on research) | • | • | • | • | • | • | • |
| Stay on topic; maintain a clear focus  | • | • | • | • | • | • | • |
| Support spoken ideas with details and examples   | • | • | • | • | • | • | • |
| Use appropriate verbal and nonverbal elements (such as facial expression, gestures, eye contact, posture)                                    | • | • | • | • | • | • | • |
| Viewing/Media  | K | 1 | 2 | 3 | 4 | 5 | 6 |
| Interact with and respond to a variety of print and non-print media for a range of purposes  | • | • | • | • | • | • | • |
| Compare and contrast print, visual, and electronic media   |   |   |   | • | • | • | • |
| Analyze and evaluate media   |   | • |   | • | • | • | • |
| Recognize purpose, bias, propaganda, and persuasive techniques in media messages   |   |   |   |   |   | • | • |

# Research and Study Skills

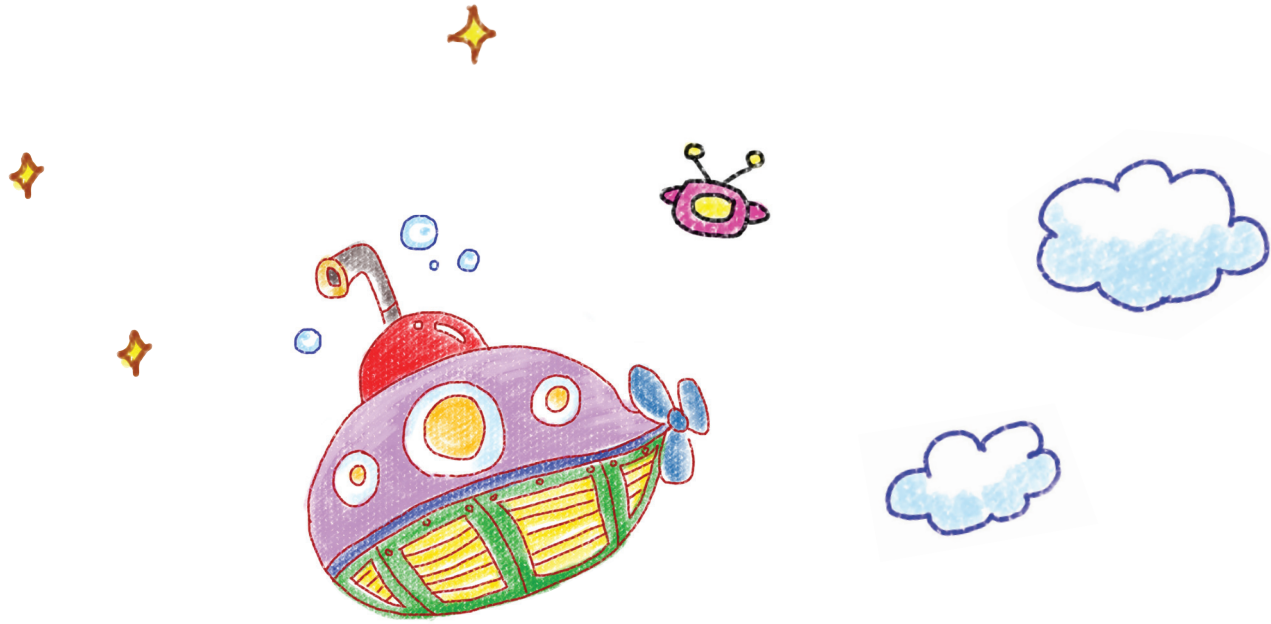
| Understand and Use Graphic Sources  | K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Advertisement   |   | • | • |   | • | • | • |
| Chart/table   | • | • | • | • | • | • | • |
| Diagram/scale drawing   |   | • | • | • | • | • | • |
| Graph (bar, circle, line, picture)  |   |   | • | • | • | • | • |
| Illustration, photograph, caption, label  | • | • | • | • | • | • | • |
| Map/globe   | • | • | • | • | • | • | • |
| Poster/announcement   |   | • | • | • | • | • | • |
| Schedule  |   |   |   | • |   | • |   |
| Sign  |   | • | • | • | • |   |   |
| Time line   |   |   | • | • | • | • | • |
| Understand and Use Reference Sources  | K | 1 | 2 | 3 | 4 | 5 | 6 |
| Know and use organizational features and parts of a book to locate information                            | • | • | • | • | • | • |   |
| Use alphabetical order  |   | • | • | • | • | • | • |
| Understand purpose, structure, and organization of reference sources (print, electronic, media, Internet) |   |   |   |   |   |   |   |
| ▶ Almanac   |   |   |   | • | • |   | • |
| ▶ Atlas   |   |   |   | • | • | • | • |
| ▶ Card catalog/library database   |   |   |   |   |   |   | • |
| ▶ Dictionary/glossary   | • | • | • | • | • | • | • |

## Research and Study Skills *(continued)*

| Understand and Use Reference Sources <i>(continued)</i>                                   | K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| ▶ Encyclopedia  |   | • | • | • | • | • | • |
| ▶ Magazine/periodical   |   | • | • | • | • | • | • |
| ▶ Newspaper and newsletter  |   |   | • | • | • | • | • |
| ▶ <i>Readers' Guide to Periodical Literature</i>  |   |   |   |   |   |   |   |
| ▶ Technology (on- and offline electronic media)   | • | • | • | • | • | • | • |
| ▶ Textbooks   |   | • | • | • | • | • | • |
| ▶ Thesaurus   |   |   | • | • | • | • | • |
| Study Skills and Strategies   | K | 1 | 2 | 3 | 4 | 5 | 6 |
| Adjust reading rate   | • | • | • | • | • | • | • |
| Clarify directions  |   |   | • | • | • | • |   |
| Outline   |   |   | • | • | • | • | • |
| Skim and scan   |   | • | • | • | • | • | • |
| SQP3R   |   |   |   |   |   |   |   |
| Summarize   |   | • | • | • | • | • | • |
| Take notes, paraphrase, and synthesize  |   | • | • | • | • | • | • |
| Use graphic and semantic organizers to organize information                               | • | • | • | • | • | • | • |
| Test-Taking Skills and Strategies   | K | 1 | 2 | 3 | 4 | 5 | 6 |
| Understand the question, the vocabulary of tests, and key words                           |   |   | • | • | • | • | • |
| Answer the question; use information from the text (stated or inferred)                   | • | • | • | • | • | • | • |
| Write across texts  |   |   | • | • | • | • |   |
| Complete the sentence   |   |   | • | • | • | • |   |
| Technology/New Literacies   | K | 1 | 2 | 3 | 4 | 5 | 6 |
| Non-Computer Electronic Media   |   |   |   |   |   |   |   |
| Audio tapes/CDs, video tapes/DVDs   |   | • | • | • | • | • | • |
| Film, television, and radio   | • |   | • | • |   |   |   |
| Computer Programs and Services: Basic Operations and Concepts                             |   |   |   |   |   |   |   |
| Use accurate computer terminology   |   | • | • | • | • |   |   |
| Create, name, locate, open, save, delete, and organize files                              | • | • | • | • | • |   |   |
| Use input and output devices (such as mouse, keyboard, monitor, printer, touch screen)    | • | • | • | • | • | • | • |
| Use basic keyboarding skills  | • | • | • | • | • | • | • |
| Responsible Use of Technology Systems and Software  |   |   |   |   |   |   |   |
| ▶ Work cooperatively and collaboratively with others; follow acceptable use policies      | • | • | • | • | • | • | • |
| ▶ Recognize hazards of Internet searches  |   |   |   | • | • | • | • |
| ▶ Respect intellectual property   |   |   |   | • | • | • | • |
| Information and Communication Technologies: Information Acquisition                       |   |   |   |   |   |   |   |
| Use electronic Web (non-linear) navigation, online resources, databases, keyword searches | • | • | • | • | • | • | • |
| Use visual and non-textual features of online resources                                   | • | • | • | • | • | • | • |

# Research and Study Skills *(continued)*

| Technology/New Literacies <i>(continued)</i>  | K        | 1        | 2        | 3        | 4        | 5        | 6        |
|---|----------|----------|----------|----------|----------|----------|----------|
| Internet inquiry  |          |          |          |          |          |          |          |
| ▶ Identify questions  |          |          | •        | •        | •        | •        | •        |
| ▶ Locate, select, and collect information   |          |          | •        | •        | •        | •        | •        |
| ▶ Analyze information   |          |          |          |          |          |          |          |
| – Evaluate electronic information sources for accuracy, relevance, bias   |          |          |          | •        | •        | •        | •        |
| – Understand bias/subjectivity of electronic content (about this site, author search, date created)                         |          |          |          | •        | •        | •        | •        |
| ▶ Synthesize information  |          |          |          | •        | •        | •        | •        |
| ▶ Communicate findings  |          |          | •        | •        | •        | •        | •        |
| Use fix-up strategies (such as clicking <i>Back</i> , <i>Forward</i> , or <i>Undo</i> ; redoing a search; trimming the URL) |          |          |          | •        | •        | •        | •        |
| <b>Communication</b>  |          |          |          |          |          |          |          |
| ▶ Collaborate, publish, present, and interact with others   | •        | •        | •        | •        | •        | •        | •        |
| ▶ Use online resources (e-mail, bulletin boards, newsgroups)  |          | •        | •        | •        | •        | •        | •        |
| ▶ Use a variety of multimedia formats   |          | •        | •        | •        | •        | •        | •        |
| <b>Problem Solving</b>  |          |          |          |          |          |          |          |
| ▶ Use technology resources for solving problems and making informed decisions   |          |          |          | •        | •        | •        | •        |
| ▶ Determine when technology is useful   |          | •        | •        | •        | •        | •        | •        |
| <b>The Research Process</b>   | <b>K</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> |
| Identify topics; ask and evaluate questions; develop ideas leading to inquiry, investigation, and research                  | •        | •        | •        | •        | •        | •        | •        |
| Choose and narrow the topic; frame and revise questions for inquiry   | •        | •        | •        | •        | •        | •        | •        |
| Locate and collect information including using organizational features of electronic text                                   | •        | •        | •        | •        | •        | •        | •        |
| Take notes/record findings  | •        | •        | •        | •        | •        | •        | •        |
| Combine and compare information   |          | •        | •        | •        | •        | •        | •        |
| Evaluate, interpret, and draw conclusions about key information   | •        | •        | •        | •        | •        | •        | •        |
| Summarize information   | •        | •        | •        | •        | •        | •        | •        |
| Make an outline   |          |          | •        | •        | •        | •        | •        |
| Organize content systematically   | •        | •        | •        | •        | •        | •        | •        |
| Communicate information   |          |          |          |          |          |          |          |
| ▶ Write and present a report  | •        | •        | •        | •        | •        | •        | •        |
| – Include citations   |          |          |          | •        | •        | •        | •        |
| – Respect intellectual property/plagiarism  |          |          |          |          |          | •        | •        |
| ▶ Select and organize visual aids   | •        | •        | •        | •        | •        | •        | •        |



A new generation of literacy instruction

# ReadyGEN



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## **Appendix H part 2 - ELA Grade 2 Unit**

PREPUBLICATION COPY

GRADE

2

ReadyGEN   

# Teacher's Guide



PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Upper Saddle River, New Jersey

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1 2 3 4 5 6 7 8 9 10 V064 17 16 15 14 13





## Welcome to *ReadyGEN*!

Dear *ReadyGEN* Teachers,

As we continue our partnership with you to develop a Core Curriculum that meets New York City's literacy requirements and the ELA Common Core Standards, we look to you for feedback on your *ReadyGEN* resources. The prepublication format of some of your current materials offers this unique opportunity to further shape *ReadyGEN*. We encourage you to visit [PearsonSchool.com/NYCRReadyGEN](http://PearsonSchool.com/NYCRReadyGEN) and look for the Feedback button, which you can use to share your comments with us. This Web site will continue to be your main resource for updated Professional Development schedules and tutorials, as well as for the advance postings of instructional materials.

In this delivery of *ReadyGEN* instructional materials, you will find:

### **Student Materials**

- Sleuth, Units 1–6
- Text Collection, Units 1–3
- Reader's and Writer's Journal (*prepublication format*), Units 2–3

### **Teacher Materials**

- Teacher's Guide (*prepublication format*), Units 2–3
- Reader's and Writer's Journal Teacher's Guide (*prepublication format*), Units 2–3
- Scaffolded Strategies Handbook (*prepublication format*), Units 2–3

We look forward to continuing our collaboration with you to set your students on the path to reading and writing success.

Sincerely,  
The *ReadyGEN* Team



## Greetings, fellow teachers!

I am very excited for you as you launch *ReadyGEN* in your classroom. Of all the interesting components represented in *ReadyGEN*, text-based approaches to comprehension are the ones that I am optimistic will bring a revitalized approach to reading instruction to your classroom. Based on the Common Core State Standards, we have designed instructional practices that will guide your students to more effective use of close reading of texts which in turn will lead them to a deeper understanding of text meaning, author's intent, perspective, and related comprehension goals. I am interested in how your students advance through oral, written, and listening skills as you use *ReadyGEN* to scaffold their learning. I encourage you to enjoy the leap forward with your students as they progress in reading skills and understandings with *ReadyGEN*.

Sincerely,  
**Sharon Vaughn**  
University of Texas

## Welcome to *ReadyGEN*!

We are very excited to bring you the opportunity to enjoy the integration of the reading and writing experience: a hallmark of the Common Core State Standards. The rich selection of literature in *ReadyGEN* combines with a strong foundation of knowledge learning in a wide range of subject areas to make this program a true standout for students and teachers alike. The program's creators have taken great care with the choice of texts, always paying close attention to the science and social studies standards that are crucial to students' success. The synergy between reading and writing is powerful—it speaks to the real-world lifestyles of 21st-century children while preparing them for college and their future careers.

This first unit creates a warm and inviting space for students to do their most rigorous work in both literary and informational texts, and to develop the writing skills that will guide them along the staircase of complexity! We are so glad to welcome you and your students as partners in this, the wonderful world of *ReadyGEN*.

**Pam Allyn**  
Executive Director and Founder, LitLife and LitWorld



## What Excites Me About CCSS, Knowledge, and *ReadyGEN*

What excites me about the Common Core State Standards is that knowledge is at the core. Acquiring knowledge and the skills to do this independently are the keys to success in our digital-global age.



What excites me about the digital-global age is the increased knowledge about words. Words are the labels for concepts, and concepts are the foundation of knowledge. The digital revolution has resulted in an increase in the amount of and access to knowledge; this has also increased our knowledge about words.

What excites me about *ReadyGEN* is that this is the first program to use the rich knowledge about words from the digital-global age to ensure that students attain the vast knowledge about the world that defines the 21st century. The rich, complex texts that are the instructional foundation of this program provide systems for understanding both how words work in complex texts and which of the words in these complex texts unlock the knowledge of critical content domains.

### **Elfrieda H. Hiebert**

TextProject and University of California, Santa Cruz

*ReadyGEN* is an exciting, engaging experience for kids.



*ReadyGEN* provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this generation of readers and writers ready to meet the challenge presented by the Common Core.

### **P. David Pearson**

University of California, Berkeley



The *ReadyGEN* architecture provides the foundation and resources to prepare NYC educators for the new expectations and to meet the instructional shifts of the Common Core Standards. *ReadyGEN*'s overall progression of complexity of text, within and across grades, facilitates students' learning of academic vocabulary, close reading and foundational skills, and further deepens content knowledge and comprehension. At the heart of *ReadyGEN* is reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking and Listening Standards.

## FOUNDATIONAL SKILLS STANDARDS

The Common Core Standards include a strong emphasis on the foundational skills of reading including phonemic awareness, phonics, and fluency across the elementary grades. The New York City Department of Education recognizes the importance of mastery of these high priority and necessary skills so that each student may access meaningful text through print.

New York City educators have a variety of Foundational Skill resources to choose from. One of the options is *ReadyGen Phonics (K-3) and Word Analysis (4-5) Kits* integrate these Foundational Skills into instructional routines and activities as a means of fostering student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions. Foundational Skills Instruction, which takes place in addition to your daily 90 minutes with ReadyGEN, is best served in both whole group lessons and small group Guided Reading as a means of introducing and reinforcing these critical skills. To further extend learning, Independent Reading texts can be selected to showcase these skills in real-life application.

### Phonics Kit

- Phonics Teaching Guide (K-3)
- Picture Cards (K-3)
- Alphabet Cards (K-3)
- Letter Tiles (K-3)
- Sound-Spelling Cards (K-3)
- Decodable Practice Readers (1-3)
- High-Frequency Word Cards (K-3)
- Kindergarten Student Readers (K)
- Phonics Activity Mats (K-3)
- Phonics Songs and Rhymes Charts (K)

### Word Analysis Kit

- Word Analysis Teaching Guide (4-5)
- Practice Readers (4-5)
- Vocabulary Cards (4-5)
- Letter Tiles (4-5)

## UNIT 2

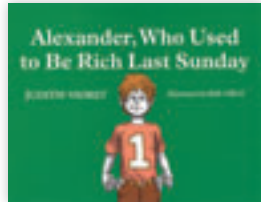
# Making Decisions





|  |            |
|--|------------|
| <b>MODULE A</b> Common Core Lesson Launch..... | <b>1–9</b> |
| Lessons 1–13 .....                             | 10–113     |
| Performance-Based Assessment (Narrative) ..... | 114–121    |

**TEXT SET**



**ANCHOR TEXT**  
*Alexander, Who Used to Be Rich Last Sunday*



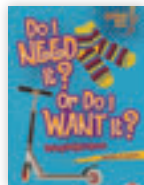
**SUPPORTING TEXT**  
*A Chair for My Mother*



**SLEUTH**  
“I’ll Trade You”  
“More Than Cash Dispensers”

|  |                |
|--|----------------|
| <b>MODULE B</b> Common Core Lesson Launch..... | <b>122–131</b> |
| Lessons 1–12 .....                             | 132–227        |
| Performance-Based Assessment (Opinion) .....   | 228–235        |

**TEXT SET**



**ANCHOR TEXT**  
*Do I Need It? Or Do I Want It?*



**SUPPORTING TEXT**  
*I Wanna Iguana*



**SLEUTH**  
“Another Movie Night to Remember”

**UNIT 2** Common Core Teacher Resources

|                               |           |
|-------------------------------|-----------|
| Routines .....                | TR28–TR49 |
| Graphic Organizers.....       | TR51–TR65 |
| Text Complexity Rubrics ..... | TR66–TR69 |

Go to [PearsonSchool.com/NYCReadyGEN](http://PearsonSchool.com/NYCReadyGEN) for the Curriculum Updates.

- End-of-Unit Assessments

# Assessment

*ReadyGEN* provides various assessment opportunities for you to use with your students to gauge their progress toward mastery of the Common Core Learning Standards.

## FORMATIVE ASSESSMENT

### MONITOR PROGRESS

**If...** students struggle to explain how a character's actions contribute to a story's events,  
**Then...** use the Analysis Lesson in small group to help them work through the Four-Column Chart (*Reader's and Writer's Journal*, p. 000)

**If...** students need extra support to understand the story,  
**Then...** use the Close Reading Workshop in small groups to provide scaffolded support.

### MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of students. Using these Monitor Progress formative assessments, you will be consistently aware of how students are changing and developing throughout the year. You can use this performance data to meet the individual needs of students.

### Independent Writing Practice

**FORMATIVE ASSESSMENT** Review with children how Frederick wanted to improve the American society. Then have them consider the people who help improve their school community, such as teachers, the principal, and parents. Children will choose one of these people that they would like to interview and plan the questions for the interview on p. 170 of the *Reader's and Writer's Journal*. If time allows, have children conduct the interview. If not, have them answer the questions as if they were the person being interviewed.

### FORMATIVE WRITING ASSESSMENTS

Each student's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from students' progress on these tasks can help you quickly identify students needing additional practice. Responsive individual or group instruction can further students on the path toward the module assessment.





# Path to Common Core Success

## Dig Deeply into Complex Text

### Big Ideas

- Using Knowledge and Information to Make Decisions
- Understanding Needs and Wants

### Enduring Understandings

- Readers understand that knowing the structure of a story helps them comprehend the text.
- Writers understand that use of details, descriptive language, and dialogue enhances writing.
- Learners will explore content to understand that people make decisions based on their needs and wants.

## “Knows” and “Dos”

### ESSENTIAL QUESTIONS

How do **readers** identify beginnings and endings?

How does using details describing actions, thoughts, and feelings make stories more interesting?

### MODULE GOALS

**Readers** will describe the structure of a story, with a special emphasis on beginnings and endings.

**Writers** will write a narrative that recounts a sequence of events using beginnings, endings and details to describe actions, thoughts and feelings.

**EXPLORE CONTENT** **Learners** will explore content to recognize that people make decisions based on their needs, wants, and the availability of resources.

## Text Set

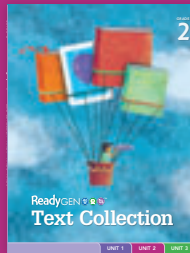
### ANCHOR TEXT



*Alexander, Who Used to Be Rich Last Sunday*

**Lexile 570L**  
**Literary Text**

### SUPPORTING TEXT



*A Chair for My Mother*

**Lexile 640L**  
**Literary Text**

### SLEUTH



“I’ll Trade You”

“More Than Cash Dispensers”



## PERFORMANCE-BASED WRITING ASSESSMENT

### DECISION STORIES

Children will create a narrative using one of the texts from the module. They will create a character who needs or wants to buy something. Children will decide, as the author of this story, whether or not the character is able to buy it. They will use strong story structure of beginning and ending, and include details to convey thoughts, actions, and feelings of their characters.

### TARGET STANDARDS

**Common Core Learning Standard W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

# Vocabulary to Unlock Text

*ReadyGEN* provides systems for understanding both how words work in complex texts and also which of the words in these complex texts unlock the knowledge of critical content domains.

## TEXT-BASED VOCABULARY

Generally, these are Tier Three words that are important for understanding concepts within a text. These words are addressed during focused reading instruction.

- Words needed to comprehend the text
- Words from other disciplines
- Words that are part of a word family or semantic network
- Words central to unlocking the enduring understanding of the text

## WORDS IN CONTEXT

Generally, these are Tier Two words, which are sophisticated or unusual words for known concepts. These words are taught in context during close reading and often reinforced after.

- Words requiring more explanation in order for text to be understood
- Words supported by the text for meaning
- Words that are less abstract

---

**For Spanish cognates, see the *Scaffolded Strategies Handbook*.**

**Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.**

## ANCHOR TEXT *Alexander, Who Used to Be Rich Last Sunday*

### TEXT-BASED VOCABULARY

|               |            |            |         |
|---------------|------------|------------|---------|
| walkie-talkie | fined      | positively | save    |
| stoop         | accident   | vanish     | savings |
| downtown      | review     | “thin air” | rich    |
| bury          | absolutely | dopey      | bargain |

### WORDS IN CONTEXT

|        |            |      |         |               |
|--------|------------|------|---------|---------------|
| tokens | college    | bet  | rescued | soup du jour  |
| lox    | especially | rent | smushed | nonreturnable |

## SUPPORTING TEXT *A Chair for My Mother*

### TEXT-BASED VOCABULARY

|         |         |          |                  |        |
|---------|---------|----------|------------------|--------|
| coins   | savings | charcoal | load off my feet | tulips |
| bargain | spoiled | ashes    | boost            | block  |

### WORDS IN CONTEXT

|          |        |           |         |
|----------|--------|-----------|---------|
| waitress | burned | wrappers  | sandals |
| tips     | flames | exchanged | pumps   |

## Suggested Common Core Lesson Plan

### READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

### SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

### INDEPENDENT READING

- Daily

### WRITING 30–40 minutes

- Narrative Writing
- Independent Writing Practice
- Writing Wrap-Up

#### LESSON 1

*Teacher's Guide, pp. 10–17*

**READ Trade Book** *Alexander, Who Used to Be Rich Last Sunday*

**READING FOCUS** Readers understand that knowing the structure of a story helps them comprehend the text.

**WRITING FOCUS** Write about how the main character makes decisions.

#### LESSON 2

*Teacher's Guide, pp. 18–25*

**READ Trade Book** *Alexander, Who Used to Be Rich Last Sunday*

**READING FOCUS** Readers recognize that people make decisions based on their needs, wants, and availability of resources.

**WRITING FOCUS** Identify story structure using illustrations.

#### LESSON 6

*Teacher's Guide, pp. 50–57*

**READ Text Collection** *A Chair For My Mother*

**READING FOCUS** Readers understand that knowing the structure of a story helps them comprehend the text.

**WRITING FOCUS** Decide what the family will save for next and support their decision with details.

#### LESSON 7

*Teacher's Guide, pp. 58–65*

**READ Trade Book** *Alexander, Who Used to Be Rich Last Sunday*

**READING FOCUS** Readers understand that knowing the structure of a story helps them comprehend the text.

**WRITING FOCUS** Write a new ending for Alexander's actions.

#### LESSON 11

*Teacher's Guide, pp. 90–97*

#### COMPARE

- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair For My Mother*

**READING FOCUS** Readers understand that knowing the structure of a story helps them comprehend the text.

**WRITING FOCUS** Discuss revision and word choice and revise their writing from Lesson 10.

#### LESSON 12

*Teacher's Guide, pp. 98–105*

#### COMPARE

- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair For My Mother*

**READING FOCUS** Readers will understand that use of details, descriptive language and dialogue enhances writing.

**WRITING FOCUS** Discuss opinion writing and write an opinion about the decisions a character made.

## LESSON 3

*Teacher's Guide*, pp. 26–33

**READ Trade Book** *Alexander, Who Used to Be Rich Last Sunday*

**READING FOCUS** Readers will understand that use of details, descriptive language, and dialogue enhances writing.

**WRITING FOCUS** Identify character actions and feelings through text and illustrations.

## LESSON 4

*Teacher's Guide*, pp. 34–41

**READ Text Collection** *A Chair For My Mother*

**READING FOCUS** Readers understand that knowing the structure of a story helps them comprehend the text.

**WRITING FOCUS** Write a new beginning to the story including vivid details.

## LESSON 5

*Teacher's Guide*, pp. 42–49

**READ Text Collection** *A Chair For My Mother*

**READING FOCUS** Readers understand that use of details, descriptive language and dialogue enhances writing.

**WRITING FOCUS** Write dialogue that describes the characters' thoughts or feelings.

## LESSON 8

*Teacher's Guide*, pp. 66–73

**READ Trade Book** *Alexander, Who Used to Be Rich Last Sunday*

**READING FOCUS** Readers understand that use of details, descriptive language and dialogue enhances writing.

**WRITING FOCUS** Write dialogue between two of the characters.

## LESSON 9

*Teacher's Guide*, pp. 74–81

**READ Trade Book** *Alexander, Who Used to Be Rich Last Sunday*

**READING FOCUS** Readers understand that people make decisions based on their needs and wants.

**WRITING FOCUS** Discuss revision and word choice and revise their writing from Lesson 8.

## LESSON 10

*Teacher's Guide*, pp. 82–89

**READ Text Collection** *A Chair For My Mother*

**READING FOCUS** Readers understand that people make decisions based on their needs and wants.

**WRITING FOCUS** Write about how a character made decisions based on their needs, wants, and availability of resources.

## LESSON 13

*Teacher's Guide*, pp. 106–113

### COMPARE

- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair For My Mother*

**READING FOCUS** Readers understand that people make decisions based on their needs and wants.

**WRITING FOCUS** Revise, edit, and publish their opinion writing.



## PERFORMANCE-BASED ASSESSMENT

*Teacher's Guide*, pp. 114–121

### TASK: DECISION STORIES

Children will create a narrative using one of the texts from the module. They will create a character who needs or wants to buy something. Children will decide, as the author of this story, whether or not the character is able to buy it. They will use strong story structure of beginning and ending, and include details to convey thoughts, actions, and feelings of their characters.

# Independent Reading

Accountable Independent Reading is an important part of a child’s day. Have children choose one of the suggested texts listed on the opposite page to read independently, or select a different text based on children’s interests or your own observations of children’s needs.

## ACCOUNTABLE INDEPENDENT READING

### Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

#### KEY IDEAS AND DETAILS

- How do the characters in the text respond to major events and challenges?
- Retell the story. What is the central message of the story?

#### CRAFT AND STRUCTURE

- What happens in the beginning, middle, and end of the text?
- How do two characters in the story have different points of view? List evidence from the text to support your thinking.

#### INTEGRATION OF IDEAS

- How do the illustrations help you understand events or ideas?
- How are the characters or themes in this text similar to or different from those in another text you’ve read?

### Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

#### KEY IDEAS AND DETAILS

- What is the main idea of the text? How do key details support the main idea?
- How are the events or concepts in the text connected to each other?

#### CRAFT AND STRUCTURE

- What text features are used in the text? How do they help you locate information?
- What is the author’s purpose for the text? What does the author want to answer, explain, or describe?

#### INTEGRATION OF IDEAS

- How do the illustrations help you understand the text?
- How do reasons support specific points the author makes?

See the Independent Reading Routine on pp. TR38–TR39.



## Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Come to discussions prepared.
- Build on the ideas of other group members by linking your ideas to the remarks of others.
- Gain the floor in respectful ways.
- Listen to others with care and accept differences of opinion.
- Talk one at a time.
- Ask the speaker questions if you don't understand what he or she is saying.
- Use an agreed-upon rating system to rate the texts.

**See the Text Club Routine on pp. TR40–TR41.**

**SUGGESTED TEXTS** The suggested texts listed below connect closely to the Enduring Understanding, *Readers understand that knowing the structure of a story helps them comprehend the text.* As you build your Text Club library, consider using the texts below.

*Mr. Rabbit and the Lovely Present*  
by Charlotte Zolotow  
Literary Text  
Lexile 280L

*Bad Luck Brad*  
by Gail Herman  
Literary Text  
Lexile 310L

*Hunches in Bunches*  
by Dr. Seuss  
Literary Text  
Lexile 500L

*The Berenstain Bears Get the Gimmies*  
by Stan and Jan Berenstain  
Literary Text  
Lexile 640L

*Those Shoes*  
by Maribeth Boelts  
Literary Text  
Lexile 680L

# Small Group Center Ideas

During Small Group instruction in *ReadyGEN*, children can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help students focus on both instruction and concepts.

## Reading Center

### ENDURING UNDERSTANDING FOCUS

Readers understand that knowing the structure of a story helps them comprehend the text.

### CENTER TASKS

- Have children share the story structure from an independent reading book with a partner.
- Have children create a visual that clearly outlines the sequence of events from an independent reading book.
- Have children describe how the beginning introduces the story and the ending concludes the action of an independent reading book.
- Have children write book reviews that recommend stories in which the characters are revealed through their decision making.

## Writing Center

### ENDURING UNDERSTANDING FOCUS

Writers understand that authors use details and facts to support an opinion.

### CENTER TASKS

- Have children write narratives that focus on dialogue between characters.
- Have children draw a decision the main character had to make.
- Have children write a simple narrative without sequence words, with each sentence on a different strip of paper. Then have them work with partners to order each other's stories.

## Word Work Center

### ENDURING UNDERSTANDING FOCUS

Writers understand that use of details, descriptive language, and dialogue enhances writing.

### CENTER TASKS

- Have children add words and phrases to the class word wall that describe character's responses to challenges.
- Have children create "Character Description" vocabulary lists. As they read books during independent reading, have them add interesting words to their lists that help them describe the main characters.
- Have children create a T-chart with the headings "Character Actions" and "Major Events." Have them list possible character actions in the first column. In the second column, have them list events associated with the particular actions.

## Research and Technology Center

### ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that people make decisions based on their needs and wants.

### CENTER TASKS

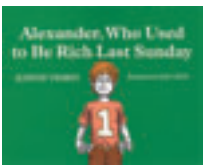
- Have children make a list of their own needs and wants.
- Have children research how much a want of theirs costs and how they could attain the resources to pay for the item.
- Have children use technology to write why it is important to save money and use it wisely.

- Identify how characters respond to major events or challenges.
- Use illustrations to better understand the text.
- Use text evidence to answer questions during a close reading.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Introduce the book *Alexander, Who Used to Be Rich Last Sunday* to children. Explain that it is a fiction story about a boy named Alexander. As you read the story for the first time, have children focus on the following Enduring Understanding: *Readers understand that knowing the structure of a story helps them comprehend the text.*



## First Read of the Lesson

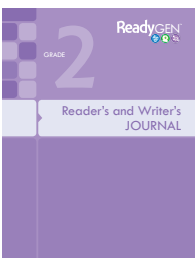
**EXPLORE THE TEXT** First, have children focus on the front cover and title page illustrations, which identify the main character of the book. Next, have them page through the text, identifying Alexander in the illustrations. Have volunteers state what they can initially tell about Alexander just by looking at the illustrations. Then tell children the Essential Question: *How do readers identify beginnings and endings?* Explain that as you read the book, children should look for events that happen at the beginning and at the end of the story.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

### **READ ALOUD ALEXANDER, WHO USED TO BE RICH LAST**

**SUNDAY** After you introduce the book, read the story aloud. Use the **Read Aloud Routine**. Children can follow along in their books. As you reread parts of this book during the lesson, have children read in their books as they are capable. In this first reading, children should focus on understanding the “gist” of the text, or who the characters are and what is happening. Following the reading, discuss the questions below. Have children use p. 61 in their *Reader’s and Writer’s Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key ideas and details as they talk about how the story starts and the characters in the story. Use the following questions to lead the discussion.

- In this story, we are reading the thoughts of the main character, Alexander. The author refers to Alexander as “I” because Alexander is telling the story. Who are the other characters in the story? There are two older brothers, a mother, and a father. We are introduced to the grandma and grandpa, but they are only mentioned briefly. **Key Ideas and Details**
- What happens on the first pages of the story? Alexander’s brothers have money, while Alexander only has bus tokens. How does Alexander feel about this situation? How can you tell? He thinks it is unfair. He repeats the phrase, “It isn’t fair.” **Integration of Knowledge and Ideas**
- **Vocabulary** On page 7, we find out that Alexander has bus tokens. What do you think tokens are? What helps you to understand the word *tokens*? By looking at the illustration, I can see that tokens look like coins. Bus tokens are coin-like objects that can be used to pay the fare to ride the bus. Why do you think Alexander is upset that he has bus tokens instead of money? He can only pay for riding the bus with his tokens, instead of buying other things he may want.
- **Vocabulary** On page 10, Grandma Betty and Grandpa Louie bring lox for Alexander’s father. What clues help you understand what *lox* means? I’m not sure what the word *lox* means, but I do know it is something to eat because the text says that “my father likes to eat lox.” Lox is salmon that has been cured and sometimes smoked. People often put lox on bagels for breakfast. It is especially popular on the East Coast.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**CHECK UNDERSTANDING** Help children understand the family structure in this story. Alexander’s immediate family consists of his mother, father, and two older brothers. His grandparents come to visit but do not live with him. This may be a different scenario than in some cultures where grandparents and aunts, uncles, and cousins all live together in the same house.

#### STRATEGIC SUPPORT

**DASHES** Point out how the author’s use of dashes interrupts the sentence on p. 11. Talk about how the author added an important detail to that sentence by using dashes.

## READING OBJECTIVES

- Describe how words and phrases supply meaning in a story.
- Identify point of view.
- Identify story structure.

# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from the book. For each word, check children’s understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don’t know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 62 in their *Reader’s and Writer’s Journal*.

Reread p. 15 and point out the word *walkie-talkie*. **How does the author help us understand what a walkie-talkie is?** The illustration shows a walkie-talkie. **A person can walk around with a walkie-talkie and talk on it to other people who are not too far away. What else does the illustration tell us about a walkie-talkie?** The illustration tells us that a walkie-talkie must be expensive, because Alexander will have to save money for as many as five years before he can buy one.

### Text-Based Vocabulary

- walkie-talkie, p. 15
- stoop, p. 17

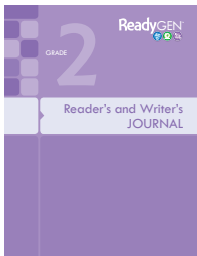
## Text-Based Conversation

Use the **Whole Group Discussion Routine**. Explain to children that the author uses first-person point of view to tell the story. Think-aloud about how you can understand the point of view told in the story. **The author uses the word *I* to refer to Alexander. I know that the narrator’s name is Alexander because the book title tells me so. The text does not refer to him as “Alexander.” As a reader, I only see Alexander’s point of view. This means that, as I read the story, I understand Alexander’s feelings but not the other characters’ feelings.**

As a whole class, talk about how the first-person point of view gives a one-sided view of the characters and events. Have children find examples where the first-person point of view might be different than another character’s point of view. For example, discuss the losing bet Alexander made on p. 18.

As children participate in collaborative conversations, have them recount key ideas or details from the text.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. Remind children that when they tell how they feel about something, they are giving an opinion. Ask children to think about Alexander’s reaction to Anthony’s suggestion to buy a new face on p. 13. **Do you agree with Alexander’s feelings that “Anthony stinks”?** (Possible responses: Yes, because I think Anthony was being mean; No, because Anthony was just being silly with Alexander.)



## Language Analysis Story Structure

Discuss how stories have a beginning, middle, and ending and how they usually tell story events in sequence. Point out that *Alexander, Who Used to Be Rich Last Sunday* has a slightly different structure. Explain that the first pages of the book actually tell readers how the story ends. As readers progress through the book, the author goes back in time and explains how Alexander got his money. Then the author tells how Alexander spends or loses his money. At the end of the book, Alexander is left with bus tokens, which is just how the book began.

**CRAFT AND STRUCTURE** As you revisit the story, use the Story Sequence A graphic organizer to help children piece together the actual order of events.

- When does the sequence of events in this story actually begin? (Last Sunday) What tells you that? (The title and page 10 refer to “last Sunday.”) The visit by Grandma Betty and Grandpa Louie is the beginning of the story, even though it is not the first thing we read about. In the sequence of events, their visit happens before Alexander is left with just bus tokens.
- The middle of a story is often the biggest part of a story. Characters face problems and try to solve them. What problems does Alexander face in the middle of this story? (He loses or spends his money.) How does Alexander try to solve his problem? (He tries different things to make more money.)

**Story Sequence A**

|             |
|-------------|
| Title _____ |
| Beginning   |
| ↓           |
| Middle      |
| ↓           |
| End         |

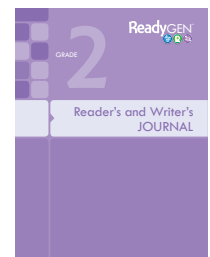
## Independent Reading Practice

**LANGUAGE ANALYSIS: STORY STRUCTURE** Have children work independently to complete the Story Sequence A graphic organizer. Have them add information about the ending of the story. Then, have them turn to p. 63 in their *Reader's and Writer's Journal* to summarize the story.

**WRITING IN RESPONSE TO READING** Have children retell to a partner the order of the story events, focusing on the time changes. Then have children turn to p. 65 in their *Reader's and Writer's Journal*. On a separate sheet of paper have them write a response to the following prompt: *Explain What do we know about Alexander? What does he do, think, and feel?* Remind children to use the text to support their answers.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



## READING OBJECTIVE

- Identify story structure.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify story structure, **then...**use the Language Analysis lesson in small groups to help them work through the Story Sequence A graphic organizer.

**If...**children need extra support to understand the story, **then...**use the Close Reading Workshop in small groups to provide scaffolded support for pages 16–20.

## Language Analysis

Help children work through the Story Sequence A graphic organizer. Together, reread p. 5–10. Discuss how text clues help readers understand the story’s sequence of events. Page 7 tells readers what Alexander has right now, which are bus tokens. Then, on p. 9, the text refers to the past, when Alexander used to be rich. The past was just last Sunday. Page 10 begins “Last Sunday,” and tells how the grandparents came to visit and brought everyone presents. These text clues are the key to understanding the sequence of this story. Guide children as they fill in story events on the graphic organizer.

## Close Reading Workshop

**Read *Alexander, Who Used to Be Rich Last Sunday*, pages 16–20** Read aloud these pages as children follow along. Talk about the events in the middle of the story.

- 1 What happens to Alexander’s money on these pages? (He spends it and loses it in bets.)
- 2 On page 19, Alexander seems to make a new plan for his money. How successful is he with this plan? (Alexander is not successful in saving his money. He decides to spend more money as quickly as he decides to save it.)
- 3 What do the events on these pages tell you about Alexander? (He does not have much willpower. If he sees something he wants, he spends his money.)



## EXTENSIONS

### MONITOR PROGRESS

**If...** children understand how to identify story sequence, **then...** extend the Language Analysis lesson by having children think about the events in the middle of the book and identify how they compare to one another.

## Language Analysis

Have children revisit pages 16-25. Explain that they will make a list of these middle events on a T-Chart. One column will name events in which Alexander spends his money. The other column will name events in which Alexander loses his money. Discuss the following questions to guide children as they complete the T-Chart.

- Alexander is given a dollar from his grandparents. At the end, he ends up with bus tokens instead. How does this happen? (He spends some money, and he loses some money.) We can make a T-Chart that lists how he spends his money and how he loses his money.
- What are some examples we can list in Column 1? (He spends money by buying gum and renting Eddie's snake.) What are some examples we can list in Column 2? (He loses money when he flushes some down the toilet.)
- What do you learn about Alexander as you look at the ways he spends and loses his money? (Possible response: Alexander does not think things through very carefully before spending his money. He is also very clumsy in the way he loses his money.)

## WRITING OBJECTIVES

- Write a response to the Big Idea.
- Use apostrophes in singular possessives.

# Writing

## Narrative Writing

### Focus on Character Actions

**TEACH** Talk about Alexander, the main character in *Alexander, Who Used to Be Rich Last Sunday*, and what his actions tell readers about the kind of person he is. As children think about Alexander’s character, have them consider:

- what types of situations Alexander finds himself in throughout the story.
- how Alexander reacts to the challenges he faces.
- what consequences his actions have.

**ANALYZE THE MODEL** Through discussion, help children identify the actions of Alexander and relate his actions to the Big Idea: Making Decisions.

p. 9: “And even when I’m very rich, I know that pretty soon what I’ll have is...is bus tokens. I know because I used to be rich. Last Sunday.”

The illustration on p. 9 and the text help readers understand that Alexander makes decisions that are not often very wise. This understanding of Alexander relates to the Big Idea: Making Decisions.

Have children read p. 25 with you. Discuss the kinds of items Alexander bought at the garage sale. Have children share their opinions about Alexander’s decisions. Then relate his actions to the Big Idea: Making Decisions. Talk about how Nicky and Anthony’s decisions are likely more responsible than Alexander’s decisions.

## Conventions Apostrophes in Singular Possessives

**TEACH AND MODEL** Explain that when an object belongs to someone an apostrophe and -s is added to the person's name to show ownership. Use p. 68 in the *Reader's and Writer's Journal*.

*I tried to get my nickel out with my mother's scissors.*

## Independent Writing Practice

**FORMATIVE ASSESSMENT** Have children look back at *Alexander, Who Used to Be Rich Last Sunday*. Have them flag two or three examples of decisions that Alexander made. Then have children turn to p. 69 in the *Reader's and Writer's Journal*. Have them write a few sentences about the decisions Alexander made in regards to spending his money. Have them:

- 1 flag two or three examples of decisions made by Alexander in the book.
- 2 write a few sentences that tell about the decisions Alexander made about spending his money.

Remind children to look back at both the text and illustrations to find examples of decisions made by Alexander in regards to spending his money.

**APPLY CONVENTIONS** As children complete the Independent Writing Practice, have them circle a singular possessive noun that they use in their writing.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to write their sentences

## Writing Wrap-Up

Ask volunteers to share their sentences with the class. Discuss how Alexander might benefit from better decision making skills.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**APOSTROPHES** For children who have difficulty understanding possessive nouns and how to form them, provide concrete examples. Give children in the group an object. Orally give a sentence that tells who has that object. Then write the sentence, circling the possessive noun. Talk about the patterns children see, i.e. apostrophe -s.

#### STRATEGIC SUPPORT

**APOSTROPHES** For children who struggle to form a possessive noun in writing, provide step-by-step examples so they can better understand the concept. For example, write the sentence: *Sara has a cat with gray fur*. Then write the sentence using a possessive noun: *Sara's cat has gray fur*.



## LESSON OBJECTIVE

Use illustrations to help understand characters and plot better.

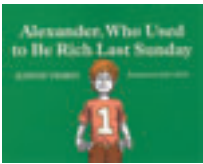
## READING OBJECTIVES

- Use information from illustrations to better understand characters.
- Describe illustrations and how they support the text.
- Use close reading to find text evidence that supports the relationships between characters.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Introduce the concept that people have wants and needs. Explain that needs are things that are necessary, such as food, water, shelter, and clothing. Wants are things people want to have but do not need to live. Explain that a person’s needs must be met before he or she spends money on wants. Have children focus on the following Enduring Understanding as you reread part of *Alexander, Who Used to Be Rich Last Sunday: Learners understand that people make decisions based on their needs and wants.*



## First Read of the Lesson

**EXPLORE THE TEXT** Review the major events in *Alexander, Who Used to Be Rich Last Sunday*. (Alexander gets money from his grandparents; Alexander spends or loses his money.) Have children revisit the illustrations in the book through p. 15. Ask volunteers to share one thing the illustrations tell them about Alexander. Tell children the Essential Question: *How does using details describing actions, thoughts, and feelings make stories more interesting?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ALOUD PAGES 1–15** Use the **Read Aloud Routine**. As you read aloud pp. 1–15, children can follow along in their books. Have children join in the reading as they feel comfortable doing so. Some repeated phrases, such as “It isn’t fair,” may encourage children to read along in their books. Following the reading, discuss the questions below. Have children use p. 61 in their *Reader’s and Writer’s Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key ideas and details as they look more closely at the relationships between Alexander and his brothers. Use the following questions to lead the discussion.

- **How does the text on pages 5 and 6 give readers a glimpse into how Alexander feels about his brothers?** The text says, “It’s not fair....” It goes on to explain how Alexander thinks it’s unfair that his brothers have money and he only has bus tokens. **How do the illustrations on these pages help deepen readers’ understanding of Alexander’s feelings?** Alexander has a disgusted look on his face as his brothers tease him by showing off their money. **Integration of Knowledge and Ideas**
- **Throughout the book, Alexander’s brothers continue to tease him. Which other illustrations help readers understand the relationship between Alexander and his brothers?** On p. 12, both of Alexander’s brothers are seen laughing at him. On p. 14, Nick is laughing at Alexander as well. These illustrations help describe the relationship between Alexander and his brothers as one that is not very thoughtful or kind. **Key Ideas and Details**
- **Vocabulary** On page 11, Alexander says that the boys like money, “especially me.” **What does the word *especially* mean in this context?** *Especially* means “very,” or that Alexander really likes money. **How does the use of the word *especially* help you better understand Alexander?** The use of the word *especially* makes me think that Alexander likes money even more than his brothers do. It tells me that Alexander sees money as a way to get the many wants that he was imagining on p. 9.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**DESCRIPTIVE WORDS** Children may have difficulty coming up with words to describe how Alexander feels about his brothers. Create a bank of words that describe emotions. You may want to work with children to pantomime how these words look on people’s faces, such as *angry*, *sad*, and *happy*.

#### STRATEGIC SUPPORT

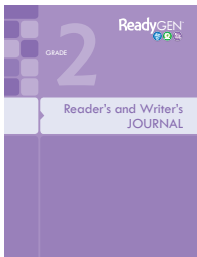
**CHECK UNDERSTANDING** If children have a hard time understanding clues that tell about the relationship between Alexander and his brothers, revisit pages 5–7 and talk about the details seen in the illustrations, especially the expressions on the characters’ faces.

## READING OBJECTIVES

- Describe how words and phrases supply meaning in a story.
- Describe how illustrations provide additional information in a story.

### Text-Based Vocabulary

- college, p. 12
- downtown, p. 13



# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from the book. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 62 in their *Reader's and Writer's Journal*.

Reread page 13. Point out the compound word *downtown*, and have children identify the two smaller words in the compound word. **Why would Anthony suggest that Alexander go downtown?** There are often stores in a town's downtown area.

## Text-Based Conversation

Use the **Paired Discussion Routine**. On pp. 12–14, the family gives suggestions for ways Alexander can use his money. Alexander does not actually use his money in these ways. You may want to provide a think-aloud about one of these scenarios, helping children to understand that these are suggestions only. **On page 12, Alexander's father suggests that Alexander put his dollar away to save for college. Alexander seems confused by this suggestion, while his brothers think it is hilarious. I know that going to college for more schooling after high school is very expensive. I think Alexander's father probably knows how hard it is for Alexander to save his money and is teasing him a little too. This page is a bit different from later pages, as the text gives a suggestion about what Alexander should do with his money instead of telling how he spends it.**

In pairs, have children look at pp. 13 and 14 and talk about the suggestions made by Anthony and Nick regarding how Alexander might use his money. Have children find details in the text that point out that the ideas from Alexander's brothers are just suggestions, and that Alexander doesn't really follow them, as the illustrations might indicate.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. Ask children to think about how Alexander's brothers acted on pp. 12–14. **What do you think about Alexander's brothers? Use text examples to support your opinions.** (Possible responses: I think that his brothers are just being silly rather than mean. When Anthony tells Alexander to buy a new face, this is an impossible thing for Alexander to do. Anthony is just teasing him. Or, I think his brothers are being mean to him. Alexander is the youngest, so they want to pick on him. I think the illustration on p. 12 points out how mean they are being by laughing at him when he doesn't understand his father's joke.)

Talk about the importance of illustrations in many of the books that children have read. Point out that in some books, illustrations help readers better understand the characters and plot of a story, as they do in *Alexander, Who Used to Be Rich Last Sunday*. Explain that the information in the illustrations is just as important as the information in the text and that readers should use the illustrations to comprehend what they are reading.

**KEY IDEAS AND DETAILS** Revisit the first page of the story.

- **What does the illustration on page 5 tell us about Alexander?** (He is upset or mad about something.)
- **How does the text on the page support the illustration?** (The text helps explain why Alexander looks so upset in the illustration.) **What specific words help explain why Alexander looks upset?** (“It isn’t fair....”)

## Independent Reading Practice

**READING ANALYSIS: ILLUSTRATIONS** Have children work independently to analyze how the illustrations help them understand the different characters. Have them revisit p. 11. Ask children to reread the text and to look carefully at the illustration. Then have them turn to p. 64 in their *Reader’s and Writer’s Journal* and write a sentence or two that explains what the illustration tells them about the characters in this book.

**WRITING IN RESPONSE TO READING** Have children look through the illustrations on pp. 1–15. Then, have them write an opinion to the following prompt on a separate sheet of paper: *Do the illustrations on these pages help you to better understand Alexander as a character? Explain your opinion, using details from the illustrations to support your answer.* Children can refer to the prompt on p. 65 in their *Reader’s and Writer’s Journal*.

**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to think about how people make decisions based on their wants and needs.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today’s reading with children. Have children share their Writing in Response to Reading.



## READING OBJECTIVE

- Describe how illustrations provide additional information about characters and plot.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to understand how illustrations provide additional information,  
**then...**use the Reading Analysis lesson in small groups to help them work through additional examples of analyzing illustrations.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity.

## Reading Analysis

Help children learn how illustrations can help readers better understand characters and plot in a story. Analyze what the illustration on p. 9 tells readers about Alexander. Have children name the things that Alexander would like to buy with his money, and talk about whether these things are “wants” or “needs.” Talk about how this illustration gives readers a window into Alexander as a character, who doesn’t think very carefully about how he spends his money.

## Oral Reading

**APPROPRIATE RATE** Explain that the rate at which a person reads refers to how fast or slow he or she reads. Tell children that, sometimes, texts that have more information and facts require readers to read at a slower rate in order to understand all the facts. On the other hand, fiction books are often read more quickly as readers move from one event to another. Have children follow along with you as you read aloud pages 12–15 in *Alexander, Who Used to Be Rich Last Sunday*. Model reading at an appropriate rate, pausing at periods but keeping the flow of reading consistent.

Have children read the same passage aloud, stressing appropriate rate. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.



## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how illustrations add to the information about characters and plot in a story,  
**then...**extend the Reading Analysis lesson by having children analyze another illustration and how it helps provide details to readers.

## Reading Analysis

Have children look at the illustration on p. 16. Discuss how the illustration adds to the understanding of Alexander as a character and provides a glimpse into the setting for this particular event in the book.

- **What do you notice in this illustration that gives you clues to Alexander’s character?** (Alexander has his arm wrapped around his friend. He looks as if he is trying to convince David to buy his used gum. Alexander has an innocent look on his face, as if buying used gum is a perfectly fine idea.)
- **What do you notice in this illustration that gives you some understanding as to why Alexander ended up saying good-bye to fifteen cents?** (David is looking out of the corner of his eye at Alexander. He has a look on his face that seems to say, “Are you kidding me? Why would I want to buy your used gum?”)
- **What does this illustration tell you about the setting for this event in the book?** (The illustration shows stores behind the boys along with people walking. It looks like a busy area in town where people do a lot of shopping.)

## WRITING OBJECTIVES

- Create a narrative describing a sequence of events by using illustrations.
- Use apostrophes in plural possessives.

# Writing

## Narrative Writing

### Illustration Details

**TEACH** Explain to children that an illustrator **includes details** that add to a story. These details help readers understand the characters, setting, or plot in a book. In *Alexander, Who Used to Be Rich Last Sunday*, the illustrations help readers to understand the characters and the plot of the story more fully.

- What details in the illustrations help readers better understand Alexander?
- What details in the illustrations help readers better understand the other characters?

**ANALYZE THE MODEL** Have children revisit page 15 and discuss the illustration. Talk about how the illustration shows Alexander calculating how many years it will take to save up for a walkie-talkie. The illustrator has also added sweat pouring off Alexander's head. This extra detail helps readers understand how hard a task saving money is for Alexander.

Then talk about how the author's words help explain the illustration.

*"Mom said if I really want to buy a walkie-talkie, save my money. Saving money is hard."*

The author's words tell readers that Alexander thinks saving is difficult. The text and illustration clearly supports one another.

Explain that writers and illustrators work together to make sure readers understand characters, settings, and plots in a variety of ways. Details in the text and the illustrations help readers to more deeply understand a story. You may want to explain to children that at the time this story was written, people did not have cell phones, and that walkie-talkies were a way for two people to communicate at a distance.

**TEACH AND MODEL** Explain that a plural possessive is a plural noun with the apostrophe following the -s. Use p. 68 in the *Reader's and Writer's Journal*.

The **boys'** grandma brought them a gift.

## Independent Writing Practice

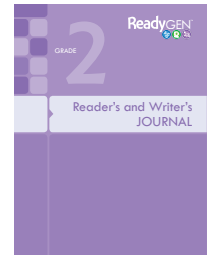
**WRITING** Have children identify the story structure of *Alexander, Who Used to Be Rich Last Sunday* by drawing pictures of the beginning and ending of the story on a sheet of paper. Then have them turn to p. 69 in the *Reader's and Writer's Journal* and write a few sentences that tell how the illustrations in the book helped them better understand the story and Alexander's character. Have them:

- 1 draw an illustration of the beginning of the story and of the ending of the story on a sheet of paper.
- 2 write a few sentences that tell how the illustrations in the book helped them to understand the story and Alexander.

Remind children to return to *Alexander, Who Used to Be Rich Last Sunday* to look for details about the beginning and ending of the story.

**APPLY CONVENTIONS** As children complete the Independent Writing Practice, have them include a plural possessive noun.

**USE TECHNOLOGY** If available, have children e-mail their sentences to a friend.



## Writing Wrap-Up

Have children share their sentences about the illustrations with a partner.

### ENGLISH LANGUAGE LEARNERS

**APOSTROPHES** Children may have difficulty understanding where to place an apostrophe in a possessive noun. Remind them to think about how they would form the singular or plural of the noun before making it a possessive. This will help them to know whether to add it before the s or after the s.

### STRATEGIC SUPPORT

**APOSTROPHES** For children who struggle to form possessive plurals, show examples of how singular possessive nouns look different than plural possessive nouns. You might provide word cards for children to sort into singular and plural possessives.

## LESSON OBJECTIVE

Understand how characters respond to events and challenges they face.

## READING OBJECTIVE

- Identify text evidence that shows how characters respond to major events or challenges.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread a portion of *Alexander, Who Used to Be Rich Last Sunday*: *Writers understand that the use of details, descriptive language, and dialogue enhances writing.* To ensure that children understand the literary terms in the Enduring Understanding, have them give examples of details and descriptive language in the story about Alexander.



## First Read of the Lesson

**EXPLORE THE TEXT** Review the events in the first half of *Alexander, Who Used to Be Rich Last Sunday*. Then explain that today's reading will focus on the second half of the story and on how Alexander spends or loses the money his grandparents gave him. Remind children of the Essential Question: *How does using details describing actions, thoughts, and feelings make stories more interesting?* Have children listen for details that help describe Alexander's thoughts and feelings as he continues to lose money.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ALOUD PAGES 16–32** Use the **Read Aloud Routine**. As you read aloud these pages, children can follow along in their books. Have children join in the reading as Alexander says good-bye to his money over and over again. Following the reading, discuss the questions below. Have children use p. 61 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key ideas and details as they look more closely at Alexander and his character traits. Use the following questions to lead the discussion.

- **Over and over again, Alexander seems to say good-bye to his money. How do the illustrations help readers understand how Alexander responds when he says good-bye to his money?** Some illustrations show Alexander getting mad about losing his money, such as on p. 18 and 20. In other illustrations, Alexander seems to be happy to spend his money, such as on p. 19 when he rents Eddie’s snake.

### Key Ideas and Details

- **How does the text help readers understand how Alexander feels about saying good-bye to his money?** The text on p. 20 and 24 helps readers understand that Alexander is mad about losing his money to pay the fines he receives from his father. However, the text on other pages does not clearly tell readers how Alexander feels about saying good-bye to his money. On page 25, the text focuses on the “needs” Alexander feels he is fulfilling by spending his money. Therefore, it seems as if Alexander isn’t that upset with spending his remaining money at the garage sale. **Integration of Knowledge and Ideas**
- **Vocabulary** On pages 20 and 24, the text says, “...no matter how ratty and mean...” **What does ratty mean?** A rat is a sneaky animal, so *ratty* seems to mean that his brothers are acting sneakily. **How does the use of the word ratty help you understand how Alexander responds to the events involving his brothers?** He is describing his brothers in a mean way, so it seems that he is upset with them and how they are teasing him about his inability to save any money.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VOCABULARY** Help children understand how words that relate to the character traits of animals may be used to describe human actions as well, such as *ratty*. Give children other examples, such as, *He is such a pig*, or *She’s as fast as a cheetah*.

#### STRATEGIC SUPPORT

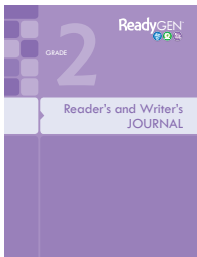
**CHECK UNDERSTANDING** Help children understand Alexander’s range of emotions when he loses or spends his money. Look at the illustrations on p. 22 and 23. Have children compare Alexander’s reactions in the illustrations. Then reread the text on these pages to help readers find details that support the illustrations.

## READING OBJECTIVES

- Describe how words and phrases supply meaning in a story.
- Describe how characters respond to major events and challenges.

### Text-Based Vocabulary

- fined, p. 20
- accident, p. 21



# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from the book. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 62 in their *Reader's and Writer's Journal*.

Reread p. 20 and point out the word *fined* in the sentence, "My father fined me five cents each for saying them." **What action did Alexander's father take?** He charged Alexander money for saying bad words. **Is "being fined" a good or a bad thing?** Being fined a bad thing. It is a type of a punishment.

## Text-Based Conversation

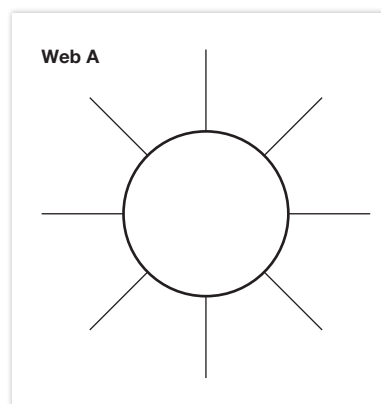
Use the **Paired Discussion Routine**. Explain to children that on p. 20 and 24, Alexander's father fines Alexander for words he says or actions he takes against his brothers. Talk about how these fines help readers better understand Alexander as a character. You may wish to think aloud about Alexander's character traits. **Although Alexander feels his brothers are being "mean and ratty," it is Alexander who gets punished by his father. The fact that Alexander's father fines Alexander for these actions tells me that Alexander probably engages in these actions often. I don't think his father would fine him, or punish him, if he didn't often get mad and act like this.**

In pairs, have children talk about why Alexander's father fined him. Make sure children locate specific evidence in the text that tells what Alexander did. As children participate in collaborative conversations, make sure that they ask their partner questions in order to clarify their comprehension, gather additional information, or deepen their understanding of the issue.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. Remind children that when they tell how they feel about something, they are giving an opinion. Ask children to think about how Alexander's father punished him. **Do you agree with the fines Alexander received from his father for getting upset at his brothers?** (Possible responses: No, I don't agree. It seems that his brothers were teasing him and that they should be the ones to get fined. Yes, I agree with Alexander's father. It seems as if Alexander gets mad easily and acts out in bad ways.)

Remind children that a main character is the character that the story is mostly about. Explain that writers include details that describe the actions, thoughts, and feelings of the main character. These details help readers understand how the main character responds to events and challenges. In this book, details help readers understand the actions, thoughts, and feelings of the main character, Alexander.

**KEY IDEAS AND DETAILS** Reread the text on p. 17–18 and 23. As children think about the responses Alexander has to losing his money, have them complete the Web A graphic organizer.



- On pages 17–18, Alexander makes three bets and loses each of them. What clues on these pages help you understand how Alexander responds to losing these bets? (The illustration on p. 18 shows that Alexander is not happy about losing 15 cents on bets.)
- What details in the text tell readers that Alexander seems a bit surprised to have to pay his mom? (“I didn’t know that moms made children pay.”) How does the illustration show Alexander’s feelings about this? (He looks disappointed.) We can write the word *disappointed* on one of the lines in our Web.
- On page 23, what details in the illustration show how Alexander is feeling about losing four cents? (His mouth is wide open, as if he is yelling in anger.) What details in the text help readers understand why he is upset? (“The trick to bring them back he hasn’t learned yet.”)

## Independent Reading Practice

**READING ANALYSIS: CHARACTER RESPONSE** Have children work independently to complete Web A by writing words or phrases that explain how Alexander responds to losing or spending his money. Children can choose other pages in the book to help them complete the web.

**WRITING IN RESPONSE TO READING** Have children revisit their webs and write a sentence on a separate sheet of paper that explains one way Alexander responds to losing or spending his money. Children can refer to p. 65 in their *Reader’s and Writer’s Journal* to review the writing prompt.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.





## READING OBJECTIVE

- Describe how characters respond to major events or challenges.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify how characters respond to events and challenges,  
**then...**use the Reading Analysis lesson in small group to help them find evidence in the text and illustrations.

**SLEUTH WORK** Use the Sleuth Steps in the Close Reading Workshop to provide more practice in close reading.

## Reading Analysis

Help children find clues that tell how Alexander responds to the event on p. 19. Have children describe the expression on Alexander's face (happy). Then reread the text. Focus on the sentence, "I always wanted to rent his snake for an hour." Talk about how this text gives clues to how Alexander responds to this event. Have children write the word *happy* on their webs. Continue in a similar manner for other events as children complete their webs.

## Close Reading Workshop

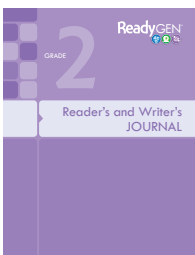
**SLEUTH WORK** Have children read "I'll Trade You" on pp. 16–17 of *Sleuth*. Then, use the steps below to help groups answer the *Sleuth* questions. Have children use text evidence to support their answers.

**LOOK FOR CLUES** Have children look for clues in the text that tell when this story takes place. ("Samuel's mom and grandma remembered when people used something called money instead.")

**ASK QUESTIONS** Have children write a question that they might ask Samuel and Ben about life without money.

**MAKE YOUR CASE** Have children write what the most important idea is that the writer wants to get across about trading. Make sure they support their writing with evidence from the text.

**PROVE IT** After children discuss the Sleuth steps, direct them to pp. 66–67 of the *Reader's and Writer's Journal* to further explore "I'll Trade You."





## EXTENSIONS

### MONITOR PROGRESS

**If...** children understand how characters respond to events and challenges,  
**then...** extend the Reading Analysis lesson by having children compare how Samuel gets what he wants to how Alexander gets what he wants.

## Reading Analysis

Have children read “I’ll Trade You” on pp. 16–17 of *Sleuth*. Then use the questions below to have children compare the feelings of the main character, Samuel, who gets a skateboard, to the feelings of the main character, Alexander, in *Alexander, Who Used to Be Rich Last Sunday*, and how he feels about what he spends his money on at the end of the book. Have children complete a T-Chart with the headings “Samuel” and “Alexander” to compare the two characters’ feelings about money and responses to story events. The following questions can guide children as they think about how the characters’ feelings and responses compare:

- **What do the illustrations in each of the stories tell you about the characters’ feelings and responses? How are the characters’ responses similar? How are they different?** (Samuel is very excited about the skateboard, and does not understand why people ever used money. Alexander felt he needed the bear, candle, and cards at the time he bought them, but he does not look happy with them at the end of the story.)
- **What clues in the text help you understand how each of the characters feel?** (The text in “I’ll Trade You” says Samuel couldn’t wait to show off his skateboard. The text on p. 31 in *Alexander, Who Used to Be Rich Last Sunday* uses the word “dopey” to describe Alexander’s purchases, which suggests he is not happy with what he bought.)

Have children add the characters’ feelings toward money to each of the columns in the T-Chart.

## WRITING OBJECTIVES

- Write narrative sentences that describe character actions.
- Understand apostrophe use.

# Writing

## Narrative Writing

### Character Actions

**TEACH** Remind children that **character actions** tell readers about a character's personality. A writer uses details to describe actions, thoughts, and feelings that a character has in order to make a story more interesting.

- What action does Alexander repeat over and over again in this book?
- How does that action help readers to understand Alexander's personality?

**ANALYZE THE MODEL** Through discussion, help children identify the character action that Alexander repeats over and over again throughout the book. To begin with, focus children's attention on the text on page 21.

*"A nickel fell through the crack when I walked on my hands."*

The author illustrates one way that Alexander loses his money.

Now have children review the text on page 23.

*"But then Nick did a magic trick that made my pennies vanish in thin air."*

The author illustrates another way that Alexander loses his money.

Explain that the author gives readers many examples of Alexander losing or spending his money in unwise ways. Because of all these examples in the text, readers understand Alexander's personality a bit better. He seems to be impulsive, or not careful. He does not think things through very carefully.

**TEACH AND MODEL** Tell children that an apostrophe is used in possessive nouns and contractions. Explain the different ways an apostrophe is used. Use p. 68 in the *Reader's and Writer's Journal*.

Possessive noun: The **teacher's** whistle  
 Contraction: **can't**

## Independent Writing Practice

**WRITING** Have children turn to p. 70 in the *Reader's and Writer's Journal* to read the writing prompt. Then have them revisit page 17 in *Alexander, Who Used to Be Rich Last Sunday*. Have them consider his actions on this page. On a separate sheet of paper, have them:

- 1 write a narrative sentence for each event on this page.
- 2 use words that describe the actions of what is seen in the illustrations.

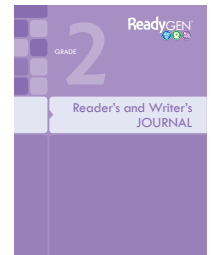
Remind children to use specific words that describe each of the events on that page.

**APPLY CONVENTIONS** As children complete the Independent Writing Practice, have them circle one or two examples of using an apostrophe in their writing. If they have not done so, encourage them to revise their writing and use an apostrophe in a possessive or a contraction at least once.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their sentences. If available, have children e-mail their sentences to a friend in the classroom to share their writing.

## Writing Wrap-Up

Have children share their writing with a partner. Encourage them to discuss how they found different ways of telling about the same events.



### ENGLISH LANGUAGE LEARNERS

**APOSTROPHES** Children may have difficulty understanding the difference between *its* and *it's*. Explain that *its* (without an apostrophe) shows possession, for example, *Its wings fluttered*. Then explain that *it's* is a contraction that means "it is."

### STRATEGIC SUPPORT

**APOSTROPHES** Together brainstorm a list of contractions and write them down. Have children tell what words the contraction stands for and what letters the apostrophe replaces in the contraction.

## LESSON OBJECTIVE

Identify and understand story structure.

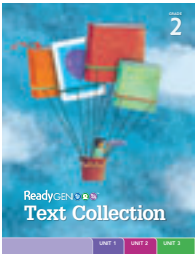
## READING OBJECTIVES

- Understand story structure.
- Understand point of view.
- Use text evidence to answer questions during a close reading.

# Read the Text

## Build Understanding

**INTRODUCE** Introduce to children the story *A Chair for My Mother* in the *Text Collection*. Explain that like *Alexander, Who Used to Be Rich Last Sunday*, this book is realistic fiction, or a made-up story about people and things that could actually happen. Have children focus on the following Enduring Understanding as you read *A Chair for My Mother* and work through the lesson: *Readers understand that knowing the structure of a story helps them comprehend the text.*



## First Read of the Lesson

**EXPLORE THE TEXT** Have children page through the text of *A Chair for My Mother* in the *Text Collection* and study the illustrations to see who the characters are and what happens to them. Introduce the Essential Question of the day: *How do readers identify beginnings and endings?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ALOUD A CHAIR FOR MY MOTHER** Use the **Read Aloud Routine**. Read aloud the story as children follow along. In this first reading, children should focus on understanding the “gist” of the text and the story structure. Suggest that children pay special attention to the beginning and ending of the story. After the reading, discuss the questions below. Have children use p. 61 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?

## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key ideas and details as they demonstrate understanding of story structure and point of view. Use the following questions to lead the discussion.

- **We learn many things at the beginning of the story. How do we know who is telling the story?** The title includes the word *My* and the story begins with that word, too. When someone uses the word *my*, that person is talking. The picture on the title page shows a little girl and a woman who is probably her mother. So, the little girl is most likely telling the story. **What other words on page 53 help you know this?** The person telling the story uses the words *I* and *me*, and she talks about her mother. **Key Ideas and Details**
- **Vocabulary** On page 53, the text says “My mother works as a waitress in the Blue Tile Diner.” We also see the words *Blue Tile Diner* in the picture on page 52. If we look at the picture closely, we can see people eating, so I think a diner is a place that serves food. **If the girl’s mother works there, what do you think a waitress is?** A person whose job it is to serve food to customers at a restaurant or diner.
- **Vocabulary** A waitress gets paid for the work she does, and sometimes people leave extra money for good service. The text on page 55 says, “My mama empties all her change from tips out of her purse for me to count.” **What does *change* mean in this sentence?** (coins) **What does the word *tips* mean in this sentence?** Tips are the extra money the girl’s mother makes.
- **What details in the text and the in the illustrations help us understand who is in the narrator’s family?** We see a picture of the girl, her mother, and an older woman on page 56, and the text on p. 57 says, “Usually Grandma sits with us too.” The grandmother must be part of the family. **What do we learn about the problem the family is facing?** We learn that they have lost all their possessions in a fire, so they are saving money for a new chair. **Key Ideas and Details**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**MULTIPLE-MEANING WORDS** Children may need extra help understanding the meanings of the words *tips* and *change* on p. 55. Explain that both words have multiple meanings. Point to the tips of your fingers, and then demonstrate how to tip over a chair. Show how to change an item of clothing, such as your jacket or shoes.

#### STRATEGIC SUPPORT

**CHECK UNDERSTANDING** Help children understand that in first-person narratives, readers feel as if the person telling the story is talking directly to them. Read aloud the first two sentences on p. 53. Ask children if the speaker is someone they would like to know.

## READING OBJECTIVES

- Identify first-person pronouns.
- Understand first-person point of view.

### Text-Based Vocabulary

- coins, p. 55
- bargain, p. 57
- savings, p. 57



# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from *A Chair for My Mother*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 62 in their *Reader's and Writer's Journal*.

On page 55, we learn that the girl and her mama “push all of the coins into the jar” and that “every single shiny coin goes into the jar.” If you don't know what coins are, you can look at the picture on page 54 for a clue. What are coins? (round, metal pieces of money) We learn that when Grandma “gets a bargain on . . . something she buys,” she puts “the savings” into the jar. Explain that when you get a bargain, you are able to buy something for a lower price and save money. Grandma shares her savings with the family.

## Text-Based Conversation

Use the **Whole Group Discussion Routine**. An author can tell a story in different ways. When a character tells the story, it is called **first-person point of view**. Have children consider as a whole group how they know that this story is first-person point of view. The author has the character of the girl use the words *I*, *my*, *we*, *our*, and *us*.

You may wish to think-aloud about text details that can help readers understand point of view. The girl uses many words that show that she is telling the story. Besides the words *my* and *I*, she also uses the words *we* and *our* on page 59. If the story were being told by someone who was not a character, the author would have used the words *they* and *their* instead of *we* and *our*.

As a whole group, have children use textual evidence to discuss whether readers ever learn the girl's first name. As children participate in collaborative conversations, have them ask for clarification and further explanation about the topic under discussion.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. Ask children to cite text evidence that supports their opinion to the question: **Do you prefer stories told by a character or stories told by someone who is not a character?** (Possible responses: I prefer stories told by a character because it is more personal. I don't like first-person point of view because the reader only learns what that person is thinking.)

## Language Analysis Story Structure

Explain that the structure of a story includes the way it is organized. As they read, tell children to look for a problem in the story and how the family solves it.

**CRAFT AND STRUCTURE** Focus children’s attention on why the middle of the story goes back in time. Have them begin filling in a Story Map, using Story Sequence A.

- At the beginning of the story, the girl introduces us to her family. Let’s record this on the Story Map. How do you know that the girl is talking about the present time? (The girl uses present-tense verbs such as *works*, *gives*, and *says*.)
- Why does the middle of the story go back in time? What does the girl tell about in the middle of the story? (The story goes back in time because readers need to know why the family doesn’t have a chair. The girl tells what happened when her family lost everything in a fire.)
- The author begins this story in the present and then goes back to the past. How does this structure help readers understand the story? (By introducing the family in the present, readers learn the focus of the story: that they are struggling to save money for a chair. A description of the earlier fire helps readers understand the reason they need a chair, but the fire is not the focus of the story.)

**Story Sequence A**

Title \_\_\_\_\_

|           |
|-----------|
| Beginning |
| ↓         |
| Middle    |
| ↓         |
| End       |

## Independent Reading Practice

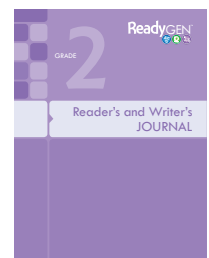
**LANGUAGE ANALYSIS: STORY STRUCTURE** Have children work independently to complete the Story Map. Tell children to include the family’s problem and how it is solved at the end of the story.

**WRITING IN RESPONSE TO READING** Have children turn to p. 65 in their *Reader’s and Writer’s Journal* to read the prompt: *Write a few sentences that tell how the girl earns money to help the family.*

**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to think about how the story is structured.

## Reading Wrap-Up

**SHARE WRITEN RESPONSES** Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading.



## READING OBJECTIVE

- Understand story structure.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify the structure of the story, **then...**use the Language Analysis lesson in small groups to help them work through the Story Maps.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity.

## Language Analysis

Guide children to record on their Story Maps the events described in the Language Analysis section. Help them use the text and illustrations to list text evidence about these events. If children have difficulty understanding which pages are included in the middle and the end of the story, suggest that they use self-stick notes to mark where each section begins. The middle of the story starts on p. 61, and the ending starts on p. 69. Point out how the verbs change from present to past tense in the last paragraph on p. 59 to signal that the girl is starting to tell about a time in the past.

## Oral Reading

**EXPRESSION** Explain that reading with expression means changing your voice to show the characters' feelings and emotions. Tell children that the girl's feelings change on p. 59. In the first two paragraphs, she is talking positively about the family's goal for saving and their dream of buying a beautiful chair. In the third paragraph, her feelings change as she remembers the fire. Have children follow along with you as you read aloud p. 59 in *A Chair for My Mother* in the *Text Collection*. Model reading the first two paragraphs happily, and the third paragraph as a sad remembrance.

Have children read the same passage aloud, using expression. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.



## EXTENSIONS

### MONITOR PROGRESS

**If...** children demonstrate understanding of story structure, **then...** extend the Language Analysis lesson by having children write sentences about the story, and then sort the sentences into groups.

## Language Analysis

Tell children to write sentences on strips of paper that tell about things that happened in the story. Have children combine all their sentences and then sort them according to beginning, middle, and end.

- **How does the author begin the story? How might the story have been different if it had been told from a different character's point of view?** (Sample response: The author begins the story by having the girl introduce her family and their problem. If the story had been told from a different character's point of view, readers would not know how the girl feels about her family and the fire. The story wouldn't have seemed as personal if it had been written in another point of view.)
- **What verbs does the author use on page 61 that signal that the event has already happened?** ("were coming," "had," "were walking," "were looking," "was saying," "came")
- **How does the author signal a time change on page 69?** (She uses the words "that was last year," and "now.") **How does the author conclude the story? How does she show a solution to the problem?** (The author tells what the family did when they had saved enough money. They bought a chair for Mother.)

## WRITING OBJECTIVES

- Understand time frame.
- Identify possessive pronouns.

# Writing

## Narrative Writing

### Time Frame

**TEACH** Explain to children that it is important for writers to keep the time frame in mind as they write a story. The time frame is the period of time in which a story takes place. Point out that most stories are written in the order they happened, but in *A Chair for My Mother*, the story starts in the middle of the time frame covered in the book. Some stories go back and forth between different time periods, so writers must use the correct forms of verbs. Have children keep in mind:

- Events that are happening now use present-tense verbs.
- Events that have already happened use past-tense verbs.

**ANALYZE THE MODEL** Through discussion, help children understand that at the beginning of the story, the author is relating events that happened after the fire.

*But each evening every single shiny coin goes into the jar.*

The author uses present tense in the beginning of the story. On a time line, this section of the story would come after the fire.

Have children read sentences in the first paragraph on page 63 to analyze when this section happened.

*Mama grabbed my hand and we ran.  
My uncle Sandy saw us and ran to us.  
Mama yelled . . . My aunt Ida waved and shouted . . .*

The author uses past tense verbs here so readers understand that the text is telling about something that happened in the past.

Explain to children that the author changes from present tense verbs in the beginning of the story to past tense verbs in the middle of the story to tell about the events in the past. She changes back to present tense verbs on page 69 as she goes back to present time in the story.

## Conventions Identifying Possessive Pronouns

**TEACH AND MODEL** Tell children that a possessive pronoun is a pronoun that shows ownership. It takes the place of a noun. Possessive pronouns include *mine, yours, his, hers, its, ours, theirs*. They also include *my, his, hers, our, your, and their*. Have children identify a possessive pronoun in the sentence below. Use p. 68 in the *Reader's and Writer's Journal*.

This is **your** pencil and that one is **mine**.

## Independent Writing Practice

**FORMATIVE ASSESSMENT** Have children read the writing prompt on p. 70 in the *Reader's and Writer's Journals*. On a separate sheet of paper, have them write a new beginning to the story as if it begins at the time of the fire. Have children:

- 1 find details in the text that tell how the girl and her mother discovered the fire.
- 2 use vivid details to describe the fire.

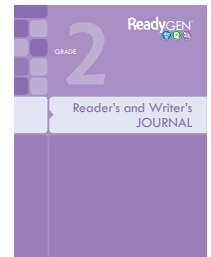
Remind children to return to *A Chair for My Mother* to look for text evidence that tells about the fire.

**APPLY CONVENTIONS** As children complete the Independent Writing Practice, have them circle any possessive pronouns they use in their writing.

**USE TECHNOLOGY** As children work, have them use computers or electronic tablets, if available, to draft and print their sentences.

## Writing Wrap-Up

Have pairs share their writing with each other. As partners share their work, have them give positive comments as well as constructive criticism.



### ENGLISH LANGUAGE LEARNERS

**POSSESSIVE PRONOUNS** Help children understand that possessive pronouns show ownership of something. Hold up a pencil and say, "This is my pencil." Help children identify the pronoun that tells about the pencil (*my*). Repeat with "This is your/his/her pencil." Talk about who owns the pencil in each sentence.

### STRATEGIC SUPPORT

**POSSESSIVE PRONOUNS** Have children distinguish present and past tense verbs in *A Chair for My Mother*. Help children understand that many verbs that tell about the past end with *-ed*.

## LESSON OBJECTIVE

Understand how characters respond to events and challenges.

## READING OBJECTIVES

- Understand how details enhance writing.
- Understand that people make decisions based on their needs and resources.
- Use text evidence to answer questions during a close reading.

# Read the Text

## Build Understanding

**INTRODUCE** Have children identify the family’s problem and how they plan to solve it. Then, focus on the following Enduring Understanding as you read pages 51–67 and work through the lesson: *Writers understand that the use of details, descriptive language, and dialogue enhances writing.*

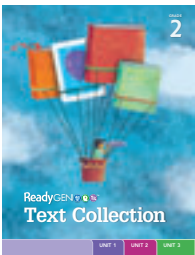
### First Read of the Lesson

**EXPLORE THE TEXT** Have volunteers tell what happened at the beginning, middle, and end of the story *A Chair for My Mother* in the *Text Collection*. Encourage them to include specific details from the text. Then have children focus on the Essential Question: *How does using details describing actions, thoughts, and feelings make stories more interesting?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ALOUD PAGES 51–67** Use the **Read Aloud Routine**. Tell children that they are going to reread pages 51–67 to gather more information about the characters and to increase their comprehension. Then, read aloud as children follow along in their books. In this first reading, children should focus on understanding the “gist” of the text, what the characters are like, and how they react to challenges. Following the reading, discuss the questions below. Have children use p. 61 in their *Reader’s and Writer’s Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key ideas and details as they demonstrate an understanding of why people make certain decisions. Use the following questions to lead the discussion.

- Vocabulary** On page 59, we learn that there was a fire at the narrator’s house and everything was lost. What happened to the things they owned? They burned up. What does *burned* mean? *Burned* means “destroyed by fire.”
- Because of the fire, the family needs a new chair. What clues in the text on page 55 help you understand why a new chair is important? The text says that sometimes Mama is “so tired she falls asleep while I count the money,” and the illustration shows her sleeping in a hard kitchen chair. Mama could use a comfortable chair to relax in after work. **Key Ideas and Details**
- We know that a chair is expensive. When something is expensive, people often save their money until they have enough to pay for it. What details tell about how the family will pay for a new chair? The text says that the girl, her mother, and her grandmother all chip in their money. The girl does jobs around the diner and puts half the money she earns into the jar. The text says, “I wash the salts and peppers and fill the ketchups.” One time the girl even “peeled all the onions.” We also learn that each day Mama contributes her tips and Grandma puts the “savings” from “bargains” into the jar. **Key Ideas and Details**
- Vocabulary** On page 63, the author describes the scene of the fire. The girl could see lots of smoke and “tall orange flames came out of the roof.” The words *tall* and *orange* describe how the flames looked. What are flames? Flames are streams of light given off by a fire.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**CHECK UNDERSTANDING** Help children understand that even though it will take a long time for the characters in the story to save enough money to buy a chair, they continue saving a little bit each day. Discuss with children what is like to work toward a goal. Ask children to tell about a time they saved their money for something special.

#### STRATEGIC SUPPORT

**STORY EVENTS** Children may gain a better understanding of the story if they go on a picture walk through the book. Have children take turns telling what is happening in the pictures on pages 51–67 as they page through the book.

## READING OBJECTIVES

- Identify details that describe actions, thoughts, and feelings.
- Understand character.

### Text-Based Vocabulary

- spoiled, p. 63
- charcoal, p. 65
- ashes, p. 65



# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from *A Chair for My Mother*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 62 in their *Reader's and Writer's Journal*.

Point out that in the last sentence on page 63, we learn that Grandma and the cat were safe, but “everything else” in the house was “spoiled.” *I know that fires cause lots of damage, so spoiled must mean “ruined.”* On page 65, the author describes how the things were spoiled. She says that everything “was turned to charcoal and ashes.” Describe how things look after a fire, and tell what charcoal and ashes are. Charcoal is a substance left from burned wood, and ashes are the powdery remains left after something burns. Have children look at the picture on p. 64 to see what the house looked like.

## Text-Based Conversation

Use the **Small Group Discussion Routine**. Remind children that throughout *A Chair for My Mother*, the author uses details and descriptive language to enhance her writing. Have children work in small groups to identify details that tell how other people helped the family after the fire.

You may wish to use a think-aloud about why people help each other after a disaster. *When bad things happen to people, family, friends, and sometimes even strangers come to their aid because they want to help make things better. They may offer their time, their skills, or even their money.*

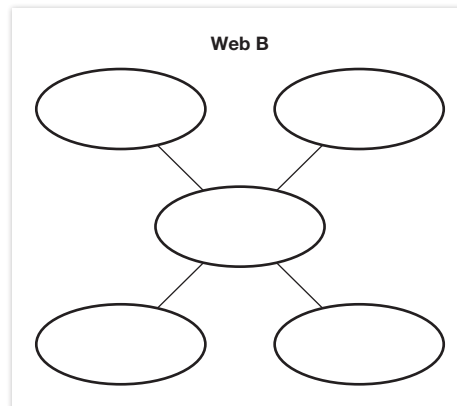
As a small group, discuss what the neighbors, relatives, and Mama's boss, Josephine, did to help. Make sure children locate evidence in the text that supports their ideas. As children participate in collaborative conversations, make sure they build on others' talk in conversations by linking their comments to the remarks of others.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. Ask children to share an opinion about why people help others. *Why were the family's relatives and friends so generous to them after the fire?* (Possible responses: The family lost everything in the fire, and their relatives and friends felt sad about this. They knew there were ways they could help, so they did. They probably also knew that the family would have done the same thing for them.)

Tell children that the way a person responds to events or challenges tells a lot about his or her character. Explain that the words *caring*, *considerate*, and *unselfish* all describe a person who is helpful and generous.

**KEY IDEAS AND DETAILS** Focus children’s attention on the girl and discuss how her behaviors illustrate her character. Write “Girl” in the middle of a Character Web, using Web B.

- On page 53, we learned that the girl “puts half her money into the jar.” What does that tell you about her character? (It tells that she is unselfish.) That word can go in a circle around the outside of the web.
- We learn that the girl cares about her mother because she is willing to give up part of her earnings to help buy a chair. We also learn that when the girl and her mother discover the fire, the girl’s first words are “Where’s my grandma?” What phrase describes the girl here? (Cares about others)
- Have children think of other words that describe the girl’s character and write them on the web. Encourage children to use the text and illustrations to help them determine qualities of the narrator.



## Independent Reading Practice

**READING ANALYSIS: UNDERSTAND CHARACTER** Have children work independently to complete a Character Web for the girl’s mother. Tell children to write *Mama* in the center of the web and to find details in the text that tell how she responds to events and challenges in the story. Have children write words that describe Mama’s character in the outer circles of the web.

**WRITING IN RESPONSE TO READING** Have children turn to p. 65 in their *Reader’s and Writer’s Journal* to read the prompt: *What is your opinion of the girl’s character? Explain your answer.* Have children write their responses on a separate sheet of paper, using the text to support their answers.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.



## READING OBJECTIVE

- Understand how characters react to major events or challenges.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify how characters respond to events and challenges,  
**then...**use the Reading Analysis lesson in small groups to help them work through the Character Web.

**If...**children need extra support to understand the story,  
**then...**use the Close Reading Workshop in small groups to provide scaffolded support for page 59.

## Reading Analysis

Help children work through the Character Web by talking about how Mama responds to events and challenges in the story. Model how to identify a situation by pointing out that Mama is willing to contribute some of her hard-earned money toward the new chair. Suggest that children write *generous* in an outer circle in the web. Continue by finding text evidence that shows what Mama is like, and then thinking of a word that describes her. (hard worker, caring, kind, well-liked, loyal)

## Close Reading Workshop

**Read *A Chair for My Mother*, page 59.** Read aloud page 59 in the *Text Collection*. Then, discuss the following questions with the group. Have children use text evidence to support their answers.

- 1 **What will the family do when the jar is filled to the top with coins?** (They will “take out all the money and go and buy a chair.”)
- 2 **What kind of chair do they plan to buy?** (The text says they will get a “wonderful, beautiful, fat, soft armchair. . . covered in velvet with roses all over it.” Explain that velvet is a soft, fuzzy fabric.) **Why does the family insist on a soft, comfortable chair?** (So Mama can relax after work.)
- 3 Assign children partners. Have the pairs talk about how working toward a goal can be difficult but also very satisfying.



## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how characters respond to events and challenges,  
**then...**extend the Reading Analysis lesson by having children write why certain words describe certain characters.

## Reading Analysis

Have children brainstorm words that are character traits, such as *kind, loving, caring, giving, generous, thoughtful, responsible, considerate*, and so on. List the words on a chart. Then have children fill in the sentence frame, “\_\_\_\_\_ is \_\_\_\_\_ because \_\_\_\_\_,” for three different characters. Tell them to write the person’s name on the first line, the trait on the second line, and text evidence from the story on the third line.

- **How did the girl’s cousin react to the fire? What does her response tell you about her character? What could you write about her?** (The narrator’s cousin gave the girl her own teddy bear. She must be a very generous person. I could write “The girl’s cousin is generous because she gave the girl her own stuffed bear.”)
- **What might you write about Mama’s boss, Josephine?** (“Josephine is thoughtful because she brought pot and pans, silverware, and dishes.” She knew the family would need those things.)
- **Which characters might you call responsible? Explain your thinking.** (Possible responses: The narrator, her mama, and her grandma are all responsible because they are saving their money for something they want.)
- Have children trade their sentences with a partner. Have partners find evidence in the text to prove that each sentence is accurate.

## WRITING OBJECTIVES

- Use details when writing about a character.
- Identify possessive pronouns.

# Writing

## Narrative Writing

### Use Character Details

**TEACH** Explain to children that a writer includes **details** that describe a character's actions, thoughts, and feelings. These details help readers understand what the character is like. Have children keep in mind:

- Details make stories more interesting.
- Details help paint a picture of the characters.
- Details help paint a picture of what is happening in the story.

**ANALYZE THE MODEL** Through discussion, help children identify descriptive details in the text.

*Sometimes my mama is **laughing** when she comes home from work.  
Sometimes she's so **tired** she falls asleep . . .  
Then she looks **worried**.*

**Details help readers understand a character's mood.**

Have children reread the last paragraph on page 67 with you. Discuss what they learn about Grandma's character.

*“. . . we **thank you very, very much**. It's **lucky we're young** and can start all over.”*

**Details show that Grandma appreciates the love and support from everyone. They also show that she has a sense of humor, since she isn't really so young.**

Explain to children that the author has made the story more interesting by providing details about the characters. Point out that they can do this in their own writing as well. By adding details, their readers will better understand their stories and characters.

## Conventions Identifying Possessive Pronouns

**TEACH AND MODEL** Remind children that a possessive pronoun shows ownership. Have them identify possessive pronouns in this sentence. Use p. 68 in the *Reader's and Writer's Journal*.

My mama empties her purse.

## Independent Writing Practice

**WRITING** Have children turn to p. 70 in the *Reader's and Writer's Journals* to read the writing prompt. Have them choose an event from the first half of the book and write a few lines of dialogue between the narrator and her mom about the event. Have children:

- 1 use details to describe the characters' thoughts or feelings.
- 2 use dialogue that shows what the characters are like.

Children should use text-based evidence to support their writing. Have children write on a separate sheet of paper.

**APPLY CONVENTIONS** As children complete the Independent Writing Practice, have them underline any possessive pronouns they used in their writing.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their sentences and revise them as needed.

## Writing Wrap-Up

Have pairs share their writing with each other and give each other constructive criticism. Explain how to make comments that are helpful and not hurtful. Ask children to use their peer feedback to revise their sentences.



WHOLE GROUP

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**POSSESSIVE PRONOUNS** Help children understand that speaker tags show who is speaking and how that person is saying it. Have children turn to page 63 and find “Mama yelled,” “I yelled,” and “My aunt Ida waved and shouted.” Discuss who is speaking each time. Explain that the words *yelled* and *shouted* give the reader a better idea of how the characters sound than “Mama said” or “Ida said.”

#### STRATEGIC SUPPORT

**POSSESSIVE PRONOUNS** For children who struggle writing dialogue, have partners choose an event and then practice what the narrator and her mother might be saying. Have one child take the part of the girl and the other the part of Mama. Show children how to use quotation marks to set off the dialogue and speaker tags to show who is talking.

Identify and understand story structure.

- Understand story structure.
- Understand that writers use details and dialogue to enhance writing.
- Use text evidence to answer questions during a close reading.

# Read the Text

## Build Understanding

**INTRODUCE** Have children review *A Chair for My Mother* in the *Text Collection*, and how the girl, Mama, and Grandma responded to the events and challenges discussed in Lesson 5. Then have them focus on the following Enduring Understanding as you read pages 68–80: *Readers understand that knowing the structure of a story helps them comprehend the text.*

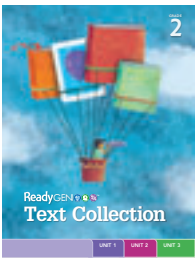
## First Read of the Lesson

**EXPLORE THE TEXT** Ask children what they have learned about the long process of saving money. Have a volunteer explain how the family will know when they have enough money to buy the chair. Then introduce the new Essential Question to focus on today: *How do readers identify beginnings and endings?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ALOUD PAGES 68–80** Use the **Read Aloud Routine**. Tell children they are going to reread pages 68–80 in the *Text Collection* to gather more information from the text and to increase their comprehension. Then read aloud as children follow along in their books. In this first reading, children should focus on understanding the “gist” of the text and the story structure. Following the reading, discuss the questions below. Have children use p. 71 in their *Reader’s and Writer’s Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key ideas and details as they demonstrate understanding of story structure and ways to enhance writing. Use the following questions to lead the class discussion.

- The author uses details and dialogue on page 69 to illustrate what happens each night when Mama comes home from work. What details help you understand the situation? (The text says there was “no sofa and no big chairs” and that Mama’s “feet hurt.” Mama says, “There’s no good place for me to take a load off my feet.”) **Key Ideas and Details**
- On page 71, we learn that something exciting has happened. How does the author let readers know that? (The author uses dialogue to tell what has happened. Mama says, “Well, I never would have believed it, but I guess it’s full.”) What does that mean? (The jar is full, and they should have enough money to finally buy the chair.) **Key Ideas and Details**
- **Vocabulary** Now the family has a heavy jar of coins. How does the author help readers visualize that? (She includes a picture of the jar on p. 68.) The family can’t just take the jar of coins to the furniture store, though. That would be too hard, and the clerk wouldn’t want to count all those coins by hand. So, Mama gets paper wrappers for the nickels, dimes, and quarters. The family stuffs a certain number of coins into each wrapper. What are wrappers? (paper tubes that hold coins)
- **Vocabulary** On page 71, the text tells us that the family took the wrapped coins to the bank. Then it says, “The bank exchanged the wrapped coins for ten-dollar bills.” What does *exchanged* mean? (traded) Why did the family exchange their coins? (It would be easier to use paper money at the furniture store when they buy their chair.)

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**CHECK UNDERSTANDING** Children may not understand that different coins have different monetary values. Display a nickel, dime, and quarter and tell children how much money each is worth. Then ask which coin is worth the most money and which coin is worth the least. Discuss why a person would probably want to have more dimes than nickels or more quarters than dimes.

#### STRATEGIC SUPPORT

**MULTIPLE-MEANING WORDS** Some children may be confused by the meaning of the word *bank*. Tell them that *bank* is a multiple-meaning word. It can be a mound of dirt, a slope down to a river, an item with a slot on the top in which people put money, or a place where people borrow or save money. Ask children if they have a bank or have been to a bank.

## READING OBJECTIVES

- Understand the difference between wants and needs.
- Understand story structure.

### Text-Based Vocabulary

- “load off my feet,” p. 69
- boost, p. 69



# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from the lesson. For each word, check children’s understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don’t know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 72 in their *Reader’s and Writer’s Journal*.

We know that when Mama gets home from work, she is very tired and her feet hurt. What do you do when your feet hurt? (I sit down.) What does “take a load off” mean? (It means “sit down and relax.”) Remind children that on p. 69, Uncle Sandy had to boost the girl up so she could put the quarter in the jar. What text clue helps you understand why she wasn’t able to take down the jar to put the coin in it? (“Now the jar is too heavy for me to lift down.”) If that’s the case, what does *boost* mean? (to push or shove up)

## Text-Based Conversation

Use the **Paired Discussion Routine**. Reread the first paragraph on p. 69 in the *Text Collection*. Remind children that there is no comfortable place for Mama to sit when she gets home from work and is very tired. Point out that Grandma would like a comfy place to sit, too. Have partners consider whether a new chair is a want or a need.

Provide a think-aloud model for children. Discuss the difference between wants and needs. A need is something people have to have. A want is something people would like to have. There are only a few things that people absolutely have to have, or need, to survive. They are food, water, shelter, and clothing. Everything else is a want. Do you think people should only buy the things they need?

Divide the group into pairs. Have partners look for text details that support why they think the chair is a want or a need. Make sure children locate specific evidence in the text that supports their idea. Remind children to ask for clarification and further explanation as needed about the topic under discussion.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. Ask children to share their opinions to the question: *Do you think the family should spend their money on a new chair? Use text details to support your opinion.* (Possible responses: I think they should keep saving their money, because they might have an emergency some day and they will need it; Yes, I think they should spend it on a new chair. That’s what they have been saving for and now they have reached their goal.)

## Language Analysis Story Structure

Remind children that **story structure** is the way a story is organized. Authors decide on a sequence of events that makes the most sense in the plot. Readers can look for clues in the text that help them understand when each event is happening.

**CRAFT AND STRUCTURE** Remind children that they have used the Story Sequence A graphic organizer in previous lessons. Discuss what information was included on that graphic organizer. Tell children that in this lesson, they will use the Story Sequence B graphic organizer to identify the events that make up the ending of the story. Point out that this organizer asks for different kinds of information. Have children identify the main events on pages 68–80. Have them work with you to fill in Story Sequence B.

- There are three different settings in this final section of the story. What are they? (The settings are the family’s home, the bank, and four furniture stores.) How do the key events in this section relate to the settings? (The key events happen at the different places.)
- Does the story structure of this ending section make sense? Are the events in a logical sequence? (The sequence of events makes sense because they are in order, and one thing has to happen before another.)

**Story Sequence B**

|                    |         |
|--------------------|---------|
| Title              |         |
| Characters         | Setting |
| Events<br>1. First |         |
| 2. Next            |         |
| 3. Then            |         |
| 4. Last            |         |

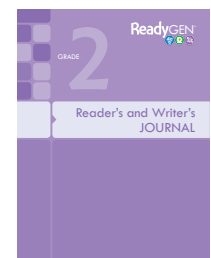
## Independent Reading Practice

**LANGUAGE ANALYSIS: STORY STRUCTURE** Have children work independently to review their Story Sequence chart for the ending of the story. Then have children turn to p. 75 in their *Reader’s and Writer’s Journal* to write a summary of the story’s ending. Encourage children to use key details from the text to describe each event that occurs in this last section of the text.

**WRITING IN RESPONSE TO READING** Have children turn to p. 77 in their *Reader’s and Writer’s Journal* and read the prompt: *Why wasn’t the girl allowed to ride on the chair in the back of the truck?* Have children write their response on a separate sheet of paper, using the text to support their answers.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.





## READING OBJECTIVE

- Understand the structure of the story's ending.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify the structure of the story's ending, **then...**use the Language Analysis lesson in small groups to help them work through the Story Sequence graphic organizer.

**If...**children need extra support to understand the story, **then...**use the Close Reading Workshop in small groups to provide scaffolded support for pages 73–75.

## Language Analysis

Reread pages 68–80 in *A Chair for My Mother* in the *Text Collection*. Stop after each main event and discuss with children what happened. Point out that the words and phrases *now* on p. 69, *on my mother's day off* and *then* on p. 71, and *finally* on p. 75 give clues to the sequence of events. Then point out that the Story Sequence graphic organizer uses signal the words *first*, *next*, *then*, and *last*. Help children fill in their Story Sequence graphic organizer. Discuss how children can make predictions about what will happen next based on what has already happened.

## Close Reading Workshop

**Read *A Chair for My Mother*, pages 73–75** Have children read pages 73 to 75. Have them focus on the family's adventure at the furniture store.

- 1 The family went to four furniture stores and tried out many different kinds of chairs. Why do you think they were so picky? (Possible answer: They had been saving their money for such a long time and had been dreaming about what kind of chair they would get, so they weren't willing to settle for anything that wasn't exactly what they wanted.)
- 2 Why did Aunt Ida and Uncle Sandy help the family get the chair home? (They knew the family was so excited that it would be hard to wait a few more days for the chair to be delivered by the store.) What do you think might have happened if they had not had enough money to pay for the chair? (Possible response: They would have gone home and kept saving until they had enough.)
- 3 Assign children partners. Have pairs talk about how hard it is to be patient while you wait for something exciting to happen.



## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand the structure of the story’s ending, **then...**extend the Language Analysis lesson by having children use their Story Sequence graphic organizers to create a play.

## Language Analysis

Assign each child an event on the Story Map about which to write a scene. Tell children to write simple dialogue for each character—the girl, Mama, and Grandma. Remind children to use quotation marks and speaker tags in their writing.

- Let’s look at the first event on our charts. We know that Mama says something on page 71. What does she say? (“Well, I never would have believed it, but I guess it’s full.”) That might be a starting point for the first scene. What do you think the girl and Grandma might have said then?
- Tell children to think about what is happening and what each character might say before they write their scenes. Then have them write the dialogue. Children may wish to include additional characters, such as the banker, the store clerk, or Aunt Ida and Uncle Sandy, in some of the scenes.
- Have children share their writing with the group. Then assign roles or let children choose which character to be. Have groups take turns performing the scenes in sequential order. Discuss how the events build on one another.

## WRITING OBJECTIVES

- Understand story endings.
- Understand simple sentences.

# Writing

## Narrative Writing

### Focus on Endings

**TEACH** Tell children that at the **end** of a story, a writer ties up the loose ends. Writers include details, descriptive language, and dialogue to bring closure to the story.

- The author includes details that tell how each person in the family makes use of the new chair. How do Grandma, Mama, and the girl use the chair?
- What details does the author give that show that the chair is very comfortable? Do you think this was the perfect chair for Mama? Explain your answer.

**ANALYZE THE MODEL** Have children read the first paragraph on page 79. Discuss the details the author includes that tell the location of the new chair.

We set the chair **right beside the window** . . .

Details help readers understand exactly where the chair is in the room. This will be an important detail as the story moves along.

Have children focus on the second paragraph on the page and look for details that tell how the characters use the chair at the end of the story.

Now **Grandma sits in it and talks with people going by** . . .  
**Mama sits down and watches the news on TV** . . .  
After supper, **I sit with her** . . .

The author tells how each of the characters uses the chair. Because we know that the chair is by the window, it makes sense that Grandma can talk to people outside.

Explain that the way the author has ended the story has helped readers understand the solution to the family's problem and how it impacts their lives. The new chair provides a comfortable place both day and night.

## Conventions Simple Sentences

**TEACH AND MODEL** Explain that a simple sentence has a subject and a verb. Share the examples of simple sentences below. Use to p. 78 in the *Reader's and Writer's Journal*.

Mama smiled at me.  
The neighbors helped the family.

## Independent Writing Practice

**WRITING** Have children turn to p. 79 in the *Reader's and Writer's Journals*. On this page, have them write about the next thing the family will save for and why that item will be useful. Have children:

- 1 include one detail about the new item.
- 2 include one detail that explains the reason for the item.

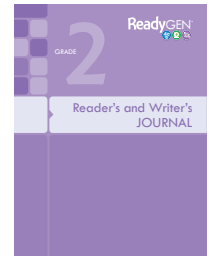
Remind children to return to *A Chair for My Mother* to look for details in the text or illustrations that will give them ideas of what else might be useful for the family to purchase.

**APPLY CONVENTIONS** As children complete the Independent Writing Practice, have them underline any simple sentences they use in their writing.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their ideas and revise them as needed.

## Writing Wrap-Up

Have pairs share their writing with each other and give each other constructive criticism. Ask children to use their peer feedback to revise their writing.



### ENGLISH LANGUAGE LEARNERS

**SIMPLE SENTENCES** Remind children that the subject (noun) is who or what the sentence is about and the verb shows the action in the sentence. Write *Mama ran down the block. The chairs burned in the fire. Grandma sat in the chairs.* Ask: *Who ran? What happened to the chairs? What did Grandma do?*

### STRATEGIC SUPPORT

**SIMPLE SENTENCES** For children who struggle to identify nouns and verbs, write words on cards and place them face up. Have children pick a word card, say the word aloud, and sort it according to *noun* or *verb*. Remind children that a noun names a person, place, or thing and a verb shows action.

# LESSON 7

## UNIT 2 • MODULE A

### LESSON OBJECTIVE

Understand story structure.

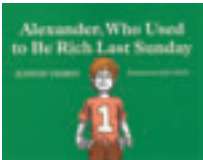
### READING OBJECTIVE

- Identify how characters respond to major events or challenges, using text evidence during a close reading.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Talk about the beginning and ending of *Alexander, Who Used to Be Rich Last Sunday*. In particular, discuss how the start of the book previews the end of the book. Have children focus on the following Enduring Understanding as you revisit *Alexander, Who Used to Be Rich Last Sunday*: *Readers understand that knowing the structure of a story helps them comprehend the text.*



## First Read of the Lesson

**EXPLORE THE TEXT** Have a volunteer summarize *Alexander, Who Used to Be Rich Last Sunday*. Ask children to identify the main characters of the book. Then explain today's Essential Question: *How do readers identify beginnings and endings?* Explain that as you revisit part of the book, children should look for clues in the text that tell about the sequence of events that led to Alexander having no money at the beginning and end of the story.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ TOGETHER PAGES 16–18** Use the **Read Together Routine**. Have children turn to p. 16 in their books. Remind children that Alexander was given a dollar by his grandparents and that this is the first page in which he starts spending or losing the dollar. Tell them you are going to read the next few pages together. Following the reading, discuss the questions below. Have children use p. 71 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key ideas and details as they talk about how Alexander responds to “being rich.” Use the following questions to lead the discussion.

- On page 16, we read about the first thing Alexander spends his money on. What did he buy? He bought a lot of gum. What does this event tell readers about Alexander? He is not a good decision maker when it comes to his money. **Key Ideas and Details**
- What phrase on page 16 helps readers predict what is going to happen to Alexander’s money? The phrase “when I used to be rich” tells readers that Alexander is no longer rich, so he must have spent all his money. **Integration of Knowledge and Ideas**
- **Vocabulary** On pages 17 and 18, Alexander makes bets with his family members. What does the word *bet* mean? Alexander makes an agreement with his family members that he can do something. There is some risk in the agreement that he has made. That makes it a bet. The word *bet* can be used as a noun or a verb. How is it used on pages 17 and 18? It is used as both a noun and a verb.
- What does Alexander do on pages 17 and 18? He loses his money to family members when he bets them. Do you think Alexander’s bets are smart bets? Why do you think that? No, his bets are not smart because he has little chance of winning the bets he’s making. **Key Ideas and Details**
- Why do you think Alexander is such a poor decision maker when it comes to how he uses his money? Perhaps Alexander hasn’t had a lot of experience with money, or he is too young to be responsible with his money. **Integration of Knowledge and Ideas**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**WORD MEANING** Help children understand the bet that Alexander made with Anthony. The text says, “I bet that I could hold my breath till 300.” Explain that the author, although she doesn’t say it specifically, means that Alexander would hold his breath while Anthony counted to the number 300.

#### STRATEGIC SUPPORT

**LANGUAGE** The text on p. 16 reads almost like a long, continuous sentence. The author uses the word *And* to start many of the sentences. Help children reread that page, pausing at each period to separate the thoughts of Alexander. Have children summarize the steps Alexander takes to help children understand what he did.

## READING OBJECTIVES

- Describe how words and phrases supply meaning in a story.
- Identify story structure.

# Focused Reading Instruction

## Text-Based Vocabulary

Review key text-based vocabulary from the book. Check children's understanding by asking them to turn to a partner and use the vocabulary words in a sentence. Monitor for correct use of the words. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 72 in their *Reader's and Writer's Journal*.

### Text-Based Vocabulary

- stoop, p. 17

Reread p. 17. Review the meaning of *stoop*. **Using the outcome of Alexander's bet to jump from the top of the stoop and land on his feet, what do you think stoop refers to?** I think *stoop* refers to steps or a ledge that he jumps off of. The stoop must be high enough off the ground that he did not land on his feet.

## Text-Based Conversation

Use the **Small Group Discussion Routine**. The first few events that tell how Alexander spent his money give readers a good indication about Alexander as a character. You may want to think-aloud as you have children consider how these story events help readers predict the rest of the story. **On page 16, I thought it was interesting that Alexander bought more and more gum when the gum stopped tasting good. I can relate to Alexander's experience. I hate chewing gum when it stops tasting good. I can't blame him for buying more gum. However, when he tries to sell his chewed gum to his friend, I can't imagine someone buying chewed gum. In addition, if his friend had taken the deal, Alexander would have only gotten back 5 cents of the 15 cents he spent. This event makes me wonder about Alexander.**

Organize children into small groups to discuss the events that occur in the middle of the book. Have groups discuss how these events help readers predict future events. Remind children to find clues on pages 16–18 that help them predict what will happen next. As children participate in collaborative conversations, have them build on others' talk in conversation by linking their comments to the text under discussion.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. Have children think about the events on p. 16–18 in *Alexander, Who Used to Be Rich Last Sunday*. Have them state an opinion about Alexander's decisions about spending his money. Children should support their opinions with text details. Ask children: **Of the ways Alexander has spent his money up to this point in the book, which decision seems wisest? Explain.** (Possible response: I think making a bet with his mom was the wisest decision. I think that Alexander had as much luck at winning that bet as he did losing that bet.)



## Language Analysis Story Structure

Review that stories have a beginning, middle, and ending. Have volunteers tell how *Alexander, Who Used to Be Rich Last Sunday* is structured. Remind children that the first pages of the book actually tell readers how the story ends.

**CRAFT AND STRUCTURE** As you revisit the story, use the Story Sequence B graphic organizer to help children understand the chronological order of this story.

- **Who are the main characters in this book?** (Alexander, Anthony, Nick, Mom, Dad) **We can write their names on the Story Sequence.**
- **Where does this story mostly take place?** (Alexander’s home) **How do you know?** (The illustrations show their home.) **We can add the setting to the Story Sequence.**
- **Words such as *first, next, then, and last* help readers understand the sequence of events.** **How can we understand the sequence of events in this book?** (We can use the illustrations and some of the phrases, like “Last Sunday.”) **The first event is not talked about until page 10. This event should be placed in the Story Sequence in Event #1.** Continue to discuss main events that occur throughout the book, adding these to the chart.

**Story Sequence B**

|                    |         |
|--------------------|---------|
| Title              |         |
| Characters         | Setting |
| ↓                  |         |
| Events<br>1. First |         |
| ↓                  |         |
| 2. Next            |         |
| ↓                  |         |
| 3. Then            |         |
| ↓                  |         |
| 4. Last            |         |

## Independent Reading Practice

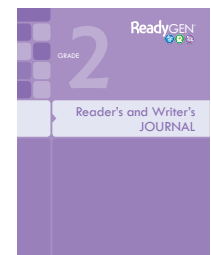
**LANGUAGE ANALYSIS: STORY STRUCTURE** Have children turn to p. 76 in their *Reader’s and Writer’s Journal* to summarize the sequence of events in *Alexander, Who Used to Be Rich Last Sunday*. Have them draw pictures of something that happened first, next, and last.

**WRITING IN RESPONSE TO READING** Have children write a response to the following prompt on p. 77 in their *Reader’s and Writer’s Journal*: *What do you think about the way the author structured this story—telling readers the ending on the first page?*

**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to think about how people make decisions based on their wants and needs.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Wrap up today’s reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.



## READING OBJECTIVES

- Identify story structure.
- Read with fluency, focusing on comprehension and understanding the purpose.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify story sequence, **then...**use the Language Analysis lesson in small groups to help them work through the Story Sequence B graphic organizer.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity.

## Language Analysis

Help children work through the Story Sequence B graphic organizer. Together, page through the entire book. Discuss how text clues and illustrations help readers understand the story's sequence of events. For example, on p. 10, the phrase "Last Sunday" tells readers that this is actually the first event in the sequence of events. Help children complete the Story Sequence B graphic organizer by prompting questions to understand sequence: *What happened next? How did Alexander spend his money next?*

## Oral Reading

**PURPOSE AND UNDERSTANDING** Explain that when we read it is important to be able to decode the words and read them correctly. It is also important to understand what we have read and the purpose of the text. Have children follow along with you as you read aloud p. 18 in *Alexander, Who Used to Be Rich Last Sunday*. Model reading carefully and with fluency, pausing at commas and stopping for a breath at periods. Explain that careful reading allows you to understand the meaning of what you just read.

Have children read the same passage aloud. Monitor progress and comprehension. Provide feedback. For optimal fluency, children should reread the passage three to four times.



## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how to identify story sequence, **then...**extend the Language Analysis lesson by having children compare their previously completed Story Sequence A graphic organizer from Lesson 1 to Story Sequence B graphic organizer.

## Language Analysis

Have children skim the entire book, *Alexander, Who Used to Be Rich Last Sunday*. Explain that they will review their previously completed Story Sequence chart and compare it to the Story Sequence chart completed in this lesson. Discuss the following questions to guide children as they compare the different information found on each chart:

- **What kind of information is found on each chart?** (Both charts tell the sequence of events in the book.)
- **Which chart gives more information?** (Story Sequence B) **What additional information does this chart give?** (It tells the characters and the setting.) **Why is this important information to readers?** (Possible response: By understanding the characters and the setting of the book, we can better understand the events in the book and perhaps why the events occurred as they did.)
- **Why is understanding the sequence of events important for readers?** (It helps readers understand the story better.)

## WRITING OBJECTIVES

- Write a story ending.
- Use adjectives in writing to expand simple sentences.

# Writing

## Narrative Writing

### Story Endings

**TEACH** Review with children that stories have beginnings, middles, and ends. In *Alexander, Who Used to Be Rich Last Sunday*, readers are introduced to Alexander when he is broke, which tells the ending to the story. The middle events help readers understand how Alexander ends up in the predicament he is in at the end of the book. Talk about:

- How does understanding a series of events help readers understand Alexander?
- How do the first pages of the book help us understand the events as the book unfolds?

**ANALYZE THE MODEL** Through discussion, help children identify how the story structure helps readers understand Alexander and the decisions he makes. After Alexander has begun to spend his money on pages 16-18, focus on the pattern readers see. He says that he is “absolutely” and “positively” going to save his money. Then the author reveals something else.

p. 19: “I absolutely was saving the rest of my money...**Except** that Eddie called...”

The author uses the word **except**. That helps readers predict what is more likely to happen.

Have children look at page 23 where Alexander again says that he is going to save his money.

“I absolutely was...I positively was...**But then**...”

The author uses the phrase **but then**. This again allows readers to make a more accurate prediction, knowing Alexander’s past decisions.

Point out to children that as the series of events unfold in the middle of the book, readers better understand why Alexander ended up with no money.

## Conventions Expanding Simple Sentences

**TEACH AND MODEL** Review that a simple sentence includes a subject and a verb, and tells a complete thought. Explain that adjectives, or descriptive words, can be added to simple sentences to expand a writer's thoughts. Use p. 78 in the *Reader's and Writer's Journal*.

The dog chased the ball.  
The **white** dog chased the **bouncy** ball.

## Independent Writing Practice

**FORMATIVE ASSESSMENT** Have children think about the order of events in *Alexander, Who Used to Be Rich Last Sunday*. On p. 79 in the *Reader's and Writer's Journal*, have them write a new ending to the story. Have them:

- 1 introduce the characters in the scene.
- 2 describe the ending event by using adjectives.

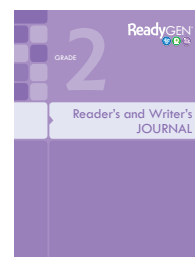
Remind children to consider how the events in *Alexander, Who Used to Be Rich Last Sunday* led up to the current ending and how the ending might also be different if those events were slightly different.

**APPLY CONVENTIONS** As children complete the Independent Writing Practice, have them underline a simple sentence that they expanded by using an adjective. Have them circle the adjective.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their new endings.

## Writing Wrap-Up

Ask volunteers to share their endings with the class. As a class, talk about how the events leading up to the endings might have been different as well.



WHOLE GROUP

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

##### EXPANDING SIMPLE SENTENCES

Help children understand where adjectives are usually placed in English sentences. Write several examples and have children circle the adjectives. Talk about how adjectives are often found prior to what they are describing.

#### STRATEGIC SUPPORT

##### EXPANDING SIMPLE SENTENCES

For children who struggle to expand simple sentences by using adjectives, prompt them with questions to elicit more ideas about their thoughts. Then rephrase the simple sentence, using their answers to your questions.

## LESSON

# 8

### UNIT 2 • MODULE A

#### LESSON OBJECTIVE

Identify main characters and their traits.

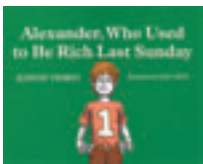
#### READING OBJECTIVE

- Identify how characters respond to major events or challenges.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children share a detail about something that happens in *Alexander, Who Used to Be Rich Last Sunday*. Talk about how this detail helps make the story more interesting. Then have children focus on the following Enduring Understanding: *Writers understand that the use of details, descriptive language, and dialogue enhances writing.*



## First Read of the Lesson

**EXPLORE THE TEXT** Have children read p. 21 and look for details that help make this page more interesting. Remind them of the Essential Question: *How does using details describing actions, thoughts, and feelings make stories more interesting?* Explain that as they revisit part of the book, children should look for details in the text that make the story more interesting.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ TOGETHER PAGES 19–25** Use the **Read Aloud Routine**. Have children turn to p. 19 in their books. Tell them you are going to read the next few pages together. Remind them that Alexander has already lost part of his dollar in bets with his family. Following the reading, discuss the questions below. Have children use p. 71 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key ideas as they look for details that help them better understand Alexander’s character. Use the following questions to lead the discussion.

- **What is the first thing Alexander decides to spend his money on in the pages we read today?** He rents Eddie’s snake. **What do we learn about Alexander from this event?** He must like snakes. He didn’t stick to his plan to save his money for very long before he decided to spend more money. **Key Ideas and Details**
- **The author uses a lot of details on page 21. What details give us more clues about Alexander’s character?** The phrase “by accident” suggests that Alexander is clumsy or scatterbrained. The detail of when he walked on his hands and lost money shows that Alexander does not think things through carefully. He should have taken the money out of his pocket before walking on his hands. **Key Ideas and Details**
- **Vocabulary** On page 22, the author uses the word *smushed*. Alexander rescued, or saved, the candy bar from being smushed. **What does that mean?** *Smushed* is another word for *squashed* or *broken*.
- **On page 25, Alexander goes to Cathy’s garage sale. What do we find out about Alexander on this page?** Alexander is willing to buy things that are broken or missing pieces. He is not too particular about what he buys. **What text evidence supports the idea that Alexander is willing to buy imperfect things?** “I looked at a half-melted candle. I needed that candle.” He also bought a bear with one eye and a deck of cards that were missing some cards. **Integration of Knowledge and Ideas**
- **What words might you use to describe Alexander after reading these pages?** Impulsive, careless, self-centered. **Integration of Knowledge and Ideas**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VOCABULARY** Children may not understand the references to several things on these pages. Be sure to explain the following: *butter knife*, *thin air*, *garage sale*. To make sure children understand these terms, use them in a sentence. Then have children use them in a sentence of their own.

#### STRATEGIC SUPPORT

**PHRASES** Review the text on p. 25 with children. The author uses the phrase “Cathy around the corner.” Explain to children that this phrase means that Cathy’s house is around the corner of the block where Alexander lives.

## READING OBJECTIVES

- Describe how words and phrases supply meaning in a story.
- Describe characters.

# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from the book. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 72 in their *Reader's and Writer's Journal*.

Reread p. 23. Briefly talk about what magicians do (they perform magic tricks, such as making things disappear). *Nick made Alexander's pennies vanish in thin air. What does the author mean by vanish in thin air?* Nick made Alexander's pennies disappear. The phrase "vanish in thin air" means that they disappeared without a trace.

## Text-Based Conversation

Use the **Paired Discussion Routine**. When authors give readers details about characters, they often use dialogue to reveal character traits. In this book, there is no dialogue. Readers must gather details about Alexander's character by looking for clues in his actions and thoughts. You may want to think-aloud about this. *As I read Alexander, Who Used to Be Rich Last Sunday, I think about Alexander and his actions. His actions show that temptation always seems to get the best of him. For example, on page 22, he eats Anthony's candy bar. I have to wonder—did he really not know that was Anthony's candy bar? The illustration shows them standing in a bedroom. I bet it is Anthony's room. The author could have written dialogue between Alexander and Anthony but the text, "How was I suppose to know it was Anthony's?" provides clues into Alexander's personality, just like dialogue might.*

Have children divide into partners to discuss how the author uses details about Alexander's actions and thoughts instead of dialogue. Encourage partners to debate whether dialogue would help readers understand Alexander better as a character. Be sure children recount key ideas or details from the text.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. Have children think about the events on pages 19–25 where Alexander is interacting with his brothers. Have them state and support an opinion about the relationships between Alexander and his brothers. Children should support their opinions with text details. Ask children: *What kind of relationship do you think Alexander has with his brothers? Why do you think that?* (Possible response: I don't think he gets along very well with his brothers. I think that they pick on him and then he gets mad. On p. 25, Alexander kicks them because they teased him.)

### Text-Based Vocabulary

- absolutely, p. 19
- positively, p. 19
- vanish, p. 23
- "thin air" p. 23

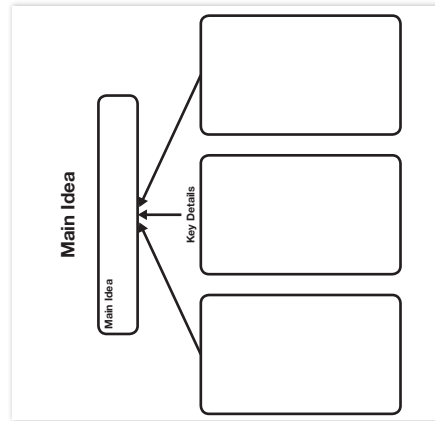


## Reading Analysis Character

Talk about how the main idea of *Alexander, Who Used to Be Rich Last Sunday* is centered around the main character, Alexander. Remind children about the many text details they have uncovered that help them understand Alexander as a character.

**KEY IDEAS AND DETAILS** As you discuss the character of Alexander, have children complete a Main Ideas and Key Details graphic organizer. The focus of this chart will be on Alexander and how he deals with money.

- **What is the main idea of this story?** (Responses will vary but may include: Alexander likes to spend money; Alexander does not spend money wisely.) **We can write that main idea on the chart.**
- **There are many key details that support the main idea. Name one detail that helps you understand the main idea.** (Responses will vary but may include: He buys a half-melted candle.) **We can add this to one of the Key Detail boxes on our chart.**
- **What does this key detail tell you about Alexander?** (Most people wouldn't consider buying a half-melted candle, so it tells me that he doesn't think carefully about the purchases he makes.)



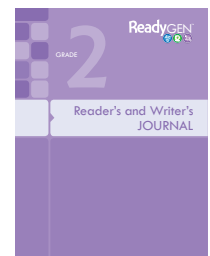
## Independent Reading Practice

**READING ANALYSIS: CHARACTER** Have children work independently to complete the Main Idea and Key Details graphic organizer. Have them find additional examples of key details that support the main idea. Remind them that the main idea, in this case, ties directly to the main character.

**WRITING IN RESPONSE TO READING** Have children revisit pages 19–25 and write a response on a separate sheet of paper to the following prompt: *What do you think about the way Alexander has spent his money? Use text details to support your answer.* Children can refer to the prompt on p. 77 in their *Reader's and Writer's Journal*.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



## READING OBJECTIVE

- Identify key details that describe the main character.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to describe the main character, **then...**use the Reading Analysis lesson in small groups to help them work through the Main Idea and Key Details graphic organizer.

**If...**children need extra support to understand the story, **then...**use the Close Reading Workshop in small groups to provide scaffolded support for pages 24–25.

## Reading Analysis

Help children work through the Main Idea and Key Details graphic organizer. Discuss how each page illustrates how Alexander spends or loses money. Help children complete the Main Idea and Key Details graphic organizer by using the following questions to help children understand and identify the key details: *What did Alexander do on this page? Does that tell us more information about the main idea? What does the main idea written at the top of our graphic organizer tell us about Alexander as a character?*

## Close Reading Workshop

**Read *Alexander, Who Used to Be Rich Last Sunday*, pages 24–25** Read aloud these pages as children follow along. Talk about the events and what they tell readers about Alexander.

- 1 **What part of the event on page 24 do you think made Alexander mad?** (When Nick said they should lock him in a cage.) **What happened when Alexander got mad?** (He kicked his brother and his dad fined him.) **How could Alexander have reacted differently?** (He could have walked away.)
- 2 **What does Alexander do on page 25?** (He spends money.) **What part of the text tells you what he intended to do?** (He was only going to look at Cathy's garage sale.)
- 3 **What do the events on these pages tell you about Alexander?** (Alexander reacts quickly to things before thinking them through. This causes him to spend money unwisely.)



## EXTENSIONS

### MONITOR PROGRESS

**If...** children understand how to use details to describe characters, **then...** extend the Reading Analysis lesson by having children write a descriptive paragraph about Alexander.

## Reading Analysis

Have children revisit the Main Idea and Key Details graphic organizer. Tell them that they will use this chart to help them write a descriptive paragraph about Alexander. Prompt them to think about the following things as they revisit the chart. This will guide children's thinking as they think about their descriptive paragraphs. Then give them time to write.

- As you look at the Main Ideas and Key Details chart, think about which details best illustrate Alexander's character.
- Are there other key details that might better illustrate Alexander's character? (Responses will vary.) If so, what key details might you add to the chart? (Responses will vary.)
- As you write your descriptive paragraphs, use the key details in the chart to help you describe Alexander.

## WRITING OBJECTIVES

- Plan and draft dialogue.
- Use adverbs in writing to expand simple sentences.

# Writing

## Narrative Writing

### Dialogue

**TEACH** Remind children of recent stories they have read that have characters who speak their thoughts. Explain that authors carefully plan the dialogue between characters. Authors want to make sure that the dialogue sounds realistic and that it helps move the story along. When reading dialogue in a story, it is signaled most often by the use of speaker tags like “said” and “replied,” along with quotation marks. Have children skim *Alexander, Who Used to Be Rich Last Sunday* for any sign of dialogue.

- The author does not use quotation marks in this book. However, there are places in the story that suggest dialogue. How does the author signal this?
- Why might the author have planned NOT to use direct quotations by characters in this story?

**ANALYZE THE MODEL** Through discussion, help children identify places where dialogue is suggested in the text. Talk about how the author’s writing plan keeps the focus on Alexander’s recounting of the events instead of reading others’ points of view on the events through their direct dialogue. Reread page 14.

Nicky **said** to take the dollar and bury it in the garden and in a week a dollar tree would grow.

The author uses the word *said*. This signals that Nicky spoke this. However, it is not an exact quote. Instead we understand what Nicky said through Alexander’s recounting of that event.

Have children reread page 19.

Except that Eddie called me up and **said** that he would rent me his snake for an hour.

The author uses the word *said* again to refer to Eddie’s dialogue with Alexander.

Explain to children that even though the author does not use speaker tags or quotation marks, readers can imagine a dialogue between Alexander and the other characters because of the way the author chooses words.

## Conventions Expanding Simple Sentences

**TEACH AND MODEL** Review that a simple sentence includes a subject and a verb, and tells a complete thought. Explain that adverbs, or words that tell how, when, or where something is done, can be added to expand simple sentences. Use p. 78 in the *Reader's and Writer's Journal*.

*She did her homework. She did her homework **quickly**.*

## Independent Writing Practice

**WRITING** Have children plan for dialogue to add to the story *Alexander, Who Used to Be Rich Last Sunday*. Ask them to flag a page in the book where dialogue would add to the story, and then turn to p. 80 in the *Reader's and Writer's Journal* to read the writing prompt. On a separate sheet of paper, have them write dialogue between two of the characters during one of the events in the book. Have them:

- 1 use speaker tags to identify each character.
- 2 use quotation marks around the dialogue each character speaks.
- 3 use clues from the text to make sure the dialogue fits with the action.

**APPLY CONVENTIONS** As children complete the Independent Writing Practice, have them underline a simple sentence that they expanded by using an adverb. Have them circle the adverb.

**USE TECHNOLOGY** If available, have children e-mail one character's dialogue to a friend. Then have that friend reply back with the dialogue of another character. Continue an e-mail dialogue back and forth.

## Writing Wrap-Up

Ask volunteers to share their dialogue with the class. Have children identify the speakers in each dialogue.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

##### EXPANDING SIMPLE SENTENCES

Help children understand that adverbs are recognizable because they often end with *-ly*. To practice using adverbs, name an action and then have children tell how that action was performed. For example, *spoke (quietly, loudly, softly); walked (quickly, slowly)*.

#### STRATEGIC SUPPORT

##### EXPANDING SIMPLE SENTENCES

For children who struggle to expand simple sentences by using adverbs, prompt them with questions of "how?", "when?" or "where?" to elicit more ideas about their sentences.

## LESSON OBJECTIVE

Identify and understand the central message or lesson in a text.

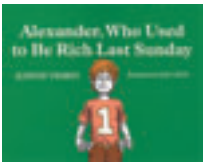
## READING OBJECTIVES

- Describe how characters respond to major events or challenges.
- Use close reading to find key details that support how characters respond to challenges.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children think back to the ways Alexander spends his money. Invite volunteers to share ways that Alexander spends his money on things he wants. Then have children focus on the following Enduring Understanding as you revisit *Alexander, Who Used to Be Rich Last Sunday*: *Learners understand that people make decisions based on their needs and wants.*



## First Read of the Lesson

**EXPLORE THE TEXT** Have children skim pages 26–29. Have them share the ways they see Alexander trying to get more money. Review the Essential Question: *How does using details describing actions, thoughts, and feelings make stories more interesting?* Have children tell one way the details in the illustrations help make the story more interesting.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.



**READ TOGETHER PAGES 26–32** Use the **Read Aloud Routine**. Have children turn to p. 26. Tell children you are going to read the next few pages together. Remind them that even though Alexander goes to extreme measures to get more money, he only ends up with bus tokens anyway. Following the reading, discuss the questions below. Have children use p. 71 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?

## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key ideas and details as they look for text evidence that tells readers how Alexander responds to having no money left. Use the following questions to lead the discussion.

- **On page 26, what do we see Alexander doing?** He is making a sign to rent his toys. **What does this tell us about Alexander’s state of mind regarding his money situation?** He seems desperate to find a way to earn some money. **Key Ideas and Details**
- **What words does the author use to make the reader think that Alexander might change his ways with money?** Alexander says that he is “absolutely,” “positively” saving his money. This makes readers think that he has learned his lesson. **What tells us that he has a problem to solve?** “Except I need to get some money to save.” **Craft and Structure**
- **On page 27, how does the illustration tell more about what’s happening than the words on the page?** In the illustration, Alexander’s mom is clutching her head and her mouth is wide-open in disbelief. She cannot believe Alexander is trying to pull out a tooth that is not loose. Her reaction tells readers that Alexander is really desperate. The text doesn’t share much emotion about what’s happening. **Integration of Knowledge and Ideas**
- **Vocabulary** **On page 28, the author references *telephone booths* in the text. Explain what a telephone booth is.** It is a place where people used to go to make phone calls when they were out of the house, before cell phones were invented.
- **Vocabulary** **Also on page 28, the illustration has a sign that reads *Soup du Jour*. This means “soup of the day.” How does the sign help readers to get an understanding of this French phrase?** There are five different soups listed, so it would make sense that there is a new soup every day of the week, except for Saturdays and Sundays.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**REFERENCES** There are some references on these pages that English language learners may not be familiar with, such as the reference to the tooth fairy, the old phone booths, and the concept of returnable bottles. Explain these concepts so children can better relate to the events in the text.

#### STRATEGIC SUPPORT

**HUMOR** For children who may not get the humor on p. 29, talk about what kind of people they might expect would work at Friendly’s Market. Then talk about what happens to Alexander and how his experience is just the opposite of friendly. Have children consider a new name for the market, based on Alexander’s experience.

## READING OBJECTIVES

- Describe how words and phrases supply meaning in a story.
- Identify a central message or lesson.

### Text-Based Vocabulary

- dopey, p. 31

# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from the book. For each word, poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 72 in their *Reader's and Writer's Journal*.

On page 31, the author uses the word *dopey*. What clues give you an idea of what *dopey* means? Alexander looks disappointed by his deck of cards. The text tells three items that Alexander now has, but none of them seem worth spending money on. I can use these clues to help me understand that *dopey* must mean “silly” or “stupid.”

## Text-Based Conversation

Use the **Small Group Discussion Routine**. The details that the author has provided about Alexander's actions help readers better understand Alexander as a character. Help children think carefully about Alexander and his actions as they discuss whether they believe he has learned a lesson about spending money. You may want to think-aloud to help children get started with their thought process. *As I read Alexander, Who Used to Be Rich Last Sunday, I kept thinking he might learn that he was wasting his money on silly things. Then, at the end of the book, I felt hopeful because he started trying to earn more money.*

Have children divide into small groups to discuss their opinions about Alexander's actions in regards to spending money. Remind children to revisit the text to support their opinions.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. Have children think about the events on pages 26–29 where Alexander tries to find new ways to get money. Have them state and support an opinion about Alexander's actions on these pages. Ask children: *Do you think Alexander has learned his lesson about wasting money? Explain.* (Possible response: Although he doesn't seem to have luck getting more money, I do think he has learned his lesson and will be more careful in the future. On p. 31, he seems very disappointed by his purchases. Hopefully, he will remember that disappointment in the future.)



Explain to children that an author often has a message or lesson that he or she wants to get across to readers. The author of *Alexander, Who Used to Be Rich Last Sunday* wrote the book with a message or lesson in mind.

**KEY IDEAS AND DETAILS** As you revisit the text, have children consider the message or lesson the author wants to get across to readers.

- **What happens over and over again in this book?** (Alexander wastes his money.) **What does Alexander promise to himself over and over again in this book?** (That he is absolutely, positively going to save his money.) **What do these repetitive events tell us about Alexander?** (That he does not think things through carefully.)
- **What happens after Alexander has no money left?** (He tries to get more money.) **How does he solve his problem of having no money?** (He asks his grandparents to come back soon.)
- **What do you think will happen the next time Alexander’s grandparents give him money? What makes you think that?** (I think he will be more responsible.)
- **What message or lesson do you think the author wanted to get across to readers based on events in the story?** (I think she wanted to give money advice—to spend money carefully or it will disappear quickly.) **What evidence helps you to understand this message or lesson?** (Alexander’s thoughts and actions at the end of the book.)

## Independent Reading Practice

**READING ANALYSIS: CENTRAL MESSAGE OR LESSON** Have children turn to p. 74 in their *Reader’s and Writer’s Journal* and write a paragraph about the message or lesson they learned from the book. Have them explain how they will apply this message or lesson in their own lives.

**WRITING IN RESPONSE TO READING** Have children write an e-mail to Alexander’s parents, as if they are Alexander. They should tell Alexander’s parents what he learned. Children can refer to p. 77 in their *Reader’s and Writer’s Journal* regarding this response.

**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to think about how people make decisions based on their wants and needs.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading.



## READING OBJECTIVES

- Identify central message or lesson.
- Read with fluency, focusing on expression.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify a central message or lesson, **then...**use the Reading Analysis lesson in small group to help understand text evidence that leads to identifying a central message or lesson.

**Fluency Check** To provide practice with reading fluently, have students use the Oral Reading activity.

## Reading Analysis

Help children identify and understand the central message or lesson of *Alexander, Who Used to Be Rich Last Sunday*. Page through the book with children, discussing what happens on each page. As children repeat over and over again that Alexander is spending or losing money, ask: **Is Alexander spending his money wisely? What lesson is Alexander learning? What words tell you that he knows he has to change his actions?** (“I’m absolutely, positively saving my money.”) Point out that the repetition by the author helps get her message across clearly to readers.

## Oral Reading

**EXPRESSION** Explain that when we read, we can use our voices in different ways to help express the emotions that a character is feeling in a story. Provide an example of reading with expression on p. 24. Although the text does not provide the reader with clues, such as exclamation points or boldfaced words, about how to read the text, the illustration does show that Alexander is very angry. That helps readers understand that the text can be read with some anger in one’s voice. Model reading p. 24 aloud.

Have children read the same passage aloud with expression. Monitor progress and comprehension. Provide feedback. For optimal fluency, children should reread the passage three to four times.



## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how to identify and understand the message or lesson in a story,  
**then...**extend the Reading Analysis lesson by having children write a paragraph about a lesson one of the other characters may have learned in the book.

## Reading Analysis

Have children revisit the book, paging through the illustrations and thinking about the other minor characters in the story. Then, as children consider writing a paragraph about a lesson one of the other characters learned, have them answer these discussion questions.

- **Alexander's friends, David, Eddie, and Cathy, all saw Alexander spend his money. What do you think they learned about Alexander because of those events?** (They saw Alexander spending his money unwisely. They probably learned that Alexander can be impulsive.) **How might Alexander's actions help them learn a lesson?** (Possible responses: Alexander's actions could teach them that they should be careful how they spend their own money. They know that Alexander wastes his money easily, so when he has more money to spend, they may tempt him to buy more of their belongings. Then they get rich while he gets poor.)
- **Anthony and Nick saw how Alexander wasted his money. What lesson might they have learned?** (Possible response: If they tease Alexander enough, they'll get him to lose his money by betting on stupid things or through fines for trying to get back at them.)
- **What lesson might Alexander's parents or grandparents have learned?** (Possible response: That Alexander cannot be trusted with money; that Alexander needs more guidance from grown-ups when spending his

## WRITING OBJECTIVES

- Revise writing.
- Use compound subjects.

# Writing

## Narrative Writing

### Revising

**TEACH** Explain that authors do not likely sit down and write a book without doing quite a bit of revising. Authors often go back to their texts over and over again to make sure that they have chosen the best words to get their messages across. Sometimes they use repetition in the text to help readers understand the author's focus.

- What words does the author use to help readers paint a picture of the things Alexander buys?
- What words does the author repeat that helps readers focus on part of the message?

**ANALYZE THE MODEL** Through discussion, help children identify places where good word choice help readers paint a picture of the events. In particular, look at the items described on page 25.

*I looked at a deck of cards that was **perfect** except for **no seven of clubs** and **no two of diamonds**.*

The author could have described the deck of cards as missing some cards. Instead, she used specifics to help readers paint a better picture.

Have children reread page 26 and identify words that help emphasize the author's message.

*I **absolutely** was saving the rest of my money.  
I **positively** was saving the rest of my money.  
I **absolutely positively** was saving the rest of my money.*

The repetition of words stresses Alexander's determination to do better about his money management.

Explain to children that descriptive and repetitive words can often be added to our writing when we revise our writing.

**TEACH AND MODEL** Review that a simple sentence includes a subject and a verb, and tells a complete thought. Explain that sometimes a compound subject can be used to expand a simple sentence. A compound subject includes two or more subjects. Use p. 78 in the *Reader's and Writer's Journal*.

*Cathy and her sister worked on the garage sale together.*

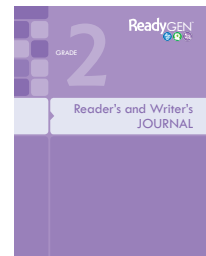
## Independent Writing Practice

**WRITING** Have children return to the dialogue they wrote in an earlier lesson. Have them reread and revise their work on a separate sheet of paper. They can turn to p. 80 in the *Reader's and Writer's Journal* to read the writing prompt. Have them:

- 1 find places where they can add or change words for stronger emphasis.
- 2 look for appropriate capitalization and punctuation.
- 3 use references such as an online dictionary to check the spelling of any words they are unsure of.

**APPLY CONVENTIONS** As children revise their work in the Independent Writing Practice, have them find or rewrite a sentence to include a compound subject.

**USE TECHNOLOGY** If available, have children used a computer or tablet to publish their work and share with their peers.



## Writing Wrap-Up

Ask volunteers to share their revised writing with the class. Have peers point out word choices that help them better understand the writing.

### ENGLISH LANGUAGE LEARNERS

**EXPANDING SIMPLE SENTENCES** Help children understand the concept of a compound subject. The word *compound* may be unfamiliar. Explain that it means “more than one.” Discuss examples of changing simple sentences into sentences with compound subjects, for example, *Sue baked cookies. Lisa baked cookies. Sue and Lisa baked cookies.*

### STRATEGIC SUPPORT

**EXPANDING SIMPLE SENTENCES** For children who struggle to form sentences: with compound subjects, provide word cards that they can build sentences with. For example, *The dog/the cat/chased each other/and; The dog and the cat chased each other.*

# LESSON 10

## UNIT 2 • MODULE A

### LESSON OBJECTIVE

Use illustrations to better understand the text.

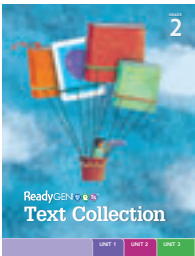
### READING OBJECTIVES

- Understand story structure and sequence of events.
- Use text evidence to answer questions during a close reading.

# Read the Text

## Build Understanding

**INTRODUCE** Before reading the story again, have children review the story structure of *A Chair for My Mother* in the *Text Collection*. Discuss how knowing how the story is organized helps readers understand the text, the characters, and the problem they are facing. Then have children focus on the following Enduring Understanding as they work through the lesson: *Learners understand that people make decisions based on their needs and wants.*



## First Read of the Lesson

**EXPLORE THE TEXT** Have volunteers summarize what happened at the beginning, middle, and end of the story *A Chair for My Mother*. Ask children to tell how the author used details, descriptive language, and dialogue to enhance her writing and make the story more interesting. Then remind children to focus on the Essential Question today: *How does using details describing actions, thoughts, and feelings make stories more interesting?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ALOUD PAGES 16–19** Use the **Read Aloud Routine**. Tell children they are going to reread *A Chair for My Mother* in the *Text Collection* to gather more information from the text and to increase their comprehension. In this reading, children should again focus on understanding the “gist” of the text and what the illustrations add to the story. Following the reading, discuss the questions below. Have children use p. 71 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?

## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key ideas and details in the flashback section of the story and on the sequence of events. Use the following questions to lead the discussion.

- On page 61, something unusual happens in the text. The verbs change from present to past tense. Why did the author do that? Why is this section of the story called a flashback? The narrator is telling about something that happened in the past. The time frame “flashes back” to an earlier time. **Craft and Structure**
- The flashback on pages 61–67 describes events that have already happened. Why was it important that the narrator tell about an event from the past? (By including information about the fire, readers understand why the family is saving for a chair.) If the author had written the story in chronological order, which events would have been first? (The fire and its aftermath and how the neighbors helped.) What would the author have told about next? (How and why the family began saving for a chair.) **Key Ideas and Details**
- **Vocabulary** On page 61, we learn that the girl just got new sandals. What clue in the text helps us know what sandals are? (The text says that the girl and her mother were “buying new shoes.”) What are sandals? (They are strappy, open shoes.) Look at the picture on page 60 and describe the girl’s shoes. (The shoes have straps and an open heel and toe.)
- **Vocabulary** On page 61, the text also says that Mama “had new pumps.” What do we already know that helps us understand what pumps are? (They are a type of shoe.) What are pumps? (Pumps are women’s shoes that have heels.)

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**WORD MEANING** Make sure children understand what it means on p. 63 when the text says, “All the neighbors stood in a bunch across the street.” Have several children demonstrate the word *bunch* by standing close together. Discuss why the neighbors were standing this way and what they were looking at. (the burning house)

#### STRATEGIC SUPPORT

**SEQUENCE** Children may need help keeping track of the events in the story. Suggest that children make a timeline of events that begins with the fire and ends with the new chair. Point out that the author arranged the events in the story with the middle part of the timeline as the beginning of the story.

## READING OBJECTIVES

- Understand that decisions are based on wants and needs.
- Use illustrations to understand the text.

# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from p. 61. For each word, check children’s understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don’t know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 72 in their *Reader’s and Writer’s Journal*.

### Text-Based Vocabulary

- tulips, p. 61
- block, p. 61

On p. 61, the narrator and her mother were commenting on something they saw as they walked home from the bus. *The text says, “We were looking at everyone’s tulips. She was saying she liked red tulips and I was saying I liked yellow ones.”* We know the girl and her mother were outside because the text says they were “walking” home “from the bus.” Tulips must be something outside that comes in different colors. The picture on page 60 provides a helpful clue. *We can see red and yellow flowers, so tulips must be a kind of flower.* Point out the last sentence on p. 61, “Then we came to our block.” Explain that a block is a section of houses.

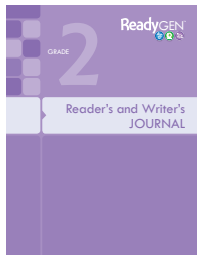
## Text-Based Conversation

Use the **Small Group Discussion Routine**. Remind children that the characters in *A Chair for My Mother* had to make some important decisions. For example, they had to decide where to live right after the fire. Have children discuss in small groups where the family ended up living.

You may wish to think aloud about text details that can help readers understand the family’s decision. *On page 65, we learn that the family had lost everything, so they needed a place to live. Luckily, they had relatives who would take them in. The text says, “We went to stay with my mother’s sister Aunt Ida and Uncle Sandy. Then we were able to move into the apartment downstairs.”* We learned in Lesson 6 that shelter is a need, so *they were fortunate to find a place to stay.*

As a small group, discuss what other kinds of decisions the characters in the story have to make. Make sure children locate evidence in the text that supports their ideas. As children participate in collaborative conversations, tell them to build on others’ talk in conversations by linking their comments to the remarks of others.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. Ask children to share and support their opinions to the question: *Do you think the family was right to wait until the jar was full, or do you think they should have bought a less expensive chair?* (Possible responses: I don’t think they should have waited, because Mama worked so hard and every night her feet hurt. They were right to wait, because they had a certain kind of chair in mind and they were able to buy what they wanted.)



Remind children that the illustrations in a book add to the story and help readers understand the text. Talk about how the illustration on p. 56 helps readers understand how Mama is feeling.

**KEY IDEAS AND DETAILS** Have children think about other illustrations in the book and how they give readers a better understanding of the text. Have children write each illustration's page number in the first column of a T-Chart and how the illustration helps in the second column.

- How does the chair in the illustration on page 56 compare with the chair in the picture on page 58? How do the two illustrations help readers understand the need for a new chair? (The chair on page 56 looks straight and hard. The other chair looks like something a person could nap in.)
- How does the illustration on page 58 match the text on page 59? How does the illustration help readers understand the text? (The picture of the chair shows just what the text describes. By seeing a picture of the chair, readers know exactly what the family wants.)
- What do the bright colors and the details in the illustrations add to the story? (The bright colors make the book happy and cheerful; the detailed pictures show what the characters look like, how they are feeling, and what they are doing.)

T-Chart



## Independent Reading Practice

**READING ANALYSIS: USE ILLUSTRATIONS** Have children work independently to choose three or four illustrations in the book to evaluate. Tell children to identify ways the illustrations connect to the text and how they help readers understand the text better. Have them use their T-Charts.

**WRITING IN RESPONSE TO READING** Have children turn to p. 77 in their *Reader's and Writer's Journal* to read the prompt: *How do the illustrations help you imagine what it would be like if your home burned?*

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Wrap up today's reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.





## READING OBJECTIVE

- Understand the importance of illustrations in a story.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify how illustrations help them to understand the text,

**then...**use the Reading Analysis lesson in a small groups to help them work through the T-Chart.

**If...**children need extra support to understand the story,

**then...**use the Close Reading Workshop in a small groups to provide scaffolded support for pages 62 and 63.

## Reading Analysis

Focus children's attention on the illustrations of the jar of money on p. 54 and 68. Discuss with children why the author included these pictures. Work with children to complete the T-Chart by listing the illustrations and some of the details in the text that help children understand why each jar looks the way it does. Tell children that, little by little, the jar was filled. Remind them that it took about a year to fill the jar.

## Close Reading Workshop

**Read *A Chair for My Mother*, pages 62 and 63** Have children look at the illustration on p. 62 and read the first paragraph on p. 63. Have children focus on how Mama reacts to the fire.

- 1 **How does the illustration show how Mama is feeling?** (Mama looks upset and scared in the picture, and she is in a hurry. She has even taken off her shoes so that she can run faster.)
- 2 **How does the text show how Mama is feeling? What is Mama's main concern?** The text says that she "grabbed" her daughter's hand and they "ran." Then it says, she yelled, "Where's Mother?" Mama needs to know that her mother got out of the house safely.)
- 3 Assign children partners. Have pairs talk about how people react to disasters. Point out that the first thing Mama thought about was her mother's safety, and not about all the possessions that had been lost.



## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how illustrations enhance the text, **then...**extend the Reading Analysis lesson by having children write a paragraph describing the donations given to the family.

## Reading Analysis

Remind children that after the fire, the neighbors and relatives donated items to the family. Have children reread p. 66 and 67 and study the illustration on the pages. Ask children to find the part of the picture that matches each donation mentioned in the text. Then have them find additional donations in the illustrations that aren't mentioned in the text and write a paragraph about them. Encourage children to include in their writing why each item would be useful to the family.

- On page 66, the text says, “The family across the street brought a table and three kitchen chairs.” Are those items shown in the illustration? **Where?** (On the far left on p. 66 are two adults moving a table and three children moving chairs.)
- On page 66, a girl is picking flowers. Is that mentioned in the text? **Would flowers be something the family might enjoy?** (There is nothing in the text about bringing flowers, but it would make a nice gift. Flowers would make the family's apartment more cheerful.)
- **How do you think the neighbors and relatives decided on what to give to the family?** (Possible response: They probably gave items that they didn't need anymore but that were still good and would be needed by the family. They brought food because they knew that was a need, too.)
- Have partners compare their writing to see if they identified the same new items. Have children point out in the illustration the items they wrote about and discuss whether the items would be needs or wants for the family.

## WRITING OBJECTIVES

- Plan and draft character responses to events.
- Expand simple sentences.

# Writing

## Narrative Writing

### Using Details to Understand Character Response

**TEACH** Explain to children that a writer plans her characters before she begins writing a story. She thinks about **details** that she can use to describe the actions, thoughts, and feelings of her characters. She may use a Character Web to help plan those details. By planning details about each character, the author makes the writing more interesting. In *A Chair for My Mother*, the author uses details to help readers better understand the characters and how they respond to events in the story.

- On page 55, the author tells what happens each day when Mama comes home from work. She uses details to describe the character's actions and words, such as *tired* and *worried*, which tell how Mama felt.
- On page 57, the author uses details that also tell about the characters. The text says that as the family counts Mama's tips, Grandma "likes to hum." What does that detail tell you about Grandma? What kind of a person do you think she is?

**ANALYZE THE MODEL** Through discussion, help children identify details on page 63 that describe how the characters were feeling when they discovered the fire.

Mama yelled, "Where's Mother?" I yelled, "Where's my grandma?" My aunt Ida waved and shouted, "She's here, she's here..."

Details help readers understand that Mama and the girl were both frantic and worried about Grandma. Aunt Ida's actions and words helped to quickly relieve their worries.

Have children reread how Grandma felt on this page.

Grandma said she felt like Goldilocks in "The Three Bears" trying out all the chairs.

The author describes Grandma's feelings as she looks for the perfect chair. The comparison with Goldilocks is effective because both Goldilocks and Grandma sat in different types of chairs.

Explain to children that the author has helped readers understand the story by using details to describe what the characters do and how they feel.

**TEACH AND MODEL** Tell children that they can expand a simple sentence by using more than one verb. Use p. 78 in the *Reader's and Writer's Journal*.

The family **went** to the store and **bought** a chair.

## Independent Writing Practice

**FORMATIVE ASSESSMENT** Have children choose a character from the book and make a Character Web on a separate sheet of paper. Then have them turn to p. 80 in the *Reader's and Writer's Journals* and recount how that character responds to events in the story of *A Chair for My Mother*. Have children:

- 1 choose one character to make a Character Web for.
- 2 use the Character Web to help write sentences that tell how the character responded to events at the beginning, middle, and end of the story.

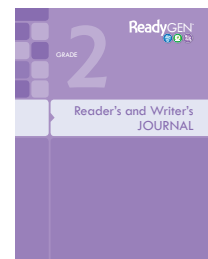
Remind children to return to *A Chair for My Mother* to look for details in the text and illustrations that they can use in their sentences. Children should use text-based evidence to support their writing.

**APPLY CONVENTIONS** As children complete the Independent Writing Practice, have them write a sentence that contains more than one verb.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their sentences and revise them as needed.

## Writing Wrap-Up

Have pairs share their writing with each other and identify details that helped them understand the actions and feelings of the characters.



### ENGLISH LANGUAGE LEARNERS

#### EXPANDING SIMPLE SENTENCES

Help children understand that combining two verbs in a short sentence makes the writing sound less choppy. Write the sentences *I ran* and *I jumped* and read them aloud. Ask children how they could combine the two sentences so the writing flows better. (*I ran and jumped.*) Continue with sentence pairs *We sat/We read* and *My cat played/My cat slept*.

### STRATEGIC SUPPORT

#### EXPANDING SIMPLE SENTENCES

Help children practice expanding sentences by using two verbs. Have pairs take turns pantomiming actions for each other. Then have the pair write a sentence that tells about each of those actions.

## LESSON OBJECTIVE

Use illustrations to understand the plot.

## READING OBJECTIVES

- Identify story structure and how the beginning introduces the story.
- Compare and contrast stories.

# Read the Text

## Build Understanding

**INTRODUCE** Tell children that they will be rereading sections of *Alexander, Who Used to Be Rich Last Sunday* and *A Chair for My Mother* in the *Text Collection*. Then have them focus on the following Enduring Understanding as you reread pages and work through the lesson: *Readers understand that knowing the structure of a story helps them comprehend the text.*

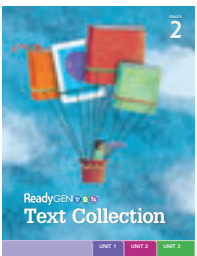
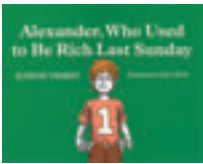
## First Read of the Lesson

**EXPLORE THE TEXT** Display the first page of each text. Have children review how each text begins and who tells each story. Then remind children about the Essential Question to focus on today: *How do readers identify beginnings and endings?* Remind children that stories do not always start at the beginning.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ALOUD ALEXANDER, WHO USED TO BE RICH LAST SUNDAY AND A CHAIR FOR MY MOTHER** Read aloud the first five pages of each text as children follow along in their books. In this reading, children should focus on the text structure of how each story begins. Remind them that later in both texts, the narrators tell about events that happened in the past (flashback). Have them think about what happens first in the story and why the author chooses to introduce the story at this point in the time sequence of the story. Following the reading, have children use p. 81 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key ideas and details as they discuss the plot structure of the two texts. Use the following questions to lead the discussion.

- **What can we tell about the story characters and settings from the beginnings of the two stories?** Alexander is telling his story, which is set in his house. He has a problem with saving money. The daughter is telling her story, which is set in her apartment. Her family is saving money in a jar. **Key Ideas and Details**
- **We know from reading the stories what the characters really want, and what their problems are. What do both characters want? They both want money to buy things they want or need. Do the characters tell what they really want at the beginning of the stories? Explain.** No, they use flashbacks to tell the story problem. The girl later explains about the fire and loss of furniture, and Alexander later explains what happened to the money he had. They don't state these details at the beginning. **Craft and Structure**
- **Vocabulary** Do you remember what the word *tips* means on page 55 of *A Chair for My Mother*? Tips are dollars and coins that people leave for waiters and waitresses who serve them. **What clues in the text help you understand what *tips* means?** “all her change,” “all of the coins,” “count the money,” “every single shiny coin.”
- **Vocabulary** On page 7, Alexander says that he only has bus tokens, not any coins like his brothers. **How does the text help us understand what bus tokens are?** The words do not explain what bus tokens are, but a picture shows that they look like coins.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**CHECK UNDERSTANDING** Help children understand the money denominations that Alexander often refers to. Display a dollar, a penny, a nickel, a dime, and a quarter. Have children point to and name each item. Then have them arrange the coins and dollar bill in order of their values. Use oral sentence frames to talk about the relative values, such as “Five pennies equal one \_\_\_\_.”

#### STRATEGIC SUPPORT

**EXPRESSIONS** Alexander says, “It isn't fair” again and again in the story. Help children understand how this expression is often used, by discussing times when they might have said, “It isn't fair.” Have them briefly roleplay a few examples.

## READING OBJECTIVES

- Identify story structure.
- Use illustrations to understand and compare plots.

### Text-Based Vocabulary

*Alexander, Who Used to Be Rich Last Sunday:*

- walkie-talkie, p. 15
- fined, p. 20

*A Chair for My Mother:*

- bargain, p. 57
- savings, p. 57



# Focused Reading Instruction

## Text-Based Vocabulary

Review key text-based vocabulary words from the two texts. For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 82 in their *Reader's and Writer's Journal*.

Point out that on p. 57, the author of *A Chair for My Mother* uses the vocabulary words to help the reader understand the story problem. *The girl says that whenever Grandma gets a good bargain, she puts the savings in the special jar. This tells me that a bargain is a good deal, or something that saves money. I know that this family is working hard to save money for something special.* Have children use the vocabulary words in sentences of their own to deepen understanding.

## Text-Based Conversation

Use the **Whole Class Discussion Routine** to discuss and compare the plots of the two stories. Have children consider how the beginning of each story helps put the plot in motion.

Provide a think-aloud model for children about the introductory event: *In the first few pages, Alexander keeps talking about how much money his brothers have and how he has only bus tokens. I know from the story title that Alexander used to be rich. These clues help me understand that the story is about how Alexander spends or loses his money.*

As a whole group, discuss similar clues in the title and opening pages of *A Chair for My Mother*. Have children talk about what the girl, her mother, and her grandmother do in the first few pages. Make sure children use text evidence to discuss the story problem and other elements of the plot. As children participate in collaborative conversations, have them ask for clarification as needed when classmates share text evidence.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. Remind children to use complete sentences when giving an opinion. Ask children to cite key details and text evidence to support their opinions about the following question: *Do you think it's fair that Alexander's brothers have money and he doesn't?* (Possible response: I think it's fair, because Alexander used to have money. Instead of saving it up for a walkie-talkie, he spends the money or loses it. I don't think it's fair, because Alexander needs someone to teach him how to save his money, or talk to him each time he thinks about spending it on something he doesn't really need.)

## Reading Analysis Use Illustrations to Understand Plot

Explain that characters in a story may have a problem to solve that is theirs alone, or one that is shared with others. Have children think about the problems the characters face in both stories. (They all want to save money.)

**KEY IDEAS AND DETAILS** Using the illustrations, have children find details about how each character responds to the story problem. Details can be recorded in the T-Chart graphic organizer. Write *Alexander* as a heading on one side of the chart and *Girl* as the heading on the other.

- Look at page 9 of *Alexander, Who Used to Be Rich Last Sunday*. What can you tell from the picture about the story problem? (Alexander wants to buy many things.) Does Alex want to buy things for others or himself? (himself)
- Now let's look at page 58 of *A Chair for My Mother*. What does the picture show? (a pink, flowered chair) Who do you think will probably use the chair? (the girl's mother, the girl, and the grandmother) We can write this on the other side of our chart: "The whole family wants to buy a chair for the family to use."
- What else can we learn about the characters just from looking at the illustrations? (The girl's mother looks so tired she can sleep in an uncomfortable chair. Alex looks mad whenever he thinks about his brother's having money and him having none.)

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## Independent Reading Practice

### READING ANALYSIS: USE ILLUSTRATIONS TO UNDERSTAND

**PLOT** Have children turn to p. 83 in their *Reader's and Writer's Journal* to write about an illustration and how it helps readers understand plot.

**WRITING IN RESPONSE TO READING** Have children turn to p. 85 in the *Reader's and Writer's Journal* to read the prompt: *Write a compare and contrast statement about the plots of the two stories.*

**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to think about how the story is structured.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.





## READING OBJECTIVE

- Describe differences in the plot structures.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify differences in plot structure, **then...**use the Reading Analysis lesson in small groups to help them complete the T-Chart graphic organizer.

**If...**children need extra support to understand the stories, **then...**use the Close Reading Workshop in small groups to provide scaffolded support for the texts.

## Reading Analysis

Reread p. 9 of *Alexander, Who Used to Be Rich Last Sunday*. The text begins, “And even when I’m very rich...” and ends “Last Sunday.” Focus children’s attention on the clue the sentences provide about Alexander’s problem—he was rich just a few days ago and knows that it is easy for things to change. Guide children to add details to the *Alexander* column on the T-Chart based on this page, and to add details to the *Girl* column based on pp. 55–56 in *A Chair for My Mother* in the *Text Collection*.

## Close Reading Workshop

**Revisit *Alexander, Who Used to Be Rich Last Sunday* and *A Chair for My Mother*** Have children turn to the first page of *Alexander, Who Used to Be Rich Last Sunday* and read from the beginning through p. 9. Have them also read the third paragraph on p. 59 of *A Chair for My Mother*.

- 1 **Alexander seems annoyed with his brothers. Why is that?** (He is annoyed that they have money and he doesn’t.) **What details do the pictures on the pages add to the information in the text?** (The pictures show that the brothers are teasing him and showing off their money.)
- 2 **What does the text explain about why the girl’s family needs a new chair?** (“All of our chairs burned. So did our sofa and everything else.”)
- 3 Assign children partners. Have the pairs talk about the details in the text and illustrations that help show how Alexander and the girl both feel about their problems.



## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how to identify and compare plot structure, **then...**extend the Reading Analysis lesson by having children add to the T-Chart graphic organizer.

## Reading Analysis

Have children select additional pages from both texts. Then have them look for text evidence that gives additional details about each character's problem and how the plots unfold. Then have children discuss the following questions:

- **What happened to the money Alexander got last Sunday?** (He spent much of it and lost some of it.)
- **How does the girl's family get new furniture after the fire?** (Neighbors and family members help them, and they put money in a big jar until they have enough to buy the chair.)
- **Which character do you identify with more? Why?** (Possible responses: I can identify more with Alexander because I have trouble saving money, too. I can identify more with the girl because my family has no money to waste, like her family.)

## WRITING OBJECTIVES

- Use time order words to show event order.
- Identify compound sentences.

# Writing

## Narrative Writing

### Use Time Order Words to Organize Plot

**TEACH** Explain to children that writers organize a story's plot by using time order words to connect different events. Have children keep in mind:

- Sometimes writers describe events in the order they take place, while other times writers go back in time to show events out of order. When a writer goes back in time, she is using a technique called a flashback.
- Writers often use time order words, such as *when*, *then*, and *yesterday*, to show how events are connected.

**ANALYZE THE MODEL** Through discussion, help children identify the time order words the writer uses to connect plot events and show that time is passing on p. 55 of *A Chair for My Mother*.

*It takes a long time to fill a jar this big, Every day when my mother comes home from work, I take down the jar. My mama empties all her change from tips out of her purse for me to count. Then we push all of the coins into the jar.*

The writer helps readers understand how long it takes to save up money for something special. The time order words show what the family does each day to save.

Help children read the rest of the page aloud to analyze how the writer uses time order words to connect events in the story.

*Sometimes my mama is laughing when she comes home from work. Sometimes she's so tired she falls asleep while i count the money into piles. Some days she has lots of tips. Some days she has only a little.*

The time order words the writer uses help readers understand the passage of time and how events are connected.

Explain to children that looking for time order words throughout the rest of the story will help them understand how the events are linked together.

## Conventions Focus Compound Sentences

**TEACH AND MODEL** Review that writers sometimes connect two simple sentences with the words *and* or *but*. For additional practice, have children refer to p. 88 in the *Reader's and Writer's Journal*.

...she puts by the savings **and** they go into the jar.

## Independent Writing Practice

**FORMATIVE ASSESSMENT** Have children turn to p. 80 in the *Reader's and Writer's Journal* and revisit their writing from the previous lesson. Have them:

- 1 reread their writing.
- 2 revise their writing by adding time order words to help readers more clearly following the order of events in their writing.

Children can revise their writing on p. 89 in the *Reader's and Writer's Journal*. Remind children to look back at examples of time order words used in *A Chair for My Mother*.

**APPLY CONVENTIONS** As children revise their writing during Independent Writing Practice, have them underline the use of *and* or *but* when used in compound sentences.

**USE TECHNOLOGY** If available, have children use computers to revise their writing.

## Writing Wrap-Up

Have volunteers share their writing with the class. Encourage classmates to identify time order words their classmates used to connect events in sequence.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

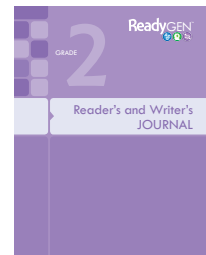
**COMPOUND SENTENCES** Provide practice using conjunctions to join simple oral sentences. Where possible, use children's home languages as well as role-playing to help children understand how *and* and *but* change sentence meaning. Tron wants to sit, but there are no seats. Mira is thirsty, and she gets a drink.

#### STRATEGIC SUPPORT

**COMPOUND SENTENCES** Help children practice using conjunctions such as *and* and *but* to connect simple sentences. Offer oral sentences and have children select a conjunction (*and* or *but*) to form a compound sentence.

I want a new bike, \_\_\_ I need to save money.

Discuss how the different conjunctions change the sentence meaning.



# LESSON 12

## UNIT 2 • MODULE A

### LESSON OBJECTIVE

Identify and compare points of view.

### READING OBJECTIVES

- Compare characters and recognize differences in them.
- Use text evidence to answer questions during a close reading.

# Read the Text

## Build Understanding

**INTRODUCE** Remind children that in Lesson 11, they discussed how the plots of *Alexander, Who Used to Be Rich Last Sunday* and *A Chair for My Mother* are similar, and how the two stories are different. Explain that today they will return to the texts to think about how the writers show what the characters are like. Then have children focus on the following Enduring Understanding as you work through the comparisons: *Writers understand that use of details, descriptive language, and dialogue enhances writing.*

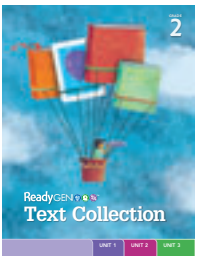
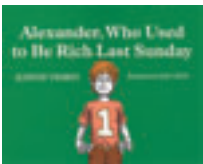
## First Read of the Lesson

**EXPLORE THE TEXTS** Begin by having volunteers summarize each story, listing key events in both. Remind children to think about the beginning, middle, and end of each story. Also help children recall that both stories are told with flashbacks. Have children focus on the Essential Question: *How does using details describing actions, thoughts, and feelings make stories more interesting?* Have them turn and talk with a partner about how they might describe the main character in each story to someone who has not read either story.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ALOUD** Use the **Read Aloud Routine**. Read aloud p. 11 in *Alexander, Who Used to Be Rich Last Sunday* and p. 53 in *A Chair for My Mother*. Talk about the actions, thoughts, and feelings of the two main characters and what they are like. Following the reading, discuss the questions below. Have children use p. 81 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key ideas and details as they identify clues that reveal what the main characters are like, and compare the characters. Use the following questions to lead the discussion.

- **Let's look again at how the girl helps at the restaurant where her mother works. What does she do to help?** She washes the salts and peppers, fills the ketchups, and peels onions. **What does she do with the money that Josephine, her mom's boss, gives her?** She puts half the money in the jar to save for the family chair. **What do these actions tell you about her?** These actions show that she is hardworking, generous, and thoughtful. **Key Ideas and Details**
- **Now let's talk about Alexander. What is important to him?** Money is important to him. **What does he want to do with the money?** Buy things for himself. **What are some words you could use to describe him?** Some people might call him selfish or greedy. **Key Ideas and Details**
- **Vocabulary** In both stories, many words tell about money. **What are some of these words?** *coin, tips, bargain, savings*
- **Vocabulary** On page 31 in *Alexander, Who Used to Be Rich Last Sunday*, Alexander complains that he's got "this dopey deck of cards." Why does he call the cards "dopey"? Let's look back at page 25 where Alexander buys the cards. **Which clues in the text help you understand the meaning of *dopey*?** The text says that the cards have "no seven of clubs or two of diamonds." The cards are "dopey" because you can't play a game with a deck that is missing some cards. **What does this tell us about Alexander?** Alexander is dopey because he bought the cards.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**REFERENCES** In *A Chair for My Mother*, the girl says, "Grandma ... felt like Goldilocks trying out all the chairs." If children are not familiar with this reference, read to them an illustrated copy of "The Three Bears." Then have children roleplay Goldilocks trying out the three bears' chairs.

#### STRATEGIC SUPPORT

**EXPRESSIONS** Revisit p. 23 of *Alexander, Who Used to Be Rich Last Sunday*. Help children understand the meaning of the expression "vanish in thin air" (to disappear without any explanation). Have children describe experiences when they have had items seem to vanish into thin air.

## READING OBJECTIVES

- Determine word meanings.
- Take part in collaborative conversations.
- Compare characters' points of view.

### Text-Based Vocabulary

*Alexander, Who Used to Be Rich Last Sunday:*

- absolutely, p. 19
  - positively, p. 19
- A Chair for My Mother:*
- block, p. 61

# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Alexander, Who Used to Be Rich Last Sunday* and *A Chair for My Mother*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 82 in their *Reader's and Writer's Journal*.

On page 19, Alexander says, "I absolutely was saving the rest of my money. I positively was saving the rest of my money." This shows that he really means what he says. But every time Alexander sees something he wants, he absolutely, positively cannot save his money!

On page 61 of *A Chair for My Mother*, the girl says, "Then we came to my block." Look at all the things on the block where she lives—apartment buildings, cars, trucks, and gardens. What's on the block where you live?

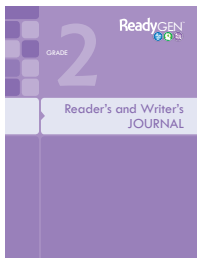
## Text-Based Conversation

Use the **Small Group Discussion Routine**. Discuss how the two main characters are different, and how they are alike.

Provide a think-aloud model for children about text details that reveal information about characters. *I can tell what characters are like are by looking for clues about how they act, think, or feel. Since both of these stories are told by the main characters, we know some of their thoughts. The text and illustrations also show their actions and feelings.*

In small groups, have children look through both stories to find text or illustration details that help them understand the two main characters. As children participate in collaborative conversations, have them ask and answer questions of their group members to clarify understanding.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. Review what it means to give an opinion. Ask children to compare how the two characters feel about saving money. *On page 15, Alexander says, "Saving is hard." On page 53, the girl says, "And every time, I put half of my money into the jar." Which character do you think has a better attitude about money? Explain your opinion.* (Possible response: I think the girl has a better attitude about money because she works for her money and always saves half of it.)



Have children revisit the text and illustrations of both stories as you explore the differences in the points of view of characters.

**CRAFT AND STRUCTURE** Have children use a T-Chart to compare Alexander and the girl. *In both stories, the main characters are concerned about saving money. When we compare their points of view, we understand the characters better.*

- What does Alexander say on page 22 about the chocolate bar he found? (“I rescued it from being melted or smushed.”) What is his point of view about the chocolate? (Since he “rescued” it, he gets to eat it.) What does his point of view show you about Alexander? (He acts without thinking about what might happen, or about others.) Let’s write this on our T-Chart in the column for Alexander.
- On pages 66 and 67 of *A Chair for My Mother*, the girl describes how others help her family after the fire. What is the girl’s point of view about all these people? (She appreciates what others do to help.) What does this show you about her? (Instead of feeling sorry for herself, she is grateful.) We can write this on our chart in the column for the girl.
- Let’s compare the two characters: Do you think Alexander is grateful? Do you think the girl acts without thinking about others?

T-Chart

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## Independent Reading Practice

**LANGUAGE ANALYSIS: COMPARING POINTS OF VIEW** Have children review the T-Chart they made about the characters and their points of view. Then have them turn to p. 84 of their *Reader’s and Writer’s Journal* and write a comparison of Alexander’s and the girl’s points of view

**WRITING IN RESPONSE TO READING** Have children turn to p. 85 in their *Reader’s and Writer’s Journals* to read the prompt: *Who do you think has a better approach to money?*

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading.



## READING OBJECTIVES

- Compare characters' points of view.
- Read fluently, with expression.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to compare characters' points of view, **then...**use the Language Analysis lesson in small group to help them complete the T-Chart graphic organizer.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity.

## Language Analysis

Guide children in identifying each character's point of view, filling in one column of the T-Chart for each character, and comparing the two. Have children revisit the illustrations on pp. 15–16 and 32 in *Alexander, Who Used to Be Rich Last Sunday* and pp. 68–69 in *A Chair for My Mother* in the *Text Collection*. Discuss the illustrations and their key details. Then reread the text on these pages to help children connect the text to the illustrations. Model ways that these details reveal the characters' points of view. Have children add the details about the characters revealed in the text or the illustrations to the T-Chart.

## Oral Reading

**EXPRESSION** Explain that reading a character's words with expression means thinking about how a character might say the words aloud. Writers include punctuation marks as clues for how to read with expression. Have children follow along as you model reading with expression the text on p. 23 of *Alexander, Who Used to Be Rich Last Sunday*.

Have children read the same passage aloud, stressing Alexander's expression. Monitor children's oral reading and provide feedback on their use of expression. For optimal fluency, children should reread the passage three to four times.



## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how to compare characters' point of view, **then...**extend the Language Analysis lesson by having children write a paragraph comparing the two main characters' point of view, using their T-Chart as a guide.

## Language Analysis

Have children look at p. 30 in *Alexander, Who Used to Be Rich Last Sunday* and pp. 73–79 in *A Chair for My Mother* in the *Text Collection*. Have them use details from the illustrations to answer the following questions:

- What details in the illustration on page 30 in *Alexander, Who Used to Be Rich Last Sunday* help you understand Alexander's point of view when he says, "I told my grandma and grandpa to come back soon"? (Possible response: He looks like he is being on his very best behavior. He probably wants to see them again soon, but he also probably hopes they will give him another dollar next time.)
- Remember that the title of this story is *A Chair for My Mother*. How do the details in the illustrations on pages 73–79 help you understand the girl's point of view about whom the chair is really for? (The pictures and the text show that the girl and her grandmother also help pick out the chair and use it. The chair is really for the whole family.)
- How would you compare the main characters' points of view between *Alexander, Who Used to Be Rich Last Sunday*, and *A Chair for My Mother*? (In *Alexander, Who Used to Be Rich Last Sunday*, Alexander shows over and over that he mostly thinks about himself and how much he wants money for things that aren't important. In *A Chair for My Mother*, the pictures and the words show that the girl's point of view is to work hard and share with her family.)

Have children use their T-Chart to write paragraphs that compare the two characters.

## WRITING OBJECTIVES

- Plan and draft an opinion.
- Form compound sentences with *and*.

# Writing

## Opinion Writing

### Plan and Draft an Opinion

**TEACH** Explain to children that writers use details to help explain characters' actions, thoughts, and feelings. These details about how the character responds to different events can be the basis for a reader's opinion. As children think about Alexander and the girl, have them consider:

- the details the author uses to express the decisions Alexander and the girl made.
- their opinions about the decisions Alexander and the girl made.

**ANALYZE THE MODEL** Through discussion, help children identify each character's decisions.

On page 31 in *Alexander, Who Used to Be Rich Last Sunday* the author describes how Alexander views the purchases he made with his money.

*I've got this dopey deck of cards. I've got this one-eyed bear. I've got this melted candle.*

To form an opinion about characters' decisions, revisit the details of the decision each character made.

Compare Alexander's view of his purchases to what the girl and her family buy in *A Chair for My Mother*.

*Finally we found the chair we were all dreaming of. And the money in the jar was enough to pay for it.*

Comparing the characters' contrasting decisions helps readers form opinions about the characters.

Now that we've reviewed the decisions that the two characters made, we can compare them. Alexander spends his money on things he doesn't really care about. He seems disappointed in the end. In contrast, the girl helps her family save for the chair, which they all get to share in the end. We can write a sentence about each character and our opinions about their decisions. We should use details from the text to support our opinions.

**TEACH AND MODEL** Remind children that they can connect two simple sentences with *and* to form a compound sentence. Have children identify the two simple sentences connected by *and* in the sentence below. Use to p. 88 in the *Reader's and Writer's Journal*.

*Mama grabbed my hand and we ran.*

## Independent Writing Practice

**WRITING** Have children turn to p. 90 in the *Reader's and Writer's Journal*. Have children decide whether they want to write about Alexander or the girl. Then have them flag evidence in the text that supports their opinion about the decisions that character makes. Children will then write their opinion about the decisions that the characters made. Have children:

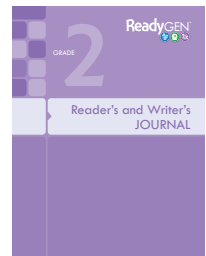
- 1 flag evidence and then state their opinions, supporting their opinions with text evidence.
- 2 connect two simple sentences to make a compound sentence with *and*.

**APPLY CONVENTIONS** As children complete the Independent Writing Practice, have them underline the compound sentence they wrote.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to write their opinions.

## Writing Wrap-Up

Have volunteers share their opinions with a classmate. Have children give constructive criticism.



### ENGLISH LANGUAGE LEARNERS

**COMPOUND SENTENCES** Help children understand forming compound sentences. Model pairs of simple sentences such as

*I stand up. I walk to the door.*

Then model how to join the sentences with *and*: *I stand up, and I walk to the door.*

Have children follow this model to create their own oral sentences.

### STRATEGIC SUPPORT

**USING DETAILS** After children write, encourage them to check their writing and to add details to support their opinions by answering the following questions: *Did I support my opinion with details from the texts? How could I add more detail to make my opinion stronger?*

# LESSON 13

## UNIT 2 • MODULE A

### LESSON OBJECTIVE

Use clues in the text and illustrations to compare characters.

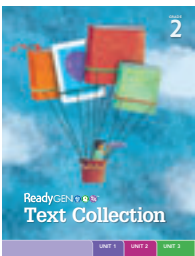
### READING OBJECTIVES

- Compare characters.
- Determine central message or lesson of stories.
- Use text evidence to answer questions during a close reading.

# Read the Text

## Build Understanding

**INTRODUCE** Tell children that they will be discussing *Alexander, Who Used to Be Rich Last Sunday* and *A Chair for My Mother* in the *Text Collection* to make comparisons between characters. Then have them focus on the following Enduring Understanding as they work through the lesson: *Learners understand that people make decisions based on their needs and wants.*



## First Read of the Lesson

**EXPLORE THE TEXT** Have volunteers recall the main characters in *Alexander, Who Used to Be Rich Last Sunday* and *A Chair for My Mother*. Then, focus on the Essential Question: *How does using details describing actions, thoughts, and feelings make stories more interesting?* Discuss details about what the main characters want or need. Reread p. 15 to review one reason Alexander thinks he needs to save money. Discuss whether Alexander actually *wants* or *needs* the walkie-talkie. Have students think about how the details make each story more interesting.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ TOGETHER ALEXANDER, WHO USED TO BE RICH LAST SUNDAY AND A CHAIR FOR MY MOTHER** Use the **Read Together Rوتين**. Ask children to read along as you read aloud p. 15 of *Alexander, Who Used to Be Rich Last Sunday* and the first paragraph on p. 69 in *A Chair for My Mother* in the *Text Collection*. Have children think about what decision the girl's family makes about saving their money. *Is the chair something they want or something they need? What details does the writer use to show how special the chair is?* Have children use p. 81 in their *Reader's and Writer's Journal* to record their answers to one of the questions:

- What did you read?
- What did you learn?
- What questions do you have?

## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on a central message or lesson readers might learn from *Alexander, Who Used to Be Rich Last Sunday*, or *A Chair for My Mother*. Use the following questions to lead the discussion.

- On page 25, what does Alexander say about the purchases he made? (I needed that candle...I need that bear...I didn't need that seven or that two.) What does he think about those decisions at the end of the story, on page 31? How can you tell? (They were not good decisions. He says the items are dopey, or he doesn't need them.) **Key Ideas and Details**
- On page 79 in *A Chair for My Mother*, the girl describes what happens once her family has the new chair. Do you think the family is happy they worked so hard to save their money? What details help you decide? (Everyone likes the chair. Grandma sits in it and talks to people. Mama watches TV. The girl sits in Mama's lap. These details help me decide that the family is happy that they worked so hard to buy the chair.) **Key Ideas and Details**
- **Vocabulary** On page 26 of *Alexander, Who Used to Be Rich Last Sunday* Alexander says, "I needed to get some money to save." On page 57 of *A Chair for My Mother*, the grandma "puts by the savings and they go into the jar." What do *save* and *savings* mean? (*Save* is what you do when you keep something; *savings* is what you save.) *Saving* can also tell the action you are doing when you save something. Alexander uses that word a lot.
- Compare Alexander and the girl. What lesson do they both learn about saving money? (Both characters learn that it is important to save money for something you really want.) **Key Ideas and Details**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**WORD MEANING** Help children understand the different forms of *save* (verb) and *savings* (noun). Show a few coins. Model putting the money into a jar. Say:

*I save money.*

Remove the coins from the bank. Say:

*I will buy \_\_\_\_\_ with my savings.*

Have children repeat the sentences, adding one word to tell what they would buy with the savings.

#### STRATEGIC SUPPORT

**WORD MEANING** If children are having difficulty distinguishing the concepts of *save* and *savings*, discuss the following:

- *What is something you like to save?*
- *When you save up money, the amount you have is your savings. What would you buy if you had enough savings?*

## READING OBJECTIVES

- Describe how words supply meaning in a story.
- Compare characters.

### Text-Based Vocabulary

*Alexander, Who Used to Be Rich Last Sunday:*

- rich, title page

*A Chair for My Mother:*

- bargain, p. 57



# Focused Reading Instruction

## Text-Based Vocabulary

Review key text-based vocabulary words from the two texts. For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 82 in their *Reader's and Writer's Journal*.

Talk about the characters' focus on saving money. **From the title, we know that Alexander feels like he was rich last Sunday, when he had a dollar. What does it mean to be rich?** It means "to have plenty of money; to be able to buy things you want."

On page 57, the girl tells about what her grandmother does when she "gets a good bargain on tomatoes or bananas or something...." **What is a bargain?** A good deal.

## Text-Based Conversation

Use the **Paired Discussion Routine**. Have partners discuss and compare the two main characters' attitudes toward earning and saving money. **In *Alexander, Who Used to Be Rich Last Sunday*, Alexander does some funny things to try to get money. He tries to pull out his tooth and looks for coins in the phone booth. I can compare these activities with the work the girl does to earn money to decide if the two characters have different attitudes about getting money.**

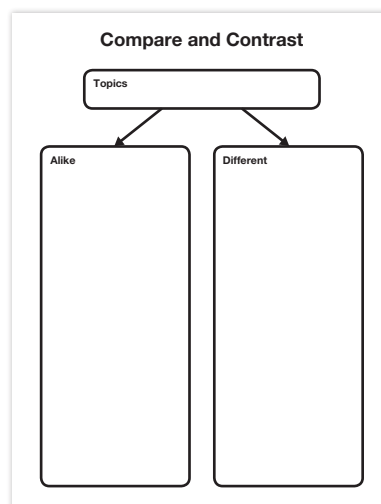
Have children work with partners to page through *Alexander, Who Used to Be Rich Last Sunday* and *A Chair for My Mother* in order to discuss and compare the characters' attitude toward getting and saving money. As children participate in collaborative conversations, have them build on others' talk by linking their comments to the remarks of others.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. Ask children to share their opinions and to cite text evidence that supports their responses to the question: **Do you think Alexander would do what the girl in *A Chair for My Mother* does to earn money?** (Possible responses: Alexander would not work hard to save money he earned like the girl did. His grandparents gave him the dollar that made him feel rich; he didn't earn it. He hopes they will come back soon, probably because he wants another dollar. He doesn't seem to know how to earn or save money.)

Point out that comparing characters in stories can help readers better understand what characters are like. Readers can compare how characters look, act, and feel, as well as what they think and say, in order to understand them better.

**KEY IDEAS AND DETAILS** Have children revisit *Alexander, Who Used to Be Rich Last Sunday* and *A Chair for My Mother* to compare characters. Give children Compare and Contrast charts. Have them write *Saving Money* as the topic.

- Characters in both stories do some things that are similar. In the beginning of *Alexander, Who Used to Be Rich Last Sunday*, Alexander tells exactly how much money each of his brothers has. On page 57 of *A Chair for My Mother*, the girl and her grandma count the money the mother brings home. On the chart under *Alike* we can write *Alexander and the girl both can count money*.
- What is the girl doing as she helps her grandma count the money? What does Alexander do on page 20 when he tells about what happened? The girl is smiling as she helps her grandmother count the money. Alexander imagines the money flying away and makes terrible face. We can add these details under *Different* on our chart.



## Independent Reading Practice

**READING ANALYSIS: COMPARE CHARACTERS** Have children work independently to look for other examples in *Alexander, Who Used to Be Rich Last Sunday* and *A Chair for My Mother* to compare and contrast character's thoughts, actions, or feelings. Have them add these new examples to the Compare and Contrast chart.

**WRITING IN RESPONSE TO READING** Have children turn to p. 85 in their *Reader's and Writer's Journals* to read the prompt: *Which character and story do you like more? Why?* Remind children to use text examples to support their answer.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.





## READING OBJECTIVES

- Compare and contrast characters.
- Use illustrations to understand characters.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to compare characters, **then...**use the Reading Analysis lesson in small groups to help them work through the Compare and Contrast Graphic Organizer.

**SLEUTH WORK** Use the Sleuth Steps in the Close Reading Workshop to provide more practice in close reading.

## Reading Analysis

Revisit pp. 5–7 in *Alexander, Who Used to Be Rich Last Sunday*. Talk about how Alexander is like or unlike his brothers. Have children look for details in the illustrations and text that show what the three boys are like. **You can tell that Alexander is mad at his brothers because they have more money than he does. All three boys got a dollar from their grandparents. We can guess that his brothers are better at saving their money than Alexander is at saving his.** Help children record this fact in the *Different* column of the Compare and Contrast chart. Continue to guide children in filling in a few more details. Then have them use the chart to make a comparison.

## Close Reading Workshop

**SLEUTH WORK** Have children read “More Than Cash Dispensers” on pp. 18–19 of *Sleuth*. Then use the steps below to help groups answer the Sleuth questions. Have children use text evidence to support their answers.

**LOOK FOR CLUES** Have children find clues in the text that tell how modern ATMs are different from early ATMs from the 1970s. (Possible response: Some modern ATMs have video screens that let bankers see the customers.)

**ASK QUESTIONS** Have children write a question about what they might like to learn about ATMs. Ask if they have ever watched someone use an ATM. What questions did they have as they watched the machine work?

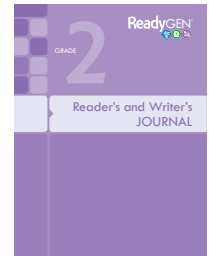




**MAKE YOUR CASE** Have children write a sentence or two about what they think is the most convincing statement the writer makes. Remind them to use details from the text that helps explain their answer.

**PROVE IT** Have partners provide a script for a role play of an ATM transaction. One person is using the ATM with a video screen, and the other is the banker on the screen. Have students present their scene to the class.

After children discuss the Sleuth steps, direct them to pp. 86–87 of the *Reader's and Writer's Journal* to further explore “More Than Cash Dispensers.”



## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how to compare characters, **then...**extend the activity by having children compare and contrast characters using the information on pp. 18–19 of *Sleuth*.

## Reading Analysis

As children read “More Than Cash Dispensers,” have them compare how Alexander and the girl might use a cash machine.

- **Would Alexander be more likely to put money in or take money out of a cash machine?** (He would probably take money out.) **Explain your answer.** (Alexander is not good at saving money. He spends the money he has instead of saving up for something big, like a walkie-talkie.)
- **Would the girl be more likely to put money in or take money out of a cash machine?** (She would probably put money in.) **Explain your answer.** (The girl is good at saving money. She helps her family save up for something they really need.)

Have children write a paragraph about which character could use an ATM responsibly and which could not. Then have them tell why most children do not have cards to use ATM machines.

## WRITING OBJECTIVES

- Revise and edit Write opinion pieces.
- Form compound sentences.

# Writing

## Opinion Writing

### Revise and Share Opinions

**TEACH** Remind children that yesterday they wrote their opinions about the decisions that Alexander or the girl made. Point out that strong opinions are supported with facts or details.

Tell children that today they will read each others' opinions and suggest ways they can make their opinions stronger. Have children consider:

- What details help support the writer's opinion?
- What words does the writer use to express his opinion

**ANALYZE THE MODEL** Through discussion, help children identify a writer's opinion and model how to revise that opinion by strengthening word choice.

Read Domingo's model opinion to children:

*I think the girl was good at saving money. She worked to get money. She saved it by putting the coins in the jar. She helped her family and they all liked having the new chair.*

The writer supports his opinion with text evidence by telling what she did with the money she saved.

Then read Domingo's revision:

*I think the girl was dedicated to saving money. She helped at the diner by washing the salt and pepper shakers and filling up the ketchup jars. Then she put her coins into the jar. She was a big help to her family.*

The writer uses words like *dedicated* and *a big help* to help others understand that he strongly believes she helped her family. He added specific details about what she did to earn money. This supports his opinion as well.

Point out that the writer states his opinion but then uses strong words that express how he feels. *Dedicated* is a much stronger word than *good*. Tell children that they will want to consider using strong words in their opinions.

## Conventions Form Compound Sentences with *but*

**TEACH AND MODEL** Remind children that two simple sentence can be combined to form a compound sentence. The word *but* can be used to contrast ideas in the two simple sentences. Use p. 88 in the *Reader's and Writer's Journal*.

*I agree with Domingo, but I have a different reason.*

## Independent Writing Practice

**WRITING** Have children turn to p. 90 in the *Reader's and Writer's Journals* to reread what they wrote in the previous lesson. Then have children revise their opinions, making them stronger. Then have children:

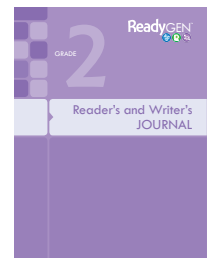
- 1 discuss how they could display their revised opinions.
- 2 post their opinion pieces.
- 3 add graphics or pictures to the display.

**APPLY CONVENTIONS** As children complete the Independent Writing Practice, have them circle any conjunctions they used to combine simple sentences in their writing.

**USE TECHNOLOGY** If possible, have children produce their writing on the computer or an electronic tablet and print it out for posting.

## Writing Wrap-Up

Have volunteers share their opinions with the class. Invite classmates to point out examples of strong reasons that support the opinions.



WHOLE GROUP

Scaffolded  
Instruction

### ENGLISH LANGUAGE LEARNERS

**COMPOUND SENTENCES** Review with children that they can use *and* or *but* to connect ideas. Then provide sentence frames for children to complete with the missing conjunction.

### STRATEGIC SUPPORT

**COMPOUND SENTENCES** Help children practice using conjunctions to describe the two main characters or to write their opinions. Explain that *and* is used to link two similar ideas. *But* links two ideas that are different.



### LESSON OBJECTIVE

- Write a narrative about a character with a need or want and the events that lead to whether or not the character is able to buy it.

## Performance-Based Assessment

### Task

### Decision Stories

In this unit, children have read stories in which the characters have needs and wants. Children will refer to Alexander from *Alexander, Who Used to Be Rich Last Sunday*, and the girl from *A Chair for My Mother*, and will create a character who needs or wants to buy something. Children will decide, as the author of this story, whether or not the character is able to buy it.

Children will create a narrative that tells the story of what the character wanted to buy, whether or not he/she was able to buy it, and the decision the character has to make.

Children will:

- recount a short sequence of events, including action.
- include details that convey thoughts and feelings of the character.
- use temporal words to demonstrate event order.
- provide a sense of closure to the story.

Collect children's stories to make a class book called *Stories of Needs and Wants*.

See p. 118 for a reproducible page to distribute to children.

## Task Preparation

**INTRODUCE** Discuss the Essential Questions: *How do readers identify beginnings and endings?* and *How does using details describing actions, thoughts, and feelings make stories more interesting?*

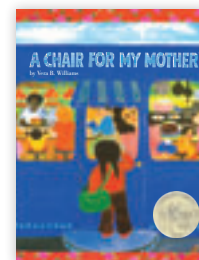
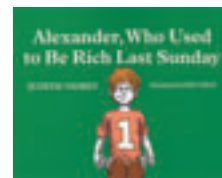
**REVISIT THE TEXT** Remind children that in *Alexander, Who Used to Be Rich Last Sunday* Alexander was given a dollar by his grandparents. The rest of the events in the story tell how he spent or lost his money. In *A Chair for My Mother* the girl and her family are saving their coins in a very large jar to buy a big, soft armchair. The rest of the events in this story tell why the family needs the chair and how they finally get one.

“Last Sunday, when I used to be rich, I bet that I could hold my breath till 300. Anthony won. I bet that I could jump from the top of the stoop and land on my feet. Nicky won.”

—*Alexander, Who Used to Be Rich Last Sunday*, p. 17

“I wash the salts and peppers and fill the ketchups....When I finish, Josephine says, “Good work, honey,” and pays me. And every time, I put half of my money into the jar.”

—*A Chair for My Mother*, p. 53



Remind children that a character can act responsibly about money, such as the girl in *A Chair for My Mother*, who earns her money and saves half of it, or a character can act irresponsibly about money, such as Alexander, who was given his money and then loses much of it without even buying anything with it.

- Have children create a character similar to one of these two characters.
- Have them decide what their character needs or wants.
- Have them decide how their character gets their money.
- Have them decide how their character uses their money and whether the character gets what they want or not.

# Set-Up

## ORGANIZATION

Have children who prefer to work alone work at their desks. Have children who need support or may be struggling meet in small groups for 10 minutes to talk about ideas for their stories. Remind these children to use one of the stories they have read as an example to model their story after. Provide the Story Sequence B graphic organizer for them to make notes in while they are brainstorming in the group, and to use while they write independently.

## MATERIALS

- text: *Alexander, Who Used to Be Rich Last Sunday*
- text: *A Chair for My Mother*
- Story Sequence B graphic organizer
- pencils
- paper for narrative writing

## BEST PRACTICES

- Provide clear expectations for the children meeting in groups.
- Organize the small groups away from the other children so that they do not disturb the ones working independently.
- Meet briefly with children to talk about their plan for their story to ensure they are following the directions.

# Optional Support

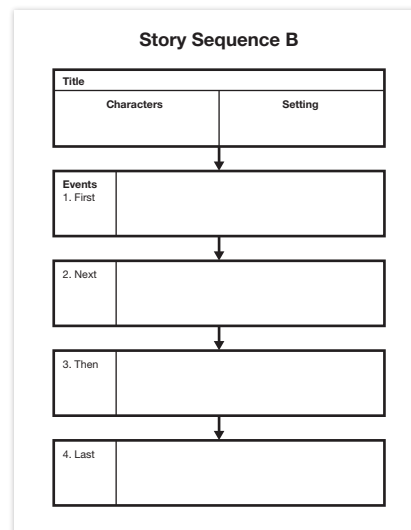
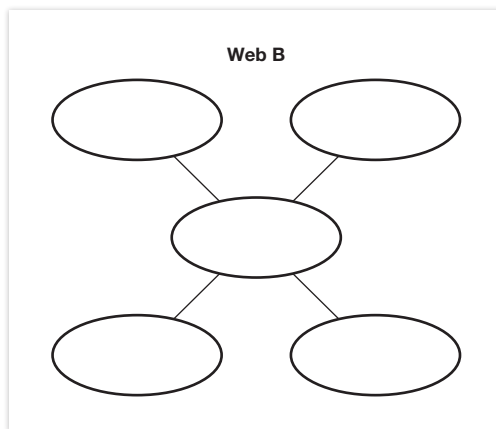
In order for all children to access the Assessment, additional supports can be provided as necessary.

**Checklist:** Provide a checklist that details expectations for this project. It can give points for each section so children are clear about what to do and what is being assessed.

**Writing Tasks:** Writing tasks can be previewed and broken down into smaller steps.

**Editing Tasks:** After children complete a draft of their narrative, have them edit it three times: once to add details describing actions, thoughts, and feelings; once for spelling; and once for punctuation.

**Graphic Organizers:** Children can use the Web B graphic organizer to brainstorm details that tell the character’s thoughts and feelings. They can use Story Sequence B graphic organizer to organize their thinking about the sequence of events in their narrative.



# Performance-Based Assessment

## Grade 2 • Unit 2 • Module A

### Task

## Decision Stories

In this unit, you have read stories about characters who have needs and wants. You have read about *Alexander from Alexander, Who Used to Be Rich Last Sunday*, and the girl from *A Chair for My Mother*. Now you will create a character who needs or wants to buy something. You will decide whether or not the character can buy it.

Write the story of what the character wants to buy. Tell whether or not he/she is able to buy it. Describe the decision the character has to make.

Remember to:

- write a short sequence of events, including action.
- include details that tell thoughts and feelings of the character.
- use linking words to show the order of events.
- provide an ending to the story.

Add your story to a class book called *Stories of Needs and Wants*.



# Writing Rubric

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| Score | Focus   | Organization  | Development   | Language and Vocabulary  | Conventions   |
|-------|---|---|---|--|---|
| 4     | Character is fully introduced, and his/her need or want is clearly described.   | Narrative has a beginning, a middle, and an ending that concludes the action. | Narrative contains several details that tell the character's thoughts and feelings. | Narrative contains several temporal words and phrases to show sequence of events.  | Narrative contains correct grammar, usage, capitalization, and spelling.        |
| 3     | Character is introduced, and his/her need or want is described.   | Narrative has a beginning, a middle, and an ending.                           | Narrative contains details that tell the character's thoughts and feelings.         | Narrative contains temporal words and phrases to show sequence of events.          | Narrative contains a few errors but is completely understandable.               |
| 2     | Character is named, and his/her need or want is somewhat described.   | Narrative has a beginning and an ending.                                      | Narrative contains few details that tell the character's thoughts and feelings.     | Narrative contains few temporal words and phrases to show sequence of events.      | Narrative contains some errors in grammar, usage, capitalization, and spelling. |
| 1     | Character is named, but it is not clear what his/her need or want is.   | Sequence is hard to follow and unclear.                                       | Narrative contains one detail that tells the character's thoughts or feelings.      | Narrative does not contain enough temporal words to make sequence of events clear. | Narrative is difficult to follow because of frequent errors.                    |
| 0     | Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> <li>no response is given</li> <li>child's response is unintelligible, illegible, or completely off-topic</li> </ul> |   |   |  |   |

# Presentation

**Classroom Book:** *Stories of Needs and Wants*

Children will make a clean copy of their stories to share with their classmates and visitors to the classroom in a self-published classroom book.

1. Have children write or type (if available) their narratives.
2. Have them add illustrations if they wish, or a picture of the character's need or want.
3. Have children collect the stories.
4. Have children create and decorate a cover titled *Stories of Needs and Wants*.
5. Have children bind the stories together with staples or a hole punch and yarn.
6. Place the book in a prominent position in the classroom library for all to share.

## Reflect and Respond

**LOOKING AHEAD** For children who received a low score (0, 1, or 2) on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Assessment. Graphic organizers and other means of support will help guide children to success as they complete other Performance-Based Assessments throughout the school year.

**If...**children struggle to develop a character,  
**then...**remember that providing them with a Web graphic organizer and reviewing how to use it will help them brainstorm character qualities, such as thoughts and feelings.

**If...**children struggle with organizing a story sequence that unfolds naturally,  
**then...**remember that providing them with a Story Sequence graphic organizer and reviewing how to use it will help them visualize the story sequence.

**If...**children need extra support using sequence words,  
**then...**remember that making a list of sequence words and posting the list in the classroom for easy reference will help them when they write narratives in the future.

**If...**children struggle to write an ending that concludes the action,  
**then...**remember that pointing out the variety of endings in stories will broaden their experience and appreciation for how stories are crafted.



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## GRAPHIC ORGANIZERS ..... TR51–TR65

|                             |      |
|-----------------------------|------|
| Cause and Effect .....      | TR51 |
| Compare and Contrast .....  | TR52 |
| Four-Column Chart .....     | TR53 |
| K-W-L Chart .....           | TR54 |
| Main Idea .....             | TR55 |
| Story Sequence A .....      | TR56 |
| Story Sequence B .....      | TR57 |
| T-Chart .....               | TR58 |
| Three-Column Chart .....    | TR59 |
| Three Sorting Circles ..... | TR60 |
| Two Sorting Boxes .....     | TR61 |
| Venn Diagram .....          | TR62 |
| Web A .....                 | TR63 |
| Web B .....                 | TR64 |
| Word Rating Chart .....     | TR65 |

## TEXT COMPLEXITY RUBRICS ..... TR66–TR69

### BALL-AND-STICK MANUSCRIPT ALPHABET ..... TR70

### D'NEALIAN MANUSCRIPT ALPHABET ..... TR71

### CURSIVE ALPHABET ..... TR72

### ACKNOWLEDGMENTS ..... TR73

# Administering the Assessment

The End-of-Unit Assessment consists of two passages, each followed by selected-response Comprehension and Vocabulary questions and a Constructed Response writing prompt. At the end of the test, there is also an Extended Response writing prompt that requires children to draw on information from both passages. Children should complete the test independently unless there is a strong rationale for reading aloud to some children. Use your professional judgment to determine whether reading aloud is necessary.

## Before the Assessment

**OPTIONS FOR ADMINISTERING** You may choose to administer this assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of children.

| SESSIONS                        | FIRST DAY  | SECOND DAY  | THIRD DAY   |
|---------------------------------|--|---|---|
| <b>TWO SESSIONS</b><br>Option 1 | <ul style="list-style-type: none"><li>• First passage, questions, Constructed Response</li></ul>   | <ul style="list-style-type: none"><li>• Second passage, questions, Constructed Response</li><li>• Extended Response</li></ul> |   |
| <b>TWO SESSIONS</b><br>Option 2 | <ul style="list-style-type: none"><li>• First passage, questions, Constructed Response</li><li>• Second passage, questions, Constructed Response</li></ul> | <ul style="list-style-type: none"><li>• Extended Response</li></ul>   |   |
| <b>THREE SESSIONS</b>           | <ul style="list-style-type: none"><li>• First passage, questions, Constructed Response</li></ul>   | <ul style="list-style-type: none"><li>• Second passage, questions, Constructed Response</li></ul>                             | <ul style="list-style-type: none"><li>• Extended Response</li></ul> |

**DURATION** The time required for each part of the assessment will vary depending on how long it takes children to read the passages, answer the questions, and write their responses. Some variation may also depend on children’s previous experience with selected-response tests and writing in response to prompts.

**PREPARING CHILDREN FOR THE ASSESSMENT** Make sure every child has a pencil with an eraser. If children will be completing the Extended Response, make sure that they have access to blank paper. Tell children that they will be taking a test in which they will read passages, answer questions, and complete some short writing activities. If you choose to have children complete the entire assessment in one session, stress that they should read the first passage and complete all of the tasks related to that passage before moving on to the second passage. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

## During the Assessment

**BEGINNING THE ASSESSMENT** Read aloud the directions for each section of the test to ensure that children understand what to do. Make sure they know that, with the exception of the Extended Response, they must circle their answer choices and write their responses on the test pages. Although the test is intended to be completed independently, you may wish to read aloud the passages and/or questions, depending on the needs of children. Use your professional judgment to determine whether reading aloud is necessary.

**ONCE THE ASSESSMENT HAS BEGUN** Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the texts or answer choices. You may, however, clarify the meanings of words in the directions. Remind children that good readers go back to the text to locate answers and find support for their responses. Also remind them that, because the Extended Response requires them to draw on information from both passages in the test, they should reread the two passages prior to beginning this section. If they are taking the test over two or three days, this will be especially important.

# Administering the Assessment

## After the Assessment

### SCORING

**SCORING THE SELECTED-RESPONSE ITEMS** The selected-response questions focus on Comprehension and Vocabulary and consist of two parts. Part A questions usually require children to answer a question about the passages, while Part B questions typically ask children to identify evidence in the text to support their answer to Part A. Correct answers for these items are provided at the end of this section. Each question is worth 2 points. Children earn 1 point for each part answered correctly.

**SCORING THE CONSTRUCTED RESPONSES** Each Constructed Response item requires children to write in response to a prompt using evidence from the passage to support their ideas. As a result, there are many correct answers. Examples of appropriate responses are provided at the end of this section. Use the 2-point rubrics, which are also provided at the end of this section, to evaluate children's responses to these prompts. Although the criteria provided in the rubrics describe the majority of children's responses, you should use your professional judgment when evaluating Constructed Responses that vary slightly from the rubrics' descriptions.

**SCORING THE EXTENDED RESPONSE** The Extended Response item requires children to write in response to a prompt by drawing on information from both passages in the test. Use the 4-point rubric provided at the end of this section to evaluate children's responses. As with the Constructed Response items, you should use your professional judgment when evaluating Extended Responses that vary slightly from the descriptions found in the rubric.

**GENERATING FINAL SCORES AND/OR GRADES** If you choose, this assessment may be used to provide a Reading grade and a Writing grade. You may combine points from the selected-response and Constructed Response items to determine a Reading grade. Also, you may total the points from the Extended Response to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.



## USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

**EXAMINING THE RESULTS** The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

**INFORMING YOUR INSTRUCTION** Depending on children’s performance on the various sections of this assessment, you may wish to reteach in small groups or provide additional whole class instruction. If children struggle with the Comprehension questions, they may benefit from additional instruction in close reading and finding text-based evidence to support their ideas. If children struggle with the Vocabulary questions, they may benefit from additional instruction in phonics, decoding, word analysis, roots and affixes, word relationships, and using context clues to determine the meanings of unknown words. If children struggle with specific categories on the Constructed Response or Extended Response rubrics, they may benefit from targeted instruction in those particular areas.

# Scoring Information

## “What Should We Do?”

### COMPREHENSION AND VOCABULARY QUESTIONS

#### Comprehension

- 1. Part A. b
- 1. Part B. a
  
- 2. Part A. b
- 2. Part B. d
  
- 3. Part A. c
- 3. Part B. d

#### Vocabulary

- 1. Part A. a
- 1. Part B. b
  
- 2. Part A. c
- 2. Part B. c
  
- 3. Part A. a
- 3. Part B. c

### CONSTRUCTED RESPONSE

**POSSIBLE RESPONSE:** Fred and June decide to tell Mom that they broke her vase. They offer to buy a new one with their allowance. I think this is the right thing to do because they tell the truth. Also, they make up for breaking the vase by getting a new one.

#### 2-Point Rubric

|   |   |
|---|---|
| 2 | Response uses selection details to accurately tell what Fred and June decide to do at the end of the story.<br>Response states an opinion about the decision and supplies logical reasons that support the opinion. |
| 1 | Response uses at least one selection detail to tell what Fred and June decide to do at the end of the story.<br>Response states an opinion about the decision but does not supply reasons that support the opinion. |
| 0 | Response does not use selection details to tell what Fred and June decide to do at the end of the story.<br>Response does not state an opinion about the decision or supply reasons that support an opinion.        |

## Making Sense of Dollars and Cents

### COMPREHENSION AND VOCABULARY QUESTIONS

#### Comprehension

1. Part A. c
1. Part B. a
  
2. Part A. d
2. Part B. c
  
3. Part A. b
3. Part B. b

#### Vocabulary

1. Part A. b
1. Part B. b
  
2. Part A. a
2. Part B. c
  
3. Part A. d
3. Part B. b

### CONSTRUCTED RESPONSE

**POSSIBLE RESPONSE:** Income is how much money a person gets. Expenses are how much money a person spends. It is better to have more income so you can save money. Also, you can buy things and will not owe people money.

#### 2-Point Rubric

|          |  |
|----------|--|
| <b>2</b> | Response defines “income” and “expenses” correctly based on information from the passage.<br>Response uses facts from the passage to explain why it is better to have more income than expenses.                   |
| <b>1</b> | Response defines either “income” or “expenses” correctly based on information from the passage.<br>Response uses at least one fact from the passage to explain why it is better to have more income than expenses. |
| <b>0</b> | Response does not define “income” and “expenses” or defines them incorrectly.<br>Response does not use facts from the passage to explain why it is better to have more income than expenses.                       |

# Scoring Information

## Extended Response Rubric

| Score | Focus  | Organization   | Development   | Language and Vocabulary  | Conventions   |
|-------|--|--|---|--|---|
| 4     | Response uses text-based details to recount how Fred and June make a budget and cut expenses.  | Information is ordered logically; closure provides a detailed description of Mom's feelings. | Two paragraphs provide detailed descriptions about making the budget, cutting expenses, and Mom's feelings. | Temporal words signal event order; vocabulary is text-based and used correctly.              | Response contains proper grammar, usage, spelling, capitalization, and punctuation.   |
| 3     | Response uses at least one text-based detail to recount how Fred and June make a budget and cut expenses.  | The order of information is evident; closure provides a description of Mom's feelings.       | Two paragraphs describe making the budget, cutting expenses, and Mom's feelings.                            | One temporal word signals event order; vocabulary is topic-related and used correctly.       | Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.  |
| 2     | Response does not use text-based details to recount how Fred and June make a budget and cut expenses.  | Information is inconsistently ordered; closure lacks details about Mom's feelings.           | One paragraph describes two of the following: making the budget, cutting expenses, Mom's feelings.          | Temporal words are used incorrectly; vocabulary is not topic-related or is used incorrectly. | Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding. |
| 1     | Response strays off topic.   | Information lacks order; closure does not describe Mom's feelings.                           | One paragraph describes one of the following: making the budget, cutting expenses, Mom's feelings.          | Temporal words are not used; vocabulary is not topic-related and is used incorrectly.        | Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.                   |
| 0     | Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> <li>• no response is given</li> <li>• response does not demonstrate adequate command of narrative writing techniques</li> <li>• response is unintelligible, illegible, off topic, or not text-based</li> </ul> |  |   |  |   |



Name \_\_\_\_\_

## First Passage

**Directions:** Read the following passage. Then answer the questions that follow.

### What Should We Do?

Fred and June were tossing a stuffed animal back and forth.

“Can you catch this one?” asked June. June threw the animal far up in the air.

Fred jumped up and grabbed it. “I got it!” he said. Then Fred pitched the stuffed animal to June. He hurled it harder than ever!

As soon as it left Fred’s hands, he saw the problem coming. “Catch it, June!” yelled Fred.

Fred put his hands over his eyes. He did not want to watch. He hoped that June would catch it!

June jumped and stretched, reaching as far as she could. The stuffed animal grazed her fingers. It slipped off her fingertips as she tried to grab it.

The stuffed animal slammed into Mom’s favorite vase. The kids’ eyes were fixed on the vase. It teetered, rocking back and forth, and then crashed to the floor.

“Oh, no,” said June. “What did we do?”



“We have a big problem,” said Fred.

“I have an idea,” said June. “We can hide it in the chest.”

“I think we have two choices,” said Fred. “We can hide Mom’s vase, or we can tell her what happened.”

June said, “There are other things we could do too. We could say that we do not know what happened, or we could put a different vase on the table. First, however, we have to clean up this mess.”

Fred and June carefully picked up the large pieces of broken vase. They used a broom to sweep up the smaller pieces. They put all the pieces in a bag. They could not make up their minds about what to do. They needed some good advice.

Fred and June went to ask their older sister, Margo, what to do. Margo said that they had to make their own decision. Then she pointed out that Mom would notice that the vase was missing. She also suggested that Fred and June offer to pay for the broken vase. They could save their allowance that Mom gave them every week. Over time they would have enough money to buy a new vase.

Fred and June made their decision. They knew they were doing the right thing. They had to make up for their mistake.



# Comprehension

**Directions:** Read each question and choose the best answer. Be sure to answer both parts of each question.

## I. Part A

How does the story begin?

- a. June asks Fred to play outside with her.
- b. Fred and June throw around a stuffed toy.
- c. Fred tells Margo what he and June did.
- d. Fred gives June a stuffed toy as a surprise.

## Part B

What problem does the beginning of the story set up?

- a. A stuffed animal hits and breaks Mom's vase.
- b. Fred and June toss a toy back and forth.
- c. Together Fred and June make a decision.
- d. Margo discusses choices with Fred and June.

### COMMON CORE LEARNING STANDARDS

**Literature 1.** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. **Literature 5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.



## 2. Part A

Why does June suggest they hide the vase?

- a. so they can pay for another one
- b. so Mom will not see that it is broken
- c. so they can play hide-and-seek with it
- d. so the stuffed animal does not hit it

## Part B

Which detail best supports the answer to Part A?

- a. “The stuffed animal slammed into Mom’s favorite vase.”
- b. “They could save their allowance that Mom gave them”
- c. “we could put a different vase on the table”
- d. “Mom would notice that the vase was missing”

### COMMON CORE LEARNING STANDARDS

**Literature 1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.



**3. Part A**

What decision do Fred and June make at the end of the story?

- a. They decide to hide the pieces of the broken vase in the chest.
- b. They decide to replace the broken vase with a different vase.
- c. They decide to tell Mom what happened and pay for the vase.
- d. They decide to say they do not know what happened to the vase.

**Part B**

Which detail from the passage best supports the answer to Part A?

- a. “‘I have an idea,’ said June. ‘We can hide it in the chest.’”
- b. “‘They needed some good advice.’”
- c. “‘Fred and June made their decision.’”
- d. “‘They knew they were doing the right thing.’”

**COMMON CORE LEARNING STANDARDS**

**Literature 1.** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. **Literature 3.** Describe how characters in a story respond to major events and challenges.



# Vocabulary

**Directions:** Read each question and choose the best answer. Be sure to answer both parts of each question.

## I. Part A

What is the meaning of the word “hurled” in the following sentence?

“He hurled it harder than ever!”

- a. threw
- b. caught
- c. hit
- d. reached

## Part B

Which detail from the passage provides a clue to the meaning of the word “hurled”?

- a. “Fred jumped up and grabbed it. ‘I got it!’ he said.”
- b. “Then Fred pitched the stuffed animal to June.”
- c. “June jumped and stretched, reaching as far as she could.”
- d. “The stuffed animal slammed into Mom’s favorite vase.”

### COMMON CORE LEARNING STANDARDS

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

**2. Part A**

What is the meaning of the word “grazed” in the following paragraph?

“June jumped and stretched, reaching as far as she could. The stuffed animal grazed her fingers. It slipped off her fingertips as she tried to grab it.”

- a. stayed in
- b. got caught in
- c. touched lightly
- d. closed around

**Part B**

Which words from the paragraph provide the best clue to the meaning of “grazed”?

- a. “jumped and stretched”
- b. “reaching as far as she could”
- c. “slipped off”
- d. “grab it”

**COMMON CORE LEARNING STANDARDS**

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.



### 3. Part A

“They could not make up their minds about what to do.”  
What do the words “make up their minds” mean?

- a. decide
- b. pretend
- c. notice
- d. hint

### Part B

Which sentence from the passage provides a clue to the meaning of the words “make up their minds”?

- a. “As soon as it left Fred’s hands, he saw the problem coming.”
- b. ““We could say that we do not know what happened””
- c. “Margo said that they had to make their own decision.”
- d. “She also suggested that Fred and June offer to pay for the broken vase.”

#### COMMON CORE LEARNING STANDARDS

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.





Name \_\_\_\_\_

## Second Passage

Directions: Read the following passage. Then answer the questions that follow.

### Making Sense of Dollars and Cents

by Vita Richman

Do you ever think about how much money you spend? Maybe there was a time when you went downtown to buy a gift. But you didn't have as much money as you thought you did. Where did those nickels, dimes, and quarters go?

A budget is a plan for your money. It helps you know how much money you will spend and save.

Here is one way to make a budget. First, list all the money you get in one week. This is your income. Income may "come in" from many places. Allowance, gift money, and money you earn from doing chores are income.

Next, list the things you spend money on. These are expenses. Lunch at school, movie tickets, and toys are expenses.

Now you can use your math skills. Add up all of your income for the week. Then add up your expenses for the week. Look at the two numbers. Do you have more income or more expenses?



If you have more expenses than income, you have a problem. You don't have enough money to pay for your expenses. You need to pay your expenses. What can you do? You can borrow money from your parents. But then you will have a debt. You will owe your parents some money. Also, you can cut back on your expenses. You can spend less by deciding not to buy something.

You want to have more income than expenses. This means you have extra money. You have saved money! You should try to save money.

You can put money that you save in a bank. The bank will pay you for letting it hold your money. Suppose you put \$100 in the bank. At the end of the year, you might have \$101. The extra dollar is money the bank gives you.

Saving money is a good idea. You will have the money to use later. Maybe you want a bike. Maybe you need a new backpack. You can use the money you saved to buy things you want or need.

Keeping a budget can help you save money. Here is a tip. Use this idea to help you carry out your budget. Divide your income into envelopes marked "expenses" and "savings." Do not spend more than what is in your expenses envelope. This plan will help you save for your future.



# Comprehension

**Directions:** Read each question and choose the best answer. Be sure to answer both parts of each question.

## I. Part A

Why did the author write this passage?

- a. to ask readers what they like to buy with their money
- b. to tell readers a funny story about spending money
- c. to teach readers about a plan for using their money
- d. to explain to readers why they need to have money

## Part B

Which detail from the passage best helps you answer Part A?

- a. “A budget is a plan for your money.”
- b. “Next, list the things you spend money on.”
- c. “Maybe there was a time when you went downtown to buy a gift.”
- d. “You can use the money you saved to buy things you want or need.”

### COMMON CORE LEARNING STANDARDS

**Informational Text 1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Informational Text 6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.





## 2. Part A

When does someone save money?

- a. when there is no income or expenses
- b. when income is less than expenses
- c. when income is the same as expenses
- d. when income is greater than expenses

## Part B

Which detail from the passage best supports the answer to Part A?

- a. “Add up all of your income for the week. Then add up your expenses for the week.”
- b. “You don’t have enough money to pay for your expenses. You need to pay your expenses.”
- c. “You want to have more income than expenses. This means you have extra money.”
- d. “Saving money is a good idea. You will have the money to use later.”

### COMMON CORE LEARNING STANDARDS

**Informational Text 1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.



### 3. Part A

Why is it a problem to have more expenses than income?

- a. You need to give money away.
- b. You cannot pay money you owe.
- c. You must put money in the bank.
- d. You have extra money to spend.

### Part B

Which detail from the passage best supports the answer to Part A?

- a. “Lunch at school, movie tickets, and toys are expenses.”
- b. “You need to pay your expenses.”
- c. “This means you have extra money.”
- d. “The extra dollar is the money the bank gives you.”

#### COMMON CORE LEARNING STANDARDS

**Informational Text 1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.



# Vocabulary

**Directions:** Read each question and choose the best answer. Be sure to answer both parts of each question.

## I. Part A

“Lunch at school, movie tickets, and toys are expenses.”  
What is the meaning of the word “expenses” in the passage?

- a. money you get
- b. money you pay
- c. money you save
- d. money you find

## Part B

Which detail from the passage provides a clue to the meaning of the word “expenses”?

- a. “Allowance, gift money, and money you earn from doing chores are income.”
- b. “Next, list the things you spend money on. These are expenses.”
- c. “Add up all of your income for the week. Then add up your expenses for the week.”
- d. “This means you have extra money. You have saved money!”

### COMMON CORE LEARNING STANDARDS

**Informational Text 4.** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of *unknown* and multiple-meaning *words* and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.



## 2. Part A

“Also, you can cut back on your expenses.” What is the meaning of the words “cut back” in this sentence?

- a. lower
- b. share
- c. raise
- d. stop

## Part B

Which sentence helps you understand the meaning of “cut back”?

- a. “If you have more expenses than income, you have a problem.”
- b. “You can borrow money from your parents.”
- c. “You can spend less by deciding not to buy something.”
- d. “Divide your income into envelopes marked ‘expenses’ and ‘savings.’”

### COMMON CORE LEARNING STANDARDS

**Informational Text 4.** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

**3. Part A**

Read the paragraph below. The word “tip” has many meanings. What is the meaning of “tip” in this paragraph?

“Keeping a budget can help you save money. Here is a tip. Use this idea to help you carry out your budget. Divide your income into envelopes marked ‘expenses’ and ‘savings.’ Do not spend more than what is in your expenses envelope. This plan will help you save for your future.”

- a. end part
- b. money for helping
- c. light tap
- d. useful hint

**Part B**

Which sentence from the paragraph provides a clue to the meaning of “tip”?

- a. “Keeping a budget can help you save money.”
- b. “Use this idea to help you carry out your budget.”
- c. “Divide your income into envelopes marked ‘expenses’ and ‘savings.’”
- d. “Do not spend more than what is in your expenses envelope.”

**COMMON CORE LEARNING STANDARDS**

**Informational Text 4.** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and *multiple-meaning words* and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.





## Extended Response

You have read two passages about making decisions.

- “What Should We Do?”
- *Making Sense of Dollars and Cents*

In “What Should We Do?” Fred and June must decide what to do after breaking Mom’s vase. In *Making Sense of Dollars and Cents*, you learned how to make a budget.

Suppose Fred and June decide to make a budget and save their money to buy a new vase. On a separate sheet of paper, add two paragraphs to the end of the story about Fred and June. Be sure to:

- Use information from both passages
- Tell how Fred and June make a budget and cut back on expenses.
- End the story by telling how Mom feels when she gets the new vase
- Use words such as “first,” “next,” and “then” to show the order of events
- Check your paragraphs for proper grammar, usage, spelling, capitalization, and punctuation.

### COMMON CORE LEARNING STANDARDS

**Writing 3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

# Think-Pair-Share/Paired Discussion

## RATIONALE

**TEAM TALK** Think-Pair-Share provides a structure for pairs of students to think and talk together. The name aptly describes the stages of students' participation:

- **THINKING**—Students have time to think about something they read.
- **PAIRING**—Students take turns expressing key ideas with a partner.
- **SHARING**—Students present their formulated ideas to a group.

Think-Pair-Share solves common problems associated with whole-class discussions. In the thinking stage, all students are allotted “think time,” which reduces the problems presented by the quiet student or the over-eager student. Pairing students gives each student an opportunity to use text-related language to discuss their ideas in a low-risk environment. This grouping encourages them to participate actively using key vocabulary and defend their ideas with text-based evidence. Finally, during the sharing stage, students are prepared to present their formulated and rehearsed ideas to a group.

The Think-Pair-Share routine provides students with structured support as they engage in rich, rigorous text-reliant conversations. By asking students thought-provoking questions about the text, students are involved in richer and more rigorous text-based discussions. Here are some questioning examples:

- *What does the author want you to know? What part of the text helps you understand that? What's the author's purpose? What text evidence supports that purpose?*
- *How does the main character react to this challenge? What part of the text helps you understand the character's response?*

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with Think-Pair-Share/Paired Discussion routine:

- Model how to do a Think-Pair-Share. Verbalize how you think through your ideas before stating them and how you support your ideas with evidence from the text. Model how you use evidence from the text to formulate your response. For example, “*On page 10, the text says \_\_\_\_\_. This tells me that \_\_\_\_\_.*”

- Describe how you use key vocabulary from the text in your response. For example, “*I know that Mama is in a hurry to get ready for the party because on page 15 the author uses the phrase **bustled around to describe Mama's actions.***”
- Teach students how to use language to respond to the views expressed by other students. For example, “*I agree with \_\_\_\_\_ and would like to add \_\_\_\_\_. I disagree with \_\_\_\_\_ because the text states \_\_\_\_\_.*”

Practice by posing questions on familiar, non-threatening, non-academic topics, such as what students enjoy doing outside of school. Guide students in following each part of the Think-Pair-Share/ Paired Discussion routine. Give them a minute or two to think; then let them know it's time to share. When students get back together as a class, let volunteers share ideas with the group. Gradually increase this sharing time to include more students as they feel ready to participate.

## GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Incorporate paraphrasing into the routine. Provide time for partners to repeat back what they each said. You may want students to write a few sentences that paraphrase what their partner said. Later, during the sharing stage, ask students to present their partner's ideas by paraphrasing.
- Encourage higher-level thinking. Ask the listener to frame his or her thoughts in response to the sharer. Explore how the listener can make connections (*I agree with what you said about ...*) as well as make comparisons (*I understand your point about \_\_\_\_\_, but I think ...*)
- At the end of the partner conversation, give students one minute to write their reflections on the discussion they had with their partner. Have students reflect on ways the discussion helped them to better understand the text.



## COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RI.2.1; CCLS.ELA.SL.2.4

## THE ROUTINE

- 1** Introduce Think-Pair-Share/Paired Discussion to students.  
*In your head, consider your thoughts about a question I ask. When I signal it's time to pair up, you'll get together with a partner and exchange ideas. I'll give you a reminder to make sure each partner has a chance to contribute. Then, pairs can volunteer to present their ideas to the class.*
- 2** Pair students in random pairs, classmates sitting nearby, or in ability-focused pairs.
- 3** For successful conversation between partners, have students sit in close proximity to one another and engage in eye contact with each other. Remind students that they should attend closely to what their partner is saying.
- 4** Pose an open-ended question to facilitate an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Be sure students find text evidence to support their answers.
- 5** Invite pairs to take turns responding to the question. Encourage students to respond to their partners by saying, *"I agree with you and would like to add \_\_\_\_\_. I disagree with you because the text states \_\_\_\_\_. I believe the author is trying to tell readers \_\_\_\_\_ because the text says \_\_\_\_\_."*
- 6** After a minute or so, remind students to make sure each partner has had a chance to contribute. You might say, *"Now's a good time to make sure each partner has shared an idea."*
- 7** Monitor student conversations by listening in briefly to their conversation. If students aren't engaged in rich discussion, offer prompts to refocus their attention or bring them back to the text to find evidence to support their answers. For example, *"Explain what you mean using different words;"* or *"Find the words the author used to describe that historical event."*
- 8** When pairs have had ample time to explore the question, have partners choose a spokesperson. Briefly have the spokesperson rehearse what they will share with the class. You may ask them to write down what they will share. Then invite volunteers to present their pair's ideas to the class. Keep track of the students who act as spokespeople, encouraging different students to act as spokesperson with each pairing activity.

# Whole Class Discussion

## RATIONALE

Whole Class Discussion provides an opportunity for the class to process what they have read together. Thoughtful conversations about text also provide opportunities for students to expand their oral vocabulary and practice language structures that are more complex than those structures they come across in their reading. By engaging students in a Whole Class Discussion, students interact socially while responding to and building upon each other's ideas. A collective knowledge about a text results from Whole Class Discussions. Students can gain a deeper understanding of the text and clear up any confusion they may have had about the text. Discussions with the whole class can also lead to new understandings that may not have surfaced without the contributions of many students to the discussion.

The Whole Class Discussion routine is an effective tool to use after reading a text, or portion of a text, with students. It is appropriate to use following a reading of the text for the first time or as follow-up to a close reading exercise. This discussion helps students clarify their text understandings. Here are some engaging questioning examples:

- *What did you learn about in today's reading? Did this learning lead to a new understanding? Find text evidence that confirms that new understanding.*
- *What questions do you still have about the text? What part of the text caused confusion for you? How did you clear up your confusion?*
- *How might you sum up what we read today? What part of today's reading did you find most interesting/entertaining/thought-provoking?*

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Whole Class Discussion routine:

- Set a time limit for the class discussion and for individuals who add their thoughts.
- State a specific discussion focus to help students concentrate on the topic. For example, "*Harry and Sasha had a disagreement. Why did they disagree?*" If students get off topic, restate the focus and ask them to consider how their response relates to this focus.
- Remind children of appropriate discussion manners, such as: listen carefully to others, do not interrupt others, and be positive about what classmates add to the discussion.

- Teach students how to refer back to the text as they add to the discussions. For example, "*Templeton did not care about Wilbur. On page 90, Templeton expressed his disinterest in helping Charlotte by saying 'Let him die. I should worry.'*"
- Teach students how to use language to respond to the views expressed by other classmates. For example, "*I agree with you. I think that \_\_\_;*" or "*I don't agree with you. I think that \_\_\_ because the text says \_\_\_.*"

Practice by engaging students in Whole Class Discussions throughout the day about a variety of topics. Keep the discussions to short five-minute discussions.

## GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Ask students to restate and add on to what the previous participant said. This encourages students to listen actively to what their classmates are saying and make connections between their response and their classmates' responses.
- Encourage higher-level thinking by asking students follow-up questions to their responses. For example, "*That's an interesting point. Can you explain that a bit further?*"
- At the end of the discussion, have students turn to a classmate and share one new idea they came away with from the discussion. For example, "*I didn't understand why Timmy was so upset over losing the baseball card. However, after Mark explained that the card was of the first African American baseball player, I understood Timmy's reaction better.*"
- At the end of the Whole Class Discussion, have students write one new idea they came away with from the discussion. You might also have them write a reflection on how the conversation helped them better understand the text.

## COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RI.2.1; CCLS.ELA.SL.2.4

## THE ROUTINE

- 1** Introduce the Whole Class Discussion to students.  
*We are going to talk about this book together. Let's focus on \_\_\_\_\_. If you have something to add to our conversation, raise your hand. Listen carefully to what your classmates say so when you add to our discussion, you add new ideas.*
- 2** State the focus of the discussion and any time parameters you have set, such as *"We're going to talk about this for the next 10 minutes."*
- 3** Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Remind students to find text evidence that supports their responses. Give students a few moments to find text evidence to support their responses before they add to the discussion. They may flag this text evidence or make notes of it. Remind students to wait for others to finish talking before they jump in to talk. Encourage students to build on previous responses by classmates as well.
- 4** As students take turns responding to the discussion question, remind them to think first about the question and then consider whether their response is appropriate.
- 5** As students add to the class discussion, act as moderator rather than leader.
  - Ask for more information after a response. This helps students develop their contributions fully. For example, *"Give another reason or two to support your thinking."*
  - Ask students to find text evidence that substantiates their response. For example, *"What part of the text helps you to understand the main idea?"* This helps students internalize the text and understand the importance of text evidence to support their responses.
  - If students provide an opinion, ask other students to share their own opinions in response. For example, *"How does your opinion compare to Lee's opinion?"* Encourage students to support their opinions with valid reasons.
- 6** Before ending the conversation, invite students who have not participated to add their thoughts. You might say, *"We have just a few minutes left. If you have not shared your thoughts about this question, consider sharing them now with us. You may help your classmates understand something new."*
- 7** As you wrap up the discussion, ask a volunteer to summarize one or two of the most important points discussed. Students will more likely cement new or revised understandings about the text when wrapping up the conversation in this way.

# Small Group Discussion

## RATIONALE

Small Group Discussion provides a supportive and safe structure for groups of 3-6 students. Small Group Discussions allow individuals to practice and expand their oral vocabulary as they engage in thoughtful conversations about text. Students interact with classmates in an intimate setting, allowing all group members to be actively involved.

The Small Group Discussion routine is effectively used after reading a text in a Whole Group setting. Small Group Discussions help students clarify or clear up understandings of the text. These discussions allow students to unpack text specifics, looking at genre, text structure, and how a writer writes. Example questions to engage students in text-based discussions include:

- *What words or phrases help you understand the author's purpose for writing this text?*
- *What part of the text helps you understand the character's reaction to an event?*

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Small Group Discussion routine:

- State a clear focus for the Small Group Discussion. For example, *"How does the author help readers understand the relationships between the characters?"*
- Remind students to listen carefully to their classmates, not interrupt others, and remain positive about what classmates add to the discussion.
- Model how to refer back to the text. For example, *"On page 7, Martin calmly walked away after his baby sister pulled his hair. His reaction helps me know that he understands what it means to be a good big brother."*
- Teach students how to use language to respond to others' views. For example, *"I agree with you. I think that \_\_\_\_."* or *"I don't agree with you because I think that \_\_\_\_."*

Engage students in Small Group Discussions often. Discussions may revolve around subject matters, classroom management, or literature. Provide feedback as students participate.

## GOING DEEPER

These additional activities may be done with students once they are familiar with the routine.

- As students discuss the text, have the Fact Checker flag text evidence. The Summarizer can use this flagged evidence in a group summary.
- Provide the Elaborator with a list of questions that will encourage higher-level thinking. For example, *"That's an interesting point. What made you think that?;"* *"Can you explain your thoughts in more detail?"*
- At the end of the Small Group Discussion, have individuals write one new idea they came away with from the discussion.

COMMON CORE CONNECTIONS  
CCLS.ELA.SL.2.4

## THE ROUTINE

- 1 Introduce the Small Group Discussion to students.  
*As you discuss the text in your group, each of you has a role to play besides sharing your own thoughts about the text.*
- 2 Organize students into groups of 3-6. Grouping can be in the form of ability grouping, interest grouping, or random grouping. Decide what works best for the task and your students.
- 3 For successful Small Group Discussions, have students sit in a circle so that all members of the group can both see and hear each other.
- 4 Introduce Small Group Discussion roles. These roles encourage all students to be active participants in the group. Group roles may include:
  - **Group Organizer:** introduces the task and keeps the group on target
  - **Fact Checker:** returns to the text to confirm or clarify text evidence
  - **Clarifier:** restates what a group member has said to clarify and confirm
  - **Elaborator:** asks follow-up questions after someone shares a response
  - **Summarizer:** wraps up the group conversation
  - **Reporter:** reports to the class about the overall group discussion

For smaller groups, the Summarizer and Reporter roles could be combined, and/or the Clarifier and Elaborator roles could be combined.
- 5 Pose an open-ended question to ensure an engaging conversation. If the question relates to a text, remind students to return to find supporting text evidence. Tasks may include thinking about a text through a graphic organizer. Suggestions are found in the teaching lessons.
- 6 State any parameters you have set, such as *“Talk in your groups for the next 15 minutes.”*
- 7 As group members take turns responding to the discussion question or the task outlined, remind them to respond appropriately. For example, *“I agree with you. I thought something similar when \_\_\_\_\_. I don’t agree with you because I remember reading \_\_\_\_\_.”*
- 8 Stop by each group briefly to monitor students’ conversations. If students aren’t engaged in rich discussion, offer prompts to encourage deeper conversations. Examples: *Explain your thoughts more. Find words used to describe what the character is thinking.*
- 9 As the end of the allotted time nears, remind students of the task. You might say, *“In these last few minutes, the Summarizer and the Reporter should work on the group’s summary and what you will report to the class.”* Encourage the Reporter to rehearse what he will say.

# Read Aloud

## RATIONALE

Read Aloud opportunities provide students with the chance to listen to a proficient reader model fluent reading. When students have the opportunity to listen to texts being read to them, the challenge of unlocking words and understanding difficult concepts becomes much easier with the guidance of the proficient reader. Students are freed to listen and take in new vocabulary that goes beyond the scope of what they would use in most oral language conversations. They also gain insight into how to navigate through a variety of texts, such as understanding connections between story events or returning to sidebars after reading the main text.

The Read Aloud routine is an effective tool to use in a variety of group settings. Often the whole class will listen as you read aloud a text. Other times it may be helpful to read aloud to a small group, focusing on a particular reading or writing strategy, such as attending to text features or plot development. For those individual students who need additional oral vocabulary knowledge, it may be helpful to read aloud one-on-one. As you read aloud, be aware of the number of times you stop to interject thoughts about the text. Plan your places for interjections carefully so as to not disrupt the flow of the overall reading. Consider these points when planning for a Read Aloud:

- What is my focus for this Read Aloud, for example, enjoyment, subject content, character development, text structure?
- What points in the text provide for the most natural stopping points to briefly discuss?

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Read Aloud routine:

- State a clear focus for the Read Aloud. For example, *“As I read, listen for ways the events in the book connect to one another.”*
- Remind students that their primary role is to listen carefully to the text being read aloud.
- Model how to refer back to the text as you stop for brief conversations during the Read Aloud. For example, *“I thought Mom’s description of the iguana being uglier than Godzilla was funny. Godzilla was a super ugly monster-type dinosaur in old movies.”*

- Describe how key vocabulary deepens your understanding of the text. For example, *“I am glad the author explained what an estancia is. I have heard the term ranch used to describe a farm in the United States but the word estancia was unfamiliar to me prior to reading this text.”*
- As students respond to the text, model how to use language to respond politely to others’ views. For example, *“I agree with you. I think that \_\_\_\_.”* or *“I don’t agree with you because I think that \_\_\_\_.”*

Engage students in Read Alouds often. Read Alouds should vary in text length and genre. They can be as quick as reading aloud a poem to begin or end the school day or as long as 20 minutes to engage in a rich piece of literature.

## GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Encourage higher-level thinking by asking students to share their own open-ended questions about the text. This allows you to see where comprehension is breaking down. Their questions may also lead others to think more deeply about the text.
- At the end of the end of a Read Aloud, ask students to reflect on the reading by having them write briefly about the text. Suggestions for this appear in the teaching lessons.

## COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.10; CCLS.ELA.RI.2.1; CCLS.ELA.RI.2.10

## THE ROUTINE

- 1** Introduce the Read Aloud routine to students.  
*As I read aloud to you, listen carefully for moments when we see the main character react to challenges. I'll stop on occasion for us to talk about what I've read.*
- 2** Gather the group in a comfortable, intimate setting. If possible, gather where students can partake in the visual aspects of the text as well as hear you easily.
- 3** Before reading the text aloud, explore the text with students. Provide a synopsis of the text. Share the genre. Give students knowledge that they may need to understand before hearing the text read to them, such as *"This book tells the story of Theodore Roosevelt's life. The author starts the story when he is president. Then the text goes back in time to his childhood before we learn more about his life as president."* Suggestions for exploring the text are found in the teaching lessons.
- 4** During the Read Aloud, stop briefly to monitor students' understandings of the text. Engage students in brief conversations, such as *"What new understanding do you have about Johnny Appleseed?"* You may also model aloud your own thinking. For example, *"I love how the author painted the description of the barnyard. The details about the barn's swing made me want to join in the fun that Avery and Fern were having."*
- 5** After completing the Read Aloud, give students an opportunity to talk about the text. Ask engaging, open-ended questions that draw them back into the text. For example, *"How did the main character change from the beginning of the story to the end? What parts of the text showed the most change in the character?"* or *"What steps did we learn for creating a budget?"* Ask questions to confirm understanding and model how to clarify understanding. For example, *"I wasn't sure what the character meant when he said that a dragon had moved into the neighborhood. I had to think about what I had just read. Then I understood that he was referring to the fierce wind that blew."*



# Shared Reading/Read Together

## RATIONALE

The Shared Reading/Read Together routine provides students with the opportunity to engage in the shared responsibilities of reading text. This opportunity falls in the middle of the gradual release model, providing students with some responsibility while they continue to receive support from a proficient reader. Through Shared Reading/Read Together opportunities, the teacher's role is to support students as they engage with the text. The students' role is to continue to build fluency in both word recognition and text navigation, to gain meaning from the text, and to build their knowledge base.

The Shared Reading/Read Together routine is an effective tool to use in a whole class or small group setting. The text is usually familiar to students but provides some challenges for them to navigate. The familiarity provides comfort to readers as they tackle these text challenges with greater responsibility. As you plan for a Shared Reading/Read Together opportunity, keep the following things in mind:

- What roles will students play in the reading? Will they read silently as you read aloud? Will they read aloud with you? Will volunteers take turns reading sections of the text?
- What role will you play as the proficient reader?
- What opportunities will you take to demonstrate effective reading or writing strategies?

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Shared Reading/Read Together routine:

- State a clear focus for the Shared Reading/Read Together opportunity. For example, *"As we read together, look for ways in which the experiences of different pioneers were similar to each other."*
- Remind students that they are sharing responsibilities in reading the text with you. Explain that they can follow your lead when they are confronted with text challenges.
- As you stop for brief conversations during the Shared Reading/Read Together experience, ask students to model referring back to the text to support their responses.
- Encourage students to use key vocabulary as they share their understandings of the text. Students build their oral vocabulary when they transfer text vocabulary into oral conversations.

- As students respond to the text and to their peers' responses about the text, remind them to state their opinions and support their opinions with reasons and text evidence.

Engage students in Shared Reading/Read Together opportunities during all subject matter lessons. For example, when doing a close reading of a familiar piece of literature, students share the responsibility of comprehending text at an inferential level with you, the proficient reader. When revisiting a science text, students navigate text features with you, solidifying their understandings of the subject matter.

## GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Have students add sticky notes to sections of text they want to return to for discussions. When given a reading focus ahead of time, they can flag sections of relevant text.
- Pause briefly during the reading to have students write quick one-minute reflections instead of sharing aloud. This allows students time to engage in quiet thinking.
- At the conclusion of a Shared Reading/Read Together lesson, ask students to share reflections about the text, how they navigated the text, how they overcame challenges to gain deeper understanding, and what they took from the experience to use in future reading or writing opportunities. See the teaching lessons for more suggestions.



**COMMON CORE CONNECTIONS**

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.10; CCLS.ELA.RI.2.1; CCLS.ELA.RI.2.10

## THE ROUTINE

- 1** Introduce the Shared Reading/Read Together routine. For example:  
*We're going to read this text together. As we read, your role will be to follow along and help me read the dialogue with expression. As we read, let's look for words or phrases the author uses to develop characters.*
- 2** You may gather the group in a comfortable, intimate setting to promote a sense of working together through the text.
- 3** During Shared Reading/Read Together experiences, stop briefly to monitor students' understandings of the text. Engage students in brief conversations, such as *"What stumbling blocks have you hit? What helped you work through those challenges?"* Ask volunteers to model their own thinking aloud. When students think aloud about their processes for overcoming text challenges, they solidify their understandings. These think-alouds also allow you to assess students' use of reading strategies along with contextual understandings.
- 4** After completing the Shared Reading/Read Together, ask volunteers to summarize the reading. Then ask open-ended questions that refer students back to the focus for the reading, such as plot development. Remind students to support their responses with text evidence.

# Independent Reading

## RATIONALE

Independent Reading is reading students do on their own. Most often Independent Reading is done with self-selected texts at a student's independent reading level. Independent Reading provides practice in word recognition, word decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Students practice these things with text that they can access with great accuracy.

Having an Independent Reading routine in your classroom is essential. Read Aloud and Shared Reading opportunities pave the way for students to take full control during Independent Reading. Students see models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading routine is an effective tool to use after students have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The text students read during Independent Reading is often chosen by the student. The teacher's role is to guide students in choosing appropriate texts in a variety of genres to read and to assess that students are understanding what they read on their own.

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Independent Reading routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 20 minutes of reading time devoted to students reading independently.
- State a clear focus. For example, *“As you read your narrative texts, look for ways the author gives clues into the characters' personalities.”*
- Remind students that they are reading independently, so it is important for them to find their own space to read quietly.
- Check in periodically with each student. Ask about a reading strategy that you have previously noted he or she needs additional practice with. For example, *“How would you summarize this paragraph/page/chapter?”* As needed, model the strategy using a paragraph of his or her text.
- As students wrap up their daily Independent Reading time, give them time to reflect on their reading, whether they share what they read with the class, a small group, a partner, you, or in a journal. You may also wrap up this time with a quick class discussion, asking students to share examples from what they read that connect to the focus you provided earlier.

As students engage in Independent Reading, help them understand that this is the time to practice the skills and strategies they have learned in Read Aloud and Shared Reading experiences. Remind them to read a variety of genres.

## GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Ask students to flag parts of the text they found most interesting as they read. These might provide them with ideas for journaling or sharing after reading.
- Have students write book reviews and share them with peers. Knowing a peer recommends a book encourages others to read that same book.

**COMMON CORE CONNECTIONS**

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.2; CCLS.ELA.RL.2.3; CCLS.ELA.RL.2.10; CCLS.ELA.RI.2.1; CCLS.ELA.RI.2.2; CCLS.ELA.RI.2.3; CCLS.ELA.RI.2.10

## THE ROUTINE

- 1** Introduce the Independent Reading routine to students. For example:  
*Independent Reading is your time to choose the books you want to read. Keep in mind that it should be a book that allows you to practice some of the things we have talked about during our Read Aloud and Shared Reading lessons. The book should not be too easy or too hard. When choosing a book, open to a page of text. You should know many or most of the words on the page.*
- 2** Have students find a comfortable place to dive into their Independent Reading. Just as we like to read for pleasure in a comfortable place; students want that, too.
- 3** Provide students with a focus for the day's Independent Reading. For example, you might ask all students to focus on how the author transitions readers from one scene to another.
- 4** Check in with individuals as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for students to practice everything they have learned in Read Aloud and Shared Reading experiences. It is not the time for students to become frustrated through significant challenges.
- 5** As you check in with individuals about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include *"In what ways has the author supported your understanding of this topic?"* or *"What is the most important thing you have read so far?"*
- 6** After Independent Reading time, have volunteers share how their reading connected to the focus you provided for Independent Reading that day. Ask all students to reflect on their reading, having them write briefly about what they read. You might also have them write about the strategy that most helped them with their reading. Whatever the task, it is important for students to have time to reflect on their reading.

# Text Club

## RATIONALE

A Text Club provides a format in which 4–6 students are part of a temporary reading community with their peers. A Text Club allows students to read and discuss different genres. By reading and discussing multiple genres, students develop genre knowledge and build their own genre preferences. As they participate in peer conversations centered around one text, students develop critical and creative thinking skills. These skills carry over to students' independent reading, helping them connect to texts in more thoughtful ways. Students also learn responsibility as they prepare for each club meeting. They also begin to assess their own learning.

As you prepare to implement Text Clubs, consider:

- the reading abilities and interests of students. You will want to gather a set of texts that allows for all readers to be successful at reading.
- modeling thoughtful responses about texts through read aloud and shared text discussions. Students are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce Text Clubs:

- Preview texts by doing a book talk, sharing a summary, author information, or by reading aloud a section of the book to grab readers' attention.
- As students first learn to manage and participate in Text Clubs, use picture books. Then introduce longer texts.
- Assess students' work during Text Club discussions by taking anecdotal notes on how they interact with peers and text. Students can assess their own performance through checklists, journal entries, and conferences with you.

## GOING DEEPER

You may choose to do these activities once students are familiar with the routine.

- Have students reflect on Text Club discussions by journaling. They may answer questions such as: *What did I share today? What was the key moment in the discussion? Who did I agree/disagree with? Why?*
- Have students in a Text Club read different books and come together to discuss text features or story elements, literacy skills, or genre/author studies.

**COMMON CORE CONNECTIONS**

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.2; CCLS.ELA.RL.2.3; CCLS.ELA.RL.2.4; CCLS.ELA.RL.2.5; CCLS.ELA.RL.2.6;  
 CCLS.ELA.RL.2.7; CCLS.ELA.RL.2.9; CCLS.ELA.RL.2.10; CCLS.ELA.RI.2.1; CCLS.ELA.RI.2.2; CCLS.ELA.RI.2.3;  
 CCLS.ELA.RI.2.4; CCLS.ELA.RI.2.5; CCLS.ELA.RI.2.6; CCLS.ELA.RI.2.7; CCLS.ELA.RI.2.8; CCLS.ELA.RI.2.9; CCLS.ELA.RI.2.10

## THE ROUTINE

- 1** Introduce students to what a Text Club is.  
*In your Text Club, everyone reads the text on their own. Then Text Club members will share their thoughts with each other. For example, you may talk about ways the author got his message across to readers. Each of you will have a job to help your Text Club get the most out of your discussion together.*
- 2** Introduce and model Text Club roles. Initially, give students the opportunity to practice each role. Eventually, students within each newly formed group will be responsible for deciding who will assume each role. Sample roles include:

  - Discussion Leader:** leads the group discussion and keeps everyone on task
  - Word Wizard:** selects and defines interesting or important vocabulary
  - Connector:** points out text-to-text, text-to-self, text-to-world connections
  - Summarizer:** writes and shares a short text summary
  - Illustrator:** creates a drawing or diagram connected to the reading
  - Investigator:** finds and shares interesting information about the book, author, or topic with the group
- 3** Preview 4–6 texts students may read in Text Clubs. Include a variety of text levels, allowing all students to choose texts they will be successful at reading. Then give students time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have their own copy of the text.
- 4** Students read the text on their own and prepare for the Text Club meetings. Students may have multiple reading assignments over a period of a week or two along with multiple Text Club meetings as they read longer text. Depending on their roles, students may have additional work to do ahead of time, for example, the Discussion Leader may want to write questions to discuss as a group.
- 5** Students meet and discuss what they’ve read. Meet with each group to assess comprehension of the text. If need be, prompt discussions with questions, such as *“How did this text help you understand a new point of view?”* or *“In what ways did the author foreshadow what occurred in this chapter?”*
- 6** After Text Club discussions, have students decide how they want to share the text with the class. For example, they may choose to give a summary, share facts they learned, or talk about the author’s craft.
- 7** Debrief with each Text Club to assess how the group felt about the discussions they had. Ask them to rate their discussions with a 3-Star rating system. Have them share their reasons for the rating.

# Text-Based Vocabulary Routine: Informational

## RATIONALE

Informational texts provide opportunities for students to develop subject matter concepts as well as build connections between words that are unique to those subject matter concepts. Because the number of words in English is enormous, and all words cannot be taught, it is imperative to both explicitly teach needed vocabulary for understanding text, and provide students with a set of strategies for determining word and phrase meaning independently as they encounter them in texts. As students build their knowledge of vocabulary related to subject matters, it is important that they can call on their understandings of affixes, inflected endings, and root words, as well as learn to derive meaning from text information, such as pictures, charts, and context to understand the meaning of key words and phrases.

In informational texts, some of the critical vocabulary is more technical and singular in terms of relating to specific concepts and important to making meaning of the text. Readers have a greater challenge to comprehend specialized informational text vocabulary because the words rarely have synonyms. They are less able to use their own background knowledge of similar words to help comprehend such specific text. It is important to provide students with opportunities to experiment with and develop conceptual vocabularies so that they will move through the grades with a basic foundation of such words.

When planning Text-Based Vocabulary lessons for informational text, consider providing:

- opportunities for students to engage with the vocabulary through experimentations as well as conversations. For example, if reading an informational book about gravity, students will better understand the words *gravity*, *mass*, and *weight* if they experiment with objects being dropped to the floor. These actions as well as ensuing conversations will lead to better understanding and correct usage of these terms in oral language.
- rigorous vocabulary instruction to help students expand their domain-specific vocabularies.

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Text-Based Vocabulary routine:

- Point to the word and say it aloud, and then read aloud the passage in which the word is found in the text.
- Discuss the word's meaning through context clues, text features, a glossary, or a dictionary.
- Create a semantic map of the word so that students see the connections between the word and related words. Have students use the map to create sentences and internalize the word.

As students engage in Text-Based Vocabulary discussions, their word knowledge will grow. The more words students know, the more words they can read and understand in texts and use in their writing. In addition, the more students know about how words work in texts, the more they will be able to comprehend complex content-area texts.

## GOING DEEPER

You may choose to do these additional activities once students are familiar with the routine.

- As you read an informational text, sort specialized words by semantic features. Semantic feature analysis can look at how words are put together with prefixes, root words, and suffixes, or words can be analyzed through other features. For example, if looking at specialized vocabulary relating to animals, students might sort the animals based on their characteristics, such as mammal, amphibian, bird, herbivore, carnivore, and omnivore.
- Have students create concept definition maps. They define the vocabulary word, tell what it is like, and give examples. For instance, a pioneer is “one of the first to settle in an area.” A pioneer is like an explorer, settler, or adventurer. Examples include Laura Ingalls Wilder and John Sutter.

## COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.4; CCLS.ELA.RI.2.4; CCLS.ELA.L.2.4; CCLS.ELA.L.2.5; CCLS.ELA.L.2.6

## THE ROUTINE

- 1** Introduce the Text-Based Vocabulary routine to students. For example, *As we read informational text, we will come across words that we have not seen or heard before. Sometimes the author provides the meaning of the words right in the text. Other times, we might have to read on to understand what the word means, or we might have to use text features, such as diagrams or charts, in the text to understand the word. Sometimes we have to use all of this information and then “infer” what the word means because we cannot tell explicitly. We can confirm with the dictionary or by asking the teacher.*
- 2** Write or display the sentence or passage containing the word. Say the word aloud. Then use the word in another sentence, providing students with a similar context in which to hear the word used. For example, *“The atmosphere is the layer of air that covers Earth like a blanket”* is found in the text. You might share this sentence: *“Many miles above Earth there is no atmosphere.”*
- 3** If there are context clues to help establish meaning of the word, have students share those. This encourages students to go back into the text to locate these clues. Also, point out to students how vocabulary words relate to other words in the text. For example, when talking about modes of transportation, it is important that students make connections between *subways, trains, and rails.*
- 4** If the word is boldface in the text, have volunteers read the glossary definition aloud. If not, have students look it up in a dictionary. Help students understand more technical definitions.
- 5** Create a semantic map with students. This helps students make connections between the unknown word and known words and/or concepts. Samples of semantic maps can be found online by searching “semantic maps for vocabulary words.”
- 6** Encourage students to use the semantic map to help them use the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so you may assess students’ understanding.



# Text-Based Vocabulary Routine: Literary

## RATIONALE

In literary texts, students are likely to encounter many new words that they have not read before or have never used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help students understand strategies to address and comprehend new vocabulary as they come upon them in texts. Students need to have a strong foundation in sound-spelling knowledge and develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings of individual words.

In narratives, vocabulary may center around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and are unlikely to appear frequently in other texts. For example, in *Charlotte's Web*, E.B. White describes a spider web in this way: "A spider's web is stronger than it looks. Although it is made of thin, delicate strands, the web is not easily broken." The words *delicate* and *strands* are not likely words students will encounter in many texts or use in conversations. Yet they are important to understanding a spider's web, which is a central part to the plot of *Charlotte's Web*. It is important to address these words so that students understand the text and how to tackle similar unique words in other literary texts.

When planning Text-Based Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that students can apply in their independent reading.
- rigorous vocabulary instruction helps students expand their oral vocabularies so that they truly "own" the new words and use them in their daily lives.

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Text-Based Vocabulary routine for Literary texts:

- Have the students pronounce the word orally and then read the paragraph in which the word is found in the text.
- Discuss the word's meaning within the given context. Rephrase the meaning in language that students can understand.

- Discuss synonyms for the word. Reread the passage, substituting synonyms for the word. Discuss why the author chose that word rather than a synonym. Then have students use the word in a sentence or two that is different from the context in the passage.

As students engage in Text-Based Vocabulary discussions, their word knowledge will grow. The more words students know, the more words they can read and understand in text and use in their writing. In addition, the more students know about how words work in texts, the more they will be able to comprehend complex texts.

## GOING DEEPER

You may choose to do these additional activities once students are familiar with the routine.

- Have students create graphic organizers, such as a web, to add synonyms or morphological family members of the word. For example, *family*, *familiar*, *unfamiliar*.
- Add vocabulary words to a classroom word wall by categories. Encourage students to notice when others use the vocabulary words in their writing.
- Have students keep a list of figurative phrases in their vocabulary notebook. Discuss similes, metaphors, and personification and have students record examples of each.



## COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.4; CCLS.ELA.RI.2.4; CCLS.ELA.L.2.4; CCLS.ELA.L.2.5; CCLS.ELA.L.2.6

## THE ROUTINE

- 1** Introduce the Text-Based Vocabulary routine to students. For example, *As we read narrative text, we will come across many words that we have not seen or heard before. Authors often help us understand those words by giving context clues. Sometimes we need to look more closely at the word and break it into word parts. Sometimes we need to look in a dictionary to define it. Let's look at how words work.*
- 2** Write or display the sentence or passage containing the word. Include a break-down of the word into syllables. Have students pronounce the word and share context clues about its meaning. This brings students back into the text. Help them identify the part of speech.
- 3** Have a volunteer look up the word in a dictionary and read the definition. Help students understand the meaning as it is used in the text to ensure comprehension. For example: *Delicate* can be defined as “having fineness of structure, workmanship, or texture” or as “easily torn or hurt.” The text says, *“Although it is made of thin, delicate strands, the web is not easily broken.”* The words *not easily broken* help students realize that *delicate* is referring to the “fineness of the structure, workmanship, or texture.” You might say that Charlotte’s web is “a fine work of art.”
- 4** Use the word in other ways, for example, *Making a beaded necklace is delicate work.* Then discuss the word in more depth, possibly distinguishing it from words with similar shades of meaning. For example, *Why do you think E.B. White used delicate instead of fragile to explain the strands of a spider’s web?*
- 5** Have students compare and contrast the word with synonyms. How is *dainty* different than *delicate*? How is *fragile* different than *delicate*? How is *extraordinary* different than *delicate*?
- 6** Have students turn to a partner and use the word in a quick one-minute conversation. This will help them become more proficient in using the word.

# Reading Wrap-Up

## RATIONALE

Reading Wrap-Up is a 5–10 minute concluding activity held at the end of a reading lesson. Students come together as a community of readers and summarize what they have learned during the reading lesson. In Reading Wrap-Up, students are encouraged to make connections between previous learning and new ideas that emerged in today's lesson. Students share their own insights about the text and are encouraged to add on to what their classmates said before them. Students practice both their speaking and listening proficiencies. You can quickly assess the success of a lesson by observing and listening to students explain what they have learned in their own words.

As you plan for Reading Wrap-Ups, keep in mind:

- the end goal of the lesson. Prompt students with discussion questions that relate to this end goal.
- the types of questions you prompt students with. Provide opportunities for students to express their opinions, to find text evidence in one section or in more than one section, or to discuss the author's craft.

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in meaningful participation in the Reading Wrap-Up.

- Be sure to schedule time at the end of the lesson for this important opportunity to make connections, recall and apply learning, and celebrate accomplishments.
- State a clear focus for the wrap-up. For example, *"Let's talk about the structure the author used for sharing his opinion about this topic."*
- Before students share observations in a wrap-up discussion, have them write for a few minutes in their journals about what they read, what questions they still have about the lesson, or any other observations about the activities they completed. This will help students focus their thinking before speaking in front of the group.
- Teach students how to use language to respond to others' views. For example, *I thought so too. I wondered the same thing but then I remembered that \_\_\_\_\_. I had a different prediction because I thought it was a clue when \_\_\_\_\_.*

## GOING DEEPER

These additional activities may be done with students once they are familiar with the Reading Wrap-Up routine.

- Model ways for students to make connections between texts they have read in class and outside of class. For example, *"The way the main character reacted when he found out his dog was lost reminded me of a newspaper article I read about a family who rescued a lost dog. What connections did you make between this story and the real world?"*
- Have students write down three big ideas from the lesson's reading. Then have each student share one of their big ideas.
- Remind students to use what they have learned, noticed, or thought about in the reading lesson as they move through the rest of the day. For example, *"Today we summarized the poem we read. Who can summarize what you learned in science today?"*

## COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.2; CCLS.ELA.RI.2.1, CCLS.ELA.RI.2.2

## THE ROUTINE

- 1 Bring students together for a 5–10 minute wrap-up of the reading lesson.
- 2 Quickly review the lesson objectives and the text read during the lesson. *Today we read a biography. This text told the life story of Theodore Roosevelt. The author helped us understand how he became such an important person in our country's history by giving us details of his childhood through adulthood. Those key details helped us understand the main purpose of the text.*
- 3 Pose open-ended questions to prompt meaningful conversation about text read. Begin questions with *who, what, when, where, why, and how*. For example, *“What is one thing you will share with a family member or friend about what we read today?” “How would you summarize what you read today?” “Who is your favorite character from the book? Why?” or “What new word did you encounter today? How did you learn its meaning?”*
- 4 Encourage students to ask questions about the text or skills taught. If time allows, review, re-teach or make notes to follow up in future lessons.
- 5 You may discuss any reading homework or talk about upcoming texts to be read. For example, *“Tomorrow we will continue reading about Theodore Roosevelt and his life after he was president.”*

# Writing Wrap-Up

## RATIONALE

Writing Wrap-Up is a 5–10 minute concluding activity held at the end of each writing lesson. Students are given time to discuss their writing with their peers as a community of writers. In Writing Wrap-Up, students are encouraged to share their writing and any new understandings they have about the craft of writing. You can quickly assess the success of a lesson by listening to students talk about their writing and their new understandings about the craft of writing.

As you plan for Writing Wrap-Ups, keep in mind:

- the format in which students will share their writing: with partners, in small groups, or as a whole class.
- the focus of the feedback. Do you want others providing suggestions for revisions? Do you want others commenting on the strongest parts of the writing? Do you want others making connections between their own writing and that of the student sharing?

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in meaningful participation in the Writing Wrap-Up.

- Be sure to schedule time at the end of a writing lesson for students to make connections between their writing and the text they read and between their writing and classmates' writing. The Writing Wrap-Up is also a time to recall and apply learning and celebrate accomplishments.
- State a clear focus for the wrap-up. For example, *Today we learned about transition words. We used them to show the sequence of events in our new endings. Find places in your writing where you used transition words.* Give students a minute to review their writing and prepare to share based on the wrap-up focus.
- Before asking students to provide feedback to their classmates' writing, model for them constructive ways to respond. For example, *"Your use of transition phrases like Just a moment later really helped me to follow what was happening"* or *"Your description of the Grand Canyon helped me understand just how big the canyon is."*

## GOING DEEPER

These additional activities may be done with students once they are familiar with the Writing Wrap-Up routine.

- After students have listened to a classmate share her writing, have each student write one question they would like to ask the student author about her writing and add it to a "Question Bowl." The student author can pull three questions from the bowl and answer them. This allows students to engage in constructive conversations.
- Have students engage in reflective writing about their writing. They may do quick self-assessments by writing two things on a sticky note: 1. what they felt they did really well in their writing, and 2. what they will work on the next time they write. They can add these sticky notes to their drafts or in a writing journal.
- Remind students to use what they have learned, noticed, or thought about in today's writing lesson in other parts of the day. For example, *This morning we wrote opinions. Remember to include your opinions on your national park poster so others will want to visit that park.*

**COMMON CORE CONNECTIONS**  
CCLS.ELA.W.2.5; CCLS.ELA.SL.2.1

## THE ROUTINE

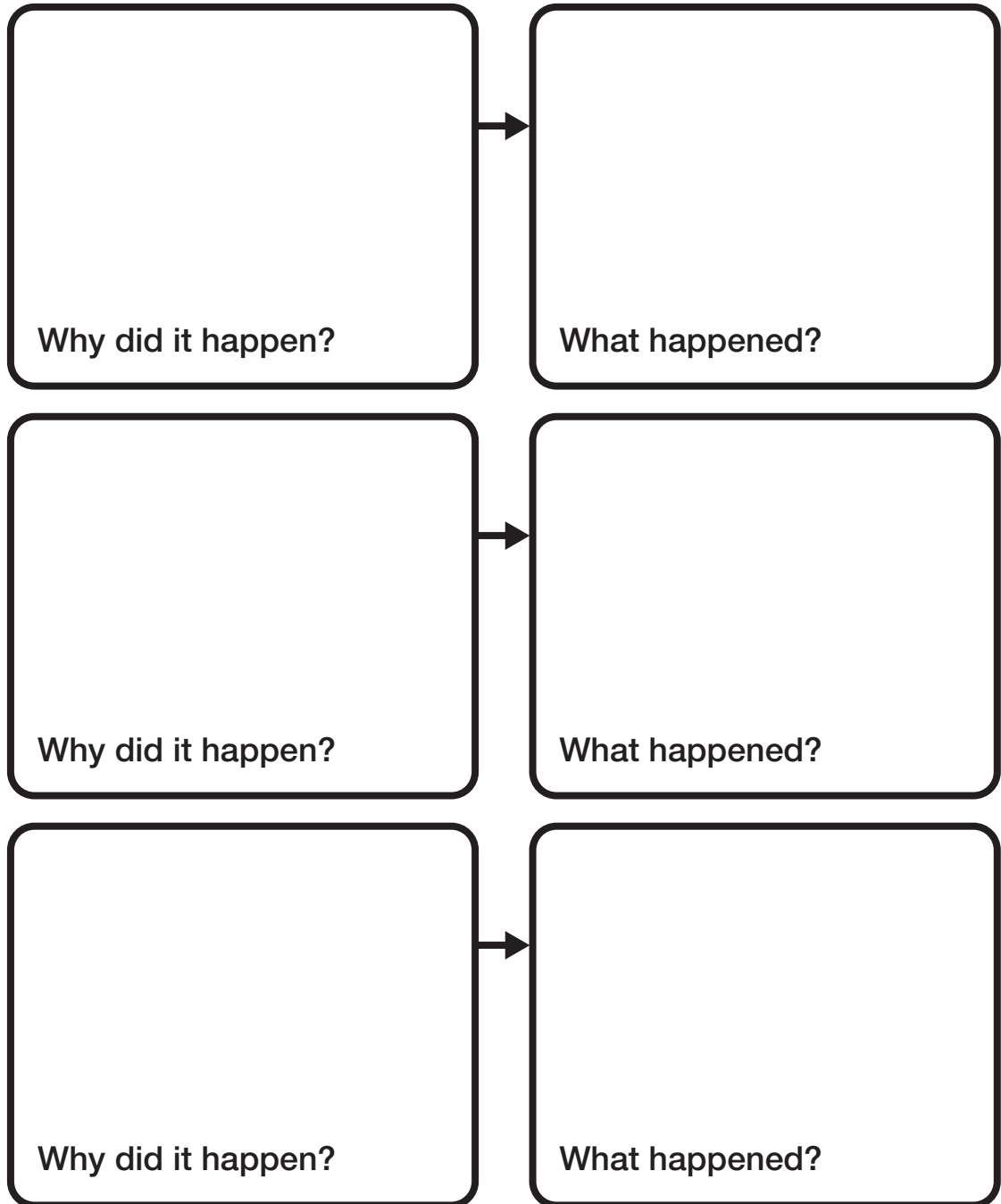
- 1** Bring students together for a 5–10 minute wrap-up of the writing lesson.
- 2** Quickly review the lesson objectives and the writing task. *Today you drafted a new ending for the story. You used details to describe how the main character reacted to the conclusion of the story's problem.*
- 3** Have students share their writing and new understandings with each other. This may be done in pairs, small groups, or with volunteers sharing with the whole class. Prompt students to discuss writing in thoughtful ways by suggesting open-ended questions, such as *“How did you use the text we read today to help you with your writing?”* or *“What did you learn about writing today that you can use again?”*
- 4** Discuss any questions students have about the writing skills they have learned. If time allows to review or re-teach, do so, or make notes to review in future lessons.
- 5** Discuss any homework or preview what students will learn in the next writing lesson. For example, *“Tomorrow we will revise our endings, adding details to the character's response to the story's conclusion.”*



# Cause and Effect

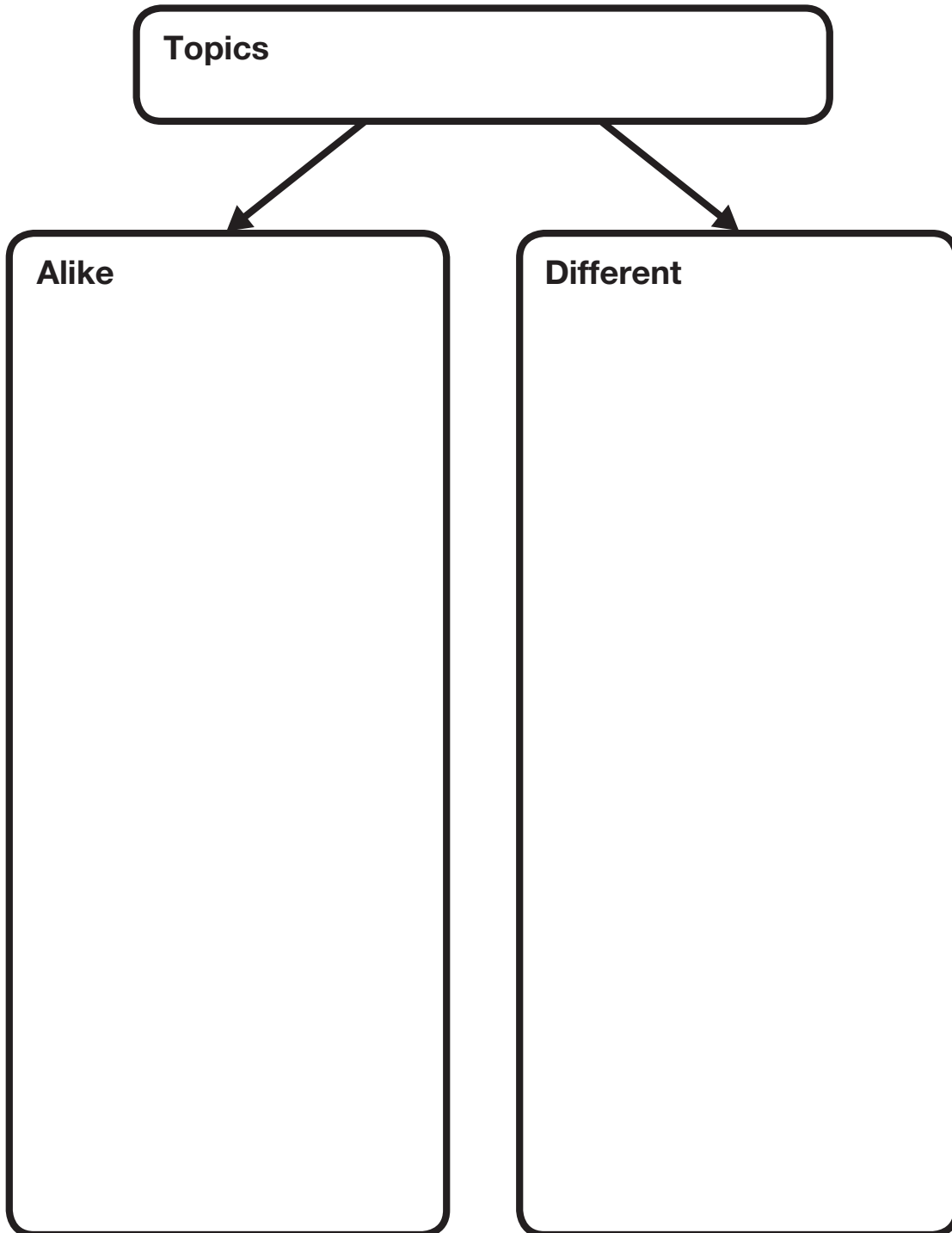
**Causes**

**Effects**



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# Compare and Contrast





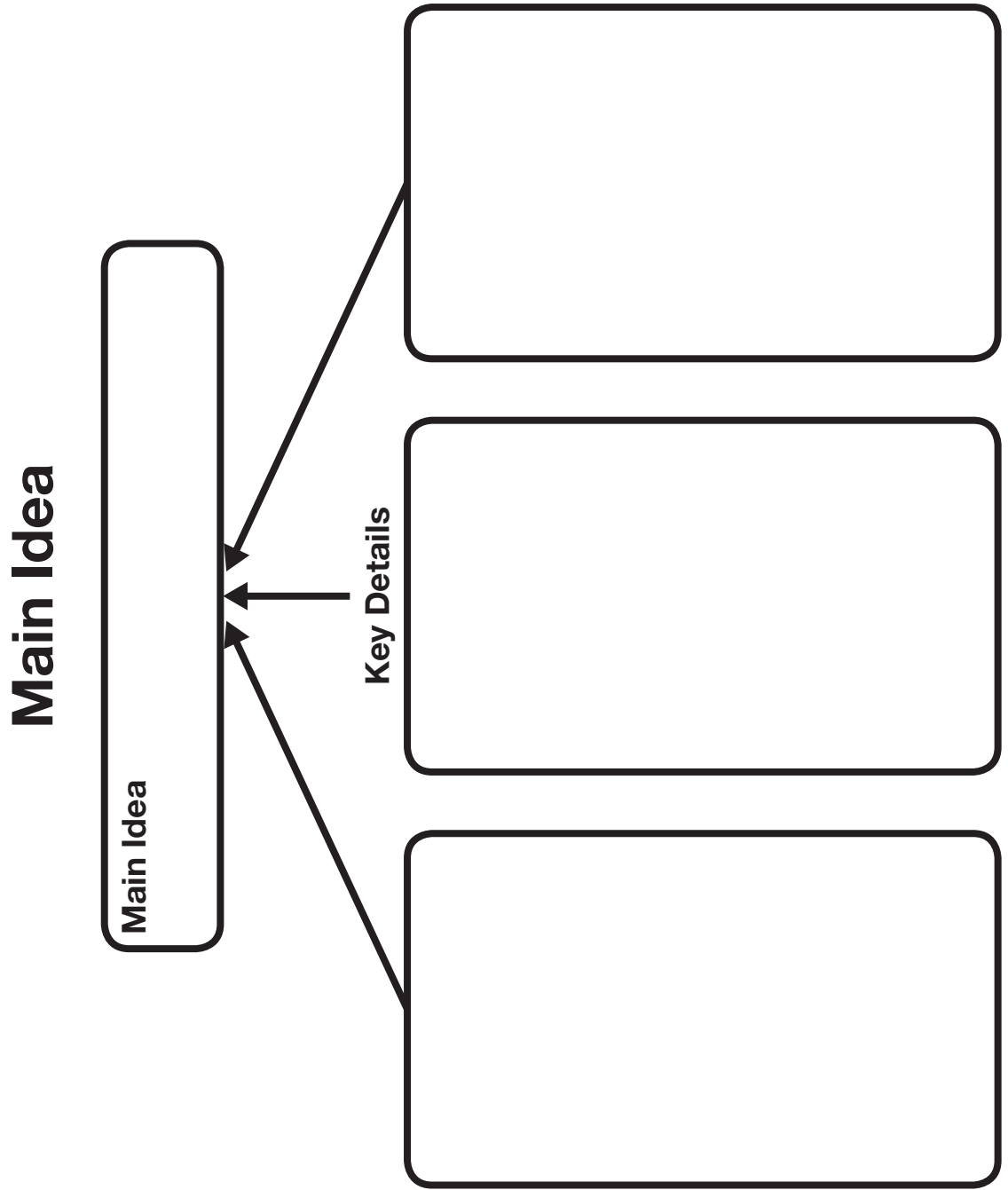
# Four-Column Chart

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# K-W-L Chart

Topic \_\_\_\_\_

| What We <b>K</b> now | What We <b>W</b> ant to Know | What We <b>L</b> earned |
|----------------------|------------------------------|-------------------------|
|                      |                              |                         |



# Story Sequence A

Title \_\_\_\_\_

**Beginning**



**Middle**



**End**



# Story Sequence B

|                   |                |
|-------------------|----------------|
| <b>Title</b>      |                |
| <b>Characters</b> | <b>Setting</b> |

↓

|                           |  |
|---------------------------|--|
| <b>Events</b><br>1. First |  |
|---------------------------|--|

↓

|         |  |
|---------|--|
| 2. Next |  |
|---------|--|

↓

|         |  |
|---------|--|
| 3. Then |  |
|---------|--|

↓

|         |  |
|---------|--|
| 4. Last |  |
|---------|--|

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# T-Chart

|  |  |
|--|--|
|  |  |
|  |  |

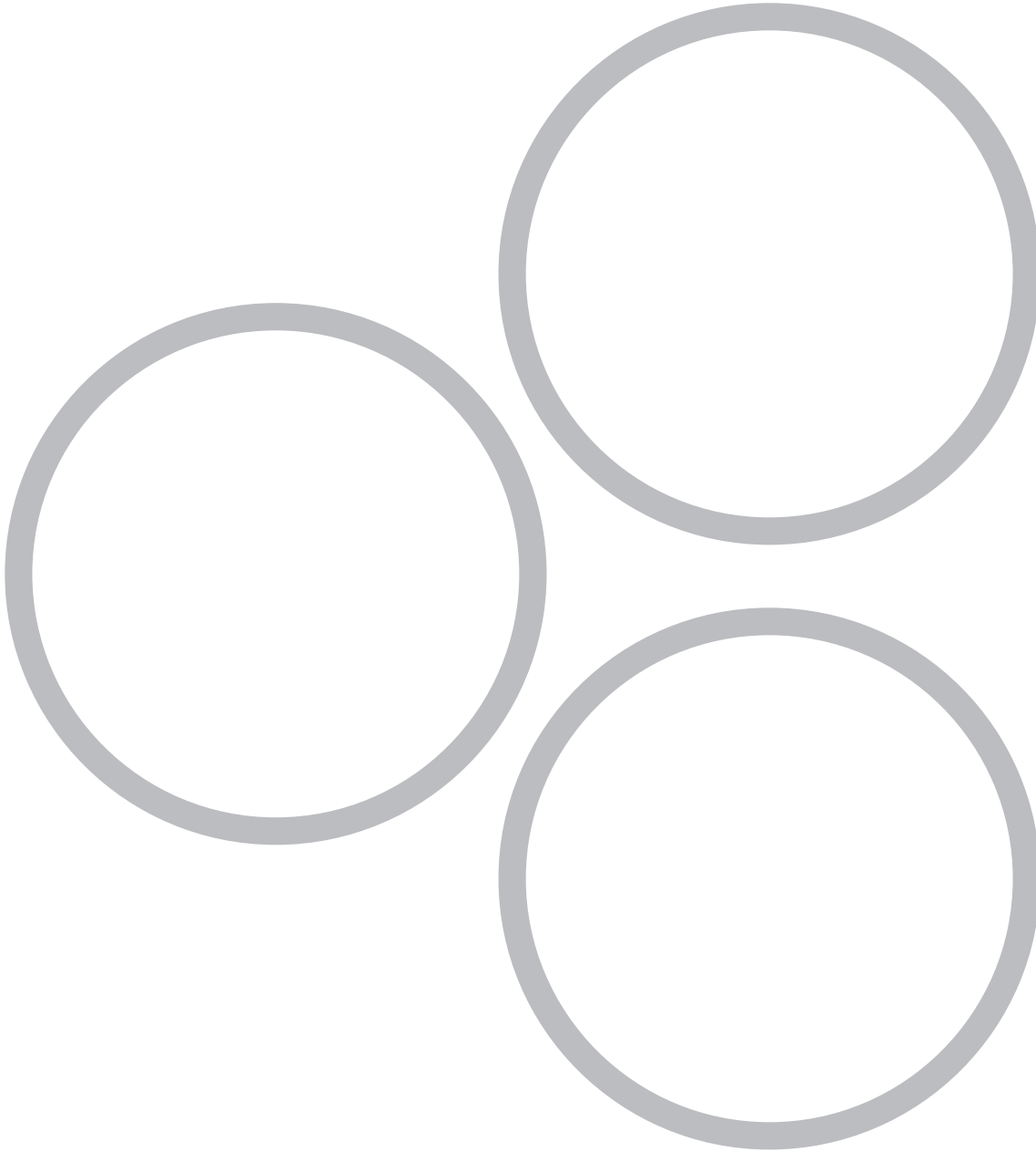
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# Three-Column Chart



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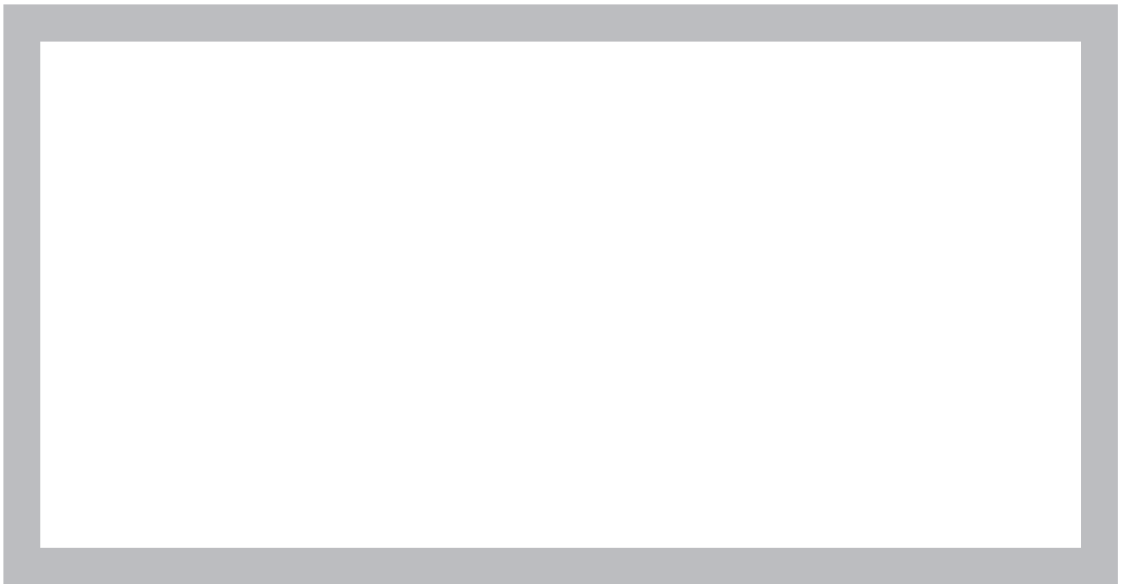
# Three Sorting Circles



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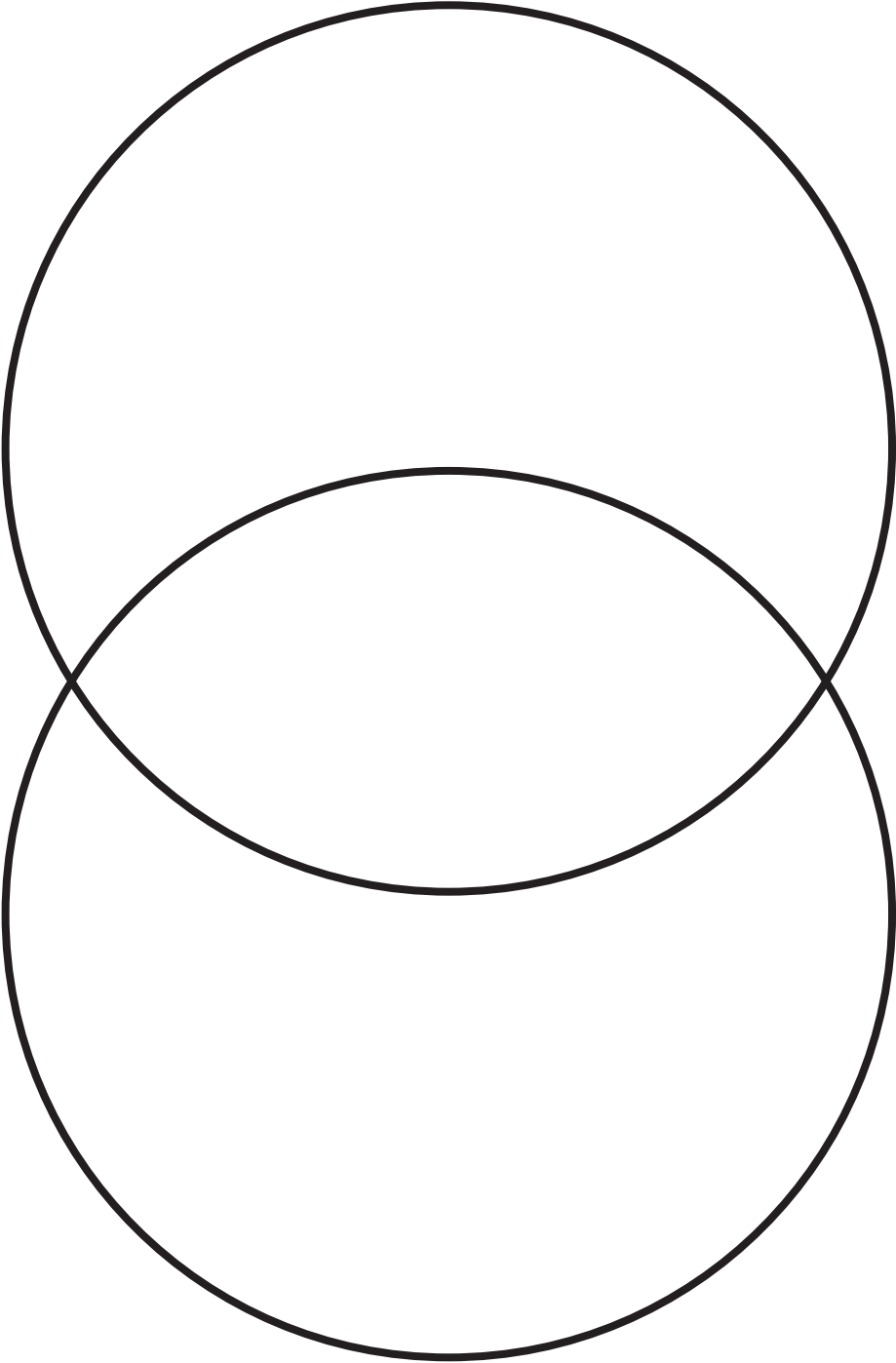


# Two Sorting Boxes



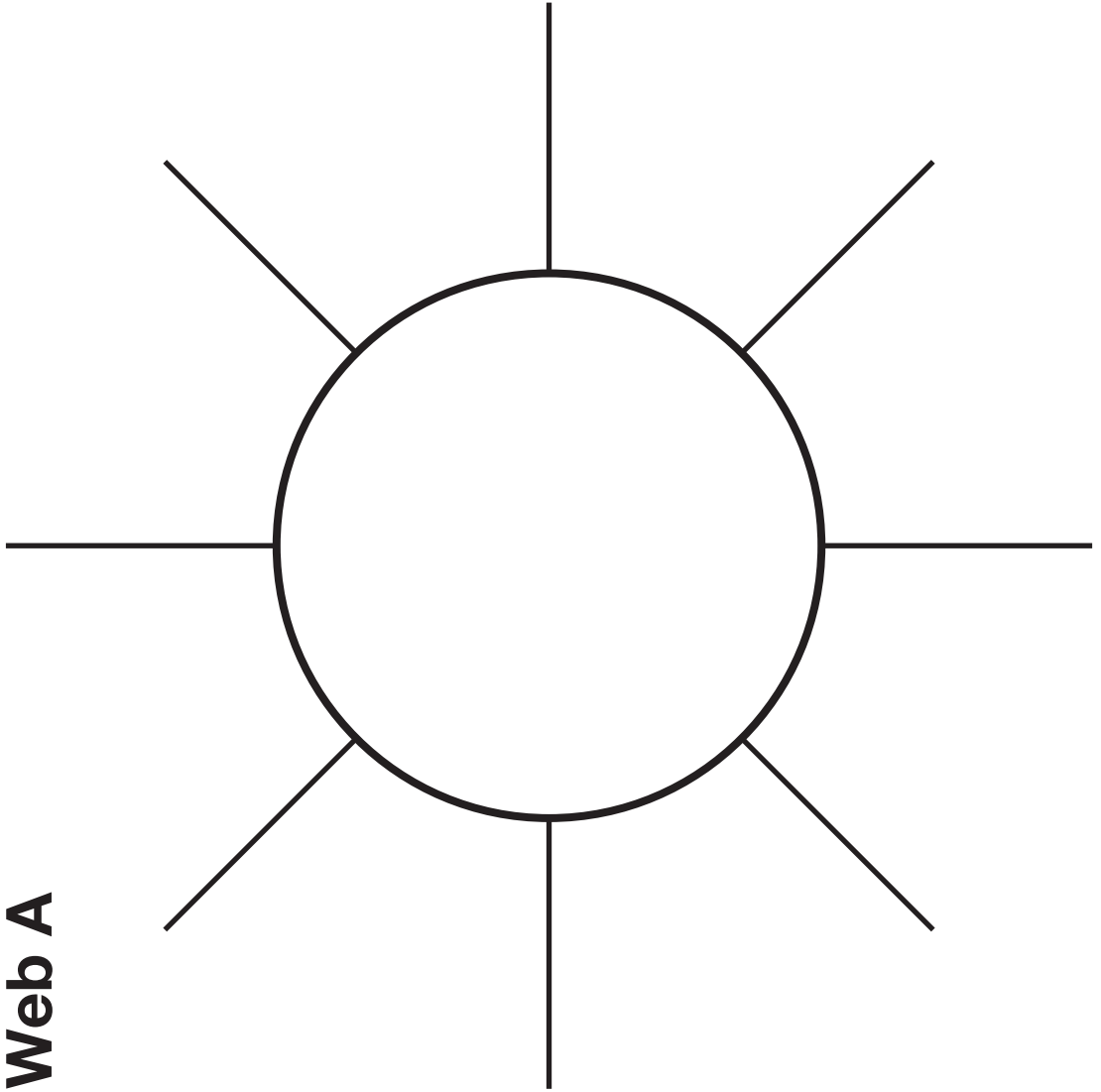
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# Venn Diagram

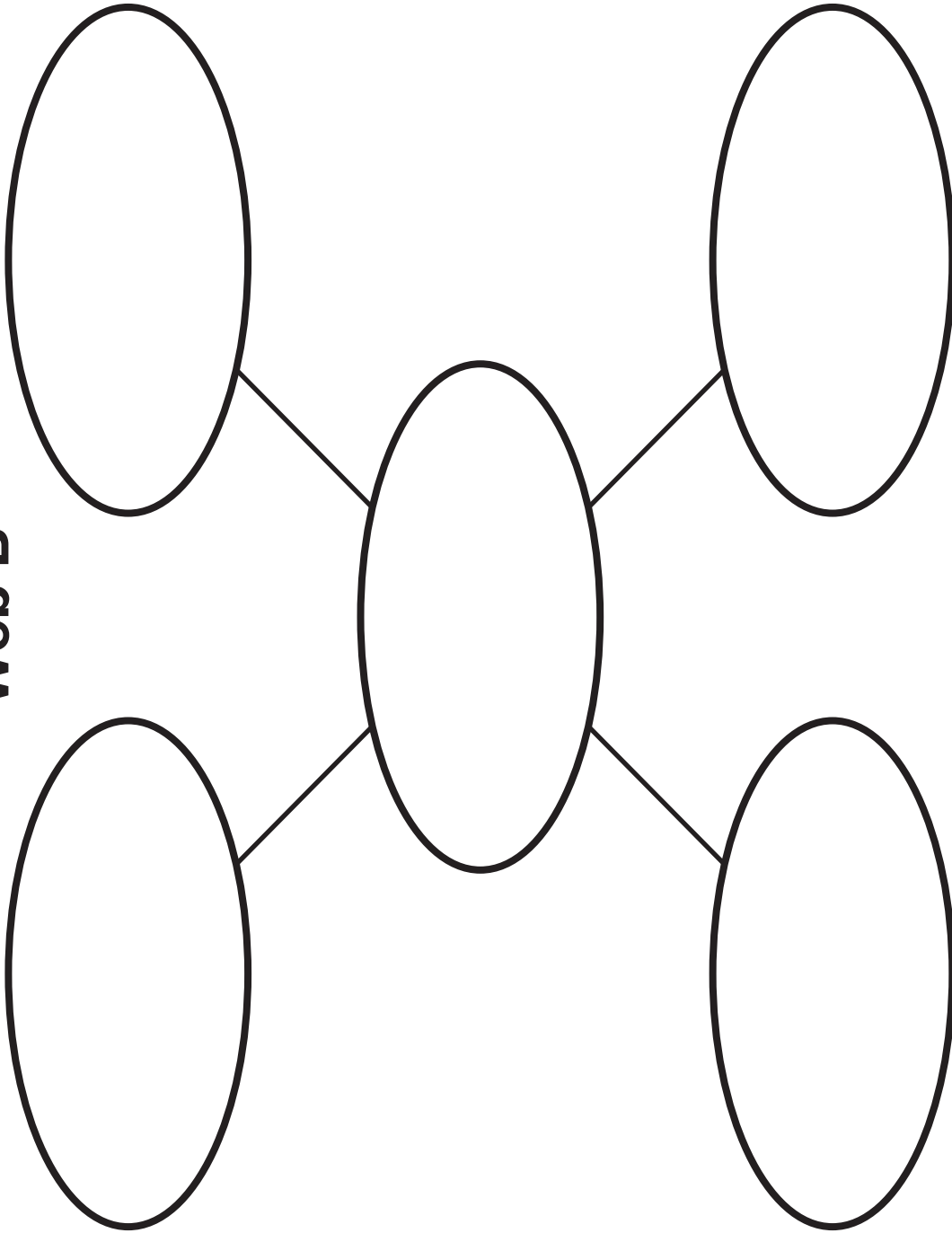


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# Web A



# Web B

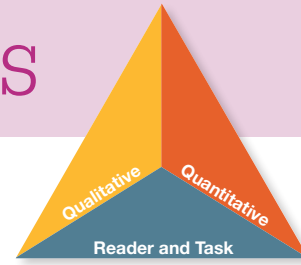


# Word Rating Chart

| Word | Know | Have Seen | Don't Know |
|------|------|-----------|------------|
|      |      |           |            |

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# Text Complexity Rubrics



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Alexander, Who Used to Be Rich Last Sunday***.

### QUANTITATIVE MEASURES

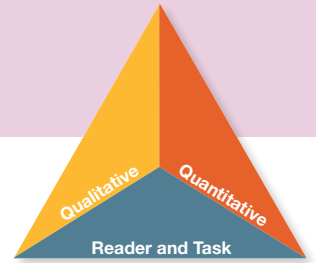
|                         |        |
|-------------------------|--------|
| LEXILE                  | AD570L |
| AVERAGE SENTENCE LENGTH | 10.69  |
| WORD FREQUENCY          | 3.59   |
| PAGE COUNT              | 28     |

### QUALITATIVE MEASURES

|                                      |  |
|--------------------------------------|--|
| LEVELS OF MEANING                    | Straightforward plot with unified theme                              |
| STRUCTURE                            | Series of brief episodes, each supported by artwork                  |
| LANGUAGE CONVENTIONALITY AND CLARITY | General vocabulary; blend of simple, compound, and complex sentences |
| THEME AND KNOWLEDGE DEMANDS          | The difficulty of saving money compared to spending it               |

### READER AND TASK SUGGESTIONS

| PREPARING TO READ THE TEXT                               | LEVELED TASKS  |
|--|--|
| Understand how to decide whether to spend or save money. | Recall being given some money and what happened to it. |

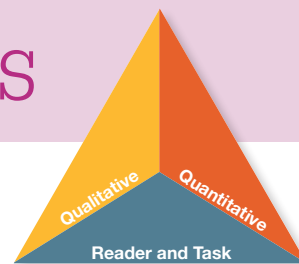


# Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *A Chair for My Mother*.

| QUANTITATIVE MEASURES  |   |
|--|---|
| LEXILE   | 640L  |
| AVERAGE SENTENCE LENGTH  | 10.63   |
| WORD FREQUENCY   | 3.66  |
| WORD COUNT   | 1063  |
| QUALITATIVE MEASURES   |   |
| LEVELS OF MEANING  | Straightforward plot with unified theme   |
| STRUCTURE  | Series of episodes with backstory inserted  |
| LANGUAGE CONVENTIONALITY AND CLARITY                                   | General vocabulary; blend of simple, compound, and complex sentences; some dialogue |
| THEME AND KNOWLEDGE DEMANDS  | The joy of buying something special after saving for it a long time                 |
| READER AND TASK SUGGESTIONS  |   |
| PREPARING TO READ THE TEXT   | LEVELED TASKS   |
| Identify something special that can be bought only after saving money. | Imagine losing one's possessions in a fire.   |

# Text Complexity Rubrics



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *Do I Need It? Or Do I Want It?*.

### QUANTITATIVE MEASURES

|                         |      |
|-------------------------|------|
| LEXILE                  | 510L |
| AVERAGE SENTENCE LENGTH | 8.74 |
| WORD FREQUENCY          | 3.65 |
| PAGE COUNT              | 32   |

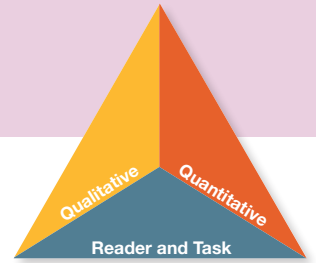
### QUALITATIVE MEASURES

|                                      |   |
|--------------------------------------|---|
| LEVELS OF MEANING                    | Straightforward explanations of topic   |
| STRUCTURE                            | Introduction of topic, then details provided in series of sub-topics; activity, glossary, resources, and index at end |
| LANGUAGE CONVENTIONALITY AND CLARITY | Topic-specific vocabulary defined in text and glossary, reinforced through photos and captions                        |
| THEME AND KNOWLEDGE DEMANDS          | Decisions to be made as children and families make budgets  |

### READER AND TASK SUGGESTIONS

| PREPARING TO READ THE TEXT                                    | LEVELED TASKS                                 |
|---|---|
| Understand that planning often happens before money is spent. | Identify differences between wants and needs. |



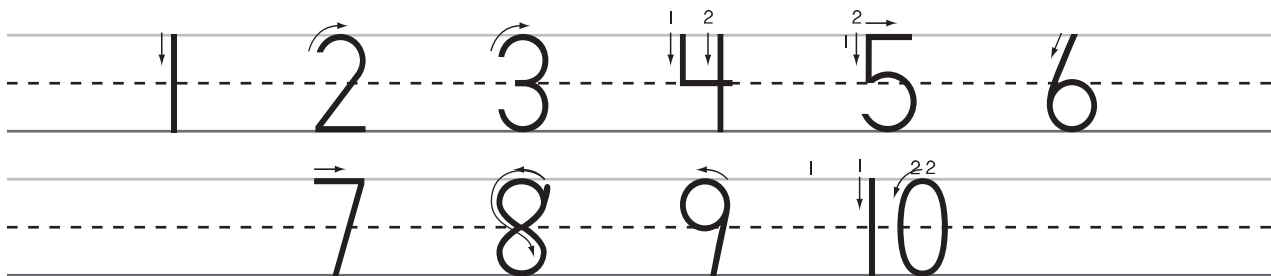
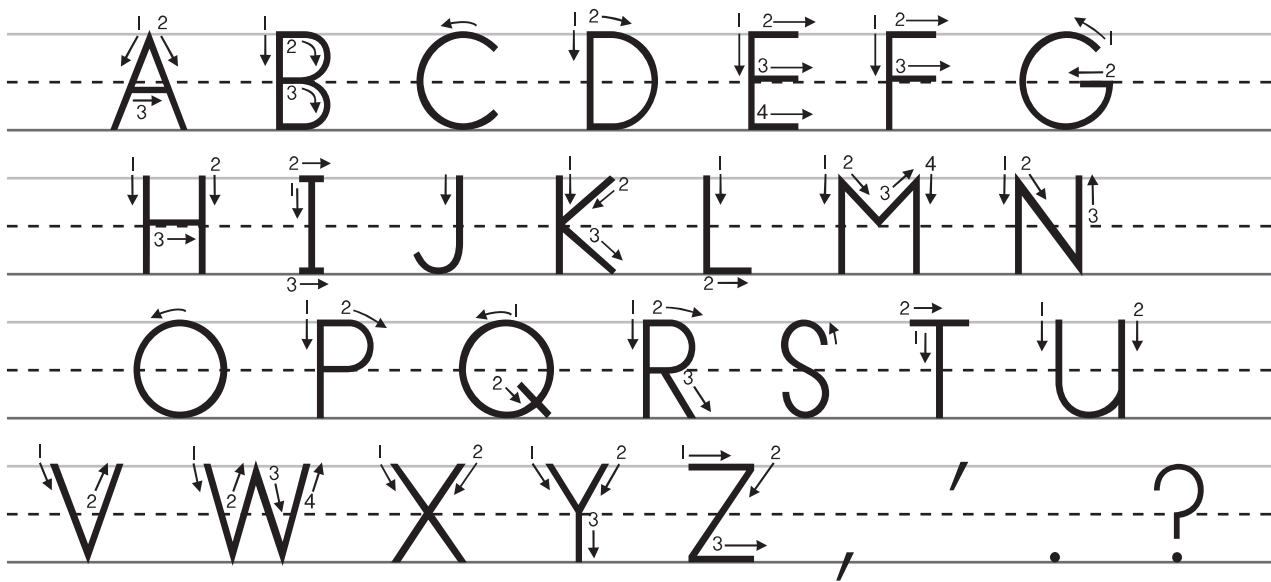
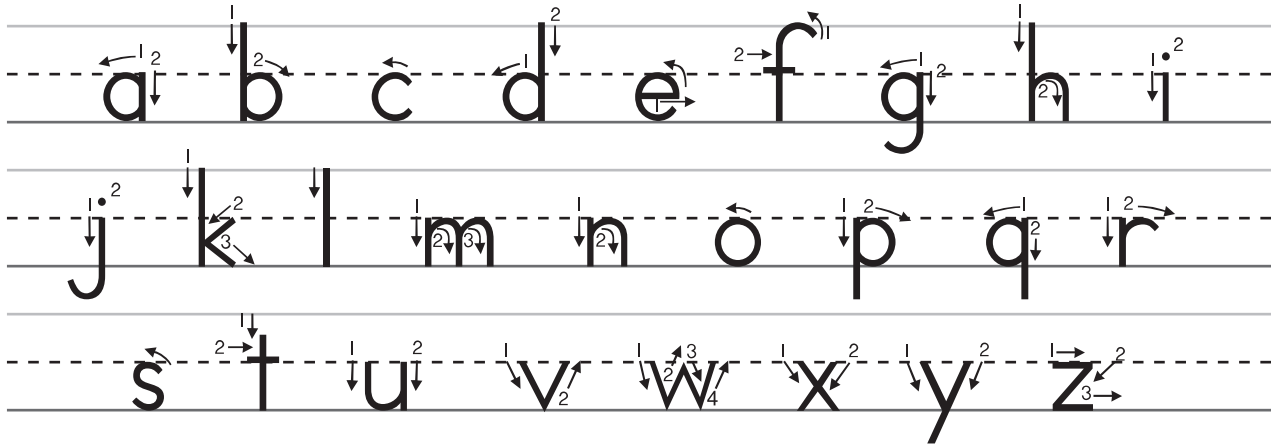


# Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *I Wanna Iguana*.

| QUANTITATIVE MEASURES                               |  |
|---|--|
| LEXILE  | AD460L   |
| AVERAGE SENTENCE LENGTH                             | 11.04  |
| WORD FREQUENCY                                      | 3.39   |
| WORD COUNT  | 596  |
| QUALITATIVE MEASURES                                |  |
| LEVELS OF MEANING                                   | Straightforward plot with unified theme  |
| STRUCTURE   | Series of letters leading to final episode   |
| LANGUAGE CONVENTIONALITY AND CLARITY                | Advanced vocabulary ( <i>trial basis</i> ) defined in text; blend of simple, compound, and complex sentences |
| THEME AND KNOWLEDGE DEMANDS                         | Differences between children and parents about house pets  |
| READER AND TASK SUGGESTIONS                         |  |
| PREPARING TO READ THE TEXT                          | LEVELED TASKS  |
| Understand joys and responsibilities of house pets. | Identify traits of an iguana.  |

# Manuscript Alphabet



## D'Nealian™ Alphabet

a b c d e f g h i  
 j k l m n o p q r s t  
 u v w x y z

A B C D E F G  
 H I J K L M N O  
 P Q R S T U V  
 W X Y Z . , ' ?

1 2 3 4 5 6  
 7 8 9 10

## D'Nealian™ Cursive

a b c d e f g h i  
 j k l m n o p q r  
 s t u v w x y z

A B C D E F G  
 H I J K L M N O  
 P Q R S T U V  
 W X Y Z . , ' ?

1 2 3 4 5 6  
 7 8 9 10

# Acknowledgments

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## **Appendix H part 3 - ELA Grade 3 Unit**

PREPUBLICATION COPY

GRADE

3

ReadyGEN   

# Teacher's Guide



PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Upper Saddle River, New Jersey

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**PEARSON**

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1 2 3 4 5 6 7 8 9 10 V064 17 16 15 14 13





## Dear ReadyGEN Teachers,

Welcome to your third delivery of *ReadyGEN* materials. This delivery includes the materials you need to teach the second half of the year.

As the school year progresses, we encourage you to visit **PearsonSchool.com/NYCRReadyGEN**. This Web site will continue to be your main resource for updated Professional Development schedules and tutorials. In addition, you will find new resources, such as P. David Pearson and Elfrieda “Freddy” Hiebert’s white paper on vocabulary, and important documents to help you keep your materials organized, such as the “*ReadyGEN* Delivery Checklist.”

In this delivery of *ReadyGEN* instructional materials, you will find:

### Student Materials

- Text Collection, Volume 2 (Units 3–4)  
*These are in final form and will be used for the remainder of the year and into the future.*
- Reader’s and Writer’s Journal, Units 1–4  
*While you have received Units 1–2 in previous deliveries, the enclosed Journal includes the complete set of all units in final format.*

### Teacher Materials

- Teacher’s Guide (*prepublication format*), Units 3–4  
*These will be replaced in June with the final versions.*
- Reader’s and Writer’s Journal Teacher’s Guide, Units 1–4  
*This is the complete Teacher’s Guide of all four units.*
- Scaffolded Strategies Handbook (*prepublication format*), Units 3–4  
*This will be replaced in June with the final version.*

At this point you may wonder what materials to keep from prior deliveries. The followings materials can be replaced:

- The Start of Year Student Materials can be replaced. However, it is important to note that your students’ work from the first half of the year is recorded in the original Start of the Year journal for Unit 1. You may want to keep these versions on hand for a year-long view of student progress.
- The Reader’s and Writer’s Journal (Unit 2) can be replaced by the final version included in this delivery. However, the record of your students’ work will be found in your previous versions. You may want to keep these on hand for a year-long view of student progress.

Sincerely,  
The ReadyGEN Team



## Greetings, fellow teachers!

I am very excited for you as you launch *ReadyGEN* in your classroom. Of all the interesting components represented in *ReadyGEN*, text-based approaches to comprehension are the ones that I am optimistic will bring a revitalized approach to reading instruction to your classroom. Based on the Common Core State Standards, we have designed instructional practices that will guide your students to more effective use of close reading of texts which in turn will lead them to a deeper understanding of text meaning, author's intent, perspective, and related comprehension goals. I am interested in how your students advance through oral, written, and listening skills as you use *ReadyGEN* to scaffold their learning. I encourage you to enjoy the leap forward with your students as they progress in reading skills and understandings with *ReadyGEN*.

Sincerely,  
**Sharon Vaughn**  
University of Texas

## Welcome to *ReadyGEN*!

We are very excited to bring you the opportunity to enjoy the integration of the reading and writing experience: a hallmark of the Common Core State Standards. The rich selection of literature in *ReadyGEN* combines with a strong foundation of knowledge learning in a wide range of subject areas to make this program a true standout for students and teachers alike. The program's creators have taken great care with the choice of texts, always paying close attention to the science and social studies standards that are crucial to students' success. The synergy between reading and writing is powerful—it speaks to the real-world lifestyles of 21st-century children while preparing them for college and their future careers.

This first unit creates a warm and inviting space for students to do their most rigorous work in both literary and informational texts, and to develop the writing skills that will guide them along the staircase of complexity! We are so glad to welcome you and your students as partners in this, the wonderful world of *ReadyGEN*.

**Pam Allyn**  
Executive Director and Founder, LitLife and LitWorld



## What Excites Me About CCSS, Knowledge, and *ReadyGEN*

What excites me about the Common Core State Standards is that knowledge is at the core. Acquiring knowledge and the skills to do this independently are the keys to success in our digital-global age.



What excites me about the digital-global age is the increased knowledge about words. Words are the labels for concepts, and concepts are the foundation of knowledge. The digital revolution has resulted in an increase in the amount of and access to knowledge; this has also increased our knowledge about words.

What excites me about *ReadyGEN* is that this is the first program to use the rich knowledge about words from the digital-global age to ensure that students attain the vast knowledge about the world that defines the 21st century. The rich, complex texts that are the instructional foundation of this program provide systems for understanding both how words work in complex texts and which of the words in these complex texts unlock the knowledge of critical content domains.

### **Elfrieda H. Hiebert**

TextProject and University of California, Santa Cruz

*ReadyGEN* is an exciting, engaging experience for kids.



*ReadyGEN* provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this generation of readers and writers ready to meet the challenge presented by the Common Core.

### **P. David Pearson**

University of California, Berkeley



The *ReadyGEN* architecture provides the foundation and resources to prepare NYC educators for the new expectations and to meet the instructional shifts of the Common Core Standards. *ReadyGEN*'s overall progression of complexity of text, within and across grades, facilitates students' learning of academic vocabulary, close reading and foundational skills, and further deepens content knowledge and comprehension. At the heart of *ReadyGEN* is reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking and Listening Standards.

## FOUNDATIONAL SKILLS STANDARDS

The Common Core Standards include a strong emphasis on the foundational skills of reading including phonemic awareness, phonics, and fluency across the elementary grades. The New York City Department of Education recognizes the importance of mastery of these high priority and necessary skills so that each student may access meaningful text through print.

New York City educators have a variety of Foundational Skill resources to choose from. One of the options is *ReadyGen Phonics (K-3) and Word Analysis (4-5) Kits* integrate these Foundational Skills into instructional routines and activities as a means of fostering student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions. Foundational Skills Instruction, which takes place in addition to your daily 90 minutes with ReadyGEN, is best served in both whole group lessons and small group Guided Reading as a means of introducing and reinforcing these critical skills. To further extend learning, Independent Reading texts can be selected to showcase these skills in real-life application.

### Phonics Kit

- Phonics Teaching Guide (K-3)
- Picture Cards (K-3)
- Alphabet Cards (K-3)
- Letter Tiles (K-3)
- Sound-Spelling Cards (K-3)
- Decodable Practice Readers (1-3)
- High-Frequency Word Cards (K-3)
- Kindergarten Student Readers (K)
- Phonics Activity Mats (K-3)
- Phonics Songs and Rhymes Charts (K)

### Word Analysis Kit

- Word Analysis Teaching Guide (4-5)
- Practice Readers (4-5)
- Vocabulary Cards (4-5)
- Letter Tiles (4-5)

## UNIT 3

# Seeking Explanations



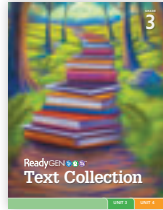


|   |            |
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| <b>MODULE A</b> Common Core Lesson Launch ..... | <b>1–9</b> |
| Lessons 1–18 .....                              | 10–189     |
| Performance-Based Assessment (Opinion) .....    | 190–197    |

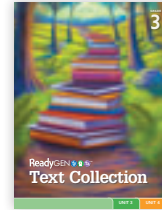
### TEXT SET



**ANCHOR TEXT**  
*Storm in the Night*



**SUPPORTING TEXT**  
*Knots on a Counting Rope*



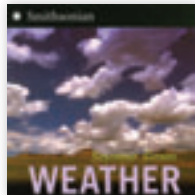
**SUPPORTING TEXT**  
*Paul Bunyan*



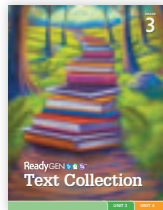
**SLEUTH**  
“We Need New Tornado Warnings!”  
“Taking Shelter”

|   |                |
|---|----------------|
| <b>MODULE B</b> Common Core Lesson Launch ..... | <b>198–207</b> |
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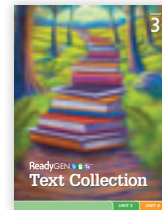
### TEXT SET



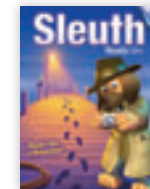
**ANCHOR TEXT**  
*Weather*



**SUPPORTING TEXT**  
*Living Through a Natural Disaster*



**SUPPORTING TEXT**  
*On the Same Day in March*



**SLEUTH**  
“Weather Work”  
“Be Prepared!”

|   |             |
|---|-------------|
| <b>UNIT 3</b> Common Core Teacher Resources |             |
| Unit Three End-of-Unit Assessment .....     | TR2–TR27    |
| Routines .....                              | TR28–TR75   |
| Graphic Organizers .....                    | TR77–TR91   |
| Text Complexity Rubrics .....               | TR92–TR97   |
| Leveled Reader Instructional Pages .....    | TR101–TR110 |



## Assessment

*ReadyGEN* provides various assessment opportunities for you to use with your students to gauge their progress toward mastery of the Common Core Learning Standards.

### FORMATIVE ASSESSMENT

#### MONITOR PROGRESS

**If...**students struggle to explain how a character's actions contribute to a story's events.  
**Then...**use the Analysis Lesson in small group to help them work through the Four-Column Chart (*Reader's and Writer's Journal*, p. 000)  
**If...**students need extra support to understand the story.  
**Then...**use the Close Reading Workshop in small groups to provide scaffolded support.

#### MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of students. Using these Monitor Progress formative assessments, you will be consistently aware of how students are changing and developing throughout the year. You can use this performance data to meet the individual needs of students.

#### Independent Writing Practice

**FORMATIVE ASSESSMENT** Now have students prepare their publications and presentations in the *Reader's and Writer's Journal*, p. 199, using their work from Lessons 12–15. Have them cut out photos, graphs, maps, charts, and other visuals and create layouts by hand.

#### FORMATIVE WRITING ASSESSMENTS

Each student's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from students' progress on these tasks can help you quickly identify students needing additional practice. Responsive individual or group instruction can further students on the path toward the module assessment.



## PERFORMANCE-BASED WRITING ASSESSMENT

### Every Module

Each module has a **Performance-Based Assessment** that can be used to measure students' mastery of standards.

#### UNIT 3 • MODULE A The Power of Story

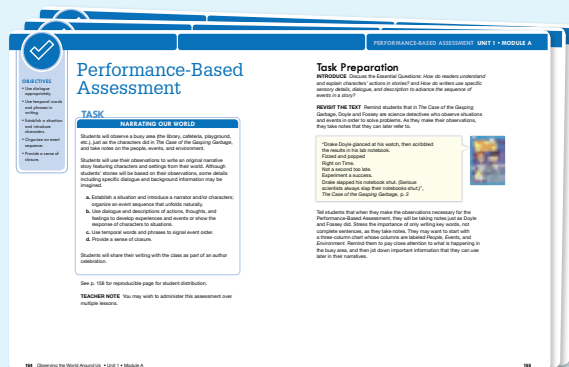
**TASK:** What is the benefit of stories as a way to explain things or allay fears? Students will write to support their opinion about this using text examples from *Storm in the Night* and *Knots on a Counting Rope*.

Students will state their opinion or point of view.

#### UNIT 3 • MODULE B News Report

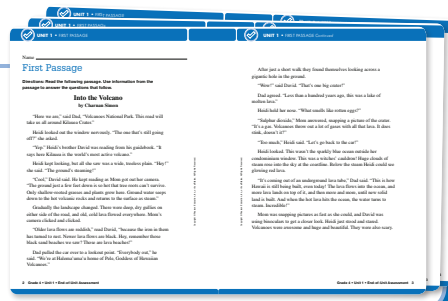
**TASK:** Students will use what they have learned from *Weather* and *Living Through a Natural Disaster* to create an engaging news report recounting an experience that demonstrates an understanding of the relationship between human beings and the weather/climate/Earth using relevant, descriptive details and visual displays that emphasize and enhance details and facts.

Students will write informative news reports to examine a topic and convey ideas and information clearly.



## END OF UNIT ASSESSMENT

There is an **End of Unit Assessment** that can give you further data on students' mastery of the standards.



# Path to Common Core Success

## Dig Deeply into Complex Text

### Big Ideas

- Interactions
- Climates

### Enduring Understandings

- **Readers** will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.
- **Writers** understand that related information goes together when presenting a topic, with facts, definitions, and details.
- **Learners** will explore content to understand scientific reasons for how and why things occur in nature.

## “Knows” and “Dos”

### ESSENTIAL QUESTIONS

How do readers understand complex informational text through both illustrations and text?

How do writers introduce and develop a topic with facts, details, and linking words?

### MODULE GOALS

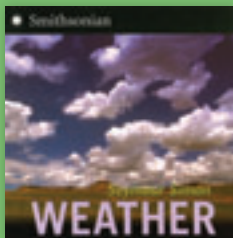
**Readers** will ask and answer questions about a topic, and determine main ideas and details that describe scientific concepts, using language that pertains to time, sequence, and cause/effect.

**Writers** will write informative/explanatory texts to examine a topic and convey ideas in order to share information.

**EXPLORE CONTENT** **Learners** will explore content to understand reasons explaining how and why things occur in nature.

## Text Set

### ANCHOR TEXT

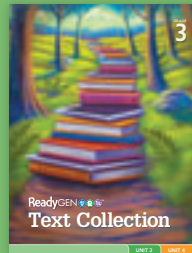


*Weather*  
**Lexile AD1020L**  
**Informational Text**

### SUPPORTING TEXTS



*Living Through a Natural Disaster*  
**Lexile 940L**  
**Informational Text**



*On the Same Day in March: A Tour of the World's Weather*  
**Lexile AD540L**  
**Informational Text**

### SLEUTH



"Weather Work"  
"Be Prepared!"



## PERFORMANCE-BASED WRITING ASSESSMENT

### NEWS REPORT

Students will use what they have learned from *Weather* and *Living Through a Natural Disaster* to create an engaging news report recounting an experience that demonstrates an understanding of the relationship between human beings and the weather/climate/Earth using relevant, descriptive details and visual displays that emphasize and enhance details and facts.

### TARGET STANDARDS



**Common Core Learning Standard W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

# Vocabulary to Unlock Text

## Generative Vocabulary

*ReadyGEN* provides systems for understanding how words work. Teach generative vocabulary as students dig deeply into complex texts. Focus on sets of rare Tier II and Tier III words that unlock meaning, build knowledge of critical content domains, and help students internalize word-learning strategies. Go to [www.PearsonSchool.com/NYCRReadyGEN](http://www.PearsonSchool.com/NYCRReadyGEN) to read more about generative vocabulary instruction in *ReadyGEN*.

**BENCHMARK VOCABULARY** Benchmark Vocabulary words are important for understanding concepts within a text. These are addressed during Focused Reading Instruction and can be defined as

- words needed to deeply comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of the text.

**BY-THE-WAY WORDS** By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. They should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These are addressed during Close Reading and can be defined as

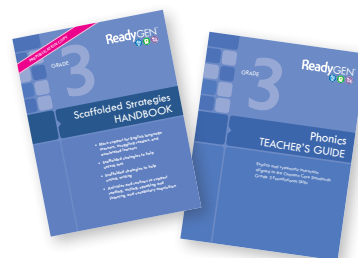
- words that don't require lengthy discussion within a particular text.
- words supported by the text for meaning.
- words that are more concrete.

**Generative Vocabulary in Speaking and Writing** Students should demonstrate a deep understanding of vocabulary by using those words and words generated from them in conversation, writing practice, and the Performance-Based Assessments.

## Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.

Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.



## ANCHOR TEXT *Weather*

**Informational Text** Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

| Benchmark Vocabulary | Possible Morphological Links | Possible Semantic Links          | Informational Links |
|----------------------|------------------------------|----------------------------------|---------------------|
| <b>slant</b>         |                              | incline, lean, tilt              | <i>Topic</i>        |
| <b>equatorial</b>    | equator, equate, equal       | central, tropical                | <i>Topic</i>        |
| <b>poleward</b>      |                              | North Pole, South Pole           | <i>Topic</i>        |
| <b>currents</b>      |                              | course, drift                    | <i>Topic</i>        |
| <b>reflects</b>      | reflector, reflective        | rebound, mirrors                 | <i>Topic</i>        |
| <b>boundary</b>      | bind                         | barrier, border, edge, perimeter | <i>Topic</i>        |
| <b>glaciers</b>      | glacial                      | iceberg, icecap, ice             | <i>Topic</i>        |
| <b>burn off</b>      |                              |                                  | <i>Topic</i>        |
| <b>condensed</b>     | condensation                 | compressed, compacted            | <i>Topic</i>        |
| <b>resistance</b>    | resist, resistant            | defiance                         | <i>Topic</i>        |
| <b>crystals</b>      | crystallize                  |                                  | <i>Topic</i>        |
| <b>payloads</b>      |                              |                                  | <i>Topic</i>        |
| <b>smog</b>          | smoggy                       | smoky, hazy                      | <i>Topic</i>        |
| <b>atmosphere</b>    | atmospheric                  | air, sky                         | <i>Big Ideas</i>    |
| <b>troposphere</b>   |                              |                                  | <i>Big Ideas</i>    |
| <b>stratosphere</b>  |                              |                                  | <i>Big Ideas</i>    |
| <b>sleet</b>         |                              | precipitation, downfall          | <i>Topic</i>        |
| <b>chinook</b>       |                              |                                  | <i>Big Ideas</i>    |
| <b>forecaster</b>    | forecast, forecasting        | sign                             | <i>Topic</i>        |

# Vocabulary to Unlock Text

**SUPPORTING TEXT** *Living Through a Natural Disaster*

**Informational Text** Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

| Benchmark Vocabulary | Possible Morphological Links     | Possible Semantic Links                            | Informational Links |
|----------------------|----------------------------------|--|---------------------|
| <b>preparations</b>  | preparedness                     | groundwork   | <i>Big Ideas</i>    |
| <b>evacuate</b>      | evacuation                       | leave, withdraw, depart                            | <i>Big Ideas</i>    |
| <b>canals</b>        |                                  | aqueduct, channel                                  | <i>Topics</i>       |
| <b>dikes</b>         |                                  | barrier  | <i>Topics</i>       |
| <b>famine</b>        | famished                         | scarcity   | <i>Topics</i>       |
| <b>diverse</b>       | diversity, diversely, divergence | varied, wide, contrasting, different               | <i>Topics</i>       |
| <b>prone</b>         |                                  |  | <i>Topics</i>       |
| <b>withered</b>      | withering                        | languish, perish                                   | <i>Topics</i>       |
| <b>shriveled</b>     |                                  | shrunk, wilted                                     | <i>Topics</i>       |
| <b>relocation</b>    | locate                           | movement, move                                     | <i>Topics</i>       |
| <b>consequences</b>  | sequence, consequential          | effect, repercussion, aftermath                    | <i>Topics</i>       |
| <b>traumatized</b>   | trauma, traumatic                | upset, hurt, damaged                               | <i>Topics</i>       |
| <b>coping</b>        |                                  | handling, surviving, enduring                      | <i>Topics</i>       |
| <b>rationed</b>      | rationale                        | limited, conserved, restricted, allotted, budgeted | <i>Topics</i>       |
| <b>severe</b>        | severity                         | harsh, relentless, serious                         | <i>Topics</i>       |
| <b>devastated</b>    | devastation                      | destroyed, ruined, wrecked, ravaged                | <i>Topics</i>       |
| <b>predictable</b>   | predict, unpredictable           | foreseeable, expected, anticipated                 | <i>Topics</i>       |
| <b>crisis</b>        | critical                         | catastrophe, dilemma                               | <i>Topics</i>       |

**SUPPORTING TEXT** *On the Same Day in March: A Tour of the World's Weather*

**Informational Text** Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

| Benchmark Vocabulary | Possible Morphological Links | Possible Semantic Links               | Informational Links |
|----------------------|------------------------------|---------------------------------------|---------------------|
| hoist                |                              | raise, lift, elevate, heave           | <i>Topic</i>        |
| crouched             |                              | huddled, squatted, ducked, bent       | <i>Topic</i>        |
| huddled              |                              | crowded, clustered, gathered, grouped | <i>Big Ideas</i>    |
| shears               |                              | snips, swipes, trims                  | <i>Topic</i>        |
| vanish               |                              | disappear, fade, dissolve, melt       | <i>Topic</i>        |
| sleet                |                              | precipitation, downfall               | <i>Topic</i>        |
| chinook              |                              |                                       | <i>Big Ideas</i>    |



## Suggested Common Core Lesson Plan

### READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

### SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

### INDEPENDENT READING

- Daily

### WRITING 30–40 minutes

- Expository Writing
- Independent Writing Practice
- Writing Wrap-Up

#### LESSON 1

*Teacher's Guide, pp. 208–217*

**READ Trade Book** pp. 4–9  
*Weather*

**READING FOCUS** Writers understand that related information goes together when presenting a topic with facts, definitions, and details.

**WRITING FOCUS** Use mode of explanatory writing to convey ideas and information.

#### LESSON 2

*Teacher's Guide, pp. 218–227*

**READ Trade Book** pp. 10–15  
*Weather*

**READING FOCUS** Learners will explore content to understand scientific reasons for how and why things occur in nature.

**WRITING FOCUS** Use mode of explanatory writing to identify genre.

#### LESSON 6

*Teacher's Guide, pp. 258–267*

**REVISIT Trade Book**  
*Weather*

**READING FOCUS** Writers understand that related information goes together when presenting a topic with facts, definitions, and details.

**WRITING FOCUS** Include illustrations to aid comprehension.

#### LESSON 7

*Teacher's Guide, pp. 268–277*

**REVISIT Trade Book**  
*Weather*

**READING FOCUS** Writers understand that related information goes together when presenting a topic with facts, definitions, and details.

**WRITING FOCUS** Group related information.

#### LESSON 11

*Teacher's Guide, pp. 308–317*

**READ Trade Book** pp. 4–12  
*Living Through a Natural Disaster*

**READING FOCUS** Writers understand that related information goes together when presenting a topic with facts, definitions, and details.

**WRITING FOCUS** Use research to recall information from experiences.

#### LESSON 12

*Teacher's Guide, pp. 318–327*

**READ Trade Book** pp. 13–20  
*Living Through a Natural Disaster*

**READING FOCUS** Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.

**WRITING FOCUS** Use research to take brief notes on sources, including quoting from a text.

#### LESSON 16

*Teacher's Guide, pp. 358–367*

#### COMPARE TEXTS

**READING FOCUS** Readers will understand how to seek answers to research questions about a topic using informational texts.

**WRITING FOCUS** Use the writing process to revise a piece of explanatory writing.

#### LESSON 17

*Teacher's Guide, pp. 368–377*

#### COMPARE TEXTS

**READING FOCUS** Writers understand that related information goes together when presenting a topic with facts, definitions, and details.

**WRITING FOCUS** Use the writing process to edit a piece of explanatory writing.

## LESSON 3

*Teacher's Guide, pp. 228–237*

**READ Trade Book** pp. 16–21  
*Weather*

**READING FOCUS** Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.

**WRITING FOCUS** Use mode of writing to choose details to include in explanatory writing.

## LESSON 4

*Teacher's Guide, pp. 238–247*

**READ Trade Book** pp. 22–27  
*Weather*

**READING FOCUS** Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.

**WRITING FOCUS** Introduce a topic.

## LESSON 5

*Teacher's Guide, pp. 248–257*

**READ Trade Book** pp. 28–32  
*Weather*

**READING FOCUS** Learners will explore content to understand scientific reasons for how and why things occur in nature.

**WRITING FOCUS** Develop a topic with facts, definitions, and details.

## LESSON 8

*Teacher's Guide, pp. 278–287*

**READ Text Collection** pp. 42–57  
*On the Same Day in March: A Tour of the World's Weather*

**READING FOCUS** Writers understand that related information goes together when presenting a topic with facts, definitions, and details.

**WRITING FOCUS** linking words and phrases to connect ideas within categories.

## LESSON 9

*Teacher's Guide, pp. 288–297*

**READ Text Collection** pp. 42–57  
*On the Same Day in March: A Tour of the World's Weather*

**READING FOCUS** Learners will explore content to understand scientific reasons for how and why things occur in nature.

**WRITING FOCUS** Provide a concluding statement.

## LESSON 10

*Teacher's Guide, pp. 298–307*

### COMPARE

- *Weather*
- *On the Same Day in March: A Tour of the World's Weather*

**READING FOCUS** Writers understand that related information goes together when presenting a topic with facts, definitions, and details.

**WRITING FOCUS** Provide a concluding section.

## LESSON 13

*Teacher's Guide, pp. 328–337*

**READ Trade Book** pp. 21–28  
*Living Through a Natural Disaster*

**READING FOCUS** Learners will explore content to understand scientific reasons for how and why things occur in nature.

**WRITING FOCUS** Use research to sort evidence from notes into provided categories.

## LESSON 14

*Teacher's Guide, pp. 338–347*

**READ Trade Book** pp. 29–32  
*Living Through a Natural Disaster*

**READING FOCUS** Writers understand that related information goes together when presenting a topic with facts, definitions, and details.

**WRITING FOCUS** Use the writing process to plan and prewrite a piece of explanatory writing.

## LESSON 15

*Teacher's Guide, pp. 348–357*

**REVISIT Trade Book**  
*Living Through a Natural Disaster*

**READING FOCUS** Learners will explore content to understand scientific reasons for how and why things occur in nature.

**WRITING FOCUS** Use the writing process to draft a piece of explanatory writing.

## LESSON 18

*Teacher's Guide, pp. 378–387*

### COMPARE TEXTS

**READING FOCUS** Learners will explore content to understand scientific reasons for how and why things occur in nature.

**WRITING FOCUS** Use the writing process to publish and present a piece of explanatory writing.



## PERFORMANCE-BASED ASSESSMENT

*Teacher's Guide, pp. 388–395*

### TASK NEWS REPORT

Students will use what they have learned from *Weather* and *Living Through a Natural Disaster* to create an engaging news report recounting an experience that demonstrates an understanding of the relationship between human beings and the weather/climate/Earth using relevant, descriptive details and visual displays that emphasize and enhance details and facts.

Foundational skill instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.

# Independent Reading

Reading grade-level self-selected texts is an important part of a student’s day. Have students choose one of the suggested texts that is listed on the opposite page to read independently, or select a different text based on your own observations of your students’ needs.

## ACCOUNTABLE INDEPENDENT READING

### Literary Text

Ask students questions such as the following to check accountability of their independent reading of literary text:

#### KEY IDEAS AND DETAILS

- What questions could be asked to demonstrate understanding of the text?
- How could questions be answered to demonstrate understanding of the text?

#### CRAFT AND STRUCTURE

- How could you determine the meaning of words and phrases in a text?
- How could you determine whether words and phrases are relevant to the text?

#### INTEGRATION OF IDEAS

- What questions can you come up with to further study the text?
- What ideas can you integrate into your writing about the text?

### Informational Text

Ask students questions such as the following to check accountability of their independent reading of informational text:

#### KEY IDEAS AND DETAILS

- How are the scientific ideas and concepts in your topic related to each other?
- What are some causes and effects of these ideas and concepts in your topic?

#### CRAFT AND STRUCTURE

- What text features and search tools are available for you to study your topic?
- How do these features and tools help you research your topic more efficiently?

#### INTEGRATION OF IDEAS

- How can information gained from illustrations and words demonstrate understanding of the text?
- What is the logical connection between particular sentences and paragraphs in the texts in terms of sequence and cause and effect?

See the Independent Reading Routine on pp. TR48–TR51.

## Text Club

Encourage students to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Come to discussions prepared.
- Build on the ideas of other group members and express your own ideas clearly.
- Gain the floor in respectful ways.
- Listen to others with care and accept differences of opinion.
- Talk one at a time.
- Ask the speaker questions if you don't understand what he or she is saying.
- Use an agreed-upon rating system to rate the texts.

**See the Text Club Routine on pp. TR52–TR55.**

**SUGGESTED TEXTS** The suggested texts listed below connect closely to the Enduring Understanding, *Readers understand that a character contributes to a sequence of events*. As you build your Text Club library, consider using the texts below.

### *What Will the Weather Be?*

by Linda DeWitt  
Informational Text  
Lexile 500L

### *Sunny Weather Days*

by Pam Rosenberg  
Informational Text  
Lexile 510L

### *Tornadoes!*

by Marcie Aboff  
Informational Text  
Lexile GN650L

### *Wild Earth: Avalanche*

by Jean Hopping  
Informational Text  
Lexile 670L

### *Earth's Weather and Climate*

by Jim Pipe  
Informational Text  
Lexile IG800L

# Small Group Center Ideas

During Small Group instruction in *ReadyGEN*, students can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help students focus on both instruction and concepts.

## Reading Center

### ENDURING UNDERSTANDING FOCUS

Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.

### CENTER TASKS

- Have students use a Web to brainstorm research questions about their topic.
- Have students organize their research questions into a Two- or Three-Column chart.
- Have students use a Web to brainstorm ways they could seek answers for their research questions.
- Have students use their texts (including glossaries and indexes) to seek answers to their questions.

## Writing Center

### ENDURING UNDERSTANDING FOCUS

How do writers introduce and develop a topic with facts, details, and linking words?

### CENTER TASKS

- Have students gather information onto a Web.
- Have students create a representative illustration of each fact, definition and detail they gathered.
- Have students group related information into a Two-, Three-, or Four-Column chart.
- Have students use the illustrations to create a poster showing how they grouped related information together.

## Word Work Center

### ENDURING UNDERSTANDING FOCUS

Writers understand that related information goes together when presenting a topic, with facts, definitions, and details.

### CENTER TASKS

- Have students add words and phrases to the class word wall that relate to or identify the main ideas of informational texts.
- Have students create vocabulary lists. As they read books during independent reading, have students add interesting words to their lists that help them determine the meanings of words and phrases in their texts.
- Have students use a text or online dictionary to determine the meanings of words and phrases to see if those words and phrases are relevant to their texts.

## Research and Technology Center


### ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand scientific reasons for how and why things occur in nature.


### CENTER TASKS


- Have students research their topics more deeply and blog about the information they found.
- Have students write a short report about their topic and present it in a word processing document. This could be collected for a class collection.
- Have students create a sequence chart that shows the connection between sentences and paragraphs in their report and present it in a word processing document.


**LESSON 1  
OBJECTIVE**

Recount key details and explain how related information goes together to support the main idea.  RI.3.2

**READING  
OBJECTIVES**

Determine the main ideas of the text and recount the key details that support the text.  RI.3.2

Use the context of words to determine the words' meanings as they are used in a sentence.  L.3.4.a

 See Text Complexity Rubrics on pp. TR94–TR97.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Have students focus on the following Enduring Understanding as you read *Weather: Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*

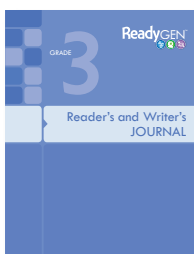
**EXPLORE RESOURCES** Have students turn to pp. 58–59 of the *Text Collection* and locate *Tools For Measuring Weather*. Read the text and examine the charts as a class. Look up the temperature outside today and have students compare it to the chart on p. 58.


LESSON 1  
FIRST READ

## Explore the Text

**ENGAGE STUDENTS** Invite students to examine the title of the informational text *Weather*. Explain that the text as a whole discusses important issues related to how and why weather patterns emerge in different ways in places around the world. Tell students that as they read the first section, they will learn about the atmosphere and the role it plays in creating weather patterns. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ ALOUD *Weather*** Use the **Read Aloud Routine** on pp. TR40–TR43 with students as you read *Weather*. As you read aloud pp. 4–9 to students, have students follow along silently and look for unclear words or information. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- What does the weather on Earth have to do with the atmosphere?
- Why are some areas of Earth colder or hotter than others?
- What questions do you have?

Have students use p. 201 in their *Reader's and Writer's Journal* to record their response to one of the questions above. Use students' written responses to monitor progress.



See **Routines** on pp. TR28–TR75.

LESSON 1  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have students focus on understanding how related information goes together when presenting a topic with facts, definitions, and details. Use the following questions to lead the discussion.

- On page 4, why do you think the writer includes definitions for the Greek word parts *tropo* and *strato*? (They help the reader better understand the meanings of the words *troposphere* and *stratosphere*. Since the writer explains that *tropo* means “change,” this helps the reader know that the *troposphere* is a place where changes in weather occur. Also, the writer states that *strato* means “covering.” This helps the reader determine that the *stratosphere* is an upper layer of the atmosphere that covers the troposphere layer.) **Key Ideas and Details**
- What might happen if the processes of insolation and the greenhouse effect fell out of balance on Earth? (One possibility is that temperatures could decrease and an ice age might occur. Another possibility is that temperatures might rise, causing flooding conditions as a result of melting polar ice caps and increasing water levels in the ocean.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** On page 6, what do you think the word *insolation* means? Use context clues to help you understand and define the word’s meaning. (a process in which sunlight is absorbed into Earth)
- **BY-THE-WAY WORDS** Read the first two paragraphs on page 6. Using context clues, what do you think the word *radiation* means? (energy that comes from the sun’s rays as sunlight enters the atmosphere)
- Why are the majority of Earth’s hot areas located near the equator? (Areas near the equator receive more direct exposure to the sun’s rays, which means that the process of insolation is stronger in those areas. As a result, places near the equator are often hotter than other places.)

**Integration of Knowledge and Ideas**Scaffolded  
Instruction**ENGLISH LANGUAGE LEARNERS**

**FIGURATIVE LANGUAGE** Students may struggle to understand the description of the atmosphere as “the enormous ocean of air that surrounds Earth.” Point out that this description is not a literal definition. However, the description helps the reader think about the size of the atmosphere and how it works to protect Earth.

**STRATEGIC SUPPORT**


**WORD RELATIONSHIPS** Students may have difficulty understanding what the *poles* refer to on p. 9. Point out the references to the North Pole and the South Pole on the diagram. Explain that “North Pole” is a term used to describe the Arctic region, while “South Pole” is a term used to describe the Antarctic region.



## READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as the basis for the answers.  RI.3.1

## BENCHMARK VOCABULARY

- slant, p. 9
- equatorial, p. 9
- poleward, p. 9

# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Have students find and read aloud the sentences from pp. 4–9 in *Weather* with the words *slant*, *equatorial*, and *poleward*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *slant*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the words *equatorial* and *poleward*.

**MONITOR PROGRESS** Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 204 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

## Text-Based Conversation



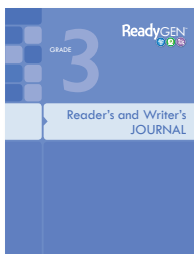
**COLLABORATE** Use the **Small Group Discussion Routine** on pp. TR36–TR39 to have students discuss *Weather*. You may wish to model a think aloud such as the following: *On page 9, the writer tells us, "The sun doesn't warm Earth evenly." I wonder why. As I continue reading, I learn that the unequal heating of Earth is connected to atmospheric patterns. Warm air near the equator moves toward the poles, while cold air near the poles moves toward the equator. I will continue reading to discover more facts and explanations.*

After small groups have discussed pp. 4–9 in *Weather*, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *Does the writer do a good job of describing the greenhouse effect? Why or why not?* (Possible responses: Yes: The author first explains that the atmosphere prevents the sun's heat from leaving Earth and escaping into space. Then, the writer describes how windows of a greenhouse trap heat in a similar way. No: The writer does not make a clear enough connection between the way a greenhouse operates and how this relates to the atmosphere and the sun's heating of Earth.)



## Reading Analysis

**ASK AND ANSWER QUESTIONS** Explain that when identifying which questions to ask and answer, readers should always refer back to the text.

Have students use the K-W-L Chart graphic organizer. In the first column, students will record a detail they knew prior to reading *Weather*. In the second column, students will ask a question that requires referring to the text to answer. In the third column, students will examine the text to answer the question.

| K-W-L Chart          |                              |                         |
|----------------------|------------------------------|-------------------------|
| Topic _____          |                              |                         |
| What We <b>K</b> now | What We <b>W</b> ant to Know | What We <b>L</b> earned |
|                      |                              |                         |

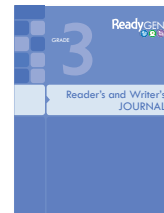
**CITE TEXT EVIDENCE** Focus on the diagram and both paragraphs on p. 9.

- What did you know before reading?
- What question would like to ask?
- Using the text, locate the answer to your question.

## Independent Reading Practice

**READING ANALYSIS: ASK AND ANSWER QUESTIONS** Have students work independently to complete the K-W-L Chart graphic organizer by asking and answering questions that pertain to *Weather*.

**WRITING IN RESPONSE TO READING** Have students write a response to the prompt (*Reader's and Writer's Journal*, p. 205). Read the three paragraphs on p. 6. Have students write an expository paragraph discussing the relationship between insolation and the greenhouse effect, using text evidence to support their writing.




**ACCOUNTABLE INDEPENDENT READING** As students read texts independently, remind them to look for how related information goes together when authors present a topic with facts, definitions, and details. Use the **Independent Reading Routine** on pp. TR48–TR51.

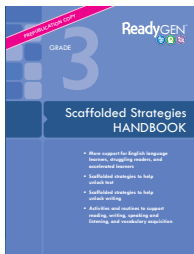
## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

## READING OBJECTIVE

Ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as the basis for the answers.  RI.3.1



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**students struggle to ask and answer questions about the text, **then...**use the Reading Analysis lesson in small group to help them work through the K-W-L Chart graphic organizer by scaffolding the instruction.

**If...**students need extra support to understand the text, **then...**use the Close Reading Workshop in small group to provide scaffolded support.

### READING ANALYSIS

Help students work through the K-W-L Chart graphic organizer by focusing on the second paragraph of p. 4. Have students identify a detail they already knew about and record it in the first column of the chart. Next, model how to find new information that would serve as a good question. For example, write the following question in the second column: What happens in the troposphere layer of the atmosphere? Finally, guide students to locate the answer to the question posed in the second column of the chart.

### CLOSE READING WORKSHOP

**REVISIT *Weather*** Read p. 6 from *Earth's weather is driven by* through a *greenhouse trap heat the same way*. Then discuss the following questions with the group. Have students use text evidence to support their answers.

- 1** What would happen if Earth received all of the sun's radiation? (If Earth received all of the sun's radiation during the insolation process, the planet could overheat and living things could die due to extreme exposure to radiation.)
- 2** What is the primary function of the atmosphere? (The atmosphere allows sunlight to pass through to Earth. Sunlight is critical to Earth's existence because it provides the necessary heat to warm the ground and air.)
- 3** Why is the greenhouse effect so important to the atmosphere? (The greenhouse effect is what enables the atmosphere to keep warm air trapped on Earth. Without this important process, much of the heat would escape back into space.)

## EXTENSIONS

## MONITOR PROGRESS

**If...**students understand how to ask and answer questions about a text,

**then...**extend the lesson by using a Three-Column Chart graphic organizer and responding to discussion questions.

## READING ANALYSIS

Have students complete the Three-Column Chart graphic organizer by asking and answering questions pertaining to the information on p. 9 of the text. Record three questions and three answers within the chart; the questions should appear at the top of column, and the answer should be provided below. Have students discuss the following questions:

| Three-Column Chart |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |
|                    |  |  |

- **How does the positioning of the sun's rays as they reach Earth impact the distribution of heat on the planet?** (The sun's rays hit the equator more directly than other areas of Earth; equatorial areas are generally hotter. The sun's rays hit the poles indirectly; the polar regions are often colder.)
- **Based on the movement or exchange of air between the equator and the polar regions, how do you think this activity might impact weather conditions, such as hurricanes or thunderstorms? Provide an example.** (The exchange of different types of air pressure is likely a major cause of hurricanes, thunderstorms, and other weather conditions. When warm equatorial air meets cold polar air, the exchange of air patterns could cause a storm to occur.)
- **The writer notes that "The constant exchange of warm and cold air between the equator and poles is one key to the giant atmospheric patterns that make up the weather." What does the wording *one key* lead you to believe about what you have learned so far?** (This sentence leads me to believe that there are other, equally important aspects affecting atmospheric patterns function. I predict the writer will discuss some of these other aspects later in the text.)

## WRITING OBJECTIVE

Model how explanatory texts convey information.



# Writing

## Informative Writing

### CONVEYING IDEAS AND INFORMATION

**TEACH** Explain that informative writing is writing that is used to convey information and ideas. As writers, we must present our ideas and information in a way that makes sense. This includes choosing our words carefully so that they say exactly what we mean.

Remind students of the enduring understanding: *Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*

Ask students to imagine that they are explaining something to someone, like how to wrap a gift. *If the person is sitting there with you, they can ask you questions. You can see whether they are wrapping the gift correctly and correct them if necessary. This is very different from writing down instructions. When you write about something you know, you have to think about how to present it to someone so they will understand it without having to ask you what you mean.*

When you write informational texts, you have to ask yourself a few questions. *Are there words the reader needs to have explained? Are there steps that must be followed in a particular order? How do you know about the topic? Did you learn from your own observations and experience, or did you learn about it from reading books or talking to people? If you can answer these questions, you'll be able to present your ideas and information in a way that will make sense to your readers.*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through discussion, help students see that the writer defines important terms and uses his personal observations to convey information about the topic. Have students focus on the second paragraph of p. 4.

We live in the **atmosphere**, the enormous ocean of air that surrounds Earth. **Weather** is what's happening at the bottom of the atmosphere, mostly in a layer seven and a half miles thick called the **troposphere**. (**Tropo** comes from a Greek word meaning "change.")

The writer defines the terms *atmosphere*, *weather*, and *troposphere* at the beginning of the book to give the reader a foundation. The writer chooses words that accurately define the terms, but also make sense to the reader.


Have students focus on the third paragraph of p. 4.


Living in the troposphere, we feel the weather in the temperature of the air and the wetness of the rain. We see the weather in the puffy clouds and the white snow. We even hear the weather in the clatter of hail against a roof and the distant rumble of thunder.

The author uses the words *see*, *feel*, and *hear* to relate to the reader's own experiences with and observations of the weather.

**PRACTICE** The author of *Weather* is very knowledgeable about the weather. Have students think of something that they are knowledgeable about and then have partners make a list of words and phrases that they could use to convey information about the topic.

## WRITING OBJECTIVES

Write explanatory texts to convey information.  W.3.2

Explain the function of adverbs.  L.3.1a

# Informative Writing

## CONVENTIONS The Function of Adverbs

**TEACH AND MODEL** Remind students that adverbs modify verbs, adjectives, and other adverbs. *Modify* means to say something more about the verb, adjective, or other adverb.

Rebecca walked slowly to the library.

The adverb *slowly* modifies the verb in this sentence. It tells *how* Rebecca walked.

Rebecca walked extremely slowly to the library.

The adverb *extremely* modifies the adverb *slowly* in this sentence. It tells *how* slowly Rebecca walked.

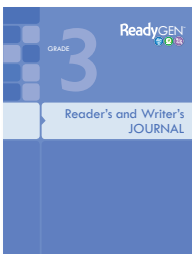
Rebecca's journey to the library was extremely slow.

The adverb *extremely* modifies the adjective *slow* in this sentence. It tells *how* slowly Rebecca walked.

**PRACTICE** Have students try to change this sentence to add adverbs that modify a verb, an adjective, and another adverbs:

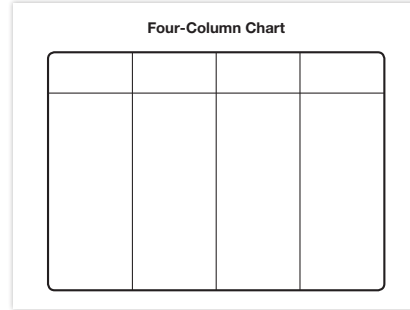
**Rain falls every afternoon in Diego's hometown.**

For more practice, have students refer to p. 208 in their *Reader's and Writer's Journal*.



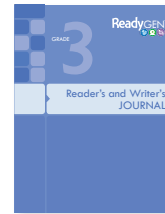
# Independent Writing Practice

**WRITE** Now ask students to think about different types of weather in the different seasons in their area. Have them use a Four-Column Chart graphic organizer with each of the seasons listed as headings.



Have students write as many words as possible that come to mind when they think about each season and place these words in the appropriate column.

Is today a typically seasonal day in your area? Does the weather outside match the words associated with the season in the organizer? Have students write a few sentences on p. 209 of their *Reader's and Writer's Journal* about today's weather, and whether today is a seasonal day.



**APPLY** Have students read their sentences and underline any adverbs they used and note which nouns, adjectives, or other adverbs they modify. If they did not use any adverbs, have them look for adjectives and nouns to modify with an adverb.

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to create their graphic organizers. If they have classroom or school e-mail, ask them to send their work to a classmate for peer review.

## Writing Wrap-Up



Ask volunteers to share their graphic organizers with the class. Have the class discuss yesterday's weather and how it is different from today's weather. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS


**ADJECTIVES** Students may have particular trouble differentiating between adjectives that end in *-ly*, like *lively*, *silly*, or *curly* and adverbs that are formed by using *-ly*. Provide these students with a list of adjectives that end in *-ly* and have them use them as adjectives in sentences. Alternatively, have the students work together in groups to generate a list.

#### STRATEGIC SUPPORT


**EXPLANATORY WRITING** Struggling students may need to be reminded that everyone observes, experiences, and explains things every day of their lives and explanatory writing is an extension of skills they already have and use.




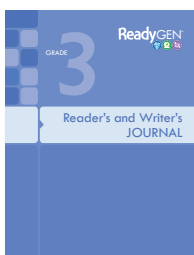
**LESSON 2  
OBJECTIVE**

Describe the relationship between a series of scientific reasons for how and why things occur in nature.  RI.3.3

**READING  
OBJECTIVES**

Understand scientific reasons for why and how things occur in nature, using evidence from the text to support responses.  RI.3.1

Use the context of words as they are used in sentences to determine the words' meanings.  L.3.4.a



# Read Anchor Text

## Build Understanding

**INTRODUCE** Have students focus on the following Enduring Understanding as you read pp. 10–15 from *Weather*: *Learners will understand scientific reasons for how and why things occur in nature.*

**LESSON 2  
FIRST READ**

## Explore the Text

**ENGAGE STUDENTS** Revisit the title and cover of the informational text *Weather*. Ask students to examine the illustration on p. 11 and the diagram on p. 15. Encourage students to think about what they learned about in the previous excerpt of the text. Then, explain that they will learn more about how weather patterns develop over different regions of Earth as they read pp. 10–15. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ INDEPENDENTLY** *Weather* Use the **Independent Reading Routine** on pp. TR48–TR51 with students as you read *Weather*.

Have students read the text independently and use sticky notes to mark interesting or unclear passages, as well as unfamiliar words. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- How does wind and elevation affect climates around the Earth?
- Does temperature affect the weather? Does weather affect the temperature?
- What questions do you have?

Have students use p. 201 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use students' written responses to monitor progress.



See **Routines** on pp. TR28–TR75.

LESSON 2  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have students focus on understanding the scientific reasons regarding how and why things occur in nature, including weather phenomena. Use the following questions to lead the discussion.

- **What are three types of regional winds, and how are they different from one another?** (Chinook, haboob, and sirocco; each of these regional winds is associated with a specific location. The chinook is a wind associated with the Rocky Mountains; the haboob is a dust storm that occurs in North Africa; and the sirocco is a Mediterranean wind that blows from the Sahara Desert.) **Key Ideas and Details**
- **How does a forest handle the sun’s energy in comparison to a snow-covered mountainside?** (A forest will absorb the majority of the sun’s energy that reaches it, while a snow-covered mountainside will reflect up to nine-tenths of the sun’s energy.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** **What does the term *jet streams* mean on page 10?** (narrow bands of high-speed upper atmospheric winds)
- **BY-THE-WAY WORDS** **What does the term *trade winds* mean on page 10?** (winds that blow east to west on both sides of the equator)
- **Why does a cold front move more quickly than a warm front?** (With a cold front, cold air pushes warm air high in the atmosphere, and clouds begin to develop, along with the possibility of a quick and heavy rainfall or snowfall. On the other hand, a warm front takes a day or longer to build up before it arrives, and when it finally does, the weather is usually less severe.) **Key Ideas and Details**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS

**IDIOMS** Students may have difficulty understanding the meaning of the phrase *colorful names* on p. 10. Explain that the reference is used to describe the names of the regional winds. Tell students that the use of the word *colorful* does not mean that the winds or their names are literally colorful. Instead, the word *colorful* is an expression that means “having a unique variety of something” or “exciting and lively.”


## STRATEGIC SUPPORT

**WORD ORIGINS** Students may struggle to understand some of the foreign words used in the text. For example, explain to students that a *haboob* is an Arabic word that means “a North African dust storm.” Tell students that a *chinook* is a Native American word that originated in the Northwestern region of North America, which is where the chinook wind of the Rocky Mountains gets its name.

## READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Describe the relationship between scientific ideas or concepts in a text, using language that pertains to cause and effect.  RI.3.3

## BENCHMARK VOCABULARY

- currents, p. 10
- reflects, p. 12
- boundary, p. 14

# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Have students find and read aloud the sentences from pp. 10–15 in *Weather* with the words *currents*, *reflects*, and *boundary*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *currents*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the words *reflects* and *boundary*.

**MONITOR PROGRESS** Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 204 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

## Text-Based Conversation



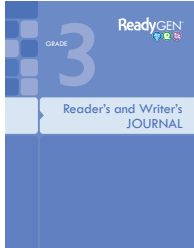
**COLLABORATE** Use the **Paired Discussion Routine** on pp. TR28–TR31 to have students discuss important moments in *Weather*. Model using a think aloud such as the following: *On page 10, I read that “The difference in speeds causes winds and ocean currents to curve to their right in the Northern Hemisphere and to their left in the Southern Hemisphere.” The word causes is a clue that the information is a cause and effect statement. I learned about the different speeds. Now, I understand that the “cause” is the different speeds in earlier sentences, while the “effect” is that the winds and ocean currents curve in different directions.*

After pairs have discussed the chapter, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *Does the diagram on page 14 help you better understand the concepts of cold fronts and warm fronts?* (Possible responses: Yes: The diagram is clearly labeled, which helps me understand how cold air can push into warm air, creating a cold front, and vice versa. No: Although the diagram is labeled, it is unclear how a cold front and a warm front are created. I think the diagram should include more labeling and provide additional illustrations.)



## Reading Analysis

**SERIES OF SCIENTIFIC IDEAS** Explain that writers often show cause and effect relationships in scientific texts. Look for signal words such as *because, cause, if, then, effect, affect, and since*.

Have students use the Cause and Effect graphic organizer to record details from the text. Tell students to write details that describe the cause in the first column and details that describe the effect in the second column.

| Cause and Effect   |                |
|--------------------|----------------|
| Causes             | Effects        |
| Why did it happen? | What happened? |
| Why did it happen? | What happened? |
| Why did it happen? | What happened? |

**CITE TEXT EVIDENCE** Focus on pp. 12–14. Read each of the following cause and effect statements and complete the Cause and Effect graphic organizer.

- What are the causes and effects in each of these sentences from the text? “Mountains are cold because air temperatures drop about 3.5° Fahrenheit with each thousand feet of altitude.”
- “Our changing weather is the result of a continuous battle between large masses of air called air masses.”

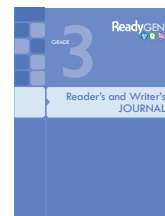
## Independent Reading Practice

**READING ANALYSIS: SERIES OF SCIENTIFIC IDEAS** Have students work independently to complete the Cause and Effect graphic organizer related to scientific ideas in *Weather*.

**WRITING IN RESPONSE TO READING** Have students work independently to complete the writing prompt in their *Reader's and Writer's Journal* (p. 205).



**ACCOUNTABLE INDEPENDENT READING** As students read texts independently encourage them to explore content to understand scientific reasons for how and why things occur in nature. Use the **Independent Reading Routine** on pp. TR48–TR51.



INDEPENDENT

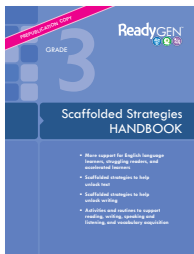
## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Have students use visual aids to enhance their paragraphs. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

## READING OBJECTIVE

Describe the relationship between scientific ideas or concepts in a text, using language that pertains to cause and effect. © RI.3.3



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...** students struggle to describe the relationship between scientific ideas or concepts in a text using language that pertains to causes and effects,

**then...** use the Reading Analysis lesson in small group to help them work through the Cause and Effect graphic organizer by scaffolding the instruction.

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading activity.

### READING ANALYSIS

Help students work through the Cause and Effect graphic organizer by focusing on the following sentence from p. 10: “Earth’s spin, its irregular surface features, and differing amounts of water in the air cause complex and variable wind patterns.” Model how to identify the signal word in the statement: *cause*. Then, work with students to identify the three causes in the statement (Earth’s spin, its irregular surface features, and differing amounts of water in the air) that lead to the effect (the complex and variable wind patterns). Finally, guide students to understand why each portion of the sentence presents a cause or an effect.

### ORAL READING

**REVISIT *Weather*** Focus on the passage from *Weather* on p. 12 from “Water warms up and cools off much more slowly...” through “...colder winters than do coastal areas.” Have students listen as you read aloud with appropriate rate.

Have students practice as a class by reading along with you three times. Have the class read aloud without you. For optimal fluency, students should read the passage three or four times with appropriate rate.

## EXTENSIONS

## MONITOR PROGRESS

**If...**students understand the relationship between scientific ideas or concepts using language that pertains to causes and effects, **then...**extend the lesson by having students identify other cause and effect relationships within the text.

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading activity.

## READING ANALYSIS

Have students complete the Cause and Effect graphic organizer with cause and effect relationships not discussed during the whole group activity.

Then have students discuss the following questions:

- Read the last two sentences on page 12: “Land areas can’t store much heat and become hot or cold more rapidly. That’s why mid-continental regions have warmer summers and colder winters than do coastal areas.” Identify a cause and an effect presented in these statements.
- How does the writer use cause and effect relationships on page 15 to discuss approaching cold fronts and warm fronts?
- Read the following sentence from page 10: “Earth’s spin, its irregular surface features, and differing amounts of water in the air cause complex and variable wind patterns.” How is this cause and effect relationship different from the others you have identified and discussed in this text?

## ORAL READING

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading activity on p. 222.

## WRITING OBJECTIVE

Understand and identify genres of informative writing.



# Writing

## Informative Writing

### GENRE

**TEACH** Remind students that writing can be informative, opinion, or narrative. Explain the main difference between informative writing and other kinds of writing. **Informative writing explains or gives information about something. Unlike opinion writing, informative writing does not express opinions, but rather provides factual information about a topic.**

There are many different genres of informative writing:

- Procedural writing, such as a recipe for apple pie, tells how to do something in a step-by-step way.
- Report writing tells us facts and information about different topics. This type of writing can include news or history, among other things.
- Explanatory writing tells us how things work and why things happen. This genre includes most writing about science.

In all genres of informative writing, it helps to use specific examples to make things clear to the reader.

- What genre of writing is the book *Weather*? How do you know?
- Why does the author use so many examples on page 10?
- How many examples of cause and effect can you find on page 12?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through discussion, help students see that the writer of *Weather* is mainly concerned with explaining why things happen. The author uses the words *cause*, *effect*, and *result* many times in the book. Have students focus on p. 10.

**But** nothing about the weather is very simple. Earth spins rapidly from west to east. At the equator, the speed of rotation is about a thousand miles per hour, much faster than it is near the poles. The difference in speeds **causes** winds and ocean currents to curve to their right in the Northern Hemisphere and to their left in the Southern Hemisphere.

The writer uses the word *cause* to explain an important process on the Earth's surface.

Have students focus on p. 12 where the writer is discussing the processes that affect air temperature.

Many other things affect air temperature and weather conditions. **For example**, forests and trees absorb most of the sun's energy that falls on them, while a fresh snowfall reflects as much as nine tenths of the sun's energy. Mountaintops, **such as these in the Olympic Mountains in Washington State**, remain snow covered during summer months even while flowers bloom on the lower slopes.


The writer gives examples of things that affect air temperature and gives a particular example that refers to a photo.

**PRACTICE** Now ask students to identify whether each of the following statements would be found in a procedural, report, or explanatory text:

- In 2008, Barack Obama was elected president of the United States. (report)
- Digestive juices in your stomach break down the food you eat. (explanatory)
- Make sure that your left thumb is completely covering the bottom hole of the recorder. (procedural)



## WRITING OBJECTIVES

Write informative texts to convey information.  W.3.2

Understand the function of adverbs.

 L.3.1.a

# Informative Writing

## CONVENTIONS Function of Adverbs

**TEACH AND MODEL** Remind students that when an adverb modifies a verb, it can describe *how*, *when*, or *where* an action takes place.

Remind students that an adverb often takes on the *-ly* suffix as its ending.

Maya stepped **carefully** around the spilled juice.

HOW

Lisa arrived **late** to the graduation ceremony.

WHEN

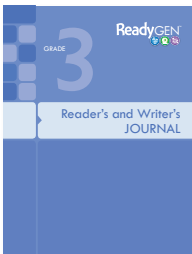
It was hot, so everyone ate dinner **outside**.

WHERE

Have students form adverbs out of the following words:

- beautiful
- quick
- smart
- hunger
- slow

**PRACTICE** Have students find as many adverbs as they can on pp. 10–12 of *Weather*. See if they agree that there are four of them: *rapidly* (p. 10), *slowly*, *slowly* and *rapidly* (p. 12). Have them determine whether they are *how*, *when*, or *where* adverbs. For more practice, have students refer to p. 208 in their *Reader's and Writer's Journal*.



## Independent Writing Practice

**WRITE** Have students refer to an online weather site to study today's local weather and tomorrow's forecast for the nation. Make sure they go to the page that has national weather.

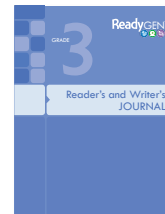
Assign groups of two or three to different cities around the country. Have them:

- Take notes on today's weather and tomorrow's forecast.
- Prepare a T-chart graphic organizer with the categories "Cause" and "Effect."
- Refer back to p. 15 of *Weather*. Use the information there to assign causes and effects to tomorrow's forecast in their assigned city.

T-Chart

|  |  |
|--|--|
|  |  |
|--|--|

Have students take notes to prepare their T-chart graphic organizer on p. 209 of their *Reader's and Writer's Journal*.



**APPLY** Have students note any adverbs they encounter and determine whether they are *how*, *when* or *where* adverbs.

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to draft their charts. If they have classroom or school e-mail, ask them to send their charts to a classmate for peer review.

## Writing Wrap-Up



Ask volunteers to share their charts with the class. Have the class discuss relationships between one area and another. For example, the cold front that passes off one city today may arrive in another city tomorrow. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**ADVERBS** Just as students may be confused by adjectives that end in *-ly*, they may also be confused by adverbs that do not change form from adjective to adverb, such as *late* and *early*. Prepare a list of adverbs that retain the same form. Have students work in pairs to create two sentences for each word: one that uses an adjective and the other that uses a verb.

#### STRATEGIC SUPPORT

**CAUSE AND EFFECT** Students may have trouble understanding how cause and effect relationships are expressed. Remind them that there are many ways of expressing cause and effect. Have them practice linking sentences with causal relationships. (i.e., "A warm front moved in. The air heats up." → "The air heated up because a warm front moved in.")

**LESSON 3  
OBJECTIVE**

Understand how to seek answers to research questions about a topic, using informational texts.

**READING  
OBJECTIVES**

Understand the main idea of a text.



Determine word meaning through context.



# Read Anchor Text

## Build Understanding

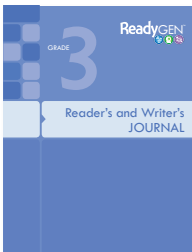
**INTRODUCE** Have students focus on the following Enduring Understanding as you read pp. 16–21 in *Weather: Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.*

**LESSON 3  
FIRST READ**

## Explore the Text

**ENGAGE STUDENTS** Reintroduce the informational text *Weather*, by Seymour Simon. Have students scan the text and photographs on pp. 16–21 to predict what this section is about. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text?* And *How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD *Weather*** Use the **Read Aloud Routine** on pp. TR40–TR43 with students as you read pp. 16–21 in *Weather*. Read aloud the first few pages and then transition to having small groups of three to four students continue to read through p. 21 with the **Shared Reading Routine** on pp. TR44–TR47. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- Why do clouds get different names?
- What kinds of clouds are most likely to be present when it is raining?
- What questions do you have?

Have students use p. 201 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use students' written responses to monitor progress.



LESSON 3  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have students focus on seeking answers to research questions about a topic, using informational texts that describe how and why things occur in nature. Use the following questions to lead the discussion.

- **What is the most important atmospheric substance in weather?** (the gas called water vapor) **Key Ideas and Details**
- **BY-THE-WAY WORDS** Using the text on page 16 and the photograph on page 18, what do the words *cumulus cloud* mean? (water vapor that is mounded up like balls of cotton)
- Look at the photograph on page 19. What kind of clouds are in the picture? (cumulus) What is different about these cumulus clouds? (They have built up into cumulonimbus clouds. It usually means it is getting colder and a rain shower will fall from them.) **Details**  
**Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** Using the text on page 16 and the photograph on page 20, what do the words *stratus cloud* mean? (water vapor that is spread out in layers)
- What kind of clouds blanket the sky on gray days? (stratus) What is a common term for stratus clouds that form very close to the ground? (fog) When can we see fog? (late at night, early in the morning)  
**Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** Using the text on page 16 and the photograph on page 21, what do the words *cirrus cloud* mean? (ice crystals in wispy, curly shapes)

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS

**SPANISH COGNATES** Students from Spanish-speaking countries may have difficulty with the word *cloud* since it is so different from the Spanish translation *nube*. Point out that some of the different types of clouds (nubes) have very similar spellings and pronunciations in English and Spanish. Two examples are: *cumulus* is *cúmulo* and *cirrus* is *cirro* in Spanish.

## STRATEGIC SUPPORT

**INFORMATIONAL TEXTS** Some students may need to be encouraged to read informational texts. The vocabulary can be difficult and certain processes may be hard to understand. Bring students' attention to the photographs on pp. 18–21. Explain that they can use the photographs and text to demonstrate understanding. Read pp. 16–21 with students, having them point out when the photographs show what the words of the text say.

## READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Ask and answer questions to demonstrate understanding.

 RI.3.1

Determine literal and nonliteral word meanings in context.

 L.3.5.a

## BENCHMARK VOCABULARY

- glaciers, p. 16
- burn off, p. 20

# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Have students find and read aloud the sentences from pp. 16–21 in *Weather* with the words *glaciers* and *burn off*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *glaciers*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the phrase *burn off*.

**MONITOR PROGRESS** Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 204 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

## Text-Based Conversation



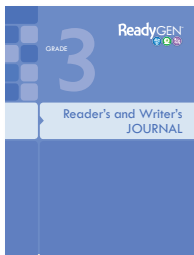
**COLLABORATE** Use the **Whole Class Discussion Routine** on pp. TR32–TR35 to have students discuss important moments in *Weather*. You may wish to model using a think aloud, such as the following: Cumulus clouds usually come out on sunny days, but they can change into rain clouds. Reading the text on page 19, I see this can happen when a cold front pushes these clouds upward, turning them into tall cumulonimbus clouds. I'll continue reading to see how other clouds form.

As a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. Look at the photograph of the astronaut on page 17. Do you think being an astronaut who studies the weather from space is a good job or not? (Possible responses: Yes: I think it would be great to float around in space and take photographs of the weather fronts of Earth. I think the job would be exciting and interesting. No: I think I would be too scared to go that high in space. I would be afraid of getting hurt or not getting back to Earth because it is so far away.)



# Language Analysis

**WORD RELATIONSHIPS** Explain that it is important to distinguish between the literal and nonliteral meanings of words in context. The literal meaning is the exact meaning. Authors sometimes use the nonliteral meaning of words, and readers can often use context to determine the meaning.

Have students use a Three-Column Chart graphic organizer to record details from the text. Tell students to write the following headings in the boxes: “Word or Phrases,” “Literal Meaning,” and “Nonliteral Meaning.”



**CITE TEXT EVIDENCE** Focus pp. 18–21 in *Weather*.


- **balls of cotton, page 18** (Literal: lumps of soft white plant material used to clean the skin; Nonliteral: giant rounded mounds of water vapor in blue skies)
- **blanketing, page 20** (Literal: cover with a blanket; Nonliteral: complete covering)
- **burn off, page 20** (Literal: to set fire to something to get rid of it; Nonliteral: to cause to evaporate due to the ground heating up)

## Independent Reading Practice

**LANGUAGE ANALYSIS: WORD RELATIONSHIPS** Have students work independently to complete the Three-Column Chart graphic organizer. Remind students to read the text and examine the pictures to gather details.


**WRITING IN RESPONSE TO READING** Have students work independently to complete the writing prompt in their *Reader’s and Writer’s Journal* (p. 205).




 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently, remind them to explore how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature. Use the **Independent Reading Routine** on pp. TR48–TR51.

INDEPENDENT

## Reading Wrap-Up

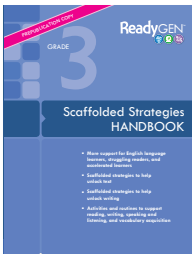
 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading. Ask the class to determine the cloud type being described. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

## READING OBJECTIVES

Use evidence from the text to answer questions.  RI.3.1

Compare and contrast two texts with similar topics.

 RI.3.9



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**students need extra support to determine literal and nonliteral meanings in text,

**then...**use the Language Analysis activity in small group to provide scaffolded support.

**SLEUTH WORK** Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

### LANGUAGE ANALYSIS

Help students work through the Three-Column Chart graphic organizer. Model a think aloud for the use of the word, “blanketing” on p. 20, such as the following: *I know a blanket is a cover on a bed. Since clouds can’t cover a person on a bed, this must be a nonliteral phrase. It probably means the clouds are long and completely cover an area, like a blanket covers a person on a bed.* Next, have students complete the Three-Column Chart with other literal and nonliteral phrases.

### CLOSE READING WORKSHOP

**SLEUTH WORK** Have students read “Weather Work” on pp. 28–29 of *Sleuth*. Then discuss the following questions with the group. Have students use text evidence to support their answers.

**GATHER EVIDENCE** Find details from the story that tell how meteorologists gather their information. (They go to school to learn about the weather. They depend on technology and weather observers for information about the current weather conditions. Ships at sea collect weather data as do weather balloons.)

**MAKE YOUR CASE** What are two reasons meteorologists have an important job? List two things meteorologists do to protect people.

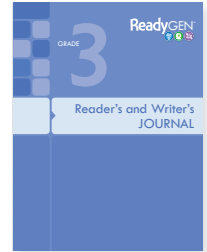
**ASK QUESTIONS** Find someone in the group who has watched a weather report. Think of a fact-based question to ask him or her about how the meteorologist prepared to give the report.

**PROVE IT** What will the weather be like tomorrow? Make a predication and make sure to include an explanation from the text as to how you arrived at this forecast.



## STRATEGIC SUPPORT, CONTINUED

After students discuss the Sleuth work, direct them to pp. 202–203 of the *Reader's and Writer's Journal* to further explore “Weather Work.”



## EXTENSIONS

### MONITOR PROGRESS

**If...** students understand how to point to specific areas of the text to answer questions,

**then...** extend the lesson by having students compare and contrast the information given in two different texts.

### READING ANALYSIS

As students read “Weather Work,” have them compare the information in “Weather Work” to the information on pp. 16–21 of the informational text *Weather*. Have them answer the question and tell whether they read about it in “Weather Work,” *Weather*, or both.

- **What do scientists do?** (I read in *Weather* on p.16 that scientists group clouds in families. This helps predict the weather. In “Weather Work,” I read that meteorologists are scientists.)
- **What can meteorologists do to keep people safe from dangerous weather?** (In “Weather Work,” it describes many situations where meteorologists help people stay safe. Meteorologists help decide how many snowplows are needed after a storm. They provide information to power companies. They help sporting events decide if they should continue based on the weather.)
- **What do cirrus clouds and meteorologists have in common?** (They both forecast the weather. In “Weather Works,” a meteorologist forecasts all kinds of weather. In *Weather* on p. 21, it says that cirrus clouds are a good forecaster of unsettled weather.)
- **If a meteorologist sees cumulus clouds building into towering masses called cumulonimbus clouds, what might the forecast be?** (The meteorologist would most likely forecast rain showers. On p. 19 of *Weather*, I read that cumulonimbus clouds are unstable and rain showers fall from them.)



## WRITING OBJECTIVE

Analyze how writers choose details to explain a topic.



# Writing

## Informative Writing

### CHOOSING DETAILS

**TEACH** Explain to students that informative writing uses details to examine a topic and convey ideas and information clearly. Writers must decide which details to include and when to include them in order to best express the main idea to readers. Informational texts often begin with a general explanation about a topic and then become more specific. Try using the following analogy to explain this concept to students:

Look at it this way. Imagine you want some grapes. Would you go to the store and buy grapes one at a time? Of course not. Would you buy all the fruit in the store? No. You would buy a bunch of grapes. When a writer writes about a topic, the topic is like a bunch of grapes. The writer starts by telling you generally what they are writing about. This means they separate what they are talking about from what they are NOT talking about. That's like buying just grapes and not any other fruit. Then the writer gets more specific. That's like breaking a branch of grapes off the bunch. The writer gets even more specific. That's like eating a single grape.

Writers have to make decisions about how much they are going to write and how detailed they are going to get.

- How does the writer introduce the topic on page 16?
- What is the writer generally talking about?
- What are some of the most specific pieces of information on pages 16–22?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through discussion, help students see that the writer organizes the information on pp. 16–22 into larger and then smaller chunks. Have students focus on p. 16, where the author introduces the topic of clouds.

Most of the water on our planet is in liquid or solid form. It is stored in oceans, lakes, ice caps, glaciers, rivers, or the ground. **Only a small amount of water is in clouds**, rain, snow, fog, frost, hail, or sleet, or is in the form of a gas called water vapor. **Yet the tiny fraction of water that is in the air is more important than any other atmospheric substance in weather.**

The writer begins by talking about water but quickly lets the reader know the topic is more specific than that by introducing clouds.

Have students focus on the following paragraph, where the writer makes a transition.

This view from a space shuttle shows clouds covering much of Earth’s surface. Clouds may seem to be only white puffs or gray streaks, but **if you begin looking at them more closely**, they show a great variety of shapes and colors.

The writer signals that he is going to narrow down the subject even further.

Have students focus on the following paragraph, where the writer provides more details in the form of specific vocabulary.


Scientists group clouds in families according to their shape and color. The **three basic shapes** of clouds are cumulus (meaning “mound”), stratus (meaning “spread out”), and cirrus (meaning “curly”). **Other cloud words** are nimbus (a rain cloud), cirro (high clouds), and alto (a mid-level cloud). When two names are combined, as in altostratus or cumulonimbus, the cloud has properties of both.

The writer now reaches down into two more levels of detail.

**PRACTICE** Have small groups of students work together to brainstorm a list of details about a specific type of weather. Then have them take a closer look at their lists and choose those details that would best convey information about the type of weather they’ve chosen.

## WRITING OBJECTIVES

Write informative texts.  W.3.2

Use comparative adverbs.  L.3.1.g

# Informative Writing

## CONVENTIONS Use Comparative Adverbs

**TEACH AND MODEL** Remind students that comparative adverbs can be used to compare two actions.

Hawks fly higher **than** sparrows.

Add **-er + than** to one-syllable adverbs.

Joe checked his work **more** carefully **than** Vanessa did.

Add **more or less + -ly + than** to many two-syllable adverbs.

Roger dances **less** elegantly **than** Ryan.

Add **more or less + -ly + than** to all adverbs with more than two syllables.

**PRACTICE** Have students use the comparative of the word in parentheses to complete the sentences.

- The sun shines (direct) on the equator than on the poles.
- Cumulous clouds float (low) in the sky than cirrus clouds do.
- Flowers bloom (plentiful) on the lower slopes of the Olympic Mountains.

For more practice, have students refer to p. 208 in their *Reader's and Writer's Journal*.



## Independent Writing Practice

**FORMATIVE ASSESSMENT** Ask students to recount key events in this section of *Weather* on p. 210 in their *Reader's and Writer's Journal*. Have students:



1. Use key details to determine the main idea.
2. Use examples to show how the main idea is supported in the text.
3. Write a paragraph explaining how the writer used key details to support the main idea of the text in order to inform readers about the topic.

**APPLY** Have the students use at least one comparative adverb in their key events.

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to draft their work. If they have classroom or school e-mail, ask them to send their work to a classmate for peer review.

INDEPENDENT

## Writing Wrap-Up



Ask students to share their key events and main idea with the class. Have the class discuss any different main ideas they came up with and what key details support them. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction


### ENGLISH LANGUAGE LEARNERS

**ADVERBS** Students may be confused about irregular adverbs, especially those that have two syllables. Explain to them that native speakers also have trouble with them. Post a list of two-syllable adverbs that take *-er* in their comparative form.


### STRATEGIC SUPPORT


**ORGANIZATION** If students struggle to explain how a writer convey's information using a main idea and key details, then have students use a Main Idea and Details graphic organizer to work through the text. Then have them use the completed graphic organizer to write a paragraph.

**LESSON 4  
OBJECTIVE**

Use illustrations and words in a text as evidence to answer research questions about nature.  RI.3.7

**READING  
OBJECTIVES**

Understand complex information through illustrations and text.  RI.3.7

Determine word meaning through context.  RI.3.4

# Read Anchor Text

## Build Understanding

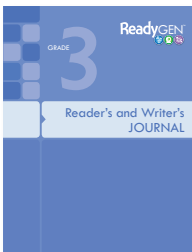
**INTRODUCE** Have students focus on the following Enduring Understanding as you read *Weather: Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.*


**LESSON 4  
FIRST READ**

## Explore the Text

**ENGAGE STUDENTS** Introduce pp. 22–27 in the informational text *Weather* by Seymour Simon. Invite students to leaf through the pages and look at the photographs to make predictions about the text. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text?* And *How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ INDEPENDENTLY** *Weather* Use the **Independent Reading Routine** on pp. TR48–TR51 with students as you read pp. 22–27 in *Weather*. Begin by reading aloud the first two paragraphs and then transition to having students read independently. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- How are dew and frost alike? How are they different from each other?
- What role does water or precipitation play in the formation of clouds?
- What questions do you have?

Have students use p. 201 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use students' written responses to monitor progress.



See **Routines** on pp. TR28–TR75.

LESSON 4  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have students focus on seeking answers to research questions about a topic, using informational texts that describe how and why things occur in nature. Use the following questions to lead the discussion.

- **What is the difference between a cloud droplet that never makes it to the ground as precipitation and one that falls as rain?** (The droplets that become rain have to grow thousands of times bigger and get much heavier as they fall. Very tiny droplets fall too slowly and evaporate.)

**Key Ideas and Details**

- **Why do scientists believe that even in summer, most rain begins as snow?** (Snow crystals grow fast and evaporate slowly. They become heavy enough to fall, and as they go through warmer air, they melt into rain.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** The following sentence from page 22 of *Weather* states: “Water that falls to the ground in liquid or solid form is called precipitation.” **What is precipitation?** (Rain, snow, hail, sleet and drizzle are all kinds of precipitation.)
- **BY-THE-WAY WORDS** Read the following sentence from p. 22: “A cloud droplet is so small that the resistance of air prevents it from falling fast enough to reach the ground before it evaporates.” **What does the word evaporate mean?** (to change into a gas, to disappear)
- **Look at the photograph on page 25. What information does the text give about the photograph?** (The photograph was taken with a special kind of light to show all the layers. It also tells the different sizes of hailstones and how they are formed. **What additional information is given in the photograph?** (It shows the shape and different layers of a hailstone.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS

**WORD RELATIONS** Students may have experienced different amounts of precipitation. Encourage students to talk about the precipitation in their country of origin. For example, Central America, South America, Asia, and Africa have rainforests. North Africa and Australia have large deserts. And in Chili, the peaks of the Andes mountains are snow covered year round.


## STRATEGIC SUPPORT

**TERMINOLOGY** Some students may need help understanding the technical terms *evaporate* and *condense*. Provide examples that students are likely to encounter in life, such as the “fog” on the bathroom mirror and their hair drying after a shower.

## READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

State an opinion and support it with evidence from the text.  SL.3.1.a

Use illustrations to gain information.

 RI.3.7

## BENCHMARK VOCABULARY

- condensed, p. 22
- resistance, p. 22
- crystals, p. 22

# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Have students find and read aloud the sentences from pp. 22–27 in *Weather* with the words *condensed*, *resistance*, and *crystals*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *condensed*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the words *resistance* and *crystals*.

**MONITOR PROGRESS** Have students show contextual understanding of the Benchmark Vocabulary by using the selected words in sentences on p. 204 in their *Reader's and Writer's Journal*. Use their responses to monitor students' progress.

## Text-Based Conversation



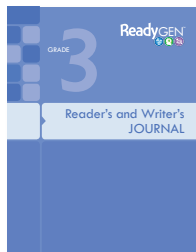
**COLLABORATE** Use the **Small Group Discussion Routine** on pp. TR36–TR39 to have students discuss important moments in *Weather*. You may wish to model using a think aloud such as the following: *I have seen hail bounce off cars and sidewalks. They can be very big stones. One even hit my arm once, and it hurt. I wonder how large hailstones can grow and how they get to be so large. I'll check the text on page 25 to see if I can find the answers to my questions.*

After the Small Group Discussion, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will dig deeper into the text to understand the meaning.

## Team Talk



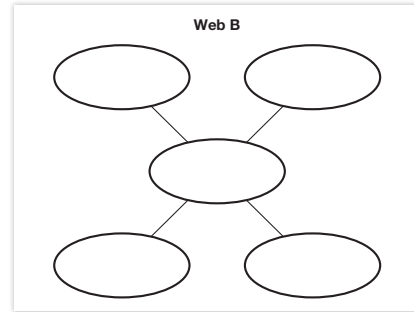
**STATE AND SUPPORT AN OPINION** **Team Talk Routine** on pp. TR28–TR31. *Read about hail on page 25 and look at the photograph. Do you think hail can cause damage to people or things? Use text evidence to support your answer.* (Possible responses: Yes: It says that hail can be as large as my fist. It also says it is made of layers of ice. I think it is important to take cover when a hailstorm begins. No: The hail doesn't look or sound that dangerous to me. Most hailstones are only about the size of my fingernail. That isn't big enough to hurt anything.)



## Reading Analysis

**INFORMATION FROM ILLUSTRATIONS** Remind students that illustrations (e.g., maps, photographs) and words in a text (where, when, why, how events occur) can be used to help understand the text.

Have students use the Web B graphic organizer. Have students name the subject of a photograph in the center oval. In the surrounding ovals, have students describe the subject.



**CITE TEXT EVIDENCE** Focus on p. 24 in *Weather*.

- **What extra information is in the photograph? Write these details in the surrounding ovals.** (Answers may include the idea that sometimes snowflakes can have rounded edges like in the second photograph.)
- **How does the photograph help the reader to better understand the text? Write this detail in another oval.** (Snowflakes are complex; the photographs show how many parts snowflakes have.)

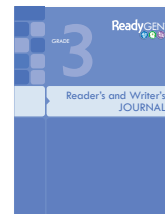
## Independent Reading Practice

**LANGUAGE ANALYSIS: INFORMATION FROM ILLUSTRATIONS** Have students work independently to complete the Web B graphic organizer. Remind them to read their chosen page in the *Weather* text thoroughly, looking at the photographs carefully to complete the graphic organizer.

**WRITING IN RESPONSE TO READING** Have students work independently to complete the writing prompt in their *Reader's and Writer's Journal* (p. 205).



**ACCOUNTABLE INDEPENDENT READING** As students read texts independently, remind them to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature. Use the **Independent Reading Routine** on pp. TR48–TR51.



INDEPENDENT

## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Then, have volunteers share their Writing in Response to Reading. Lead a class discussion about the value of the photographs to the text. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.



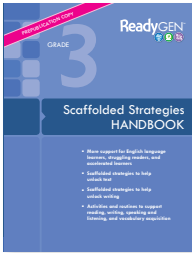
## READING OBJECTIVES

Use illustrations to better understand what you read.

RI.3.7

Compare and contrast photographs.

RI.3.7



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...** students struggle to use illustrations to demonstrate easier understanding of the text,

**then...** use the Reading Analysis lesson in small group to help them work through the web to better understand how illustrations can help them comprehend what they read.

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading activity.

### READING ANALYSIS

Help students work through the Web B graphic organizer to record how illustrations can help them better understand the text. Model paying careful attention to detail when examining photographs. Finally, guide students to record details on their graphic organizers.

### ORAL READING

**REVISIT *Weather*** Work with students individually to gauge each student's fluency and understanding of the text.

**RATE** Begin by reading aloud the first two paragraphs on p. 22 of *Weather* at an appropriate pace and rate. Tell students that you are reading at a steady rate with no hesitation, neither too fast nor too slow. Then have students practice as a class by reading along with you.

When listening to individual students read, make sure students practice with text at their independent reading level. Then to check comprehension of the passage, have students retell what was read.

While listening to individuals read, provide additional fluency practice for the other students by pairing nonfluent readers with fluent readers.

## EXTENSIONS

## MONITOR PROGRESS

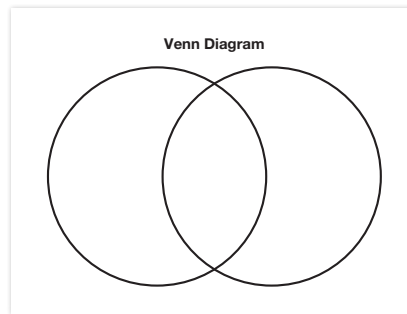
**If...**students understand how illustration can help them better understand what they read,

**then...**extend the lesson by using a Venn Diagram graphic organizer to compare and contrast two photographs from *Weather*. Remind students to read the text associated with each photograph.

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading activity.

## READING ANALYSIS

Have students complete a Venn Diagram graphic organizer comparing and contrasting the photographs on pp. 26–27 in *Weather*. Have students write “Both” in the center of the Venn Diagram. Have them write “p. 26” in the left circle and “p. 27” in the right circle. Then have students discuss the following questions:



- What types of moisture are shown in the photographs on pages 26–27? (moisture that doesn't fall from the sky)
- What is the photograph on page 26 showing that is different from page 27? (morning dew on a flower)
- What is only shown on page 27? (frost that formed on a window)
- What is another similarity about the way these two water vapors are formed? (Both are water vapors that condense onto objects.)
- What is different about the way each water vapor condenses? (Dew condenses at cool but not freezing temperatures; frost condenses at freezing temperatures.)

## ORAL READING

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading activity on p. 242.

## WRITING OBJECTIVE

Analyze how writers introduce a topic.



# Writing

## Informative Writing

### INTRODUCE A TOPIC

**TEACH** Explain to students that the first step in informative writing is to introduce the topic. *When you introduce your topic, you give basic information about what you will be writing about. In other words, you are telling your reader what your main idea is.*

Tell students that the purpose for introducing the topic is to help readers understand what they will be reading about. *When introducing a topic, the writer must keep in mind that many readers may be reading about the topic for the first time. It is important to give the main idea and a few important key details in the very beginning so that readers know what will be coming later. Having this information early helps readers prepare for the more detailed information that will follow later in the piece of writing.*

Explain that introductions are also meant to capture a reader's attention and interest. *An introduction could ask a rhetorical question, make an observation, or offer an interesting fact. These types of sentences are often called *grabbers* because they grab the reader's attention. The grabber leads into the rest of the introduction, which is meant to provide details that will help the reader follow the piece of writing.*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through discussion, help students see how the writer of *Weather* introduces a topic.

It's cloudy today. It's also sunny, rainy, and snowy, hot and cold, calm and windy, dry and damp. Each of these descriptions of the weather is true every day of the year, someplace in the world.

The writer grabs the reader's attention with a clever sentence. At first, the sentence seems like it doesn't make sense. How can weather be all of these things at the same time? So the reader has to read it again.

Help students see how the writer continues the introduction.

We live in the atmosphere, the enormous ocean of air that surrounds Earth. Weather is what's happening at the bottom of the atmosphere, mostly in a layer seven and a half miles thick called the troposphere. (Tropo comes from a Greek word meaning "change.") Above the troposphere, another layer called the stratosphere extends up to about thirty miles. (Strato comes from a Greek word meaning "covering.") Living in the troposphere, we feel the weather in the temperature of the air and the wetness of the rain. We see the weather in the puffy clouds and the white snow. We even hear the weather in the clatter of hail against a roof and the distant rumble of thunder.

The writer continues the introduction by providing details that suggest the main idea. After reading the first three paragraphs of the text, the reader knows that the text is going to be about different kinds of weather and how weather is created. Knowing the main idea will help the reader follow the text as the explanations become more technical.

**PRACTICE** Have partners brainstorm ways to introduce a topic. Tell them they may use the way the writer has introduced topics in *Weather* as a jumping off point or they can come up with another way to grab the reader's attention and interest.

## WRITING OBJECTIVES

Introduce a topic.



Group together related information.



Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.



# Informative Writing

## CONVENTIONS Superlative Adverbs

**TEACH AND MODEL** Explain to students the difference in comparative and superlative adverbs. Comparative adverbs can only be used when comparing two things, but superlative adverbs can be used to compare more than two things. Tell students to use the word *super* in “superlative” to remind them that superlative adverbs compare the largest number of things: more than two.

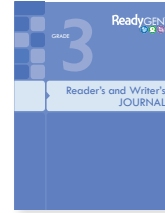
Of all the boys on the team, Nathan ran the **fastest**. (This compares Nathan’s speed to the speeds of all the other boys on the team.)  
Sara jumped the **highest**. (This compares Sara’s jump to everyone else’s.)  
Joseph was the **least prepared** for the work. (This compares Joseph’s preparation to everyone else’s.)

**PRACTICE** For more practice, have students refer to p. 208 in their *Reader’s and Writer’s Journal*.



## Independent Writing Practice

**WRITE** Now ask students to introduce a topic on p. 210 in their *Reader's and Writer's Journal*. Have students write a few sentences that introduce a weather-related topic of their choice. Have them:



1. Choose a topic.
2. Use a Main Idea graphic organizer to plan the main idea and key details you will write about.
3. Write the sentences that will introduce the topic, including a sentence that will grab the reader's interest and attention.

Refer students to the model as they introduce their topics, and encourage them to use their Benchmark Vocabulary words *condensed*, *resistance*, and *crystals* (all on p. 22).

**APPLY** Have students identify several examples of superlative adverbs in *Weather*.

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to write their introductions. If they have classroom or school e-mail, ask them to send their introductions to a classmate for peer review.

INDEPENDENT

## Writing Wrap-Up



Ask volunteers to share their introductions with the class. Have the class respectfully make suggestions for improvement, including asking questions and suggesting facts that could be included in the introduction that would help the audience better understand what to expect. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

### Scaffolded Instruction


#### ENGLISH LANGUAGE LEARNERS

**ADVERBS** Provide an illustration for each sentence, and point out that three or more things are being compared in each example. For instance, for the first example (Of all the boys on the team, Nathan ran the fastest) draw several boys and circle the one who is Nathan. Point out that Nathan is the fastest runner out of all the boys on the team, not just one or two of them.


#### STRATEGIC SUPPORT


**INTRODUCTION** Some students who struggle with introducing a topic may not have their information organized. Have them use a Main Idea graphic organizer. Then have them pick out three details that seem important, and write them on the organizer. Explain to students that figuring out the main idea and some key details can help them figure out what to say in the introduction.

**LESSON 5  
OBJECTIVE**

Describe the relationship between a series of scientific reasons for how and why things occur in nature.  RI.3.3

**READING  
OBJECTIVES**

Describe relationships between scientific ideas using specific language.  RI.3.3

Determine word meaning through context.  RI.3.4

# Read Anchor Text

## Build Understanding

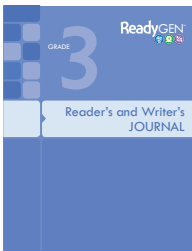
**INTRODUCE** Have students focus on the following Enduring Understanding as you read *Weather: Learners will understand scientific reasons for how and why things occur in nature.*

LESSON 5  
FIRST READ

## Explore the Text

**ENGAGE STUDENTS** Reintroduce the informational text *Weather* by Seymour Simon. Have students skim the text and photographs on pp. 28–32 to preview the section. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text?* And *How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ TOGETHER** *Weather* Use the **Shared Reading Routine** on pp. TR44–TR47 with students as you read *Weather*. Begin by reading the first page aloud and then transitioning to shared reading. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- What kinds of devices do scientists use to measure weather?
- What effect can humans have on the weather?
- What questions do you have?

Have students use p. 201 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use students' written responses to monitor progress.



LESSON 5  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have students focus on understanding scientific reasons for how and why things occur in nature.

Use the following questions to lead the discussion.

- Explain how a weather balloon can be both light and strong. Use evidence from the text to support your answer. (The big weather balloons are light because they are filled with a very light gas called helium. They are very strong because the text says they can carry up to two tons of instruments.) **Key Ideas and Details**
- What is the purpose of weather balloons? (Weather balloons measure the weather and radio down the information to Earth.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** According to the text on page 28, what do the *thermometers* on weather balloons measure? (The thermometers measure air temperature.)
- **BY-THE-WAY WORDS** Another instrument that measures weather is a *barometer* (page 28). What does a *barometer* measure? (A barometer shows air pressure.)
- How are the two types of smog created? Use text evidence to support your answer. (Factories and homes that burn coal and oil create gray smog. The fumes from cars create brown smog.) **Key Ideas and Details**
- What harmful effects does the text say are caused by smog? (irritating to the eyes, throat, and lungs, damage to rubber, metal, and other materials) **Key Ideas and Details**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS

**PRONUNCIATION** Students may have difficulty pronouncing technical terms such as meteorologists and atmospheric. Have students repeat the words *meteorologist* and *atmospheric* after you. Write them on the board, leaving a little space between the syllables and have students read the words after you syllable by syllable, individually and as a group. Provide definitions as needed.

## STRATEGIC SUPPORT


**VOCABULARY** Some students may have trouble understanding all of the technical words on the first page. Have students write a list of the words and a short definition. Find photographs or on-line images of each technical word for students to examine.




## READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

State an opinion and support it with evidence from the text.  SL.3.1.d

Describe the relationship between a series of scientific ideas.  RI.3.3


## BENCHMARK VOCABULARY

- payloads, p. 28
- smog, p. 30

# Focused Reading Instruction


## Benchmark Vocabulary

**INTRODUCE** Have students find and read aloud the sentences from pp. 28–32 in *Weather* with the words *payloads* and *smog*.

 **TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *payloads*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the word *smog*.


**MONITOR PROGRESS** Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 204 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

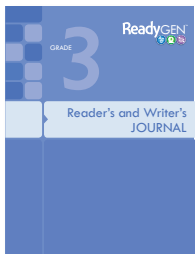
## Text-Based Conversation

 **COLLABORATE** Use the **Paired Discussion Routine** on pp. TR28–TR31 to have students discuss important moments in *Weather*. You may wish to model using a think aloud such as the following: *I can tell from page 28 that there are many instruments used to measure weather. I know what a barometer and a thermometer are, but I wonder what an anemometer and a hygrometer are. I'll reread those sections of the book to remind me what all of the new terms mean.*

After pairs have discussed the chapter, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text.

## Team Talk

 **STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *Do you think the author explains clearly how smog forms? Use text evidence to support your answer.* (Possible responses: Yes: The author is very thorough; he begins by telling about industrial cities that burn coal and oil. That forms a gray cloud covering. Then he tells about the problems car fumes can cause, such as irritating someone's lungs, eyes, and throat. No: I want more details about the kinds of throat, lung, and eye problems people might have, and I want a few examples of the cities where gray smog is common.)



## Reading Analysis

**SCIENTIFIC IDEAS** Explain that words such as *first*, *second*, *next*, *then*, and *finally* show the sequence of a series of scientific ideas.

Have students use the Story Sequence B graphic organizer to record the sequence of scientific ideas in the text. Have students write “Steps in a Process” on the Title line and “Measuring Weather” on the line below it.

| Story Sequence B |                         |
|------------------|-------------------------|
| Title            | Characters      Setting |
| Events           |                         |
| 1. First         |                         |
| 2. Next          |                         |
| 3. Then          |                         |
| 4. Last          |                         |


**CITE TEXT EVIDENCE** Focus on p. 28 from *Weather*.

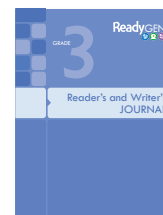
- **What is the first step in measuring weather?** (A balloon is filled with helium and launched into the atmosphere.)
- **What is the second step?** (Instruments measure the weather.)
- **What happens next?** (Information is sent by radio to meteorologists.)
- **Then what happens in the process of measuring weather?** (Satellites beam down photos of cloud systems moving across the world.)
- **What is the final step in measuring weather?** (Make forecasts.)

## Independent Reading Practice

**READING ANALYSIS: SCIENTIFIC IDEAS** Have students work independently to complete the Story Sequence B graphic organizer to list the series of scientific ideas in order from the text *Weather*.


**WRITING IN RESPONSE TO READING** Have students work independently to complete the writing prompt in their *Reader's and Writer's Journal* (p. 205).

 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently, remind them to explore content to understand scientific reasons for how and why things occur in nature. Use the **Independent Reading Routine** on pp. TR48–TR51.




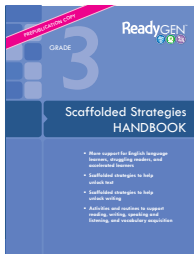
INDEPENDENT

## Reading Wrap-Up

 **SHARE WRITTEN RESPONSES** Take time to wrap up today's reading with students. Ask volunteers share their Writing in Response to Reading and posters. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

## READING OBJECTIVE

Describe a relationship between a series of scientific ideas.  RI.3.3



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**students struggle to describe a relationship between a series of scientific ideas,

**then...**use the Reading Analysis lesson in small group to help them work through the Steps in a Process A graphic organizer by scaffolding.

**If...**students need extra support to understand the text,

**then...**use the Close Reading Workshop in small group to provide scaffolded support.

### READING ANALYSIS

Help students work through the Story Sequence B graphic organizer with the series of scientific ideas about the green house effect on p. 30 of *Weather*. Model finding and recording the first step (forest fires and burning fuels create carbon dioxide). Have students record what happens next (warming of the Earth). Finally, guide students to complete the graphic organizer with the ending result, (powerful storms and other great changes).

### CLOSE READING WORKSHOP

**REVISIT *Weather*** Read the last paragraph on p. 30. Then discuss the following questions with the group. Have students use text evidence to support their answers.

- 1 **What causes the greenhouse effect?** (carbon dioxide from large forest fires in the tropics and the burning fuels from factories and cars)
- 2 **What can happen as a result of the greenhouse effect?** (Earth will warm up as much as 5° Fahrenheit in the next 100 years.)
- 3 **What events could be caused by the heating up of the Earth?** (There will be more powerful storms and other changes in the weather.) **Can more powerful storms and other great changes in weather affect Earth?** (It might be hard for weather people to predict what can happen. They will need to get different instruments to measure the weather. It is hard to know what might happen.)

## EXTENSIONS

### MONITOR PROGRESS

**If...**students understand how to describe a relationship between a series of scientific ideas,

**then...**extend the lesson by having students complete a Story Sequence B graphic organizer to explain the creation of and possible solutions to the problem of smog.

### READING ANALYSIS

Have students complete the Story Sequence B graphic organizer. After reviewing the first two paragraphs on p. 28, have students record the series of scientific ideas about the smog problem in cities. Tell students to begin with how smog is created, then record the damage smog causes, and finally suggest ways to prevent and reduce smog. Then have students discuss the following questions:

- **How is gray smog created?** (Industrial cities burn a lot of coal and oil. This is done in factories and homes.)
- **What causes the brown smog in cities like Denver and Los Angeles?** (Fumes from cars cause brown smog to cover the cities.)
- **What can be done to prevent and reduce smog?** (driving electric cars; using public transportation more often; putting filters on factories; using solar, water, and wind power to create energy for factories and homes)

## WRITING OBJECTIVE

Analyze how writers develop a topic.



# Writing

## Informative Writing

### DEVELOP A TOPIC

**TEACH** Explain to students that in informative writing, a writer must develop a topic in order to fully explain it. The writer develops a topic by expanding on the key details in the introduction. The writer expands the key details using facts, definitions, and other details that support the main idea.

In *Weather*, the author introduces basic facts about the weather, and then goes into detail about the different things that cause or play a role in different kinds of weather. The author clearly explains where weather takes place in the Earth's atmosphere, how the sun heats the Earth, why some places are hotter than others, and the key role clouds play in providing precipitation. The author also discusses how scientists measure weather.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through discussion, help students see how the writer of *Weather* develops weather as a topic:

Every hour of the day and night, at weather stations around the world, instruments measure the weather. Thermometers show air temperature. Barometers show air pressure. Weather vanes and anemometers show wind direction and speed. Hygrometers measure humidity, and rain and snow gauges measure the amount of precipitation.


Hundreds of miles above Earth's surface, weather satellites beam down photos of cloud systems moving across the world. Meteorologists, scientists who study weather, use this information to learn about the weather and to forecast it.

The writer develops the topic by providing facts, definitions, and other details about the topic.

The writer expands upon the idea that instruments around the world are measuring weather around the clock by listing and defining several weather measurement instruments.

**PRACTICE** Have students practice developing a topic by freewriting about one of the ideas presented in *Weather*.

## WRITING OBJECTIVES

Develop a topic with facts, definitions, and details.  W.3.2.b

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

 L.3.1.g

# Informative Writing

**CONVENTIONS** Select between Comparative and Superlative Adverbs

**TEACH AND MODEL** Review with students the difference in comparative and superlative adverbs. Tell students to use the word *super* to remind them that superlative adverbs compare the largest number of things, two or more. Have students select the appropriate adverb to use in the following sentences, and have students identify it as comparative or superlative.

Thomas can run \_\_\_\_ than me. **(faster/fastest)**

Correct answer: faster – comparative, comparing Thomas and me

Eight o'clock is the \_\_\_\_ we can leave. **(sooner, soonest)**

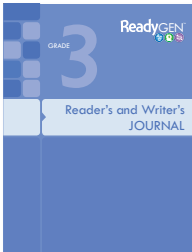
Correct answer: soonest – superlative, comparing eight o'clock to all other times

This picture is even \_\_\_\_ perfect than the last one I drew. **(more, most)**

Correct answer: more – comparative, comparing this picture to the last picture

**PRACTICE** Have students compose a sentence about each member of their family and use a superlative or comparative adjective to describe each one.

For more practice, have students refer to p. 208 in their *Reader's and Writer's Journal*.

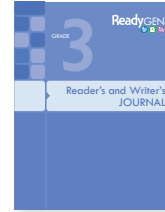


## Independent Writing Practice

**WRITE** Now ask students to write an informational news report on p. 210 in their *Reader's and Writer's Journal* that develops their topic with facts, definitions, and details.

Have them:

1. Use the graphic organizers they used in Lesson 4.
2. Identify facts, definitions, and details to develop their topic.
3. Write one or two paragraphs that develop their topic.



INDEPENDENT

**APPLY** Have students identify several examples of comparative and superlative adverbs in *Weather*, being sure to explain what makes them comparative or superlative.

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to type their news reports. If they have classroom or school e-mail, ask them to send their work to a classmate for peer review.

## Writing Wrap-Up



Ask volunteers to share their news reports with a partner. Have partners provide feedback about anything that is confusing or unclear. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS


**ADVERBS** Students may struggle with determining appropriate times to use comparative versus superlative adverbs. Use illustrations to help aid these students. For example, in the first sentence, “Thomas can run \_\_\_ than me,” instruct students to draw a picture to show what is happening in the sentence.

#### STRATEGIC SUPPORT

**DETAILS** Some students may be overwhelmed by the facts and details that are important to informative writing. Have these students use a graphic organizer of their choice to track and organize the key details that support the main idea. Encourage the student to focus on creating a sentence about only that one fact/detail.




**LESSON 6  
OBJECTIVE**

Recount key details and explain how related information goes together to support the main idea.  RI.3.2

**READING  
OBJECTIVES**

Determine the main idea of an informational text.

 RI.3.2

Determine word meaning through context.  RI.3.4

# Read Anchor Text

## Build Understanding

**INTRODUCE** Have students focus on the following Enduring Understanding as you read *Weather: Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*


**LESSON 6  
FIRST READ**

## Explore the Text

**ENGAGE STUDENTS** Tell students that they will be revisiting *Weather*. Remind them that the selection is nonfiction. Have students leaf through the pages and look at the photographs, illustrations, and diagrams to remind themselves of what the book is about. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ INDEPENDENTLY** *Weather* Use the **Independent Reading Routine** on pp. TR48–TR51 with students as you read *Weather*. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- Why do weather patterns change?
- Why is weather for someone living on the coast of Southeast Asia different than for someone living in the middle of Canada?
- What questions do you have?

Have students use p. 211 in their *Reader's and Writer's Journal* to record their response to one of the questions above. Use students' written responses to monitor progress.

LESSON 6  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, help students understand that related information goes together to support the main idea when presenting a topic with facts, definitions, and details. Use the following questions to lead the discussion.

- **Can we experience what is happening in the troposphere?** (Yes, it is the layer closest to Earth. We feel the temperature, and we feel snow and rain.) **Key Ideas and Details**
- **Read the following sentence from p. 15 of *Weather*: “In winter, snow, sleet, or freezing rain may form as raindrops fall from the warm air to the cold air below.” Based on this sentence, what is the weather like outside as sleet falls from the sky? (It is cold out.) How do you know that? (Because the beginning of the sentence says, “In winter,” and it is cold in winter.)** **Key Ideas and Details**
- **How does the movement of cold or warm fronts into a new area of air affect weather?** (When a cold front nears an area, towering clouds can form, producing rain or snow, and the temperature can drop after the precipitation stops. When a warm front arrives, rain or drizzle can fall and snow or freezing rain can occur.) **Key Ideas and Details**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS

**FIGURATIVE LANGUAGE** Students may still have difficulty understanding our atmosphere as “an ocean of air.” Remind them that “an ocean of air” is a phrase that is used to paint a picture in the reader’s mind. It makes the reader think of the vast amounts of air that surround Earth, just as Earth’s oceans can seem to go on forever when viewing them from shorelines.


## STRATEGIC SUPPORT


**USING A DIAGRAM** Some students may need help understanding diagrams in informational texts. Have students look at the diagram on p. 10. Tell students that you can get lots of information from looking at the diagram and reading p. 9. Point to the area in the center of the globe. Tell students that this is the equator. Have them tell you what the weather is like near the equator.

## READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Understand text-based weather vocabulary.  RI.3.4

Ask and answer questions to demonstrate understanding of a text.  RI.3.1

## BENCHMARK VOCABULARY


- atmosphere, p. 4
- troposphere, p. 22
- stratosphere, p. 24



# Focused Reading Instruction


## Benchmark Vocabulary

**INTRODUCE** Have students find and read aloud the sentences from *Weather* with the words *atmosphere*, *troposphere*, and *stratosphere*.

 **TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *atmosphere*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the words *troposphere* and *stratosphere*.


**MONITOR PROGRESS** Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 214 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

## Text-Based Conversation

 **COLLABORATE** Use the **Whole Class Discussion Routine** on pp. TR32–TR35 to have students discuss *Weather*. You may wish to use a think aloud such as: *According to the first page we are going to learn about all kinds of weather. It says that it is sunny, rainy, snowy, hot, cold, calm, windy, dry, and damp some place in the world today. I also see a lot of words that may be hard to understand and pronounce. The illustrations, photographs, and diagrams will be a big help.*

As a class, compare important and interesting information and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

## Team Talk

 **STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *Read about smog on page 30 and look at the photograph on page 31. Do you think it is possible for people to reduce the amount of smog in the air? Use text evidence to support your answer.* (Possible responses: Yes: It says on p. 30 that people can get sick from smog. It also says that most of the smog is caused by fumes from cars. Maybe people could drive less. No: It says on p. 30 that car fumes create smog in cities like Denver and Los Angeles. Well, people need their cars. How would they get to work or school without them?)

## Reading Analysis

**ASK AND ANSWER QUESTIONS** Remind students that when reading informational text, it is important to ask questions about concepts and processes they may not understand.

Have students use a K-W-L Chart graphic organizer to record what they know in the first column, what they want to know in the second column, and what they learned in the third column.

**CITE TEXT EVIDENCE** Focus on p. 30 in *Weather*.

- What do you want to know about this topic?
- What did you learn? Find evidence in the text that answers your questions. Write the answer to your question in the third box.

**K-W-L Chart**

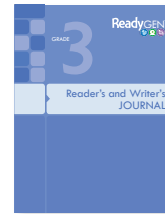
Topic \_\_\_\_\_


| What We <b>K</b> now | What We <b>W</b> ant to Know | What We <b>L</b> earned |
|----------------------|------------------------------|-------------------------|
|                      |                              |                         |

## Independent Reading Practice


**LANGUAGE ANALYSIS: ASK AND ANSWER QUESTIONS** Have students work independently to complete the K-W-L Chart graphic organizer. Remind them to read the text to fill in the chart.

**WRITING IN RESPONSE TO READING** Have students write a response to the prompt (*Reader's and Writer's Journal*, p. 214). Look at the photograph on p. 31 from *Weather*. Describe the photograph. How is the picture related to the text? Does it help you to better understand the text? Why or why not?



 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently encourage them to explore how related information goes together when presenting a topic with facts, definitions, and details. Use the **Independent Reading Routine** on pp. TR48–TR51.

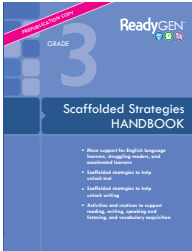
## Reading Wrap-Up

 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Then, have volunteers share their Writing in Response to Reading. Have them read their entries to the class. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

## READING OBJECTIVE

Ask and answer questions, referring to the text as a basis for the answers.

RI.3.1



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...** students struggle to ask and answer questions, **then...** use the Reading Analysis lesson in small group to help them work through the K-W-L Chart graphic organizer to demonstrate how asking and answering questions can help them better comprehend what they read.

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading Activity.

### READING ANALYSIS

Help students work through the Chart graphic organizer. Instruct students to refer to the illustrations as well as the text to help them find the answers to their questions.

### ORAL READING

**REVISIT *Weather*** Read p. 22. Explain that reading with accuracy means reading words without mistakes. Have students follow along as you read aloud and model reading with accuracy.

Explain that before you read, you will identify and make sure you know how to pronounce unfamiliar words.

Explain that you will read each individual word correctly. You will look up unfamiliar words before you read. You will also pause at commas and stop when you see a period.

Have students read the same passage aloud, stressing accuracy. Monitor progress and provide feedback. For optimal fluency, students should read the passage three to four times.

## EXTENSIONS

## MONITOR PROGRESS

**If...**students understand how asking and answering questions helps them better understand what they read,

**then...**extend the activity by using a different page from the text to fill in a K-W-L Chart graphic organizer. Pose an additional question to the students that cannot be answered by using the *Weather* text. Have students seek out the answer to the question by researching the answer in the library or online.

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading Activity.

## READING ANALYSIS

Have students complete a K-W-L Chart graphic organizer using the photographs and text on pp. 26–27 in *Weather*. Have students record what they know by writing the first sentence from p. 26 in the first box in their chart. Have them write what they want to know in the form of a question in the second box. Have them write what they learned in the third box. Pose these questions to the students and have them write them in the second box: **What is the freezing point? At what temperature will frost form rather than dew?** Have students research the answers to the questions. Then have students answer the following questions:

- What is one thing you read about in the text that you already knew?
- What is something you wanted to know after reading the text that wasn't answered in the text itself?
- What did you learn about the question you had? How did you discover the answer to your question?

## ORAL READING

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading activity on p. 262.

## WRITING OBJECTIVES

Analyze how illustrations aid comprehension.

 RI.3.7

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

 L.3.1.g

# Writing

## Informative Writing

### USING ILLUSTRATIONS

**TEACH** Explain that Writers often use illustrations to convey information and aid comprehension. **Illustrations are especially helpful when dealing with complicated topics or things that the reader likely has not learned about before.**

Explain that illustrations can be drawings, diagrams, photographs or other visuals that help explain and expand upon the words on the page.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through discussion, help students discover how illustrations in *Weather* are used to aid comprehension of a text.

When a cold front nears, the cold air forms a sort of a wedge and pushes the warm air aloft. Towering clouds form quickly and it may begin to rain or snow heavily.

The illustration on p. 15 helps me get a clearer understanding of what is happening when a cold front approaches.

Have students focus on p. 9 of the anchor text *Weather*. Have students discuss how the illustration at the top of the page helps the reader better understand the topic.

The sun doesn't warm Earth evenly. At the equator, where the sun's rays are most direct, insolation is several times greater than at either of the poles, where the sun's rays come in at a slant. Most of Earth's hot spots are located near the equator, and most of the cold spots are in the Arctic or Antarctic.

This illustration helps me see the areas the text is referring to. I can see where the equator is and how the sun's rays hit the Earth at different angles.



## WRITING OBJECTIVE

Write informative/explanatory texts, including illustrations useful to aiding comprehension.

 W.3.2.a

# Informative Writing

## CONVENTIONS FOCUS Comparative and Superlative Adverbs

**TEACH AND MODEL** Review with students the difference in comparative and superlative adverbs. Remind students of the word *super* in the word *superlative*, and tell students to use the word *super* to remind them that superlative adverbs compare the largest number of things: three or more. Have students use comparative and superlative adverbs and switch between the two to create sentences comparing different numbers of things.

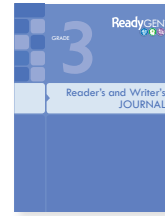
1. Create a sentence comparing the speed of John and his brother.
2. Create a sentence comparing the color of rose and a daisy.
3. Create a sentence comparing the feelings of Jennifer and everyone else.

**PRACTICE** Have students identify several examples of comparative and superlative adverbs in *Weather*, being sure to explain what makes them comparative or superlative. For more practice, have students refer to p. 218 in their *Reader's and Writer's Journal*.



## Independent Writing Practice

**WRITE** Now ask students to create an illustration for their news report. Students should plan their illustrations on p. 219 in their *Reader's and Writer's Journal*. Illustrations should provide additional facts, definitions, or details that support the main idea of the news report.



INDEPENDENT

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to scan and print their illustrations. If they have classroom or school e-mail, ask them to send their illustrations to a classmate for peer review.

## Writing Wrap-Up



Ask volunteers to share their illustrations with a partner. Have partners examine the illustrations to be sure they provide additional information about the topic covered in the news report. Have them report to the author anything that is confusing or unclear. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**ILLUSTRATIONS** Many students will benefit from labeling their illustrations. Have students label specific portions of the illustration with English words to help them increase vocabulary and understanding.


#### STRATEGIC SUPPORT

**CONNECTIONS** Some students may not fully understand how to use illustrations to aid comprehension. Students will refer to p. 9 of the anchor text, *Weather*. As you read through the text on the page together, have them touch each part of the illustration to make a physical connection between the text and the illustration.


# LESSON

# 7

## LESSON 7 OBJECTIVE

Recount key details and explain how related information goes together to support the main idea.  RI.3.2

## READING OBJECTIVE

Determine the central lesson and explain how it is conveyed through key details in the text.  RI.3.2

# Read Anchor Text

## Build Understanding

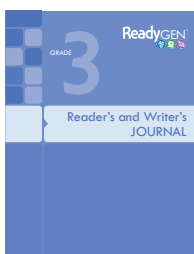
**INTRODUCE** Have students focus on the following Enduring Understanding as you read *Weather: Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*


### LESSON 7 FIRST READ

## Explore the Text

**ENGAGE STUDENTS** Revisit the informational science text *Weather*. Have students read p. 4 and ask volunteers to state the main idea of the page. Ask them to provide examples of key details the author uses to support this main idea. Explain to students that as they read, they should pay close attention to how the information presented in the text supports each main idea. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ INDEPENDENTLY** *Weather* Use the **Independent Reading Routine** on pp. TR48–TR51 with students as you read *Weather*. Have students read the text independently and focus on understanding the key ideas of the text. After reading, discuss the questions below.

- Why is summer cold and winter warm in the southern hemisphere?
- How does precipitation bring about changes in temperature?
- What questions do you have?

Have students use p. 211 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use students' written responses to monitor progress.

LESSON 7  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have students focus on understanding how related information goes together to support the main idea when a writer presents a topic by including facts, definitions, and details. Use the following questions to lead the discussion.

- **Why is insolation an important process that takes place on Earth?** (Energy from the sun is absorbed during the process, and, along with the greenhouse effect, insolation makes our planet livable.) **Key Ideas and Details**
- **Give an example of a region on Earth where insolation has a great effect on the area's temperature.** (At the equator, the sun's rays are most direct, so insolation is several times greater than at the poles. As a result, the Earth is hotter at the equator.) **Key Ideas and Details**
- **What does the unequal heating of the Earth have to do with how weather forms?** (Heated air at the equator rises, and cold air at the poles settles. When the hot air moves toward the poles and the cold air moves toward the equator, the exchange of air makes up different atmospheric patterns that form the weather.) **Key Ideas and Details**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS


**GREEK AND LATIN ROOTS** Help students understand that many words in science are derived from the Greek and Latin languages. Prepare a list of words with Greek or Latin roots that are featured in *Weather*, along with the words' definitions and pronunciations. Have students pronounce each word and then recite its definition in their own words.

## STRATEGIC SUPPORT

**TERMINOLOGY** Help students understand that learning the names for the different shapes of clouds can help them understand and even predict the weather. Have students write the word for each cloud type, then draw what that cloud type looks like. Then have students explain under what conditions each cloud type forms and how knowing this can help them understand and possibly predict the weather.

## READING OBJECTIVES

Recount key details and explain how related information goes together to support the main idea.  RI.3.2

Distinguish between literal and nonliteral meanings of words in context.  L.3.5.a

# Focused Reading Instruction

## Text-Based Conversation



**COLLABORATE** Use the **Paired Discussion Routine** on

pp. TR28–TR31 to have students discuss important moments in *Weather*. You may wish to model using a think aloud such as the following: I notice the author spends a lot of time talking about clouds and under what conditions they form. I'm going to search the text to see why he does this and what these clouds show the reader about weather. I'm also going to see if he groups any other information together and what that shows the reader about the weather.

After pairs have discussed the text, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on

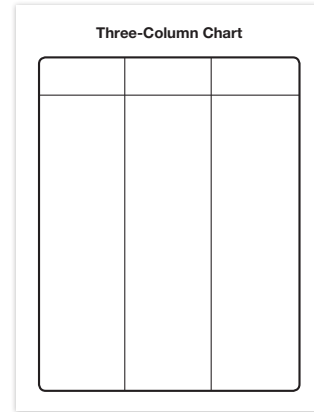
pp. TR28–TR31. Do you think the author adequately explains how weather conditions form? Use text evidence to support your answer. (Possible responses: Yes: The author is very thorough, starting off by explaining how the Earth's atmosphere absorbs the sun's rays and why areas near the equator are hotter than areas at the poles. Then he talks about how cold and warm fronts move and what kind of weather they form. Finally, he talks about how the water in our atmosphere contributes to the weather. No: I would have liked more details about why certain clouds form and under what conditions, but the author only devoted a sentence or two to this most of the time.)



# Reading Analysis

**LITERAL AND NONLITERAL MEANINGS** Explain that sometimes authors use nonliteral meanings for words and phrases as well as literal meanings.

Have students use a Three-Column Chart graphic organizer and label columns “Word or Phrase,” “Literal or Nonliteral Meaning,” and “Why?” Then have students fill in details from the text in the appropriate columns.



**CITE TEXT EVIDENCE** Focus on p. 4, from, “It’s cloudy today...” to “(Strato comes from a Greek word meaning ‘covering.’)”

- Does the author literally mean that it’s cloudy, sunny, rainy, and snowy all at the same time?
- Does the author use the phrase “an enormous ocean of air” in a literal way?
- The author says the stratosphere is 30 miles thick. Does he mean this in a literal way? Why?

# Independent Reading Practice

**LANGUAGE ANALYSIS: DETERMINE MAIN IDEAS** Have students work independently to complete the Three-Column Chart graphic organizer to distinguish between literal and nonliteral meanings in *Weather*.

**WRITING IN RESPONSE TO READING** Have students write a response to the prompt (*Reader’s and Writer’s Journal*, p. 215).




**ACCOUNTABLE INDEPENDENT READING** As students read texts independently encourage them to explore how authors group related information together when presenting a topic with facts, definitions, and details. Use the **Independent Reading Routine** on pp. TR48–TR51.

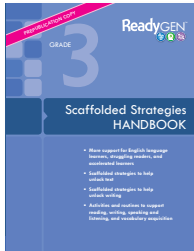
INDEPENDENT

# Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading, and point out examples of literal and nonliteral word usage. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

## READING OBJECTIVE

Distinguish between literal and nonliteral meanings.  L.3.5.a



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...** students struggle to distinguish between literal and nonliteral uses of words and phrases,

**then...** use the Language Analysis lesson in small group to help them work through the Three-Column Chart graphic organizer by scaffolding.

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading activity.

### LANGUAGE ANALYSIS

Help students work through the Three-Column Chart graphic organizer by choosing a word or phrase from the text and writing it on the chart. Have students look up literal meanings of the words and phrases in a dictionary or online. Then have them read the text and decide whether the word or phrase was used as in the definition. If not, that's a clue that the author was using the phrase in a nonliteral way. Model how to look up words and phrases in a dictionary or online. Finally, guide students to decide how the word or phrase they chose was used.

### ORAL READING

**REVISIT *Weather*** Select the passage from *Weather* on p. 9 from “The sun doesn’t warm evenly...” through “...most of the cold spots are in the Arctic or Antarctic.” Have students listen as you read with appropriate rate.

Have students practice as a class by reading along with you three times. Have the class read aloud without you. For optimal fluency, students should read the passage three or four times with appropriate rate.

## EXTENSIONS

## MONITOR PROGRESS

**If...**students understand how to distinguish between literal and nonliteral uses of words and phrases,

**then...**extend the activity by having students use words and phrases that are used in a literal way in the text in a nonliteral manner.

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading activity.

## LANGUAGE ANALYSIS

Have students look up one word or phrase in the text that is used literally. (Students may use their previously filled out Three-Column Chart graphic organizers if they have examples of words and phrases used in literal ways.) Then, have students think of ways these words and phrases can be used in nonliteral ways, perhaps in fictionalized stories that feature scientific facts from the text. Then have students discuss the following questions:

- **What is an example of a word or phrase used in a literal way that can be used in a nonliteral way?** (*Boundary line* on p. 14 is used in a literal way, even though there's no actual boundary line between the cold and warm fronts. This phrase can be used nonliterally to mean the boundaries between states or countries, such as "Florida's northern boundary line meets up with the states of Alabama and Georgia.")
- **How does the author use the phrase *continuous battle* on page 14? Use text evidence to support your answer.** (He uses it in a nonliteral way. While the cold and warm fronts are continually pushing against each other, they're not actually conscious beings "doing battle.")
- **How could *continuous battle* be used in a literal way?** ("The two basketball teams were in a continuous battle until the final second of the game.")

## ORAL READING

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading activity on p. 272.



## WRITING OBJECTIVES

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

 W.3.2

Group related information together.

 W.3.2.a

Use abstract nouns.

 L.3.1.c

# Writing

## Informative Writing

### GROUP RELATED INFORMATION

**TEACH** Explain to students that part of writing involves grouping related information together. Grouping related information means that you are placing information in to categories. You are putting similar information together. So if you are talking about how it rains, you'll probably include information about clouds and precipitation together in one paragraph.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through discussion, help students see how the writer of *Weather* groups together related information.

Earth's weather is driven by the intense heat of the sun. The sun's energy travels through space in the form of visible light waves and invisible ultraviolet and infrared rays. About one-third of the energy reaching Earth's atmosphere is reflected back into space. The remaining two-thirds is absorbed during a process called insolation (from incoming solar radiation).

The writer groups information about the sun and how it heats the Earth together in one paragraph..

Help students see how the writer groups together other information.

Earth's spin, its irregular surface features, and differing amounts of water in the air cause complex and variable wind patterns. These are called wind belts and have names such as the jet streams (narrow bands of high-speed upper atmospheric winds) and the trade winds (winds that blow east to west on both sides of the equator). Some regional winds also have colorful names, such as chinook (the warm wind that rushes down the eastern slopes of the Rocky Mountains), haboob (a North African dust storm), and sirocco (a Mediterranean wind that blows from the hot Sahara).

The writer groups together information about winds and how they affect weather.

**PRACTICE** Have use a Web graphic organizer to organize their thoughts about precipitation from pp. 22–25.

## WRITING OBJECTIVES

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

 W.3.2

Group related information together.

 W.3.2.a

Use abstract nouns.

 L.3.1.c

# Informative Writing

## CONVENTIONS Define Abstract Nouns

**TEACH AND MODEL** Explain to students that abstract nouns are those that cannot be detected by using the five senses. Abstract nouns are ideas, feelings, traits, and concepts that cannot be touched, heard, seen, smelled, or tasted. Provide students with the following abstract noun examples and explanations.

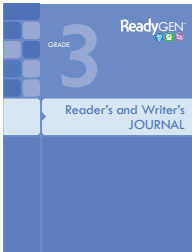
I was struck by the **beauty** of the sunset.

**Beauty** is an abstract idea. While you use your eyes to see something, it's your brain that decides that it is beautiful.

I often enjoyed playing board games during my **childhood**.

**Childhood** is an abstract period of time. It doesn't have a definite starting and ending point, as many people define it different ways.

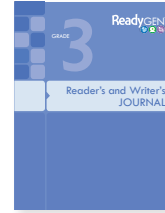
**PRACTICE** Have students identify several examples of abstract nouns in *Weather* and explain on another sheet of paper why they are abstract nouns. For more practice, have students refer to p. 218 in their *Reader's and Writer's Journal*.



## Independent Writing Practice

**WRITE** Now ask students to group related information for their chosen topic on p. 219 in their *Reader's and Writer's Journal*. Students will use this information in their news reports. Have them:

1. Use a Web graphic organizer.
2. Group their related information.



INDEPENDENT

Refer students to the model as a guide as they group related information.

**APPLY** Have students identify examples of abstract nouns when reading the sentences and paragraphs they wrote in earlier lessons.

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to group related information. If they have classroom or school e-mail, ask them to send their work to a classmate for peer review.

## Writing Wrap-Up



Ask volunteers to share their work with a partner. Instruct student pairs to read each other's work and point out details that are unrelated to the group of details. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**DETAILS** Students may struggle with determining which facts, details, and definitions should be included in their writing. Provide support by giving these students a checklist to follow as they read each of their supporting sentences.


- This sentence gives a fact, detail, or definition about \_\_\_\_ (topic).
- This sentence is in the right place to tell about \_\_\_\_ (topic).

#### STRATEGIC SUPPORT


**DETAILS** For students who struggle with keeping information grouped together and on topic, provide the following support. Have students read each sentence aloud and pause as you pose the following questions:


- Is this sentence related to your topic?
- Is this sentence something your reader needs to know about the topic?
- Is this sentence in the right place in your writing?


**LESSON 8  
OBJECTIVE**

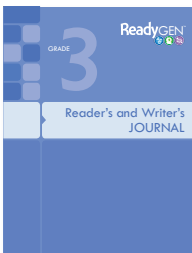
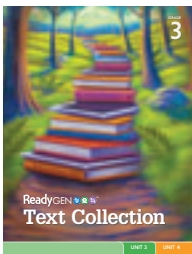
Recount key details and explain how related information goes together to support the main idea.  **RI.3.2**

**READING  
OBJECTIVES**

Determine the main idea and explain how key details support it.  **RI.3.2**

Determine word meanings through context.  **RI.3.4**

 See Text Complexity Rubrics on pp. TR94–TR97.



# Read the Text

## Build Understanding

**INTRODUCE** Have students focus on the following Enduring Understanding as you read *On the Same Day in March: A Tour of the World's Weather: Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*

**LESSON 8  
FIRST READ**

## Explore the Text

**ENGAGE STUDENTS** Have students leaf through *On the Same Day in March: A Tour of the World's Weather* in the *Text Collection* and look over the illustrations how the text looks on the page. Ask them to tell you how the text is organized. Is it by sentences? stanzas? Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text?* And *How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** *On The Same Day In March: A Tour of the World's Weather* Use the **Read Aloud Routine** on pp. TR40–TR43 with students as you read *On the Same Day in March*. As you read aloud, have students follow along in their texts. In this first read of the lesson, students should focus on understanding the “gist” of the text. When you encounter vocabulary that may be unfamiliar to students, stop and briefly define those terms. After reading, discuss the questions below.

- What is the common thread that links all of the locations together in the text?
- What location in the story has weather most like the one we are having now?
- What questions do you have?

Have students use p. 211 in their *Reader's and Writer's Journal* to record their response to one of the questions above. Use students' written responses to monitor progress.



See **Routines** on pp. TR28–TR75.

LESSON 8  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have students focus on understanding how related information goes together to support the main idea when presenting a topic with facts, definitions, and details. Use the following questions to lead the discussion.

- Why does the writer use the same day in March to describe the weather in different countries? (The writer wants to show that the weather is wildly different in various climates of Earth.)
- What can you guess about New York City’s weather compared to Central Thailand’s? (It’s usually colder in March in New York City than it is in Central Thailand.)
- **BY-THE-WAY WORDS** On page 48, the author says “They said it was just a tiny twister—not big enough to spin a horse or hoist a cow.” What does *twister* mean? (It’s a strong wind.)
- On page 50, the author says “Hailstones all over the hillside!” To what are *hailstones* compared? Use text evidence to support your answer. (Based on the line “the moon has broken and scattered its necklace of pearls,” it sounds like hailstones are balls of ice.) **Key Ideas and Details**
- Why does the writer suggest, on page 52, that everyone should drink and play “Before the sun shines”? (The writer means that during the day, the hot sun will dry up the river.) **Key Ideas and Details**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS

**IDIOMS** Some students might have trouble understanding “Just when you can’t even remember spring, that wild chinook blows in like a dragon” on p. 45. Explain to students that a *chinook* wind is a warm wind that can melt a lot of snow in one day. They are common in springtime in Alberta, Canada. Have students choose other idioms they don’t understand and look up their definitions online.

## STRATEGIC SUPPORT

**COMPREHENSION** Some students may have trouble understanding why weather changes. Have students read pp. 56–57. Explain to students that one of the reasons weather changes is because sometimes the North Pole tips toward the sun, and sometimes it tips away from it. Have students choose other sentences in these pages that tell why the weather is the way it is in certain places.

## READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Identify real-life connections between words and their uses.

 RI.3.4


## BENCHMARK VOCABULARY

- hoist, p. 48
- crouched, p. 53

# Focused Reading Instruction


## Benchmark Vocabulary

**INTRODUCE** Have students find and read aloud the sentences from *On the Same Day in March* with the words *hoist* and *crouched*.

 **TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *hoist*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the word *crouched*.


**MONITOR PROGRESS** Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 214 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

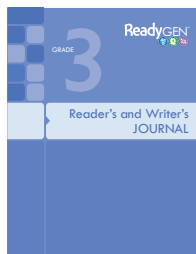
## Text-Based Conversation

 **COLLABORATE** Use the **Paired Discussion** on pp. TR28–TR31 to have students discuss important moments in *On the Same Day in March*. You may wish to model using a think aloud, such as the following: *I'm going to search through the text to see why the writer uses words like chinook and chocolat. I think I have a clue as to why the writer does this. Chocolat sounds like it could be French word, and the writer uses it when she describes the weather in Paris, France.*

After pairs have discussed the chapter, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper to better understand the meaning.

## Team Talk

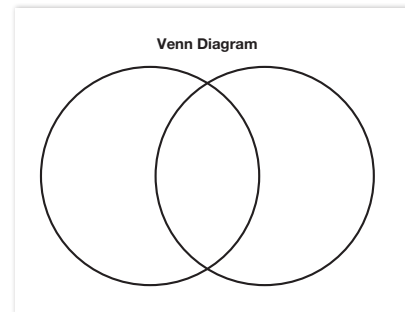
 **STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *What do you think about the way the writer has organized the text on the page? Do you think it's easy to comprehend?* (Possible responses: Yes: The writer breaks up the sentences in ways that make the text easy to follow. This leaves a lot of room for illustrations that help explain the meaning. No: The way the writer organizes the text on the page is confusing because the text appears in different places on the pages. This makes it confusing and hard to read.)



# Language Analysis

**REAL-LIFE CONNECTIONS** Explain that words used in a story can and do have connections to real life.

Have students use a Venn Diagram graphic organizer. Have them write the words *wide*, *dry*, and *warm* in the overlapping sections. On the left, have them describe how each word is used. (e.g., The words *wide* and *dry* are “used to describe a plain.”) On the right, have them write something each word could be used to describe in real life.



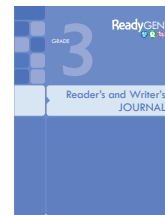
**CITE TEXT EVIDENCE** Focus on p. 54 of *On the Same Day in March*.

- What connection could the word *wide* have to real life?
- What connection could the word *dry* have to real life?
- What connection could the word *warm* have to real life?

## Independent Reading Practice

**LANGUAGE ANALYSIS: REAL-LIFE CONNECTIONS** Have students work independently to complete the Venn Diagram graphic organizer to connect words from the text to real life in *On the Same Day in March*.

**WRITING IN RESPONSE TO READING** Have students write a response to the prompt (*Reader's and Writer's Journal*, p. 215). Read p. 54. The words *wide* and *dry* are used to describe a plain in the text. These words can be used to describe many things in real life, such as a classroom board (*wide*) and unused paper towels (*dry*). Have students support their answers with evidence from the text.



**ACCOUNTABLE INDEPENDENT READING** As students read texts independently, encourage them to examine how related information goes together when authors present a topic with facts, definitions, and details. Use the **Independent Reading Routine** on pp. TR48–TR51.

INDEPENDENT


## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

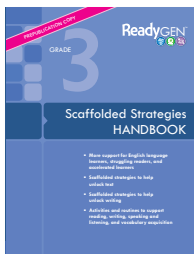


## READING OBJECTIVES

Determine the main idea and explain how key details support it.  RI.3.2

Identify real-life connections between words and their uses.

 RI.3.4



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**students struggle to identify real-life connections between words and their uses

**then...**use the Language Analysis lesson in small group to help them work through the Venn Diagram graphic organizer.

**If...**students need extra support to understand the text,

**then...**use the Close Reading lesson in small group to provide scaffolded support.

### LANGUAGE ANALYSIS

Help students work through the Venn Diagram graphic organizer to identify real-life connections between words and their uses. Model the activity by drawing a Venn Diagram on the board and then picking a word from the text, such as *wet*. Write the word in the overlapped section. In the left section, write how *wet* is used in the text. Finally, guide students to connect the word to their lives by thinking of something from their own lives that is wet. Write that word in the right-hand section.

### CLOSE READING WORKSHOP

**REVISIT** Review *On the Same Day in March* with students by reading p. 54 and discussing the following questions with the group. Have students use text evidence to support their answers.

- 1 What do you think “autumn shears the clouds like a flock of sheep” means? (I think it means the clouds are becoming smaller just as the sheep become smaller when their wool is sheared.)
- 2 How do you know Mama is teasing her son? (She tells him to “Catch the wool,” or the clouds, which is impossible to do.)
- 3 Why do the *white puffs* vanish in the boy’s hands? (The boy cannot really catch a cloud. When he tries, he feels the cold air, heavy with moisture.)

## EXTENSIONS

## MONITOR PROGRESS


**If...**students understand connections between words and their uses, **then...**extend the activity by having students describe connections between the words in the text and the words in their lives.


## READING ANALYSIS

Have students complete another Venn Diagram by choosing words and phrases from the text and writing them in the overlapping section. Have them write how the word is used in the text in the left-hand section. Have them think of something the word describes in their own lives and write in the right-hand section. Then, have students say or write how this word connects to their own lives. Then have students discuss the following questions:

- How could you describe the word *white* as it is used on page 54 without actually using the word *white*? (I could describe something white, like a piece of paper, which is something I use every day.)
- How could you describe the word *cold* on page 54 without actually using the word *cold*? (I could describe something like winter, which comes every December in my area of the country.)
- How does a day in March in the text compare to a day in March in real life? (A day in March in real life might be colder than one in Argentina but not as cold as one in Canada.)

## WRITING OBJECTIVES

Connect ideas within categories.  W.3.2.c

Analyze how writers use linking words and phrases to connect ideas within categories.  W.3.2.c

# Writing

## Informative Writing

### CONNECT IDEAS WITHIN CATEGORIES

**TEACH** In informative writing, writers use information to connect ideas within categories. Doing this helps readers better understand the topic—particularly if those readers know nothing about the topic before reading the writer’s work.

One way a writer can connect ideas is to use linking words and phrases, such as *and* and *but*. The word *and* connects similar ideas, and the word *but* contrasts them. These kinds of words can help readers see the connections between the ideas and whether the ideas are alike or different.

- What kinds of linking words and phrases does the writer of *Weather* use?
- How do these words help readers better understand the text?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through discussion, help students see how the writer uses linking words and phrases.

Cumulus clouds are only a few hundred yards thick **and** are usually separated by patches of clear blue sky.

This sentence uses the word *and* to connect two sentences. This helps the reader see that these two facts are both related to cumulus clouds.

Have students focus on p. 26 of the anchor text, *Weather*. Help students see how linking words and phrases are used to make connections.


Dew is not precipitation: it does not fall down from clouds **but** forms directly on cool surfaces, **such as** this spider web in the early morning.


This sentence uses the linking word *but* to connect related sentences. It also uses the linking phrase *such as* to provide a related example.


**PRACTICE** Have students identify the linking words or phrases used in the following examples from the anchor text.

- “This brown cloud forms near the ground **and** can reduce visibility and irritate the eyes, throat, and lungs.”
- “Some scientists think that the greenhouse effect is increasing **as a result** of carbon dioxide released by huge forest fires in the tropics **and** the burning of fossil fuels in factories and automobiles.”
- “Sunlight heats the ground, which **in turn** warms the air near the surface.”

## WRITING OBJECTIVES

Connect ideas within categories.  W.3.2.c

Use linking words and phrases to connect ideas within categories.  W.3.2.c

Use abstract nouns.  L.3.1.c

# Informative Writing

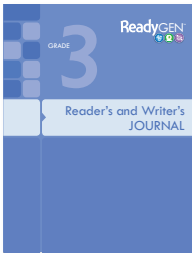
## CONVENTIONS Use Abstract Nouns

**TEACH AND MODEL** Review with students that abstract nouns cannot be detected by using the five senses. Abstract nouns are ideas, feelings, traits, and concepts that cannot be touched, heard, seen, smelled, or tasted. Ask students to provide an abstract noun that would be appropriate to use in each sentence.

I thought the artist's painting was a work of \_\_\_\_.  
(beauty, ugliness, interest, etc...)

The first day of school made me feel \_\_\_\_.  
(anxiety, happiness, etc...)

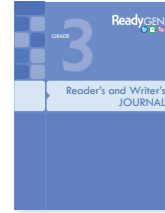
**PRACTICE** Have students identify several examples of abstract nouns in *Weather*. Ask students to give a synonym or antonym of the abstract noun. For more practice, have students refer to p. 218 in their *Reader's and Writer's Journal*.



## Independent Writing Practice

**WRITE** Ask students to use linking words and phrases in their news reports on p. 220 in their *Reader's and Writer's Journal*. Have students:

1. Identify linking words and phrases that connect ideas.
2. Identify linking words and phrases that contrast ideas.
3. Use the linking words and phrases in their news reports.



INDEPENDENT

**APPLY** Have students read their sentences and identify the abstract nouns.

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to write and revise their work. If they have classroom or school e-mail, ask them to send their work to a classmate for peer review.

## Writing Wrap-Up



Ask volunteers to share their work with a partner. Instruct student pairs to read each other's writing and point out facts and details that can be linked together using linking words or phrases. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**LINKING WORDS** Have students copy sentences from their news reports onto sentence strips. Provide linking words and phrases on separate bits of sentence strips. Help students identify sentences that can be linked, then have them physically link them together. Students can use tape or glue sticks to attach the linking words and phrases between the sentences. Have students use the sentence-strip links to revise their earlier writing.


#### STRATEGIC SUPPORT

**LINKING PHRASES** Provide each student with a copy of the following list of sentences from the text:


- “Land areas can't store much heat and become hot or cold more rapidly.”
- “Clouds may seem to be only white puffs or gray streaks, but if you begin looking at them more closely, they show a great variety of shapes and colors.”
- “When two names are combined, as in altostratus or cumulonimbus, the cloud has properties of both.”


Instruct students to circle the linking words or phrases in each sentence. Have students circle linking words and phrases in their own writing.

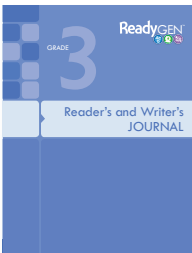
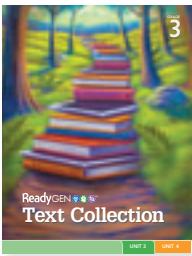
**LESSON 9  
OBJECTIVE**

Describe the relationship between a series of scientific reasons for how and why things occur in nature. 

**READING  
OBJECTIVES**

Describe the relationship between a series of scientific ideas or concepts, using language that pertains to time and cause/effect. 

Use sentence-level context as a clue to the meaning of a word or phrase. 



# Read the Text

## Build Understanding

**INTRODUCE** Have students focus on the following Enduring Understanding as you read *On the Same Day in March: A Tour of the World's Weather: Learners will understand scientific reasons for how and why things occur in nature.*

**LESSON 9  
FIRST READ**

## Explore the Text

**ENGAGE STUDENTS** Note that *On the Same Day in March* is about the weather in different places. Have students leaf through the text to get a sense of the kinds of weather in different places. Have them study the illustrations and make connections between the illustrations and the text. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ TOGETHER** *On the Same Day in March* Use the **Shared Reading Routine** on pp. TR44–TR47 with students as you read *On the Same Day in March*. You might want to read aloud the first few pages and then have students read together. In this read of the lesson, students should focus on understanding the “gist” of the text, or what is happening and why. After reading, discuss the questions below.

- Why do the students in Thailand want to skip spelling lessons?
- Why is the river in Kenya called a gift?
- What questions do you have?

Have students use p. 211 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use students' written responses to monitor progress.



See **Routines** on pp. TR28–TR75.

LESSON 9  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have students focus on understanding the scientific reasons for how and why things occur in nature. Use the following questions to lead the discussion.

- Why does the snow melt so fast when a “wild chinook” blows into Alberta, Canada? (The chinook is warm wind.) **Key Ideas and Details**
- Why do the “white puffs” vanish in the boy’s hands in Patagonia, Argentina? (The white puffs are not wool, but clouds, which the boy reaches for, but he only catches the cold, dry air.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** In the sentence “Polar bears ride on floes of ice,” what does *floes* mean? (They are large pieces of floating ice.)
- How many months of sun does the Arctic get at a time in a year? Use text evidence to support your answer. (It gets six months. There’s a reference to the “six-month sun” on p. 44, and p. 56 goes into more detail about why the Arctic gets six months of sun at a time.) **Key Ideas and Details**
- In which season in the northern hemisphere is the North Pole tipped away from the sun? Use text evidence to support your answer. (The northern hemisphere is in winter when the North Pole tips away from the sun. The further away the northern hemisphere is from the sun, the colder it is). **Key Ideas and Details**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS

**FIGURATIVE LANGUAGE** Some students may have trouble understanding the part, “as the six month sun begins to *slice* down below Antarctic ice...” Explain that in this case, *slice* is used to describe how the sun’s rays look through the clouds. Have students sketch how they think the sun’s rays might look when this word is used.

## STRATEGIC SUPPORT


**COMPREHENSION** Some students may have trouble understanding the scientific reasons for how and why things occur in nature. Have students read the first paragraph on p. 56. Have students explain why the Earth’s tilt toward and away from the sun causes the different seasons.



## READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

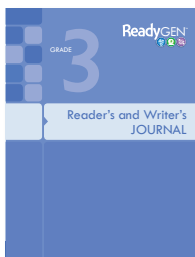
Describe the relationship between a series of scientific ideas or concepts, using language that pertains to time, sequence, or cause/effect.  RI.3.3

Use sentence-level context as a clue to the meaning of a word or phrase.

 L.3.4.a

## BENCHMARK VOCABULARY


- huddled, p. 46
- shears, p. 54
- vanish, p. 54



# Focused Reading Instruction


## Benchmark Vocabulary

**INTRODUCE** Have students find and read aloud the sentences from *On the Same Day in March* with the words *huddled*, *shears*, and *vanish*.

 **TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *huddled*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the words *shears* and *vanish*.


**MONITOR PROGRESS** Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 214 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

## Text-Based Conversation

 **COLLABORATE** Use the **Whole Class Discussion Routine** on pp. TR32–TR35 to have students discuss important moments in *On the Same Day in March*. You may wish to model using a think aloud such as the following: *The writer explains some of the reasons why we get different kinds of weather all over the world. The author references “the six-month sun” on pages 44–55. She must mean that the Arctic and the Antarctic each get six months of sun throughout the year. I think they must each get sun at different times. When the North Pole tilts toward the sun, the South Pole tips away from it. This must be what happens since the poles are at the opposite ends of the Earth.*

As a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

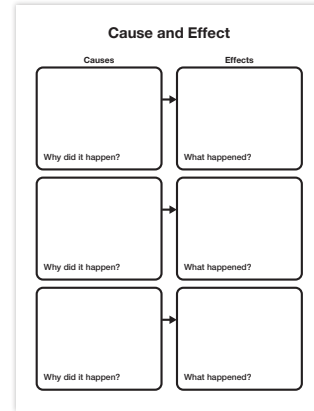
## Team Talk

 **STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *Do you think the author's use of poetic language in a scientific text is effective?* (Possible responses: Yes: I get a sense of what kind of weather each place of the world gets. No: It makes figuring out the information hard to do. For example, when I read about Darjeeling, India, it's hard to know what the hailstones actually are.)

# Language Analysis

**SCIENTIFIC IDEAS** Explain that when writing a scientific text, writers often use a series of scientific ideas that are related. To do this, writers will use language that pertains to time, sequence, or cause and effect.

Have students use a Cause and Effect graphic organizer to record details from the text to answer questions. Have students fill in the right side of the chart, identifying “what happened” first.




**CITE TEXT EVIDENCE** Focus on all of pp. 56–57.

- **Why does the Arctic get six months of daylight each year?** (It leans closer to the sun for six months each year.)
- **Why is Antarctica dark six months out of the year?** (As the North Pole tilts toward the sun, the South Pole tilts away from it.)
- **Why are the seasons in the northern hemisphere different than they are in the southern hemisphere?** (One pole leans closer to the sun, while the other leans further away giving the hemispheres different seasons.)

## Independent Reading Practice

**READING ANALYSIS: SCIENTIFIC IDEAS** Have students work independently to complete a Cause and Effect graphic organizer to describe scientific reasons for how and why things occur in *On the Same Day in March*.


**WRITING IN RESPONSE TO READING** Have students write a response to the prompt (*Reader's and Writer's Journal*, p. 215).

 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently encourage them to reflect on how the author represents children in different cultures. Use the **Independent Reading Routine** on pp. TR48–TR51.




INDEPENDENT

## Reading Wrap-Up

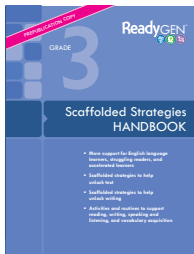
 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading responses. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

## READING OBJECTIVES

Describe the relationship between a series of scientific ideas or concepts, using language that pertains to time, sequence, or cause/effect.  RI.3.3

Use sentence-level context as a clue to the meaning of a word or phrase.

 L.3.4.a



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**students struggle to understand how a series of scientific ideas or concepts are related by time, sequence, or cause and effect, **then...**use the Reading Analysis lesson in small group to help them work through the Cause and Effect graphic organizer.

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading activity.

### READING ANALYSIS

Help students work through the Cause and Effect graphic organizer to describe the relationship between scientific ideas or concepts using language that pertains to time, sequence, and cause and effect. Have students review p. 56. Model finding the “six-month sun” in the text on p. 44, and write what the sun is doing in the graphic organizer under “What happened?” Then have students find the “six-month sun” on p. 55 in the text and write what the sun is doing under “What happened?” in the next row. Finally, guide students to figure out what happens by reminding them of the information on p. 56.

### ORAL READING

**REVISIT** Review *On the Same Day in March*.

**ACCURACY** Explain that before you read, you will identify and make sure you know how to pronounce unfamiliar words.

Explain that you will read each word correctly. Look up unfamiliar words before you read. Remember to pause at commas and stop when you see a period.

Have students read from “It takes the Earth 365 days...” through “This tilt is what gives us the seasons on p. 56.” For optimal fluency, students should read the passage several times.

Provide feedback on students’ pronunciation, pace, and overall accuracy.

Provide feedback, noting pronunciation and whether students missed or added any words to the reading.

## EXTENSIONS

## MONITOR PROGRESS

**If...**students understand how a series of scientific ideas or concepts are related by time, sequence, or cause and effect,

**then...**extend the activity by having students connect why the weather in different parts of the world is so different on the same day in March.

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading activity.

## READING ANALYSIS

Have students complete a Cause and Effect graphic organizer to connect why the weather is so varied in different parts of the world. Have students review pp. 56–57. Then, have students write the name of the place and its weather under “What happened?” Students should write what they know about the weather under “Why did it happen?” Then have students discuss the following questions:

- **How does the title tell the reader that the events in the story are happening at the same time?** (The title uses the words *same day in March*, so I know that something is happening on a particular day in the month of March.)
- **Why do you think the author picked the month of March?** (The weather is so different in the month of March. For example, there are twisters in the Texas Panhandle and a hailstorms in Darjeeling, India.)
- **Why is this significant to the text?** (The author wants to show how there are many different types of weather happening in March on the same day.)

## ORAL READING

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading activity on p. 292.

## WRITING OBJECTIVES

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

 W.3.2

Analyze how writers provide a concluding statement or section.

 W.3.2.d

# Writing

## Informative Writing

### PROVIDE A CONCLUDING STATEMENT

**TEACH** Explain to students that when writing an informative text, a writer ends the work with a concluding statement. This statement should “wrap up” the topic in an informative and interesting way.

The concluding statement helps readers understand that the ideas and information in a paragraph are coming to a close. By the time the concluding statement takes place, readers should have a thorough understanding of the paragraph they read.

- What are some concluding statements used in the anchor text, *Weather*?
- How do these concluding statements help readers?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through discussion, help students understand how concluding statements are used in *Weather*.

And whatever we decide to do, we can be sure of only two things about the weather: We're going to have it and it's going to change (p. 32).

The author provides a concluding statement about the weather, and how it affects humanity's daily decisions.

Have students discuss how the concluding statement brings closure to the paragraph.

That's why mid-continental regions have warmer summers and colder winters than do coastal areas (p. 32).

The concluding statement closes the paragraph showing why some regions have warmer weather than others.

**PRACTICE** Have students identify the connection between topic sentence and concluding statement in the following examples from the text.

Topic Sentence: "The sun doesn't warm Earth evenly."

Concluding Sentence: "Most of Earth's hotspots are located near the equator, and most of the cold spots are in the Arctic or Antarctic."

Topic Sentence: "The unequal heating of Earth sets the atmosphere in motion."

Concluding Sentence: "The constant exchange of warm and cold air between equator and poles is one key to the giant atmospheric patterns that make up the weather."

Have students brainstorm their own ideas for concluding sentences. They might want to use a Web graphic organizer to organize their thoughts.

## WRITING OBJECTIVES

Provide a concluding statement or section.

 W.3.2.d

Explain the function of plural irregular verbs.

 L.3.1.d

# Informative Writing

## CONVENTIONS Function of Plural Irregular Verbs

**TEACH AND MODEL** Explain that some verbs are irregular and must change form when changing from present to past tense. This means that they don't simply add a *-d* or *-ed* like other verbs. Instead, they change other ways. Tell students that we hear and use these irregular verbs in everyday conversations, and point out the correct and incorrect conjugations below to illustrate.

Tomorrow I am going to **choose** my favorite one.

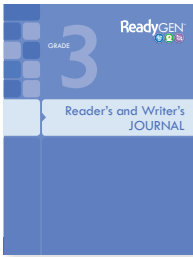
*Incorrect:* Yesterday I **choosed** my favorite one.

*Correct:* Yesterday I **chose** my favorite one.

The boy **bites** into the cookie.

*Incorrect:* The boy **bited** into the cookie.

*Correct:* The boy **bit** into the cookie.

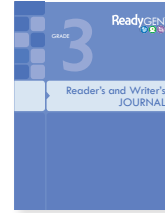


**PRACTICE** Ask volunteers to first give a sentence with a present tense verb and then change the sentence to past tense. Write the two sentences on the board, and have students tell whether verb is regular (only adds *-d* or *-ed*) or irregular. For more practice, have students refer to p. 218 in their *Reader's and Writer's Journal*.

## Independent Writing Practice

**WRITE** Now ask students to write a concluding statement for their news reports on p. 220 in their *Reader's and Writer's Journal*.

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to write their concluding statements. If they have classroom or school e-mail, ask them to send their work to a classmate for peer review.



INDEPENDENT

## Writing Wrap-Up



Have students share their concluding statements with a partner and provide constructive feedback. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**PLURAL VERBS** Have the students write an irregular verb on a sentence strip or notecard. Then fold the strip so that only part of the word is showing and write the changes to the verb on the outside of the strip. For example, with the word *run*, begin by writing the full word on the strip. Then fold the strip so that only the *r* is showing and write “an” on the backside of the strip so that the word now reads *ran*. Have the students use the irregular verbs in a sentence, opening and closing the strip to show the appropriate form of the verb.

#### STRATEGIC SUPPORT

**DETAILS** Provide each student with a copy of the following two sentences from the text:

“Water that falls to the ground in liquid or solid form is called precipitation.”


“Precipitation comes from water vapor in the air that has condensed to form clouds.”

Have students circle the detail mentioned in both the topic sentence and the concluding sentence (precipitation). Then have students examine other paragraphs from the text and identify ideas, details, and concepts used in both the topic and concluding sentences.




# LESSON 10

## LESSON 10 OBJECTIVE

Recount key details and explain how related information goes together to support the main idea.  RI.3.2

## READING OBJECTIVES

Determine the main idea of a text; recount the key details and explain how they support the main idea.  RI.3.2

Use sentence-level context as a clue to the meaning of a word or phrase.

 L.3.4.a

# Read the Text

## Build Understanding

**INTRODUCE** Have students focus on the following Enduring Understanding as you read *Weather* and *On the Same Day in March*: *Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*

### LESSON 10 FIRST READ

## Explore the Text

**ENGAGE STUDENTS** Reintroduce the informational text *Weather* and the literary text *On the Same Day in March*. Have students reacquaint themselves with characteristics of the texts, such as genre and structure. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

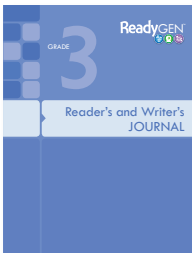
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** *Weather* and *On the Same Day in March* Use the **Read Aloud Routine** on pp. TR40–TR43 with students as you read *Weather* and *On the Same Day in March*. As students become more familiar with the text, you may wish to transfer the responsibility of reading to them. In this first read of the lesson, students should focus on understanding the “gist” of the texts, or understanding their major events and the impacts of those events. After reading, discuss the questions below.

- How do the animals react to the weather in *On the Same Day in March*? How do the people react?
- What details can you learn about the countries as you are looking at the pictures in *On the Same Day in March*?
- What questions do you have?

Have students use p. 211 in their *Reader's and Writer's Journal* to record their response to one of the questions above. Use students' written responses to monitor progress.



LESSON 10  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have students focus on understanding that related information goes together to support a text's main idea. Use the following questions to lead the discussion.

- Read the second paragraph on page 4 of *Weather*. What inference can you draw from the sentence, “*Tropo* comes from a Greek word meaning ‘change’”? Without this information, would the paragraph still make sense? (This layer of the atmosphere is likely named troposphere because weather is always changing. This information is interesting but not so important to understand the main points.) **Key Ideas and Details**
- What clue does the phrase “On the Same Day in March” provide about the text’s main idea? (The text’s main point is to show that the same day in March looks very different all around the world. The phrase is used again and again to introduce a place that will illustrate the text’s main idea.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** How does the author of *Weather* help the reader understand the word *haboob* in the following sentence: “Some regional winds also have colorful names, such as...haboob (a North African dust storm)”? (The author provides the definition in parentheses.)
- **BY-THE-WAY WORDS** According to the last sentence on page 10 of *Weather*, what does the word *sirocco* mean? (A sirocco is a Mediterranean wind that blows from the hot Sahara.)
- Contrast the first pages of each text. How do they differ in their presentation of key details that support the main idea? (The informational text states its main idea in a sentence. The literary text gives examples that support its main idea, but does not explicitly state it.) **Key Ideas and Details**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS

**VOCABULARY** Model pronunciation and have students repeat new vocabulary words. Define the words in ways that relate to their lives. Explain the words in a context that is familiar to them. Finally, have students interact with the words in meaningful ways. Drawing a picture to represent a word and finding a representative image of a word on the Internet are examples of meaningful interactions.


## STRATEGIC SUPPORT

**MAIN IDEA** Provide a main idea and key details graphic organizer to students struggling to see how related information supports the text’s main idea. Work with students to decide which key details support the main idea and why. Then have students write the details in the boxes. Discuss how the details are related.

## READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

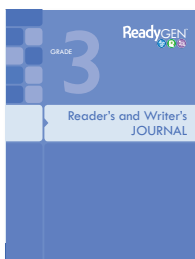
Determine the main idea of a text; recount the key details and explain how they support the main idea.  RI.3.2

Use sentence-level context as a clue to the meaning of a word or phrase.

 L.3.4.a

## BENCHMARK VOCABULARY

- sleet, p. 15 (*Weather*), p. 47 (*March*)
- chinook, p. 10 (*Weather*), p. 45 (*March*)



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Have students find and read aloud the sentences from *Weather* and *On the Same Day in March* with the words *sleet* and *chinook*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *sleet*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the word *chinook*.

**MONITOR PROGRESS** Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 214 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

## Text-Based Conversation



**COLLABORATE** Use the **Whole Class Discussion Routine** on pp. TR32–TR35 to have students discuss important moments in *Weather* and *On the Same Day in March*. Model using a think aloud such as: *I know the writer chose the title *Weather* for a specific purpose. *Weather* is a very big topic. I predict that such a general title means the author should provide me with various information about weather. The first paragraph gives me a general idea about weather. The second paragraph explains where in the atmosphere weather occurs and the third paragraph gives some very beautiful descriptions of weather. So far, it seems that my prediction is true.*

As a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *Do you prefer to know what a book will be about immediately or to discover what it is about as you read? Use evidence from the texts to support your answer.* (Possible responses: Know immediately: I like to know exactly what I will be reading about as soon as possible. By the end of the first paragraph in the informational text, I have a good idea about what I will be learning. Discover as I go: Discovering as I go is exciting. I can use clues, like the author's description of the Arctic and Canada, to guess what I'll learn.)

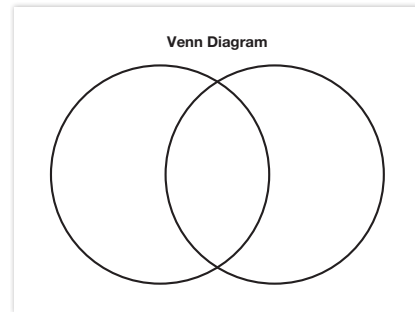


See **Routines** on pp. TR28–TR75.

## Reading Analysis

**COMPARE AND CONTRAST** Explain that texts on the same topic do not necessarily approach that topic in the same way. Each text makes different points and uses key details relevant to those points.

Have students use the Venn Diagram graphic organizer to record details from the text to answer questions. Have students list common important points and key details in *Weather* and *On the Same Day in March* in the space shared by the circles. Have them list differences in the spaces belonging only to a single story.



**CITE TEXT EVIDENCE** Focus on pp. 46–49 in *On the Same Day in March* and pp. 14–15 in *Weather*.

- How does the author of *On the Same Day in March* convey information about places all over the world?
- Would it be appropriate for the author of *Weather* to convey important points and key details in the same way the author of *On the Same Day in March* does? Explain.
- How do drawings and pictures in each text reflect the main idea?

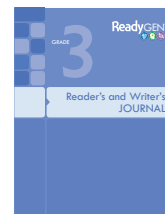
## Independent Reading Practice

**READING ANALYSIS: COMPARE AND CONTRAST** Have students work independently to complete the Venn Diagram graphic organizer to compare and contrast points and key details in *Weather* and *On the Same Day in March*.

**WRITING IN RESPONSE TO READING** Have students write a response to the prompt (*Reader's and Writer's Journal*, p. 215).



**ACCOUNTABLE INDEPENDENT READING** As students read texts independently encourage them to explore how related information goes together when author's present a topic with facts, definitions, and details. Use the **Independent Reading Routine** on pp. TR48–TR51.




INDEPENDENT


## Reading Wrap-Up

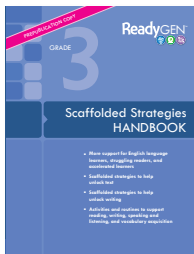


**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

## READING OBJECTIVES

Determine the main idea of a text; recount the key details and explain how they support the main idea.  RI.3.2

Compare and contrast the most important points and key details presented in two texts on the same topic.  RI.3.9



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**students struggle to compare and contrast the most important points and key details presented in the two texts,

**then...**use the Reading Analysis lesson in small group to help them work through the Venn diagram to organize similarities and differences in the texts.

**If...**students need extra support to understand the text,

**then...**use the Close Reading Workshop in small group to provide scaffolded support.

### READING ANALYSIS

Help students work through the Venn Diagram graphic organizer to compare and contrast important points and key details in the two texts. Model how to find similar points and details in the two different books. Finally, guide students to write a few sentences that articulate what their graphic organizers reveal.

### CLOSE READING WORKSHOP

**REVISIT *Weather* and *On the Same Day in March*** Focus on the pages identified in each question. Then discuss the questions with the group. Have students use text evidence to support their answers.

- 1 According to page 16 in *Weather*, what are the properties of an altostratus cloud? (mid-level, broad, thin, spread out)
- 2 Read page 50 of *On the Same Day in March* and page 18 in *Weather*. Identify a similarity in the authors' descriptions. (The author of *On the Same Day in March* describes hailstones as broken and scattered parts of the moon's pearl necklace. The author of *Weather* describes cumulus clouds as puffy, dome-shaped ball of cotton. Both descriptions use everyday items to describe an element of nature.)
- 3 Read page 52 of *On the Same Day in March* and page 22 in *Weather*. Identify key details that convey information about rain. (*On the Same Day in March*: "The rains come, and all in one day, they leave the gift of a river." *Weather*: "Water that falls to the ground in liquid or solid form is called precipitation.")

## EXTENSIONS

## MONITOR PROGRESS

**If...**students understand how to compare and contrast the most important points and key details presented in the two texts, **then...**extend the lesson by having them evaluate the effectiveness of each text’s presentation of those important points and key details.

## READING ANALYSIS

Have students complete the Venn Diagram graphic organizer to compare and contrast important points and key details in the two texts. Next, have students write a brief essay that evaluates each text’s presentation of important points and key details. Then have students discuss the following questions:

- **Based on the information on page 53 of *On the Same Day in March*, what conclusion can you draw about the weather in Darwin, Australia? What text evidence did you use to come to your conclusion?** (Darwin, Australia sometimes experiences powerful storms that cause people to go inside and secure their valuable possessions. I know this because of lines like, “Board up the windows! Bring in the boat!”)
- **Read page 25 of *Weather*. Based on the text, is it likely that hailstones will form during a winter snowstorm? Use text evidence to support your answer.** (No, it’s not likely. According to the text, hail usually forms in warmer weather during thunderstorms.)
- **Compare and contrast the beginning of *On the Same Day in March* to its end. Then explain how the beginning and end contribute to the story’s main idea.** (*On the Same Day in March* begins with a description of a day in March in the Arctic. It ends with a description of the same day in Antarctica. Neither of the pages explicitly state the story’s main idea, but they do repeat the phrase “On the same day in March,” which is a key detail that supports the text’s main point of exploring the same day in many different places around the world.)

## WRITING OBJECTIVES

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2

Provide a concluding statement or section.

W.3.2.d

Explain the function of plural irregular verbs.

L.3.1.b

# Writing

## Informative Writing

### PROVIDE A CONCLUDING SECTION

**TEACH** Explain to students that some works—especially longer works—may require a concluding section. This group of sentences—usually at least one paragraph—briefly recounts the main idea and the key details that were used to support the main idea.

In the same way a concluding statement closes a paragraph, a concluding section “wraps up” the entire piece of writing.

- How does the writer conclude *Weather*?
- How does this concluding section help a reader?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.



**ANALYZE THE MODEL** Through discussion, help students understand how the concluding section in the anchor text, *Weather*, brings closure to the entire writing.

Weather influences so much of what we do. Should we go swimming today or wear a raincoat? Is it a good day for picnicking or for ice skating? It all depends upon the weather. And whatever we decide to do, we can be sure of only two things about the weather: We're going to have it and it's going to change (p. 32).

The writer concludes the work by reminding us of two basic facts about weather.

It's cloudy today. It's also sunny, rainy, and snowy, hot and cold, calm and windy, dry and damp. Each of these descriptions of the weather is true every day of the year, someplace in the world.

The concluding paragraph refers back to the very first paragraph. It recount what was stated in the introduction: weather happens all the time and is unpredictable.

**PRACTICE** Have students write about the author of *Weather* recounts the main idea and details in the concluding section.



## WRITING OBJECTIVES

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2

Provide a concluding statement or section.

W.3.2.d

Explain the function of plural irregular verbs. L.3.1.b

# Informative Writing

## CONVENTIONS Form Plural Irregular Verbs

**TEACH AND MODEL** Remind students that some verbs are irregular and must change form. This means they don't simply add a *-d* or *-ed* like other verbs. Instead, they change other ways. Have volunteers supply correct answers to the following sentences.

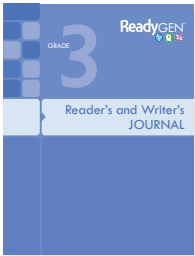
The boys (run) through the field. (ran)

Yesterday I (swim) in the swimming pool. (swam)

I loved it when you (sing) my favorite song. (sang)

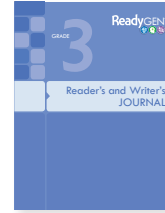
The runner (steal) second base. (stole)

**PRACTICE** Have students write three complete sentences using plural irregular verbs correctly. For more practice, have students refer to p. 218 in their *Reader's and Writer's Journal*.



## Independent Writing Practice

**FORMATIVE ASSESSMENT** Ask students to read the text and view the illustrations closely in *Weather* to create a brief news report from what they have learned on p. 220 in their *Reader's and Writer's Journal*. Have students:



1. Read the text and view the illustrations.
2. Use their work from Lessons 4–9.
3. Write the news report including a concluding section.

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to write their news reports. If they have classroom or school e-mail, ask them to send their work to a classmate for peer review.

INDEPENDENT

## Writing Wrap-Up



Have students share their news reports with a partner. Instruct student pairs to read each other's work and provide feedback. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

### Scaffolded Instruction


#### ENGLISH LANGUAGE LEARNERS

**IRREGULAR VERBS** Have students write an irregular verb on a sentence strip or notecard. Fold the strip so that only part of the word is showing and write the changes to the verb on the outside of the strip. For example, with the word *sit*, begin by writing the full word on the strip. Then fold the strip so that only the *s* is showing and write *at* on the backside of the strip so the word now reads *sat*. Have students use the irregular verbs in sentences, opening and closing the strip to show the appropriate form of the verb.

#### STRATEGIC SUPPORT

**SENTENCES** For students who struggle with constructing a concluding section, provide one-on-one or small-group support. Help student identify details, concepts, and ideas to place on the list. Then provide additional support to help students construct a sentence or sentences that wrap up the writing by mentioning the items on the list.

**LESSON 11  
OBJECTIVE**

Recount key details and explain how related information goes together to support the main idea.  **RI.3.2**


**READING  
OBJECTIVES**

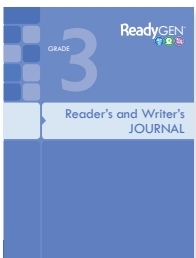
Explain how key details support the main idea of a text.

 **RI.3.2**

Identify real-life connections between words and their use.

 **L.3.5.b**

 See Text Complexity Rubrics on pp. TR94–TR97.



# Read the Text

## Build Understanding

**INTRODUCE** Have students focus on the following Enduring Understanding as you read *Living Through a Natural Disaster: Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*

**LESSON 11  
FIRST READ**

## Explore the Text

**ENGAGE STUDENTS** Introduce students to the informational text *Living Through a Natural Disaster*. Invite students to leaf through the book and look at the photographs in order to make predictions about the text. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** *Living Through a Natural Disaster* Use the **Read Aloud Routine** on pp. TR40–TR43 with students as you read pp. 4–12 of *Living Through a Natural Disaster*. Instruct students to read along silently as you model fluent reading. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- What happened on Christmas Day, 1974, in Darwin, Australia?
- How were the citizens of Darwin affected by this disaster?
- What questions do you have?

Have students use p. 221 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use students' written responses to monitor progress.



LESSON 11  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have students focus on noticing how related information, facts, and details are presented together in the text. Use the following questions to lead the discussion.

- After reading the first section of *Living Through a Natural Disaster*, what do you predict will be included in the remainder of the text? (The rest of the text will continue with survival stories of other natural disasters around the world.) **Key Ideas and Details**
- What features of the text helped you make this prediction? (When I look at the headings and photographs, I see names of strong storms and photographs of places that were hit by these storms. I can also use the text's title to help me make my prediction.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** One type of disastrous weather event is a *drought* (page 5). What type of weather can bring on a *drought*? (A drought is brought on by long periods of time without rainfall.)
- **BY-THE-WAY WORDS** Judging from the text, how are the terms *cyclone* (page 5) and *hurricane* (page 7) similar? (These two words are both used to describe the same type of storm. The word *cyclone* is used in Australia, while the word *hurricane* is used in North America.)
- Why do you think Cyclone Tracy caught so many people by surprise? (It was Christmas Eve, and many people were busy with holiday celebrations and didn't pay attention to the warning signs of the storm.) **Key Ideas and Details**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS

**TERMINOLOGY** Students may have difficulty understanding that the terms *hurricane* and *cyclone* are both used to describe the same type of storm. Provide these students with another example of similar terms, such as *present* and *gift*. Explain that these words can both be used to describe the same thing, just as both *hurricane* and *cyclone* describe the same type of storm.

## STRATEGIC SUPPORT

**CONNECTIONS** For students who may struggle with understanding the real-life connections in words used to describe storms, provide an explanatory chart that features the words. For example:  
Cause: Months without rain =  
Effect: Drought  
Cause: Drought =  
Effect: Crops cannot grow.  
Cause: Crops cannot grow =  
Effect: People and animals do not have enough food.

## READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Recount key details.

 RI.3.2

Use context to determine word meaning.

 RI.3.4

## BENCHMARK VOCABULARY

- preparations, p. 4
- evacuate, p. 4

# Focused Reading Instruction

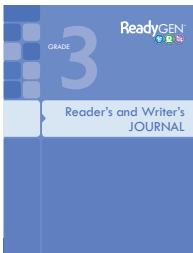
## Benchmark Vocabulary

**INTRODUCE** Have students find and read aloud the sentences from pp. 4–12 of *Living Through a Natural Disaster* with the words *preparations* and *evacuate*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *preparations*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the word *evacuate*.

**MONITOR PROGRESS** Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 224 in their *Reader's and Writer's Journal*. Use responses to monitor progress.



## Text-Based Conversation



**COLLABORATE** Use the **Small Group Discussion Routine** on pp. TR36–TR39 to have students discuss important moments in *Living Through a Natural Disaster*. You may wish to use a think aloud such as the following: *On pages pp. 4–12, I first see introductory information about storms. This introduction gives me an idea of what this text will be about. Then I see detailed information about Cyclone Tracy. All the information about Cyclone Tracy is gathered together on these pages, which makes it easier to read and understand.*

As a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will dig deeper into the text.

## Team Talk



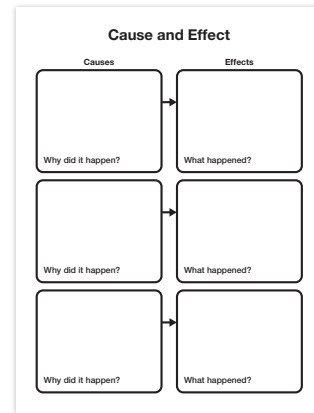
Use the **Team Talk Routine** on pp. TR28–TR31. *Did the government do enough to warn the people of Darwin about Cyclone Tracy? Why or why not? Use evidence from the text to support your answer.* (Possible responses: Yes: The weather service broadcasted cyclone warnings hours before the storm hit Darwin at midnight. No: The government should have evacuated Darwin before the storm hit the city. They also could have sent police or other officials door-to-door to warn residents.)



# Language Analysis

**WORD MEANINGS** Explain that readers must make real-life connections between words and their uses in order to fully comprehend nonfiction texts.

Have students use the Cause and Effect graphic organizer to record details from the text. Students will write the following cause in the first box on the organizer: “An area receives too much rainfall.” Instruct students to use the text and what they know to determine the effect too much rainfall would have on rivers.



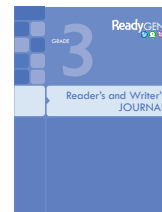
**CITE TEXT EVIDENCE** Focus on p. 5 of *Living Through a Natural Disaster*.


- What effect is caused when an area near a river receives too much rainfall?
- When rivers flood, what might happen next?
- What effect could flooding have on people?

## Independent Reading Practice

**LANGUAGE ANALYSIS: WORD MEANINGS** Have students work independently to complete the Cause and Effect graphic organizer. Give them a cause (e.g., farmlands are flooded) and have them determine the effect (e.g., crops are ruined).


**WRITING IN RESPONSE TO READING** Have students write a response to the prompt (*Reader's and Writer's Journal*, p. 225).



 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently encourage them to explore how related information goes together when writers present a topic with facts, definitions, and details. Use the **Independent Reading Routine** on pp. TR48–TR51.

INDEPENDENT

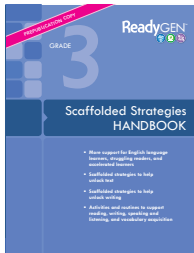
## Reading Wrap-Up

 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading responses. Have students read their paragraphs aloud and have others identify specific examples of the included text evidence. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

## READING OBJECTIVE

Identify real-life connections between words and their uses.

 L.3.5.b



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**students struggle to identify real-life connections between words and their uses,

**then...**use the Language Analysis lesson in small group to help them work through the Cause and Effect graphic organizer.

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading activity.

### LANGUAGE ANALYSIS

Help students work through the Cause and Effect graphic organizer. Students should determine the real-life effects of flooded rivers upon people living in the area. Model filling out the organizer and use the following think aloud: *I know that too much rain can cause rivers to flood their banks. When rivers flood their banks, the rising water can enter nearby homes and farmland. These floodwaters ruin homes and damage farmland and crops.* Finally, guide students to identify the effect of floods on farmlands and record this effect on the organizer.

### ORAL READING

**REVISIT *Living Through a Natural Disaster*** Read a page from the selection aloud at an appropriate pace and rate. Tell students that you are reading at a steady rate with no hesitation, neither too fast nor too slow.

Have students practice as a class by reading along with you three times. Have the class read aloud without you. For optimal fluency, students should read the page three or four times with appropriate rate.

## EXTENSIONS

## MONITOR PROGRESS

**If...**students understand the real-life connections between words and uses,

**then...**extend the lesson by using cause/effect relationships to draft a paragraph about the effects of floods.

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading activity.

## LANGUAGE ANALYSIS

Have students complete the Cause and Effect graphic organizer. Students should use given causes to determine the effects on people living in nearby areas. Then, have students use the organizer to draft a paragraph about the effects of floods on people who live near rivers. Then have students discuss the following questions:

- **Why is it important for people who live near rivers to be prepared for flooding?** (Floods can happen quickly, and people must be prepared to protect their lives and property.)
- **If you lived in an area prone to floods, how would you prepare?** (Answers may vary but should indicate preparedness measures.)
- **How are floods similar to other natural disasters?** (Floods and many other natural disasters can destroy homes, businesses, and farmland.)

## ORAL READING

**REVISIT *Living Through a Natural Disaster*** Read a page from the selection aloud at an appropriate pace and rate. Tell students that you are reading at a steady rate with no hesitation, neither too fast nor too slow.

Have students practice as a class by reading along with you three times. Have the class read aloud without you. For optimal fluency, students should read the page three or four times with appropriate rate.



## WRITING OBJECTIVE

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.



# Writing

## Informative Writing

### RESEARCH Recall Information from Experiences

**TEACH** Explain to students that informative writing can be based on information that they read about in books, magazines, or online, or it can be based on their personal experiences or observations.

When you write about a personal experience or observation, it helps to remember as many of the details about that experience as possible. You'll want to remember what the experience or observation looked like, how it smelled, how it felt to the touch, and maybe even how it tasted. These are called sensory details.

Remind students to focus on factual data they remember (e.g., high winds, loud noises) and away from feelings or personal data (I was scared. The noise hurt my ears.) Sometimes, personal experiences or observations may also involve emotional feelings, but informative writing is not the place to include such information.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Have students study the following passage on p. 7 from *Living Through a Natural Disaster*.

**What Is a Cyclone**

Tropical cyclones are powerful storm systems that develop over warm ocean waters. In North America, these storms are called hurricanes, whereas in Australia they are called cyclones. In eastern Asia, they are known as typhoons. A tropical cyclone develops when warm, moist air is sucked into an area of low pressure. Over time, “huge huge thunderclouds build up and strong winds begin to rotate ...”? winds begin to rotate around the storm center.

Talk students through the process of filling out the organizer, modeling each step.

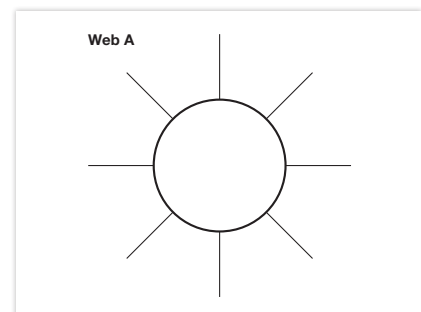
Before the author was able to write this text about cyclones, she first had to gather facts about the topic. Use your Web A graphic organizer to help you organize the facts about cyclones from this text.

In the center circle, write the word “cyclones.” This will be your topic. In the spaces around the center, you’ll write facts about cyclones. The first thing I see about cyclones is that they are powerful storms. So I will write “powerful storm” in one space on the organizer. What is another fact about cyclones we can write on the organizer? (Continue until all facts have been written on the organizer.)

- Cyclone:
- Powerful storm
- Develops over warm ocean waters
- Called hurricane in North America
- Called typhoon in Asia
- Formed when moist air is sucked into low pressure
- Strong winds
- Winds rotate around center
- Center is called eye

Remind students that organizing facts and details saves time and frustration when performing research. Explain that even our own memories and experiences can become confusing if we don’t first take the time to organize our thoughts.

**PRACTICE** Have students complete a Web A graphic organizer about a recent experience or observation. Tell them to fill in the center circle with a label that describes the event they experienced. Then have them write details they remember about the event in the area around the circle.



## WRITING OBJECTIVES

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

 W.3.8

Explain the function of verbs in general and their functions in particular sentences.

 L.3.1.a

# Informative Writing

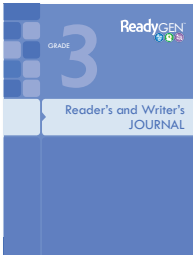
## CONVENTIONS How Past Tense Verbs Function

**TEACH AND MODEL** Explain to students that the English language has three simple tenses or grammatical categories that tell when an action or situation occurs. An action or situation that has already happened needs to be described in the past tense. Most past tense verbs are formed by adding a *-d* or *-ed* to the present tense verb.

The dog **jumped** onto the bed.  
The verb **jump** is made past tense by adding **-ed**.

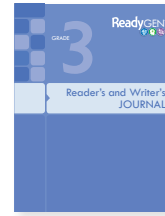
We **arrived** right on time.  
The verb **arrive** is made past tense by adding **-d**.

**PRACTICE** Have students identify several examples of past tense verbs in *Living Through a Natural Disaster*. For more practice, have students refer to p. 228 in their *Reader's and Writer's Journal*.



## Independent Writing Practice

**WRITE** Now ask students to complete the Web A graphic organizer to recall information about a significant weather event they have experienced in their lifetimes. Have students take notes on p. 229 in their *Reader's and Writer's Journals*.



**USE TECHNOLOGY** If available, have students use computers or electronic tablets to create their webs. If they have classroom or school e-mail, ask them to send their work to a classmate for peer review.

INDEPENDENT

## Writing Wrap-Up

Ask volunteers to share their webs with a partner. Have partners examine the webs and provide students with feedback. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**PAIRING UP** Help students who may not have adequate vocabulary for completing the webs by pairing them with a student who is more confident in his or her language ability. Instruct the student to describe (through words or actions) and have the other student write the information on the organizer. Have the student recopy the information onto a blank organizer, giving an explanation or motion to go with each word or phrase.

#### STRATEGIC SUPPORT

**FACTS** Help students who struggle to determine facts from feelings about the weather event by reviewing their work on the graphic organizer individually. Read each entry and pose the question “Fact or feeling?” for each. As students determine the difference, have them replace any incorrectly written data with facts.

# LESSON 12

## LESSON 12 OBJECTIVE

Use illustrations and words in a text as evidence to answer research questions about nature.



## READING OBJECTIVE

Use information gained from illustrations and text to demonstrate understanding of the text.

# Read the Text

## Build Understanding

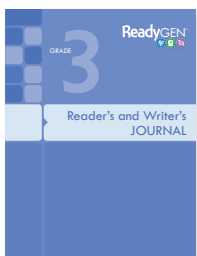
**INTRODUCE** Have students focus on the following Enduring Understanding as you read *Living Through a Natural Disaster* and work through the first lesson: *Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.*

### LESSON 12 FIRST READ

## Explore the Text

**ENGAGE STUDENTS** Remind students that they will be reading the nonfiction text *Living Through a Natural Disaster*, by Eve Recht. Spend a few minutes reviewing pages covered in last lesson, and tell students that today they will be focusing on pp. 13–20. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD *Living Through a Natural Disaster*** Use the **Read Aloud Routine** on pp. TR40–TR43 with students as you read pp. 13–20 of *Living Through a Natural Disaster*. At the end of p. 20, students may transition to reading independently. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- How did people in China react to the flooding of their river?
- Why did the dikes fail to hold the water in?
- What questions do you have?

Have students use p. 221 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use students' written responses to monitor progress.

LESSON 12  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have students focus on using the text to describe how and why the devastating flood occurred. Use the following questions to lead the discussion.

- **What happened when the Huang He flooded its banks?** (Homes and crops were destroyed and millions were left homeless.) **Key Ideas and Details**
- **How does the map on page 13 help you better understand the text?** (The map shows where the Huang He is located and how far it stretches across the land. When I look at the map, I can better understand the widespread damage caused when the river flooded.)

**Integration of Knowledge and Ideas**

- **BY-THE-WAY WORDS** On page 13, the text refers to silt. **What is silt, and how did you discover the answer?** (Silt is a type of dirt or mud. The text says that after flood waters leave, silt is left behind.)
- **BY-THE-WAY WORDS** Page 13 says that the silt left behind from the floods makes the land fertile. **What does fertile mean? How do you know?** (Fertile means good for growing crops. I know this because the next sentence tells about the many crops that are grown there.)
- **Look at the diagram on page 16. What can you learn by studying this diagram?** (I can see how the people tried to control the river flooding by building dikes. I can also see why this solution didn't work and how the flood waters rose to such high levels.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction**ENGLISH LANGUAGE LEARNERS**

**VOCABULARY IN CONTEXT** Students may require more explicit instruction to be able to determine a word's meaning through context. Talk through the identifiers with students who struggle. For example, **The text says silt makes the land fertile. If I'm not sure what the word fertile means, I can read on to try to figure it out. The next sentence talks about the millions of people fed by the land's crops. This lets me know that fertile must mean "good for growing crops."**


**STRATEGIC SUPPORT**

**ILLUSTRATIONS** Some students may have difficulty understanding the relationship between the text and diagrams or maps. Have these students first point to the illustration and then find and point to the section of text to which it correlates.

## READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Use information gained from illustrations and text to demonstrate understanding of a text.  RI.3.7


## BENCHMARK VOCABULARY

- canals, p. 15
- dikes, p. 15
- famine, p. 19

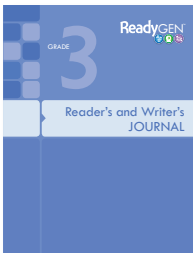
# Focused Reading Instruction

## Benchmark Vocabulary


**INTRODUCE** Have students find and read aloud the sentences from pp. 13–20 of *Living Through a Natural Disaster* with the words *canals*, *dikes*, and *famine*.

 **TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *canals*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the words *dikes* and *famine*.

**MONITOR PROGRESS** Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 224 in their *Reader's and Writer's Journal*. Use responses to monitor progress.




## Text-Based Conversation

 **COLLABORATE** Use the **Paired Discussion Routine** on pp. TR28–TR31 to have students discuss important moments in pp. 13–20 of *Living Through a Natural Disaster*. You may wish to model using a think aloud, such as the following: *This section of the text gave information about the flooding of the Huang He River. I learned about the efforts to stop the river from flooding and about the devastation caused by the flood. Photographs and maps showing where the flood happened helped me understand it better. I also used the diagram of the dikes to increase my understanding.*

After pairs have discussed the chapter, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper to better understand the meaning.

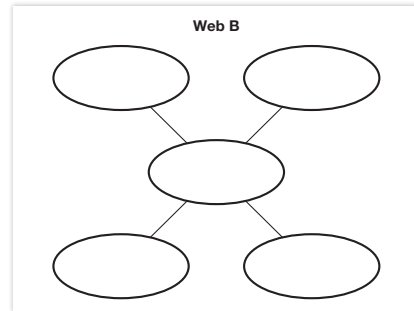
## Team Talk

 **STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *Do you think people who live in this area should move away? Why or why not? Give evidence from the text in your answer.* (Possible responses: Yes: The text says the river has already flooded many times, and people should leave the area for their safety. No: The text says that people have planted vegetation to control the flooding.)

## Reading Analysis

**SEEK ANSWERS** Explain that readers use information presented in illustrations and words in the text to increase understanding.

Have students use the Web B graphic organizer to record details from the text to answer questions. Instruct students to write “Huang He Flood” in the center circle. In one circle, students should write what happened. In other circles, students should write what happened, where it happened, when it happened and how it happened.




**CITE TEXT EVIDENCE** Focus on pp. 13–20 of *Living Through a Natural Disaster*. Use the maps and illustrations to help you find your answers.

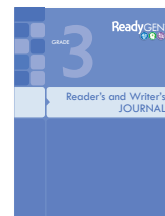
- **What can the illustration on page 13 help you find?** (It shows where it happened.)
- **How does the sidebar on page 14 help you?** (It explains what happened.)
- **What does the illustration on page 16 help you find?** (It shows how it happened.)

## Independent Reading Practice

**READING ANALYSIS: SEEK ANSWERS** Have students work independently to complete the Web B graphic organizer to outline details about the Huang He Flood. Students should use the illustrations and text features to help them discover details about the flood from pp. 13–20 of *Living Through a Natural Disaster*.


**WRITING IN RESPONSE TO READING** Have students work independently to complete the writing prompt in their *Reader's and Writer's Journal* on p. 225.

 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently, encourage them to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature. Use the **Independent Reading Routine** on pp. TR48–TR51.




INDEPENDENT

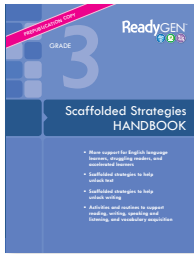
## Reading Wrap-Up

 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.



## READING OBJECTIVE

Use information gained from illustrations and text to demonstrate understanding of a text.  RI.3.7



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**students struggle to use information in illustrations and text features to answer questions,

**then...**use the Reading Analysis lesson in small group to help them work through the Web B graphic organizer with scaffolded support.

**If...**students need extra support to identify how a character solves a problem,

**then...**use the Close Reading Workshop in small group to provide scaffolded support.

### READING ANALYSIS

Help students work through the Web B graphic organizer. Provide support to help students discover how to use illustrations and text features to help them answer questions. Model by reading the information in the diagram aloud and noting which question (what, where, when, how) it answers. Finally, guide students to study the illustrations and text features to help them determine what question the illustration answers.

### CLOSE READING WORKSHOP

**REVISIT** Review *Living Through a Natural Disaster* with students. Read pp. 13–20. Then discuss the following questions with the group. Have students use text evidence to support their answers.

- 1 Why did people along the Huang He use crops to plug the gaps in the dyke? (Crops were one of the few resources immediately available to the workers.)
- 2 Why did people along the Huang He stay in their homes when the water levels began rising? (They might not have had money to move, they might have had no place else to do, or they might have been holding on to hope that the waters would go back down.)
- 3 Why is the danger of flooding from the Huang He less threatening today? (The land is in a drought and human behavior has lowered water levels significantly.)

## EXTENSIONS

## MONITOR PROGRESS

**If...**students understand how to point to specific areas of the text to answer questions,

**then...**extend the lesson by having students create their own illustration.

## READING ANALYSIS

Have students create their own illustration similar to the one on p. 16 of *Living Through a Natural Disaster* or another passage from the text. The students' illustration should help another reader understand the passage better, just as the illustration in *Living Through a Natural Disaster* helped them. Ask students the following questions:

- **What does your illustration show?** (Answers will vary.)
- **What does the illustration help the reader understand better?** (Answers will vary but the illustration should show what happened, where it happened, when it happened, or how it happened.)

## WRITING OBJECTIVE

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.



# Writing

## Informative Writing

### RESEARCH Take Brief Notes and Quote from a Text

**TEACH** Explain to students that a large part of completing a research project involves locating and using sources to gain information about a topic.

Most nonfiction writers use sources to learn more about the topic they are writing about. When using information about a topic from a source, you must give credit to the original source. Using someone else's information without giving credit is called plagiarism.

Tell students that once they find the information they need to write, they need to take notes about what they have found. Taking notes means writing brief comments about what you've read. It is recounting the facts and details in the source.

Writers sometimes use direct quotes from sources to say what they mean more clearly.

Sometimes the source says the information best and it makes sense to use the exact words from the source. When you quote from a text, you need to place the exact words inside of quotation marks, and you need to cite the source. Citing a source means that you tell the name of the author of the source.

Talk students through the process of using the text as a source. Model by writing a paragraph on the board, including quoting and crediting the text.

To write my own paragraph about cumulus clouds, I start by reading the information in this source. I like the description the author of *Weather* has used in the first sentence, so I will quote it in my paragraph.

Begin writing the following on the board:

**Cumulus clouds are big, white, and fluffy. They look like “puffy, dome-shaped balls of cotton.”**

I put the words I used from *Weather* in quotes, because they are words that I copied directly from the text. Later, at the end of my paragraph, I'll include a note to the reader to let him or her know where this information came from.

Next, I'll continue writing the things I've learned about cumulus clouds from reading this text. I'll be careful to use my words and not simply copy the text.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

Continue writing on the board:

**These clouds are usually seen on warm summer days. They are easy to pick out against the blue sky. They are low clouds, usually formed from Earth's summer heat. You might have noticed that you don't see many cumulus clouds at night. That's because they disappear as temperatures drop after sunset.**

As you can see, I used all the same information from the source, I just used my own words. The last thing I need to do is credit the source I used for the quote above.

Finish by writing the following underneath the paragraph:

**From Weather, by Seymour Simon**

Remind students that crediting your source is an important part of nonfiction writing.

**ANALYZE THE MODEL** Have students study the following excerpt from *Weather*. Tell students you will use this model to write your own paragraph about cumulus clouds.

Cumulus clouds look like puffy, dome-shaped balls of cotton. These are low-level clouds, their bases less than a mile above Earth. Cumulus clouds are only a few hundred yards thick and are usually separated by patches of clear blue sky. They often form because of local heating during a sunny summer day and disappear in the cooler temperatures of evening.

**PRACTICE** Provide students with a brief text and have partners practice taking notes and quoting from the text.

## WRITING OBJECTIVES

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

 W.3.8

Explain the function of verbs in general and their functions in particular sentences.

 L.3.1.a

# Informative Writing

## CONVENTIONS Function of Irregular Past Tense Verbs

**TEACH AND MODEL** Remind students that most past tense verbs are formed by adding a *-d* or *-ed* to the present tense verb, but some verbs are irregular. These verbs must change form when changing to past tense.

Terry **eats** dinner every night.

Last night, Terry **ate** dinner at our house.

The verb **eat** is irregular. It does not add *-d* or *-ed*.

It must change to **ate**.

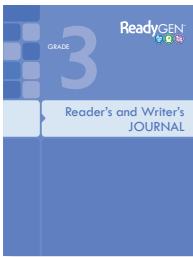
We like to **sit** together on the bus.

Last week, we **sat** together every afternoon.

The verb **sit** is irregular. It does not add *-d* or *-ed*.

It must change to **sat**.

**PRACTICE** Have students identify several examples of past tense verbs in *Weather*. For more practice, have students refer to p. 228 in their *Reader's and Writer's Journal*.



## Independent Writing Practice

**FORMATIVE ASSESSMENT** Ask students to write an article on p. 229 in their *Reader's and Writer's Journal*, using *Weather* and including quotes from the text. Students will explain why a type of weather is interesting to them.


**APPLY** Have students include and identify irregular past tense verbs in their articles.

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to create their articles. If they have classroom or school e-mail, ask them to send their work to a classmate for peer review.



INDEPENDENT

## Writing Wrap-Up

 Ask volunteers to share their articles with a partner. Have partners identify the quoted phrases or sentences and ensure that they have been quoted correctly. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

### Scaffolded Instruction


#### ENGLISH LANGUAGE LEARNERS

**PARTNERS** Help students who lack adequate vocabulary for completing the assignment by pairing them with a student who is more confident in his/her language and writing ability. Instruct the student to dictate words or partial sentences to the partner. The partner should then restate and record the complete sentence. The student should then read the complete sentence aloud. Finally, have the student recopy the completed paragraph in his/her writing journal.


#### STRATEGIC SUPPORT

**DICTATION** Help students who struggle to paraphrase information by helping them talk through their thoughts. Begin by reading a quote from the text, and ask the student to tell you what the sentence means in his or her own words. As the student dictates, write his/her words. Then, have the student read the sentence you've written aloud. Finally, have the student write the sentence he/she has dictated.

LESSON 13  
OBJECTIVE

Describe the relationship between a series of scientific reasons for how and why things occur in nature.  RI.3.3

READING  
OBJECTIVE

Describe the relationship between a series of historical events or scientific ideas using language that pertains to time, sequence, and cause/effect.  RI.3.3

# Read the Text

## Build Understanding

**INTRODUCE** Have students focus on the following Enduring Understanding as you read *Living Through a Natural Disaster* and work through the first lesson: *Learners will understand scientific reasons for how and why things occur in nature.*

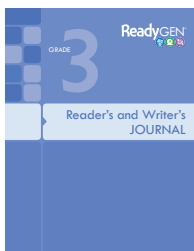
LESSON 13  
FIRST READ


## Explore the Text

**ENGAGE STUDENTS** Remind students they will be reading the nonfiction text *Living Through a Natural Disaster* by Eve Recht. Spend a few minutes reviewing pages covered in previous lessons, and tell students that today they will be focusing on pp. 21–28. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ ALOUD *Living Through a Natural Disaster*** Use the **Read Aloud Routine** on pp. TR40–TR43 with students as you read pp. 21–28 of *Living Through a Natural Disaster* and have students follow along in their books. At the end of p. 28, students may transition to reading independently. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- How did El Niño change the normal weather patterns in Central America?
- What other countries were affected by the 1997 El Niño?
- What questions do you have?

Have students use p. 221 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use students' written responses to monitor progress.



See **Routines** on pp. TR28–TR75.

LESSON 13  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have students focus on discovering the scientific reasons behind the existence of El Niño. Use the following questions to lead the discussion.

- **Why is Central America especially affected by El Niño?** (The area is already unstable due to volcanoes, earthquakes, hurricanes, and human activity. It must have a stable amount of rain.)
- **Why is it important that meteorologists study weather patterns like El Niño?** (Meteorologists need to understand weather patterns and predict when events like El Niño are close to happening to help people prepare.)
- **BY-THE-WAY WORDS** **What does the word *meteorologist* (page 24) mean, and how can you figure it out?** (A *meteorologist* is a person who studies weather. I know I'm learning about weather because the text is talking about rain and heat. The illustrations show brightly colored streaks on a map that are usually used when studying weather. I see the word *weather* used, which tells me a meteorologist must be a person who studies the weather.)
- **BY-THE-WAY WORDS** **What is *El Niño* (page 21), and how did you discover the answer?** (El Niño is a pattern of winds and ocean currents that affects weather. I first read about El Niño on p. 21. When I read a little farther, I see El Niño mentioned in the second sentence. In this sentence, the words right after El Niño tell me what it is.)
- **What causes El Niño, and what were the effects of 1997's El Niño on the people of Central America?** (El Niño is caused by changing wind patterns. It can bring drought to many areas, like it did in Central America in 1997. Many people died from heat or from starvation after the drought withered their crops. The land was also burned by wildfires, which were difficult to stop due to already dry conditions.)

**Key Ideas and Details**Scaffolded  
Instruction**ENGLISH LANGUAGE LEARNERS**

**BY-THE-WAY WORDS** Help students make a connection between the words *meteor* and *meteorologist* to help them remember that a meteorologist studies weather. Tell students to remember that a meteor is something that falls from space and that meteorologists study weather like rain and, which also fall to Earth.

**STRATEGIC SUPPORT**


**CAUSE AND EFFECT** Help students make cause/effect connections through oral questioning such as: "What happened when the wind patterns changed?" (The weather patterns changed, too.) "What happened when the weather patterns changed?" (Drought and extreme heat.)



## READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Describe the relationship between a series of scientific ideas/concepts using language that pertains to time, sequence, and cause/effect.  RI.3.3

## BENCHMARK VOCABULARY

- diverse, p. 22
- prone, p. 22
- withered, p. 25
- shriveled, p. 26

# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Have students find and read aloud the sentences from pp. 21–28 of *Living Through a Natural Disaster* with the words *diverse*, *prone*, *withered*, and *shriveled*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *diverse*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the words *prone*, *withered*, and *shriveled*.

**MONITOR PROGRESS** Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 224 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

## Text-Based Conversation



**COLLABORATE** Use the **Small Group Discussion Routine** on pp. TR36–TR39 to have students discuss important moments in pp. 21–28 of *Living Through a Natural Disaster*. You may wish to model using a think aloud such as the following: *In this section, I learned how the changing winds and currents of El Niño can have devastating effects on the land and the people of Central America. I also learned how people tried to cope with the disaster and learn from this event.*

After small groups have discussed the chapter, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

## Team Talk



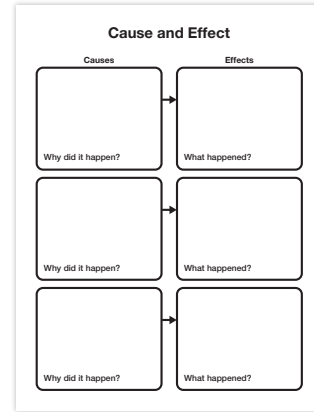
**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *Was there anything positive that came from 1997's El Niño? Use evidence from the text to support your answer.* (Possible responses: Yes: 1997's El Niño taught people a great deal about preparing for and helping people deal with a natural disaster. No: The devastation of 1997's El Niño was so great that it is still discussed today. Scientists could likely have used other methods to learn how to plan for a disaster.)



# Reading Analysis

**CAUSE AND EFFECT RELATIONSHIPS** Explain that scientific and historical information in a text is presented in an organized way to help the reader better understand the information. Explain that cause and effect relationships are often used to help explain events.

Have students use the Cause and Effect graphic organizer to record details from the text. Provide students with a list of causes and have them find the corresponding effects. Remind students to use the information presented in illustrations to help them find their answers.



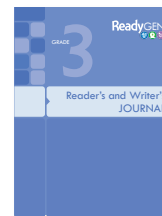
**CITE TEXT EVIDENCE** Focus on pp. 21–27 of *Living Through a Natural Disaster*.


- Think about what you’ve learned about the effects of El Niño. Look at the first cause on your chart. What was the effect when El Niño caused a change in wind and ocean currents?
- What was the effect when the land suffered a drought?
- What was the effect when people didn’t have enough food and water?

## Independent Reading Practice

**READING ANALYSIS: CAUSE AND EFFECT RELATIONSHIPS** Have students work independently to complete the Cause and Effect graphic organizer to identify the effects of the causes in 1997’s El Niño by using pp. 21–27 of *Living Through a Natural Disaster*.


**WRITING IN RESPONSE TO READING** Have students work independently to complete the writing prompt in their *Reader’s and Writer’s Journal* (p. 225).




 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently encourage them to explore content to understand scientific reasons for how and why things occur in nature. Use the **Independent Reading Routine** on pp. TR48–TR51.

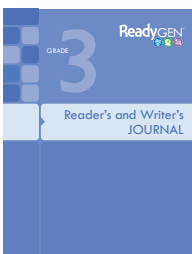
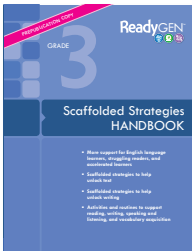
INDEPENDENT

## Reading Wrap-Up

 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today’s reading with students. Ask volunteers to share their Writing in Response to Reading. Instruct students to cite text evidence in their answers. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

## READING OBJECTIVE

Describe the relationship between a series of historical events or scientific ideas/concepts using language that pertains to time, sequence, and cause/effect.  RI.3.3



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...** students struggle to identify effects in the text, **then...** use the Reading Analysis lesson in small group to help them work through the Cause and Effect graphic organizer with think-aloud support.

**SLEUTH WORK** Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

### READING ANALYSIS

Help students work through the Cause and Effect graphic organizer. Students should use the text to identify effects of listed causes. Model finding one effect in the text to match a given cause. Finally, guide students to complete the Cause and Effect graphic organizer by using oral questioning and think-aloud support as needed.

### CLOSE READING WORKSHOP

**SLEUTH WORK** Have students read “Be Prepared!” in the Sleuth Book. Then discuss the following questions with the group. Have students use text evidence to support their answers.

**GATHER EVIDENCE** Make a list of items that you would include in your emergency supply kit. Refer to the text for clues about what you should include.

**ASK QUESTIONS** Write three questions you would ask a disaster volunteer about preparing for an emergency.

**MAKE YOUR CASE** How did the writer organize the information in the selection? What other way do you think it could have been arranged? Explain your thinking.

**PROVE IT** Make a list of items that you would include in your emergency supply kit. Refer to the text for clues about what you should include.

After students discuss the Sleuth work, direct them to pp. 222–223 of the *Reader's and Writer's Journal* to further explore “Be Prepared!”

## EXTENSIONS

### MONITOR PROGRESS

**If...**students understand the connections between causes and effects in the text,

**then...**extend the lesson by having students draw their own illustrations of cause and effect for “Be Prepared.”

### READING ANALYSIS

Have students create their own illustration similar to the one on p. 16 of *Living Through a Natural Disaster* about how a cyclone forms. Students’ illustration should help another reader better understand the relation of cause and effect in the passage. Ask students the following questions:

- What are the basic points you need to include in your illustration?
- How could an illustration make the chapter about cyclones clearer? (The passage could include an illustration that helps readers better understand the cause and effect relationship.)
- How would your illustration look?

## WRITING OBJECTIVE

Take brief notes on sources and sort evidence into provided categories.

 W.3.6

# Writing

## Informative Writing

### RESEARCH Sort Evidence from Notes

**TEACH** Explain to students that sorting information into categories can help writers organize their thoughts and data when preparing to write on nonfiction topics.

Many nonfiction topics cover several different categories. A nonfiction book such as *Weather*, for example, covers many different categories of weather, including clouds, precipitation, winds, etc. Without proper planning and organization, all this information can run together, making the topic confusing for both the writer and the reader. The easiest way to avoid this confusion is by using a graphic organizer to sort the information you've collected into categories.

Remind students that organizing facts and details saves time and frustration when performing research. Explain that by placing facts into categories, writers will be better organized when they prepare to write on their topics.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Have students study the following passage from *Living Through a Natural Disaster*.

**What Is a Cyclone**

Tropical cyclones are powerful storm systems that develop over warm ocean waters. In North America, these storms are called hurricanes, whereas in Australia they are called cyclones. In eastern Asia, they are known as typhoons. A tropical cyclone develops when warm, moist air is sucked into an area of low pressure. Over time, huge thunder clouds build up strong winds begin to rotate around the storm center.

**PRACTICE** Have students use a Three-Column Chart graphic organizer to sort the information from *Living Through a Natural Disaster* into categories. Model by talking students through the first stage of filling out the organizer.

Three-Column Chart

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

## WRITING OBJECTIVES

Take brief notes on sources and sort evidence into provided categories.

 W.3.6

Explain the function of verbs in general and their functions in particular sentences.

 L.3.1

# Informative Writing

## CONVENTIONS Form Irregular Past Tense Verbs

**TEACH AND MODEL** Remind students that an action or situation that has already happened must be described in the past tense. Remind students that while most past tense verbs are formed by adding *-d* or *-ed*, some verbs are irregular and must change form.

Have volunteers respond with a past tense verb for each sentence. Have volunteers decide whether the verb is a regular or irregular past tense verb.

The boys and girls \_\_\_\_ outside.

(Ex. **played** – regular past tense, **ate** – irregular past tense)

The cars \_\_\_\_ on the highway.

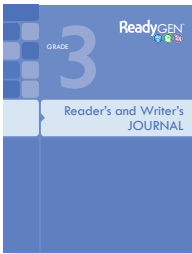
(Ex. **raced** – regular past tense, **drove** – irregular past tense)

**PRACTICE** List the following sentences on the board. Have students write the sentence once using a regular past tense verb and again with an irregular past tense verb.

**The cat \_\_\_\_ on the chair.**

**My dog and I \_\_\_\_ down the street.**

For more practice, have students refer to p. 228 in their *Reader's and Writer's Journal*.



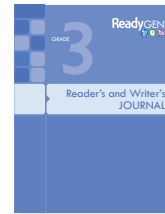
## Independent Writing Practice

**WRITE** Now ask students to complete the Three-Column Chart graphic organizer to sort information on natural disasters given in *Living Through a Natural Disaster* into categories.

**READ RESEARCH MATERIAL** Instruct students to read the information provided about each of the natural disasters presented in *Living Through a Natural Disaster*. Remind students that a large part of research is reading material thoroughly to fully comprehend all the facts and details presented.

**CATEGORIZE INFORMATION** Instruct students to continue filling out the Three-Column Chart graphic organizer as they finish reading.

**APPLY** As students finish their categorizations, instruct them to write one or two sentences for each category that defines the items listed in the Three-Column Chart graphic organizer on p. 230 in their *Reader's and Writer's Journal*. For example: "Cyclones have high winds and heavy rains. They can cause damage to homes and property."



**USE TECHNOLOGY** If available, have students use computers or electronic tablets to create their charts, using drawing tools and/or text boxes. If they have classroom or school e-mail, ask them to send their document to a classmate for peer review.

## Writing Wrap-Up



Ask volunteers to share their charts with a partner. Have partners examine the charts and provide the student with feedback. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS


**PAST TENSE VERBS** For students who struggle with irregular past tense verbs, provide additional practice. First have students write a present tense verb, such as *run*. Next have students add a *-d* or *-ed* and read the word (*runed*). If students don't immediately recognize this as incorrect, explain again that *run* is an irregular verb and must change form. Have students erase everything except the *r* and add *-an* to make the word *ran*. Continue as necessary until students have grasped the concept.

#### STRATEGIC SUPPORT


**ORAL DICTATION** Help students who struggle with creating sentences based on their categories by allowing them to think aloud through the process. Ask them to read the first category of items on their list and use them to create a sentence. Record the sentence as students dictate. Then have students copy the sentence they have dictated. Continue with the second category. Finally, encourage students to write the final sentence independently.



**LESSON 14  
OBJECTIVE**

Recount key details and explain how related information goes together to support the main idea.  RI.3.2

**READING  
OBJECTIVE**

Determine the main idea of a text; recount the key details and explain how they support the main idea.  RI.3.2

# Read the Text

## Build Understanding

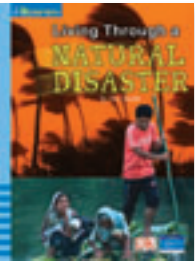
**INTRODUCE** Have students focus on the following Enduring Understanding as you read *Living Through a Natural Disaster: Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*

**LESSON 14  
FIRST READ**

## Explore the Text

**ENGAGE STUDENTS** Remind students they will be reading the nonfiction text *Living Through a Natural Disaster*, by Eve Recht. Spend a few minutes reviewing pages covered in previous lessons, and tell students that today they will be focusing on pp. 29–32. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text? And How do writers introduce and develop a topic with facts, details, and linking words?*

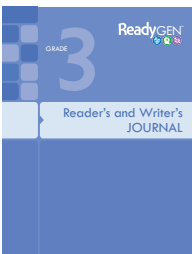
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** *Living Through a Natural Disaster* Use the **Read Aloud Routine** on pp. TR40–TR43 with students as you read pp. 29–32 of *Living Through a Natural Disaster*. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- What is the purpose of organizations like Red Crescent?
- Why is studying weather important for the future?
- What questions do you have?

Have students use p. 221 in their *Reader’s and Writer’s Journal* to record their responses to one of the questions above. Use students’ written responses to monitor progress.



LESSON 14  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have students focus on noticing how related information is grouped together in the text. Use the following questions to lead the discussion.

- **How are the effects of all three natural disasters featured in this book related?** (All three disasters caused hardship on the people living in the areas. Many people in these areas had to relocate to find a suitable place to live.) **Integration of Knowledge and Ideas**
- **What information is given on page 29, and how does this information help you determine the main idea?** (Details about hardships caused by natural disasters are given on p. 29. These details lead to the main idea, which is the importance of being prepared to handle the consequences of a natural disaster.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** **Looking at page 31, what is *global warming* and how is it caused?** (Global warming is a warming trend in Earth’s weather pattern caused by heat from fossil fuels trapped in Earth’s atmosphere.)
- **What are the effects of global warming on Earth?** (Polar ice is heated and melts, causing changes in sea levels, ocean currents, and weather patterns.) **Key Ideas and Details**
- **Why is the work of emergency relief agencies important?** (Without the work of these agencies, people would be left without necessary supplies, such as food and clean water, after a natural disaster.) **Key Ideas and Details**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS

**KEY DETAILS** Help students understand what basic needs are provided by relief agencies. Create a T-Chart graphic organizer labeled with the titles “Basic Need” and “Not Basic Need.” Then name things such as food, water, clothing, cars, toys, and televisions and have students list them in the appropriate column.


## STRATEGIC SUPPORT

**RELATED INFORMATION** Help students find the common thread among all three natural disasters studied by creating a Three-Column Chart with graphic organizer the name of each disaster as a heading. List the causes and effects of each in the chart. Finally, circle the things that are shared among the three.

## READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Determine the main idea of a text; recount the key details and explain how they support the main idea.  RI.3.2

## BENCHMARK VOCABULARY

- relocation, p. 29
- consequences, p. 29
- traumatized, p. 30

# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Have students find and read aloud the sentences from pp. 29–32 of *Living Through a Natural Disaster* with the words *relocation*, *consequences*, and *traumatized*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *relocation*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the words *consequences* and *traumatized*.

**MONITOR PROGRESS** Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 224 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

## Text-Based Conversation



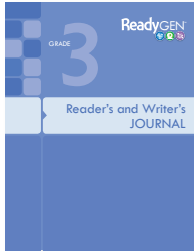
**COLLABORATE** Use the **Paired Discussion Routine** on pp. TR28–TR31 to have students discuss important moments in pp. 29–32 of *Living Through a Natural Disaster*. You may wish to model using a think aloud, such as the following: *In this section, I learned how people manage events after a natural disaster. I learned about relief agencies and how they are important to survival for people living in disaster areas. I also learned about the study of Earth's climate and weather and how it relates to natural disasters.*

After pairs have discussed the chapter, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper to better understand the text.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *Is it important that people try to reduce the use of fossil fuels?* (Possible responses: Yes: The effects of using fossil fuels are causing many changes to Earth. No: The changes in Earth's weather due to global warming are not severe enough for us to be concerned. Plus we need fossil fuels to heat our homes and power our cars.)



## Reading Analysis

**VOCABULARY CONNECTIONS AND USE** Explain that words have real-life connections. These connections help us better understand what we read.

**CITE TEXT EVIDENCE** Focus on the second paragraph of p. 29 of *Living Through a Natural Disaster*. Instruct students to look closely at the words *directly* and *indirectly*. The author expects readers to determine which effects are a direct result of the natural disaster and which effects are indirect. Use the T-Chart graphic organizer to work through the questions below to determine direct and indirect effects of natural disasters.

T-Chart

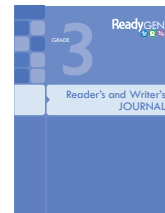
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- What is the difference between a direct and an indirect effect?
- Wiping out the landscapes is a direct effect of a natural disaster. What is an indirect effect of this?

## Independent Reading Practice

**LANGUAGE ANALYSIS: VOCABULARY CONNECTIONS AND USE** Instruct students to review information about cyclones outlined in the book. Have students work through the T-Chart graphic organizer independently to identify direct and indirect effects of cyclones.

**WRITING IN RESPONSE TO READING** Have students write a response to the prompt (*Reader's and Writer's Journal*, p. 225). Read p. 29. Is it important for people to learn from past natural disasters?



**ACCOUNTABLE INDEPENDENT READING** As students read texts independently, encourage them to notice how related information goes together when authors present a topic with facts, definitions, and details. Use the **Independent Reading Routine** on pp. TR48–TR51.

INDEPENDENT

## Reading Wrap-Up

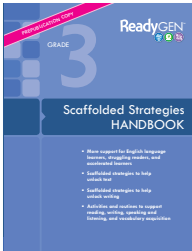


**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Instruct students to cite text evidence in their answers. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

## READING OBJECTIVE

Identify real-life connections between words and their uses.

 L.3.5.b



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**students struggle to identify real-life connections between words and their uses,

**then...**use the Reading Analysis lesson in small group to help them work through the Cause and Effect graphic organizer with think-aloud support.

**If...**students need extra support to understand the text,

**then...**use the Close Reading Workshop in small group to provide scaffolded support.

### LANGUAGE ANALYSIS

Help students work through the T-Chart graphic organizer. Students should use *Living Through a Natural Disaster* to identify the direct and indirect effects of the chosen disaster. Model finding one direct or indirect effect in the text. Finally, guide students to complete the T-Chart graphic organizer by using oral questioning and think-aloud support as needed.

### CLOSE READING WORKSHOP

**REVISIT** *Living Through a Natural Disaster* Read pp. 28–31 and then discuss the following questions with the group. Have students use text evidence to support their answers.

- 1 How do the details on page 30 support the main idea that relief agencies provide help to people affected by a natural disaster? (The text gives information about types of things provided to people in need. It also talks about how these agencies give long-term care to people.)
- 2 What are some types of aid given to people who have been through a disaster? (food, clothing, medicine, shelter, comfort, support)
- 3 How do scientists use the information they gather when studying Earth's climate and weather patterns? (Scientists use the information they gather to help predict where and when natural disasters will occur. This information helps people prepare and, if needed, evacuate.)

## EXTENSION

## MONITOR PROGRESS

**If...**students identify real-life connections between words and their uses,

**then...**extend the lesson by having students apply real-life connections between words and their uses to other parts of the text.

## LANGUAGE ANALYSIS

Have students complete the T-Chart graphic organizer to identify real-life connections between words and their uses. Then, have students identify the direct and indirect consequences of other natural disasters. Then, have students discuss the following questions.

- **What are the direct effects of flooding?** (Effects can include homes and farmland being destroyed and crops being ruined.)
- **What are the indirect effects of flooding?** (Effects can include famine due to crops being ruined or the expense of building canals or dams.)
- **What are the direct effects of a drought?** (Crops die due to lack of water.)
- **What are some indirect effects of a drought?** (Answers may vary. Example: Many families have to leave their homes and relocate in order to survive.)

## WRITING OBJECTIVES

Analyze how development and organization are appropriate to task and purpose.

W.3.4

Form and use the simple tenses.

L.3.1.e

# Writing

## Informative Writing

### WRITING PROCESS Plan and Prewrite

**TEACH** Explain to students that planning to write is as important as writing itself. Prewriting activities, like brainstorming, freewriting, and outlining, get writers thinking about a topic and how best to express their ideas about it.

Starting the writing process can be difficult for even the most seasoned writer. Ideas do not arrange themselves. *How should I organize this?* is a common question illustrating a common obstacle.

One way to begin organizing a piece of writing is to create an outline. An outline is a plan for not only *what* will appear in an essay but *how* it will appear. Prepare for your outline by asking yourself the following questions:

- What type of outline should I use? One that uses complete sentences or simply states topics?
- What are the most important ideas I'd like to express?
- What's the best way to present those ideas? through description? sequence? comparisons and contrasts?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

Help students create an outline. First help them determine the type of outline that will work best for them. Some writers require a detailed plan that expresses ideas fully. In this case, they should use a sentence outline that conveys their plans for each section of their article in complete sentences. Other writers fair better with concise lists that simply communicate the topic for each section of their article. Explain that neither outline type will save them time. The sentence outline will take longer to complete, but will make the drafting portion of the process easier. The topic outline won't take much time, but extra work will need to be invested in the draft. Encourage them to make a choice based on their personal style of composition. Keep them focused on a polished finished product.

**ANALYZE THE MODEL** Through discussion, help students see how the table of contents is a simple outline that reveals the plan for the book to the reader. Discuss how such a plan is helpful to both the creation and reading of a piece of writing.

Extreme Weather 4  
 The Story of Cyclone Tracy 6  
 The Huang He Flood 13  
 El Niño Brings Drought 21  
 Handling Natural Disasters 29

A table of contents helps when reading a text, but it also reflects planning and prewriting.

Have students focus on pp. 4–5 of the *Living Through a Natural Disaster*. Point out how the writer might have outlined the ideas before writing them. Help them think through the writing process backward in order to understand the importance of planning to write.

Extreme Weather  
 Weather, predictable or not, is always with us...  
 Extreme weather can be very dangerous, but when it is predicted, people can make preparations to lessen its damage. However, it is not always possible to know ahead of time that bad weather is on its way...  
 Tropical cyclones are among the most extreme storms people experience...  
 Many people who live beside rivers worry about extreme rainfall...  
 Drought can be just as extreme as cyclones and floods...

Think of the first sentence of a paragraph as a promise. It is a sort of guarantee from the writer that what follows will support or expand the idea it presents. It says, “This paragraph will mainly be about what appears in this sentence.” Then guide students to use this idea to recognize how this particular part of the book is organized. Illustrate the organization in an outline form.


**PRACTICE** Help students prepare for their outlines by facilitating a brainstorming session. Explain that they will have one minute to record as many things as they can think of about how climate affects their daily lives. Remind them that they don’t have to worry about complete sentences. They can simply list their ideas in the order they come. After the minute is over, discuss the ideas as a class. Have students select one or two they would like to explore further.



## WRITING OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

 W.3.4

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.3.5

# Informative Writing

## CONVENTIONS Form Simple Verb Tenses

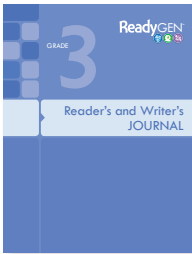
**TEACH AND MODEL** Explain to students that the English language has three simple tenses or grammatical categories that tell when an action or situation occurs. An action or situation may be habitual, or occur in the present tense. It may have occurred before the present moment, or in the past tense. Or it may have yet to occur, but will—in the future tense.

Many people who **live** besides rivers worry about extreme rainfall.

Then, just after midnight, the cyclone **hit** Darwin with heavy rain and winds of more than 125 miles per hour.

Cutting down on the use of fossil fuels and avoiding pollution of the atmosphere **will help** to prevent global warming.

For more practice, have students refer to p. 228 in their *Reader's and Writer's Journal*.



## Independent Writing Practice

INDEPENDENT

**WRITE** Ask students to create an outline on p. 230 in their *Reader's and Writer's Journal* that plans for an informational essay that will explain how climate has impacted their daily lives in some way.

Refer students to models in the text as a guide as they write their articles.

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to draft their essay. If they have classroom or school e-mail, ask them to send their essay to a classmate for peer review.

## Writing Wrap-Up



Ask volunteers to share their outlines with a partner. Have partners examine the outlines for thoroughness. Remind them to respect the conventions of the outline. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

### Scaffolded Instruction


#### ENGLISH LANGUAGE LEARNERS

**FREEWITES** Help students become comfortable with the freewrite process by assuring them that their ideas will not be shared with anyone. They should not censor themselves or worry about spelling or grammar since this is simply a prewriting strategy. If they find themselves comfortable enough to seek your opinion, remember not to edit the freewrite. Maintain the integrity of the assignment by not infringing on their creativity.


#### STRATEGIC SUPPORT

**ORGANIZATION** Help students who struggle to organize their ideas by giving them an opportunity to talk them out. Pair students who grasp the concept of outlining with those who don't. Have students record ideas as they hear them. Then have students work together to plug them into an outline. Provide an outline template with sentence frames. Once the partners have designed or completed the outline, have the second student articulate what the outline delineates. If necessary, have him or her state the process for creating the outline.

**LESSON 15  
OBJECTIVE**

Describe the relationship between a series of scientific reasons for how and why things occur in nature. 

**READING  
OBJECTIVES**

Explore text focusing on the relationship between a series of scientific ideas or concepts. 

Read for context clues to discover the meaning of words.

 L.3.4.a

# Read the Text

## Build Understanding

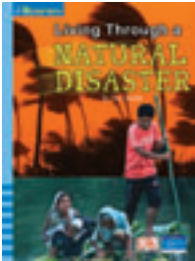
**INTRODUCE** Have students focus on the following Enduring Understanding as you read *Living Through a Natural Disaster*: *Learners will understand the relationship between a series of scientific reasons for how and why things occur in nature.*

**LESSON 15  
FIRST READ**

## Explore the Text

**ENGAGE STUDENTS** Tell students that in this lesson, they will revisit the nonfiction text *Living Through a Natural Disaster*, by Eve Recht. Have students spend a few moments flipping through the text to remind themselves of the ideas studied in previous lessons. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text?* And *How do writers introduce and develop a topic with facts, details, and linking words?*

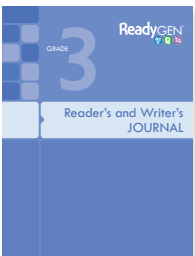
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ INDEPENDENTLY** *Living Through a Natural Disaster* Use the **Independent Reading Routine** on pp. TR48–TR51 with students as you read *Living Through a Natural Disaster*. Instruct students to focus on the scientific reasons causing the natural disasters described in the text. In this first read of the lesson, students should focus on understanding the “gist” of the text. After reading, discuss the questions below.

- What happened after the Huang He flood resided?
- How is Costa Rica a model for future weather crises?
- What questions do you have?

Have students use p. 221 in their *Reader’s and Writer’s Journal* to record their response to one of the questions above. Use students’ written responses to monitor progress.



LESSON 15  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have students focus on determining the scientific causes of each of the natural disasters presented in the text. Use the following questions to lead the discussion.

- **What were the first causes of El Niño?** (The change in winds and ocean currents are what started El Niño.) **Key Ideas and Details**
- **How did the construction of dikes lead to worsening the flood conditions during the Huang He flood?** (The people built dikes to hold the rising water, but the water continued to rise. This caused an overwhelming amount of water to develop and eventually flood the area.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** **Central America’s ecosystem is mentioned on page 23. What is an ecosystem? How did you discover the answer?** (An ecosystem is made up of living things and the area in which they live. The text mentions water, crops, and people in the sentence after the word *ecosystem*. Reading this helped me discover the meaning of the word.)
- **What is the eye of a cyclone, and how does it develop?** (The cyclone’s eye is a calm area in the center of the storm. It is caused by spiraling winds. As the winds spin, the calm area is created in the center.) **Key Ideas and Details**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS

**READING ANALYSIS** Students may experience difficulty understanding the meaning of the “eye” of a cyclone. Explain that there are different meanings for words that are spelled the same. The word *eye* can also mean “opening,” such as the eye of a needle. Tell students that the center part of the cyclone is called the eye because it is the “opening” of the storm. Have students look at the photograph on p. 7 and find the eye. Note that it looks like a hole, just as the eye of a needle is a hole.


## STRATEGIC SUPPORT

**LANGUAGE ANALYSIS** For students who have difficulty seeing the relationship between scientific events, create a flow chart on the board or on chart paper. Begin with one event (changing winds and currents) and complete the flow chart by listing the other events that occur. Note the time order in which the events happen in relation to the cause.

## READING OBJECTIVES

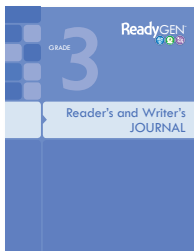
Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Describe the relationship between a series of scientific ideas or concepts, using language that pertains to time, sequence, and cause/effect.  RI.3.3

## BENCHMARK VOCABULARY


- coping, p. 27
- rationed, p. 27



# Focused Reading Instruction


## Benchmark Vocabulary

**INTRODUCE** Have students find and read aloud the sentences from *Living Through a Natural Disaster* with the words *coping* and *rationed*.

 **TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *coping*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the word *rationed*.

**MONITOR PROGRESS** Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 224 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

## Text-Based Conversation

 **COLLABORATE** Use the **Whole Class Discussion Routine** on pp. TR32–TR35 to have students discuss important moments in *Living Through a Natural Disaster*. You may wish to model using a think aloud, such as the following: *When I think about the natural disasters outlined in this text, I notice that each of them had an event that set things in motion. Cyclone Tracy started with a strong storm over the warm waters of the ocean. The Huang He flood was caused by especially heavy rains during the rainy season. El Niño was caused by changing winds and ocean currents.*

As a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

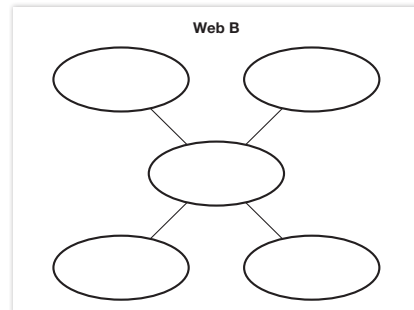
## Team Talk

**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *Does learning about natural disasters of the past help you feel more prepared? Cite evidence from the text in your answer.* (Possible responses: Yes: I know the warnings issued from meteorologists and other scientists are important and should be heeded. No: These are all storms that happened in foreign areas like Australia, Central America, and China. These stories don't really help me prepare for things that happen where I live.)

## Reading Analysis

**SCIENTIFIC IDEAS** Explain that it is important to understand that scientific ideas and concepts have relationships that are often identified through cause and effect or chronological order.

Have students use the Web B graphic organizer to record details from the text to answer questions. Have students choose a disaster from the text and note it in the center of the web. Students should then use the text to find effects of the disaster on the people and landscapes.




**CITE TEXT EVIDENCE** Focus on pp. 6–28 of *Living Through a Natural Disaster*.

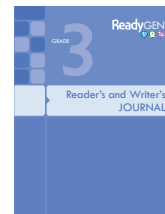
- What is one effect caused by the natural disaster you chose? Write that effect in one of the spaces on your web.
- What is another effect caused by the natural disaster? Write that effect in another space on your web.

## Independent Reading Practice

**READING ANALYSIS: KEY IDEAS AND DETAILS** Have students work independently to complete the Web B graphic organizer by identifying effects caused by the natural disaster and writing them in the spaces on the organizer. Students should reference pp. 6–28 in *Living Through a Natural Disaster*.


**WRITING IN RESPONSE TO READING** Have students work independently to complete the writing prompt in their *Reader's and Writer's Journal* (page 225).

 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently, encourage them to explore the relationship between a series of scientific reasons for how and why things occur in nature. Use the **Independent Reading Routine** on pp. TR48–TR51.




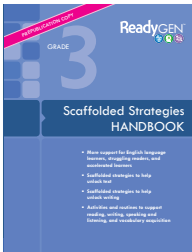
INDEPENDENT

## Reading Wrap-Up

 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Instruct students to cite evidence from the text in their responses. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

## READING OBJECTIVE

Describe the relationship between a series of scientific ideas or concepts, using language that pertains to time, sequence, and cause/effect.  RI.3.3



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**students struggle to identify the relationship between the cause and effects of a natural disaster,  
**then...**use the Reading Analysis lesson in small group to help them work through the Web B graphic organizer with oral questioning and think-aloud support.

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading activity.

### READING ANALYSIS

Help students work through the Web B graphic organizer. Ask students questions and encourage them to answer orally in order to walk them through finding the relationships between causes and effects. Model discovering a cause-and-effect relationship through a think aloud, such as: *The changing winds and ocean currents of El Niño caused a change in weather patterns. I'll write "changing weather" in this section of my organizer. The changing weather of El Niño caused a drought to strike the area. So, I'll write "drought" in another section of my organizer. Think about what happened because of the drought caused by El Niño. Write that effect in the next section of your organizer.* Finally, guide students to complete the organizer independently or with further scaffolding, as needed.

### ORAL READING

**RATE** Select a passage from *Living Through a Natural Disaster*. Have students listen as you read with appropriate rate.

Have students read along with you. For optimal fluency, students should read three or four times with appropriate rate.

Have students practice as a class by reading along with you three times. Have the class read aloud without you. For optimal fluency, students should read three or four times with appropriate rate.

## EXTENSIONS

## MONITOR PROGRESS

**If...**students understand the relationship between the cause and effects of a natural disaster,

**then...**extend the lesson by having students prepare a paragraph on a chosen natural disaster.

**FLUENCY CHECK** To provide practice with reading fluently, have students use the Oral Reading activity.

## READING ANALYSIS

Have students complete the Web B graphic organizer to identify the effects caused by their chosen natural disaster. Then, have students write a paragraph to retell the facts and details about the natural disaster. Encourage students to complete a graphic aid, such as a map or diagram, to accompany their paragraph. Then have students discuss the following questions:

- **What were the immediate effects of (name of chosen natural disaster)?** (Answers will vary but should be correctly matched to the natural disaster chosen for the report.)
- **What were some long-lasting effects of (name of chosen natural disaster)?** (Answers will vary but should be correctly matched to the natural disaster chosen for the report.)
- **If (name of disaster) were to happen today, do you think these effects would be same? Why or why not?** (Answers will vary based on the disaster chosen but must use evidence from the text.)

## ORAL READING

**RATE** Select a passage from *Living Through a Natural Disaster*. Have students listen as you read with appropriate rate.

Have students read along with you. For optimal fluency, students should read three or four times with appropriate rate.

Have students practice as a class by reading along with you three times. Have the class read aloud without you. For optimal fluency, students should read three or four times with appropriate rate.



## WRITING OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose.



Analyze structure of text to inform drafts.



# Writing

## Informative Writing

### WRITING PROCESS Draft

**TEACH** Explain that drafting is the part of the writing process that encourages discovery. Through it, students should refine or even uncover the central point of their article. It is not uncommon for a writer to begin with one idea about a subject and find, through drafting, that idea has changed in some way and has been magnified or focused. Encourage students to get comfortable with this transformation of ideas. Remind them that writing is not a product but a process.

Unlike the outline, a draft takes the shape of the article. It organizes thoughts through paragraphs linked through transitions. Where the outline is scarce, the draft is full. It develops key details and explains ideas through examples, situations, problems and solutions, and comparisons and contrasts. Ideally, you will discover thoughts you didn't know you had through the drafting process. To assist with these discoveries, link your outlines and drafts. Here are some questions for you to consider:

- Who am I writing for and what do they know about my topic?
- What key details will I have to include to get my point across clearly?
- How can I make sure that my draft is engaging?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through discussion, help students analyze the structure of a paragraph in *Living Through a Natural Disaster* in order to inform their own drafts. Explain that an article is built sentence by sentence and paragraph by paragraph.

By the next morning, Darwin had been devastated. Most buildings were flattened, and there was no power. Trucks and planes had been blown around like toys. During Cyclone Tracy's night of destruction in Darwin, more than sixty people were killed, and hundreds had been injured.

Have students analyze p. 11 of the *Living Through a Natural Disaster*. Point out how the writer makes logical connections between sentences and paragraphs. Discuss how a writer uses transitions to give the reader guidance. Transitions are paths that lead readers to the writer's ideas.

Thousands of people had lost nearly everything they owned. Houses were destroyed and their contents blown away or soaked with rain and mud. It was difficult to look for things in the mess of rubble, uprooted trees, and mangled cars. The city was in ruins, and the government's emergency team decided to evacuate everyone as soon as possible.

The point of this paragraph is to illustrate, through examples, the devastation caused by Cyclone Tracy. This is accomplished sentence by sentence.

The first sentence explains the gravity of the loss. The second exemplifies the loss. The third expands the loss. The fourth tells its impact. The sentences of this paragraph are connected like the cars on a train.


**PRACTICE** Transitions are not always so subtle. New writers often need the help of transition words and phrases to ensure that their paragraphs flow as effortlessly as those above. Provide students with the following list of transition words. Then have them write a paragraph about a moment when the climate affected their lives using at least three of the transition words or phrases. Then, as a class, discuss the impact of those words and phrases on the construction of the paragraphs.

|             |                |              |          |         |       |
|-------------|----------------|--------------|----------|---------|-------|
| for example | in other words | so           | suddenly | however | after |
| before      | eventually     | finally      | first    | by now  | next  |
| meanwhile   | at this time   | consequently | then     |         |       |

## WRITING OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose.

 W.3.4

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.3.5

Form and use the simple tenses.

 L.3.1.e

# Informative Writing

## CONVENTIONS Use Simple Verb Tenses

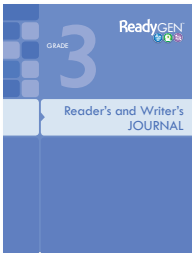
**TEACH AND MODEL** Remind students that the English language has three simple tenses: present, past, and future. Tell them that *when* an action or situation occurs is very important. The use of tense helps a reader understand a text.

Cyclones **are** most likely to occur during the wet season, which runs from October to March.

During the next thirty years, Darwin **was** rebuilt.

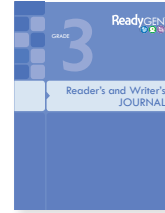
Hopefully, they **will be** better prepared should another dis-astrous visitor like Cyclone Tracy arrive.

**PRACTICE** For more practice, have students refer to p. 228 in their *Reader's and Writer's Journal*.



## Independent Writing Practice

**WRITE** Ask students to create a draft on p. 230 in their *Reader's and Writer's Journal* of an article that will explain how climate has impacted their daily lives in some way. Have students study their outlines, think about how to translate the lists into paragraphs, and jump right in. Remind students that they are not committed to what they've written in them. If they find during the drafting process that a concept doesn't work, they can and should refine it.



INDEPENDENT

**APPLY** Have students read their drafts with the class. Have the class check simple verb tenses for accuracy.

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to draft their articles. If they have classroom or school e-mail, ask them to send their articles to a classmate for peer review.

## Writing Wrap-Up



Ask volunteers to share their drafts with a partner. Have partners read each draft two times, first focusing on cohesion, especially as it is affected by transitions, and then focusing on the simple verb tense. Have partners provide feedback on these two elements. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS


**TENSE** Help students who struggle with tense by creating a timeline and using it to show how English sentences express when actions and situations occur. Remember that the simple present is different from the present progressive—He *is walking* is different from he *walks*.

#### STRATEGIC SUPPORT

**DRAFTING** Students may find the idea of drafting an entire article overwhelming. Divide the assignment into smaller tasks that can be completed separately. Telling students to craft a single paragraph, instead of several, may help them focus. If time does not permit this particular concession, you might consider decreasing the length of the draft.

# LESSON 16

## LESSON 16 OBJECTIVE

Use illustrations and words in a text as evidence to answer research questions about nature.  RI.3.7

## READING OBJECTIVES

Read and demonstrate understanding of a text, referring explicitly to the text.

 RI.3.1

Explore information gained from illustrations and words in a text.

 RI.3.7

# Read the Text

## Build Understanding

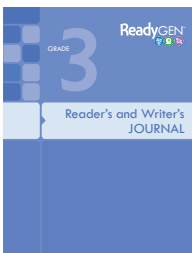
**INTRODUCE** Have students focus on the following Enduring Understanding as you read *Weather* and *Living Through a Natural Disaster*: Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.


LESSON 16  
FIRST READ

## Explore the Text

**ENGAGE STUDENTS** Reintroduce the informational texts *Weather* and *Living Through a Natural Disaster*. Have students skim through the texts to reacquaint themselves with the content. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text?* And *How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ TOGETHER** *Weather* and *Living Through A Natural Disaster* Use the **Shared Reading Routine** on pp. TR44–TR47 with students as you read *Weather* and *Living Through a Natural Disaster*. As students become more familiar with the texts, they can read them independently. In this first read of the lesson, students should focus on understanding the “gist” of the texts, or their main points. After reading, discuss the questions below.

- How does a hurricane compare to a typhoon?
- How does a cumulous cloud compare to a stratus cloud?
- What questions do you have?

Have students use p. 231 in their *Reader's and Writer's Journal* to record their responses to one of the questions above. Use students' written responses to monitor progress.

LESSON 16  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have students focus on asking and answering questions of the text in order to demonstrate comprehension. Use the following questions to lead the discussion.

- Revisit page 26 of *Weather*. What inference can you draw about precipitation based on the sentence, “Dew is not precipitation: it does not fall down from clouds but forms directly on cool surfaces, such as this spider web in the early morning”? (Precipitation falls down from the clouds. I was able to determine this because precipitation is contrasted with dew.) **Key Ideas and Details**
- Read page 5 of *Living Through a Natural Disaster*. Write a question that demonstrates your understanding of one of the page’s main points. Then use textual evidence to answer the question. (Possible response: What impact do droughts have on people? Droughts can cause plants and animals to die from lack of water. In turn, people suffer from starvation and economic hardships.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** How is a greenhouse like the atmosphere according to page 6 in *Weather*? (Sunlight is trapped by the atmosphere, much like heat is trapped by the glass windows in a greenhouse.)
- Read page 7 of *Living Through a Natural Disaster*. Describe the different ways the author conveys information about cyclones. (The author provides definitions of the term *cyclone*, she provides background information about Cyclone Tracy, and then she begins to relay a witness’s experience.) **Key Ideas and Details**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS

**READING ANALYSIS** Help students understand difficult paragraphs by examining each sentence. Have students pause after reading each sentence in a paragraph to explain its meaning. After paraphrasing each sentence, ask them to tell what the entire paragraph is about.


## STRATEGIC SUPPORT


**COMPREHENSION** Help students struggling to understand a difficult part of the text by teaching them to clearly articulate what troubles them. Model for students how to do this. Use the first sentence on p. 6 of *Weather*: “Earth’s weather is driven by the intense heat of the sun.” Say, “I do not know what the word *intense* means” or “I’m unsure about how weather can be driven.” Together, brainstorm about ways to understand the very specific problem.

## READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

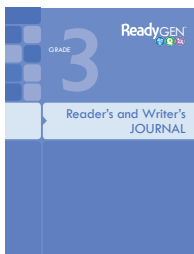
 RI.3.4; L.3.6

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  RI.3.1

Use information gained from illustrations and the words in a text to demonstrate understanding of the text.  RI.3.7

## BENCHMARK VOCABULARY


- forecaster, p. 21 (*Weather*)



# Focused Reading Instruction


## Benchmark Vocabulary

**INTRODUCE** Have students find and read aloud the sentences from *Weather* and *Living Through a Natural Disaster* with the word *forecaster*.

 **TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *forecaster*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart.


**MONITOR PROGRESS** Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 234 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

## Text-Based Conversation

 **COLLABORATE** Use the **Small Group Discussion Routine** on pp. TR36–TR39 to have students discuss *Weather* and *Living Through a Natural Disaster*. Model using a think aloud such as: *Asking questions as I read is important. By doing so, I can check how much I understand the text. If I can't answer a question, I know I have to reread or seek help. This strategy applies to illustrations, too. When I read the text box on page 8 of Living Through a Natural Disaster, I felt I understood what the eye of a cyclone was. When I got to the drawing, I asked, "Where is the eye?" I thought that I would see something that resembled a human eye. Then I reread the definition and realized the eye of a cyclone is simply, "an area of calm."*

As a class, compare important ideas in the text and their explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

## Team Talk

 **STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *In your opinion, which text's images do a better job of helping the reader answer questions about the text's content?* (Possible responses: *Weather*: The combination of photographs and drawings helps me grasp the content because I'm able to view it from two perspectives. *Living Through a Natural Disaster*: The drawings are very specific, either outlining exactly what was discussed or showing a photograph that reflects a real example of the content.)

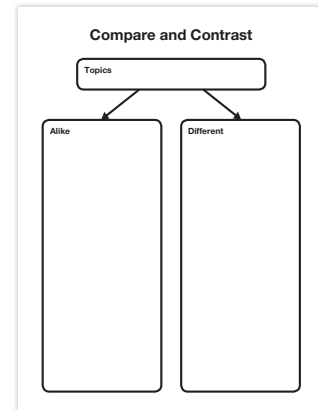


## Reading Analysis

**CONTRIBUTION OF MAPS, PHOTOGRAPHS, AND ILLUSTRATIONS** Explain that the expression of ideas is not limited to the words in a text. Maps, photographs, and other illustrations also convey information. Have students use the Compare and Contrast graphic organizer to record details from the text. Have students list similarities and differences in the information gained from illustrations in *Weather* and *Living Through a Natural Disaster*.

**KEY IDEAS AND DETAILS** Focus on pp. 23–32 in *Weather* and pp. 10–20 in *Living Through a Natural Disaster*.


- What distinguishes the illustrations in *Weather* and *Living Through a Natural Disaster*?
- How do the photographs on page 18 of *Living Through a Natural Disaster* support the information conveyed through the text?
- How does the photograph on page 31 of *Weather* help the reader better understand the information on page 30?



## Independent Reading Practice

**READING ANALYSIS: COMPARE AND CONTRAST** Have students work independently to complete the Compare and Contrast graphic organizer to list the similarities and differences in the illustrations and words in *Weather* and *Living Through a Natural Disaster*. Then have students continue to practice independent reading by using the **Text Club Routine** on pp. TR52–TR55.


**WRITING IN RESPONSE TO READING** Have students work independently to complete the writing prompt in their *Reader's and Writer's Journal* (p. 235).

 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently, remind them to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature. Use the **Independent Reading Routine** on pp. TR48–TR51.




INDEPENDENT


## Reading Wrap-Up

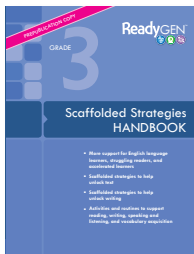
 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Have students offer counter arguments for each opinion. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.



## READING OBJECTIVES

Compare and contrast the most important points and key details presented in two texts on the same topic.  RL.3.9

Use information gained from illustrations and words in a text to demonstrate understanding of the text.  RL.3.7



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**students struggle to compare and contrast texts through their illustrations and words,

**then...**use the Reading Analysis lesson in small group to work through the Compare and Contrast graphic organizer to recognize how the illustrations and words in each text support, clarify, or enhance one another.

**If...**students need extra support to understand the text,

**then...**use the Close Reading Workshop in small group to provide scaffolded support.

### READING ANALYSIS

Help students work through the Compare and Contrast graphic organizer to compare and contrast illustrations and words in each text. Model how to place the texts side by side to make similarities and differences clearer. Finally, guide students to write a sentence or two that summarizes what they've written in their charts.

### CLOSE READING WORKSHOP

**REVISIT *Weather and Living Through a Natural Disaster*.** Focus on the pages identified in each question. Then discuss the following questions with the group. Have students use text evidence to support their answers.

- 1 Study the text box, “El Niño and Ocean Currents,” on page 23 of *Living Through a Natural Disaster*. If the author chose to present *either* the words *or* the illustrations, but not both, how might the reader’s understanding of El Niño and ocean currents change? (Without the illustration to demonstrate the movements, the reader might have a hard time visualizing their impact. If the author only included illustrations, on the other hand, it might be difficult for the reader to interpret what is happening in the picture. The words and illustrations go hand in hand to inform the reader’s understanding of the concepts.)

## STRATEGIC SUPPORT, CONTINUED

- 2 Study page 26 of *Weather*. What inference can we draw about the photograph based on the words? (The photograph shows dew formed on a spider's web. From the text, we can conclude that the spider web is cool.)
- 3 Read page 27 of *Living Through a Natural Disaster*. Identify a sentence that is directly supported by one of the illustrations. (Possible response: "Some countries were helped by international aid agencies.")

## EXTENSIONS

### MONITOR PROGRESS

**If...**students understand how to compare and contrast the illustrations and words in each text,

**then...**extend the lesson by having them improve or enhance an illustration in the text of their choice.

### READING ANALYSIS

Have students complete a Compare and Contrast graphic organizer for both texts. Tell students to list similarities and differences in the illustrations and words found in both texts. Lastly, have students discuss the following questions:

- Use the information on page 28 of *Living Through a Natural Disaster* to think of another illustration that would support the ideas conveyed. Describe the illustration. (Possible response: Another illustration depicting the relief efforts of a country that used Costa Rica's model could support the text.)
- Use page 29 of *Living Through a Natural Disaster* to describe the relationship between human beings and natural disasters. Then describe an illustration that can depict this relationship. (Natural disasters have an incredible impact on humans. A chart that lists natural disasters and their impact could support the description of the human/natural disaster relationship.)
- Based on the illustrations, how do you think the author of *Weather* feels about weather? Use textual evidence to support your answer. (I think the author admires weather. For example, even storms and pollution are depicted in artistic ways.)

## WRITING OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.



With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.



# Writing

## Informative Writing

### WRITING PROCESS Revise

**TEACH** Revision is an extremely valuable part of the writing process. Through it, students learn about their writing and their drafts get closer to polished, publishable articles. Some writers' first drafts lack details. Others find that their drafts lack cohesiveness until they are able to revise them. This is helpful information for future assignments. Explain that there are many strategies for revision.

In essence, the revision phase is dedicated to improvement. Methods for approaching it include reordering words, sentences, and paragraphs to reflect a clearer organization; removing what doesn't support the main idea or central point; adding to sections that require clarity; and replacing weak words, sentences, and examples with stronger, clearer ones.

- Have I clearly expressed *everything* I want my reader to know?
- Does the writing flow? In other words, does one sentence, paragraph, or idea easily transition to the next?
- Have I considered my audience's level of knowledge and needs?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through discussion, help students see that the writer of *Living Through a Natural Disaster* has presented his best work.

For hundreds of years, the people who lived along the Huang He tried to find ways to control the frequent river floods. They dug out the silt and built canals to direct the water elsewhere. However, the silt continued to cause the level of the riverbed to rise. Over the years, the higher riverbed raised the level of the water in the river. In some places, the water flowed along a riverbed of mud that was more than 15 feet above the level of the surrounding plains.

The people finally decided that the best way to stop the river from overflowing was to build up the banks of the river forming high walls called dikes. As the diagram on the next page shows, this action only made a dangerous situation even worse.

The sentences in this example are clear and express ideas simply. They transition into each other effortlessly. The organization of each paragraph serves its purpose well.

Have students focus on p. 21 of *Living Through a Natural Disaster*, where El Niño is introduced. Ask them to consider how the author achieved the precision demonstrated in the sentences and paragraphs.

The people of Central America know that El Niño is a force to be reckoned with. El Niño is a pattern of winds and ocean currents that affects Earth's weather. In different parts of the world at the same time it can trigger storms, floods, or drought, which is an unusually long period of extremely dry weather.

In 1997 and 1998, El Niño produced a terrible drought in much of Central America. Crops and farm animals died, and forest fires raged across the parched land. Food and water shortages affected almost 1 million people.

The second sentence is pretty long. It contains twenty-seven words! But the author arranges them clearly so that the effects of El Niño are clear.

The author carefully considers what words and organizational patterns work best to illustrate her ideas.

**PRACTICE** Now ask students to analyze the following sentences. The first is an unrevised version of a sentence appearing in the text *Living Through a Natural Disaster*. The second is the sentence as it appears in the text. In the line that follows each, have students explain why the published version is better. Remind them to use evidence from the sentences.

- A. Whether or not weather is predictable—the sun might be shining at 6:00 am and all of a sudden a storm strikes at 6:05—it is always with us, day and night, no matter what.
- B. Weather, predictable or not, is always with us.

The first sentence is too wordy. *Weather, predictable or not* does not require an example. Its meaning is clear to the reader. The examples weaken the sentence and put its point off until the reader reaches the end.


- A. Extreme weather can be very dangerous. Sometimes extreme weather can be predicted. When extreme weather is predicted, people can make preparations. Preparations lessen the damage of extreme weather.
- B. Extreme weather can be very dangerous, but when it is predicted, people can make preparations to lessen its damage.

The first sentence is too choppy. Ideas like “Extreme weather can be very dangerous” and “Sometimes extreme weather can be predicted” should be linked so that the sentence flows and is much shorter and easier to understand.

## WRITING OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

 W.3.4

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.3.5

Produce simple, compound, and complex sentences.

 W.3.2.D

# Informative Writing

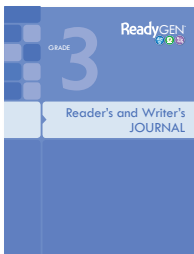
## CONVENTIONS Produce Simple Sentences Review

**TEACH AND MODEL** Tell students that a simple sentence contains one subject and verb pair. It also expresses a complete thought. Remind them that a subject can contain more than one noun and that those nouns can perform more than one action.

Many **people** who live beside rivers **worry** about extreme rainfall.

Help students distinguish the subject of the sentence from other nouns like *rivers* and *rainfall* by asking, “Who or what is this sentence about?” When they provide the answer (people), help them identify the main verb by asking, “And what do the people do?” (They worry.)

**PRACTICE** Have students select several sentences from their revisions and identify their subjects and verbs. Then have students share their sentences with a partner. Each partner should check for accuracy in the other’s choices. Lastly, have one partner from each pair write a sentence with its identified parts on the board. As a class, discuss the sentences. For more practice, have students refer to p. 238 in their *Reader’s and Writer’s Journal*.



## Independent Writing Practice

**WRITE** Now ask students to revise the drafts on p. 239 in their *Reader's and Writer's Journal*, that explain how climate has impacted their daily lives in some way.



**REORGANIZE** Now that the first draft is out of the way, students are better able to identify the strengths and weaknesses in their work. One method of revision that will help their drafts tremendously is reorganizing sentences and paragraphs so that they flow and express ideas in a logical manner.

**APPLY** Have students number the sentences in a given paragraph. Then, on a separate sheet of paper, have them note each sentence's function in that paragraph.

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to revise their drafts. If they have classroom or school e-mail, ask them to send their revisions to a classmate for peer review.

INDEPENDENT

## Writing Wrap-Up



Ask volunteers to share their revisions with the class. Have the class note one thing still in need of improvement and another that qualifies as publishable. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction


### ENGLISH LANGUAGE LEARNERS

**SIMPLE SENTENCES** Help students understand subjects and verbs by providing sentence frames. Leave out the subject and/or verb and provide a word box with plenty of nouns and verbs to choose from. When students correctly complete a sentence, identify the subject's and verb's functions.


### STRATEGIC SUPPORT

**PROPER NOUNS** Distinguishing a sentence's subject from other common or proper nouns can be tough. Help students by encouraging them to identify the subject-verb pair. It may be helpful to eliminate words to assist their understanding.

**LESSON 17  
OBJECTIVE**

Recount key details and explain how related information goes together to support the main idea.  RI.3.2

**READING  
OBJECTIVES**

Explore text and read closely for the main idea and key details.  RI.3.2

Use sentence-level context as a clue to the meaning of a word or phrase.

 L.3.4.a

# Read the Text

## Build Understanding

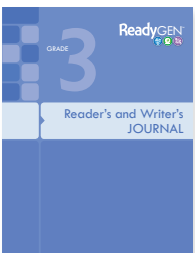
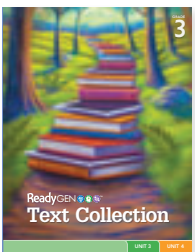
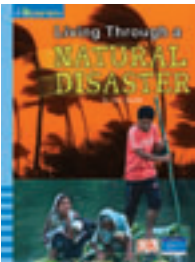
**INTRODUCE** Have students focus on the following Enduring Understanding as you read *On the Same Day in March* and *Living Through a Natural Disaster*: *Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*

**LESSON 17  
FIRST READ**

## Explore the Text

**ENGAGE STUDENTS** Reintroduce the literary text *On the Same Day in March* and the informational text *Living Through a Natural Disaster*. Have students reacquaint themselves with the texts by comparing the genres, structures, and content. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text?* And *How do writers introduce and develop a topic with facts, details, and linking words?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ INDEPENDENTLY** *On the Same Day in March* and *Living Through a Natural Disaster* Use the **Independent Reading Routine** on pp. TR48–TR51 with students as you read *On the Same Day in March* and *Living Through a Natural Disaster*. Ensure that students grasp the text by limiting interruptions. In this first read of the lesson, students should focus on understanding the “gist” of the texts, or understanding similarities and differences between the texts. After reading, discuss the questions below.

- What does the text *Living Through a Natural Disaster* say about the weather in Australia in 1974?
- What does the book *On the Same Day in March* say about the weather in Australia in March?
- What questions do you have?

Have students use p. 231 in their *Reader's and Writer's Journal* to record their responses to one of the questions. Use students' written responses to monitor progress.



See **Routines** on pp. TR28–TR75.



LESSON 17  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have students focus on determining the main idea of the texts. Use the following questions to lead the discussion.

- Describe how the author arranges and conveys key details in *On the Same Day in March*. Do you think the author’s decision to express key details in this way helps the reader? Use text evidence to support your answer. (Possible response: The author expresses key details throughout the story in a similar way. Each page depicts a particular part of the world and shares something about that place, always noting its weather. I think repeating the way the details are conveyed can be helpful to the reader because he or she knows exactly where to find them.) **Key Ideas and Details**
- Identify two or more key details on page 25 of *Living Through a Natural Disaster*. (“Some people died from starvation during the drought, and many died from the heat.” “Crops withered under the hot, dry conditions and the intense heat caused roads to buckle.”) **Key Ideas and Details**
- **BY-THE-WAY WORDS** How do the key details in *Living Through a Natural Disaster* help the reader understand the term *natural disaster*? (Key details such as “A drought is an extended shortage of rainfall that is unusual for an area” describe natural disasters. Through such descriptions, the reader understands the term.)
- Identify an important point on page 47 of *On the Same Day in March*. Tell why it is important. (The reference to, “snow or sleet or freezing rain,” is an important point. It conveys what the weather is like in New York City on the same day in March. This is the main point of the book.) **Key Ideas and Details**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS

**PROFICIENCY** Help students by pairing them with proficient readers. Have partners sit side by side and focus on the same section of text. The proficient reader should read a sentence clearly and pause. The student should repeat the sentence. They can continue this for several sentences. They should also stop to paraphrase sentences as they go.

## STRATEGIC SUPPORT


**COMPREHENSION** If students struggle to understand parts of the text, prepare an outline that highlights important information. Have students review the outline before reading the corresponding part of the text.



## READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

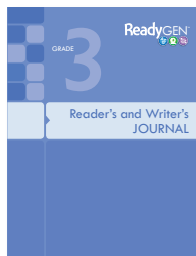
Determine the main idea of a text; recount the key details and explain how they support the main idea.  RI.3.2

Compare and contrast texts that cover the same topic.

 RI.3.9

## BENCHMARK VOCABULARY

- severe, p. 5 (*Living Through a Natural Disaster*)
- devastated, p. 6 (*Living Through a Natural Disaster*)



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Have students find and read aloud the sentences from *On the Same Day in March* and *Living Through a Natural Disaster* with the words *severe* and *devastated*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *severe*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the word *devastated*.

**MONITOR PROGRESS** Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 234 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

## Text-Based Conversation



**COLLABORATE** Use the **Paired Discussion Routine** on pp. TR28–TR31 to have students discuss the texts. Model using a think aloud, such as the following: *Using a dictionary to define every unfamiliar word isn't reasonable, so I try to find clues to understand words. Page 6 of Living Through a Natural Disaster reads, "By the next morning, Darwin had been devastated." I'm not so sure I know what devastated means, but reading further, it seems that everything in Darwin has been wrecked. Based on the description of events, I believe devastated means destroyed.*

As a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

## Team Talk



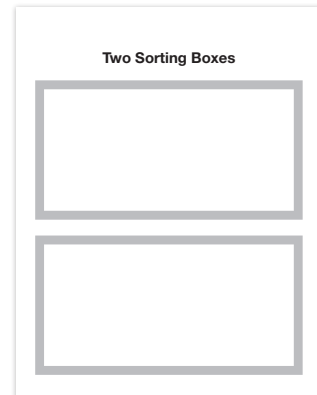
**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *Do you think it's necessary for a text to give a lot of information to express an idea clearly? Use text evidence to support your answer.* (Possible responses: Yes: *Living Through a Natural Disaster* takes seven pages to describe Cyclone Tracy. I was better able to understand the natural disaster. No: *On the Same Day in March* accomplishes all its goals with very short descriptions of places around the world.)



See **Routines** on pp. TR28–TR75.

## Reading Analysis

**COMPARE AND CONTRAST** Explain that texts covering the same topic will often handle that topic differently. Sharp readers identify similarities and differences in the texts in order to understand them and the topic better. Have students use the Two Sorting Boxes graphic organizer to record details from the text to answer questions. Have students list important points and key details from each text.




**CITE TEXT EVIDENCE** Focus on pp. 45–46 in *On the Same Day in March* and pp. 13–14 in *Living Through a Natural Disaster*.

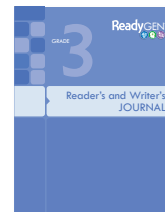
- How does the author of *On the Same Day in March* convey important points to the reader?
- How does the author of *Living Through a Natural Disaster* convey key details differently than the author of *On the Same Day in March*?
- Compare and contrast the main ideas of both texts.

## Independent Reading Practice

**READING ANALYSIS: COMPARE AND CONTRAST** Have students work independently to complete the Two Sorting Boxes graphic organizer to compare and contrast important points and key details in *On the Same Day in March* and *Living Through a Natural Disaster*.


**WRITING IN RESPONSE TO READING** Have students work independently to answer the prompt on p. 235 in their *Reader's and Writer's Journal*.

 **ACCOUNTABLE INDEPENDENT READING** As students read texts independently, remind them to explore how related information goes together when authors present a topic with facts, definitions, and details. Use the **Independent Reading Routine** on pp. TR48–TR51.





INDEPENDENT

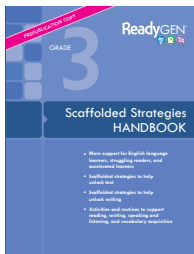
## Reading Wrap-Up

 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Have students pose questions to each presenter. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

## READING OBJECTIVES

Determine the main idea of a text; recount the key details and explain how they support the main idea.  RI.3.2

Compare and contrast the most important points and key details presented in two texts on the same topic.  RI.3.9



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...** students struggle to explain how key details support the main idea,

**then...** use the Reading Analysis lesson in small group to help them work through the Two Sorting Boxes graphic organizer to organize similarities and differences in the texts.

**If...** students need extra support to understand the texts,

**then...** use the Close Reading Workshop in small group to provide scaffolded support.

### READING ANALYSIS

Help students work through the Two Sorting Boxes graphic organizer to explain how key details support the main ideas of each text. Model how to identify a key detail. Finally, guide students to compare and contrast the key details in each text.

### CLOSE READING WORKSHOP

**REVISIT *On the Same Day in March* and *Living Through a Natural Disaster*** Focus on the pages identified in the prompts.

Then discuss the prompts with the group. Have students use text evidence to support their answers.

- 1** How do the titles of each section in *Living Through a Natural Disaster* help the reader identify the main point of that section? (The titles give the reader a preview of what the section will be about. For example, “Coping with the Chaos” on p. 10 explains how victims of the cyclone dealt with the effects of the natural disaster.)
- 2** What key details are present on each page of *On the Same Day in March*? (The details are the location that will be described, the weather that is typical of that location, and the phrase, “on the same day in March.”)
- 3** Identify a key detail and a minor detail on pages 16–17 of *Living Through a Natural Disaster*. (Key detail: “the rains in July were so heavy that the water overflowed the dikes in some places.” Minor detail: “Kaoliang...is also called Chinese sorghum.”)

## EXTENSIONS

## MONITOR PROGRESS

**If...**students understand how to explain how key details support the main idea,

**then...**extend the lesson by having them write an additional page for the text of their choice.

## READING ANALYSIS


Have students complete the Two Sorting Boxes graphic organizer to compare and contrast key details and show how they support the main idea. Then, have students write an additional page for the text of their choice. This page should present important points and key details in the same way as the text. Then, have students discuss the following questions:

- **If you were to write an additional page in *On the Same Day in March*, what information would you need to include about a location?** (I would need to know something unique about that location’s weather in March.)
- **What are some entries in the index of *Living Through a Natural Disaster* that convey the text’s main idea?** (Possible responses: Cyclone Tracy, cyclones, drought, floods, tornadoes, typhoons, hurricanes, El Niño, etc.)
- **Which text expresses its main idea most effectively? Use textual evidence to support your answer.** (Possible response: *On the Same Day in March*: The text’s main point is to show what weather across the world looks like on one particular day. It shows lots of different types of weather and does so with colorful examples and descriptions. Lines such as “They said it was just a tiny twister—not big enough to spin a horse” make the important points very interesting to read.)

## WRITING OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose.

 W.3.4

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.3.5

Produce simple, compound, and complex sentences.

 W.3.2.d

# Writing

## Informative Writing

### WRITING PROCESS Edit

**TEACH** Tell students that from the editing phase, they can almost see the finish line. As soon as they correct their drafts based on everything they learned during the revision phase, they'll be ready to publish and present their articles.

Editing, like the phases before it, is key to sound writing. Without it, writers risk an unpolished work riddled with small mistakes that dilute an author's power. Even famous writers, large publishing houses, and newspapers employ editors to ensure that their work is error free. Editing is an invaluable part of the writing process. Used properly, it distinguishes good writing from great writing.

During the editing phase, you correct mistakes in grammar, mechanics, and spelling. During editing you make sure you've used the best possible words to describe your ideas. Editing is also the time to examine sentence structure. Does a given sentence's structure match its content? Is the overall sentence structure varied so that the article flows smoothly and isn't choppy or long-winded? Perhaps most importantly, the editing phase offers the opportunity for another set of eyes to examine your work. Through peer review, or even teacher review, strengths and weaknesses previously unnoticed surface. The sharp writer uses this criticism to improve his or her work even more.

To help focus students as they enter the editing phase, have them consider the following questions.

- Is my spelling, capitalization, and punctuation correct?
- Have I varied my sentence structure enough?
- Have I used the best words to describe my ideas?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through discussion, help students see how the writer’s sentence structure aids the flow of the text.

In the Artic  
Polar bears ride on floes of ice,  
stalking seals,  
wishing fish,  
as the six-month sun begins to rise  
slowly in the Artic skies.  
On the same day in March...

The commas and breaks at particular places within the sentence show the reader how to read the sentence.

Have students focus on p. 14 of *Living Through a Natural Disaster* where the Huang He is described. Ask them to describe the writing’s strengths.

Huang He means “yellow river” in Chinese. The river takes its name from the tons of yellow-colored silt that it collects on its journey through the river gorges before it reaches the plains. It is this silt that is so fertile and that nourishes the surrounding lands when the river floods.

The silt settles on the riverbed, and as it builds up, the level of the water is raised. In times of heavy rain, the river overflows its banks, flooding the region.

The author uses a variety of sentence structures to ensure that the paragraphs flow.

The description is sequential. This structure fits the content well. The reader is able to follow along easily.

**PRACTICE** Have students describe the writing’s strengths in each of the sentences from *Living Through a Natural Disaster* and *On the Same Day in March*.

- A. Human activity can cause floods. Soil and vegetation absorb rain.  
When trees are cut down and the land is covered with buildings and roads, rain cannot be absorbed into the soil.

The first two sentences are simple sentences. They’re very short. A third sentence of the same structure may have made the writing seem choppy, but then the author used a complex sentence to vary the patterns and make the sentences flow.


- B. Just when you can’t even remember spring,  
that wild Chinook blows in like a dragon,  
and quicker than you can say Medicine Hat,  
the biggest snow fort ever  
is nothing but a dragon-shaped patch  
in somebody’s backyard.  
On the same day in March...

This is a single sentence with several descriptions, but the author uses commas and breaks to aid the flow so the beauty of the images is highlighted not hidden.

## WRITING OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose.

 W.3.4

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.3.5

Produce simple, compound, and complex sentences.

 W.3.2.d

# Informative Writing

## CONVENTIONS Produce Compound Sentences Review

**TEACH AND MODEL** Tell students about the structure of compound sentences. Remind them that compound sentences are connected by conjunctions that inform the sentence’s meaning. For example, the conjunction *and* often indicates that the two independent clauses are equally important parts, like in the example below.

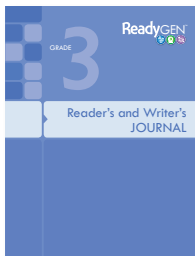
The city was in ruins, **and** the government’s emergency team decided to evacuate everyone as soon as possible.

If the author so chose, she could have expressed this idea as two separate thoughts. The decision to combine them with the conjunction *and* is an indication that she wants the reader to consider these ideas together and not separately.

**PRACTICE** Have students analyze the following sentence. They should identify the two independent clauses in each and explain the use of the conjunction as it relates to what the writer is trying to express or how the reader receives the information in the sentence.

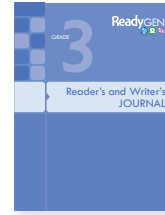
“Crops withered under the hot, dry conditions and the intense heat caused roads to buckle.” **Clause 1: Crops withered under the hot, dry conditions; clause 2: the heat caused roads to buckle. The author’s decision to use the conjunction *and* is her clue to the reader that these two ideas are so closely related that they should be considered together.**

For more practice, have students refer to p. 238 in their *Reader’s and Writer’s Journal*.



## Independent Writing Practice

**WRITE** Ask students to edit the drafts on p. 240 in their *Reader's and Writer's Journal* that explain how climate has impacted their daily lives in some way. Have students examine their articles with a focus on word choice. Have they selected the exact words they meant to choose? Do their word choices do the best job of illustrating their points? If not, they need to edit for precision.



INDEPENDENT

**APPLY** Have students pick two compound sentences in their drafts and identify the independent clauses. If the drafts have no compound sentences, have students revise their drafts so they include at least two compound sentences.

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to revise their drafts. If they have classroom or school e-mail, ask them to send their revisions to a classmate for peer review.

## Writing Wrap-Up



Ask volunteers to share their edited versions with the class. Have the class pose questions based on the articles. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**READ ALOUD** Help students edit their drafts by allowing them to read a paragraph or even a single sentence aloud before assessing how it might be improved. If they cannot read a sentence they have written without halting, omitting words, or adding words, there's a very good chance the sentence does not say what was intended. Examine the troublesome part of the sentence to discover how it might be revised.


#### STRATEGIC SUPPORT

**EDITING** Help students struggling to edit their drafts by scaling back. Allow them to focus on one or two paragraphs at a time or only a particular type of revision. If the structure of their article completely impedes understanding, allow them to focus on just that element in the revision process. Assess their edited versions based on improvements in structure alone.




# LESSON 18

## LESSON 18 OBJECTIVE

Describe the relationship between a series of scientific reasons for how and why things occur in nature.  RI.3.3

## READING OBJECTIVES

Read text to describe the relationship between a series of historical events, scientific ideas, or concepts.  RI.3.3

Use sentence-level context as a clue to the meaning of a word or phrase.

 L.3.4.a

# Read the Text

## Build Understanding

**INTRODUCE** Have students focus on the following Enduring Understanding as you read *Weather*, *Living Through a Natural Disaster*, and *On the Same Day in March*: Learners will understand scientific reasons for how and why things occur in nature.

LESSON 18  
FIRST READ

## Explore the Text

**ENGAGE STUDENTS** Reintroduce the informational texts *Weather* and *Living Through a Natural Disaster* and the literary text *On the Same Day in March*. Have students examine the texts to reacquaint themselves with content and structure. Remind students about the Essential Questions: *How do readers understand complex informational text through both illustrations and text?* And *How do writers introduce and develop a topic with facts, details, and linking words?*

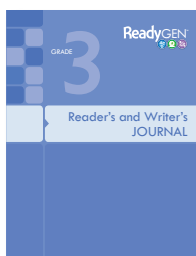
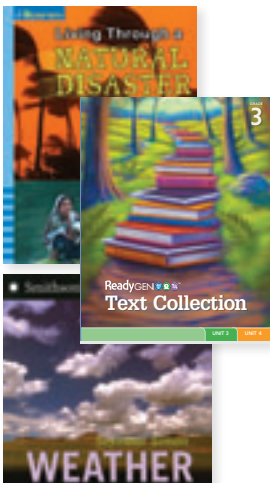
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ INDEPENDENTLY** *Weather*, *Living Through a Natural Disaster* and *On the Same Day in March* Use the **Independent Reading Routine** on pp. TR48–TR51 with students as you read *Weather*, *Living Through a Natural Disaster*, and *On the Same Day in March*. Have students stop periodically to summarize what they've read. In this first read of the lesson, students should focus on understanding the “gist” of the texts. After reading, discuss the questions below.

- Where does weather come from?
- What are the weather advantages and disadvantages of living on a coastline?
- What questions do you have?

Have students use p. 231 in their *Reader's and Writer's Journal* to record their response to one question above. Use students' written responses to monitor progress.



LESSON 18  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have students focus on describing the relationship between events, concepts, and steps using language that pertains to time, sequence, and cause/effect. Use the following questions to lead the discussion.

- Describe the relationship between two events on page 6 of *Living Through a Natural Disaster*. Use the word *because* in your description. (People in Darwin, Australia, did not listen to the announcements warning them about the cyclone because they were too busy preparing for Christmas Day.) **Key Ideas and Details**
- Describe the relationship between two concepts on pages 50 and 51 in *On the Same Day in March*. Use the words *both* and *different* in your description. (Both pages describe weather in different places on a single day in March, but one tells about India and the other tells about Thailand.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** Identify two or three words or phrases in the following sentence that describe the word *flash flood*: “A more dangerous flash flood happens when a great amount of rain falls in a short time, causing a wall of water to suddenly rush over an area.” (dangerous, great amount of rain, short time, wall of water, suddenly rush)
- Read page 52 of *On the Same Day in March*. Express the events on the page in sequential order. Use the words *first*, *next*, and *then* in your answer. (Possible response: First it rained, next the rainfall left a “gift of a river,” then everyone came to drink and play in the river; finally, the sun took the river away.) **Key Ideas and Details**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS

**VOCABULARY** Explain difficult vocabulary to students to prevent barriers in comprehension. You may find it helpful to also provide synonyms for those words. Students can temporarily substitute difficult words with synonyms with which they are familiar to ensure understanding. As they become more comfortable with the meaning of the text, have them return the original words to their respective places.

## STRATEGIC SUPPORT

**VOCABULARY** Help students retain unfamiliar words by putting the terms to use. For example, you might provide several questions for the word *predictable*, causing students to interact personally with the word. For example:  
What’s a predictable face you would expect someone to make at his or her surprise birthday party?

## READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

 RI.3.4; L.3.6

Describe the relationship between scientific ideas or concepts using language that pertains to time, sequence, and cause/effect.

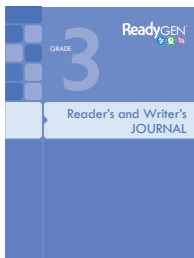
 RI.3.3

Discuss text using evidence to support opinions.

 SL.3.1.a

## BENCHMARK VOCABULARY


- predictable, p. 4 (*Living Through a Natural Disaster*)
- crisis, p. 27 (*Living Through a Natural Disaster*)



# Focused Reading Instruction


## Benchmark Vocabulary

**INTRODUCE** Have students find and read aloud the sentences from *Weather*, *Living Through a Natural Disaster*, and *On the Same Day in March* with the words *predictable* and *crisis*.

 **TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *predictable*. Then, using the information on pp. 200–201b as a guide, discuss where to place it on the word chart. Repeat for the word *crisis*.


**MONITOR PROGRESS** Have students show contextual understanding of the Benchmark Vocabulary by using the words in sentences on p. 234 in their *Reader's and Writer's Journal*. Use responses to monitor progress.

## Text-Based Conversation

 **COLLABORATE** Use the **Whole Class Discussion Routine** on pp. TR32–TR35 to have students discuss important moments in *Weather*, *Living Through a Natural Disaster*, and *On the Same Day in March*. You may wish to model using a think aloud.

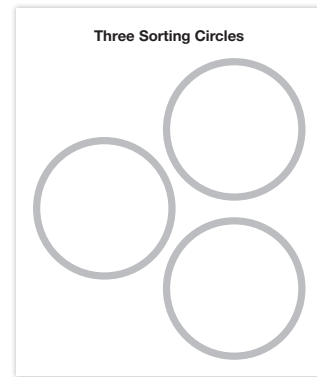
As a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

## Team Talk

 **STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR28–TR31. *In your opinion, which text does a more complete job of expressing its main idea? Use text evidence to support your ideas.* (Possible responses: *Weather* uses examples to help the reader understand many kinds of weather. *Living Through a Natural Disaster* not only defines what a natural disaster is through examples, it also shows how natural disasters impact people's lives. Even though *On the Same Day in March* is shorter, I think the main idea is expressed completely. The reader is able to enjoy learning about different weather across the world in a story format.)

## Reading Analysis

**TIME RELATIONSHIPS** Explain that relationships between events, concepts, or steps are expressed using relevant language to help readers grasp those relationships. Have students use the Three Sorting Circles graphic organizer to record details from all three texts. Have students identify relationships in the texts using language that demonstrates their understanding of the relationship (time, sequence, or cause and effect).



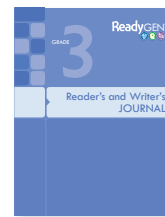
**CITE TEXT EVIDENCE** Focus on p. 44 in *On the Same Day in March* and p. 4 in *Living Through a Natural Disaster*.

- What concept appears over and over again in *On the Same Day in March*? How has the author connected the concept through the story's pages?
- Find a relationship between weather and an object on Earth in the text *Weather*. Describe that relationship using language that reflects your understanding of the relationship between weather and an object.
- According to *Living Through a Natural Disaster*, what caused the cyclone in Darwin, Australia?

## Independent Reading Practice

**READING ANALYSIS: TIME RELATIONSHIPS** Have students work independently to complete the Three Sorting Circles to identify relationships in *Weather*, *On the Same Day in March*, and *Living Through a Natural Disaster*.

**WRITING IN RESPONSE TO READING** Have students work independently to complete the writing prompt in their *Reader's and Writer's Journal* (p. 235).



**ACCOUNTABLE INDEPENDENT READING** As students read texts independently, remind them to explore content to understand scientific reasons for how and why things occur in nature. Use the **Independent Reading Routine** on pp. TR48–TR51.


## Reading Wrap-Up

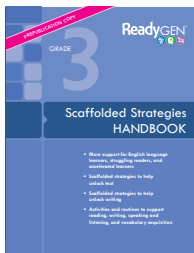
**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with students. Ask volunteers to share their Writing in Response to Reading. Have students assess the effectiveness of each other's opinions. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

## READING OBJECTIVES

Describe the relationship between scientific ideas or concepts using language that pertains to time, sequence, and cause/effect.

 RI.3.3

Compare and contrast the most important points and key details presented in two texts on the same topic.  RI.3.9



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**students struggle to describe the relationship between events, concepts, or steps in a process,

**then...**use the Reading Analysis lesson in small group to help them work through the Three Sorting Circles graphic organizer to identify the best examples of such relationships.

**If...**students need extra support to understand the text,

**then...**use the Close Reading Workshop in small group to provide scaffolded support.

### READING ANALYSIS

Help students work through the Three Sorting Circles graphic organizer to describe relationships between events, concepts, or steps in a process. Model how to identify the first part of a relationship and use it to locate the second. Finally, guide students to write a few sentences that clearly demonstrate one of the relationships they have defined.

### CLOSE READING WORKSHOP

**REVISIT** Review *Weather*, *On the Same Day in March*, and *Living Through a Natural Disaster*. Focus on the pages identified in each question. Then discuss the following questions with the group. Have students use text evidence to support their answers.

- 1 According to page 4 of *Weather*, what is the relationship between weather and the world? (The world experiences almost every form of weather every day, somewhere. The text states, “It’s cloudy today. It’s also sunny, rainy, and snowy, hot and cold, calm and windy, dry and damp.”)
- 2 Compare how the relationship between weather and the world is expressed in *Weather* and in *On the Same Day in March*? (*Weather* tells the reader that all types of weather happen every day in some place in the world, while *On the Same Day in March* shows this information by illustrating the different weather in a variety of places such as Paris, France, New York City, and the Arctic.)

## EXTENSIONS

## MONITOR PROGRESS

**If...**students understand how to describe the relationship between events, concepts, or steps in a process,

**then...**extend the activity by having them write an essay that describes the relationship between the main ideas expressed across all three texts.

## READING ANALYSIS

Have students complete the Three Sorting Circles graphic organizer to describe relationships between events, concepts, or steps in a process in the three texts. Next, have students answer questions about how the main ideas of each text are related to each other. Then have students discuss the following questions:


- **Look at page 9 of *Weather*. What relationship described in the text is also illustrated by the drawing at the top of the page?** (The illustration shows the relationship between the Earth and the sun's rays. According to the text, the sun does not heat the Earth evenly. Hot spots receive the sun's direct rays, and cold spots receive slanted rays.)
- **How does the description of hail differ in *Weather* and *On the Same Day in March*?** (The description in *Weather* tells how hail is formed and how it grows. The description in *On the Same Day in March* takes place in Darjeeling, India, and is a poetic telling of people's reaction to the hailstones.)
- **How does each author of the three books you read describe flooding? What different methods does each author use in the description?** (The author of *Weather* explains how heavy rains form in clouds but does not tell about flooding. The author of *On the Same Day in March* shows the positive results of flooding in Northern Kenya. In *Living Through a Disaster*, the author tells a narrative or story about a flood in China in 1933 which occurred when the river banks overflowed. She tells the true story in the actual sequence of events. She also uses time order of events to explain how and why it happened.)



## WRITING OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

 W.3.4

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.3.5

Produce simple, compound, and complex sentences.

 W.3.2.d

# Writing

## Informative Writing

### WRITING Publish and Present

**TEACH** Now that students have worked through the toughest parts of the writing process, it's time to take pride in that work and prepare their articles for publication and presentation.

Much like a bright and shiny advertisement in a magazine, the final draft of an article looks as if it was prepared effortlessly—as it should! Only the creator is aware of the energy spent striving for perfection. This is a time to reflect on each step of the writing process and its contribution to the clean, polished article before you.

Coupled with the beauty and pride of a finished product is its display. There are many ways to share your work. You can collaborate and collect your articles on climate in an anthology to be exhibited in the classroom. You might send copies of it to other teachers in the building, or you might read it aloud to peers, family, and friends in a class reading.

Help students decide how they will share their articles by discussing the following questions.

- Who would we like to share our articles with?
- What's a creative way to present articles about climate and our lives?
- Who will be responsible for the coordination of this event?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through discussion, help students see how the writer's display of the text aids its meaning and impact.

in Northern Kenya  
The rains come,  
and all in one day,  
they leave the gift of a river.  
Everyone, hurry!  
Come drink! Come play!  
Before the sun shines  
and, all in one day,  
takes the river away.  
On the same day in March...

The illustrations not only support the content, they help it “come to life” for the reader.

Have students focus on p. 6 of *Weather* where insolation and the atmosphere are described. Ask them to analyze how the writing is presented.

Earth's weather is driven by the intense heat of the sun. The sun's energy travels through space in the form of visible light waves and invisible ultraviolet and infrared rays. About one third of the energy reaching Earth's atmosphere is reflected back into space. The remaining two thirds is absorbed during a process called insolation (from *incoming* and *solar radiation*).

The atmosphere lets sunlight pass through. Sunlight heats the ground, which in turn warms the air near the surface. But the atmosphere prevents most of the heat from escaping into space. This is called the greenhouse effect, because the glass windows in a greenhouse trap heat in the same way.

Insolation and the greenhouse effect strike a balance and make our planet livable. If Earth's average temperature were to drop by a few degrees, the ice ages would return and glaciers would cover North America and Europe. If the temperature were to increase by a few degrees, the polar ice caps would melt and the oceans would flood low-lying coastal lands.


The words are a clean and crisp white, except for the bright red *E* indicating the start of the paragraph. The words are a nice contrast to the serene photograph in the background, which illustrates some of the ideas described in the text.


**PRACTICE** Now ask students to describe or even create ways to present the following sentences from the anchor and supporting texts.


- a. But nothing about the weather is very simple. Earth spins rapidly from west to east. At the equator, the speed of rotation is about a thousand miles per hour, much faster than it is near the poles.
- b. Natural disasters affect huge groups of people, directly or indirectly. They can bring death, famine, disease, and homelessness.
- c. in Central Thailand  
It's too hot to plant rice.  
It's too hot to pick rice.  
But it's not too hot to *spell R I C E*  
on the blackboard in the school.  
On the same day in March...

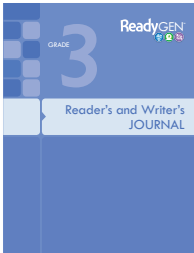


## WRITING OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  W.3.4

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.3.5

Produce simple, compound, and complex sentences.  W.3.2.d



# Informative Writing

## CONVENTIONS Produce Complex Sentences

**TEACH AND MODEL** Explain that complex sentences contain both an independent clause and a dependent clause. In other words, one part of a complex sentence can stand alone because it expresses a complete thought, and the other part cannot stand alone because it does not express a complete thought. Identifying complex sentences can be tricky, since a comma is not always present.

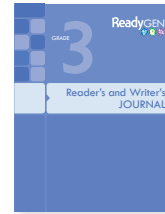
Mountains are cold **because** air temperatures drop about 3.5° Fahrenheit with each thousand feet of altitude.

The signal word in this sentence is *because*. Assure students that when a comma is not present to help them distinguish the independent and dependent clauses, they can almost always depend on words like *because*, *when*, *while*, and *that* to help them identify the complex sentence structure.

**PRACTICE** Provide students with a list of subordinate conjunctions that alert readers to a complex sentence structure. Then have them identify several complex sentences in the anchor text and/or the supporting texts. They should write down the independent and dependent clauses as well as the signal word. For more practice, have students refer to p. 238 in their *Reader's and Writer's Journal*.

## Independent Writing Practice

**WRITE** Now ask students to publish and present their articles on p. 238 in their *Reader's and Writer's Journal*.



A well-written, interesting, and entertaining article deserves a presentation that reflects its content. If students have access to items like sturdy printer paper and color ink, have them consider using them in the presentation of their articles. If these items are unavailable, challenge students to think outside the box. Encourage them not to lose enthusiasm as they wind down and head toward the end of the writing process.

After students have published their articles individually, have them work as a whole group or in smaller groups to coordinate the presentation of their work. Assign roles like timekeeper, recorder, and manager to ensure that each student participates and to keep the groups on task. Finally, present the articles.

**APPLY** Have students identify complex sentences in the work presented.

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to prepare their articles for publication. If they have classroom or school e-mail, ask them to use them to submit their articles for assessment.

INDEPENDENT

## Writing Wrap-Up



Ask volunteers to share their published versions with the class. Post the articles throughout the room to display their hard work. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**COMPLEX SENTENCES** Help students with complex sentences by breaking them into their major parts. Use a highlighter to identify the independent clause. Use a different color highlighter to identify the dependent clause. Point out that the independent clause expresses a complete thought, which makes it easier to summarize. Now read the dependent clause aloud. Point out that the clause leaves the listener hanging.

#### STRATEGIC SUPPORT

**STRUCTURE** Help students struggling with complex sentence structure by providing practice with sentence frames that require them to provide the independent or dependent clause. Have them label each clause and identify the signal word that helps them determine the structure. Once students have mastered this, have them write several of their own complex sentences.



### OBJECTIVES

Introduce and develop an informative article with facts, details, and illustrations.

#### W.3.2

Connect ideas with linking words and phrases. **W.3.2.c**

Provide a concluding statement or section. **W.3.2.d**

# Performance-Based Assessment

## TASK

### NEWS REPORT

Students will use what they have learned from *Weather and Living Through a Natural Disaster* to create an engaging news report recounting an experience that demonstrates an understanding of the relationship between human beings and the weather/climate/Earth using relevant, descriptive details and visual displays that emphasize and enhance details and facts.

Students will:

- a. Write informative news reports to examine a topic and convey ideas and information clearly.
- b. Share their reports, using appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- c. Add visual displays when appropriate to emphasize or enhance certain facts or details.

See p. 392 for reproducible page for student distribution.

**TEACHER NOTE** You may wish to administer this assessment over multiple lessons.

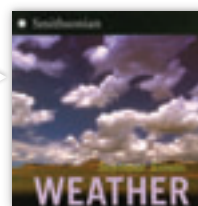
## Task Preparation

**INTRODUCE** Discuss the Essential Questions: *How do readers understand complex informational text through both illustrations and text?* And *How do writers introduce and develop a topic with facts, details, and linking words?*

**REVISIT THE TEXT** Remind students that *Weather* provides information about how precipitation, temperature, and location affect weather and *Living Through a Natural Disaster* recounts facts and experiences of people who have lived through cyclones, flooding, and drought. Both texts offer important information about weather-related problems and how people deal with them.

### *Weather*

Hundreds of miles above Earth’s surface, weather satellites beam down photos of cloud systems moving across the world. Meteorologists, scientists who study weather, use this information to learn about the weather and to forecast it. (p. 28)



### *Living Through a Natural Disaster*

The police began cleaning up early in the morning. Service people from the army, navy, and air force joined them on December 26. They brought along specialized equipment, such as electricity generators, to help restore utilities. Doctors and nurses arrived to treat people who were injured or in shock. They brought basic supplies, such as food, blankets, and tents that would provide temporary shelter for those who had been left homeless. (p. 10)



Explain to students that for the Performance-Based Assessment they will need to choose an event from *Living Through a Natural Disaster* and use information learned from both texts to develop their report. Students may find a Main Idea and Details graphic organizer helpful to organize their ideas before writing and a list of question starters—*Who, What, When, Where, Why, How*—helpful to ensure all necessary information for an effective report is addressed.

# Set-Up

## ORGANIZATION

Have students revisit both texts with a partner to examine the photos and discuss possible topics for their news report. After students have determined a topic, encourage them to ask and answer questions as they gather and organize information. By working with a partner, students can get immediate feedback on ideas.

## MATERIALS

- notebooks or paper for note taking
- pencils
- text: *Weather and Living Through a Natural Disaster*
- paper for informational writing
- markers or colored pencils and large white paper for illustration

## BEST PRACTICES

- Organize seating to facilitate partner collaboration.
- Encourage students to visit previous informational writing for inspiration.
- Post question starters for reference: *Who, What, When, Where, Why, How.*

# Scaffolded Support

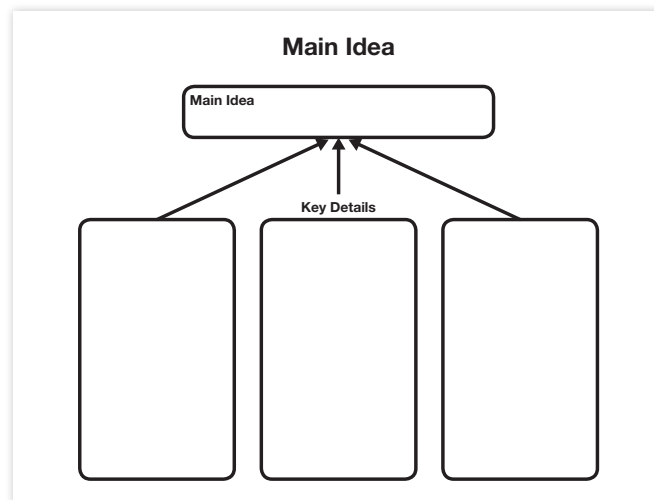
In order for all students to access the Assessment, additional supports can be provided as necessary.

**CHECKLIST** Provide a checklist that details student expectations for this project. It can give points to each section so students are clear about what is being assessed.

**WRITING TASKS** Writing tasks can be previewed and broken down into smaller steps for clarity.

**EDITING TASKS** Editing tasks can be implemented after students complete a draft of their informational writing.

**GRAPHIC ORGANIZERS** Students can use the Main Idea graphic organizer to take notes and to organize their thinking about their information and examples from each text.



## Performance-Based Assessment

### Grade 3 • Unit 3 • Module B

## TASK

### News Report

You will use what you have learned from *Weather* and *Living Through a Natural Disaster* to create an engaging news report recounting an experience that demonstrates an understanding of the relationship between human beings and the weather/climate/Earth using relevant, descriptive details and visual displays that emphasize and enhance details and facts.

You will:

- Examine a topic and convey ideas and information clearly.
- Share your report, using appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Add visual displays when appropriate to emphasize or enhance certain facts or details.

# Informative Writing Rubric

| Score | Focus   | Organization   | Development  | Language and Vocabulary   | Conventions   |
|-------|---|--|--|---|---|
| 4     | Informative topic is clearly conveyed; main idea is specific.   | Organization includes an effective introduction, body, and conclusion; includes effective visual display to emphasize main idea. | Information is relevant and thorough; includes an abundance of facts and descriptive details from both texts.  | Information contains a variety of linking words and phrases that connect categories of information within the report. | Information contains correct grammar, usage, spelling, punctuation, and capitalization.   |
| 3     | Informative topic is clear; main idea may need to be more specific.   | Organization includes adequate introduction, body, and conclusion; includes visual display to emphasize main idea.               | Information is adequate and includes facts and details from both texts.  | Information contains linking words and phrases to connect categories of information within the report.                | Information contains a few errors in grammar, usage, spelling, punctuation, and capitalization; but it does not affect understanding. |
| 2     | Informative topic is not quite clear; main idea may be too broad or narrow.   | Organization includes some grouped ideas, but lacks one or more parts; visual display is somewhat connected to the main idea.    | Information is uneven or incomplete; insufficient use of facts and descriptive details from one or both texts. | Information contains some linking words and phrases to connect categories of information within the report.           | Information contains some errors in grammar, usage, spelling, punctuation, and capitalization that somewhat affect understanding.     |
| 1     | Informative topic is vague; main idea is unclear.   | Organization is poor; may be missing main parts; visual display is not connected to the main idea.                               | Information is poor or nonexistent; few relevant facts and details from either text.                           | Information does not contain enough linking words and phrases to connect categories of information within the report. | Information contains errors in grammar, usage, spelling, punctuation, and capitalization that affects understanding.                  |
| 0     | Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> <li>• no response is given</li> <li>• student does not demonstrate adequate command of informative writing traits</li> <li>• response is unintelligible, illegible, or off topic</li> </ul> |  |  |   |   |

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# Presentation

**AUTHOR CELEBRATION** In small groups whose topics are similar, students share their news reports in a newscast format with the class.

Now that students have finished writing their news report and making their illustration, it's time to "report" their story to their audience.

- Prior to reading their story "on air," have students listen to real newscasts, if possible, to examine tone, pace, volume, and word emphasis.
- Provide time for students to practice and rehearse their newscast. Set up a table with two to four students on one side to resemble an anchor desk at a news station and spaces in the room students can use for field reporting.
- Have students determine which group members will be anchors and which will be field reporters.
- Invite anchors to dress "professionally" as if they are reporting from a news station and field reporters to dress or use props (such as umbrellas, microphones, etc.) as if they are live on the scene.
- If possible, record student newscasts for later viewing and celebrating for the purpose of offering constructive feedback.

## Reflect and Respond

**LOOKING AHEAD** For students who received a low score (0, 1, or 2) on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Assessment. Graphic organizers and other means of support will guide students to success as they complete other Performance-Based Assessments throughout the school year.

**If...**students have difficulty conveying ideas clearly,

**then...**remember that directing students to texts to locate appropriate facts and details to support their main idea will improve the clarity of their information.

**If...**students need extra support speaking clearly at an understandable pace,

**then...**remember encouraging students to imitate real newscasters' tone, pace, and volume will improve their presentation skills.

**If...**students find it difficult to link categories of information,

**then...**remember to review words such as *also*, *another*, *and*, *more*, and *but* that connect ideas within a text.

**If...**students struggle to include appropriate illustrations to aid in comprehension,

**then...**remind students that they should illustrate the most important idea they want the audience to understand about their topic.



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# Administering the Assessment

The End-of-Unit Assessment consists of two passages, each followed by selected-response Comprehension and Vocabulary questions and a Constructed Response writing prompt. At the end of the test, there is also an Extended Response writing prompt that requires students to draw on information from both passages. Students should complete the test independently.

## Before the Assessment

**OPTIONS FOR ADMINISTERING** You may choose to administer this assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. The amount of time required to complete the entire assessment is likely to increase with additional sessions to allow for reengagement including reading of text.

| SESSIONS                        | FIRST DAY  | SECOND DAY  | THIRD DAY   |
|---------------------------------|--|---|---|
| <b>TWO SESSIONS</b><br>Option 1 | <ul style="list-style-type: none"><li>• First passage, questions, Constructed Response</li></ul>   | <ul style="list-style-type: none"><li>• Second passage, questions, Constructed Response</li><li>• Extended Response</li></ul> |   |
| <b>TWO SESSIONS</b><br>Option 2 | <ul style="list-style-type: none"><li>• First passage, questions, Constructed Response</li><li>• Second passage, questions, Constructed Response</li></ul> | <ul style="list-style-type: none"><li>• Extended Response</li></ul>   |   |
| <b>THREE SESSIONS</b>           | <ul style="list-style-type: none"><li>• First passage, questions, Constructed Response</li></ul>   | <ul style="list-style-type: none"><li>• Second passage, questions, Constructed Response</li></ul>                             | <ul style="list-style-type: none"><li>• Extended Response</li></ul> |

End-of-unit assessments provide opportunity for your students to build stamina and endurance abilities under demanding circumstances. You may opt to reduce the number of sessions for the end-of-unit assessments from three to two over the course of the school year. Use your professional judgment to determine which administration option best suits the needs of your students.

**DURATION** The time required for each part of the assessment will vary depending on how long it takes students to read the passages, answer the questions, and write their responses. Some variation may also depend on students' previous experience with selected-response tests and writing in response to prompts.

**PREPARING STUDENTS FOR THE ASSESSMENT** Make sure every student has a pencil with an eraser. If students will be completing the Extended Response, make sure that they have access to blank paper. Tell students that they will be taking a test in which they will read passages, answer questions, and complete some short writing activities. If you choose to have students complete the entire assessment in one session, stress that they should read the first passage and complete all of the tasks related to that passage before moving on to the second passage. If you choose to divide the test into multiple sessions, present only the section(s) that the students will complete at that time.

## During the Assessment

**BEGINNING THE ASSESSMENT** Students should complete each test independently, reading all directions, passages, and test items on their own. Make sure students understand that, with the exception of the Extended Response, they must circle their answer choices and write their responses on the test pages.

**ONCE THE ASSESSMENT HAS BEGUN** Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the texts or answer choices. You may, however, clarify the meanings of words in the directions. Remind students that good readers go back to the text to locate answers and find support for their responses. Also remind them that, because the Extended Response requires them to draw on information from both passages in the test, they should reread the two passages prior to beginning this section. If they are taking the test over two or three days, this will be especially important.

# Administering the Assessment

## After the Assessment

### SCORING

**SCORING THE SELECTED-RESPONSE ITEMS** The selected-response questions focus on Comprehension and Vocabulary and consist of two parts. Part A questions usually require students to answer a question about the passages, while Part B questions typically ask students to identify evidence in the text to support their answer to Part A. Correct answers for these items are provided at the end of this section. Each question is worth 1 point. *Students must answer both parts of each question correctly to receive credit.*

**SCORING THE CONSTRUCTED RESPONSES** Each Constructed Response item requires students to write in response to a prompt using evidence from the passage to support their ideas. As a result, there are many correct answers. Examples of appropriate responses are provided at the end of this section. Use the 2-point rubrics, which are also provided at the end of this section, to evaluate student responses to these prompts. Although the criteria provided in the rubrics describe the majority of student responses, you should use your professional judgment when evaluating Constructed Responses that vary slightly from the rubrics' descriptions.

**SCORING THE EXTENDED RESPONSE** The Extended Response item requires students to write in response to a prompt by drawing on information from both passages in the test. Use the 4-point rubric provided at the end of this section to evaluate student responses. As with the Constructed Response items, you should use your professional judgment when evaluating Extended Responses that vary slightly from the descriptions found in the rubric.

**GENERATING FINAL SCORES AND/OR GRADES** If you choose, this assessment may be used to provide a Reading grade and a Writing grade. You may combine points from the selected-response and Constructed Response items to determine a Reading grade. Likewise, you may total the points from the Extended Response to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

## USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

**EXAMINING THE RESULTS** The test results for each student should be compared only with the scores of other students in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

**INFORMING YOUR INSTRUCTION** Depending on student performance on the various sections of this assessment, you may wish to reteach in small groups or provide additional whole class instruction. If students struggle with the Comprehension questions, they may benefit from additional instruction in close reading and finding text-based evidence to support their ideas. If students struggle with the Vocabulary questions, they may benefit from additional instruction in word analysis, roots and affixes, word relationships, and using context clues to determine the meanings of unknown words. If students struggle with specific categories on the Constructed Response or Extended Response rubrics, they may benefit from targeted instruction in those particular areas.



# Scoring Information

## “Taito and the Gulls”

### COMPREHENSION AND VOCABULARY QUESTIONS

#### Comprehension

- 1. Part A. a
- 1. Part B. d, e
  
- 2. Part A. c
- 2. Part B. b
  
- 3. Part A. d
- 3. Part B. b

#### Vocabulary

- 1. Part A. d
- 1. Part B. c
  
- 2. Part A. a
- 2. Part B. c
  
- 3. Part A. a
- 3. Part B. b

### CONSTRUCTED RESPONSE

**POSSIBLE RESPONSE:** In the story “Taito and the Gulls,” Taito could not go to the feast, so he went to the beach instead. There, he saw the gulls fly inland. He knew this meant a storm was coming, so he ran to tell the others. I think Taito is a hero because his warning let people prepare for the storm and find shelter. **OR** In the story “Taito and the Gulls,” Taito could not go to the feast, so he went to the beach instead. There, he saw the gulls fly inland. He knew this meant a storm was coming, so he ran to tell the others. I do not think Taito is a hero because he did not obey his parents. Also, the people would soon see that the storm was coming without his help.

|   |  |
|---|--|
| 2 | Response introduces the story and uses selection details to explain why Taito is able to warn the others that a storm is coming.<br>Response gives an opinion about whether Taito is a hero and supports the point of view with reasons. |
| 1 | Response uses at least one selection detail to explain why Taito is able to warn the others that a storm is coming.<br>Response gives an opinion about whether Taito is a hero but does not support the point of view with reasons.      |
| 0 | Response does not explain why Taito is able to warn the others that a storm is coming.<br>Response does not give an opinion about whether Taito is a hero.   |

## “How Did the Animals Know?”

### COMPREHENSION AND VOCABULARY QUESTIONS

#### Comprehension

1. Part A. b
1. Part B. c
  
2. Part A. a
2. Part B. a
  
3. Part A. b
3. Part B. b

#### Vocabulary

1. Part A. b
1. Part B. d
  
2. Part A. a
2. Part B. b
  
3. Part A. d
3. Part B. c

### CONSTRUCTED RESPONSE

**POSSIBLE RESPONSE:** Animals that sensed the coming tsunami acted strangely. Animals in nature, such as flamingos, left the coastal areas. Animals in zoos tried to escape. Animals in nature were more likely to survive because they could move freely. They could go to higher ground. The animals in the zoos were trapped in their cages. They could not move to higher ground unless they were able to escape from their cages.

|          |  |
|----------|--|
| <b>2</b> | Response uses information from the text to explain what the animals in nature and the animals in zoos did when they sensed the approaching tsunami. Response concludes that the animals in nature were more likely to survive and provides reasons from the text to support this conclusion. |
| <b>1</b> | Response explains what the animals in nature and the animals in zoos did when they sensed the approaching tsunami. Response concludes that the animals in nature were more likely to survive but does not provide reasons from the text to support this conclusion.                          |
| <b>0</b> | Response does not explain what the animals in nature or the animals in zoos did when they sensed the approaching tsunami. Response does not draw a conclusion about which group of animals was more likely to survive.   |

# Scoring Information

## Extended Response Rubric

| Score | Focus  | Organization  | Development   | Language and Vocabulary   | Conventions   |
|-------|--|---|---|---|---|
| 4     | Response uses information from both texts to identify and examine the message.   | Information is organized logically; conclusion summarizes in detail the ideas conveyed in the essay.  | Response names the texts and gives a detailed explanation of how each text develops the message, citing details that support ideas. | Related ideas are connected by linking words; vocabulary is text-based and used correctly.  | Response contains proper grammar, usage, spelling, capitalization, and punctuation.   |
| 3     | Response uses information from one text to identify and examine the message.   | The order of information is evident; conclusion summarizes the ideas conveyed in the essay.           | Response names the texts and explains how each text develops the message.   | Ideas are connected by linking words; vocabulary is topic-related and used correctly.       | Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.  |
| 2     | Response does not use information from the texts to identify and examine the message.  | Information is inconsistently ordered; conclusion does not summarize the ideas conveyed in the essay. | Response does not name the texts but does explain how one text develops the message.  | Linking words are used incorrectly; vocabulary is not topic-related or is used incorrectly. | Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding. |
| 1     | Response strays off topic.   | Information lacks order; conclusion is missing.   | Response does not name the texts or explain how the texts develop the message.  | Linking words are not used; vocabulary is not topic-related and is used incorrectly.        | Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.                   |
| 0     | Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> <li>• no response is given</li> <li>• response does not demonstrate adequate command of informative writing techniques</li> <li>• response is unintelligible, illegible, off topic, or not text-based</li> </ul> |   |   |   |   |



Name \_\_\_\_\_

## First Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### Taito and the Gulls

by Julie Lavender

I could watch gulls all day. One by one, the gulls splash into the water where they bounce and bob with the waves. Then they dip their bills into the water, grabbing fish to eat.

I hear my mother calling. “Taito, you’ve been gone a long time,” she scolds, looking unhappy. “Where are the fish?”

I hang my head because I realize that I’m in trouble. I was supposed to be catching fish for the feast tonight! I apologize to my mother. “Please forgive me. I was watching the gulls and forgot to fish.”

I’m nervous when I see my father and my great-grandfather. “Your net is empty,” my father says, “and this is not the first time you didn’t listen.” Father thinks for a moment and says, “Since you didn’t help prepare for the feast, you may not attend.”

There is disappointment in Great-grandfather’s eyes. He has often told me I should listen to instructions as closely as I listen to his stories.

Great-grandfather is very wise. He teaches me about our people, the Arawak, and our island. He tells me stories about the sea and the animals. “The animals are your best teachers,” he says. “Observe their ways and learn from them.”

Sights, sounds, and smells of the feast drift my way. Since I cannot attend, I go for a walk along the beach.



When I reach the bay, the gulls are floating on the water. The afternoon sky looks very dark, which is very strange. Suddenly, the gulls fly away from the water toward the center of the island, and they disappear into the trees.

I look for the gulls and find them huddled together on the ground. Great-grandfather told me about this phenomenon. I know what this event means! When flying gulls gather inland, bad weather is coming.

The sky is getting darker, so I run to warn the others.

“Great-grandfather, the gulls are inland!” Great-grandfather tells everyone to prepare for a storm. The men tow the canoes and tie them to trees. Rain begins to pound, and everyone runs toward the cave.

Safe inside, we hear the wind howl like a powerful animal. I cover my ears, but suddenly, there is silence.

“Great-grandfather, is the storm over?”

“No,” he says, “sometimes storms rest a while, and then their fury starts again. They can be very unpredictable. It is difficult to tell what they will do.”

The rain returns with the screaming wind. The next morning it is calm and quiet.

This hurricane has destroyed many homes. “Be thankful,” Great-grandfather says. “The storm took our homes, but it didn’t take our lives. Our village will rise again.”

Then I wonder about the gulls, so I run to a hill overlooking the beach and see birds bobbing on the water. The gulls are safe and have returned home, just like my people.



# Comprehension

**Directions:** Read each question below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

Taito is not allowed to go to the feast. Why is this important to the sequence of events in the story?

- a. He goes to the beach, sees the gulls move inland, and tells the people of a coming storm.
- b. He finally understands he must do what he is told if he wants to be part of the group activities.
- c. He takes his net to the water and catches an enormous fish that he brings to the feast.
- d. He decides to go to the feast and enjoy the activities even though he was told he could not.

## Part B

Which **two** details from the passage best help you answer Part A?

**Choose 2 answers.**

- a. “‘Taito, you’ve been gone a long time,’ she scolded, looking unhappy.”
- b. “‘Since you didn’t help prepare for the feast, you may not attend.’”
- c. “When I reach the bay, the gulls are floating on the water.”
- d. “Suddenly, the gulls fly away from the water toward the center of the island”
- e. “The sky is getting darker, so I run to warn the others.”

### COMMON CORE LEARNING STANDARDS

**Literature 1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Literature 3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.



## 2. Part A

Why is Great-grandfather disappointed with Taito?

- a. Because Taito did not go fishing, there will be no fish for the feast.
- b. Great-grandfather is hoping to spend time at the feast telling Taito about the island.
- c. Great-grandfather expects Taito to obey his parents and do what they tell him to do.
- d. The feast will not be as much fun if Taito is not with the family.

## Part B

Which detail from the passage best helps you answer Part A?

- a. “‘Your net is empty,’ my father says, ‘and this is not the first time you didn’t listen.’”
- b. “He has often told me I should listen to instructions as closely as I listen to his stories.”
- c. “He teaches me about our people, the Arawak, and our island. He tells me stories about the sea and the animals.”
- d. “Sights, sounds, and smells of the feast drift my way. Since I cannot attend, I go for a walk along the beach.”

### COMMON CORE LEARNING STANDARDS

**Literature 1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Literature 3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.



### 3. Part A

What is an important message in this story?

- a. People on islands enjoy eating fish at feasts.
- b. Caves can be used as shelters during storms.
- c. Hurricanes are storms that do a lot of damage.
- d. Understanding animals' actions can help people.

### Part B

Which detail from the passage best helps you answer Part A?

- a. "I was supposed to be catching fish for the feast tonight! I apologize to my mother."
- b. "I know what this event means! When flying gulls gather inland, bad weather is coming."
- c. "'Be thankful,' Great-grandfather says. 'The storm took our homes, but it didn't take our lives.'"
- d. "Then I wonder about the gulls, so I run to a hill overlooking the beach and see birds bobbing on the water."

#### COMMON CORE LEARNING STANDARDS

**Literature 1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Literature 2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.





# Vocabulary

**Directions:** Read each question below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

“I apologize to my mother.” What does the word “apologize” mean?

- a. offer to give help
- b. do what is expected
- c. be in trouble
- d. say you are sorry

## Part B

Which detail from the passage provides a clue to the meaning of “apologize”?

- a. “‘Taito, you’ve been gone a long time,’ she scolded, looking unhappy.”
- b. “I hang my head because I realize that I’m in trouble.”
- c. “‘Please forgive me. I was watching the gulls and forgot to fish.’”
- d. “I’m nervous when I see my father and my great-grandfather.”

### COMMON CORE LEARNING STANDARDS

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from an array of strategies.



## 2. Part A

What does the word “phenomenon” mean in the following paragraph from the passage?

“I look for the gulls and find them huddled together on the ground. Great-grandfather told me about this phenomenon. I know what this event means! When flying gulls gather inland, bad weather is coming.”

- a. happening
- b. bird
- c. group
- d. storm

## Part B

Which word in the paragraph provides the best clue to the meaning of “phenomenon”?

- a. “gulls”
- b. “together”
- c. “event”
- d. “weather”

### COMMON CORE LEARNING STANDARDS

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from an array of strategies. **Language 4.a.** Use sentence-level context as a clue to the meaning of a word or phrase.



### 3. Part A

Great-grandfather explains that storms are unpredictable. What does he mean by saying they are “unpredictable”?

- a. You never know how a storm will act.
- b. Every storm is the same as other storms.
- c. It is easy to know when a storm is coming.
- d. A storm probably will not happen again.

### Part B

Which detail from the passage provides the best clue to the meaning of “unpredictable”?

- a. “I cover my ears, but suddenly there is silence.”
- b. “It is difficult to tell what they will do”
- c. “The rain returns with the screaming wind.”
- d. “The next morning it is calm and quiet.”

#### COMMON CORE LEARNING STANDARDS

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from an array of strategies.





Name \_\_\_\_\_

## Second Passage

**Directions:** Read the following passage. Use information from the passage to answer the questions that follow.

### How Did the Animals Know?

by Jesse Green

Giant waves destroyed many towns on the coasts of Asia and Africa on December 26, 2004. This weather disaster was called a tsunami. *Tsunami* is a Japanese word that means “harbor wave.” An earthquake off the coast of Indonesia caused this tsunami.

The tsunami that hit in 2004 was shocking. Thousands of people lost their lives. Many places were swallowed up by the ocean waves that crashed into and flooded over them.

The communities hit hardest by the tsunami did not know about the coming disaster. They did not have a warning system. Nature gave signals. But many people didn’t know how to read them.

One of these signals was the behavior of the animals that could sense the danger.

Dogs act strangely before a storm and become restless. Scientists say that this is because a dog’s sense of smell is thousands of times stronger than a human’s. There are chemical changes in the air before a storm. Scientists think that dogs smell these changes. Some people noticed the strange behavior of their dogs just before the tsunami of 2004. Many trusted their pets’ instincts. This helped save their lives.

Birds and fish seemed to sense the danger of the tsunami too. Many flamingos left coastal areas before the tsunami hit. They flew to a higher place. There they were able to survive.



Animals also picked up on signals from other animals. Birds in the air noticed how schools of fish were swimming. So the birds flew in a different direction. Animals on the land saw the birds' behavior. This caused them to leave the areas along the coast.

Zoo animals also behaved strangely before the tsunami hit. Some animals tried to break free, and others backed into the corners of their cages. And monkeys refused to eat bananas. The sense of danger took away their appetites.

In Thailand, tourists heard the loud trumpeting of elephants. The elephants were afraid. Some actually broke free from their chains. At first people were confused. Then people took the elephants' behavior as a signal. They ran away too.

What gave animals warning of the 2004 tsunami? Why didn't many people know what was coming? Animals have stronger senses than people. They can pick up on sounds, smells, temperature changes, and vibrations of the earth. They also notice the behavior of other animals around them. This gives them clues to possible danger. These instincts help animals survive.



# Comprehension

**Directions:** Read each question below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

What is the main idea of this passage?

- a. A tsunami struck Asia and Africa in 2004.
- b. Animals know when weather events are coming.
- c. Tsunamis are one kind of weather disaster.
- d. Animals pay attention to what other animals do.

## Part B

Which detail from the passage best helps you answer Part A?

- a. “The tsunami that hit in 2004 was shocking.”
- b. “Many places were swallowed up by the ocean waves that crashed into and flooded over them.”
- c. “One of these signals was the behavior of the animals that could sense the danger.”
- d. “What gave animals warning of the 2004 tsunami?”

### COMMON CORE LEARNING STANDARDS

**Informational Text 1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Informational Text 2.** Determine the main idea of a text; recount the key details and explain how they support the main idea.



## 2. Part A

What do scientists think causes dogs to act strangely before a storm?

- a. Dogs notice chemical differences that are in the air.
- b. Dogs watch the behavior of birds that sense danger.
- c. Dogs hear the rumbling of thunder in the distance.
- d. Dogs feel vibrations by using their sense of touch.

## Part B

Which detail from the story best helps you answer Part A?

- a. “a dog’s sense of smell is thousands of times stronger”
- b. “people noticed the strange behavior of their dogs”
- c. “Many flamingos left the coastal areas”
- d. “Animals have stronger senses than people.”

### COMMON CORE LEARNING STANDARDS

**Informational Text 1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Informational Text 3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.





### 3. Part A

Which of these events caused all of the other events in the passage to happen?

- a. a tsunami
- b. an earthquake
- c. dogs' behavior
- d. animals moving

### Part B

Which detail from the passage best helps you answer Part A?

- a. "This weather disaster was called a tsunami."
- b. "An earthquake off the coast of Indonesia caused this tsunami."
- c. "Dogs act strangely before a storm and become restless."
- d. "This caused them to leave the areas along the coast."

#### COMMON CORE LEARNING STANDARDS

**Informational Text 1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Informational Text 3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.



# Vocabulary

**Directions:** Read each question below and choose the best answer. You must answer both parts of each question correctly to receive credit.

## 1. Part A

The word “swallowed” has many meanings. What is the meaning of the word “swallowed” in the following paragraph from the passage?

“The tsunami that hit in 2004 was shocking. Thousands of people lost their lives. Many places were swallowed up by the ocean waves that crashed into and flooded over them.”

- a. took into the stomach
- b. completely covered
- c. too easily believed
- d. kept from saying

## Part B

Which word or words from the paragraph provide the best clue to the meaning of “swallowed”?

- a. “hit”
- b. “shocking”
- c. “crashed into”
- d. “flooded over”

### COMMON CORE LEARNING STANDARDS

**Informational Text 4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. **Language 4.a.** Use sentence-level context as a clue to the meaning of a word or phrase.



## 2. Part A

“Animals also picked up on signals from other animals.” What is the meaning of the words “picked up on” in this sentence?

- a. noticed
- b. lifted
- c. found
- d. stopped

## Part B

Which detail from the passage helps you understand the meaning of the sentence “Animals also picked up on signals from other animals”?

- a. “Many flamingos left coastal areas before the tsunami hit. They flew to a higher place.”
- b. “Animals on the land saw the birds’ behavior. This caused them to leave the areas along the coast.”
- c. “Some animals tried to break free, and others backed into the corners of their cages.”
- d. “The elephants were afraid. Some actually broke free from their chains.”

### COMMON CORE LEARNING STANDARDS

**Informational Text 4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. **Language 5.** Demonstrate understanding of word relationships and nuances in word meanings. **Language 5.a.** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).



### 3. Part A

“The sense of danger took away their appetites.” What is the meaning of the word “appetites” in this sentence?

- a. ability to make sound
- b. sense of smell
- c. need to play games
- d. wish for food

### Part B

Which detail from the passage gives a clue to the meaning of “appetites”?

- a. “a dog’s sense of smell is thousands of times stronger”
- b. “Some animals tried to break free”
- c. “And monkeys refused to eat bananas.”
- d. “tourists heard the loud trumpeting of elephants”

#### COMMON CORE LEARNING STANDARDS

**Informational Text 4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.





# Extended Response

You have read two passages about animals and weather events.

- “Taito and the Gulls”
- “How Did the Animals Know?”

In “Taito and the Gulls,” Taito was able to warn his village that a storm was coming. In “How Did the Animals Know?” both wild animals and zoo animals knew the tsunami was approaching.

These two passages have the same main message. What is that message? How does each passage present the message? What details do the passages give to support the message?

On a separate sheet of paper, write an informative essay to answer these questions. In your essay, be sure to:

- name the passages in your introduction
- use details from both passages to examine the messages
- use linking words to connect ideas that are related
- summarize your ideas in a concluding statement
- use proper grammar, usage, spelling, capitalization, and punctuation.

## COMMON CORE LEARNING STANDARDS

**Informational Text 9.** Compare and contrast the most important points and key details presented in two texts on the same topic. **Writing 2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **Writing 2.c.** Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

# Think-Pair-Share/Paired Discussion Routine



## COMMON CORE CONNECTIONS

RL.3.1; RI.3.1; SL.3.1

## Rationale

**TEAM TALK** Think-Pair-Share provides a structure for pairs of students to think and talk together. The name aptly describes the stages of students' participation:

- **Thinking**—Students have time to think about something they read.
- **Pairing**—Students take turns expressing key ideas with a partner.
- **Sharing**—Students present their formulated ideas to a group.

Think-Pair-Share solves common problems associated with whole class discussions. In the thinking stage, all students are allotted “think time,” which helps address the needs of both the quiet student and the overeager students. Pairing gives students an opportunity to use the language of the text to discuss their ideas in a low-risk environment. This grouping encourages them to participate actively using key vocabulary and defend their ideas with text-based evidence. Finally, during the sharing stage, students are prepared to present their formulated and rehearsed ideas to a group.

The Think-Pair-Share Routine provides students with structured support as they engage in text-reliant conversations. Ask students thought-provoking questions to get them involved in richer and more rigorous text-based discussions. Here are some questioning examples:

- What does the author want you to know? What part of the text helps you understand that? What's the author's purpose? What text evidence supports that purpose?
- How does the main character react to this challenge? What part of the text helps you understand the character's reaction?



## Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Think-Pair-Share/Paired Discussion Routine:

- Model how to do a Think-Pair-Share. Verbalize how you think through your ideas before stating them and how you support your ideas with evidence from the text. Model how you use evidence from the text to formulate your response. For example, *On page 10, the text says \_\_\_\_\_. This tells me that \_\_\_\_\_.*
- Describe how you use key vocabulary from the text in your response. For example, *I know that Mama is in a hurry to get ready for the party because on page 15 the author uses the phrase “bustled around” to describe Mama’s actions.*
- **COLLABORATE** Teach students how to use appropriate language to respond to the views expressed by other students. For example, *I agree with \_\_\_\_\_ and would like to add \_\_\_\_\_. or I disagree with \_\_\_\_\_ because the text states \_\_\_\_\_.*

**COLLABORATE** Practice by posing questions on familiar, nonthreatening, non-academic topics, such as what students enjoy doing outside of school. Guide students in following each part of the Think-Pair-Share/Paired Discussion Routine. Give them a minute or two to think; then let them know it’s time to share. When students get back together as a class, let volunteers share ideas with the group. Gradually increase this sharing time to include more students as they become ready to participate.



# Think-Pair-Share/Paired Discussion Routine



## THE ROUTINE

- 1** Introduce the Think-Pair-Share/Paired Discussion Routine to students. You might begin by saying, *In your head, consider your thoughts about a question I ask. When I signal it's time to pair up, you'll get together with a partner and exchange ideas. I'll give you a reminder to make sure each partner has a chance to contribute. Then, pairs can volunteer to present their ideas to the class.*
- 2** Pair students randomly with classmates sitting nearby or in ability-focused pairs.
- 3** For successful conversation between partners, have students sit in close proximity to and engage in eye contact with each other. Remind students that they should attend closely to what their partner is saying.
- 4** Pose an open-ended question to facilitate an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Be sure students find text evidence to support their answers.
- 5** Invite pairs to take turns responding to the question. Model ways in which students might respond to their partners by saying, *I agree with you and would like to add \_\_\_\_.* or *I disagree with you because the text states \_\_\_\_.* or *I think the author is trying to tell readers \_\_\_\_ because the text says \_\_\_\_.*
- 6** After a minute or so, remind students to make sure each partner has had a chance to contribute. You might say, *Now is a good time to make sure each partner has shared an idea.*
- 7** Monitor student conversations by listening briefly to each pair. If students aren't engaged in rich discussion, offer prompts to refocus their attention or bring them back to the text to find evidence to support their answers. For example, *Explain what you mean using different words.* or *Find the words the author used to describe that historical event.*
- 8** When pairs have had ample time to explore the question, have partners choose a spokesperson. Briefly have the spokesperson rehearse what they will share with the class. You may ask them to write down what they will share. Then invite volunteers to present their pair's ideas to the class. Keep track of the students who act as spokespeople so that you can encourage different students to act as spokesperson with each pairing activity.



## Going Deeper

The following are additional activities that you may choose to do with students once they are familiar with the Think-Pair-Share/Paired Discussion Routine.

- **COLLABORATE** Incorporate paraphrasing into the routine. Provide time for students to restate in their own words what their partner has said. You may want students to write a few sentences that paraphrase what their partner said. Later, during the sharing stage, ask students to present their partner's ideas by paraphrasing.
- Encourage higher-level thinking. Ask the listener to frame his or her thoughts in response to the sharer. Explore how the listener can make connections, such as *I agree with what you said about \_\_\_\_.* as well as make comparisons, such as *I understand your point about \_\_\_\_, but I think \_\_\_\_.*
- At the end of the partner conversation, give students one minute to write their reflections about the discussion they had with their partner. Have students reflect on ways the discussion helped them better understand the text.

### Tips and Tools

As students write their reflections, encourage them to focus on specific contributions made by their partners and use key vocabulary from the text.

# Whole Class Discussion Routine



## COMMON CORE CONNECTIONS

RL.3.1, RL.3.2, RL.3.3; RI.3.1, RI.3.2, RI.3.3; SL.3.1, SL.3.2, SL.3.3, SL.3.6

## Rationale

Whole Class Discussion provides an opportunity for the class to process what they have read together. Thoughtful conversations about text also provide opportunities for students to expand their oral vocabulary and practice more complex language structures when they respond. By engaging students in Whole Class Discussions, they interact socially while responding to and building upon each other's ideas. A collective knowledge about a text results from Whole Class Discussions. Students gain a deeper understanding of the text and may clear up any confusion they have about the text. Discussions with the whole class can also lead to new understandings that may not have surfaced without many students contributing to the discussion.

The Whole Class Discussion Routine is an effective tool to use after reading a text, or portion of a text, with students. It is appropriate to use discussions following a reading of the text for the first time or as follow-up to a close reading exercise. This discussion helps students clarify their text understandings. Here are some examples of engaging questions:

- What did you learn about in today's reading? Did this learning lead to a new understanding? Find text evidence that confirms that new understanding.
- What questions do you still have about the text? What part of the text caused confusion for you? How did you clear up your confusion?
- How would you sum up what we read today? What part of today's reading did you find most interesting or thought provoking?



## Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Whole Class Discussion Routine:

- Set a time limit for the class discussion and for individuals to add their thoughts.
- State a specific focus for the discussion to help students concentrate on the topic. For example, [Harry and Sasha had a disagreement. Why did they disagree?](#) If students get off topic, restate the focus and ask them to consider how their response relates to this focus.
- Remind students of appropriate discussion manners, such as listening carefully to others, not interrupting others, and being positive about what classmates add to the discussion.
- Teach students how to refer back to the text as they add to the discussions. For example, [Templeton did not care about Wilbur. On page 90, Templeton expressed his disinterest in helping Charlotte by saying, “Let him die. I should worry.”](#)
- Teach students how to use appropriate language to respond to the views expressed by other classmates. For example, [I agree with you. I think that \\_\\_\\_\\_.](#) or [I don’t agree with you. I think that \\_\\_\\_\\_ because the text says \\_\\_\\_\\_.](#)

Practice by engaging students in Whole Class Discussions throughout the day about a variety of topics. Keep the discussions to five-minute time frames.

# Whole Class Discussion Routine



## THE ROUTINE

- 1** Introduce the Whole Class Discussion Routine to students. Here is an example: *We are going to talk about this book together. Let's focus on \_\_\_\_\_. If you have something to add to our conversation, raise your hand. Listen carefully to what your classmates say so you add new ideas.*
- 2** State the focus of the discussion and any time parameters you have set, such as *We're going to talk about this for the next 10 minutes.*
- 3** Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Give students a few moments to find supporting text evidence before they add to the discussion. They may flag this text evidence or write it down. Remind students to wait for others to finish talking before they talk. Encourage students to build on previous responses by classmates.
- 4** As students respond to the discussion question, remind them to think about the question and consider whether their response is appropriate.
- 5** As students add to the class discussion, act as moderator rather than leader.
  - Ask for more information after a response. This helps students develop their contributions fully. For example, *Give another reason or two to support your thinking.*
  - Ask students to find text evidence that substantiates their response. For example, *What part of the text helps you to understand the main idea?* This helps students internalize the text and understand the importance of text evidence to support their responses.
  - If students provide an opinion, ask others to share their own opinions in response. For example, *How does your opinion compare to Lee's opinion?* Encourage students to support their opinions with valid reasons.
- 6** Before ending the discussion, invite students who have not participated to add their thoughts. You might say, *We have just a few minutes left. If you have not shared your thoughts about this question, consider sharing them now with us. You may help your classmates understand something new.*
- 7** As you wrap up the discussion, ask a volunteer to summarize the most important points discussed. Reviewing the discussion in this way will help students strengthen their new or revised understandings from the text.



## Going Deeper

The following are additional activities that you may choose to do with students once they are familiar with the Whole Class Discussion Routine.

- Ask students to restate and add on to what the previous participant said. This encourages students to listen actively to what their classmates are saying and make connections between their response and their classmates' responses.
- Encourage higher-level thinking by asking students follow-up questions to their responses. For example, *That's an interesting point. Can you explain that a bit further?*
- At the end of the discussion, have students turn to a classmate and share one new idea they understood from the discussion. For example, *I didn't understand why Timmy was so upset over losing the baseball card. However, after Mark explained that the card was of the first African American baseball player, I understood Timmy's reaction better.*
- At the end of the Whole Class Discussion, have students write a new idea they understood from the discussion. You might also have them write a reflection on how the discussion helped them better understand the text.

# Small Group Discussion Routine



## COMMON CORE CONNECTIONS

RL.3.1, RL.3.2, RL.3.3; RI.3.1, RI.3.2, RI.3.3; SL.3.1, SL.3.2, SL.3.3

## Rationale

Small Group Discussion provides a supportive and safe structure for groups of 3–6 students. Small Group Discussions allow individuals to practice and expand their oral vocabulary as they engage in thoughtful conversations about text. Students interact with classmates in an intimate setting, allowing all group members to be actively involved.

The Small Group Discussion Routine is effectively used after reading a text in a Whole Group setting. Small Group Discussions help students clarify understandings of the text. These discussions allow students to unpack text specifics by looking at genre, text structure, and how a writer writes. Here are examples of questions that will engage students in text-based discussions:

- What words or phrases help you understand the author's purpose for writing this text?
- What part of the text helps you understand the character's reaction to an event?



## Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Small Group Discussion Routine:

- Set a time limit for the Small Group Discussion and for students to add their thoughts.
- State a clear focus for the Small Group Discussion. For example, [How does the author help readers understand the relationships between the characters?](#)
- Remind students to listen carefully to their classmates, not interrupt others, and remain positive about what classmates add to the discussion.
- Model how to refer back to the text. For example, [On page 7, Martin calmly walked away after his baby sister pulled his hair. His reaction helps me know that he understands what it means to be a good big brother.](#)
- Teach students how to use appropriate language to respond to others' views. For example, [I agree with you. I think that \\_\\_\\_\\_.](#) or [I don't agree with you because I think that \\_\\_\\_\\_.](#)

Engage students in Small Group Discussions often. Discussions may revolve around subject matter, classroom situations, or literature. Provide feedback as students participate.



# Small Group Discussion Routine



## THE ROUTINE

- 1** Introduce the Small Group Discussion Routine. For example, *As you discuss the text in your group, each of you will have a role to play. Each of you will also have the job of sharing your own thoughts about the text.*
- 2** Organize students into groups of 3–6. Grouping can be in the form of ability grouping, interest grouping, or random grouping.
- 3** For successful Small Group Discussions, have students sit in a circle so that all members of the group can both see and hear each other.
- 4** Introduce Small Group Discussion roles. These roles encourage all students to be active participants in the group. Group roles may include:
  - **Group Organizer:** introduces the task and keeps the group on target
  - **Fact Checker:** returns to the text to confirm or clarify text evidence
  - **Clarifier:** restates what a group member has said to clarify and confirm
  - **Elaborator:** asks follow-up questions after someone shares a response
  - **Summarizer:** wraps up the group conversation
  - **Reporter:** reports to the class about the overall group discussion

For smaller groups, the Summarizer and Reporter roles could be combined and/or the Clarifier and Elaborator roles could be combined.
- 5** Pose an open-ended question to ensure an engaging conversation. If the question relates to a text, remind students to find evidence to support their answers. Tasks may include using a graphic organizer to organize and record their thinking. Suggestions are found in the teaching lessons.
- 6** State parameters, such as *Talk in your groups for the next 15 minutes.*
- 7** As group members take turns responding to the discussion question or the task outlined, remind them to respond appropriately. For example, *I agree with you. I thought something similar when \_\_\_\_.* or *I don't agree with you because I remember reading \_\_\_\_.*
- 8** Stop by each group to monitor conversations. If students aren't engaged in rich discussion, offer conversation prompts. For example, *Explain your thoughts.* or *Find words used to describe what the character is thinking.*
- 9** As the end of the allotted time nears, remind students of the task. You might say, *In these last few minutes, the Summarizer and the Reporter should work on the group's summary and what you will report to the class.* Encourage the Reporter to rehearse what he or she will say.



## Going Deeper

The following are additional activities that you may choose to do with students once they are familiar with the Small Group Discussion Routine.

- As students discuss the text, have the Fact Checker flag text evidence. The Summarizer can use this flagged evidence in a group summary.
- Provide the Elaborator with a list of questions that will encourage higher-level thinking. For example, *That's an interesting point. What made you think that?* or *Can you explain your thoughts in more detail?*
- At the end of the Small Group Discussion, have students write one new idea they formed as a result of the discussion.

# Read Aloud Routine



## COMMON CORE CONNECTIONS

RL.3.1, RL.3.2, RL.3.3, RL.3.10; RI.3.1, RI.3.2, RI.3.3, RI.3.10

## Rationale

Read Aloud opportunities provide students with the chance to listen to a proficient reader model fluent reading. When students have the opportunity to listen to texts being read to them, the challenge of unlocking words and understanding difficult concepts becomes easier with the guidance of the proficient reader. Students are free to listen and take in new vocabulary that goes beyond the scope of what they would use in most oral language conversations. They also gain insight into how to navigate through a variety of texts, such as understanding connections between story events or returning to sidebars after reading the main text.

The Read Aloud Routine is an effective tool to use in a variety of group settings. Often the whole class will listen as you read aloud a text. Other times it may be helpful to read aloud to a small group, focusing on a particular reading or writing strategy, such as attending to text features or plot development. For those individual students who need additional oral vocabulary knowledge, it may be helpful to read aloud one-on-one. As you read aloud, be aware of the number of times you stop to interject thoughts about the text. Plan for interjections carefully so you do not disrupt the flow of the overall reading.

Consider these points when planning for a Read Aloud:

- What is your focus for this Read Aloud? Some possible areas of focus could be for enjoyment, to expand students' knowledge of subject content, to follow the development of a character, or to determine the structure of a text.
- What points in the text provide for the most natural stopping points for brief, beneficial discussion?



## Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Read Aloud Routine:

- State a clear focus for the Read Aloud. For example, *As I read, listen for ways the events in the book connect to one another.*
- Remind students that their primary role is to listen carefully to the text being read aloud.
- During the Read Aloud, model how to refer back to the text as you stop for brief conversations. For example, *I thought Mom’s description of the iguana being uglier than Godzilla was funny. Godzilla was a super ugly, dinosaur-type monster in old movies.*
- Describe how key vocabulary deepens understanding of the text. For example, *I am glad the author explained what an *estancia* is. I have heard the term *ranch* used to describe a farm in the United States, but the word *estancia* was unfamiliar to me prior to reading this text.*
- As students respond to the text, model how to use language to respond politely to the views of others. For example, *I agree with you. I think that \_\_\_\_.* or *I don’t agree with you because I think that \_\_\_\_.*

Engage students in Read Alouds often. Read Alouds should vary in text length and genre. They can be as quick as reading a poem aloud as you begin or end the school day or as long as 20 minutes to engage in a rich piece of literature.

# Read Aloud Routine



## THE ROUTINE

- 1** Introduce the Read Aloud Routine to students. Here is an example: *As I read aloud to you, listen carefully for moments when we see the main character react to challenges. I'll stop on occasion for us to talk about what I've read.*
- 2** Gather the group in a comfortable, intimate setting. If possible, gather where students can partake in the visual aspects of the text as well as hear you easily.
- 3** Before reading the text aloud, explore the text with students. Provide a synopsis of the text. Share the genre. Give students knowledge that they may need to understand before hearing the text read to them, such as *This book tells the story of Theodore Roosevelt's life. The author starts the story when he is president. Then the text goes back in time to his childhood before we learn more about his life as president.* Suggestions for exploring the text are found in the teaching lessons.
- 4** During the Read Aloud, stop briefly to monitor students' understandings of the text. Engage students in brief conversations by asking questions, such as *What new understanding do you have about Johnny Appleseed?* You may also model your own thinking aloud. For example, *I love how the author painted the description of the barnyard. The details about the barn's swing made me want to join in the fun that Avery and Fern were having.*
- 5** After completing the Read Aloud, give students an opportunity to talk about the text. Ask engaging, open-ended questions that draw them back into the text. For example, *How did the main character change from the beginning of the story to the end? What parts of the text showed the most change in the character?* or *What steps did we learn for creating a budget?* Ask questions to confirm understanding, such as *What is the main idea of this part?* You could model how to clarify understanding. For example, *I wasn't sure what the character meant when he said that a dragon had moved into the neighborhood. I had to think about what I had just read. Then I understood that he was referring to the fierce wind that blew.*



## Going Deeper

The following are additional activities that you may choose to do with students once they are familiar with the Read Aloud Routine.

- Encourage higher-level thinking by asking students to share their own open-ended questions about the text. This allows you to see where comprehension is breaking down. Their questions may also lead others to think more deeply about the text.
- At the end of a Read Aloud, ask students to reflect on the reading by having them write briefly about the text. Suggestions for this appear in the teaching lessons.

### Tips and Tools

Open-ended questions do not ask for one particular or specific answer. Instead, they require students to think about the text before responding. Students' answers should be in-depth, and students should be able to refer to the text for evidence to support their responses.

Here are some sample open-ended question ideas and stems:

- Assess the challenges faced by the character. Which was the greatest?
- Develop a logical argument about how this section of the story would change if another character had been involved in the plot.
- Identify patterns in the story. Why would an author choose them?
- What conclusions can you draw about \_\_\_\_\_?
- What revisions would you make to improve this text?
- What possible research questions can you investigate based on the evidence in this text?

# Shared Reading/Read Together Routine



## COMMON CORE CONNECTIONS

RL.3.1, RL.3.2, RL.3.3, RL.3.10; RI.3.1, RI.3.2, RI.3.3, RI.3.10; SL.3.1, SL.3.2, SL.3.2

## Rationale

The Shared Reading/Read Together Routine provides students with the opportunity to engage in the shared responsibilities of reading text. This opportunity falls in the middle of the gradual release model, providing students with some responsibility while they continue to receive support from a proficient reader or from the teacher. Through Shared Reading/Read Together opportunities, the students' role is to continue to build fluency in both word recognition and text navigation, gain meaning from the text, and build their knowledge base.

The Shared Reading/Read Together Routine is an effective tool to use in a whole class or small group setting. The text is usually familiar but provides some challenges for students to navigate. The familiarity provides comfort as students tackle these text challenges with greater responsibility.

As you plan for a Shared Reading/Read Together opportunity, keep the following things in mind:

- What roles will students play in the reading? Will they read silently as you read aloud? Will they read aloud with you? Will volunteers take turns reading sections of the text?
- What role will you play as the proficient reader?
- What opportunities will you take to demonstrate effective reading or writing strategies?

## Tips and Tools

### TERMS TO KNOW

**fluency** *Fluency* is the ability to read text with accuracy, appropriate rate, expression, and comprehension.

**gradual release model** The *gradual release model* is an instructional practice in which the responsibility for learning starts with the teacher and is gradually transferred to the student, or *I do, we do, you do*.

**text challenge** A *text challenge* is anything about a text that may be difficult for students, such as word and sentence length, genre, organizational pattern, visual support, and the background of the reader.



## Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Shared Reading/Read Together Routine:

- State a clear focus for the Shared Reading/Read Together opportunity. For example, *As we read together, look for ways in which the experiences of different pioneers were similar to each other.*
- Remind students that they are sharing responsibilities in reading the text with you. Explain that they can follow your lead when they are confronted with text challenges.
- As you stop for brief conversations, ask students to model referring back to the text to support their responses.
- Encourage students to use key vocabulary as they share their understandings of the text. Students build their oral vocabulary when they transfer text vocabulary into oral conversations.
- **COLLABORATE** As students respond to the text and to their peers' responses about the text, remind them to state and support their opinions with reasons and text evidence.

Engage in Shared Reading/Read Together opportunities during all subject matter lessons. For example, when doing a close reading of a familiar piece of literature, students share the responsibility of comprehending text at an inferential level with you. When revisiting a science text, students navigate text features with you to better understanding the subject matter.

### Tips and Tools

**Monitor Progress** Keep a list of students' names and briefly note their participation by date. Use your checklist as a guide to encourage reluctant students to show their active reader participation.

#### TERMS TO KNOW

**close reading** *Close reading* is focused, sustained reading and rereading of a text to understand key points, gather evidence, and build knowledge.



# Shared Reading/Read Together Routine



## THE ROUTINE

- 1** Introduce the Shared Reading/Read Together Routine. For example, *We're going to read this text together. As we read, your role will be to follow along and help me read the dialogue with expression. As we read, let's look for words or phrases the author uses to develop characters.*
- 2** You may gather the group in a comfortable, intimate setting to promote a sense of working together through the text.
- 3** During Shared Reading/Read Together experiences, stop briefly to monitor students' understandings of the text. Engage students in brief conversations by asking questions, such as *What stumbling blocks have you hit? What helped you work through those challenges?* Ask volunteers to model their own thinking aloud. When students think aloud about their processes when overcoming the challenges of text, they solidify their understandings. These think alouds also allow you to assess students' use of reading strategies as well as contextual understandings.
- 4** After completing the Shared Reading/Read Together, ask volunteers to summarize the reading. Then ask open-ended questions that refer students back to the focus for the reading, such as plot development. Remind students to support their responses with text evidence.



## Going Deeper

The following are additional activities that you may choose to do with students once they are familiar with the Shared Reading/Read Together Routine.

- Have students add sticky notes to sections of text they want to return to for discussions. When given a reading focus ahead of time, they can flag sections of relevant text.
- Pause briefly during the reading to have students write quick one-minute reflections instead of sharing aloud. This allows students time to engage in quiet thinking.
- At the conclusion of a Shared Reading/Read Together lesson, ask students to share reflections about the text, how they navigated the text, how they overcame challenges to gain deeper understanding, and what they took from the experience to use in future reading or writing opportunities. See the teaching lessons for more suggestions.

### Tips and Tools

**Monitor Progress** Use Shared Reading/Read Together “Going Deeper” activities as another opportunity to monitor student progress. Observe students’ use of sticky notes and review their one-minute writing reflections to check comprehension and participation.

# Independent Reading Routine



## COMMON CORE CONNECTIONS

RL.3.1, RL.3.2, RL.3.3, RL.3.10; RI.3.1, RI.3.2, RI.3.3, RI.3.10; RF.3.4

## Rationale

Independent Reading is reading students do on their own. Most often, Independent Reading is done with self-selected texts at a student's independent reading level. Independent Reading provides practice in word recognition, decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Students are able to practice these literacy skills with text that they can access with great accuracy.

Including Independent Reading as a part of the daily activities in your classroom is essential. Read Aloud and Shared Reading opportunities pave the way for students to take full control during Independent Reading. Students hear models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading Routine is an effective tool to use after students have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The teacher's role during Independent Reading is to guide students in choosing appropriate texts in a variety of genres and assess that students understand what they read on their own.



## Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Independent Reading Routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 20 minutes devoted to students reading independently.
- State a clear focus. For example, [As you read your narrative texts, look for ways the author gives clues about the characters' personalities.](#)
- Remind students that they are reading independently, so it is important for them to find their own space to read quietly.
- Tell students that it is important to choose a book that isn't too easy or too hard. Give individual students guidance selecting appropriate books as needed.
- Check in periodically with each student. Ask about a reading strategy that you have previously noted he or she needs additional practice with. For example, [How would you summarize this part?](#) As needed, model the strategy using a paragraph of his or her text.
- **COLLABORATE** As students wrap up their daily Independent Reading time, give them time to reflect on their reading, whether they share what they read with the class, a small group, a partner, you, or in a journal. You may also wrap up this time with a quick class discussion, asking students to share examples from what they read that connect to the focus you provided earlier.

As students engage in Independent Reading, help them understand that this is the time to practice the skills and strategies they have learned in Read Aloud and Shared Reading experiences. Remind them to read a variety of genres.

# Independent Reading Routine



## THE ROUTINE

- 1** Introduce the Independent Reading Routine to students. For example, **Independent Reading is your time to choose the books you want to read. Keep in mind that the book you choose to read should allow you to practice some of the things we have talked about during our Read Aloud and Shared Reading time. The book should not be too easy or too hard. When choosing a book, open to a page of text. You should know many or most of the words on the page.**
- 2** Have students find a comfortable place to read their books. Just as we like to read for pleasure in a comfortable place, students also enjoy that.
- 3** Provide students with a focus for the day's Independent Reading. For example, you might have students focus on how the author transitions readers from one event or scene to another.
- 4** Check in with students as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for students to practice what they have learned in Read Aloud and Shared Reading experiences. It is not the time for students to become frustrated due to significant challenges.
- 5** As you check in with individual students about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include, **In what ways has the author supported your understanding of this topic?** or **What is the most important thing you have read so far?**
- 6** After Independent Reading time, have volunteers share how their reading connected to the focus you provided for Independent Reading that day. Have students reflect on their reading by writing briefly about what they read. You might also have them write about the strategy that most helped them with their reading. Whatever the task, it is important for students to have time to reflect on their reading.



## Going Deeper

The following are additional activities that you may choose to do with students once they are familiar with the Independent Reading Routine.

- Ask students to flag parts of the text they found most interesting as they read. These might provide them with ideas for journaling or sharing after reading.
- **COLLABORATE** Have students write book reviews and share them with peers. Knowing a peer recommends a book encourages others to read that same book.

# Text Club Routine



## COMMON CORE CONNECTIONS

RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10; RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10; SL.3.1, SL.3.2, SL.3.3, SL.3.6

## Rationale

Text Clubs provide a format in which 4–6 students become part of a temporary reading community with their peers. Text Clubs allow students to read and discuss different genres. By reading and discussing multiple genres, students develop genre knowledge and build their own genre preferences. As they participate in peer conversations centered around one text, students develop critical and creative thinking skills. These skills carry over to students' independent reading, helping them connect to texts in more thoughtful ways. Students learn personal responsibility as they prepare for each club meeting. They also begin to assess their own learning.

As you prepare to implement Text Clubs:

- Consider the reading abilities and interests of students. You will want to gather a set of texts that allows for all readers to be successful at reading.
- Model thoughtful responses about texts through read alouds and shared text discussions. Students are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.



## Implementing for Success

Use the following suggestions as you introduce Text Clubs:

- To gain students' interest, preview texts by reading a few pages aloud, giving students background information on the author, or sharing some visual aspects of the text.
- Initially, have groups meet for 5 minutes to discuss an aspect of a text and practice roles. For instance, the Text Club might talk about the most important character or the text structure.
- Assess students' work during Text Club discussions by taking anecdotal notes on how they interact with peers and the text. Students can assess their own performances through checklists, journal entries, and conferences with you.



# Text Club Routine



## THE ROUTINE

- 1** Introduce students to Text Clubs. For example, *You will read the text on your own. Then, in your Text Club you will each share your thoughts with the other members. For example, you might talk about the author's message. Each of you will have a job that will help your Text Club discussions be successful.*
- 2** Introduce and model Text Club roles. Initially, give students the opportunity to practice each role. Eventually, students within each newly formed group should be responsible for deciding who will assume each role. Sample roles include:
  - **Discussion Leader:** leads the group discussion and keeps everyone on task
  - **Word Wizard:** selects and defines interesting or important vocabulary
  - **Connector:** points out text-to-text connections
  - **Summarizer:** writes and shares a short text summary
  - **Illustrator:** creates a drawing or diagram connected to the reading
  - **Investigator:** finds and shares interesting information about the book, author, or topic with the group
- 3** Preview 4–6 texts students may read in Text Clubs. Include a variety of text levels, allowing students to choose texts they will be successful reading. Then give students time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have a copy of the text.
- 4** Students read the text on their own and prepare for the meetings. Students may have multiple Text Club meetings and assignments over a period of a week or two as they read longer texts. Depending on their roles, students may have additional work to do ahead of time. For example, the Discussion Leader may want to write discussion questions.
- 5** Students meet and discuss what they've read. Meet with each group to assess comprehension of the text. If need be, prompt discussions with questions, such as *How did this text help you understand new information?* or *In what ways did the author give details about the characters?*
- 6** After Text Club discussions, have students decide how they want to share the text with the class. For example, they may choose to give a summary, share facts they learned, or talk about the author's craft.
- 7** Debrief with each Text Club to assess how the group felt about their discussions. Have them rate the quality of their discussions with four stars being the best rating. Have students share the reasons for their ratings.



## Going Deeper

You may choose to do these activities once students are familiar with the Text Club Routine.

- Have students reflect on Text Club discussions by journaling. They may answer questions such as What did I share today? What was an important moment in the discussion and why? What did I learn?
- Have students in a Text Club read different books instead of the same book, and then have them come together to discuss text features, story elements, literacy skills, or genre/author studies.

# Benchmark Vocabulary Routine: Informational



## COMMON CORE CONNECTIONS

RI.3.4; L.3.4, L.3.5, L.3.6

## Rationale

Informational texts provide opportunities for students to develop subject matter concepts as well as build connections between words that are unique to those subject matter concepts. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to explicitly teach vocabulary necessary for understanding complex text and provide students with a set of strategies for determining word meaning independently as they encounter unfamiliar vocabulary in their reading. As students build their knowledge of vocabulary related to subject matters, it is important that they can call on their understandings of affixes, inflected endings, and root words; make connections between words; and learn to derive meaning from text information, such as pictures, charts, and context, to understand the meaning of key words and phrases. This generative approach to vocabulary instruction empowers students with the ability to apply knowledge of how words work when encountering new words.

In informational texts, some of the critical vocabulary is more technical and singular in terms of relating to specific concepts and important to making meaning of the text. Readers have a greater challenge to comprehend specialized informational text vocabulary because the words rarely have synonyms, and they represent new and complex concepts. Students are less able to use their background knowledge of similar words to help comprehend such specific text. It is important to provide them with opportunities to experiment with and develop conceptual vocabularies so that they will move through the grades with a basic foundation of such words.



When planning Benchmark Vocabulary lessons for informational text, consider providing:

- opportunities for students to engage with the vocabulary through experimentations as well as conversations. For example, if reading an informational book about gravity, students will better understand the words *gravity*, *mass*, and *weight* if they experiment with objects being dropped to the floor. These actions as well as ensuing conversations will lead to deeper understanding and correct usage of these terms in oral language.
- rigorous vocabulary instruction to help students expand their domain-specific vocabularies.

## Tips and Tools

### TERMS TO KNOW

**affix** An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, possible/impossible; write/rewrite; enjoy/enjoyment; teach/teacher.

**inflectional ending** An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, leaders/leader's; climbing/climbed; closer/closest; quicker/quickest.

**root word** A *root word* is a word that can't be broken into smaller words. For example, *scope* meaning *see* or *watch*, is the root word of *telescope* and *microscope*.

Go to [www.PearsonSchool.com/NYCRReadyGEN](http://www.PearsonSchool.com/NYCRReadyGEN) to read more about generative vocabulary instruction in ReadyGEN.

# Benchmark Vocabulary Routine: Informational

## Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Benchmark Vocabulary Routine for Informational Text:

- Point to the word and pronounce it, and then read aloud the passage in which the word is found in the text.
- Discuss the word's meaning through context clues, text features, a glossary, or a dictionary.
- Create a semantic map of the word so that students see the connections between the word and related words. Have students use the map to create sentences and internalize the word.

As students engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words students know, the more words they can read and understand in texts and use in their speaking and writing. In addition, the more students know about how words work in texts, the more they will increase their ability to comprehend complex content-area texts by applying this knowledge when encountering new words.



## Tips and Tools

### Word Maps

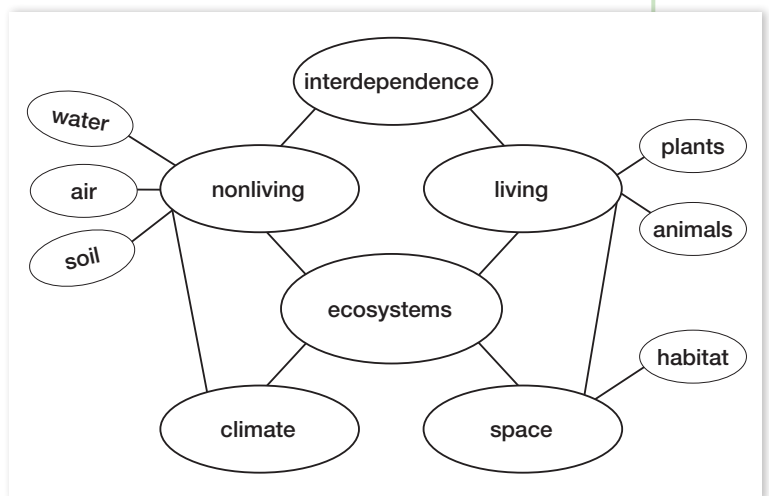
*Semantic mapping* is a word mapping strategy to engage students in thinking about and discussing word relationships within a set of connected concepts and ideas. Using a graphic organizer, the ideas most central to a concept are displayed closest to the main topic, and details and linkages are formed to display interconnectedness within the concept. There is no perfect or “correct” semantic map.

You may wish to adapt either graphic organizer Web A or Web B, as in this example.

### TERMS TO KNOW

**context clues** *Context clues* are the words and sentences found around an unknown word that can help readers understand the word’s meaning. Point out to students examples of how writers provide a synonym or even a definition for an unknown word, use an antonym to give a contrast clue, provide an example of the unknown word, or sometimes provide just enough information for readers to infer meaning.

**text features** *Text features* are important elements of nonfiction texts that help readers navigate the content and better understand the concepts they are reading. Some text features are organizational while other text features supplement content or present new information. Help students use text features, such as a table of contents, headings, labels, captions, charts, diagrams, graphs, sidebars, a glossary, and an index.



# Benchmark Vocabulary Routine: Informational



## THE ROUTINE

- 1** Introduce the Benchmark Vocabulary Routine for Informational Text to students. For example, *As we read informational text, we will come across words that we have not seen or heard before. Sometimes the author provides the meaning of the words right in the text. Other times, we might have to read on to understand what the word means, or we might have to use text features, such as diagrams or charts, to understand the word. Sometimes we have to use all of this information and then “infer” the word’s meaning because we cannot tell explicitly. We can confirm with a dictionary or by asking the teacher.*
- 2** Write or display the sentence or passage containing the word. Say the word aloud. Then use the word in another sentence, providing students with a similar context in which to hear the word used. For example, “The atmosphere is the layer of air that covers Earth like a blanket” is found in the text. You might share this sentence: *Many miles above Earth there is no atmosphere.*
- 3** If there are context clues to help establish meaning of the word, have students share those. This encourages students to go back into the text to locate these clues. Also, point out to students how vocabulary words are part of a network of ideas. For example, when talking about modes of transportation, it is important that students make connections between *subways, trains, and rails.*
- 4** If the word is boldface in the text, have volunteers read the glossary definition aloud. If not, have students look the word up in a dictionary. Help students understand more technical definitions.
- 5** Create a semantic map with students. This helps them make connections between the unknown word and known words and/or concepts.
- 6** Encourage students to reference the semantic map to help them use the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so you are better able to assess students’ understanding.
- 7** Guide students to use conceptual vocabulary to convey ideas and information clearly as they write in response to informational texts.



## Going Deeper

You may choose to do these additional activities once students are familiar with the Benchmark Vocabulary Routine for Informational Text.

- As you read an informational text, help students sort specialized words. Sorting and analyzing words by morphological features will help students recognize word families and see how words are put together with prefixes, root words, and suffixes. Students can also analyze words by their semantic features, or word meaning and how words relate to each other. For example, if looking at specialized vocabulary relating to animals, by understanding that the root *vor* means *eat*, students can better understand the words *herbivore*, *carnivore*, and *omnivore*. Students might also sort animals based on their characteristics, such as *mammal*, *amphibian*, and *bird*.
- Have students create concept definition maps. Students define the vocabulary word, tell what it is like, and give examples. For instance, a *pioneer* is “one of the first to settle in an area.” A pioneer is like an explorer, settler, or adventurer. Examples include *Laura Ingalls Wilder* and *John Sutter*.

### Tips and Tools

#### Word Maps

A concept definition map can be any kind of graphic organizer that helps students develop and deepen their understanding of an unfamiliar word or term. Begin by identifying the vocabulary word. Then ask students “What is it?,” “What is it like?,” and “What are some examples?” As students become more skilled using word maps, encourage them to both compare and contrast the word by telling what it is like and unlike.



# Benchmark Vocabulary Routine: Literary



## Rationale

In literary texts, students are likely to encounter many new words that they have not read before or have never used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help students understand strategies to address and comprehend new vocabulary in texts. Students need to have a strong foundation in sound-spelling knowledge and develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings of individual words. Students also need to understand how words function as part of a network of ideas. This generative approach to vocabulary instruction empowers students with the ability to apply knowledge of how words work when encountering unfamiliar words in complex texts.

In narratives, vocabulary may center on categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and is unlikely to appear frequently in other texts. For example, in *Charlotte's Web*, E. B. White describes a spider's web in this way: "A spider's web is stronger than it looks. Although it is made of thin, delicate strands, the web is not easily broken." The words *delicate* and *strands* are not likely words third-grade students will encounter in many texts or use in conversations. Yet they are important to understanding a spider's web, which is a central part of the plot of *Charlotte's Web*. It is important to address these words so that students understand the text and the ways in which authors use rich words for known concepts. By making explicit connections among words, students also gain vocabulary awareness that allows them to tackle unique words in other literary texts.

When planning Benchmark Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that students can apply in their independent reading.
- rigorous vocabulary instruction helps students expand their oral vocabularies so that they truly "own" the new words and use them in their daily lives.



## Tips and Tools

### Context Clues

Give students practice using context clues to figure out the correct meaning of a word by using the following multiple-meaning word pairs in oral sentences: bark/bark; file/file; hide/hide; line/line; and rest/rest.

### TERMS TO KNOW

**affix** An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, possible/impossible; write/rewrite; enjoy/enjoyment; teach/teacher.

**inflectional ending** An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, leaders/leader's; climbing/climbed; closer/closest; faster/fastest.

**multiple-meaning word** A *multiple-meaning word* has more than one definition depending upon how it is used in a sentence. *Bank, mine, and present* are examples of multiple-meaning words.

**root word** A *root word* is a word that can't be broken into smaller words. For example, *act*, meaning *do*, is the root word of *actor, action* and *activity*.

Go to [www.PearsonSchool.com/NYCRReadyGEN](http://www.PearsonSchool.com/NYCRReadyGEN) to read more about generative vocabulary instruction in ReadyGEN.

# Benchmark Vocabulary Routine: Literary

## Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Benchmark Vocabulary Routine for Literary Text:

- Have students pronounce the word and then read the paragraph in which the word is found in the text.
- Discuss the word's meaning within the given context. Rephrase the meaning; simplify the language as appropriate.
- Discuss synonyms for the word. Reread the passage, substituting synonyms for the word. Discuss why the author chose that word. Discuss how related words describe different degrees or nuances. Then have students use the word in a sentence or two that is different from the context in the passage.

As students engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words students know, the more words they can read and understand in text and use in their writing. In addition, the more students know about how words work, the more they will be able to approach unfamiliar words with the confidence and knowledge to comprehend complex texts.



## Tips and Tools

### Context Clues

Point out effective context clues to students as you read. For example, in *Charlotte's Web*, E. B. White defines the word *runt* in this way: “‘Well,’ said her mother, ‘one of the pigs is a runt. It’s very small and weak, and it will never amount to anything.’” Sometimes authors use an antonym to provide a definition clue, as in this example from *Charlotte's Web*, “‘If this is what it’s like to be free,’ he thought, ‘I believe I’d rather be penned up in my own yard.’”

### Word Webs

When teaching a Benchmark Vocabulary word, encourage students to think of related words, place the word in the word family to which it belongs, and/or name the Spanish cognate for the word. You may find a Web A or Web B graphic organizer helpful when creating word webs with students.

# Benchmark Vocabulary Routine: Literary



## THE ROUTINE

- 1** Introduce the Benchmark Vocabulary Routine for Literary Text to students. For example, *As we read narrative text, we will come across many words that we have not seen or heard before. Authors often help us understand those words by giving context clues. Sometimes we need to look more closely at the word and break it into word parts. Sometimes we need to look in a dictionary for the definition of the word. Let's look at how words work.*
- 2** Write or display the sentence or passage containing the word. Include a breakdown of the word into syllables. Have students pronounce the word and share context clues about its meaning. This brings students back into the text. Help them identify the part of speech.
- 3** Have a volunteer look up the word in a dictionary and read the definition. Help students understand the meaning as it is used in the text to ensure comprehension. For example, *Delicate can be defined as "having fineness of structure, workmanship, or texture" or as "easily torn or hurt."* The text says, *"Although it is made of thin, delicate strands, the web is not easily broken."* The words *not easily broken* help students realize that *delicate* is referring to the "fineness of the structure, workmanship, or texture." You might say that Charlotte's web is "a fine work of art."
- 4** Use the word in other ways, for example, *Making a beaded necklace is delicate work.* Then discuss the word in more depth, possibly distinguishing it from words with similar shades of meaning. For example, *Why do you think E. B. White used delicate instead of fragile to explain the strands of a spider's web?*
- 5** Have students compare and contrast the word with synonyms. For example, *How is dainty different from delicate? How is fragile different from delicate? How is extraordinary different from delicate?*
- 6** Have students turn to a partner and use the word in a quick one-minute conversation. This will help them become more proficient in using the word.
- 7** Guide students to carefully consider word choice and shades of meaning among closely related words as they use this vocabulary to write in response to literary text.



## Going Deeper

You may choose to do these additional activities once students are familiar with the Benchmark Vocabulary Routine for Literary Text.

- Have students create graphic organizers to show synonyms or morphological family members of the word. For example, teaching the words *familiar*, *unfamiliar*, and *familiarity* with the word *family* helps students understand how words in English work.
- Add vocabulary words to a word wall by categories. Encourage students to notice when others use the vocabulary words in their writing.
- Discuss similes, metaphors, and personification, and have students record examples of each in their vocabulary notebooks.

### Tips and Tools

#### Word Walls

Effective classroom word walls for literary texts are ongoing and organized around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. As you add to the word wall, consider adding subcategories of words. For example, words that denote emotion could be further categorized as happy words, sad words, or fear words.

#### TERMS TO KNOW

**metaphor** A *metaphor* is a figure of speech in which a comparison is implied but not directly stated. For example, “the sun was a flaming torch in the noon sky.”

**morpheme** A *morpheme* is the smallest unit of meaning in a word. Morphology, or the study of word structure, explores how words are formed from morphemes. Introducing a morphological family prepares students to make connections between words and determine word meaning.

**personification** *Personification* is a figure of speech in which animals, things, or ideas take on human qualities. For example, “the eerie shadows danced on the wall of the tent.”

**simile** A *simile* is a figure of speech in which a comparison of two unlike things is directly stated, usually using the words *like* or *as*. For example, “the water was as smooth as glass.”

# Reading Wrap-Up Routine



## COMMON CORE CONNECTIONS

RL.3.1, RL.3.2; RI.3.1, RI.3.2; SL.3.1

## Rationale

Reading Wrap-Up is a 5–10 minute activity held at the end of a reading lesson. Students come together as a community of readers and summarize what they have learned during the reading lesson. In Reading Wrap-Up, students are encouraged to make connections between previous learning and new ideas that emerged in the day’s lesson. Students share their own insights about the text and are encouraged to add to what their classmates have said. Students practice both their speaking and listening proficiencies. You can quickly assess the success of a lesson by observing and listening to students explain in their own words what they have learned.

As you plan for Reading Wrap-Up activities, keep in mind:

- the end goal of the lesson. Prompt students with discussion questions that relate to this end goal.
- the types of questions with which you prompt students. Provide opportunities for students to express their opinions, to find text evidence in one section or in more than one section, or to discuss the author’s craft.



## Implementing for Success

Use the following suggestions as you introduce and guide students to meaningful participation in the Reading Wrap-Up Routine.

- Be sure to schedule time at the end of the lesson for this important opportunity to make connections, recall and apply learning, and celebrate accomplishments.
- State a clear focus for the Reading Wrap-Up. For example, [Let's talk about the structure the author used for sharing his opinion about this topic.](#)
- Model ways for students to make connections between texts they have read in class and outside of class. For example, [The way the main character reacted when he found out his dog was lost reminded me of a newspaper article I read about a family who rescued a lost dog. What connections can you make between this story and the real world?](#)
- Teach students how to use language to respond to others' views. For example, [I thought so, too.](#) or [I wondered the same thing, but then I remembered that \\_\\_\\_\\_.](#) or [I had a different prediction, because I thought it was a clue when \\_\\_\\_\\_.](#)



# Reading Wrap-Up Routine



## THE ROUTINE

- 1** Bring students together for a 5–10 minute wrap-up of the reading lesson.
- 2** Quickly review the lesson objectives and the text read during the lesson. Here is an example: *Today we read a biography. This text told the life story of Theodore Roosevelt. The author helped us understand how he became such an important person in our country's history by giving us details of his life from childhood through adulthood. Those key details helped us understand the main purpose of the text.*
- 3** Pose open-ended questions to prompt meaningful conversation about the text read. Begin questions with *who, what, when, where, why, and how*. For example, *What is one thing you will share with a family member or friend about what we read today? How would you summarize what you read today? Who is your favorite character from the book? Why? or What new word did you encounter today? How did you learn its meaning?*
- 4** Encourage students to ask questions about the text or skills taught. If time allows, review, reteach, or make notes to follow up in future lessons.
- 5** You may discuss any reading homework or talk about upcoming texts to be read. For example, *Tomorrow we will continue reading about Theodore Roosevelt. We will read about his life after he was president.*



## Going Deeper

These additional activities may be done with students once they are familiar with the Reading Wrap-Up Routine.

- Before students share observations in the Reading Wrap-Up discussion, have them write for a few minutes in their journals about what they read, what questions they still have about the lesson, or any other observations about the activities they completed. This will help students focus before they speak in front of the group.
- Have students write down three big ideas from the lesson's reading. Then have each student share one big idea.
- Remind students to use what they have learned, noticed, or thought about in the reading lesson as they move through the rest of the day. For example, [Today we summarized the poem we read. Who can summarize what you learned in science today?](#)

# Writing Wrap-Up Routine



## COMMON CORE CONNECTIONS

RL.3.1; RI.3.1; W.3.5; SL.3.1

## Rationale

Writing Wrap-Up is a 5–10 minute activity held at the end of each writing lesson. Students come together as a community of writers to discuss their writing with their peers. In Writing Wrap-Up, students are encouraged to share their writing and any new understandings they have about the craft of writing. You can quickly assess the success of a lesson by listening to students talk about their writing and their new understandings about the craft of writing.

As you plan for Writing Wrap-Up activities, keep in mind:

- the format in which students will share their writing: with partners, in small groups, or as a whole class.
- the focus of the feedback. Do you want others providing suggestions for revisions? Do you want others commenting on the strongest parts of the writing? Do you want others making connections between their own writing and that of the student sharing?



## Implementing for Success

Use the following suggestions as you introduce and guide students in meaningful participation in the Writing Wrap-Up Routine.

- Be sure to schedule time at the end of a writing lesson for students to make connections between their writing and the text they read and between their writing and classmates' writing. The Writing Wrap-Up is also a time to recall and apply learning and celebrate accomplishments.
- State a clear focus for the Writing Wrap-Up. For example, *Today we learned about transition words. We used them to show the sequence of events when we wrote new endings to our stories. Find places in your writing where you used transition words.* Give students a minute to review their writing and prepare to share based on the wrap-up focus.
- Before asking students to provide feedback on their classmates' writing, model constructive ways to provide feedback. For example, *Your use of transition phrases like "Just a moment later" really helped me to follow what was happening.* or *Your description of the Grand Canyon helped me understand just how big the canyon is.*

# Writing Wrap-Up Routine



## THE ROUTINE

- 1** Bring students together for a 5–10 minute wrap-up of the writing lesson.
- 2** Quickly review the lesson objectives and the writing task. Here is an example: *Today you drafted a new ending for the story. You used details to describe how the main character reacted to the conclusion of the story's problem.*
- 3** Have students share their writing and new understandings with each other. This may be done in pairs, small groups, or with volunteers sharing with the whole class. Prompt students to discuss writing in thoughtful ways by suggesting open-ended questions, such as *How did you use the text we read today to help you with your writing?* or *What did you learn about writing today that you can use again?*
- 4** Discuss any questions students have about the writing skills they have learned. If time allows, review, reteach, or make notes to review in future lessons.
- 5** Discuss any homework or preview what students will learn in the next writing lesson. For example, *Tomorrow we will revise the endings to our stories, adding details to the character's response.*



## Going Deeper

These additional activities may be done with students once they are familiar with the Writing Wrap-Up Routine.

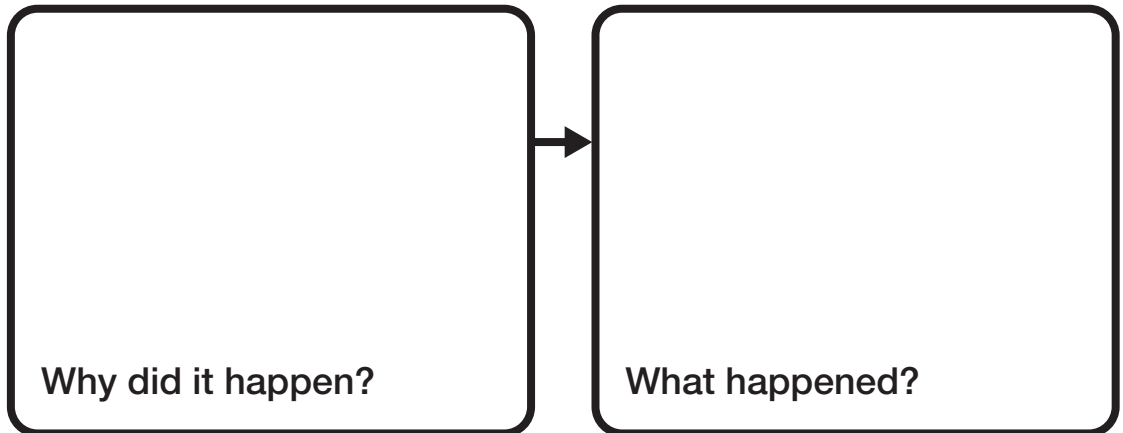
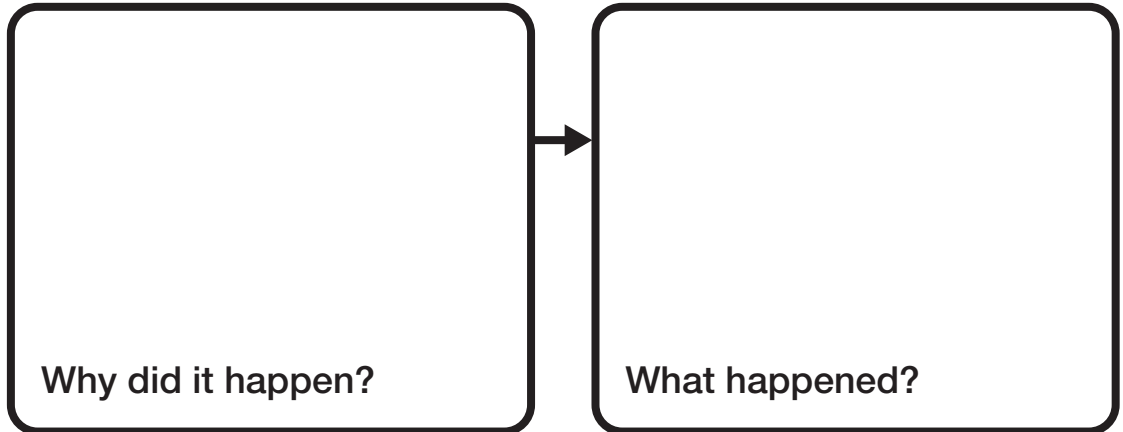
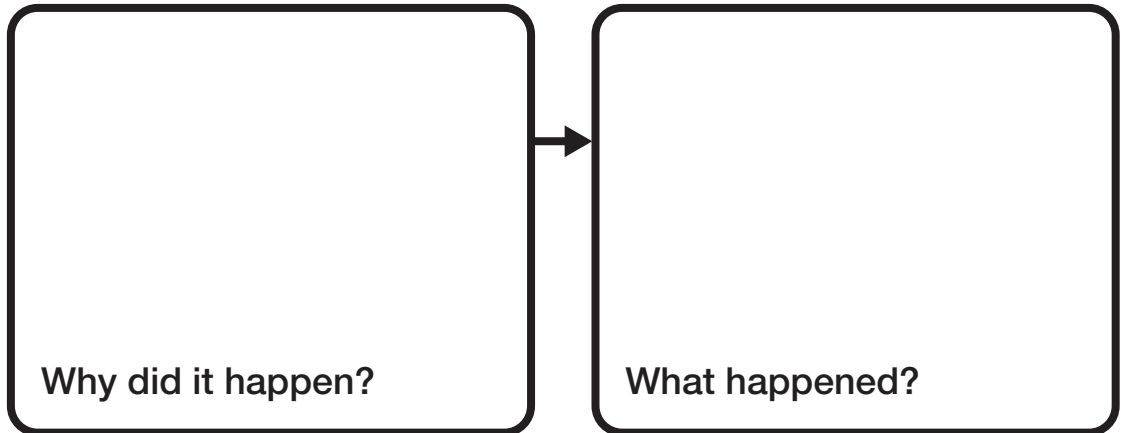
- After students have listened to a classmate share his or her writing, have each student write one question they would like to ask the student author about the writing. Place all the questions in a “Question Bowl.” The student author can pull three questions from the bowl and answer them. This allows students to engage in constructive conversations.
- Have students engage in reflective writing about their writing. They can do quick self-assessments by writing two things on a sticky note: what they felt they did really well in their writing and what they will work on the next time they write. They can add these sticky notes to their drafts or writing journals.
- Remind students to use what they have learned, noticed, or thought about in today’s writing lesson in other parts of the day. For example, [This morning we wrote opinions. Remember to include your opinions on your national park poster so others will want to visit that park.](#)



# Cause and Effect

Causes

Effects

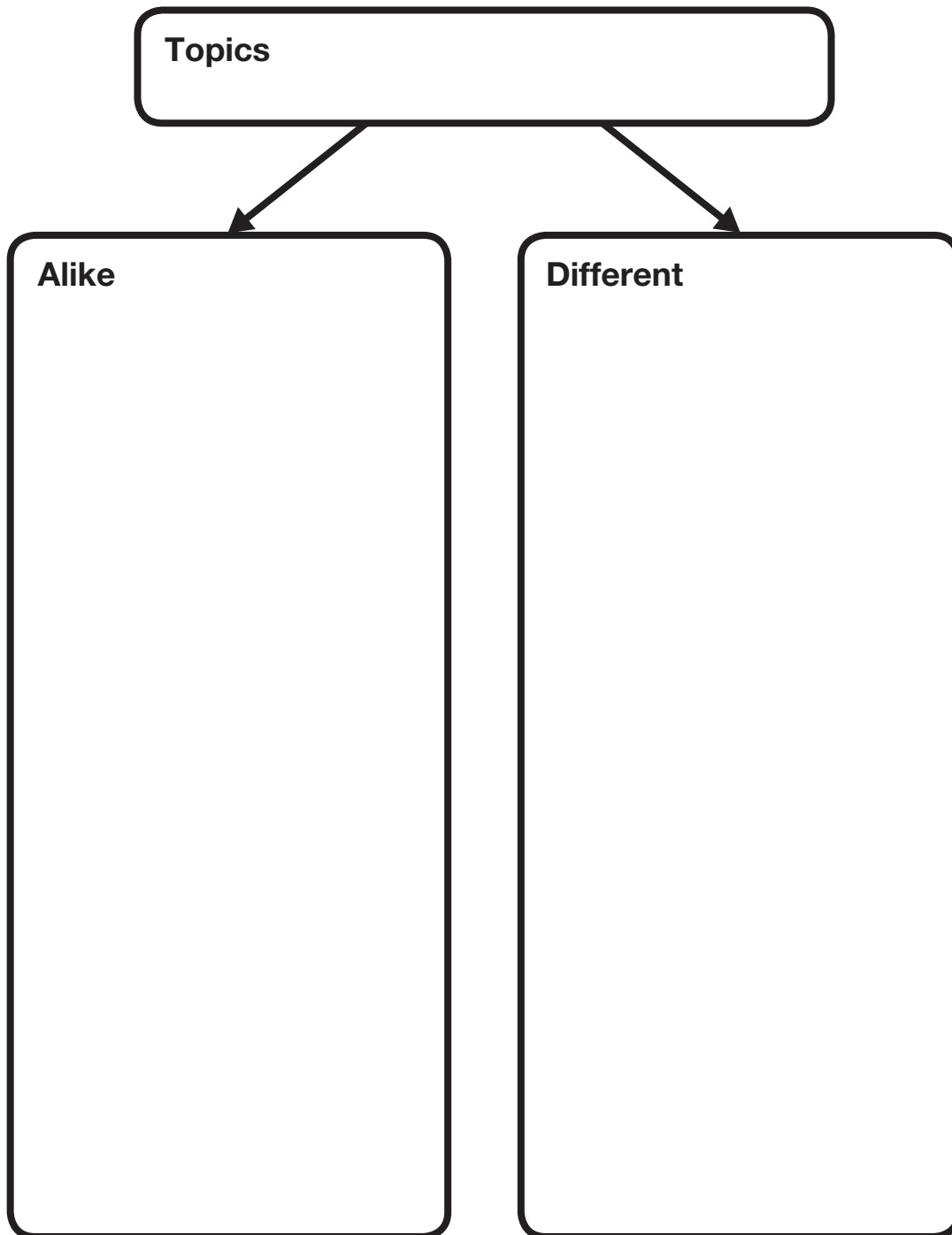


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# Graphic Organizers

## Compare and Contrast



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## Four-Column Chart

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

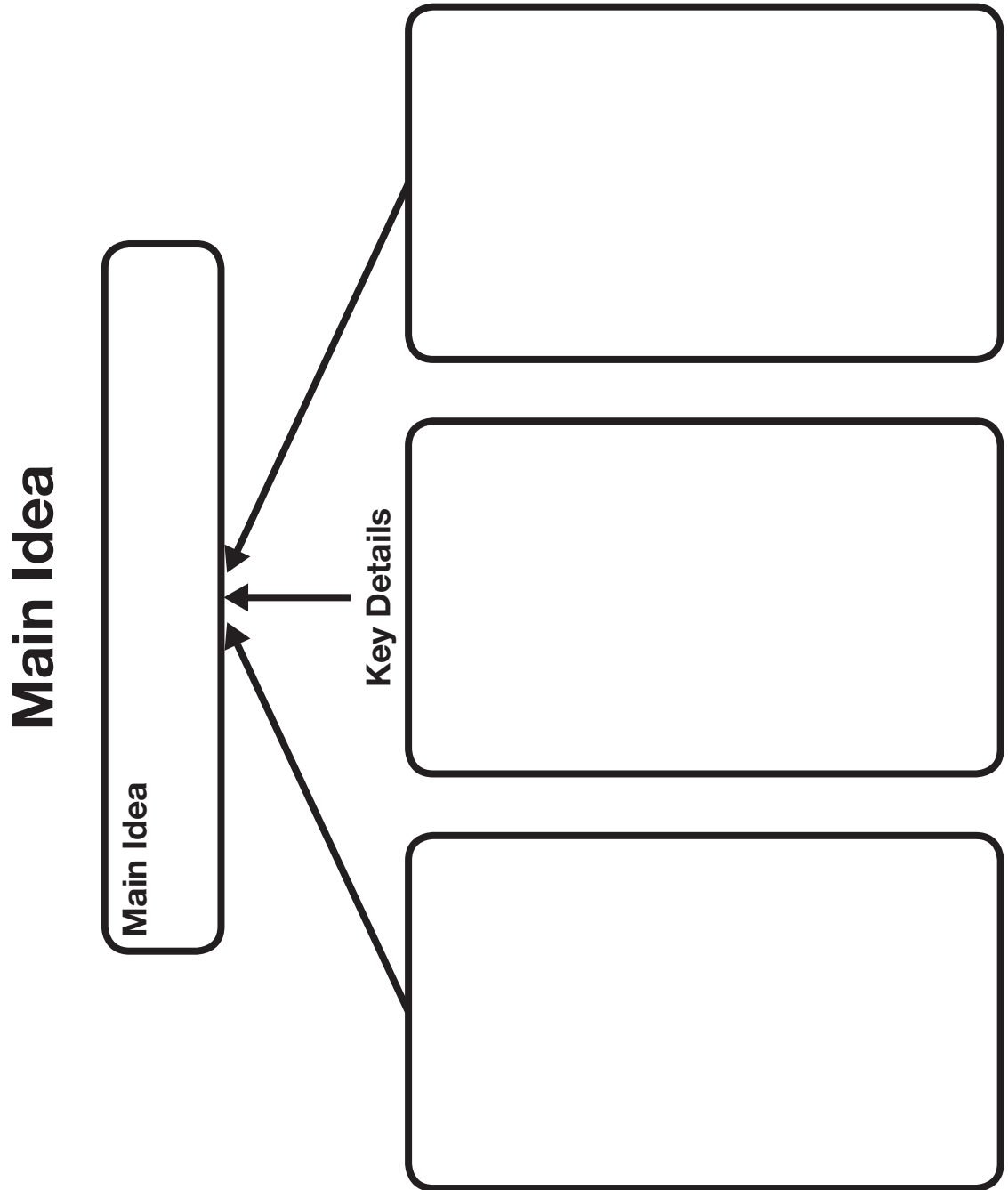
# Graphic Organizers

## K-W-L Chart

Topic \_\_\_\_\_

|                      |                              |                         |
|----------------------|------------------------------|-------------------------|
| What We <b>K</b> now | What We <b>W</b> ant to Know | What We <b>L</b> earned |
|                      |                              |                         |

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# Graphic Organizers

## Story Sequence A

Title \_\_\_\_\_

**Beginning**



**Middle**



**End**

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## Story Sequence B

|                   |                |
|-------------------|----------------|
| <b>Title</b>      |                |
| <b>Characters</b> | <b>Setting</b> |

↓

|                           |  |
|---------------------------|--|
| <b>Events</b><br>1. First |  |
|---------------------------|--|

↓

|         |  |
|---------|--|
| 2. Next |  |
|---------|--|

↓

|         |  |
|---------|--|
| 3. Then |  |
|---------|--|

↓

|         |  |
|---------|--|
| 4. Last |  |
|---------|--|

# Graphic Organizers

## T-Chart

|  |  |
|--|--|
|  |  |
|  |  |

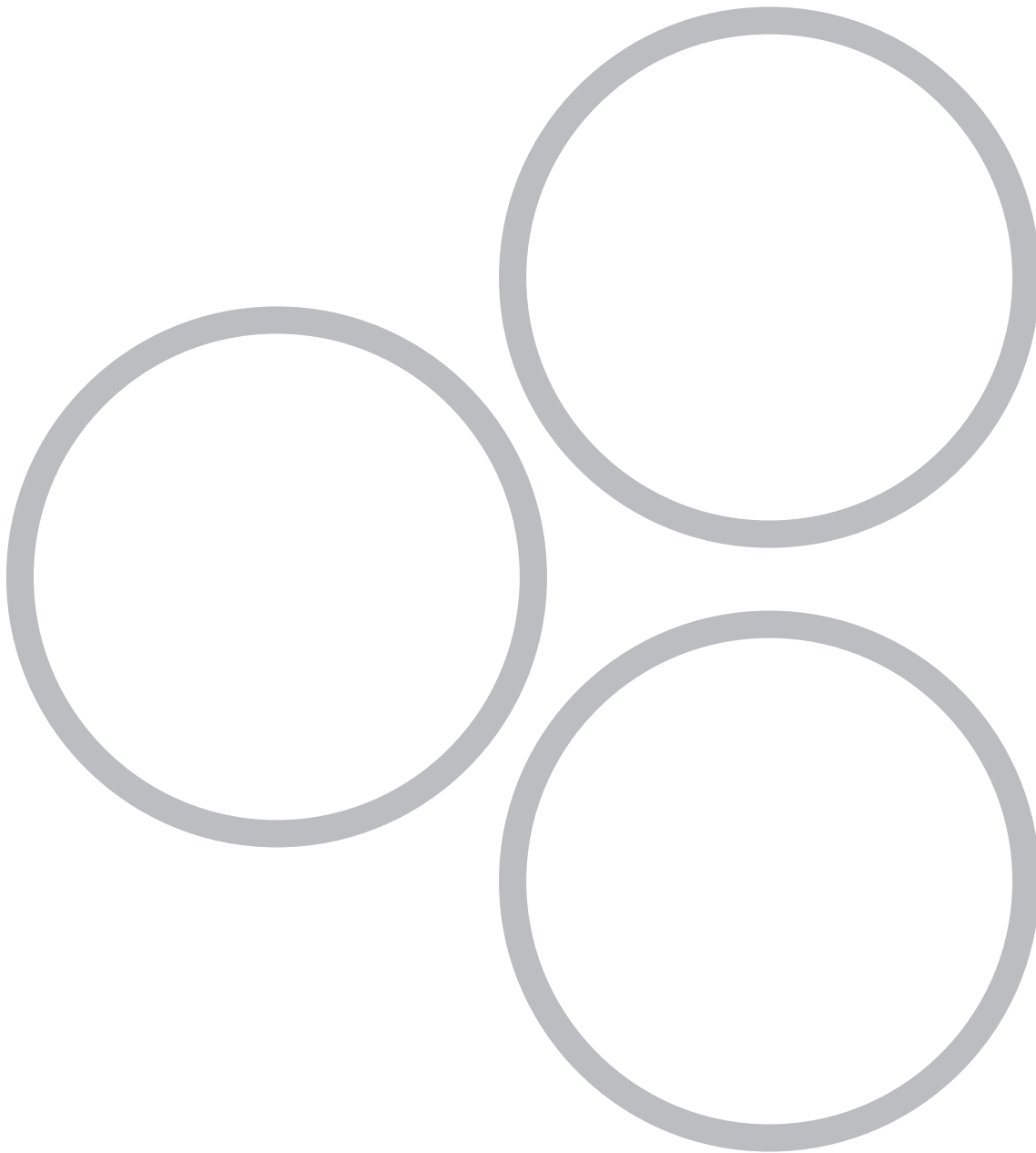
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## Three-Column Chart



# Graphic Organizers

## Three Sorting Circles



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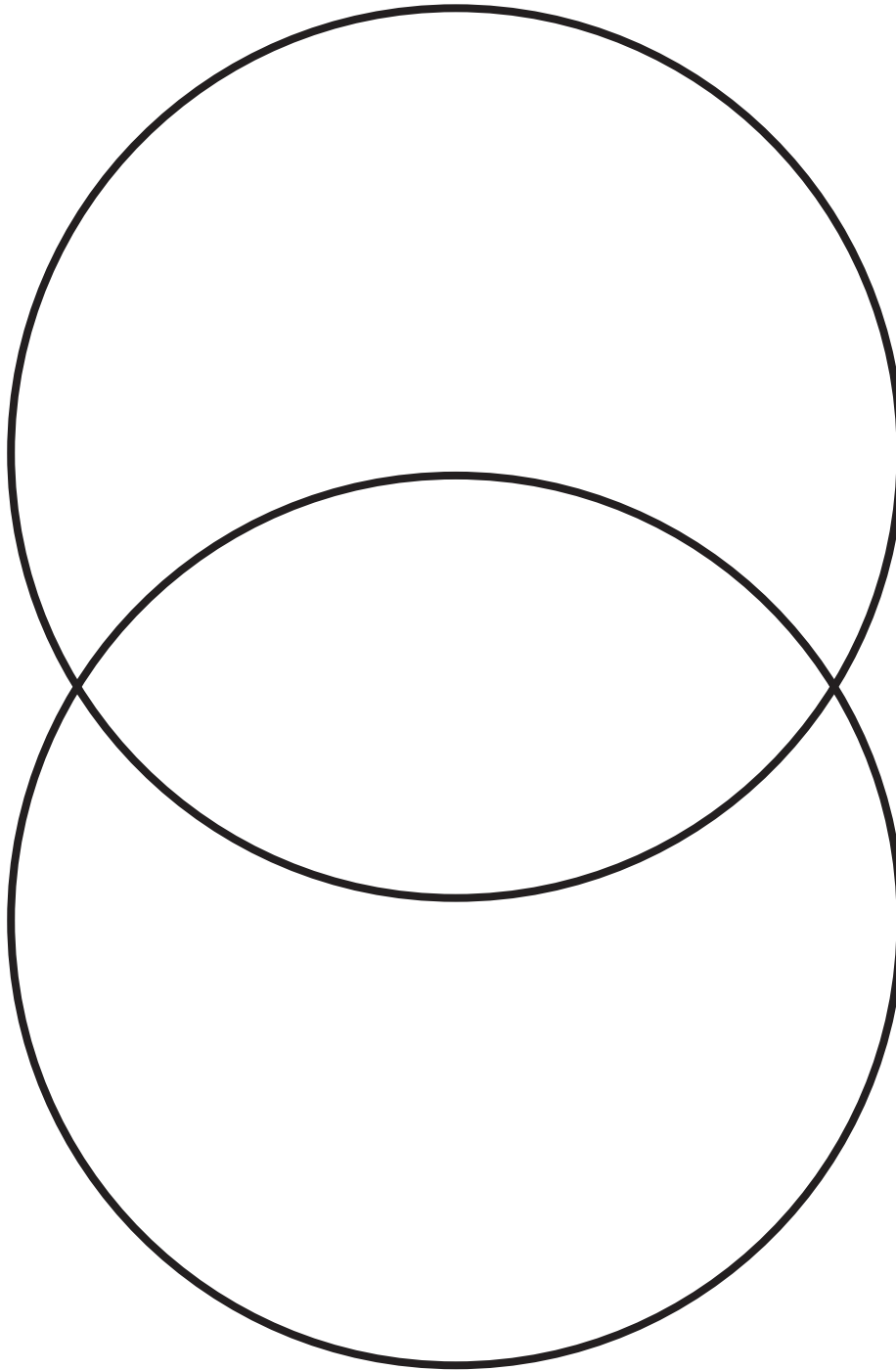
## Two Sorting Boxes



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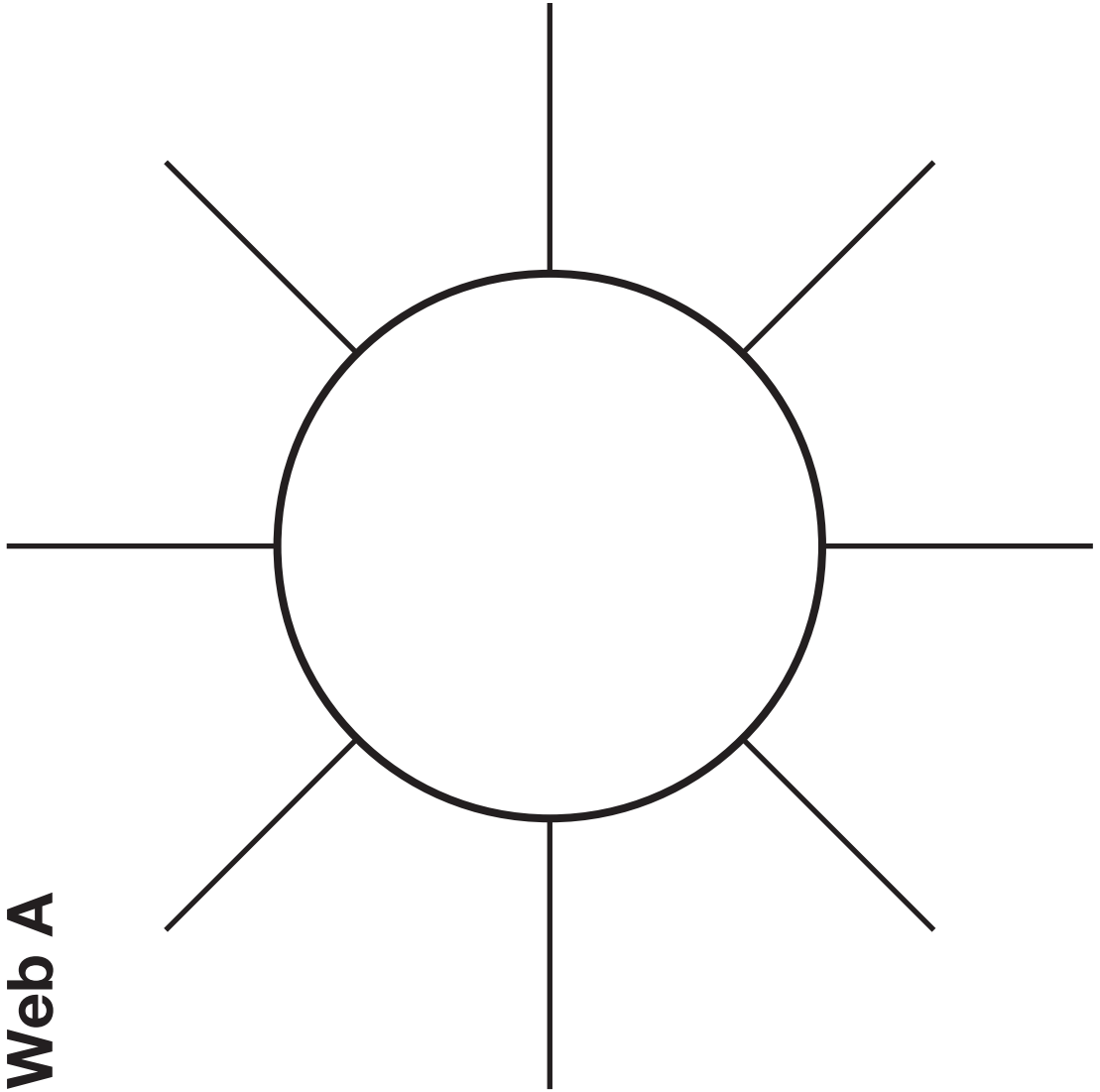
# Graphic Organizers

**Venn Diagram**



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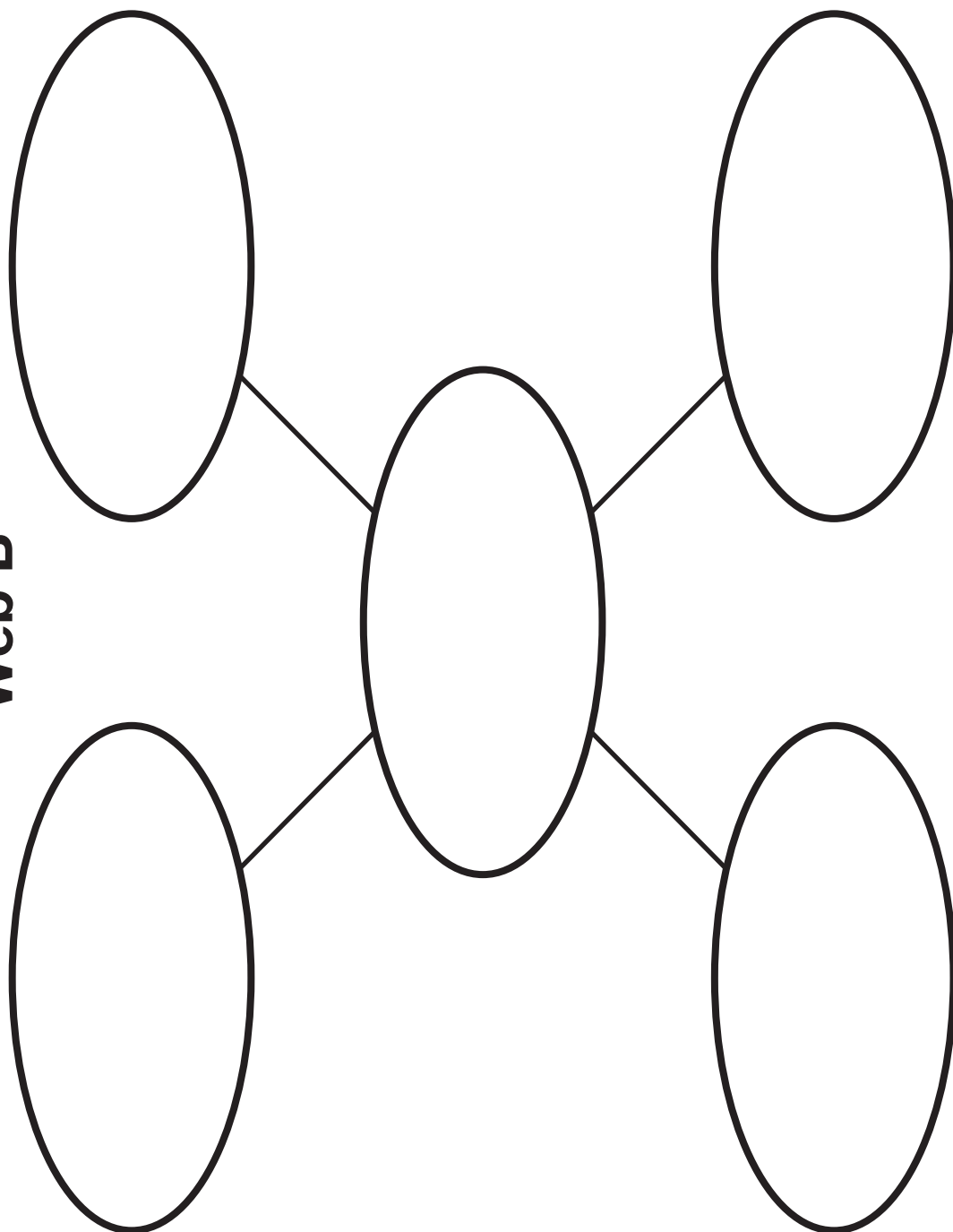
# Web A



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# Graphic Organizers

**Web B**

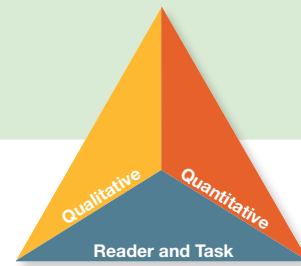


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## Word Rating Chart

| Word | Know | Have Seen | Don't Know |
|------|------|-----------|------------|
|      |      |           |            |

# Text Complexity Rubric



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Storm in the Night***.

### QUANTITATIVE MEASURES

|                         |      |
|-------------------------|------|
| LEXILE                  | 550L |
| AVERAGE SENTENCE LENGTH | 8.96 |
| WORD FREQUENCY          | 3.54 |
| PAGE COUNT              | 32   |

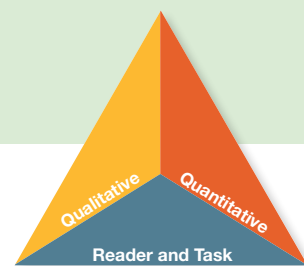
### QUALITATIVE MEASURES

|                                      |  |
|--------------------------------------|--|
| LEVELS OF MEANING                    | Accessible concepts (storms, childhood fear of storms, grandparent-grandchild relationship)  |
| STRUCTURE                            | Story within a story; a boy and his grandfather are in the dark during a storm; grandfather tells story of his fears when he was a boy in a thunderstorm |
| LANGUAGE CONVENTIONALITY AND CLARITY | Sensory details throughout; advanced vocabulary not defined in text  |
| THEME AND KNOWLEDGE DEMANDS          | How a grandfather's story of childhood helps calm a boy's fears  |

### READER AND TASK SUGGESTIONS

| PREPARING TO READ THE TEXT   | LEVELED TASKS   |
|--|---|
| Review sensory language (simile, metaphor, personification, onomatopoeia, and alliteration) as well as how to read dialogue. | Have students analyze the text to distinguish among dialogue, narration of events taking place, and narration of Thomas's thoughts. |

# Text Complexity Rubric



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *Knots on a Counting Rope*.

### QUANTITATIVE MEASURES

|                         |      |
|-------------------------|------|
| LEXILE                  | 460L |
| AVERAGE SENTENCE LENGTH | 8.41 |
| WORD FREQUENCY          | 3.75 |
| WORD COUNT              | 1471 |

### QUALITATIVE MEASURES

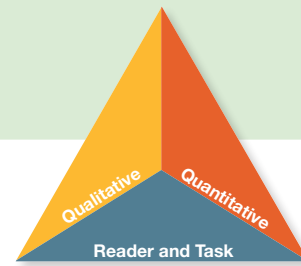
|                                      |   |
|--------------------------------------|---|
| LEVELS OF MEANING                    | Challenging concepts (Native American culture, living as a blind person)  |
| STRUCTURE                            | Nontraditional formatting for dialogue (ellipses and indentations, some quotation marks, appears to be a free verse poem) |
| LANGUAGE CONVENTIONALITY AND CLARITY | Topic-specific vocabulary; sensory images expressed like poetry   |
| THEME AND KNOWLEDGE DEMANDS          | Aspects of Native American culture, living without the sense of sight   |

### READER AND TASK SUGGESTIONS

| PREPARING TO READ THE TEXT  | LEVELED TASKS   |
|---|---|
| Practice determining who is speaking in the dialogue between grandfather and grandson using the first page of the text (use of direct address, indentations). | Discuss traditions that different cultures have for naming babies as well as the importance of each of the senses to living in the world. |



# Text Complexity Rubric



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of **Paul Bunyan**.

### QUANTITATIVE MEASURES

|                         |       |
|-------------------------|-------|
| LEXILE                  | 790L  |
| AVERAGE SENTENCE LENGTH | 10.73 |
| WORD FREQUENCY          | 3.54  |
| WORD COUNT              | 1073  |

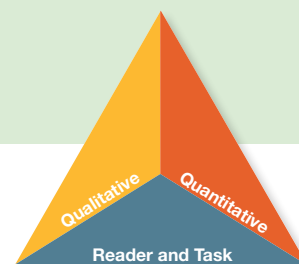
### QUALITATIVE MEASURES

|                                      |   |
|--------------------------------------|---|
| LEVELS OF MEANING                    | Accessible concepts (life and adventures of folk hero Paul Bunyan)      |
| STRUCTURE                            | Chronological sequence of events  |
| LANGUAGE CONVENTIONALITY AND CLARITY | Straightforward narration with impossible deeds described realistically |
| THEME AND KNOWLEDGE DEMANDS          | Definition of tall tale and the use of exaggeration to create humor     |

### READER AND TASK SUGGESTIONS

| PREPARING TO READ THE TEXT  | LEVELED TASKS   |
|---|---|
| Discuss exaggeration and provide examples of how writers use exaggeration to provide humor. | Define <i>folk hero</i> and discuss folk heroes in popular culture. |

# Text Complexity Rubric



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *Weather*.

### QUANTITATIVE MEASURES

|                         |          |
|-------------------------|----------|
| LEXILE                  | AD 1020L |
| AVERAGE SENTENCE LENGTH | 16.13    |
| WORD FREQUENCY          | 3.34     |
| PAGE COUNT              | 32       |

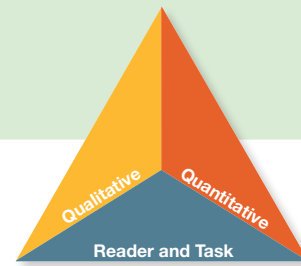
### QUALITATIVE MEASURES

|                                      |   |
|--------------------------------------|---|
| LEVELS OF MEANING                    | Challenging concepts (causes of weather, weather patterns, water cycle)   |
| STRUCTURE                            | Introduction, then extensive details of sub-topics with photos and diagrams, then conclusion. However, no heads or subheads to introduce reader to topic on page. |
| LANGUAGE CONVENTIONALITY AND CLARITY | Domain-specific vocabulary throughout, defined in text; additional advanced vocabulary. No glossary.  |
| THEME AND KNOWLEDGE DEMANDS          | Weather-related vocabulary  |

### READER AND TASK SUGGESTIONS

| PREPARING TO READ THE TEXT   | LEVELED TASKS  |
|--|--|
| Preteach relevant weather vocabulary that is not defined in the text prior to reading each section. Also review using context clues. | Have students decide upon a title for each two-page spread. Then determine which part of each text passage a particular photograph illustrates and have students write captions for the photographs. |

# Text Complexity Rubric



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *Living Through a Natural Disaster*.

### QUANTITATIVE MEASURES

|                         |       |
|-------------------------|-------|
| LEXILE                  | 940L  |
| AVERAGE SENTENCE LENGTH | 15.67 |
| WORD FREQUENCY          | 3.49  |
| PAGE COUNT              | 32    |

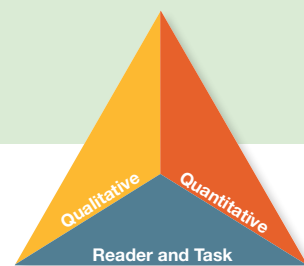
### QUALITATIVE MEASURES

|                                      |  |
|--------------------------------------|--|
| LEVELS OF MEANING                    | Somewhat accessible concepts (weather conditions may be familiar depending on climate/geography where students live)   |
| STRUCTURE                            | Introduction; three extended examples with photos, maps, diagrams, and sidebars of related facts; conclusion; index and comprehension questions at end       |
| LANGUAGE CONVENTIONALITY AND CLARITY | Domain-specific vocabulary and other advanced vocabulary throughout  |
| THEME AND KNOWLEDGE DEMANDS          | Effects of weather disasters (cyclones, flooding, and droughts) as well as the geography of the countries in the examples (Australia, China, and Costa Rica) |

### READER AND TASK SUGGESTIONS

| PREPARING TO READ THE TEXT  | LEVELED TASKS  |
|---|--|
| Preview the book and point out the sidebar text in the tinted boxes. Explain that the information contained in the boxes can help them understand different important concepts in the text. | Have students discuss the natural disasters that could affect the region in which they live and the effects that such a disaster might have. |

# Text Complexity Rubric



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***On the Same Day in March: A Tour of the World's Weather.***

### QUANTITATIVE MEASURES

|                         |        |
|-------------------------|--------|
| LEXILE                  | AD540L |
| AVERAGE SENTENCE LENGTH | 16.28  |
| WORD FREQUENCY          | 3.28   |
| WORD COUNT              | 700    |

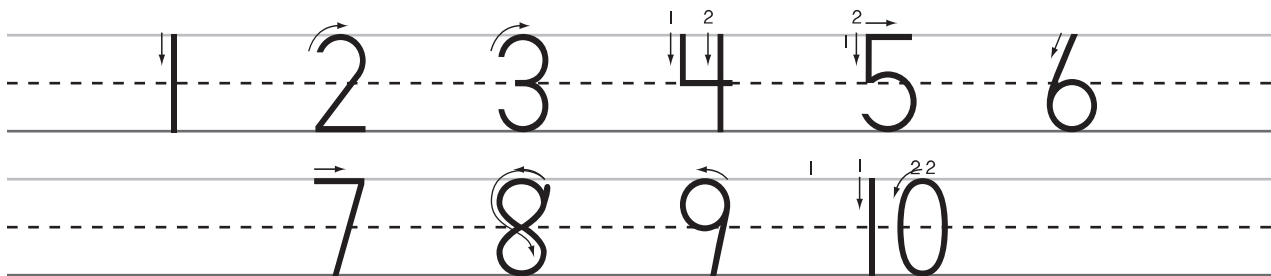
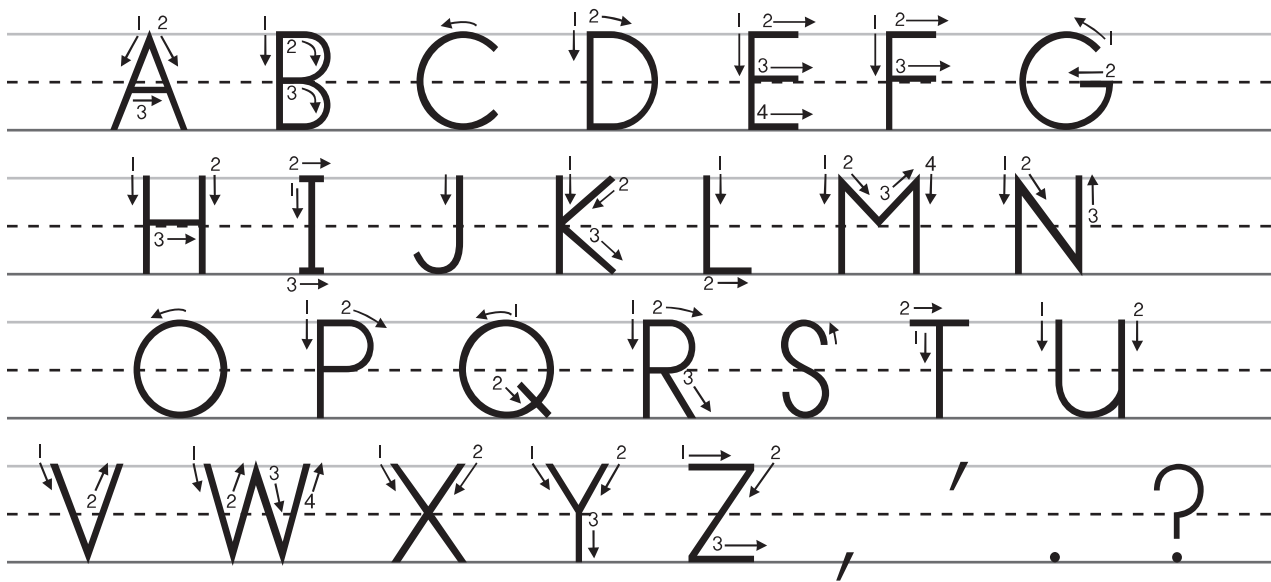
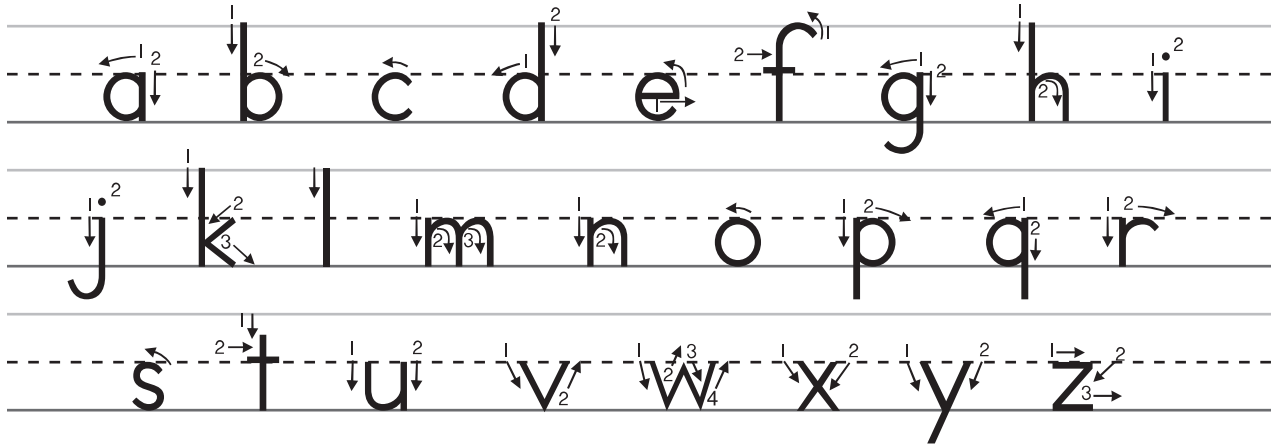
### QUALITATIVE MEASURES

|                                      |  |
|--------------------------------------|--|
| LEVELS OF MEANING                    | Accessible concept (weather differs from place to place in the world)                        |
| STRUCTURE                            | Series of brief descriptions from different countries, with artwork; background facts at end |
| LANGUAGE CONVENTIONALITY AND CLARITY | Culture-specific vocabulary, including weather-related terms                                 |
| THEME AND KNOWLEDGE DEMANDS          | Knowledge of the geography of places mentioned in the book                                   |

### READER AND TASK SUGGESTIONS

| PREPARING TO READ THE TEXT   | LEVELED TASKS  |
|--|--|
| Using a world map or a globe, have students find each place discussed in the book. Talk about the continents where each is located and how near or far each place is from the equator. | Have students list the different kinds of weather conditions mentioned in the book and compare them with conditions in March in the place where they live. |

# Manuscript Alphabet



# D'Nealian™ Alphabet

a b c d e f g h i  
 j k l m n o p q r s t  
 u v w x y z

A B C D E F G  
 H I J K L M N O  
 P Q R S T U V  
 W X Y Z . , ' ?

1 2 3 4 5 6  
 7 8 9 10

# D'Nealian™ Cursive

a b c d e f g h i  
j k l m n o p q r  
s t u v w x y z

A B C D E F G  
H I J K L M N O  
P Q R S T U V  
W X Y Z . , ' ?

1 2 3 4 5 6  
7 8 9 10

# Leveled Text: Informational

Use leveled readers in combination with your classroom instruction to help students develop self-extending reading and thinking strategies as they become active, independent readers and writers and as they deepen their understanding of and engagement with unit themes and topics.

## Before Reading

### Get Ready to Read Informational Text

The activities in this section are designed to help you gauge students' knowledge of the ideas and vocabulary they will encounter in an informational leveled reader and to provide support as needed. You will want to customize text selection and instruction to accommodate your children's needs and motivations as well as the challenges of the text.

**UNDERSTAND THE TEXT TYPE AND PURPOSE** Discuss with students the characteristics of informational text. (It contains facts about a topic; its purpose is to inform readers; it may contain photographs, maps, charts, and other text features to help readers understand the topic.) **Ask:** *How can you tell that a book is informational text and not a story?* (The text gives facts rather than tells about characters and events; it might have maps, charts, or other text features that connect to the topic; information might be organized under specific headings that connect to the topic.)

**PREVIEW AND PREDICT** Read aloud the title of the leveled reader. If there is a table of contents, preview the chapter titles. Have students skim the pages and then point to and describe the text features they find in the leveled reader. Then have them read any headings and subheadings in the text. **Ask:** *What topic do you think you will learn about in this informational text?*

**EXPLORE VOCABULARY** Based on the topic students determine from previewing the book, activate their prior knowledge of concept vocabulary. **Ask:** *Based on the title, heads, subheads, and pictures, what words or types of words do you think you might find in this text?* For example, if the book is about volcanoes, students might say that they will find words such as *erupt*, *lava*, or *ash*.



# Leveled Text: Informational

## During Reading

### Access Text

The activities in this section are designed to help you provide targeted instructional support before students read and to help you model active reading strategies as you engage with students in a preliminary reading of the text. Choose activities that are appropriate for your students and the text.

**FOCUS ON PHONICS AND WORD STUDY SKILLS** Help students decode unfamiliar words in the leveled reader by reviewing a previously taught phonics or word study lesson. For example, you may review decoding multisyllabic words. You might also focus on prefixes, suffixes, compound words, or irregularly spelled words. Model how to analyze a specific word in the leveled reader.

**FOCUS ON INFORMATIONAL TEXT** Provide a targeted mini-lesson that addresses a specific CCSS informational text standard. Focus standards instruction around these questions:

#### **What does the text say? (Key Ideas and Details)**

- ask and answer questions about key details
- find the main idea and retell key details
- describe relationships between events, ideas, or concepts

#### **How does the text say it? (Craft and Structure)**

- ask and answer questions about unfamiliar words
- identify and use text features such as table of contents, heads, subheads
- distinguish their own point of view from that of the author

#### **What does the text mean? (Integration of Knowledge and Ideas)**

- identify relationships between illustrations and text
- understand the organizational structure (cause/effect, comparison, sequence) the author uses to explain ideas and concepts
- compare this text to another on the same topic

Consider the following questions when determining the lesson focus:

- Which aspect of this leveled reader will be most challenging to students?
- Which aspect of this leveled reader must students understand in order to understand the text as a whole?
- Which reading strategies will work to help students internalize the process of reading actively?
- Which understandings about text and structure must be reinforced as students interact with other types of informational text?

### Mini-Lesson

- 1. FOCUS ON A GOAL.** Choose an instructional goal that best helps students understand the text. For example, to help students find the main idea of an informational text, explain that finding the **main idea** means looking at all the paragraphs in a selection to decide what the text is mostly about.
- 2. FOCUS ON WHY IT MATTERS.** Explain that active readers explore a selection closely to understand what a text is about, why an author is writing, and why the information is important. Is the author writing to inform, explain, or persuade? For example, help students understand that the **main idea** of a text helps point them to the most important ideas the author wants them to understand.
- 3. FOCUS ON MODELING.** Read the leveled reader for the first time aloud as students follow along in their books. Model the mini-lesson focus. For example, to model finding the **main idea** pause occasionally after sentences or paragraphs and **say:** *This paragraph is mostly about \_\_\_\_\_. I'll read on to see if \_\_\_\_\_ is the main idea of this book.*
- 4. FOCUS ON SUPPORT.** Provide an activity that will reinforce the instructional goal. For example, in a mini-lesson about finding the main idea of an informational text, direct students' attention to an informational text previously read in the unit. Reread the title and a few pages of the book with students. **Ask:** *What did you see and read about on each page of this book? How are these key details alike?* Then ask students to restate the main idea of the text in their own words.

# Leveled Text: Informational

## Close Read

The activities in this section are designed to help students become more successful independent readers by first working in comfortable partnerships. Choose activities that are appropriate for your students and the text. As students progress, you may decide to have them engage in these activities independently.

**PARTNER LISTEN** Have students listen to a recording of the leveled reader and follow along in the text as it is read aloud.

**PARTNER READ** Have students take turns reading the leveled reader aloud to their partners.

- Remind students to begin by reading aloud the title and the names of the author and/or illustrator.
- Encourage students to use the phonics or word study strategy you modeled to decode another challenging word in the text.
- Have the students who are listening follow along in the text as their partners read.

**PARTNER SHARE** Have partners practice using the informational text mini-lesson focus to interact with the leveled reader more closely. Ask them to work together to

- ask a question and use the text to answer it.
- identify a key detail they think supports the main idea.
- use context or picture clues to figure out an unfamiliar word.
- identify a text feature and how it helps readers understand the text.
- identify a reason the author gives to support a point.

# After Reading

**THINK ABOUT IT** The activities in this section are designed to help students consider how the leveled reader enhances their understanding of the unit topic. Have students focus on the following questions:

- How are the ideas in this text similar to another book I have read in this unit?
- What new things did I learn about the topic from reading this book?
- What is the most interesting part of this book? Why?

**TALK ABOUT IT** The activities in this section are designed to help students develop their understanding of the unit topic and enhance their listening and speaking skills by engaging in a group discussion. Give students discussion questions to help them express their ideas in a group setting:

- How is this book like the other texts in this unit?
- How are the ideas in this text similar to/different from the ideas in \_\_\_\_\_ ?
- What did you learn from this book that you didn't know before?
- What is the most interesting part of this book? Why do you think so?

**WRITE ABOUT IT** In this section, students demonstrate their understanding of the text and its connection to the unit topic through a brief writing activity. Possible activities might include the following:

**Explain which text feature was most effective in helping you understand the text.**

**Write a brief summary.**

**Write a paragraph explaining why you think this text does or does not connect to the unit topic.**

**Write a brief comparison of this book to another book in the unit.**

# Leveled Text: Literary

Use leveled readers in combination with your classroom instruction to help students develop self-extending reading and thinking strategies as they become active, independent readers and writers and as they deepen their understanding of and engagement with unit themes and topics.

## Before Reading

### Get Ready to Read Literary Text

The activities in this section are designed to help you gauge students' knowledge of the ideas and vocabulary they will encounter in a literary leveled reader and to provide support as needed. You will want to customize text selection and instruction to accommodate your students' needs and motivations as well as the challenges of the text.

**UNDERSTAND TEXT TYPE AND PURPOSE** Discuss with students the characteristics of literary text. (It tells a story, or narrative; it often has illustrations that show characters, settings, or events.) **Ask:** [How can you tell that a book is literary text and not informational text?](#) (The selection tells about characters and events; it has a setting, plot or problem, and a resolution or solution; it often contains a message about life the author wants to share.)

**PREVIEW AND PREDICT** Read aloud with students the title of the leveled reader. Call students' attention to key words in the story. If there is a table of contents, read chapter titles with students. Look through the pages together and have them describe what they see in the illustrations. **Ask:** [What do you think this story will be about?](#)

**EXPLORE VOCABULARY** Work with students to understand the literary language of the text, such as words relating to character, setting, plot, and theme. **Say:** [Here are some words we'll want to talk about before we read.](#) Choose words that will ultimately help students uncover the theme or message in the text.

# During Reading

## Access Text

The activities in this section are designed to help you provide targeted instructional support before students read and to help you model active reading strategies as you engage with students in a preliminary reading of the text. Choose activities that are appropriate for your students and the text.

**FOCUS ON PHONICS** Help students decode unfamiliar words in the leveled reader by reviewing a previously taught phonics or word study strategy. For example, review decoding multisyllabic words. Focus on prefixes, suffixes, compound words, or irregularly spelled words. Model how to use the strategy to decode a specific word in the leveled reader.

**FOCUS ON LITERARY TEXT** Provide a targeted mini-lesson that addresses a specific CCSS literary text standard. Focus standards instruction around these questions:

### What does the text say? (Key Ideas and Details)

- ask questions and use text to find answers about key details
- retell stories
- determine how details in a text help convey the central message
- describe characters and explain how their actions affect the sequence of events

### How does the text say it? (Craft and Structure)

- use context to determine the meanings of unfamiliar words
- recognize common types of literary texts and the language to refer to their parts (chapters of books, scenes of plays, stanzas of poems)
- distinguish between student's personal point of view and that of the author or that of a character

### What does the text mean? (Integration of Knowledge and Ideas)

- identify relationships between illustrations and text
- compare and contrast characters, themes, settings, and plots of stories

# Leveled Text: Literary

Consider the following questions when determining the lesson focus:

- Which aspect of this leveled reader will be most challenging to students?
- Which aspect of this leveled reader must students understand in order to understand the text as a whole?
- Which reading strategies will help students internalize the process of reading actively?
- Which understandings about narratives must be reinforced as students interact with other types of literary text?

## Mini-Lesson

- 1. FOCUS ON A GOAL.** Choose an instructional goal that best helps students understand the text. For example, to analyze **character**, explain that the characters in a story perform the action. We know what they are like from what they say and do and from what others say about them.
- 2. FOCUS ON WHY IT MATTERS.** Explain that active readers explore a selection closely to understand what happens in a story, why a character behaves in a certain way, and what message or observation about life the author wants to share. For example, if a **character** changes his or her behavior after losing a valued friend, the author may want readers to understand that friends are more important than possessions.
- 3. FOCUS ON MODELING.** Read the leveled reader for the first time aloud as children follow along in their books. Model the mini-lesson focus. For example, to model identifying the **main character** and **story problem**, ask: *Whom is this story about? What problem or difficulty does this person face?*
- 4. FOCUS ON SUPPORT.** Provide an activity that will reinforce the instructional goal. For example, in a mini-lesson about the **main character** in a story, direct students' attention to a text previously read in the unit. Reread a few pages of the book with children. **Ask:** *Who in this story is facing a problem? What details does the author give about this character? What does the character say and do? What do others say about this character? How do you know?* Then ask students to describe the main character and story problem in their own words.

## Close Read

The activities in this section are designed to help students become more successful independent readers by first working in comfortable partnerships. Choose activities that are appropriate for your students and the text. As students progress, you may decide to have them engage in these activities independently.

**PARTNER LISTEN** Have students listen to a recording of the leveled reader and follow along in the text as it is read aloud.

**PARTNER READ** Have students take turns reading the leveled reader aloud to their partners.

- Remind students to begin by reading aloud the title and the names of the author and/or illustrator.
- Encourage students to use the phonics or word study strategy you reviewed as a class to decode another challenging word in the text.
- Have the students who are listening follow along as their partners read.

**PARTNER SHARE** Have partners practice using the literary text mini-lesson focus to interact with the leveled reader more closely. Ask them to work together to

- identify character and setting.
- ask and answer questions about the story.
- retell plot events and key details in the story.
- ask and answer questions about unfamiliar words.
- identify relationships between illustrations and text.
- compare and contrast characters and events.



# Leveled Text: Literary

## After Reading

**THINK ABOUT IT** The activities in this section are designed to help students consider how the leveled reader enhances their understanding of the unit theme. Have children focus on the following questions:

- How is the story like other books I have read in this unit?
- What new things did I learn about the unit theme from reading this book?
- What is my favorite part of the book? Why?

**TALK ABOUT IT** The activities in this section are designed to help students develop their understanding of the unit theme and enhance their listening and speaking skills by engaging in a group discussion. Provide discussion questions to help students express their ideas in a group setting:

- How is this story like other stories in this unit?
- Is the message in this story similar to or different from the message in \_\_\_\_\_? What makes you think so?
- What new thing did I learn about [state unit theme] from this book?
- What is your favorite part of the book? Why?

**WRITE ABOUT IT** In this section, students demonstrate their understanding of the text and its connection to the unit theme through a brief writing activity. Possible activities might include the following:

**Write a brief summary.**

**Choose a character from the story that you might like to meet. Use details from the text to explain why you would like to meet this person.**

**Write a paragraph telling what you learned about [unit theme] from this story.**

**Write a paragraph comparing the theme or message in this story to the theme or message in another story in this unit.**

# Acknowledgments

**Photo locators denoted as follows: Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)**

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Pearson Learning Group

**Appendix I part 1 - Ready Common Core Mathematics Grade 2**



**2** Mathematics  
INSTRUCTION

**Student Instruction, Practice and Problem Solving,  
and Teacher Resource Books: Lesson Sample**  
*Understand Three-Digit Numbers*



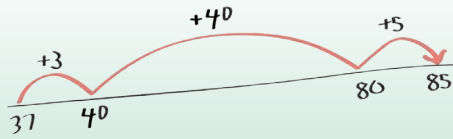


# Ready<sup>®</sup>

Common Core

## 2 Mathematics

INSTRUCTION



637  
 $600 + 30 + 7$





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*Standards in boldface are the focus standards that address major lesson content.*



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| <b>2.G.A.3</b>                         |
| 2.G.A.1, 2.G.A.2, 2.G.A.3              |

Standards in boldface are the focus standards that address major lesson content.



# Understand Three-Digit Numbers

## Think It Through

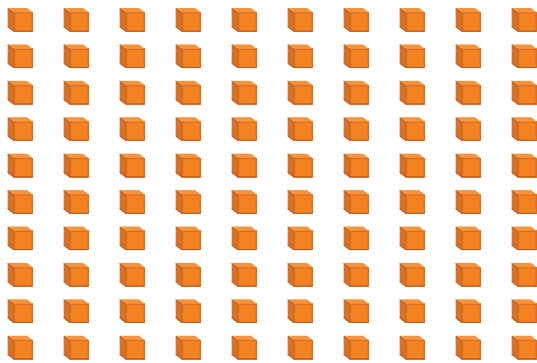
What is **one hundred**?



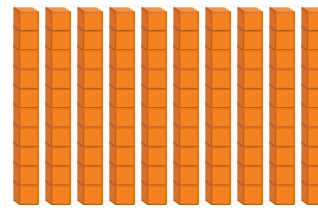
You can count to one hundred. After 99 is **100**.

|    |    |    |    |    |    |    |    |    |            |
|----|----|----|----|----|----|----|----|----|------------|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10         |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20         |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30         |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40         |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50         |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60         |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70         |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80         |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90         |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | <b>100</b> |

**Think** One hundred is 100 ones. One hundred is 10 tens.



$$100 = 100 \text{ ones}$$




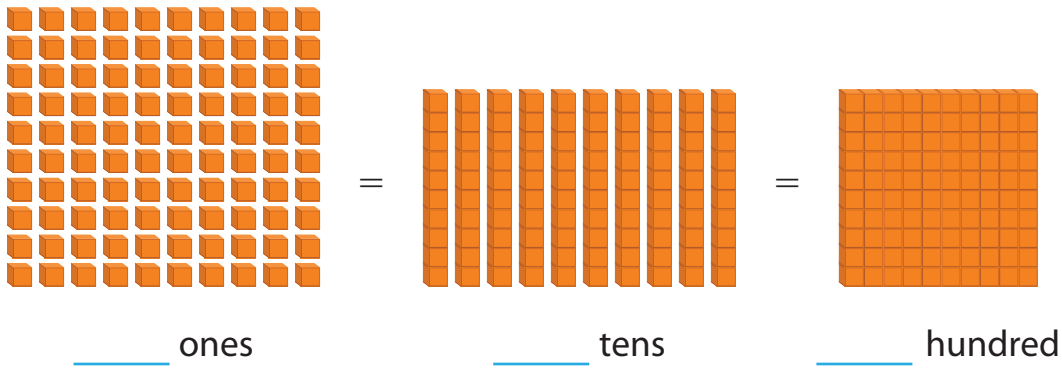
$$100 = 10 \text{ tens}$$



Circle groups of 10 ones in 100.

**Think** One hundred can be shown as hundreds, tens, or ones.

 Fill in the blanks.



| Ways to Show 100 |      |      |                                |
|------------------|------|------|--------------------------------|
| Hundreds         | Tens | Ones |                                |
| 0                | 0    | 100  | 0 hundreds + 0 tens + 100 ones |
| 0                | 10   | 0    | 0 hundreds + 10 tens + 0 ones  |
| 1                | 0    | 0    | 1 hundred + 0 tens + 0 ones    |



**100**

hundreds place

A three-digit number has a hundreds place. It tells how many hundreds there are in a number.

► **Reflect** Work with a partner.

**1 Talk About It** Think about 200. How many hundreds does 200 have? How many tens? How many ones?

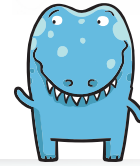
**Write About It** \_\_\_\_\_

\_\_\_\_\_

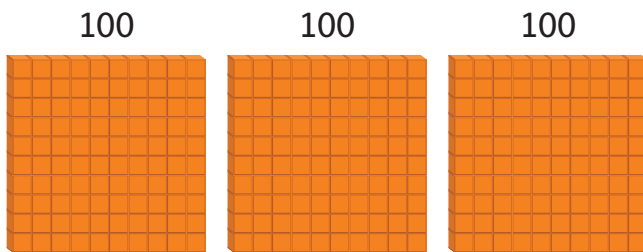
\_\_\_\_\_

**Think About**  **Hundreds, Tens, and Ones**

**Let's Explore the Idea** You can count three-digit numbers by hundreds, tens, and ones.



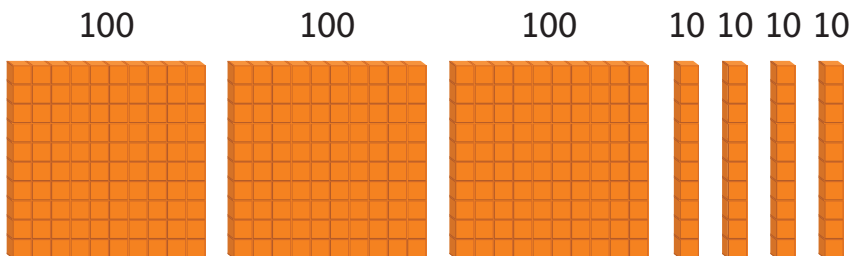
**You can count hundreds.**



**2** Count: 1 hundred, 2 hundreds, \_\_\_\_ hundreds

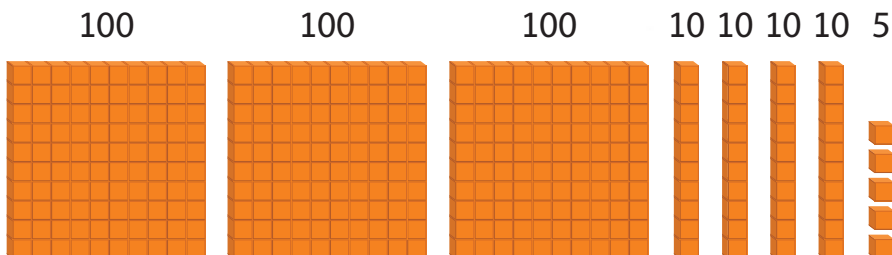
**3** \_\_\_\_ hundreds = 300

**You can count hundreds and tens.**



**4** \_\_\_\_ hundreds + \_\_\_\_ tens =  $300 + 40 = 340$

**You can count hundreds, tens, and ones.**

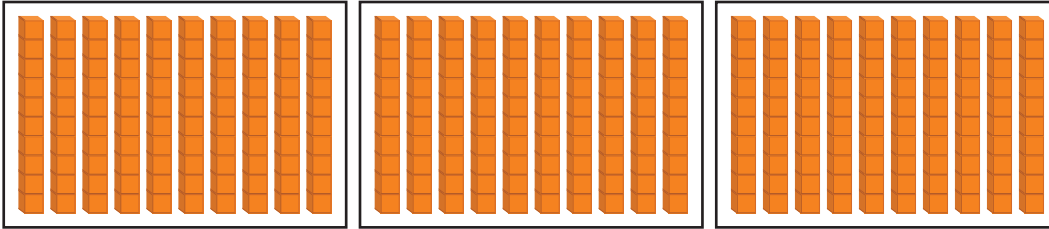


**5** \_\_\_\_ hundreds + \_\_\_\_ tens + \_\_\_\_ ones =  $300 + 40 + 5 = 345$

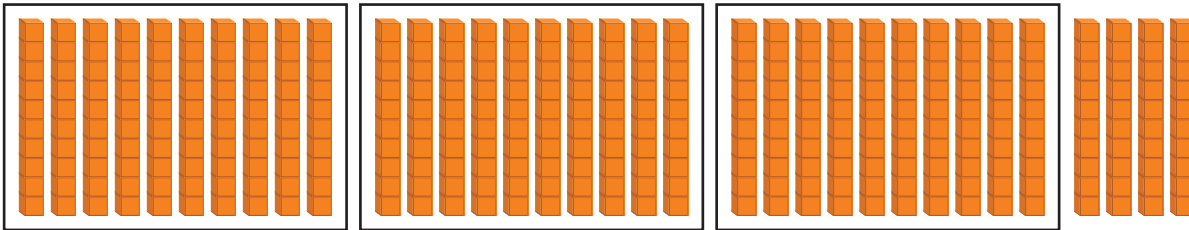
**Let's Talk About It**  
Work with a partner.



**6** This model shows 300 in tens.  $300 = \underline{\quad}$  tens

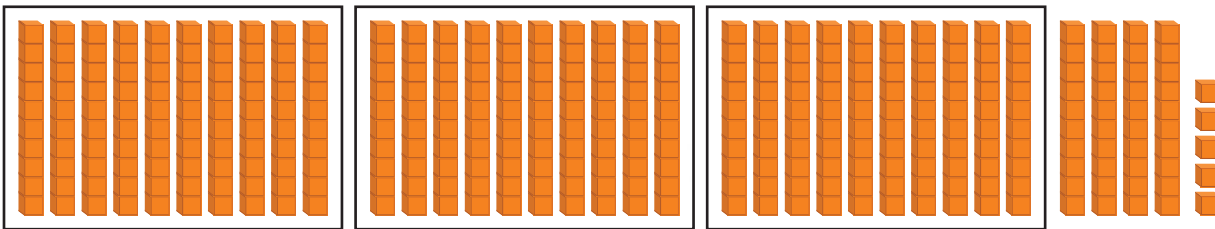


**7** This model shows 340 in tens.  $340 = \underline{\quad}$  tens



**8** This model shows 345 in tens. There are ones left over.

$345 = \underline{\quad}$  tens and  $\underline{\quad}$  ones



**Try It Another Way** Write hundreds, tens, and ones in a chart.

**Example**

3 hundreds + 5 tens + 8 ones

| Hundreds | Tens | Ones |
|----------|------|------|
| 3        | 5    | 8    |

**9** 5 hundreds + 3 tens

| Hundreds | Tens | Ones |
|----------|------|------|
|          |      |      |

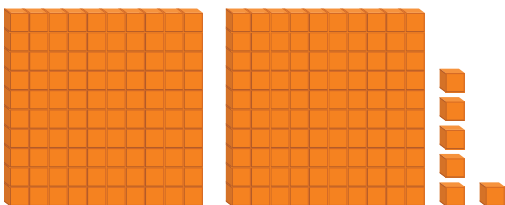
**10** 7 hundreds + 8 ones

| Hundreds | Tens | Ones |
|----------|------|------|
|          |      |      |

**Connect****Ideas About Place Value in Three-Digit Numbers**

Talk about these questions as a class. Then write your answers.

- 11 Evaluate** Lana did this homework problem.  
What did she do wrong?



$$2 \text{ hundreds} + 6 \text{ ones} = 26$$

---



---

- 12 Analyze** Look at how Sam and Lev wrote 572.  
Explain what each person did.

Sam  $572 = 57 \text{ tens} + 2 \text{ ones}$

Lev  $572 = 5 \text{ hundreds} + 7 \text{ tens} + 2 \text{ ones}$

---



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- 13 Identify** Fill in the blanks to show 256 in different ways.

| Hundreds | Tens | Ones |
|----------|------|------|
| 0        | 0    |      |
| 0        |      | 6    |
|          | 5    |      |

**Apply**  **Ideas About Place Value in Three-Digit Numbers**

**Put It Together** Use what you have learned to complete this task.

**14** Nate puts his coins in stacks of ten. He has 12 stacks of coins with 4 coins left over.

**Part A** Draw a picture to show Nate's coins.

**Part B** How many coins does Nate have? Write the answer in two different ways.

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**Part C** Nate gets 30 more coins from a friend. Nate says that he now has 190 coins. Do you agree or disagree? Explain.

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# Read and Write Three-Digit Numbers

## Use What You Know

Write three-digit numbers with hundreds, tens, and ones.

Jan buys 2 packs of 100 balloons. She also buys 7 packs of 10 balloons and 5 single balloons. How many balloons does Jan buy?



- a. 2 packs of 100 = \_\_\_\_\_ hundreds  
The number of balloons in 2 packs of 100 is \_\_\_\_\_.
- b. 7 packs of 10 = \_\_\_\_\_ tens  
The number of balloons in 7 packs of ten is \_\_\_\_\_.
- c. 5 single balloons = \_\_\_\_\_ ones  
The number of single balloons is \_\_\_\_\_.
- d. Complete the equation to find the total number of balloons.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

100s            10s            1s

## ► Find Out More

The **digits** 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 make up all numbers. The digit's place in a number tells its value.

The same digit can have different values.  
Look at the value of each 4 in this number.

| Hundreds | Tens | Ones |
|----------|------|------|
| 4        | 4    | 4    |
| ↓        | ↓    | ↓    |
| 400      | 40   | 4    |

### ► Reflect Work with a partner.

- 1 Talk About It** When does the digit 8 have a value of 8? 80? 800? What are some three-digit numbers that show these values?

**Write About It** \_\_\_\_\_

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**Learn About**  **Finding the Value of Three-Digit Numbers**

Read the problem. Then you will show hundreds, tens, and ones in different ways.

Amir plays a board game that uses play money.  
He wins 2 hundreds bills, 1 tens bill, and 3 ones bills.  
What is the total value of the bills Amir wins?

**Picture It** You can draw a picture to show the problem.



**Picture It** You can make a quick drawing to show hundreds, tens, and ones.



**Model It** You can show hundreds, tens, and ones in a chart.

| Hundreds | Tens | Ones |
|----------|------|------|
| 2        | 1    | 3    |

**▶ Connect It** Write the number as hundreds, tens, and ones.

- 2** Look at the models on the previous page.  
How many hundreds, tens, and ones are there?

\_\_\_\_\_ hundreds \_\_\_\_\_ ten \_\_\_\_\_ ones

- 3** What is the value of the hundreds bills? \_\_\_\_\_ dollars

What is the value of the tens bill? \_\_\_\_\_ dollars

What is the value of the ones bills? \_\_\_\_\_ dollars

- 4** Write an equation to find the total value of all the bills.

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ dollars

- 5 Talk About It** Amir wins 2 more tens bills. How would you write the new total value of Amir's play money? Explain how you found your answer.

**Write About It** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**▶ Try It** Try another problem.

- 6** What is another way to show each number? Draw lines to connect each number to another way to write the number.

392

329

239

300 + 20 + 9

200 + 30 + 9

300 + 90 + 2

**Practice**  **Reading and Writing Three-Digit Numbers**

Study the model below. Then solve Problems 7–9.

**Example**

Mrs. Cole wrote this number on a check.

*five hundred ninety-four*

What is this number?

**You can show your work in a chart.**

| Hundreds | Tens | Ones |
|----------|------|------|
| 5        | 9    | 4    |

↓                  ↓                  ↓

five hundred ninety-four

**Answer** The number is 594.

**7** Pat wrote these clues about his secret number.

- The hundreds digit is 1 more than 8.
- The tens digit has a value of 40.
- The number has 2 ones.

What is the secret number?

**Show your work.**



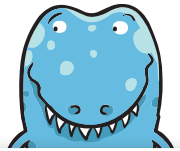
How many digits  
are in the number?

**Answer** \_\_\_\_\_

- 8 Jim is playing a board game. This is Jim's play money. Write the amount in two different ways.



\_\_\_\_\_ dollars + \_\_\_\_\_ dollars + \_\_\_\_\_ dollars  
\_\_\_\_\_ dollars



What is the value of each kind of bill in the problem?

- 9 Which number is the same as  $700 + 6$ ?

- A 76
- B 607
- C 706
- D 760

Zoey chose **A** as the answer. This answer is wrong. How did Zoey get her answer?

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How many tens does the number have?

**Practice**  **Reading and Writing Three-Digit Numbers**

**Solve the problems.**

**1** What is another way to show 2 hundreds and 5 ones? Circle all the correct answers.

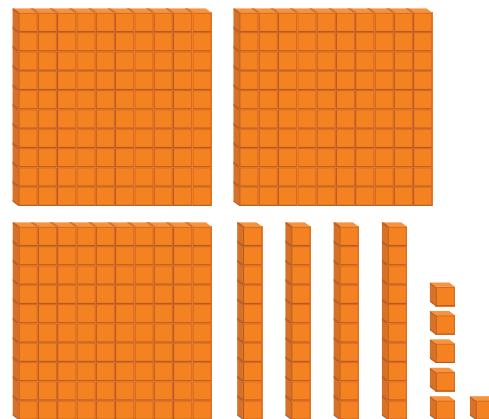
- A**  $200 + 5$
- B** 25
- C**  $200 + 50$
- D** 205

**2** What does the model show? Fill in the table and the blanks.

| Hundreds | Tens | Ones |
|----------|------|------|
|          |      |      |

Value: \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

Total: \_\_\_\_\_



**3** A bear at the zoo weighs 360 pounds. What is true about this number? Circle all the correct answers.

- A** It is  $300 + 6$ .
- B** It equals 36 tens.
- C** It is  $300 + 60$ .
- D** It has 3 hundreds and 6 tens.

4 Here are clues about a number.

- The number has 7 hundreds.
- The tens digit has a value of 30.
- The ones digit is less than any other digit in the number.

What could the number be? Explain.

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---

5 Write the value of each digit in the two numbers.

|                       |                       |
|-----------------------|-----------------------|
| 275                   | 527                   |
| _____ + _____ + _____ | _____ + _____ + _____ |

6 Look at Problem 5. Why do the 2, 5, and 7 have a different value in each number? Explain.

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 **Self Check** Now you can write three-digit numbers.  
Fill this in on the progress chart on page 59.

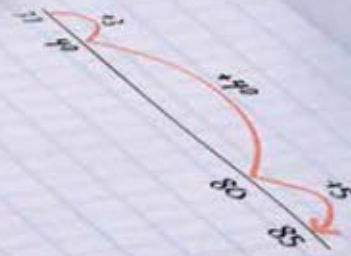




# Ready®

# 2

**Mathematics**  
PRACTICE AND  
PROBLEM SOLVING



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Family Letter available with every lesson.



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Family Letter available with every lesson.

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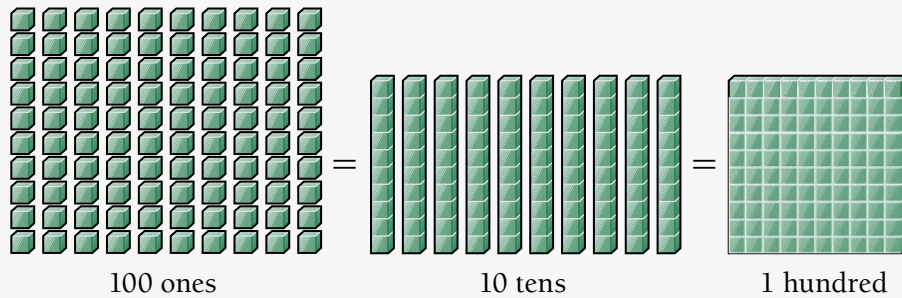
**Family Letter available with every lesson.**

Dear Family,

This week your child is exploring three-digit numbers.



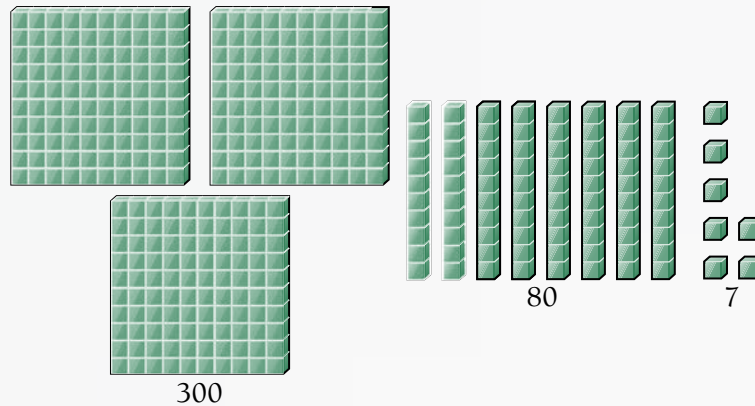
The first three-digit number is 100. It is the same as 100 ones, 10 tens, or 1 hundred.



Three-digit numbers have a hundreds place, a tens place, and a ones place.

|     | <b>Hundreds</b> | <b>Tens</b> | <b>Ones</b> |
|-----|-----------------|-------------|-------------|
| 387 | 3               | 8           | 7           |

The hundreds place tells how many hundreds are in the number, the tens place tells how many tens, and the ones place tells how many ones.



Invite your child to explain what he or she knows about three-digit numbers by doing the following activity together.



## Hundreds Activity

Play the Guess My Number game.

- Think of a three-digit number (Example: 592).
- Give your child a clue and then have your child guess the number. The first clue should be which number is in the hundreds place. (Example: “5 is in the hundreds place.”)
- If your child guesses your number, he or she wins the game. If the guess is incorrect, give your child another clue, the number in the tens place. (Example: “9 is in the tens place.”)
- Have your child guess the number again. If the guess is incorrect give the final clue, the number in the ones place. (Example: “2 is in the ones place.”)
- Encourage your child to use a place value chart to keep track of the clues and write the number.

| Hundreds | Tens | Ones |
|----------|------|------|
| 5        | 9    | 2    |

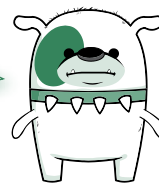
- Play the game again and have your child pick the number and give the clues.



**Understand  
Three-Digit Numbers**

Name: \_\_\_\_\_

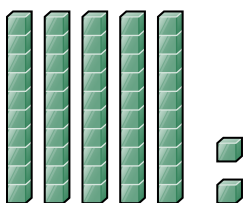
**Prerequisite: How are two-digit numbers made up of tens and ones?**



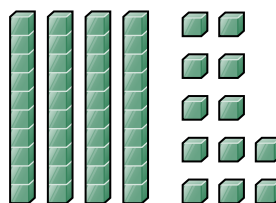
**Study the example showing two-digit numbers as tens and ones. Then solve Problems 1–7.**

**Example**

You can show 52 as tens and ones. You can show this in different ways.

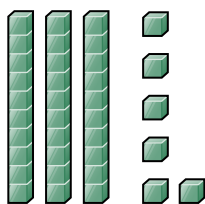


5 tens 2 ones  
 $50 + 2 = 52$

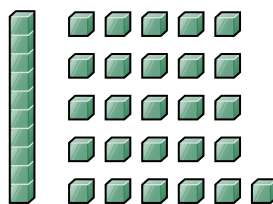


4 tens 12 ones  
 $40 + 12 = 52$

**1** Show 36 as tens and ones. Fill in the blanks to show different ways.



\_\_\_\_\_ tens \_\_\_\_\_ ones



\_\_\_\_\_ tens \_\_\_\_\_ ones

**2** You can show tens and ones in a chart. Complete the chart to show tens and ones in 36.

| Tens | Ones |
|------|------|
| 3    |      |

**3** Show tens and ones in 36 in a different way. Complete the chart.

| Tens | Ones |
|------|------|
|      |      |



## Solve.

- 4 What are two different ways 47 can be shown with tens and ones? Fill in the blanks.

\_\_\_\_\_ tens    \_\_\_\_\_ ones

\_\_\_\_\_ tens    \_\_\_\_\_ ones

- 5 What are three different ways 91 can be shown with tens and ones? Fill in the blanks.

\_\_\_\_\_ tens    \_\_\_\_\_ ones

\_\_\_\_\_ tens    \_\_\_\_\_ ones

\_\_\_\_\_ tens    \_\_\_\_\_ ones

- 6 What are two different ways 83 can be shown with tens and ones? Complete the charts.

| Tens | Ones |
|------|------|
|      |      |

| Tens | Ones |
|------|------|
|      |      |

- 7 Circle all the ways that show 54. Then write three other ways to show 54.

4 tens 14 ones

5 tens 4 ones

50 + 4

40 + 5

5 tens 14 ones

1 ten 44 ones

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## Understand Hundreds, Tens, and Ones

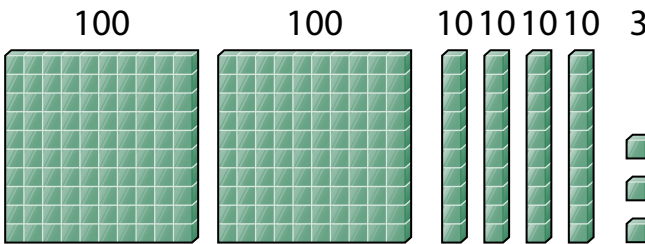
Study the example showing how to count hundreds, tens, and ones. Then solve Problems 1–6.

**Example**

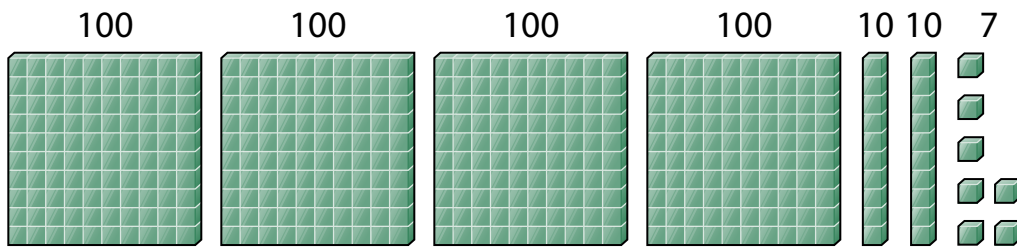
How many hundreds, tens, and ones are there?

Count:

$$2 \text{ hundreds} + 4 \text{ tens} + 3 \text{ ones} = 200 + 40 + 3 = 243$$

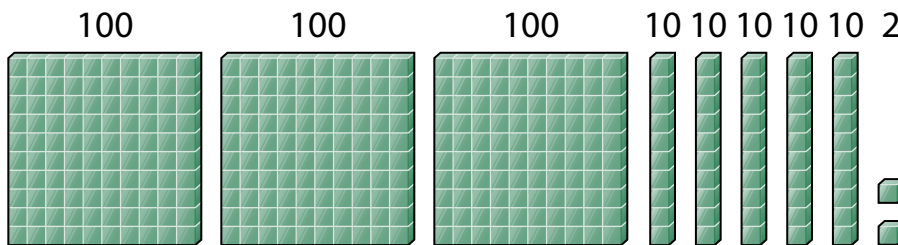


1 How many hundreds, tens, and ones are there?



$$\underline{\quad\quad} \text{ hundreds} + \underline{\quad\quad} \text{ tens} + \underline{\quad\quad} \text{ ones} = 400 + 20 + 7 = 427$$

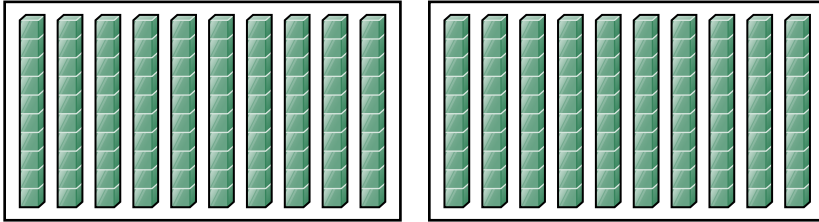
2 How many hundreds, tens, and ones are there?



$$\underline{\quad\quad} \text{ hundreds} + \underline{\quad\quad} \text{ tens} + \underline{\quad\quad} \text{ ones} = 300 + 50 + 2 = 352$$

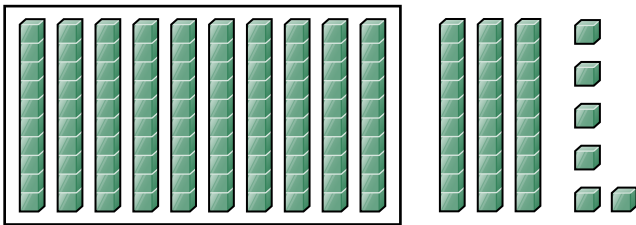
## Solve.

- 3 This model shows 200 in tens. How many tens are in 200?



$$200 = \underline{\quad\quad} \text{ tens}$$

- 4 This model shows 136 in tens. How many tens are in 136? How many ones are left over?



$$136 = \underline{\quad\quad} \text{ tens and } \underline{\quad\quad} \text{ ones}$$

- 5 Complete the chart to show 7 hundreds + 5 ones.

| Hundreds | Tens | Ones |
|----------|------|------|
|          | 0    | 5    |

- 6 Complete the chart to show 9 hundreds + 4 tens + 8 ones.

| Hundreds | Tens | Ones |
|----------|------|------|
|          |      |      |



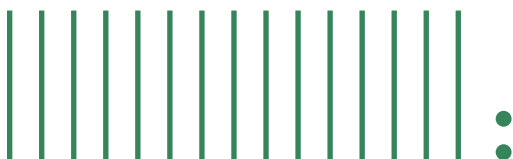
## Reason and Write

**Look at the example. Underline a part that you think makes it a good answer.**

**Example**

Eva uses her blocks to build towers of 10 blocks each. There are 15 towers and 2 blocks left over.

1. Draw a picture to show Eva's blocks. Write the total number of blocks that Eva has.
2. Explain how you figured out how many blocks Eva has.
3. Show a different way you can write how many blocks Eva has.

**Draw.**

152 blocks

**Explain.**

First I counted 10 towers because 10 tens is 100 blocks. Then I counted 5 more towers. That is the same as 50. Then I saw that there were 2 blocks left over. So Eva has  $100 + 50 + 2$ , or 152 blocks.

**Show a different way.**

1 hundred + 5 tens + 2 ones

Where does the example ...

- show the picture?
- show the number of blocks?
- use words to explain?
- show a different way to write the number of blocks?



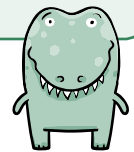
**Solve the problem. Use what you learned from the example.**

Ty uses his blocks to build towers of 10 blocks each. There are 14 towers and 5 blocks left over.

1. Draw a picture to show Ty's blocks. Write the total number of blocks that Ty has.
2. Explain how you figured out how many blocks Ty has.
3. Show a different way you can write how many blocks Ty has.

Did you ...

- draw the picture?
- write the number of blocks?
- use words to explain?
- show a different way to write the number of blocks?



**Draw.**

**Explain.**

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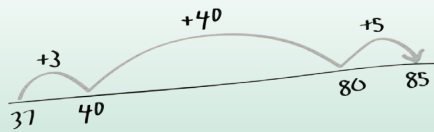
**Show a different way.**

---

# TEACHER RESOURCE BOOK

 **Ready**<sup>®</sup>  
Common Core

**2** Mathematics  
INSTRUCTION  
Teacher Resource Book



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|  | Standards                 | Embedded SMPs    | Emphasis |
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|  | 2.G.A.3                   | 1, 3, 5, 6, 7    | S/A      |
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**CCSS Focus**

**Domain**

Number and Operations in Base Ten

**Cluster**

**A.** Understand place value.

**Standards**

**2.NBT.A.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

- a.** 100 can be thought of as a bundle of ten tens—called a “hundred.”
- b.** The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

**2.NBT.A.2** Count within 1000; skip-count by 5s, 10s, and 100s.

**Standards for Mathematical Practices (SMP)**

- 2** Reason abstractly and quantitatively.
- 3** Construct viable arguments and critique the reasoning of others.
- 7** Look for and make use of structure.

**Lesson Objectives**

**Content Objectives**

- Identify ones, tens, and hundreds in a three-digit number.
- Interpret models to determine the combinations of hundreds, tens, and ones in a number.
- Write a three-digit number in terms of varied combinations of hundreds, tens, and ones.

**Language Objectives**

- Tell how many hundreds, tens, and ones are in a given three-digit number.
- Tell how many tens are in 100 and in 200.

**Prerequisite Skills**

- Count to 100.
- Count by 10s and by 100s.
- Understand the concept of place value in two-digit numbers.

**Lesson Vocabulary**

There is no new vocabulary.

**Learning Progression**

**In Grade 1** students are introduced to the concept of place value as it applies to two-digit numbers. This concept is reinforced in Grade 2 as students add and subtract two-digit numbers.

**In this lesson** students use base-ten blocks to understand that one hundred can be seen as 100 ones or 10 groups of ten. As students count groups of blocks, they record the number in a chart to aid in connecting the concept that a digit is used to indicate the number of groups of objects within a number. This leads to the realization that a digit’s value is dependent upon its placement in a number. The 4 in 420 represents

4 groups of one hundred, while the 4 in 42 represents 4 groups of ten. This concept will be further developed in the next lesson as students learn to accurately read and write three-digit numbers.

As early as kindergarten, students are led to recognize the inclusive nature of numbers. Within 7 there is a group of 3 and a group of 4, or 2 groups of three and 1 more, etc. This concept is extended into Grade 1 with two-digit numbers and in Grade 2 with three-digit numbers. This understanding is foundational for upcoming work with subtraction and other operations in the future.



## Lesson Pacing Guide

### Whole Class Instruction

|                                       |  |  |
|---------------------------------------|--|--|
| <p><b>Day 1</b><br/>45–60 minutes</p> | <p><b>Toolbox: Interactive Tutorial</b><br/>Place Value to 1,000</p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Opening Activity 15 min</li> <li>• Think It Through Question 5 min</li> <li>• Think 5 min</li> <li>• Think 10 min</li> <li>• Reflect 5 min</li> </ul> | <p><b>Practice and Problem Solving</b><br/>Assign pages 103–104.</p> |
| <p><b>Day 2</b><br/>45–60 minutes</p> | <p><b>Guided Instruction</b></p> <p><b>Think About Hundreds, Tens, and Ones</b></p> <ul style="list-style-type: none"> <li>• Let's Explore the Idea 15 min</li> <li>• Let's Talk About It 20 min</li> <li>• Try It Another Way 10 min</li> </ul>   | <p><b>Practice and Problem Solving</b><br/>Assign pages 105–106.</p> |
| <p><b>Day 3</b><br/>45–60 minutes</p> | <p><b>Guided Practice</b></p> <p><b>Connect Ideas About Place Value in Three-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>• Evaluate 15 min</li> <li>• Analyze 15 min</li> <li>• Identify 15 min</li> </ul>  | <p><b>Practice and Problem Solving</b><br/>Assign pages 107–108.</p> |
| <p><b>Day 4</b><br/>45–60 minutes</p> | <p><b>Independent Practice</b></p> <p><b>Apply Ideas About Place Value in Three-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>• Put It Together 30 min</li> <li>• Pair/Share 15 min</li> </ul>  |  |
| <p><b>Day 5</b><br/>45–60 minutes</p> | <ul style="list-style-type: none"> <li>• On-Level, Intervention, or Challenge Activity 20 min</li> </ul> <p><b>Toolbox: Lesson Quiz</b><br/>Lesson 10 Quiz</p>   |  |

### Small Group Differentiation

#### Teacher-Toolbox.com

##### Reteach

**Ready Prerequisite Lessons** 45–90 min

##### Grade 1

- Lesson 17 *Understand Tens*
- Lesson 21 *Understand Tens and Ones*

##### Teacher-led Activities

**Tools for Instruction** 15–20 min

##### Grade 1 (Lessons 17 and 21)

- Patterns on the Hundred Chart

##### Grade 2 (Lesson 10)

- Model Three-Digit Numbers

##### Student-led Activities

**Math Center Activities** 30–40 min

##### Grade 2 (Lesson 10)

- 2.14 Skip Count by 10s and 100s
- 2.11 Three-Digit Number Vocabulary
- 2.12 Understand Three-Digit Numbers

### Personalized Learning

#### i-Ready.com

##### Independent

**i-Ready Lessons** 10–20 min

##### Grade 1 (Lessons 17 and 21)

- Grouping into Tens and Ones

# Lesson 10

## Understand Three-Digit Numbers

### Opening Activity

## Tens and Hundreds

**Objective** Explore three-digit numbers.

**Time** 20–30 minutes

**Materials for each student**

- connecting cubes

### Overview

Students explore hundreds as 10 groups of ten by connecting cubes into groups of ten and bundling into groups of hundreds.

### Step By Step

#### 1 Build stacks of cubes.

- Organize students into pairs and provide them with connecting cubes.
- Ask students to build 4 stacks of 10 cubes each.
- Ask: *How many cubes did you stack?* [40] *How do you know?* [I counted them all; I counted by tens.]
- Tell students to combine their stacks with a partner. Ask: *How many cubes do you have now?* [8 stacks or 80 cubes]

#### 2 Build hundreds.

- Ask partners to discuss how many more stacks they will need to have 100 cubes. Then have them make the extra stacks.
- Ask: *How many extra stacks did you make?* [2] *How many total stacks do you have?* [10] *How can you be sure you have 100 cubes stacked?* [count by tens]
- Ask: *How many stacks would you need to show 200 cubes?* [20] Have partners discuss this question and explain how they know.
- Share students' ideas as a class. You may want them to think about and suggest how many stacks would be needed to show 300, 400, 500, . . . cubes.



## Introduction

## At a Glance

Students explore the meaning of one hundred through different models. They see that 100 can be expressed as 100 ones or 10 tens.

## Step By Step

- Introduce the question at the top of the page. Emphasize that there are many ways to count to 100. Have students generate ideas of how they could count to 100. [by 1s, 2s, 5s, 10s, etc.]
- Draw students' attention to the number 100 shown on the chart. Ask students to share what they know about the number 100. [Students may respond that it is a "big" number, that it is "worth more" than 99, etc.]

## ▶ Mathematical Discourse 1

- Read the **Think** section together. After students circle groups of 10 ones, compare what they did to the model of the 10 tens. Students should notice that they circled ten groups of 10 and the model shows ten groups of 10.
- Refer students back to the hundreds chart on the page. Ask if they can find groups of 10 in the chart. Students may identify groups either horizontally or vertically. Although both are accurate, you may want to point out that the horizontal groups include the counting numbers within each ten.

## ▶ Mathematical Discourse 2

**SMP TIP Look for Structure**

Analyzing a hundreds chart for skip counting and identifying groups of ten helps students recognize the patterns and structure inherent in our number system, enabling them to become proficient with the base-ten number system. (SMP 7)

## Understand Three-Digit Numbers

## Think It Through

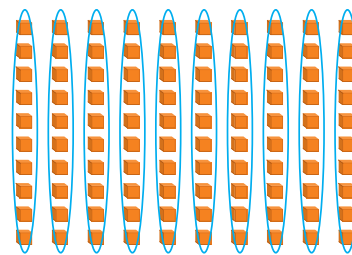
What is **one hundred**?



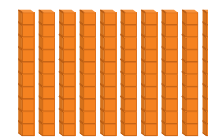
You can count to one hundred. After 99 is **100**.

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

**Think** One hundred is 100 ones. One hundred is 10 tens.



100 = 100 ones



100 = 10 tens




Circle groups of 10 ones in 100.

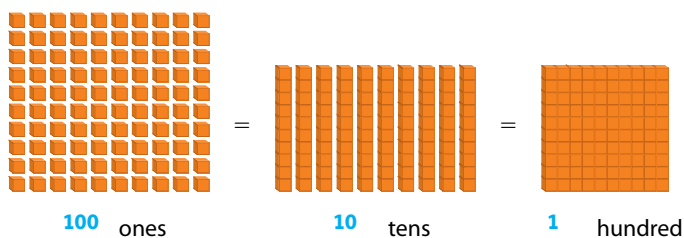
## ▶ Mathematical Discourse

- 1 Look at the hundreds chart. How is the number 100 different from the other numbers in its column?  
Answers will vary. Help students recognize that it has two zeros instead of only one.
- 2 How does counting by tens help you think about 100?  
Instead of counting all the ones, I can count groups of ten to get to 100 much more quickly. I only have to count by tens 10 times, but it is equal to 100 ones.



**Think** One hundred can be shown as hundreds, tens, or ones.

 Fill in the blanks.



| Ways to Show 100 |      |      |                                |
|------------------|------|------|--------------------------------|
| Hundreds         | Tens | Ones |                                |
| 0                | 0    | 100  | 0 hundreds + 0 tens + 100 ones |
| 0                | 10   | 0    | 0 hundreds + 10 tens + 0 ones  |
| 1                | 0    | 0    | 1 hundred + 0 tens + 0 ones    |



A three-digit number has a hundreds place. It tells how many hundreds there are in a number.

**Reflect** Work with a partner.

**1 Talk About It** Think about 200. How many hundreds does 200 have? How many tens? How many ones?

**Write About It** The number 200 has 2 hundreds, or 20 tens, or

200 ones.

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## Step By Step

- Read aloud the **Think** statement about one hundred at the top of the page. Then draw students' attention to the three picture models and ask what each one represents. Instruct students to fill in the blank under each model.

### ▶ Mathematical Discourse 3 and 4

- Instruct students to look at the chart and talk to a partner to decide which of the pictures matches each row on the chart. As they share ideas, make sure they understand that the hundreds block is locked together; it has no separate tens and ones. Similarly, each tens block has no separate ones.
- Read the sentence underneath the chart. Direct students' attention to the bottom row of the chart and discuss it. Use Mathematical Discourse question 5 to emphasize what the zeros in 100 represent.

### ▶ Mathematical Discourse 5

### ▶ Hands-On Activity

- Have students reply to the *Talk About It* question. Allow students to draw pictures, if necessary, but encourage them to use number representations also.

 **Ready** Mathematics  
PRACTICE AND PROBLEM SOLVING

Assign *Practice and Problem Solving* pages 103–104 after students have completed this section.

### ▶ Hands-On Activity

**Use base-ten blocks to understand one hundred.**

**Materials:** base-ten blocks

- Distribute the blocks so that each student has at least 30 ones blocks, 10 tens blocks, and 1 hundreds block.
- Instruct students to use their blocks to show 3 groups of 10. Ask students to show how many ones are in 3 groups of 10. Ask them to show 6 groups of 10. Ask: *How many ones do you think there are in 6 groups of 10?* [60] Make sure students justify their answers.
- Have students show a hundreds block. Ask how many ones they would have if they could break apart the block. [100] Then have them use tens blocks to show how many tens are in a hundreds block. [10]

### ▶ Mathematical Discourse

**3** *How are the three pictures on this page alike?*

They all show 100.

**4** *How are the pictures on this page different from each other?*

In the first one, all the pieces are separate. In the second one, the pieces are locked together in groups of ten, but there are spaces between each group. In the third one, all the pieces are locked together.

**5** *Why do you think there are two zeros after the 1 in 100?*

Students should recognize that the zeros indicate that there are no tens or ones.

## Guided Instruction

### At a Glance

Students use counting strategies to understand three-digit numbers. Then students interpret models and organize three-digit numbers in varied ways.

### Step By Step

#### Let's Explore the Idea

- Tell students that they will have time to work individually on the problems on this page and then share their responses in pairs. Ask students to look at the first set of models and count the groups of 100. Ask: *How many groups of 100 are shown?* [3] Instruct students to write that number on the blank. Encourage students to continue counting by hundreds to 900. Use Mathematical Discourse question 1 to connect counting strategies.

#### ► Mathematical Discourse 1

- For Problem 3, reinforce the concept that the zeros following the 3 indicate that there are no separate tens or ones. You may want to write the following addition problem on the board:  $100 + 100 + 100 = 300$ . Explain that they are putting groups together just as they do when adding.
- Have students look at the second group of models and ask how these compare to the first group. They should note that in this case, there are groups of ten that are not connected.
- As students complete this page individually, circulate among them. This is an opportunity to assess student understanding and address student misconceptions.

#### ► Mathematical Discourse 2

- Take note of students who are still having difficulty and wait to see if their understanding progresses as they work in pairs during the next part of the lesson.

#### SMP TIP Reason Abstractly and Quantitatively

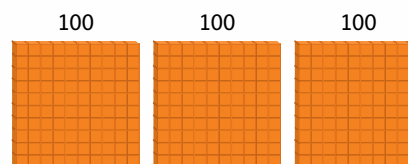
Using counting strategies to interpret three-digit numbers builds a sense of quantities in students and enables them to use symbolic representations in a meaningful way. (SMP 2)

## Think About Hundreds, Tens, and Ones

**Let's Explore the Idea** You can count three-digit numbers by hundreds, tens, and ones.



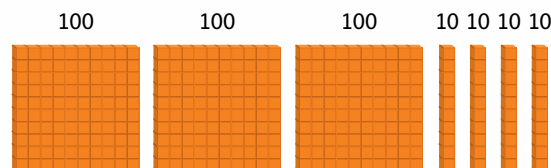
You can count hundreds.



2 Count: 1 hundred, 2 hundreds, 3 hundreds

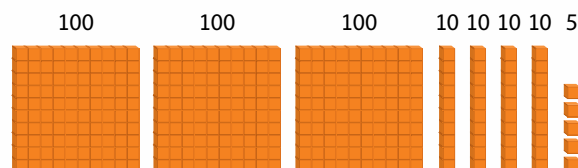
3 3 hundreds = 300

You can count hundreds and tens.



4 3 hundreds + 4 tens =  $300 + 40 = 340$

You can count hundreds, tens, and ones.



5 3 hundreds + 4 tens + 5 ones =  $300 + 40 + 5 = 345$

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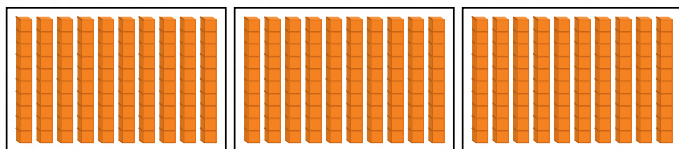
#### ► Mathematical Discourse

- How is counting by hundreds like counting by tens?*  
You count 1 group of one hundred, 2 groups of one hundred, 3 groups of one hundred, and so on, just like you count 1 group of ten, 2 groups of ten, 3 groups of ten, and so on.
- Why doesn't it make sense to write 300 instead of 3 on the first blank, or 40 instead of 4 on the second blank?*  
There aren't 300 groups of one hundred, but 3; and there aren't 40 groups of ten, but 4 groups of ten.

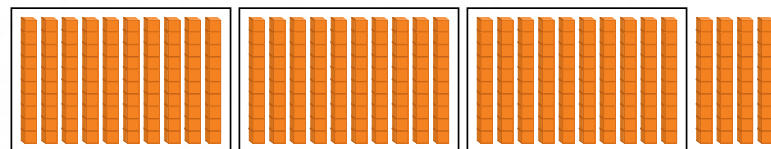
**Let's Talk About It**  
Work with a partner.



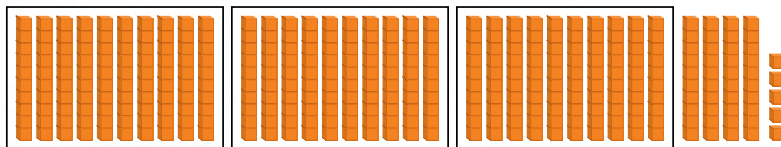
6 This model shows 300 in tens.  $300 = 30$  tens



7 This model shows 340 in tens.  $340 = 34$  tens



8 This model shows 345 in tens. There are ones left over.  
 $345 = 34$  tens and  $5$  ones



**Try It Another Way** Write hundreds, tens, and ones in a chart.

**Example**

3 hundreds + 5 tens + 8 ones

| Hundreds | Tens | Ones |
|----------|------|------|
| 3        | 5    | 8    |

9 5 hundreds + 3 tens

| Hundreds | Tens | Ones |
|----------|------|------|
| 5        | 3    | 0    |

10 7 hundreds + 8 ones

| Hundreds | Tens | Ones |
|----------|------|------|
| 7        | 0    | 8    |

**Step By Step**

**Let's Talk About It**

- Organize students in pairs to answer Problems 6–8 on this page. You may choose to work through Problem 6 together.
- Walk around to each pair. Listen to and join in on discussions at different points. Use Mathematical Discourse questions 3 and 4 to help support or extend students' thinking.

**Mathematical Discourse 3 and 4**

**Try It Another Way**

- Direct students' attention to **Try it Another Way**. Instruct them to continue to work in pairs to fill in the charts.
- Invite volunteers to come to the board to show how they completed the charts for Problems 9 and 10.
- Make sure students include a zero as a placeholder in each of the problems. Discuss that in the chart, it may not seem important to include the zero, but when the number is written out of the chart, it is very important.
- Write 260 on the board and ask students to read the number. Then write the number 26 on the board and ask them to read it. Ask: *Why is it important to add the zero on the end of 260?* [It makes the 26 mean 26 tens, not 26 ones.]

**Visual Model**

**Ready Mathematics**  
PRACTICE AND PROBLEM SOLVING

Assign *Practice and Problem Solving* pages 105–106 after students have completed this section.

**Visual Model**

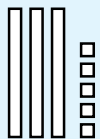
Draw models to show the importance of placeholders.

- Tell students that you will draw some simple models to help them understand placeholders. Draw the following on the board:



- Write 100 inside each square and 10 under each rectangle. Then write  $3 \text{ hundreds} + 5 \text{ tens} = 350$ .

- Draw the following:



- Ask students to write the number shown by the model. [35] Compare the models to show that they are not equal.

**Mathematical Discourse**

3 *Why do you think there is a box around some of the tens? What does it represent?*

Students should recognize that there are 10 tens in each box, which represents 100. The boxes make it easier to count the groups.

4 *How do the models help you think about the number 345?*

It is easy to see the 10 tens in each hundred, and the extra tens and ones. In 345, there are 3 hundreds, 4 tens, and 5 ones, which is equal to 34 tens and 5 ones. Or 345 could be broken apart into 345 ones.

**Guided Practice**

**At a Glance**

Students demonstrate their understanding of three-digit numbers by analyzing different ways to represent them. Then students represent quantities in different ways.

**Step By Step**

- Discuss each problem as a class using the discussion points outlined below.

**Evaluate**

- Ask students to explain the error Lana made. [She didn't write a zero in the tens place to show there are no separate tens.]
- Then ask: *How would you help Lana understand what she did wrong?* Encourage volunteers to share their ideas with the class.

**Analyze**

- Write the way each student represented the number 572 on separate sections of the board. Ask students to talk to a partner about what each student did.
- Encourage volunteers to come to the board to draw models showing what Sam and Lev did. You may want to ask students to draw □ for 100, | for 10, and • for one. Make sure that for the 57 tens, groups of 10 tens are boxed to represent a group of 100. This will make the models more visually similar.

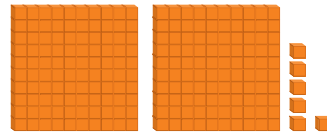
**Identify**

- Draw the completed chart from the student page on the board. Add several blank rows to the bottom of the chart.
- Ask: *Can you think of another way to show 256?* If there are no viable responses, make suggestions such as: *How would you complete the rest of the row if there were 20 tens? Or: What if I put 126 in the ones column?*
- Write those numbers in additional rows at the bottom of the chart and allow students to determine how they might complete each row.

**Connect Ideas About Place Value in Three-Digit Numbers**

Talk about these questions as a class. Then write your answers.

- 11 Evaluate** Lana did this homework problem. What did she do wrong?



$2 \text{ hundreds} + 6 \text{ ones} = 26$

Possible answer: Lana didn't put a 0 in the tens place. So she wrote the

2 hundreds as 2 tens.

- 12 Analyze** Look at how Sam and Lev wrote 572. Explain what each person did.

Sam  $572 = 57 \text{ tens} + 2 \text{ ones}$

Lev  $572 = 5 \text{ hundreds} + 7 \text{ tens} + 2 \text{ ones}$

Sam used only tens and ones to write the number. 57 tens is 570.

$570 + 2 = 572$ . Lev used hundreds, tens, and ones.  $500 + 70 + 2 = 572$ .

- 13 Identify** Fill in the blanks to show 256 in different ways.

| Hundreds | Tens | Ones |
|----------|------|------|
| 0        | 0    | 256  |
| 0        | 25   | 6    |
| 2        | 5    | 6    |

**Scoring Rubrics**

**Part A**

| Points | Expectations  |
|--------|---|
| 2      | The student draws an accurate model to represent the situation.                                   |
| 1      | The student is partially correct. Some elements of the model may be accurate but not all of them. |
| 0      | The student is not able to accurately complete the model.   |



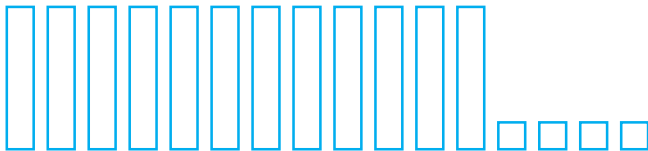
**Apply** Ideas About Place Value in Three-Digit Numbers

**Put It Together** Use what you have learned to complete this task.

- 14 Nate puts his coins in stacks of ten. He has 12 stacks of coins with 4 coins left over.

**Part A** Draw a picture to show Nate's coins.

Possible drawing:



**Part B** How many coins does Nate have? Write the answer in two different ways.

Possible answer: 12 tens + 4 ones;  $120 + 4$ , or 124 coins

**Part C** Nate gets 30 more coins from a friend. Nate says that he now has 190 coins. Do you agree or disagree? Explain.

Possible answer: I disagree. Nate had 124 coins and got 30 more.

$124 + 30 = 154$ , not 194. So Nate now has 154 coins.

95

**Independent Practice**
**Step By Step**
**Put It Together**

- Direct students to complete the **Put It Together** task on their own.
- Have counters or tiles available for students to stack, if necessary, to make sense of the problem.
- Suggest that students draw rectangles or simple cylinders to represent the stack of coins. It is not necessary to show the ten coins in each stack; however, some students may need to do this. Encourage students to focus on the task rather than on making an artistic drawing.
- For Part C, students may use a drawing or equation to solve. Remind them to explain why they agree or disagree.
- As students work on their own, walk around to assess their progress and understanding, to answer their questions, and to give additional support, if needed.
- If time permits, have students share the strategies they used in completing the task.

**Ready** Mathematics  
PRACTICE AND PROBLEM SOLVING

Assign *Practice and Problem Solving* pages 107–108 after students have completed Guided Practice.

**Part B**

| Points | Expectations  |
|--------|---|
| 2      | The student answers correctly and writes the number in two different ways.    |
| 1      | The answer is correct, but only one written representation is accurate.       |
| 0      | The student is not able to accurately answer or write the number in two ways. |

**Part C**

| Points | Expectations   |
|--------|--|
| 2      | The student disagrees with Nate and justifies this response by using an accurate model, correct equation, or logical reasoning.          |
| 1      | The student disagrees with Nate but does not fully justify this response with an accurate model, correct equation, or logical reasoning. |
| 0      | The student agrees that Nate now has 190 coins or disagrees and does not provide a logical reason.                                       |

## Differentiated Instruction

### ► Intervention Activity

**Break apart numbers.**

**Materials:** base-ten blocks, Place-Value Mat (Activity Sheet 6), Three-Digit Cards (Activity Sheet 7), and a blank card

- Provide each student with base-ten blocks, a blank card, and a place-value mat. Place the three-digit number cards facedown. Each student draws a card.
- Have students use the blank card to cover the tens place and ones place on the three-digit number card. Then students place hundreds blocks on the mat to represent the hundreds digit in the number. Slide the blank card to show the number of tens blocks to place on the mat. Finally, slide the blank card again and place the number of ones shown. You may want to repeat this activity several times.

### ► Challenge Activity

**Find all the ways to show a three-digit number.**

**Materials:** paper and pencil

- Refer back to the **Identify** activity students did as a class during Guided Practice. Help students draw a similar chart, or have one drawn for each of them. Ask them to label the columns Hundreds, Tens, and Ones. (You will need to have extra paper or extra charts available.)
- Tell students you want them to try to find *all* the ways to show 127 on the chart. Encourage them to think of possible strategies they may use before beginning. Allow students to discuss those strategies with each other or with you.
- After students have completed the task, evaluate their charts to determine if they have included all the ways to show 127. Then have them present their charts to the class. Ask them to discuss the patterns they used and then display the charts on the wall or bulletin board.

### ► On-Level Activity

**Play three-digit number “around the table.”**

**Materials:** For each student: base-ten blocks and Place-Value Mat (Activity Sheet 6); For each group: Three-Digit Cards (Activity Sheet 7)

- Place students in groups of 3. Provide each student with a place-value mat and base-ten blocks. Place the cards facedown in a pile. Allow one student to pick a card and use blocks to represent the number on the mat. The student to the right must represent the same number in a different way, and then the last student must represent the number in another way.
- The only rule is that no one can use *all* ones to represent the number. Once students have agreed that all the representations are accurate, they record each representation. The second student in the group picks a card and play resumes as in the first round. Continue until time is up or the cards have all been used.





# LESSON OVERVIEW

## Lesson 11 Read and Write Three-Digit Numbers

### CCSS Focus

#### Domain

Number and Operations in Base Ten

#### Cluster

A. Understand place value.

#### Standards

**2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

#### Standards for Mathematical Practices (SMP)

2 Reason abstractly and quantitatively.

4 Model with mathematics.

7 Look for and make use of structure.

### Lesson Objectives

#### Content Objectives

- Identify the place value of each digit in a three-digit number.
- Model three-digit numbers.
- Interpret a model and write the number value.

#### Language Objectives

- Read aloud three-digit numbers.
- Write three-digit numbers in expanded form.
- Write a three-digit number shown with base ten blocks.

### Prerequisite Skills

- Understand two-digit numbers.
- Count by tens and hundreds.
- Add two-digit numbers.

### Lesson Vocabulary

- **digit** any one of the ten symbols used to write numbers: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9

Review the following key term.

- **place value** the value assigned to a digit based on its position in a number. For example, the 2 in 324 is in the tens place and has a value of 2 tens or twenty.

### Learning Progression

**In Grade 1** students explore the concept of place value by bundling 10 ones to make groups of ten. They learn to read numbers between 9 and 99, and write them using proper digit placement.

**In this lesson** this concept is extended to include the hundreds place as a group of 10 tens. Through active involvement, students make sense of the place-value system, recognizing a digit as a symbol that tells the number of groups of

hundreds, tens and ones in a number. They then learn to read the numbers accurately.

**In Grades 3 and 4** a firm grasp of this concept is essential for students to fully understand addition and subtraction of numbers with more than three digits, as well as to understand multiplication and division of multi-digit numbers. Place-value concepts are then extended to decimal places in Grade 5.

## Lesson Pacing Guide

### Whole Class Instruction

|                                       |  |  |
|---------------------------------------|--|--|
| <p><b>Day 1</b><br/>45–60 minutes</p> | <p><b>Toolbox: Interactive Tutorial</b><br/><i>Place Value and Writing Numbers in Standard Form</i></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Opening Activity 10 min</li> <li>• Use What You Know 10 min</li> <li>• Find Out More 10 min</li> <li>• Reflect 10 min</li> </ul> | <p><b>Practice and Problem Solving</b><br/>Assign pages 111–112.</p> |
| <p><b>Day 2</b><br/>45–60 minutes</p> | <p><b>Modeled and Guided Instruction</b></p> <p><b>Learn About Finding the Value of Three-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>• Picture It/Picture It/Model It 10 min</li> <li>• Connect It 25 min</li> <li>• Try It 10 min</li> </ul>  | <p><b>Practice and Problem Solving</b><br/>Assign pages 113–114.</p> |
| <p><b>Day 3</b><br/>45–60 minutes</p> | <p><b>Guided Practice</b></p> <p><b>Practice Reading and Writing Three-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>• Example 5 min</li> <li>• Problems 7–9 15 min</li> <li>• Pair/Share 15 min</li> <li>• Solutions 10 min</li> </ul>   | <p><b>Practice and Problem Solving</b><br/>Assign pages 115–116.</p> |
| <p><b>Day 4</b><br/>45–60 minutes</p> | <p><b>Independent Practice</b></p> <p><b>Practice Reading and Writing Three-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>• Problems 1–6 20 min</li> <li>• Quick Check and Remediation 10 min</li> <li>• Hands-On or Challenge Activity 15 min</li> </ul>                                     |  |
|                                       | <p><b>Toolbox: Lesson Quiz</b><br/>Lesson 11 Quiz</p>  |  |

### Small Group Differentiation

#### Teacher-Toolbox.com

##### Reteach

**Ready Prerequisite Lessons** 45–90 min

##### Grade 1

- Lesson 21 *Understand Tens and Ones*
- Lesson 22 *Compare Numbers*

##### Teacher-led Activities

**Tools for Instruction** 15–20 min

##### Grade 1 (Lessons 21 and 22)

- Compare Two-Digit Numbers

##### Grade 2 (Lesson 11)

- Model Three-Digit Numbers

##### Student-led Activities

**Math Center Activities** 30–40 min

##### Grade 2 (Lesson 11)

- 2.15 Three-Digit Number Vocabulary Match
- 2.16 Ways to Write a Number

### Personalized Learning

#### i-Ready.com

##### Independent

**i-Ready Lessons** 10–20 min

##### Grade 1 (Lessons 21 and 22)

- Grouping into Tens and Ones
- Comparing Numbers to 100 Using Symbols

# Lesson 11

## Read and Write Three-Digit Numbers

### Opening Activity

## Put Together Hundreds, Tens, and Ones

**Objective** Express three-digit numbers in terms of hundreds, tens, and ones.

**Time** 10–15 minutes

#### Materials for each student

- base-ten blocks
- Activity Sheet 6 (Place-Value Mat)
- Activity Sheet 1 (Digit Cards)

#### Overview

Students build numbers involving hundreds, tens, and ones and express the value of each one.

#### Step By Step

##### 1 Build a number.

- Provide students with base-ten blocks and a place-value mat.
- Ask students to place 3 hundreds blocks, 2 tens blocks, and 7 ones blocks in their proper locations on the mat.

##### 2 Read a number.

- Hold up a hundreds block. Ask: *What does this show?* [one hundred ones] *How many hundreds are on your mat?* [3] Have students place the digit card “3” under the hundreds place.
- Display a tens block. Ask: *What does this show?* [10 ones] *How many tens blocks are on your mat?* [2] Have students place the digit card “2” under the tens place.
- Ask: *What does a ones block show?* [one] *How many ones blocks are on your mat?* [7] Have students place the digit card “7” under the ones place.





## Introduction

## At a Glance

Students use what they know about hundreds, tens, and ones to solve a problem. Then students determine the value of a digit based on its placement in a number.

## Step By Step

- Work through **Use What You Know** as a class.
- Tell students that this page shows them how to think about and write a three-digit number.
- Have students read the problem at the top of the page. Ask: *Is the number of packs Jan buys the same as the number of balloons she buys? Explain.* Students should recognize that since each pack contains more than one balloon, she buys many more balloons than packs.
- You may wish to show hundreds blocks, tens blocks, and ones blocks to represent the balloons in the problem. Discuss that each hundreds block contains 100 ones just as each pack of 100 contains 100 balloons. The *value* of the block or the pack is in terms of ones. Repeat with the value of a tens block and ten pack.
- After students complete Part d, ask them to tell what numbers they wrote in the blanks and explain why.
- Instruct students to circle the 2, the 7, and the 5 that they wrote to fill in the first blank in Part a, Part b, and Part c. Discuss that in the sum of Part d, the 2 is in the hundreds place, the 7 is in the tens place, and the 5 is in the ones place.

**SMP TIP Reason Abstractly and Quantitatively**

Seeing three-digit numbers in a variety of contexts enables students to make sense of the values represented by digit placement and the quantity as a whole. (SMP 2)

## ► Real-World Connection

## Read and Write Three-Digit Numbers

## Use What You Know

Write three-digit numbers with hundreds, tens, and ones.

Jan buys 2 packs of 100 balloons. She also buys 7 packs of 10 balloons and 5 single balloons. How many balloons does Jan buy?



- 2 packs of 100 = 2 hundreds  
The number of balloons in 2 packs of 100 is 200.
- 7 packs of 10 = 7 tens  
The number of balloons in 7 packs of ten is 70.
- 5 single balloons = 5 ones  
The number of single balloons is 5.
- Complete the equation to find the total number of balloons.

$$\begin{array}{r} \underline{200} + \underline{70} + \underline{5} = \underline{275} \\ 100s \quad 10s \quad 1s \end{array}$$

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## ► Real-World Connection

Show students a ten dollar bill (you may use realistic play money). Ask: *How many bills do you see? [1] If I traded this in for one dollar bills, how many would I get? [10]* Hold the ten dollar bill in one hand and 10 one dollar bills in the other and ask which is more—the 1 ten or the 10 ones. Students should recognize that they represent the same amount of money. Then show a one hundred dollar bill and ask how many ten dollar bills you would get if you traded it in for tens. How many ones? Reinforce the concept that one bill can have a value of more than one dollar.



### Find Out More

The **digits** 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 make up all numbers. The digit's place in a number tells its value.

The same digit can have different values. Look at the value of each 4 in this number.

| Hundreds | Tens | Ones |
|----------|------|------|
| 4        | 4    | 4    |
| ↓        | ↓    | ↓    |
| 400      | 40   | 4    |

### Reflect Work with a partner.

- 1 Talk About It** When does the digit 8 have a value of 8? 80? 800? What are some three-digit numbers that show these values?

**Write About It** Possible answer: 8 has a value of 8

when it is in the ones place, like in 218. 8 has a value of

80 when it is in the tens place, like in 281. 8 has a value of

800 when it is in the hundreds place, like in 812.

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### Step By Step

- Read **Find Out More** as a class.
- Use the Concept Extension and Mathematical Discourse question 1 to reinforce the concept of digits.

#### ► Concept Extension

#### ► Mathematical Discourse 1

- Help students interpret the information in the place-value chart. Explain that a 4 in the tens place means 4 tens, or 40. A 4 in the ones place means 4 ones, or 4. You may want to use base-ten blocks to support these ideas.
- Ask students to work with a partner to answer the *Talk About It* questions. After students complete *Write About It*, have them share their numbers, evaluating them for accuracy.


#### ► Mathematical Discourse 2

**Ready** Mathematics  
PRACTICE AND PROBLEM SOLVING

Assign *Practice and Problem Solving* pages 111–112 after students have completed this section.

#### ► Concept Extension

##### Discuss digits as symbols.

- Explain to students that we use many symbols in our world. For example, they might see a  on a bike trail to tell them to turn right. In math, we use symbols like + and = to tell us what to do or what something means.
- A digit is a symbol that tells how many groups of ones, tens, hundreds, and so on, there are in a number. The digits we use are 0–9.
- In a two-digit number, such as 37, the digits 3 and 7 tell how many groups there are within the number—the “3” means there are 3 groups of 10, and the “7” means there are 7 groups of one.
- Write several two- and three-digit numbers on the board. Ask students to tell you what the number is and identify the digits and their values.

#### ► Mathematical Discourse

- 1** Why isn't the number 23 called a digit?  
Students should respond that 23 uses two symbols or digits. A digit is only one symbol.
- 2** Why might a student write two hundred seventy-five as 200705? Why is it incorrect?  
The student just wrote all the values next to each other. It is not correct because the number is too great. The 7 is in the hundreds place instead of the 2, and the zero is in the tens place instead of the 5.

## Modeled and Guided Instruction

## At a Glance

Students examine a three-digit number represented in pictures and in a chart. Then students revisit this problem by connecting the digits to the values they represent.

## Step By Step

- Read the problem at the top of the page as a class. Refer back to the Real-World Connection in Part One, reminding students that 1 ten dollar bill is equal to 10 one dollar bills, so its value is ten dollars. Then remind them of the value of a one hundred dollar bill in a similar manner.

## ► English Language Learners

## Picture It

- Draw students' attention to **Picture It**. Ask them to describe what the picture shows. Ask how many bills they see. [6] Ask: *Do the number of bills tell how much money Amir has? Explain.* [Students should be able to articulate that since each one hundred dollar bill is equal to 100 ones and the ten dollar bill is equal to 10 ones, Amir must have more money than 6 dollars.]

## Picture It

- Connect the quick drawing to the bills by asking students to write 100, 10, or 1 next to each part of the quick drawing.

## ► Visual Model

## Model It

- Help students connect the place-value chart in **Model It** to the picture and quick drawing.

**SMP TIP Model with Mathematics**

To reinforce modeling, use the problem on this page, but change Amir's winnings to 6 hundreds bills, 3 tens bills, and 5 ones bills. Draw on the board the bills of play money that Amir wins. Instruct students to make a quick drawing to represent the winnings and then show the amount in a place-value chart. (SMP 4)

## Learn About Finding the Value of Three-Digit Numbers

Read the problem. Then you will show hundreds, tens, and ones in different ways.

Amir plays a board game that uses play money. He wins 2 hundreds bills, 1 tens bill, and 3 ones bills. What is the total value of the bills Amir wins?

- **Picture It** You can draw a picture to show the problem.



- **Picture It** You can make a quick drawing to show hundreds, tens, and ones.



- **Model It** You can show hundreds, tens, and ones in a chart.

| Hundreds | Tens | Ones |
|----------|------|------|
| 2        | 1    | 3    |

## ► English Language Learners

For students who are not familiar with American dollars, use money from their native country whose denominations are in powers of ten, such as the Mexican 1 peso coin, 10 peso coin, and 100 peso bill.

## ► Visual Model

Use quick drawings as a visual model of base-ten blocks.

**Materials:** base-ten blocks

- Distribute base-ten blocks to students and ask them to show the amount of money Amir wins using the blocks.
- Have students tell the blocks they used and justify their choices.
- Ask how they know each of the hundreds blocks is equal to 100. [Students should see that each hundreds block is divided into 100 units.] Point out the similar shape of the hundreds blocks and the quick drawing squares, and the similar shape of the tens blocks and the vertical line.
- Tell students that the quick drawings are like the blocks but without all the ones shown, to make them "quick" to draw.

► **Connect It** Write the number as hundreds, tens, and ones.

- 2 Look at the models on the previous page.  
How many hundreds, tens, and ones are there?

2 hundreds 1 ten 3 ones

- 3 What is the value of the hundreds bills? 200 dollars

What is the value of the tens bill? 10 dollars

What is the value of the ones bills? 3 dollars

- 4 Write an equation to find the total value of all the bills.

200 + 10 + 3 = 213 dollars

- 5 **Talk About It** Amir wins 2 more tens bills. How would you write the new total value of Amir's play money? Explain how you found your answer.

**Write About It** 233. Possible answer: Amir has 2 more

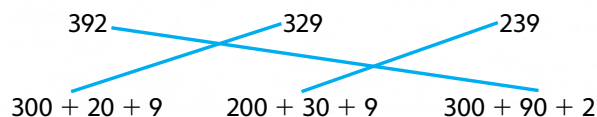
tens. I added 2 to the tens digit. The value of Amir's bills

was 213. When I added 2 to the tens digit, the value

became 233.

► **Try It** Try another problem.

- 6 What is another way to show each number? Draw lines to connect each number to another way to write the number.



## Step By Step

### Connect It

- Read **Connect It** as a class. Make sure students understand that the questions refer to the problem on the previous page.
- For Problem 3, ensure students understand that the value they are finding is the combined value of each kind of bill, not the value of only one bill.
- As students complete Problem 4, ask them why it makes sense to add all the values together.

### ► Hands-On Activity

- For Problem 5, make sure students understand that the 2 tens Amir wins are in addition to the money he has already won.

### Try It

- Tell students that they may use a picture or other model to help solve the **Try It** problem. Have students explain the thinking they used in solving the problem.

### 6 Solution

$$392 = 300 + 90 + 2; 329 = 300 + 20 + 9;$$

$$239 = 200 + 30 + 9$$

**Error Alert** Watch for students who may invert the 9 and 2 in 329 and 392.

### SMP TIP Look for Structure

Ask students to describe the structure that is inherent in our place-value system. In a three-digit number, the first digit represents the number of hundreds, the second digit represents the number of tens, and the third digit represents the number of ones that together equal the number. (SMP 7)

**Ready** Mathematics  
PRACTICE AND PROBLEM SOLVING

Assign *Practice and Problem Solving* pages 113–114 after students have completed this section.

## ► Hands-On Activity

### Connect base-ten blocks and digit placement.

**Materials:** base-ten blocks, Activity Sheet 6 (Place-Value Mat), and Activity Sheet 1 (Digit Cards)

- Distribute the materials and ask the students to show the number 324 with base-ten blocks. (Do not write the number.)
- Have them place the digit cards in the proper places on their chart to show the number. To connect the digits and their placement with the 3 hundreds blocks, 2 tens blocks, and 4 ones blocks, have students write the expanded form and sum  $300 + 20 + 4 = 324$ .
- Repeat as necessary to solidify the concept. Include numbers such as 420 and 205 to reinforce the concept of 0 as a placeholder.







## Independent Practice

## At a Glance

Students solve problems about three-digit numbers that might appear on a mathematics test.

## Solutions

## 1 Solution

**A** 2 hundreds = 200, and 5 ones = 5;

**D** The 2 is in the hundreds place, and the 5 is in the ones place.

**DOK 2**

## 2 Solution

3, 4, 6; 300, 40, 6; 346

**DOK 2**

## 3 Solution

**B** 36 tens = 360 ones; **C**  $300 + 60 = 360$ ;

**D**  $360 = 300 + 60$  or 3 hundred and 6 tens.

**DOK 2**

## Practice Reading and Writing Three-Digit Numbers

## Solve the problems.

- 1 What is another way to show 2 hundreds and 5 ones? Circle all the correct answers.

**A**  $200 + 5$

**B** 25

**C**  $200 + 50$

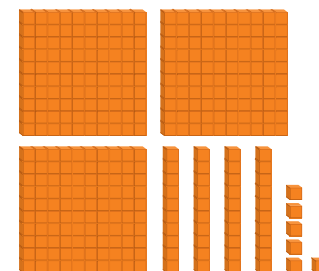
**D** 205

- 2 What does the model show? Fill in the table and the blanks.

| Hundreds | Tens | Ones |
|----------|------|------|
| 3        | 4    | 6    |

Value: 300 + 40 + 6

Total: 346



- 3 A bear at the zoo weighs 360 pounds. What is true about this number? Circle all the correct answers.

**A** It is  $300 + 6$ .

**B** It equals 36 tens.

**C** It is  $300 + 60$ .

**D** It has 3 hundreds and 6 tens.

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## Quick Check and Remediation

- Jamie is collecting coins. She has 4 jars with one hundred coins in each jar and 7 more coins. How many coins does Jamie have? [407]
- For students who are still struggling, use the chart to guide remediation.
- After providing remediation, check students' understanding using the following problem: Sam is the banker for a board game. Each player gets \$240 to start the game. How many hundreds bills and tens bills could he give each player? [Possible answer: 2 hundreds bills and 4 tens bills]

| If the error is ... | Students may ...  | To remediate ...   |
|---------------------|---|--|
| 47                  | have placed the digits 4 and 7 together.                        | Provide students a place-value chart. Help them model the situation by writing in the chart the digit that represents the number of jars and the number of extra coins Jamie has. Assist students in writing the number correctly.   |
| 470                 | have written the 7 in the tens place instead of the ones place. | Help students write the value of the total number of coins in the jars and the extra coins in expanded form: $400 + 7$ . Help them see that there are no groups of ten, so they should write 400 with a 7 in the ones place.   |
| 11                  | have added the two numbers shown.                               | Use base-ten blocks to model the situation, ensuring the student recognizes the 100 ones in each hundreds block. Have students count by 100s to find the total in the 4 hundreds blocks (or 4 jars) and then add the additional ones. Write the total in a place-value chart and as a sum. |

4 Here are clues about a number.

- The number has 7 hundreds.
- The tens digit has a value of 30.
- The ones digit is less than any other digit in the number.

What could the number be? Explain.

Possible answer: The number could be 732. The number has 7 hundreds,  
so the hundreds digit is 7. 30 is 3 tens, so the tens digit is 3. The ones digit  
is less than 7 and less than 3. So the ones digit could be 2.

5 Write the value of each digit in the two numbers.

|                                   |                                   |
|-----------------------------------|-----------------------------------|
| 275                               | 527                               |
| <u>200</u> + <u>70</u> + <u>5</u> | <u>500</u> + <u>20</u> + <u>7</u> |

6 Look at Problem 5. Why do the 2, 5, and 7 have a different value in each number? Explain.

Possible answer: The 2, 5, and 7 are in different places in each number.

So, the values are different in each number.

**Self Check** Now you can write three-digit numbers.  
Fill this in on the progress chart on page 59.

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## Solutions

4 **Solution**

7 hundreds = 700, 30 is 3 tens, 1 and 2 are less than both 3 and 7. So students may list 731 or 732. Check students' explanations.

**DOK 3**

5 **Solution**

$200 + 70 + 5$ ;  $500 + 20 + 7$

**DOK 1**

6 **Solution**

Possible answer: The 2, 5, and 7 are in different places in each number. The place it is in gives the digit its value.

**DOK 2**

### ► Hands-On Activity

#### Race to 500.

**Materials:** [For each student] Activity Sheet 6 (Place-Value Mat); [For each pair] base-ten blocks, at least 2 sets of 0–9 cards from Activity Sheet 1 (Digit Cards), and 2 number cubes (1 white and 1 colored)

- Organize students into pairs and distribute the materials. Instruct students to take turns rolling the number cube and using base-ten blocks to model what they roll.
- The number on the white cube tells how many ones blocks they take, and the number on the colored cube tells how many tens blocks. They place digit cards on the place-value mat to show the total.
- On the next and subsequent rolls, students add the number of blocks rolled to what they already have, organize their blocks into groups of ones, tens, and hundreds, and display with digit cards on the place-value chart. Continue until one player reaches 500.

### ► Challenge Activity

#### Explore beyond hundreds.

**Materials:** place-value chart showing at least 6 place-value positions with only the Ones, Tens, and Hundreds columns labeled

- Challenge students to explore numbers greater than 999 by giving them a place-value chart showing at least 6 place-value positions.
- Ask them to fill in the place values they already know. They should be able to fill in ones, tens, and hundreds.
- Tell them that their task is:
  1. to find out what label belongs in the remainder of the place-value positions on the chart (using whatever resources they need).
  2. to figure out the value of each of the labels.
  3. to write numbers with six or more place values in expanded form and read them using the proper place-value names.

**Appendix I part 2 - Ready Common Core Mathematics Grade 5**





# Ready<sup>®</sup>

Common Core

# 5

Mathematics  
INSTRUCTION

## Student Instruction, Practice and Problem Solving, and Teacher Resource Books: Lesson Sample

### *Classify Two-Dimensional Figures*





# Ready<sup>®</sup>

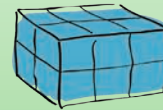
Common Core

## 5 Mathematics

INSTRUCTION



$$2 \div \frac{1}{3} = 6$$



$$2 \times 2 \times 3$$

$$0.25 \times 10$$



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**5.MD.C.5c**, 5.MD.C.5a, 5.MD.C.5b

5.MD.A.1, 5.MD.C.3a, 5.MD.C.3b, 5.MD.C.4,  
5.MD.C.5a, 5.MD.C.5b, 5.MD.C.5c, 5.NBT.B.5

**5.G.A.1**

**5.G.A.2**

**5.G.B.4**

**5.G.B.3**

5.G.A.1, 5.G.A.2, 5.G.B.3, 5.G.B.4

*Standards in boldface are the focus standards that address major lesson content.*



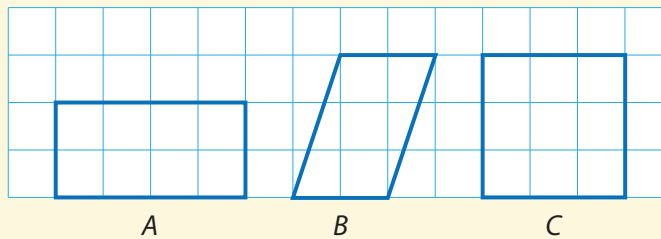


# Classify Two-Dimensional Figures

## Use What You Know

In this lesson, you will classify polygons based on their properties. Take a look at this problem.

Arrange the polygons below so that a polygon can also be called by the name of the polygon before it. Order them from left to right.



- a. Complete the table below. Put a check in each box if the polygon has the property listed.

| Property                         | Polygon A | Polygon B | Polygon C |
|----------------------------------|-----------|-----------|-----------|
| 4 sides                          |           |           |           |
| 2 pairs of parallel sides        |           |           |           |
| 2 pairs of sides of equal length |           |           |           |
| 4 right angles                   |           |           |           |
| 4 sides of equal length          |           |           |           |

- b. Write the most specific name for each polygon from the list below.

quadrilateral      parallelogram      rectangle      square

A: \_\_\_\_\_ B: \_\_\_\_\_ C: \_\_\_\_\_

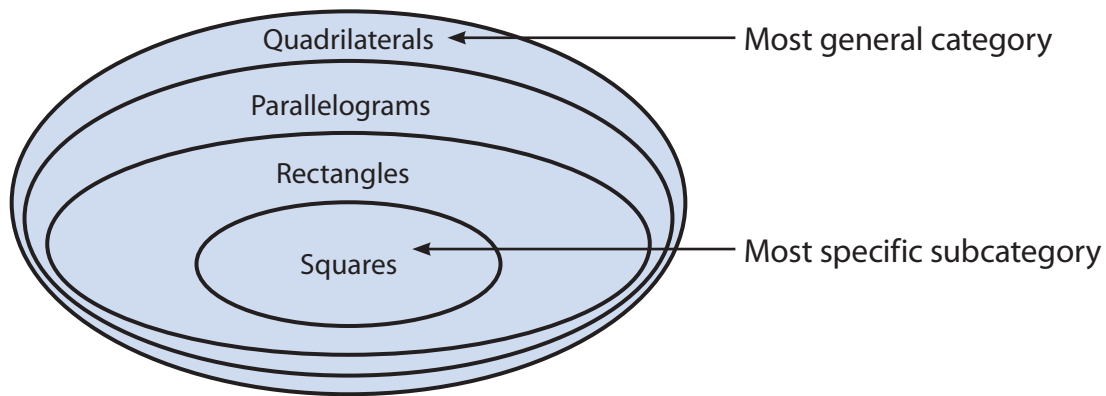
- c. How would you arrange the polygons so each shape has all the properties of the shape(s) before it? \_\_\_\_\_



## Find Out More

Shapes can be classified according to their properties. When you order categories of polygons by their properties, you put them in a **hierarchy**. A hierarchy organizes categories from the most to least general. One model you can use to show a hierarchy is a Venn diagram.

A Venn diagram can show categories and subcategories. This Venn diagram shows that squares have all the properties that rectangles have, plus more. This means all squares are also rectangles. A square is also a parallelogram and a quadrilateral.



You can also use a flow chart to show the hierarchy of quadrilaterals. The most general category is at the left, while the most specific is at the right. This means that a figure that belongs in one category also belongs in all categories to the left.



## Reflect

1 How are the flow chart and the Venn diagram alike? How are they different?

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**Learn About**  **Ordering Shapes in a Hierarchy**

Read the problem below. Then explore different ways to classify figures in a hierarchy.

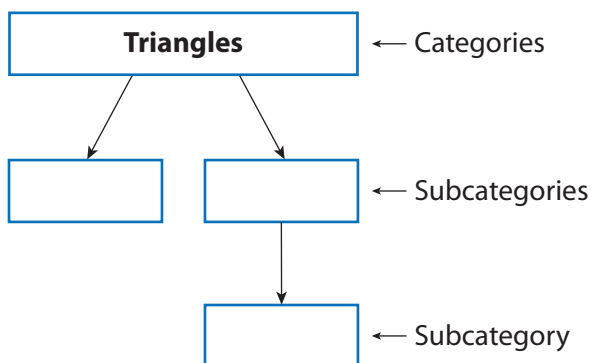
Classify the following triangles from the most general to the most specific: scalene triangle, isosceles triangle, and equilateral triangle. Use a tree diagram to classify them as types of triangles.

**Model It** You can understand the problem by listing the properties of the triangles in a table before arranging them in a tree diagram.

| Types of Triangles | Properties of Sides          |
|--------------------|------------------------------|
| Isosceles          | 2 or 3 sides of equal length |
| Scalene            | no sides of equal length     |
| Equilateral        | 3 sides of equal length      |

**Model It** You can represent the problem with a tree diagram.

A tree diagram can also be used to show a hierarchy. Put the most general category as the top branch. Then put the more specific subcategories as the branches.





**Connect It** Now you will solve the problem from the previous page by using the table to complete a tree diagram.

2 Why is "Triangles" in the top row of the tree diagram? \_\_\_\_\_

\_\_\_\_\_

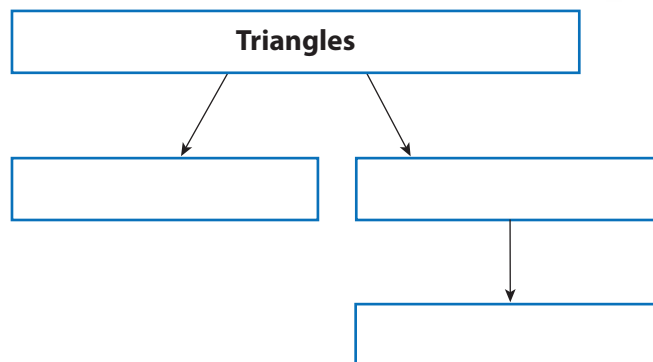
3 Write "Scalene" and "Isosceles" in the second row of the tree diagram at the right.

Why are those categories separate?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



4 Write "Equilateral" beneath "Isosceles."

Why can all equilateral triangles be classified as isosceles triangles?

\_\_\_\_\_

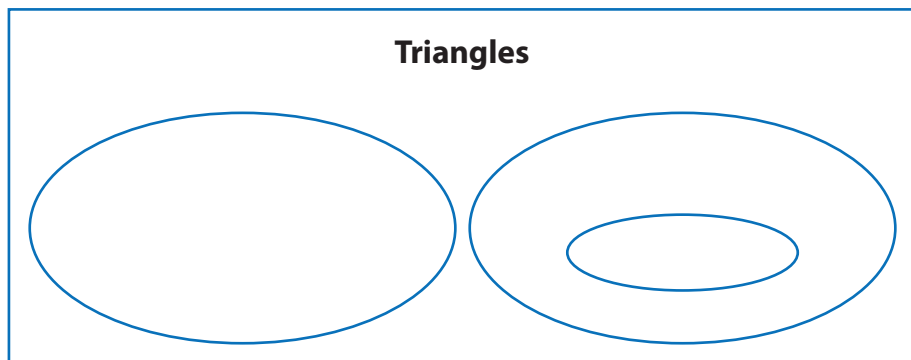
5 How can you use a tree diagram to order figures? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Try It** Use what you learned about ordering figures in a hierarchy to solve this problem.

6 Complete the Venn diagram below to show the hierarchy of isosceles, scalene, and equilateral triangles.



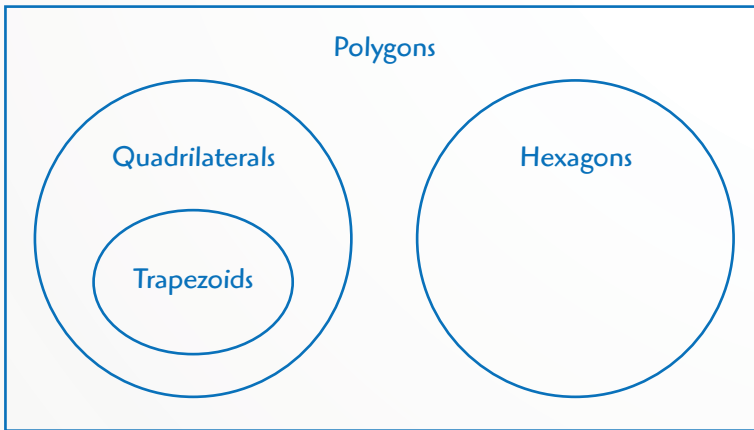
# Practice Classifying Two-Dimensional Figures

Study the example below. Then solve problems 7–9.


## Example

Create a Venn diagram to show the hierarchy of quadrilaterals, polygons, trapezoids, and hexagons.

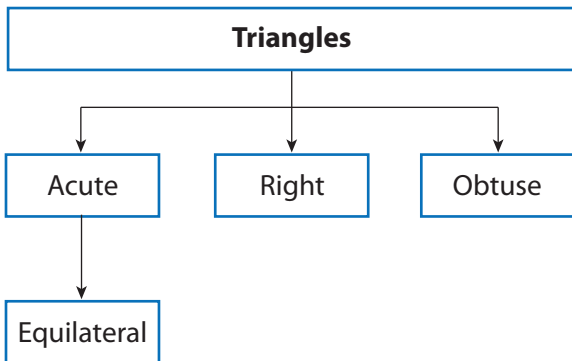
Look at how you could show your work using a Venn diagram.




A shape can never be both a hexagon and a quadrilateral. So these regions do not overlap.

 **Pair/Share**  
Recreate the hierarchy with a tree diagram.

**7** Look at the tree diagram below. Write a statement about the relationship between acute triangles and equilateral triangles.



Which type of triangle is the most specific?

 **Pair/Share**  
Write a statement about the relationship between acute triangles and obtuse triangles.

**Solution** \_\_\_\_\_  
\_\_\_\_\_

- 8 Create a Venn diagram to show the hierarchy of the polygons described in the chart.

| Polygon             | Description  |
|---------------------|--|
| Trapezoid           | quadrilateral with at least 1 pair of parallel sides |
| Isosceles Trapezoid | trapezoid with at least 2 sides of equal length      |
| Parallelogram       | quadrilateral with 2 pairs of parallel sides         |

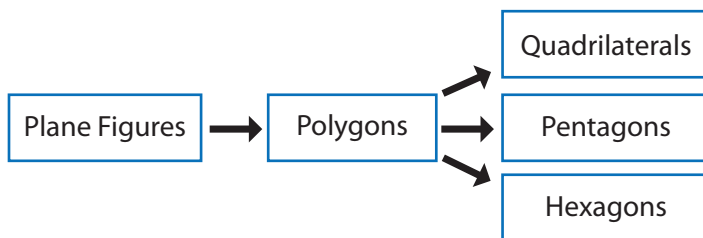


"At least 2" means 2 or more.

**Pair/Share**

Draw one example of a polygon in each separate category of your Venn diagram.

- 9 Look at the flow chart below.



The flow chart is like a tree diagram. But the arrows show that the hierarchy moves from left to right instead of top to bottom.

Which statement is true? Circle the letter of the correct answer.

- A A plane figure is always a polygon.
- B All polygons are plane figures.
- C All hexagons are also pentagons and quadrilaterals.
- D A hexagon is not a plane figure.

Brad chose **C** as the correct answer. How did he get that answer?

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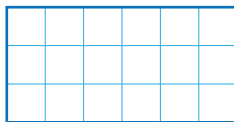
**Pair/Share**

Does Brad's answer make sense?

# Practice Classifying Two-Dimensional Figures

Solve the problems.

1 Look at the shape below.



Which is a correct classification for this shape from LEAST specific to MOST specific?

- A polygon, quadrilateral, rectangle
- B quadrilateral, parallelogram, square
- C polygon, quadrilateral, square
- D quadrilateral, rectangle, square

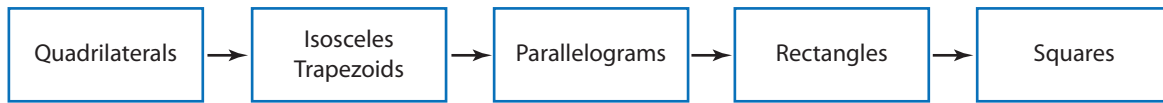
2 Classify the triangles shown below as “scalene,” “isosceles,” or “obtuse.” Sides that are the same length are marked with a slash. Draw the triangles in the correct column of the table. If a triangle fits more than one classification, draw it in all the columns that apply.



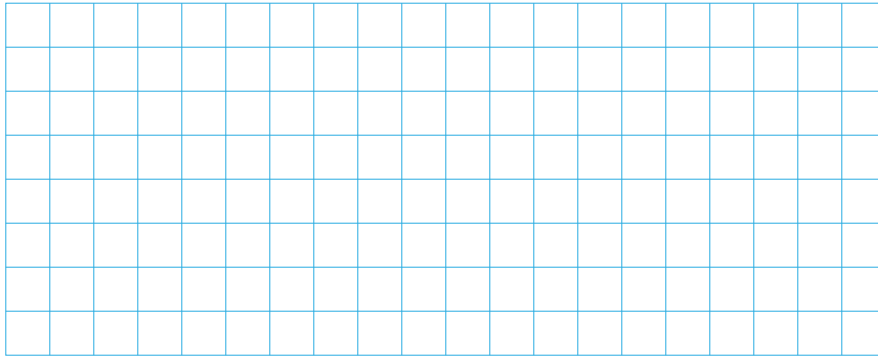
| Scalene | Isosceles | Obtuse |
|---------|-----------|--------|
|         |           |        |

**3** The word “isosceles” can be used to describe any polygon with at least 2 sides of equal length.

Look at the flow chart below.



**Part A** Draw an example of an isosceles trapezoid.



**Part B** Explain how isosceles trapezoids relate to parallelograms.

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**Part C** Can you use the term “isosceles” to describe a rectangle? Explain your reasoning.

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**Self Check** Go back and see what you can check off on the Self Check on page 283.








# Understand Properties of Two-Dimensional Figures

## Think It Through

How do we group polygons into categories?



Polygons are grouped into categories by their **attributes**, or properties, such as the number of sides or angles, the side lengths, and the angle measures. All polygons in the same category share certain properties. Some properties of polygons are described in the table below.

| Property       | Description  | Example   |
|----------------|--|---|
| Scalene        | no sides of equal length   |    |
| Isosceles      | at least 2 sides of equal length   |    |
| Equilateral    | all sides of equal length  |  |
| Regular        | all sides of equal length and all angles of equal measure  |  |
| Irregular      | at least 1 side and 1 interior angle are not equal in measure to the other sides and angles      |  |
| Right          | at least 1 pair of perpendicular sides   |  |
| Parallel sides | at least 1 pair of opposite sides that will never intersect, no matter how far they are extended |  |

**Think** Can a polygon be categorized in more than one way?

Think about how a quadrilateral is defined. It is a polygon with 4 sides. So any shape with 4 sides can be called both a polygon and a quadrilateral. If the quadrilateral has two pairs of parallel sides, then it can also be called a parallelogram.

Every parallelogram is a quadrilateral because every parallelogram has 4 sides. But not all quadrilaterals are parallelograms because not all quadrilaterals have two pairs of parallel sides.



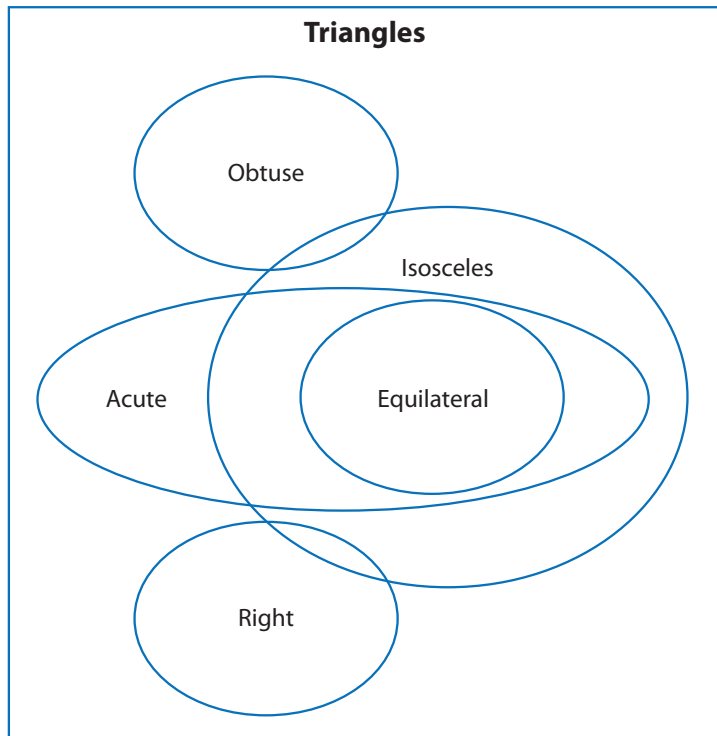
**Shade** a polygon above that can be named both a quadrilateral and parallelogram.

**Think** How can you show the relationships among polygons with a diagram?

A Venn diagram is a useful tool for organizing categories of polygons that share properties.



The Venn diagram shows a triangle can never be both right and obtuse.



Notice the “Right” category partly overlaps the “Isosceles” category. This means a right triangle may also have all the properties of an isosceles triangle. Also notice that the “Right” category does not overlap the “Obtuse” category. That means a right triangle can never have all the properties of an obtuse triangle.

The “Equilateral” category is nested completely inside the “Isosceles” category. This shows that equilateral triangles are a subcategory of isosceles triangles. So all equilateral triangles share all the properties of isosceles triangles.

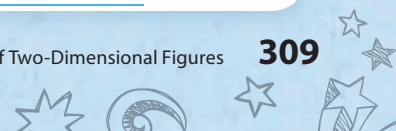
**▶ Reflect**

**1** What does it mean that the Venn diagram shows “Obtuse” partially overlapping “Isosceles?”

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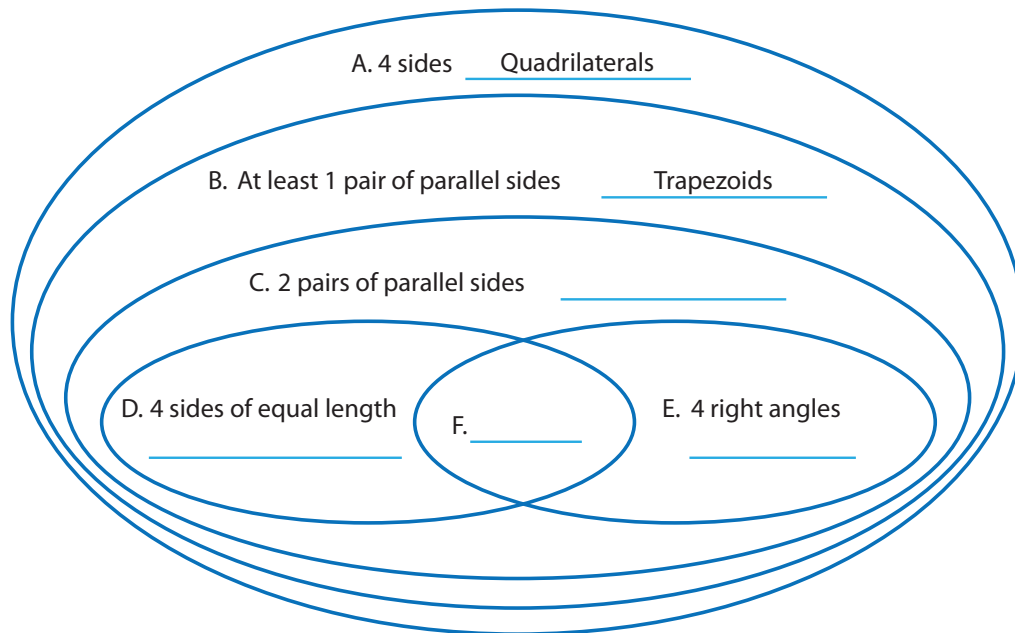
**Think About** ▶ Properties Shared by Polygons



**Let's Explore the Idea** A Venn diagram can help you understand what properties are shared by categories of polygons.



**2** The Venn diagram shows categories of quadrilaterals with different properties. Write the name of each category that fits the description.



**3** Use the Venn diagram to fill in the table below.

| Category | Properties  | Name           |
|----------|---|----------------|
| A        | 4 sides   | Quadrilaterals |
| B        | 4 sides, at least 1 pair of parallel sides                  | Trapezoids     |
| C        | 4 sides, 2 pairs of parallel sides                          |                |
| D        | 4 sides, 2 pairs of parallel sides, 4 sides of equal length |                |
| E        |   |                |
| F        |   |                |



**Let's Talk About It** Use the Venn diagram to help you understand how properties are shared by categories of quadrilaterals.



**4** Is every property of parallelograms also a property of all rectangles? \_\_\_\_\_

Is every property of rectangles also a property of all parallelograms? \_\_\_\_\_

Explain what the Venn diagram shows about the relationship between rectangles and parallelograms. \_\_\_\_\_

\_\_\_\_\_

**Classify each inference statement as *true* or *false*. If false, explain.**

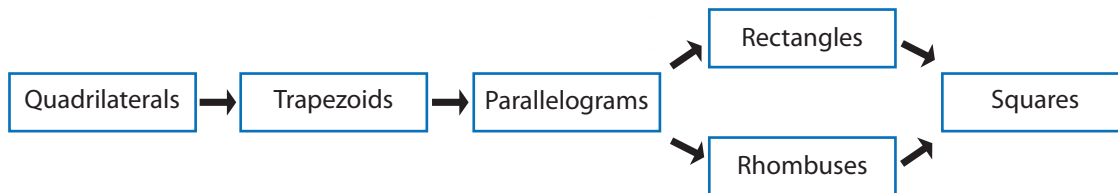
**5** The opposite angles of any parallelogram have the same measure. Therefore, the opposite angles of any rhombus have the same measure. \_\_\_\_\_

\_\_\_\_\_

**6** The diagonals of any square are the same length. Therefore, the diagonals of any rhombus are the same length. \_\_\_\_\_

\_\_\_\_\_

**Try It Another Way** The flow chart below shows another way to think about how quadrilaterals are categorized.



**Use the flow chart to describe the statements as *true* or *false*.**

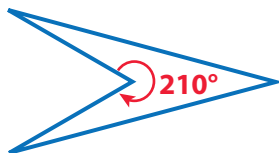
**7** In every rectangle the two diagonals have the same length. Therefore, in every parallelogram the two diagonals must have the same length. \_\_\_\_\_

**8** Every rhombus has at least 2 lines of symmetry. Therefore, every square has at least 2 lines of symmetry. \_\_\_\_\_

**Connect****Ideas About Properties of Polygons**

Talk through these problems as a class. Then write your answers below.

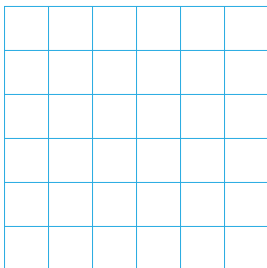
- 9 Categorize** All polygons are either **convex** or **concave**. A convex polygon has all interior angles less than  $180^\circ$ . A triangle is an example of a convex polygon. A concave polygon has at least 1 interior angle greater than  $180^\circ$ . The quadrilateral below is an example of a concave polygon.



Categorize concave polygons, convex polygons, triangles, quadrilaterals, and rectangles in a Venn diagram. Draw an example of each polygon in the diagram.

- 10 Explain** Nadriette said that a rectangle can never be called a trapezoid. Explain why Nadriette's statement is incorrect. \_\_\_\_\_

- 11 Create** Describe the properties of a shape that is both a rectangle and a rhombus. Name the shape and use the grid below to draw an example.



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**Apply**  **Ideas About Properties of Polygons**

**12 Put It Together** Use what you have learned about classifying polygons to complete this task.

**Part A** Create a tree diagram to show the following types of triangles: acute, obtuse, right, isosceles, and equilateral. Make sure to include the category “Triangle.” Use information in the table to help you.

| Triangle    | Types of Angles                       |
|-------------|---------------------------------------|
| Acute       | all acute angles                      |
| Right       | 2 acute angles and 1 $90^\circ$ angle |
| Obtuse      | 2 acute angles and 1 obtuse angle     |
| Scalene     | acute, right, or obtuse               |
| Isosceles   | acute, right, or obtuse               |
| Equilateral | all acute angles                      |

**Part B** Write a statement that is always true about the relationship between obtuse triangles and equilateral triangles.

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**Part C** Write a statement that is sometimes true about the relationship between acute triangles and isosceles triangles.

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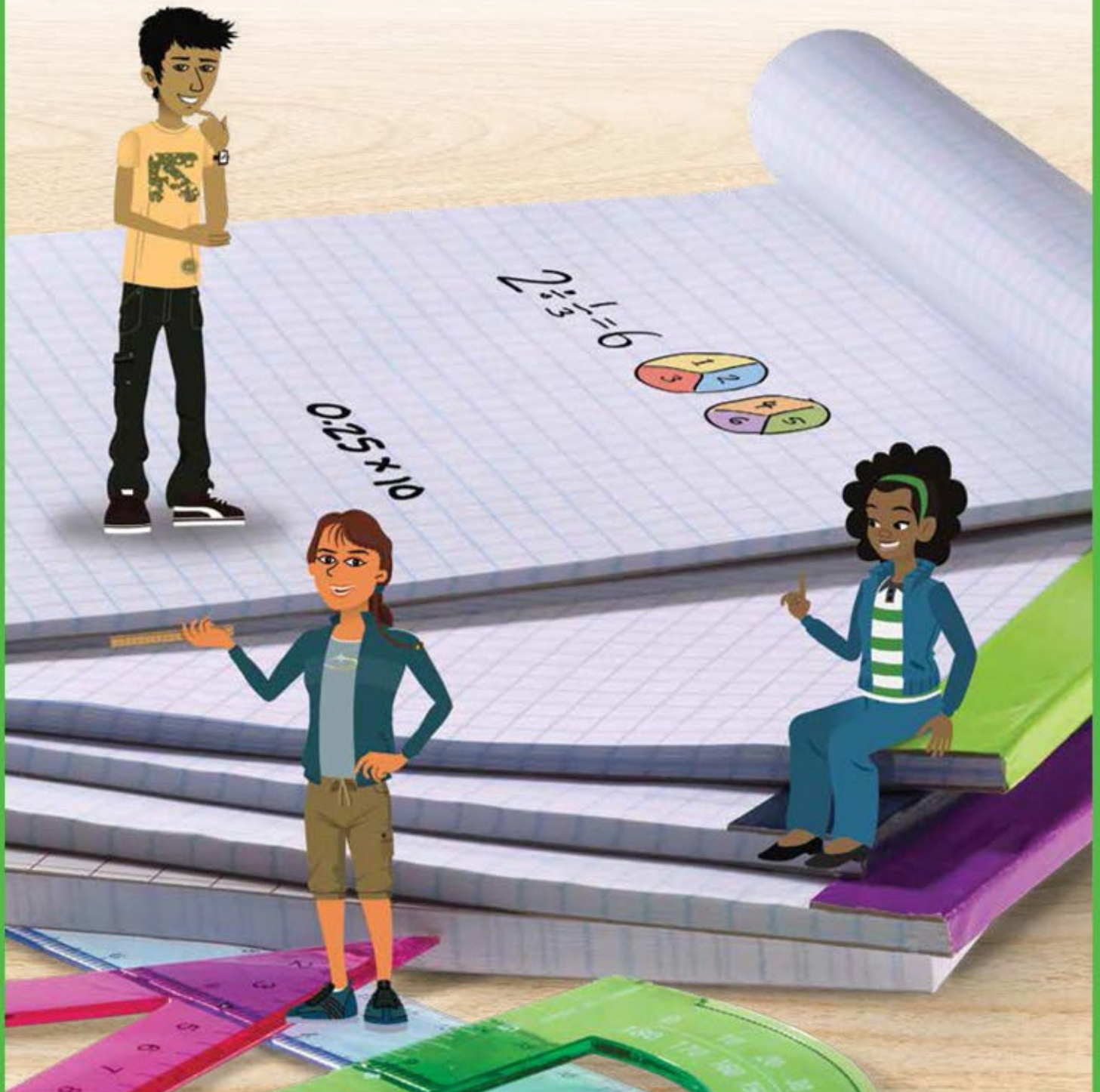
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 **Ready**<sup>®</sup>

**5**

**Mathematics**  
PRACTICE AND  
PROBLEM SOLVING

\*



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Family Letter available with every lesson.





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## Dear Family,

**This week your child is learning to classify two-dimensional figures.**

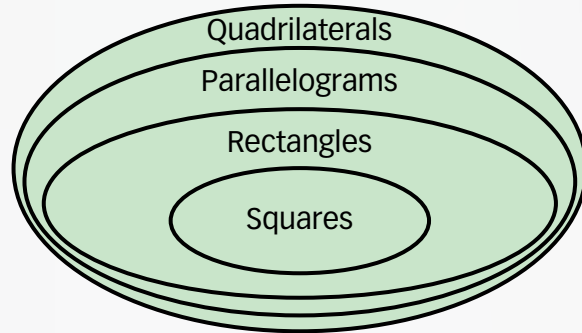


You can classify all polygons, or special two-dimensional figures, by their properties. Some properties of figures are the number of sides they have, whether the sides are perpendicular or parallel, and what kinds of angles they have.

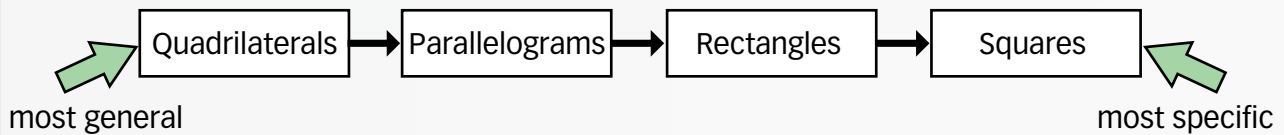
You can use a hierarchy to rank categories of figures. At the top of the hierarchy is the category for the most general group. As you go down a hierarchy, you can see how more specific groups are related.

You can use a hierarchy to show how figures such as squares, rectangles, parallelograms, and other quadrilaterals (four-sided figures) are related. A useful way to show categories in a hierarchy is with a Venn diagram.

The Venn diagram at the right shows that quadrilaterals are the most general category. All figures that have four sides are quadrilaterals. Parallelograms, rectangles, and squares are kinds of quadrilaterals.



Another way that your child is learning to classify figures is with a flow chart. The flow chart below shows the hierarchy of quadrilaterals from left to right.



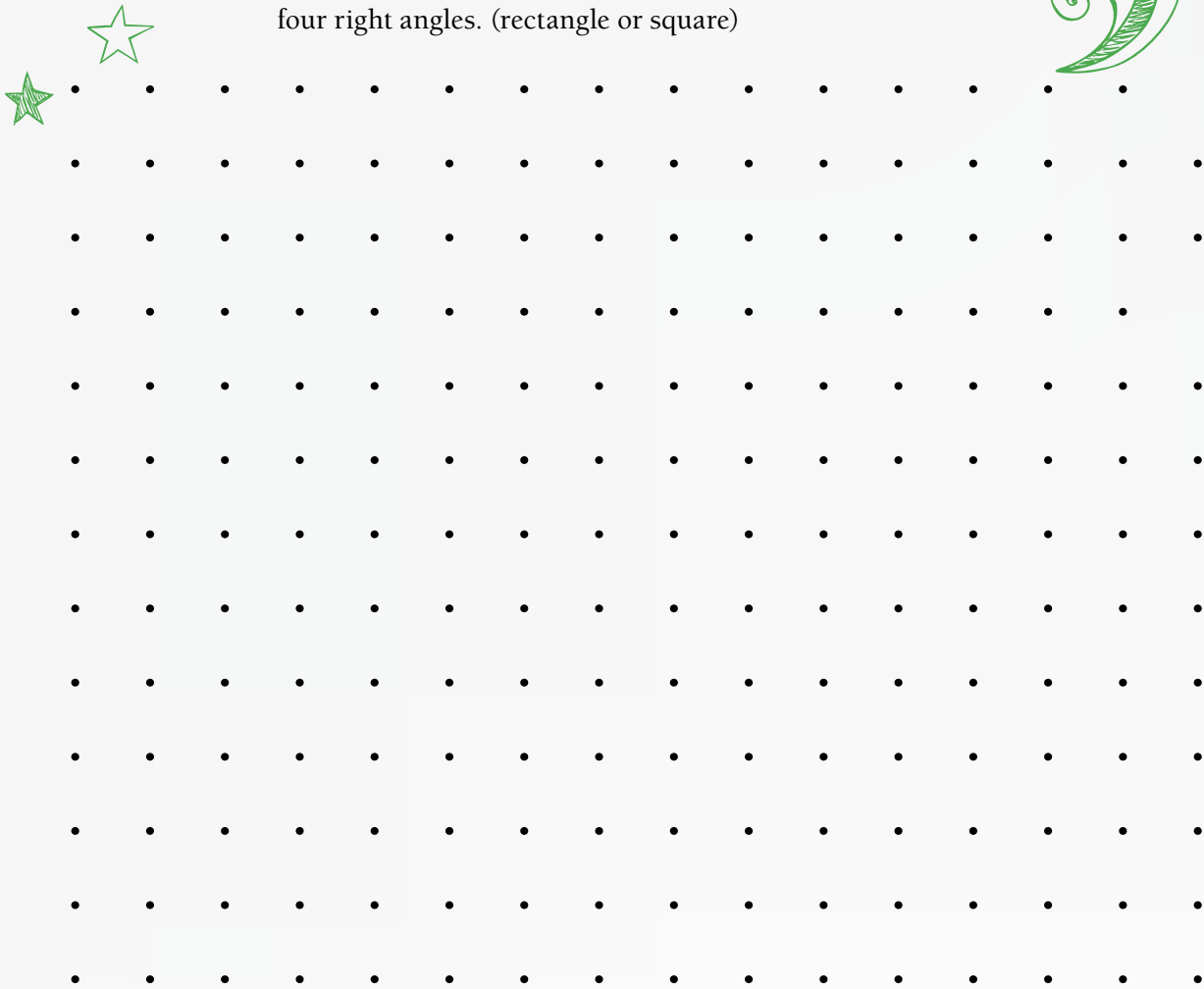
Invite your child to share what he or she knows about classifying two-dimensional figures by doing the following activity together.



## Classifying Two-Dimensional Figures Activity

Work together with your child to draw a figure based on a description of the figure's properties.

- Use the dot paper below. One person describes properties of a figure and the other person draws and names the figure based on the description of its properties.
- Here are some examples:
  - The figure is a quadrilateral that has at least 1 pair of parallel sides (trapezoid, parallelogram, rectangle, square).
  - The figure has 4 sides of equal length, 2 pairs of parallel sides, and 4 right angles. (square)
  - The figure has 4 sides, its opposite sides are parallel, and it has four right angles. (rectangle or square)





## Classify Two-Dimensional Figures

Name: \_\_\_\_\_

**Prerequisite: Identify Parallel and Perpendicular Lines**

**Study the example problem that shows how to sort shapes based on parallel and perpendicular sides. Then solve problems 1–6.**

**Example**

Mark each shape that appears to have at least one pair of parallel sides with the symbol  $\parallel$ . Mark each shape that appears to have at least one pair of perpendicular sides with the symbol  $\perp$ .

Parallel sides are always the same distance apart and will never cross. Perpendicular sides form a right angle ( $90^\circ$ ).



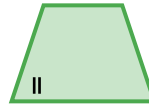
triangle



rectangle



parallelogram



trapezoid



right triangle

- 1** Look at the shapes in the example. Write the name of the shapes that belong in each group shown in the table below.

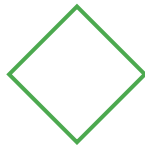
| parallel sides only | perpendicular sides only | parallel and perpendicular sides |
|---------------------|--------------------------|----------------------------------|
|                     |                          |                                  |

- 2** Which group from problem 1 does each shape shown below belong in?



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

- 3** Draw a shape that does not belong to any of the groups in problem 1.



**Solve.**

A right angle is an angle that looks like a square corner and measures  $90^\circ$ .



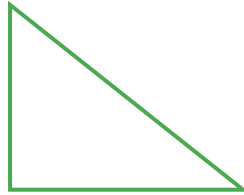
An acute angle has a smaller opening than a right angle.



An obtuse angle has a wider opening than a right angle but is not a straight line.



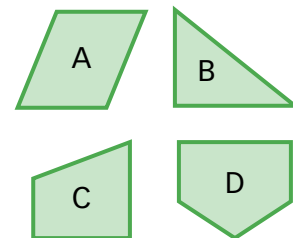
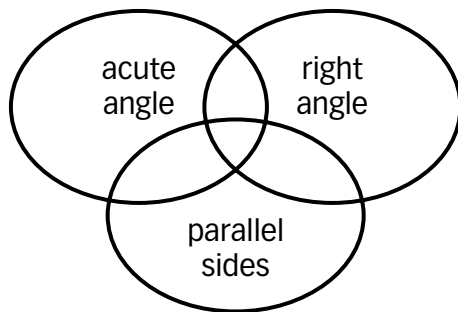
- 4 Finish marking each angle in these shapes: "a" for acute, "r" for right, and "o" for obtuse.



- 5 Write the name of each shape from problem 4 that belongs in each group shown in the table below.

| acute and right angles | acute and obtuse angles |
|------------------------|-------------------------|
|                        |                         |

- 6 Where does each shape belong in the Venn diagram below? Write the letter of the shape in the section that it belongs in.



## Order Shapes in a Hierarchy

Study the example showing how to order shapes in a hierarchy. Then solve problems 1–6.

### Example

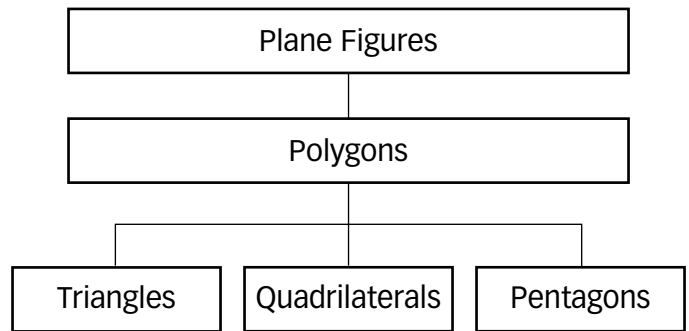
A hierarchy starts with the most general category and then shows how more specific groups are related. Draw a tree diagram relating the shapes in the table.

| Shape         | Description                               |
|---------------|---|
| plane figure  | a two-dimensional shape                   |
| polygon       | a closed plane figure with straight sides |
| triangle      | a polygon with 3 sides                    |
| quadrilateral | a polygon with 4 sides                    |
| pentagon      | a polygon with 5 sides                    |

Triangles, quadrilaterals, and pentagons have all the properties that polygons have. They have other properties, too. Because triangles, quadrilaterals, and pentagons have different properties from each other, they appear side-by-side.

Polygons have all the properties that plane figures have. Polygons also have properties that plane figures don't have. Polygons appear right below plane figures in the hierarchy.

### Tree Diagram



- Fill in the blanks.  
Triangles are both \_\_\_\_\_ and \_\_\_\_\_.
- A circle is a plane figure. It does not have straight sides, so it is not a polygon. Where in the hierarchy should "Circles" go? Explain.

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### Vocabulary

**hierarchy** a ranking of categories based on properties.

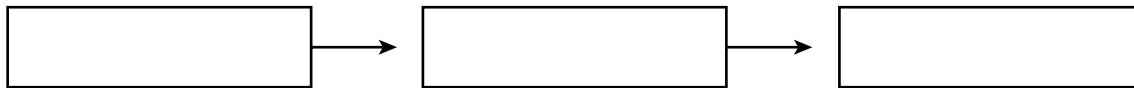


**Solve.**

- 3 Mark an X in the column if the shape always has that property.

| Shape         | 4 sides | 2 pairs of parallel sides | 4 right angles |
|---------------|---------|---------------------------|----------------|
| parallelogram |         |                           |                |
| rectangle     |         |                           |                |
| quadrilateral |         |                           |                |

- 4 Use the table in problem 3 to make a flow chart that shows the relationship between the three shapes. Order the shapes from general to specific going from left to right.



- 5 Where would you include squares in the flow chart in problem 4? Explain.

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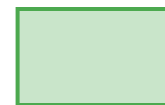
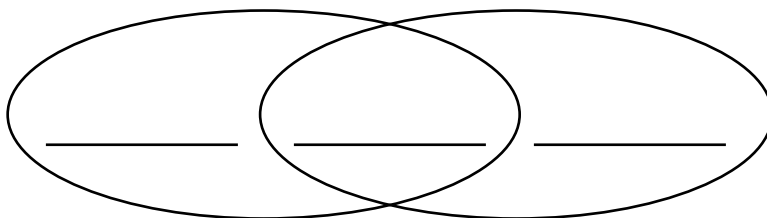


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- 6 Fill in the Venn diagram that shows the relationship between rectangles, squares, and rhombuses. Explain what the diagram shows about squares.



rectangle



square



rhombus

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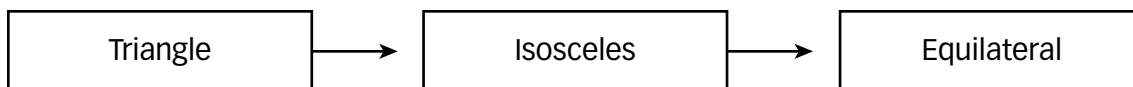


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## Classify Two-Dimensional Figures

## Solve the problems.

- 1 Look at the flow chart below.



Which statement is true? Circle the letter of all that apply.

- A Equilateral triangles can be classified as isosceles triangles.
- B Isosceles triangles have all the properties that equilateral triangles have.
- C Isosceles triangles can be classified as equilateral triangles.
- D Equilateral triangles have all the properties that isosceles triangles have.

Which is the most general category?  
The most specific?



- 2 Create a Venn diagram to show the hierarchy of triangles, quadrilaterals, isosceles triangles, and polygons.

In a Venn diagram, categories with nothing in common do not overlap.



- 3 Use the diagram in problem 2. Write two different statements that describe the relationships between the shapes.

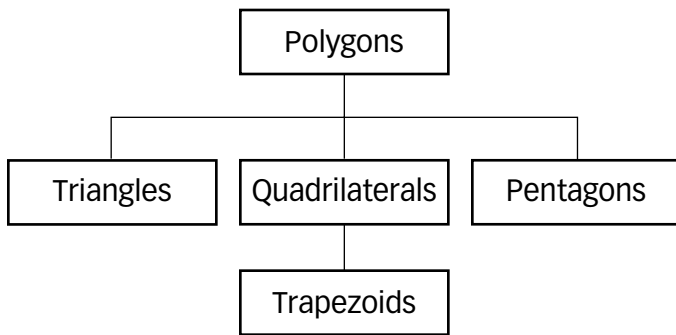
Solution: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Which shapes share properties?



**Solve.**

**4** Look at the tree diagram below.



The most general category is at the top of the tree diagram.



Which statement is true? Circle the letter of the correct answer.

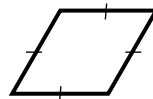
- A** All polygons are triangles, quadrilaterals, and pentagons.
- B** All quadrilaterals are trapezoids.
- C** All triangles and quadrilaterals are polygons.
- D** Triangles, quadrilaterals, and pentagons all have the same properties.

Dina chose **B** as the correct answer. How did she get that answer?

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**5** Chen wrote some names that can be used to classify this shape in order from LEAST specific to MOST specific.



*quadrilateral, parallelogram, square, rhombus*

Do you agree with what he did? Explain.

Solution: \_\_\_\_\_

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Remember the marks on the shape mean all the sides are the same length.

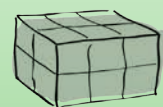


TEACHER RESOURCE BOOK

 **Ready**<sup>®</sup>  
Common Core

**5** Mathematics  
INSTRUCTION  
Teacher Resource Book

$$2 \div \frac{1}{3} = 6$$



$$2 \times 2 \times 3$$



$$0.25 \times 10$$



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|  | <b>5.NF.B.6</b>   | 1, 2, 3, 4, 5, 6, 7, 8 | M        |
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|  | 5.G.A.2                            | 1, 2, 3, 4, 5, 6       | S/A      |
|  | 5.G.B.4                            | 1, 2, 4, 5, 6          | S/A      |
|  | 5.G.B.3                            | 1, 2, 4, 5, 6, 7       | S/A      |
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**Supporting Research References** ..... B10

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# LESSON OVERVIEW

## Lesson 30 Classify Two-Dimensional Figures

### CCSS Focus

#### Domain

Geometry

#### Cluster

**B.** Classify two-dimensional figures into categories based on their properties.

#### Standards

**5.G.B.4** Classify two-dimensional figures in a hierarchy based on properties.

#### Standards for Mathematical Practices (SMP)

- 2 Reason abstractly and quantitatively.
- 3 Construct viable arguments and critique the reasoning of others.
- 4 Model with mathematics.
- 5 Use appropriate tools strategically.
- 6 Attend to precision.
- 7 Look for and make use of structure.

### Lesson Objectives

#### Content Objectives

- Classify two-dimensional figures in a hierarchy based on properties of the figures.
- Draw and use flow charts, Venn diagrams, and tree diagrams to show the hierarchical relationship of two-dimensional figures.

#### Language Objectives

- Define the key term *hierarchy* and discuss its meaning with a partner.
- List relationships among two-dimensional figures shown by flow charts, Venn diagrams, and tree diagrams.

### Prerequisite Skills

- Recognize parallel and perpendicular lines.
- Recognize right, acute, and obtuse angles.
- Sort two-dimensional figures based on the kinds of sides they have and on the kinds of angles they have.

### Lesson Vocabulary

- **hierarchy** a ranking of categories based on properties  
Review the following key terms.
- **polygon** a closed two-dimensional shape made with three or more line segments
- **Venn diagram** a drawing that shows relationships among groups

### Learning Progression

**In Grade 4** students classified two-dimensional figures that included quadrilaterals, hexagons, trapezoids, and triangles. Students classified figures based on properties of sides and angles, such as parallel or perpendicular sides and right, acute, or obtuse angles. Students classified triangles based on lengths of sides and kinds of angles and named triangles as equilateral, isosceles, or scalene, as well as right, acute, or obtuse.

**In this lesson** students analyze categories of polygons based on their properties and relate the categories in a hierarchy. Students use the properties of figures to show categories of polygons in a hierarchical relationship from most general to most specific. They organize properties of figures in a table and classify figures in a hierarchy by using

visual models such as Venn diagrams, flow charts, and tree diagrams. In this lesson, the hierarchical relationships between categories of figures have no overlap or are entirely contained within another category.

**In the next lesson** students will classify polygons in hierarchies with categories that have some overlap. Students will use more complex Venn diagrams to help them visualize properties that are shared by categories of polygons. For example, students will classify triangles based on both side lengths and angle measures. Students will continue to use visual models such as tables, Venn diagrams, flow charts, and tree diagrams to organize properties of polygons and to show more complex hierarchical relationships between categories of polygons.



## Lesson Pacing Guide

### Whole Class Instruction

#### Day 1

45–60 minutes

#### Toolbox: Interactive Tutorial

Classify Two-Dimensional Figures

##### Introduction

- Use What You Know 10 min
- Find Out More 10 min
- Reflect 5 min

##### Modeled and Guided Instruction

#### Learn About Ordering Shapes in a Hierarchy

- Model It/Model It 10 min
- Connect It 10 min
- Try It 5 min

#### Practice and Problem Solving

Assign pages 323–326.

#### Day 2

45–60 minutes

##### Guided Practice

#### Practice Classifying Two-Dimensional Figures

- Example 5 min
- Problems 7–9 15 min
- Pair/Share 15 min
- Solutions 10 min

#### Practice and Problem Solving

Assign pages 327–328.

#### Day 3

45–60 minutes

##### Independent Practice

#### Practice Classifying Two-Dimensional Figures

- Problems 1–3 20 min
- Quick Check and Remediation 10 min
- Hands-On or Challenge Activity 15 min

#### Toolbox: Lesson Quiz

Lesson 30 Quiz

### Small Group Differentiation

#### Teacher-Toolbox.com

##### Reteach

Ready Prerequisite Lessons 45–90 min

##### Grade 4

- Lesson 32 Classify Two-Dimensional Figures

##### Teacher-led Activities

Tools for Instruction 15–20 min

##### Grade 5 (Lesson 30)

- Subcategories of Plane Figures

##### Student-led Activities

Math Center Activities 30–40 min

##### Grade 4 (Lesson 32)

- 4.57 Triangle Vocabulary Match
- 4.58 Classifying Shapes

##### Grade 5 (Lesson 30)

- 5.51 Organize Polygons on a Venn Diagram
- 5.52 Organize Triangles on a Venn Diagram

### Personalized Learning

#### i-Ready.com

##### Independent

i-Ready Lessons 10–20 min

##### Grade 4 (Lesson 32)

- Quadrilaterals
- Classifying Triangles

## Introduction

## At a Glance

Students identify the properties of three polygons and use the properties to determine the most specific name for each polygon. Then students arrange the polygons from most general to least general. Then students explore the hierarchy of the polygons from the previous page in a Venn diagram and a flow chart.

## Step By Step

- Work through **Use What You Know** as a class.
- Tell students that this page models using properties of polygons to determine the most specific name for a polygon.
- Have students read the problem at the top of the page.
- Review the meaning of parallel lines. [Lines that never intersect and always remain the same distance apart.] Draw examples of parallel lines on the board.
- Ask students to describe a right angle. [An angle that looks like a square corner and measures  $90^\circ$ .] Draw an example of a right angle.
- Discuss the properties that each polygon has as students complete the table.
- Ask students what properties all three polygons have in common. [4 sides, 2 pairs of parallel sides, 2 pairs of sides of equal length] Ask: *Which polygon has only those properties?* [Polygon B] Ask: *Which polygon has more properties than Polygon B but does not have all the properties listed in the table?* [Polygon A] *Which polygon has all the properties listed in the table?* [Polygon C] Discuss the most specific name for each polygon and point out that students can arrange the polygons from most general to least general based on the polygons' properties.
- Ask students to explain their answers for the remaining problems.

## ▶ Mathematical Discourse 1 and 2

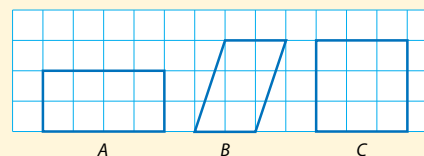
## Classify Two-Dimensional Figures



## Use What You Know

In this lesson, you will classify polygons based on their properties. Take a look at this problem.

Arrange the polygons below so that a polygon can also be called by the name of the polygon before it. Order them from left to right.



- a. Complete the table below. Put a check in each box if the polygon has the property listed.

| Property                         | Polygon A | Polygon B | Polygon C |
|----------------------------------|-----------|-----------|-----------|
| 4 sides                          | X         | X         | X         |
| 2 pairs of parallel sides        | X         | X         | X         |
| 2 pairs of sides of equal length | X         | X         | X         |
| 4 right angles                   | X         |           | X         |
| 4 sides of equal length          |           |           | X         |

- b. Write the most specific name for each polygon from the list below.

quadrilateral    parallelogram    rectangle    square

A: rectangle    B: parallelogram    C: square

- c. How would you arrange the polygons so each shape has all the properties of the shape(s) before it? parallelogram, rectangle, square

300

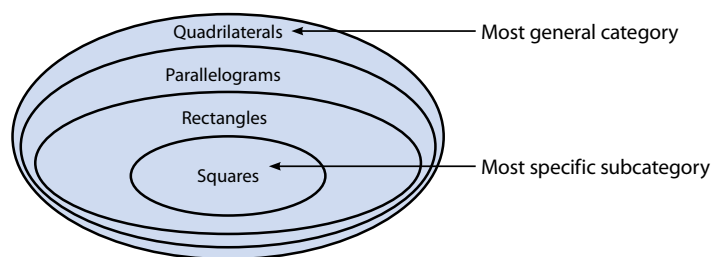
## ▶ Mathematical Discourse

- 1 Which is the most specific description of a breakfast menu item: a fried egg, an egg, or a fried egg over easy? Describe how this compares to determining the most specific name for polygons A, B, and C. Responses should indicate an understanding that the description that provides the most information is the most specific description.
- 2 Why might it make more sense to call polygon C a square when you could also call it a rectangle, a parallelogram, or a quadrilateral? Calling polygon C a square gives the most information possible about the figure.

### Find Out More

Shapes can be classified according to their properties. When you order categories of polygons by their properties, you put them in a **hierarchy**. A hierarchy organizes categories from the most to least general. One model you can use to show a hierarchy is a Venn diagram.

A Venn diagram can show categories and subcategories. This Venn diagram shows that squares have all the properties that rectangles have, plus more. This means all squares are also rectangles. A square is also a parallelogram and a quadrilateral.



You can also use a flow chart to show the hierarchy of quadrilaterals. The most general category is at the left, while the most specific is at the right. This means that a figure that belongs in one category also belongs in all categories to the left.



### Reflect

1 How are the flow chart and the Venn diagram alike? How are they different?

**Possible answer:** They are alike because they order quadrilaterals first

and squares last. They are different because the Venn diagram has a larger

area for the largest category, and the flow chart shows each category in

same-sized boxes.

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301

### Step By Step

- You may wish to review Venn diagrams with your class before discussing this page.
- Read **Find Out More** as a class.
- Have students look at the Venn diagram. Work from the outermost category to the innermost. Guide students to understand that a parallelogram is a quadrilateral because it has all of the properties of a quadrilateral plus some additional properties. Ask students to use the table on the previous page to name those additional properties. [2 pairs of parallel sides, 2 pairs of sides of equal length]
- Similarly, a rectangle is a parallelogram because it has all of the properties of a parallelogram plus an additional property. Ask students to use the table on the previous page to name the additional property. [4 right angles]
- Finally, have students explain why a square is a rectangle. [A square has all of the properties of a rectangle plus the property that it has 4 sides of equal length.]
- Point out that the flow chart shows the same relationships between the categories of quadrilaterals and that the hierarchy in the flow chart goes from the left, with the most general category, to the right, with the most specific category.

### Real-World Connection

### Concept Extension

**Ready Mathematics**  
PRACTICE AND PROBLEM SOLVING

Assign *Practice and Problem Solving* pages 323–324 after students have completed this section.

### Concept Extension

Explore ordering three-dimensional figures.

Point out that just as two-dimensional figures can be ordered from general to most specific, so can three-dimensional figures. Show students an example of a generic prism [faces are parallelograms], a rectangular prism, and a cube. Point out that the faces of a generic prism are parallelograms, the faces of a rectangular prism are rectangles, and the faces of a cube are squares. Ask students to use what they learned about parallelograms, rectangles, and squares to order the three-dimensional figures from most general to most specific. [generic prism, rectangular prism, cube]

### Real-World Connection

Encourage students to think about everyday places or situations in which people might see or talk about a hierarchy.

*Example:* A hierarchy can be applied to answer the question “Where do you live?” For example, you could answer based on your continent, country, state, city, town, neighborhood, or street name. All answers would be accurate, but the name of your street would be the most specific answer for where you live.

## Modeled and Guided Instruction

## At a Glance

Students use a table to organize the properties of triangles. Then students use a tree diagram to arrange the triangles in a hierarchy. Then students revisit this problem to complete a tree diagram to understand the relationships among isosceles, scalene, and equilateral triangles and to order the triangles in a hierarchy.

## Step By Step

- Read the problem at the top of the page as a class.

## Model It

- Read **Model It**. Be sure that students understand that a triangle can be called isosceles if it has 2 or 3 sides of equal length. Point out that you could also say that an isosceles triangle has at least 2 sides of equal length.

## ▶ Mathematical Discourse 1

## Model It

- Read **Model It**. Ask students to explain why Triangles is the more general category. [All of the other categories are specific types of triangles.]

## ▶ English Language Learners

**SMP TIP Attend to Precision**

Students attend to precision when they use clear and precise language to describe the properties of isosceles, scalene, and equilateral triangles. (SMP 6)

## ▶ Mathematical Discourse 2

## Learn About Ordering Shapes in a Hierarchy

Read the problem below. Then explore different ways to classify figures in a hierarchy.

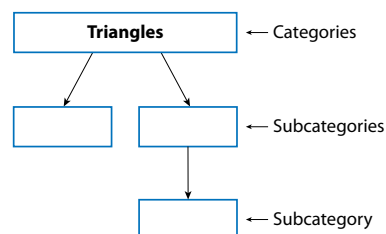
Classify the following triangles from the most general to the most specific: scalene triangle, isosceles triangle, and equilateral triangle. Use a tree diagram to classify them as types of triangles.

- ▶ **Model It** You can understand the problem by listing the properties of the triangles in a table before arranging them in a tree diagram.

| Types of Triangles | Properties of Sides          |
|--------------------|------------------------------|
| Isosceles          | 2 or 3 sides of equal length |
| Scalene            | no sides of equal length     |
| Equilateral        | 3 sides of equal length      |

- ▶ **Model It** You can represent the problem with a tree diagram.

A tree diagram can also be used to show a hierarchy. Put the most general category as the top branch. Then put the more specific subcategories as the branches.



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## ▶ Mathematical Discourse

- 1 The table shows the properties of sides of isosceles, scalene, and equilateral triangles. What kinds of triangles could you put in the table if you wanted to show the properties of angles of triangles?

You could put right triangles, acute triangles, and obtuse triangles in the table.

- 2 How is a tree diagram similar to a Venn diagram?

Responses may vary but should indicate an understanding that both show a hierarchy of items. Both would show the relationships between isosceles, scalene, and equilateral triangles.

## ▶ English Language Learners

Point out that a *tree diagram* gets its name because its shape resembles a tree with many branches.



**Connect It** Now you will solve the problem from the previous page by using the table to complete a tree diagram.

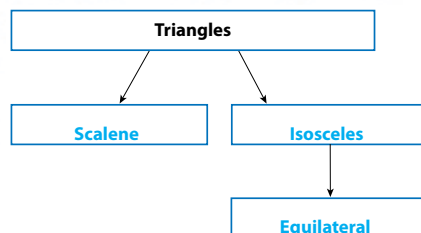
- 2 Why is "Triangles" in the top row of the tree diagram? \_\_\_\_\_

**Possible answer:** That's the most general category.

- 3 Write "Scalene" and "Isosceles" in the second row of the tree diagram at the right.

Why are those categories separate?

**A scalene triangle cannot have sides of equal length.**



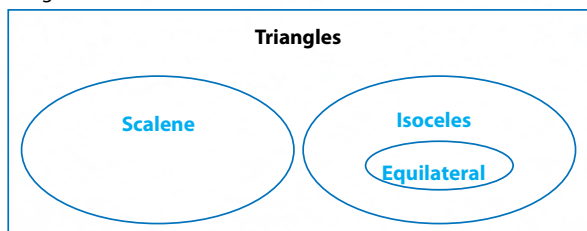
- 4 Write "Equilateral" beneath "Isosceles."  
Why can all equilateral triangles be classified as isosceles triangles?

**They have at least 2 sides of equal length.**

- 5 How can you use a tree diagram to order figures? **Possible answer:** Place the most general category of shape at the top and more specific subcategories of shapes beneath.

**Try It** Use what you learned about ordering figures in a hierarchy to solve this problem.

- 6 Complete the Venn diagram below to show the hierarchy of isosceles, scalene, and equilateral triangles.



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## Step By Step

### Connect It

- Read **Connect It** as a class. Be sure to point out that the questions refer to the problem on the previous page.
- Guide students to understand that all triangles can be classified as either scalene or isosceles because scalene triangles have no sides of equal length and isosceles triangles have at least 2 sides of equal length. Since "at least 2" means 2 or more, equilateral triangles are also isosceles triangles.

### SMP TIP Model with Mathematics

Students model the hierarchical order of triangles using a tree diagram. Point out that they could also use a flow chart or Venn diagram to model the order. (SMP 4)

### Concept Extension

### Try It

- Ask students how they would show that all equilateral triangles are isosceles triangles using a Venn diagram. [The oval for Equilateral would be nested inside the oval for Isosceles.]

### 6 Solution

See completed Venn diagram on the Student Book page. Students may draw a Venn diagram with an outside category of triangles, two non-overlapping subcategories of scalene and isosceles, and a category of equilateral that is nested inside isosceles.

**Error Alert** Students who draw *equilateral* such that it overlaps both *scalene* and *isosceles* may not understand what overlapping categories of a Venn diagram represent.

**Ready Mathematics**  
PRACTICE AND PROBLEM SOLVING

Assign *Practice and Problem Solving* pages 325–326 after students have completed this section.

### Concept Extension

#### Explore Venn diagrams.

Point out that the Venn diagram for Quadrilaterals, Parallelograms, Rectangles, and Squares shown on the Introduction page uses an oval for the category Parallelograms. The category Parallelograms is set within an oval because there are figures that are quadrilaterals but not parallelograms. Ask students to name or draw such a shape. [kite]

Explain that when drawing a Venn diagram for triangles based on the properties of sides of triangles, you do need to set the category Triangles within an oval because Scalene and Isosceles triangles make up the entire category of Triangles. There are no triangles that are not Scalene or Isosceles. All triangles fit in one of these two categories.





## Independent Practice

## At a Glance

Students classify plane figures in a hierarchy based on their properties to answer questions that might appear on a mathematics test.

## Solutions

## 1 Solution

**A**; The most general, or least specific, name for the shape shown is polygon. The shape has 4 sides, so it is also a quadrilateral. The shape has 2 pairs of sides of equal length and 4 right angles, so it is also a rectangle.

**DOK 2**

## 2 Solution

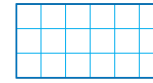
See the Student Book page for the completed table; A scalene triangle has 3 sides of different lengths. An isosceles triangle has at least 2 sides of equal length. An obtuse triangle has an angle greater than  $90^\circ$ .

**DOK 1**

## Practice Classifying Two-Dimensional Figures

Solve the problems.

- 1 Look at the shape below.



Which is a correct classification for this shape from LEAST specific to MOST specific?

- A** polygon, quadrilateral, rectangle  
**B** quadrilateral, parallelogram, square  
**C** polygon, quadrilateral, square  
**D** quadrilateral, rectangle, square
- 2 Classify the triangles shown below as "scalene," "isosceles," or "obtuse." Sides that are the same length are marked with a slash. Draw the triangles in the correct column of the table. If a triangle fits more than one classification, draw it in all the columns that apply.



| Scalene | Isosceles | Obtuse |
|---------|-----------|--------|
|         |           |        |
|         |           |        |
|         |           |        |

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## Quick Check and Remediation

- Ask students to draw a Venn diagram to classify the following shapes in order from most general to most specific: parallelogram, polygon, rhombus, quadrilateral. [polygon, quadrilateral, parallelogram, rhombus] Remind students that a rhombus is a parallelogram with four sides of equal length.
- For students who are struggling, use the chart to guide remediation.
- After providing remediation, check students' understanding. Ask students to draw a Venn diagram to classify the following shapes in order from most general to most specific: parallelogram, square, rhombus, quadrilateral [quadrilateral, parallelogram, rhombus, square]
- If a student is still having difficulty, use *Ready Instruction*, Grade 4, Lesson 32.

If the error is ...

any order other than the correct order

Students may ...

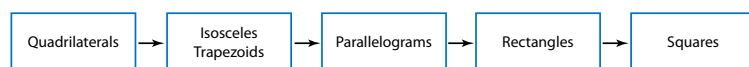
be able to identify all of the properties of the given shapes

To remediate ...

Have students make a table with the names of the shapes as the headings of four columns. Work with students to list the properties of each of the shapes so that students can see, for example, that a rhombus has all the properties that parallelograms have plus one more.

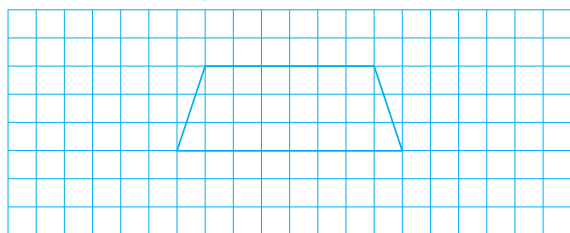
- 3 The word “isosceles” can be used to describe any polygon with at least 2 sides of equal length.

Look at the flow chart below.



**Part A** Draw an example of an isosceles trapezoid.

**Possible isosceles trapezoid:**



**Part B** Explain how isosceles trapezoids relate to parallelograms.

**Possible answer:** Isosceles trapezoids have at least 2 sides of equal length and at least 1 pair of parallel sides. Parallelograms have 2 pairs of sides of equal length and 2 pairs of parallel sides, so all parallelograms are isosceles trapezoids.

**Part C** Can you use the term “isosceles” to describe a rectangle? Explain your reasoning.

**Yes. Possible explanation:** A rectangle has at least two sides of equal length.

**Self Check** Go back and see what you can check off on the Self Check on page 283.

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## Solutions

### 3 Part A Solution

Students draw a trapezoid that has two sides of equal length; see possible drawing on the Student Book page.

### Part B Solution

See possible student explanation on the Student Book page.

### Part C Solution

Yes; see possible student explanation on the Student Book page.

**DOK 3**

## ► Hands-On Activity

**Build quadrilaterals that fit the given conditions.**

**Materials:** geoboards and geobands

Have students make a shape that fits conditions you supply. Ask students to name the shape they made.

- four sides, opposite sides are parallel, no right angles [parallelogram (or rhombus)]
- four sides, opposite sides are parallel, four right angles [rectangle (or square)]
- four sides, opposite sides are parallel, four right angles, all sides are of equal length [square]

If time permits, provide conditions for students to build different triangles and have students build and name the triangles you have described.

## ► Challenge Activity

**Name the figure in different ways.**

Challenge students to provide as many different names as they can for figures that you draw.

Label important features such as sides of equal length and right angles in your drawings.

Include figures such as an equilateral triangle, a parallelogram, a square, a rectangle, and a rhombus. Have students justify why each of the names they use applies to the figure.



**CCSS Focus**

**Domain**

Geometry

**Cluster**

**B.** Classify two-dimensional figures into categories based on their properties.

**Standards**

**5.G.B.3** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*

**Standards for Mathematical Practices (SMP)**

- 2 Reason abstractly and quantitatively.
- 4 Model with mathematics.
- 6 Attend to precision.
- 7 Look for and make use of structure.

**Lesson Objectives**

**Content Objectives**

- Recognize that two-dimensional figures can be categorized based on shared attributes and properties.
- Use Venn diagrams, flow charts, and tree diagrams to model how attributes are shared by categories of polygons.

**Language Objectives**

- Discuss the definitions of key terms *attribute, property, category,* and *subcategory* with a partner and use the terms in conversation.
- Draw Venn diagrams, flow charts, and tree diagrams to show properties that are shared by categories of polygons.
- List inferences about attributes of sub-categories of quadrilaterals and triangles shown in hierarchy diagrams.

**Prerequisite Skills**

- Recognize parallel and perpendicular lines.
- Recognize right, acute, and obtuse angles.
- Classify two-dimensional figures in a hierarchy based on properties of the figures.

**Lesson Vocabulary**

- **convex polygon** a polygon with interior angles all measuring less than  $180^\circ$
- **concave polygon** a polygon with at least one interior angle measuring greater than  $180^\circ$

Review the following key term.

- **attribute** any characteristic of an object or shape, like number of sides, color, angle measure, etc.

**Learning Progression**

**In the previous Grade 5 lesson**

students analyzed categories of polygons based on their properties and related the categories in a hierarchy. They classified figures in a hierarchy by using visual models such as Venn diagrams, flow charts, and tree diagrams. The hierarchical relationships between categories did not overlap or one category was entirely encompassed within another category.

**In this lesson** students classify two-dimensional figures based on attributes that are shared and not shared. Students show relationships

among categories of figures that have overlap among the categories. For example, students may classify a triangle as acute but not isosceles, or as isosceles but not acute, or as both acute and isosceles. Students continue to use visual models such as tables, Venn diagrams, flow charts, and tree diagrams to organize attributes of figures and to show more complex hierarchical relationships between categories of figures.

**In Grade 6** students will work with figures in the coordinate plane and will find the area of two-dimensional figures.

## Lesson Pacing Guide

### Whole Class Instruction

|                                       |   |  |
|---------------------------------------|---|--|
| <p><b>Day 1</b><br/>45–60 minutes</p> | <p><b>Toolbox: Interactive Tutorial</b><br/><i>Understand Properties of Two-Dimensional Figures</i></p> <hr/> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Think It Through Question 10 min</li> <li>• Think 10 min</li> <li>• Think 15 min</li> <li>• Reflect 10 min</li> </ul>   | <p><b>Practice and Problem Solving</b><br/>Assign pages 331–332.</p> |
| <p><b>Day 2</b><br/>45–60 minutes</p> | <p><b>Guided Instruction</b></p> <p><b>Think About Properties Shared by Polygons</b></p> <ul style="list-style-type: none"> <li>• Let’s Explore the Idea 20 min</li> <li>• Let’s Talk About It 15 min</li> <li>• Try It Another Way 10 min</li> </ul>   | <p><b>Practice and Problem Solving</b><br/>Assign pages 333–334.</p> |
| <p><b>Day 3</b><br/>45–60 minutes</p> | <p><b>Guided Practice</b></p> <p><b>Connect Ideas About Properties of Polygons</b></p> <ul style="list-style-type: none"> <li>• Categorize 10 min</li> <li>• Explain 5 min</li> <li>• Create 5 min</li> </ul> <p><b>Independent Practice</b></p> <p><b>Apply Ideas About Properties of Polygons</b></p> <ul style="list-style-type: none"> <li>• Put It Together 20 min</li> <li>• Pair/Share 10 min</li> </ul> | <p><b>Practice and Problem Solving</b><br/>Assign pages 335–336.</p> |
| <p><b>Day 4</b><br/>45–60 minutes</p> | <ul style="list-style-type: none"> <li>• On-Level, Intervention, or Challenge Activity 20 min</li> </ul> <p><b>Toolbox: Lesson Quiz</b><br/>Lesson 31 Quiz</p>  |  |

### Small Group Differentiation

#### Teacher-Toolbox.com

#### Reteach

**Ready Prerequisite Lessons** 45–90 min

#### Grade 4

- Lesson 32 Classify Plane Figures

#### Teacher-led Activities

**Tools for Instruction** 15–20 min

#### Grade 5 (Lesson 31)

- Classify Plane Figures

#### Student-led Activities

**Math Center Activities** 30–40 min

#### Grade 4 (Lesson 32)

- 4.57 Triangle Vocabulary Match
- 4.58 Classifying Shapes

#### Grade 5 (Lesson 31)

- 5.49 Classify Quadrilaterals
- 5.5 Classify Triangles

### Personalized Learning

#### i-Ready.com

#### Independent

**i-Ready Lessons** 10–20 min

#### Grade 4 (Lesson 32)

- Quadrilaterals
- Classifying Triangles

## Introduction

## At a Glance

Students explore how to describe polygons by their attributes, or properties. Students learn that a polygon can be categorized in more than one way. Then students use a Venn diagram to explore the relationship between isosceles, equilateral, right, acute, and obtuse triangles.

## Step By Step

- Introduce the question at the top of the page.

## ► English Language Learners

- Review the meanings of parallel [lines that never intersect and the same distance apart] and perpendicular [lines that intersect at a  $90^\circ$  angle].
- Explain the meaning of the marks on the polygons in the Example column that indicate sides that are the same length. Review the meaning of the marks that indicate right angles.
- Introduce the meaning of a regular polygon [all sides are of equal length and all angles are of equal measure]. Ask students to name a regular quadrilateral. [square]
- Read the **Think** question with students.
- Point out that since an isosceles triangle has at least two sides of equal length and an equilateral triangle has three sides of equal length, an equilateral triangle can also be categorized as an isosceles triangle.

## ► Mathematical Discourse 1 and 2

## Understand Properties of Two-Dimensional Figures

## Think It Through

How do we group polygons into categories?



Polygons are grouped into categories by their **attributes**, or properties, such as the number of sides or angles, the side lengths, and the angle measures. All polygons in the same category share certain properties. Some properties of polygons are described in the table below.

| Property       | Description  | Example |
|----------------|--|---------|
| Scalene        | no sides of equal length   |         |
| Isosceles      | at least 2 sides of equal length   |         |
| Equilateral    | all sides of equal length  |         |
| Regular        | all sides of equal length and all angles of equal measure  |         |
| Irregular      | at least 1 side and 1 interior angle are not equal in measure to the other sides and angles      |         |
| Right          | at least 1 pair of perpendicular sides   |         |
| Parallel sides | at least 1 pair of opposite sides that will never intersect, no matter how far they are extended |         |

**Think** Can a polygon be categorized in more than one way?

Think about how a quadrilateral is defined. It is a polygon with 4 sides. So any shape with 4 sides can be called both a polygon and a quadrilateral. If the quadrilateral has two pairs of parallel sides, then it can also be called a parallelogram.

Every parallelogram is a quadrilateral because every parallelogram has 4 sides. But not all quadrilaterals are parallelograms because not all quadrilaterals have two pairs of parallel sides.

**Shade** a polygon above that can be named both a quadrilateral and parallelogram.

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## ► Mathematical Discourse

- 1 *Triangles can be categorized by their angle measures, as well as their side lengths. Which way of categorizing triangles do you think is more useful? Explain your reasoning.*  
Responses should indicate an understanding that both categories are useful depending on the context of the situation.
- 2 *In how many different ways can a polygon be categorized? Explain your reasoning.*  
Responses may vary but should indicate an understanding that it depends on the polygon. For example, a quadrilateral can be categorized two ways, as a polygon and a quadrilateral. A parallelogram can be categorized three ways, as a polygon, quadrilateral, and parallelogram.

## ► English Language Learners

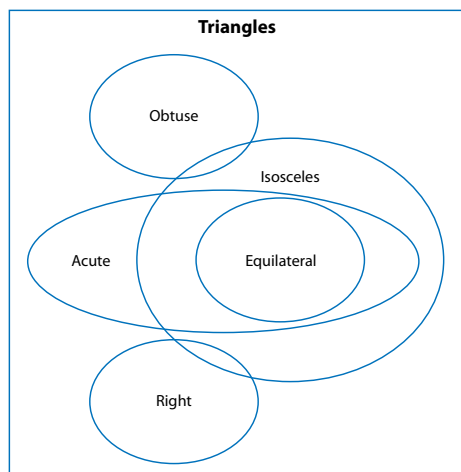
It is important that students understand the phrase “at least” when discussing properties of polygons. Use the phrase “at least” in sentences to help students better understand the meaning of the phrase. For example, to say that a cell phone costs at least \$75 means it costs \$75 or more. If you say that you need to study for at least 2 hours tonight, you mean 2 hours or more.

Have students tell you what “at least two sides of equal length” means. [two or more sides of equal length] Ask: *If a triangle has three sides of equal length, can you say that it has at least two sides of equal length?* [yes]



**Think** How can you show the relationships among polygons with a diagram?

A Venn diagram is a useful tool for organizing categories of polygons that share properties.



The Venn diagram shows a triangle can never be both right and obtuse.

Notice the "Right" category partly overlaps the "Isosceles" category. This means a right triangle may also have all the properties of an isosceles triangle. Also notice that the "Right" category does not overlap the "Obtuse" category. That means a right triangle can never have all the properties of an obtuse triangle.

The "Equilateral" category is nested completely inside the "Isosceles" category. This shows that equilateral triangles are a subcategory of isosceles triangles. So all equilateral triangles share all the properties of isosceles triangles.

**Reflect**

- 1 What does it mean that the Venn diagram shows "Obtuse" partially overlapping "Isosceles?"

**Possible answer:** An obtuse triangle can also be an isosceles triangle.

**Step By Step**

- Read the **Think** question with students.
- Tell students that categories that do not overlap in a Venn diagram do not share any properties. Ask students why an equilateral triangle does not share any properties with an obtuse triangle. [Obtuse triangles have an angle that measures greater than  $90^\circ$ , but all the angles of an equilateral triangle have the same measure and the measure is less than  $90^\circ$ .]
- Point out that categories that overlap can share properties. For example, a triangle can be both right and isosceles.
- Review with students that a subcategory that is nested completely inside another category shares all the properties of the category in which it is nested.
- Have students read and reply to the **Reflect** question.

**Mathematical Discourse 3 and 4****Visual Model**

**Ready** Mathematics  
PRACTICE AND PROBLEM SOLVING

Assign *Practice and Problem Solving* pages 331–332 after students have completed this section.

**Visual Model****Draw triangles in the Venn diagram.**

Work with students to draw an example of a triangle for each category and subcategory in the Venn diagram. Include markings to indicate right angles and sides of the same length as appropriate.

**Mathematical Discourse**

- 3 *Can you think of another kind of mathematical relationship that could be modeled with a Venn diagram?*  
Responses may vary. Possible answer: whole numbers, prime numbers, and composite numbers.
- 4 *How could you explain to a friend why a Venn diagram is a useful tool?*  
Responses should indicate an understanding that a Venn diagram visually shows categories so that you can easily determine what properties items do and do not share.

## Guided Instruction

## At a Glance

Students complete a Venn diagram and table of properties for quadrilaterals. Then students use a Venn diagram to understand how properties are shared by categories of quadrilaterals. Students use a flow chart to answer questions about the properties of quadrilaterals.

## Step By Step

## Let's Explore the Idea

- Tell students that they will have time to work individually on the problems on this page and then share their responses in groups. You may choose to work through problem 2 together as a class.
- Note that a trapezoid is defined as a quadrilateral with at least one pair of parallel sides.
- Take note of students who are still having difficulty and wait to see if their understanding progresses as they work in their groups during the next part of the lesson.

**Student Misconception Alert**

When completing the table, students may notice that categories A through D repeat the properties of the preceding category. Students may mistakenly extend this pattern to category E. Point out that category E is not nested inside category D, so it does not share all the properties of category D. Emphasize that it is nested inside categories A, B, and C, so it does share all the properties of those categories.

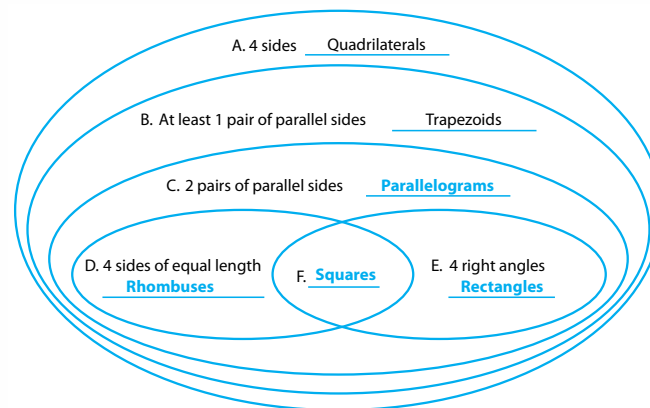
## ► Mathematical Discourse 1 and 2

## Think About Properties Shared by Polygons

**Let's Explore the Idea** A Venn diagram can help you understand what properties are shared by categories of polygons.



- 2 The Venn diagram shows categories of quadrilaterals with different properties. Write the name of each category that fits the description.



- 3 Use the Venn diagram to fill in the table below.

| Category | Properties  | Name           |
|----------|---|----------------|
| A        | 4 sides   | Quadrilaterals |
| B        | 4 sides, at least 1 pair of parallel sides                                      | Trapezoids     |
| C        | 4 sides, 2 pairs of parallel sides  | Parallelograms |
| D        | 4 sides, 2 pairs of parallel sides, 4 sides of equal length                     | Rhombuses      |
| E        | 4 sides, 2 pairs of sides that are parallel and of equal length, 4 right angles | Rectangles     |
| F        | 4 sides, 2 pairs of parallel sides, 4 sides of equal length, 4 right angles     | Squares        |

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## ► Mathematical Discourse

- 1 *What pattern do you see in the table?*  
Responses should indicate an understanding that a nested category repeats all the properties of the category in which it is nested.
- 2 *Explain why a square is also a rectangle, a rhombus, a parallelogram, a trapezoid, and a quadrilateral.*  
Responses may vary but should indicate an understanding that a square shares the properties of each of the other figures.



**Let's Talk About It** Use the Venn diagram to help you understand how properties are shared by categories of quadrilaterals.



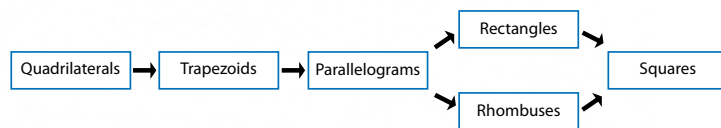
- 4 Is every property of parallelograms also a property of all rectangles? yes  
 Is every property of rectangles also a property of all parallelograms? no

Explain what the Venn diagram shows about the relationship between rectangles and parallelograms. **Possible answer: All rectangles are parallelograms, but only some parallelograms are rectangles.**

**Classify each inference statement as true or false. If false, explain.**

- 5 The opposite angles of any parallelogram have the same measure. Therefore, the opposite angles of any rhombus have the same measure. true
- 6 The diagonals of any square are the same length. Therefore, the diagonals of any rhombus are the same length. **false; Possible explanation: Not all rhombuses are squares.**

**Try It Another Way** The flow chart below shows another way to think about how quadrilaterals are categorized.



**Use the flow chart to describe the statements as true or false.**

- 7 In every rectangle the two diagonals have the same length. Therefore, in every parallelogram the two diagonals must have the same length. false
- 8 Every rhombus has at least 2 lines of symmetry. Therefore, every square has at least 2 lines of symmetry. true

**Step By Step**

**Let's Talk About It**

- Organize students into pairs or groups. You may also choose to work through problems 4–6 together as a class.
- If you choose to have students work in pairs or groups, walk around to each group, listen to, and join in on discussions at different points.
- Ask students to draw examples of figures in each category. Discuss whether or not the figure drawn could also belong to another category.

**Mathematical Discourse 3 and 4**

**SMP TIP Reason Abstractly**

Students use reasoning skills to classify statements about properties of quadrilaterals as true or false. Have students share their reasoning with a partner. (SMP 2)

**Try It Another Way**

- Direct each group's attention to **Try It Another Way**. Have a volunteer from each group come to the board to explain the group's solutions to problems 7 and 8.

**Ready Mathematics**  
PRACTICE AND PROBLEM SOLVING

Assign *Practice and Problem Solving* pages 333–334 after students have completed this section.

**Mathematical Discourse**

- 3 Luca says a four-sided plane figure with two pairs of parallel sides is a quadrilateral. Federico says it is a parallelogram. Who is correct? Explain your reasoning.  
 Responses should indicate an understanding that both are correct, but *parallelogram* is a more precise name.
- 4 How could you use the properties of rectangles to explain that not all rectangles are squares?  
 Responses should include the fact that not all rectangles have four sides that are the same length.

**Guided Practice**

**At a Glance**

Students demonstrate their understanding of categorizing polygons based on properties that are shared or not shared. Then students show the relationship between types of triangles with a tree diagram and words.

**Step By Step**

- Discuss each problem as a class using the discussion points outlined below.

**Categorize**

- You may choose to have students work in pairs to encourage sharing ideas.

**SMP TIP Model with Mathematics**

Point out to students that, in addition to a Venn diagram, they could also draw a flow chart or tree diagram to model the relationships. (SMP 4)

- Ask students how they chose the most general categories. [Triangles, quadrilaterals, and rectangles are all types of polygons; polygons are the most general category.]
- Discuss with students why triangles can never be concave polygons. [Each of the angles of a triangle has a measure less than 180 degrees. A concave polygon has at least one interior angle greater than 180 degrees.]

**Explain**

- This problem focuses on using words to explain how two shapes are related.
- Ask students to describe how rectangles are related to trapezoids. [All parallelograms are trapezoids. A rectangle is a parallelogram.] What other figures could be classified as trapezoids? [rectangles, rhombuses, and squares]

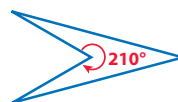
**Create**

- This problem gives students an opportunity to describe the properties of and draw a shape given certain criteria. Have students describe the methods they can use.

**Connect Ideas About Properties of Polygons**

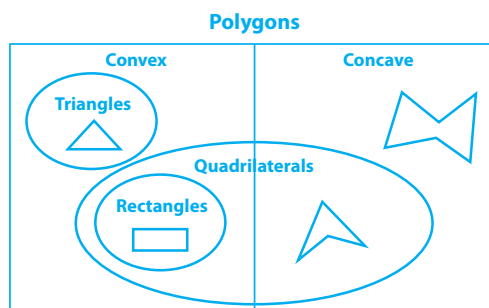
Talk through these problems as a class. Then write your answers below.

- 9 Categorize** All polygons are either **convex** or **concave**. A convex polygon has all interior angles less than  $180^\circ$ . A triangle is an example of a convex polygon. A concave polygon has at least 1 interior angle greater than  $180^\circ$ . The quadrilateral below is an example of a concave polygon.

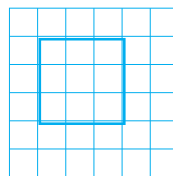


Categorize concave polygons, convex polygons, triangles, quadrilaterals, and rectangles in a Venn diagram. Draw an example of each polygon in the diagram.

Possible Venn diagram:



- 10 Explain** Nadriette said that a rectangle can never be called a trapezoid. Explain why Nadriette's statement is incorrect. Possible answer: Since a rectangle has at least 1 pair of parallel sides, it can be called a trapezoid.
- 11 Create** Describe the properties of a shape that is both a rectangle and a rhombus. Name the shape and use the grid below to draw an example.



a parallelogram with 4 sides of equal length and 4 right angles: a square

312

**Scoring Rubrics**

**Part A**

| Points | Expectations  |
|--------|---|
| 2      | The tree diagram indicates a student's understanding of the relationship between the properties of triangles. The tree diagram correctly connects categories.   |
| 1      | An effort was made to accomplish the task. The tree diagram demonstrates some understanding of the relationship between the properties of triangles, but the student's diagram is missing categories, misplaces categories, or incorrectly connects categories. |
| 0      | There is no tree diagram or the diagram shows little or no understanding of the relationship between the properties of triangles.   |



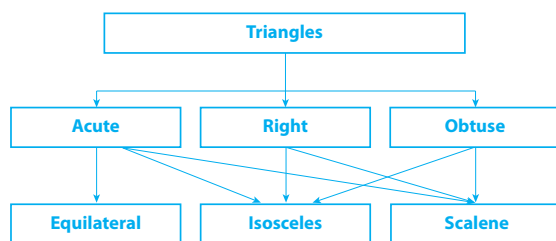
**Apply** Ideas About Properties of Polygons

**12 Put It Together** Use what you have learned about classifying polygons to complete this task.

**Part A** Create a tree diagram to show the following types of triangles: acute, obtuse, right, isosceles, and equilateral. Make sure to include the category "Triangle." Use information in the table to help you.

| Triangle    | Types of Angles                       |
|-------------|---------------------------------------|
| Acute       | all acute angles                      |
| Right       | 2 acute angles and 1 $90^\circ$ angle |
| Obtuse      | 2 acute angles and 1 obtuse angle     |
| Scalene     | acute, right, or obtuse               |
| Isosceles   | acute, right, or obtuse               |
| Equilateral | all acute angles                      |

Possible tree diagram:



**Part B** Write a statement that is always true about the relationship between obtuse triangles and equilateral triangles.

**Possible answer:** An equilateral triangle can never be classified as an obtuse triangle.

**Part C** Write a statement that is sometimes true about the relationship between acute triangles and isosceles triangles.

**Possible answer:** An isosceles triangle can be an acute triangle.

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**Independent Practice**
**Step By Step**
**Put It Together**

- Direct students to complete the **Put It Together** task on their own.
- Explain that the categories in each row of the tree diagram can be placed in any order as long as they are correctly connected to the categories in the row beneath them.
- As students work on their own, walk around to assess their progress and understanding, to answer their questions, and to give additional support, if needed.
- If time permits, have students share their tree diagrams with a partner.

**Ready** Mathematics  
PRACTICE AND PROBLEM SOLVING

Assign *Practice and Problem Solving* pages 335–336 after students have completed Guided Practice.

**Part B**

| Points | Expectations   |
|--------|--|
| 2      | The student wrote a statement about the relationship between obtuse triangles and equilateral triangles that is always true.       |
| 1      | An effort was made to accomplish the task, but the statement the student wrote is not always true.                                 |
| 0      | There is no response or the response shows no evidence of understanding the relationship between obtuse and equilateral triangles. |

**Part C**

| Points | Expectations  |
|--------|---|
| 2      | The student wrote a statement about the relationship between acute triangles and isosceles triangles that is sometimes true.    |
| 1      | An effort was made to accomplish the task, but the statement the student wrote is not true.                                     |
| 0      | There is no response or the response shows no evidence of understanding the relationship between acute and isosceles triangles. |

## Differentiated Instruction

### ► Intervention Activity

**Model and categorize triangles.**

**Materials:** geoboards, strips of paper

Group students into pairs. Tell students to write each of the following categories on its own strip of paper, and include a description of each: triangle, right triangle, acute triangle, obtuse triangle, scalene triangle, isosceles triangle, and equilateral triangle. Have one student display a triangle on the geoboard. Have the other student choose as many strips of paper as possible that describe the triangle shown. Then have students switch roles.

If time allows, repeat for quadrilaterals, parallelograms, trapezoids, rectangles, rhombuses, and squares.

### ► On-Level Activity

**Create a model of a Venn diagram.**

**Materials:** string, paper, scissors

Distribute string and scissors to each student. Have students draw and cut out a quadrilateral, trapezoid, parallelogram, rhombus, rectangle, and square. Tell students to label and write the properties of each figure on their cutouts. Then have students use string to make a Venn diagram for the figures, using their figures to label each section. Have students draw and cut out other quadrilaterals, write all the categories that describe them on the cutouts, and place them appropriately in their Venn diagram.

### ► Challenge Activity

**Justify classifications of polygons.**

Ask students to answer each of the following questions and to provide an explanation for each answer.

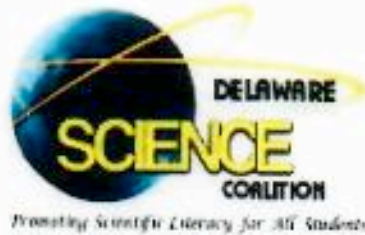
- Are all rectangles squares? [No, students may draw a rectangle that does not have 4 sides of equal length.]
- Are all squares rectangles? [Yes, students may list all of the properties of a rectangle and note that a square has all of these properties.]
- Is every quadrilateral a parallelogram or a trapezoid? [No, students may draw a quadrilateral that has no pairs of parallel sides.]
- Are all parallelograms rectangles? [No. Not all parallelograms have  $90^\circ$  angles.]
- Is there a quadrilateral that can be classified as a quadrilateral, parallelogram, rectangle, and rhombus? [Yes. A square shares all of the properties of these figures.]



## **Appendix J - Science Coalition MOU**



C20-190



### Delaware Science Coalition Memorandum of Agreement

The Sussex Academy of Arts & Sciences agrees to abide by the Delaware Science Coalition's bylaws and join the Delaware Science Coalition partnership. The Delaware Science Coalition program is sustained by local district/charter school fees in combination with state allocations. Professional development; materials acquisitions; distribution, collection and refurbishment of science curricular units; and any other associated costs are supported by these funding sources. The Coalition's bylaws and fee schedule for school year 2019-2020 are attached to this Memorandum of Agreement.

Signed:

Kathy W Kelly  
 Director  
 CIPD Curriculum Instruction & Professional Development

6/21/19  
 Date

[Signature]  
 Associate Secretary  
 Academic Support Team

6/26/19  
 Date

[Signature]  
 Associate Secretary, Operations support

*ms for MD*  
*(S)*  
*(EPA)*

6/28/19  
 Date

[Signature] Director of Finance  
 LEA Official, Title

7/8/19  
 Date

\_\_\_\_\_  
 Science Coalition Representative

\_\_\_\_\_  
 Date

## **Appendix K - Social Studies Coalition MOU**

## **MEMORANDUM OF UNDERSTANDING THE SOCIAL STUDIES COALITION OF DELAWARE**

### **PURPOSE OF THIS MEMO**

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

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

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

### **MISSION**

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

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

### **GUIDING PRINCIPLES**

- The purpose of the partnership is to support continuous standards-based reform of social studies education in Delaware schools.
- Adoption and implementation of curricula is the responsibility of individual school systems. The Coalition is established to assist them in this endeavor and to provide cost effective standards-based education programs.
- Costs will be shared in a way that all parties benefit as equally as possible. Every effort will be made to provide services in support of the program at cost. Member districts and charter schools will pay **\$2000** by Sept. 30, 2019 to support Coalition actions beginning July 1, 2019 through June 30, 2020 for professional development, development of products and other activities. Thereafter, annual fees will be determined by the Board.
- Professional development will be provided by the Coalition. Individual districts/charter schools will provide additional support for the participants.



- The Coalition will seek to coordinate financial support from foundations, affiliates, the Delaware Department of Education and others for implementation of standards-based social studies education for Delaware students.

**GOVERNANCE OF THE COALITION**

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

The purpose of the Board is to:

- Establish and approve operating policies and practices for the Coalition.
- Set and approve the annual budget for the Coalition and monitor expenditures. The Milford School District has agreed to act as the fiscal agent at no cost, and for this will receive a reduced membership fee for the 2019-2020 school year.
- Establish and implement an effective communications program.
- Promote partnerships among the K-12 public schools, higher education and the business community.

**Coalition Leadership –**

SSCD leadership shall be administered by an Executive Committee and directed by the Board. The Executive Committee shall consist of two chairpersons, an Executive Secretary, a Financial Liaison and the Education Associate for Social Studies from the Delaware Department of Education. Two chairpersons shall be elected by the voting members of the Board to a two year, staggered term without remuneration and will coordinate the Coalition’s activities and chair meetings. The Executive Secretary and Financial Liaison shall be appointed by the chairs.

Regular meetings of the Coalition’s Executive Committee and Board will be held on a monthly basis during the school year. The Board will establish sub-committees to manage specific aspects of the Coalition as needed.

**Signatures of Agreement – 2019-2020**


Mareen McFarlane 5/25/19  
 District/Charter Representative to SSCD Date

[Signature] 5/28/19  
 Superintendent – District./Charter Date

School District/Charter School name Sussex Academy

## **Appendix L - Facility Certifications - Green Ribbon and Wildlife Habitat**



A large, stylized green ribbon graphic that curves upwards from the bottom left towards the top left, partially overlapping the text.

U.S. DEPARTMENT OF EDUCATION

# GreenRibbonSchools



**2019 Recognition Awards Ceremony**

**September 25, 2019**

**Washington, D.C.**





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| The 2019 U.S. Department of Education Green Ribbon Schools, District Sustainability Awardees, and Postsecondary Sustainability Awardees | 6    |
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We thank the following organizations for their support in this event:



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www.ed.gov/green-ribbon-schools - www.greenstrides.org





May 22, 2019

Congratulations on your recognition as a 2019 U.S. Department of Education Green Ribbon School. This award acknowledges your institution's achievements in taking a comprehensive approach to sustainability.

Your recognition affirms the commitment your school, district, or postsecondary institution has made to reducing operational costs and being a good steward of our land, all while offering inspiring, healthy, and safe instructional environments. You have found innovative ways to encourage wellness practices, from school gardens to outdoor physical activity to school-based health centers. You are also using real-world problems in your communities and around the globe to engage students in hands-on, authentic learning about the world around them, preparing them to take on the careers and challenges of the future.

Your success shows what is possible when schools engage with community partners, leverage local resources, and pursue effective innovations. The Department looks forward to celebrating your accomplishments during the U.S. Department of Education Green Ribbon Schools recognition ceremony on September 25, 2019.

Sincerely,

Betsy DeVos



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September 25, 2019

Greetings, honorees:

Welcome to Washington, D.C.! I am delighted to greet you as representatives of the 2019 U.S. Department of Education (ED) Green Ribbon Schools, District Sustainability Awardees, and Postsecondary Sustainability Awardees. You are an impressive and deserving group, and we are thrilled to recognize you as the eighth cohort to receive this honor.

You have demonstrated how environmental education gets students engaged in their studies, keeps students and faculty healthy and fit, and provides a natural link to the careers of the future. Your programs allow students to develop creative thinking and collaboration skills, problem-solving abilities, STEM content knowledge, and civic and conservation values. Your healthy, safe, sustainable facilities — as well as wellness practices such as outdoor physical activity and good nutrition — are part of a successful education, from kindergarten through college levels.

Your schools, districts, and postsecondary institutions are examples of how to progress in all three award Pillars — not just one — whatever your resources. Honorees are saving millions of dollars as a result of their greening efforts, and are improving health and achievement in the process. Your students have learned how to grow, harvest, and prepare nutritious food; the benefits of outdoor physical activity; and to reduce waste production, energy, and water consumption. They also are accustomed to the systems of thinking that will be required to take on challenges of the future.

You lead as shining examples for all schools, districts, and postsecondary institutions to follow. You are the 2019 U.S. Department of Education Green Ribbon Schools, District Sustainability Awardees, and Postsecondary Sustainability Awardees, showing the way to reducing environmental impact, improving health, providing effective environmental education and green career training, and, most importantly, cultivating responsible citizens and good stewards of our land.

Congratulations on earning this wonderful distinction!

Andrea Suarez Falken, Director, U.S. Department of Education Green Ribbon Schools



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## About U.S. Department of Education Green Ribbon Schools

In 2011, the federal government launched U.S. Department of Education Green Ribbon Schools to recognize the most innovative green schools in the nation. Now in its seventh cycle, the award continues to recognize progress in environmental impact, health, and education. It has become a tool to encourage state education agencies to consider matters of facilities, health, and environment comprehensively and in coordination with their state health, environment, and energy counterparts.

In 2013, District Sustainability Awardees were named for the first time alongside U.S. Department of Education Green Ribbon Schools. That year also saw the first annual Green Strides Tour. In 2014, ED added a Director's Award, given to a state education agency official who has shown exemplary efforts administering U.S. Department of Education Green Ribbon Schools and advancing green schools practices in his or her state. In 2015, ED named the first postsecondary honorees, including colleges and universities from across the nation.

Notably, U.S. Department of Education Green Ribbon Schools has grown beyond its origins as a recognition award spotlighting promising practices among a handful of honorees to communicate resources available to all schools. In addition to the recognition award, the Green Strides sustainability resource hub ([www.greenstrides.org](http://www.greenstrides.org)), made possible through the generous sponsorship of the Center for Green Schools at the U.S. Green Building Council, shares webinars, resources, and the work of honorees in a visual context for all to learn from them. Green Strides outreach also includes a blog, newsletter, and social media presence to facilitate the sharing of honorees' promising practices and public- and private-sector resources in the areas of facilities, health, and environment, as well as the critical collaborations that ensure that all of our nation's schools are healthier, safer, and more sustainable.

Encouraging efficient schools allows administrators to dedicate more resources to education rather than to utility costs. Healthy school environments and effective wellness practices ensure that all students learn in an environment conducive to achieving their full potential, free of the health disparities that can aggravate achievement gaps. Environmental and sustainability education helps all students engage in authentic, hands-on, project-based learning, hone critical thinking skills, and develop a thirst for learning in science, technology, engineering, and mathematics (STEM). At the postsecondary level, the three

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Pillars may help to support the reduction of college costs, green career connections, and robust civic skills among graduates.

U.S. Department of Education Green Ribbon Schools has united the federal, state, and nongovernmental organization communities around a common effort, generated thousands of positive media impressions for the green schools movement, and affected millions of students across the country, as schools have become healthier, safer, and more sustainable places to receive a 21st-century education.

### **The Three Pillars**

At the heart of U.S. Department of Education Green Ribbon Schools are three Pillars toward which each honoree is expected to demonstrate progress. These also are the guideposts toward which the award seeks to encourage all schools to strive. Such expectations of progress in the three areas described below motivate states, districts, administrators, faculty, parents, and students to create the most productive, enriching, and efficient schools possible.

#### **I. Reduced Environmental Impact and Costs**

- Reduced or eliminated greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or on-site renewable energy, and/or purchase of green power;
- Improved water quality, efficiency, and conservation;
- Reduced solid and hazardous waste production through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste; and
- Expanded use of alternative transportation, through active promotion of locally available, energy-efficient options and implementation of alternative transportation supportive projects and policies.





## **II. Improved Health and Wellness**

- High standards of school health, including health, nutrition, and outdoor physical education; health, counseling, and psychological services for both students and staff; family community involvement; and an integrated school environmental health program that considers occupant health and safety in all design, construction, renovation, operations, and maintenance of facilities and grounds.

## **III. Effective Environmental and Sustainability Education**

- Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems;
- Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st-century technology-driven economy; and
- Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their communities.







## 2019 U.S. Department of Education Green Ribbon Schools, District Sustainability Awardees, and Postsecondary Sustainability Awardees

### Alabama

- Troy University  
Troy, AL

### California

- Carrisa Plains Elementary School  
Santa Margarita, CA
- Eagle Rock Elementary School  
Los Angeles, CA
- Quail Lake Environmental Charter School  
Clovis, CA
- St. James Academy  
Solana Beach, CA
- Rialto Unified School District  
Rialto, CA

### Connecticut

- Weston High School  
Weston, CT

### Delaware

- The Jefferson School  
Georgetown, DE
- Caesar Rodney School District  
Wyoming, DE

### Florida

- MAST Academy  
Miami, FL
- FAU Lab School District  
Boca Raton, FL

### Georgia

- Robert W. Gadsden Elementary School

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- Savannah, GA
- Sharon Elementary School  
Suwanee, GA
- Georgia College & State University  
Milledgeville, GA

#### **Hawaii**

- Kapālama Elementary School  
Honolulu, HI

#### **Illinois**

- Meadowview Elementary School  
Grayslake, IL
- Bloomington Public School District 87  
Bloomington, IL
- Loyola University Chicago  
Chicago, IL

#### **Indiana**

- Goshen Community Schools  
Goshen, IN

#### **Iowa**

- Davenport Community School District  
Davenport, IA
- Sioux City Community School District  
Sioux City, IA

#### **Kentucky**

- Tates Creek Elementary  
Lexington, KY
- Saint Agnes School  
Louisville, KY

#### **Louisiana**

- Brookstown Middle School  
Baton Rouge, LA

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**Maryland**

- Captain James E. Daly Elementary School  
Germantown, MD
- Calvert County Public Schools  
Prince Frederick, MD

**Massachusetts**

- Boston Green Academy  
Brighton, MA
- Ipswich Middle-High School  
Ipswich, MA
- Wellesley Public Schools  
Wellesley, MA

**Michigan**

- Interlochen Arts Academy  
Interlochen, MI

**Minnesota**

- Forest Lake Area High School  
Forest Lake, MN

**Missouri**

- Claymont Elementary School  
Ballwin, MO
- Highcroft Ridge Elementary School  
Chesterfield, MO
- Herculaneum High School  
Herculaneum, MO
- Raintree School  
St. Louis, MO

**New Jersey**

- Holland Brook School  
Whitehouse Station, NJ
- Saint Leo the Great School  
Lincroft, NJ



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**New York**

- Sanfordville Elementary School  
Warwick, NY
- Warwick Valley Middle School  
Warwick, NY

**North Carolina**

- Abbotts Creek Elementary School  
Raleigh, NC
- Douglas Byrd High School  
Fayetteville, NC
- Immaculata Catholic School  
Durham, NC

**Ohio**

- Graham Local Schools  
St. Paris, OH

**Pennsylvania**

- Eden Hall Upper Elementary School  
Gibsonia, PA
- State College Friends School  
State College, PA
- Millersville University  
Millersville, PA

**South Carolina**

- Dutch Fork Elementary School  
Irmo, SC

**Washington**

- The Northwest School  
Seattle, WA
- Lake Washington School District  
Redmond, WA
- Lopez Island School District  
Lopez Island, WA
- Oak Harbor Public Schools

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Oak Harbor, WA

**West Virginia**

- Junior Elementary School  
Belington, WV

**Wisconsin**

- Schlitz Audubon Nature Preschool  
Milwaukee, WI



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CERTIFIED

# WILDLIFE HABITAT



BECAUSE OF THE OWNER'S CONSCIENTIOUS PLANNING, LANDSCAPING AND SUSTAINABLE GARDENING, WILDLIFE WILL FIND QUALITY HABITAT HERE—FOOD, WATER, COVER, AND PLACES TO RAISE THEIR YOUNG.

PROPERTY NAME

The Jefferson School

NO. 204,209

*in the National Wildlife Federation's  
network of habitats*

COLLIN O'MARA  
PRESIDENT & CEO

UNITING ALL AMERICANS TO ENSURE WILDLIFE THRIVE IN A RAPIDLY CHANGING WORLD







CERTIFIED

# WILDLIFE HABITAT



BECAUSE OF THE OWNER'S CONSCIENTIOUS PLANNING, LANDSCAPING AND SUSTAINABLE GARDENING, WILDLIFE WILL FIND QUALITY HABITAT HERE—FOOD, WATER, COVER, AND PLACES TO RAISE THEIR YOUNG.

PROPERTY NAME

The Jefferson School

NO. 213,593

*in the National Wildlife Federation's  
network of habitats*

COLLIN OMARA  
PRESIDENT & CEO

UNITING ALL AMERICANS TO ENSURE WILDLIFE THRIVE IN A RAPIDLY CHANGING WORLD

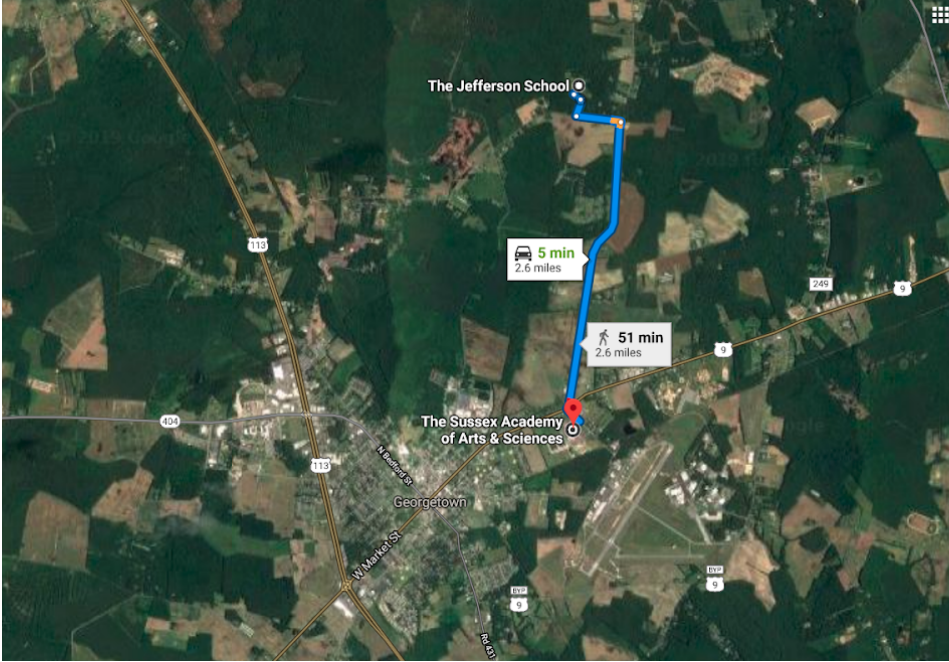




## **Appendix M - Proposed Elementary Building Location and Layout**

Appendix M - Proposed Sussex Academy Elementary School Location

Proposed site proximity to existing facility



Aerial Photo of Proposed School Site



# Map of Existing Proposed School Site



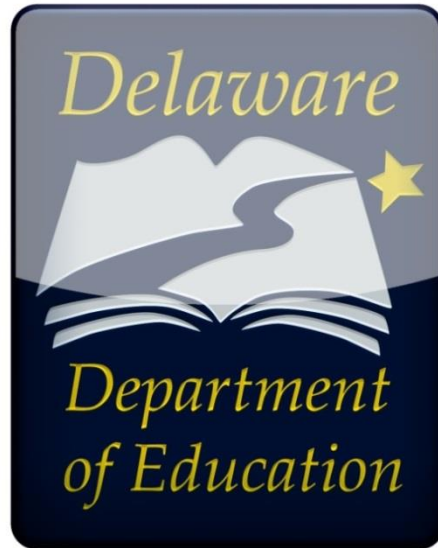
## Two existing elementary classrooms



## **CSAC Initial Report - January 31, 2020**

# CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



**Sussex Academy**

**MAJOR MODIFICATION APPLICATION  
INITIAL REPORT**

CSAC Report Published: January 31, 2020



On December 31, 2019, Sussex Academy (SA) submitted an application for a major modification of its charter.

The following individuals comprise the Charter School Accountability Committee (CSAC):

**Voting Members of the Charter School Accountability Committee**

- Chuck Longfellow, Chairperson of the Charter School Accountability Committee, and Associate Secretary, Operations Support, DDOE
- Susan Veenema, Education Associate, Exceptional Children Resources, DDOE
- Brian Moore, Education Associate, School Climate and Discipline, DDOE
- Gregory Fulkerson, Education Associate, Language Acquisition, DDOE
- April McCrae, Education Associate, CTE / STEM initiatives, DDOE
- Raushann Austin, Education Associate, Educator Effectiveness, DDOE
- James Pennewell, Education Associate, Capital Project Management, DDOE
- Cathy Wolfe, Education Associate, Federal Funds / LEA Indirect Costs, DDOE
- Charles Taylor, Community Member, Retired Head of School
- Chandra Pitts, Community Member, CEO, One Village Alliance

**Non-voting Members of the Charter School Accountability Committee**

- Audrey Noble, Vice President, Delaware State Board of Education
- Kendall Massett, Executive Director, Delaware Charter Schools Network

**Staff to the Committee (Non-voting)**

- Darryl Parsons, Deputy Attorney General, Department of Justice, Counsel to the Committee
- Leroy Travers, Lead Education Associate, Charter School Office, DDOE
- John Carwell, Education Associate, Charter School Office, DDOE
- Brook Hughes, Education Associate, Finance Office, DDOE

**Please find the following attachments submitted by members of the CSAC Committee:**

- Attachment 1 – Comments, questions, concerns and follow-ups from the Delaware State Board of Education.
- Attachment 2 – Comments, questions, concerns and follow-ups from the Academic Support Team, DOE.
- Attachment 3 – Statements regarding the financial health of the school.

## Conclusion

The criteria for approving a modification to a charter are set forth in 14 *Del. C.* § 512. The criteria include that the charter school's educational objectives are consistent with the legislative intent of and restrictions set forth in Title 14, Chapter 5 of the Delaware Code; the charter school's educational program has the potential to improve student performance; the plan for the charter school is economically viable; the charter school's financial and administrative operations meet or exceed the same standards, procedures, and requirements as a school district; and the charter school's procedures to assure students', employees', and guests' health and safety are adequate.

The CSAC requested that SA provide the following information to the Charter School Office on or before February 17, 2020:

- 1) A statement clarifying why the decision was made to create a new elementary program as opposed to responding to the already expressed demand of the community.
- 2) Clarification of procedures that will be utilized to ensure that qualified teachers will be in place in time to offer the proposed elementary school program within the proposed time frame.
- 3) A detailed recruitment plan that will illustrate your commitment to serve a wider range of students in your community, specifically in the newly added grades.
- 4) A description of activities that you have utilized to share successful practices with other Delaware schools
- 5) The application outlines a purchase of the 43-acre Jefferson school but does not describe a plan for explanation for inclusion of teachers and staff or administration of the new facility. Please provide a staffing plan to include the answers to the following questions:
  - a. Will the existing Jefferson School staff be included in the SA staffing plan?
  - b. Will the existing staff be implementing new state curricula, and will they receive appropriate training in all elementary curricular standards and instruction expectations before opening next year?
- 6) Clarification as to whether Spanish-speaking English – Language Learners (ELs) will be a special focus for recruitment for the new elementary program
- 7) An explanation of how the Spanish literacy program will be structured to promote bilingualism and biliteracy, specifically for ELs? Explain how this will be different than the two-way immersion programs currently in Seaford, Indian River, Milford and Cape Henlopen? Explain other structures that are being considering such as Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Instruction (GLAD) that would provide a school-wide approach to meeting the needs of ELs?

In addition, in accordance with 14 *Del. C.* § 511(k), SA has until February 17, 2020 to submit any written comments on this report to the Charter School Office.

**Next Steps:**

- The applicant will have the opportunity to submit a written response to the CSAC Initial Report, which is due by close of business on February 17, 2020.
- The final meeting of the CSAC will be held on February 27, 2020; 2<sup>nd</sup> Floor Cabinet Room, Townsend Building, Dover.
- A public hearing will be held on February 10, 2020; 2<sup>nd</sup> Floor Cabinet Room, Townsend Building, Dover.
- A second public hearing will be held on March 10, 2020 at a location to be determined in Sussex County..
- The Secretary of Education will announce her decision at the March 19, 2020 State Board of Education meeting and seek the assent of the State Board.