

ACADEMIA ANTONIA ALONSO CHARTER SCHOOL

Delaware Department of Education
Application for Major Modification to an
Approved Charter



4403 Lancaster Pike, Bldg. #26
Wilmington, DE 19805
Phone: (302) 351-8200 | Fax: (302) 233-7376
www.academiacharterschool.org

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TABLE OF CONTENTS

Charter School Modification Application Questions	3
1. Section A Questions	3
2. Section B Questions	21
3. Section C Questions	27
4. Section H Questions	32
5. Appendix A – CHOP Research	38
6. Appendix B – Great Schools Research	43
7. Appendix C – Organizational Framework Report	54
8. Appendix D – Financial Framework Report	64
9. Appendix E – Letters of Support	70
10. Appendix F – Staffing Projections	75
11. Appendix G – ELA Overview and Scope/Sequence	77
12. Appendix H – Math Scope/Sequence	154
13. Appendix I – Science MOU	184
14. Appendix J – Social Studies MOU	187
15. Appendix K – ELA Unit of Study	190
16. Appendix L – Math Unit of Study	354
17. Appendix M – Wakefield Photos/Plans	430
18. Appendix N – Financial Documents	439

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:

Core and Additional Questions Table

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

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.

Change of School Location

The AAACS Board is **requesting a major modification to change the school's location** from 4403 Lancaster Pike, Building #26, Wilmington, DE, 19805 to 300 N. Wakefield Drive, Newark, DE, 19702 for two reasons:

- La Academia's 5-year lease with Odyssey Charter School expired in June of 2021 with no long-term option for expansion.
- Our K-5 academic and extra-curricular programming no longer fit in our current location.

The current approved school location may be found on Page 12 of the Charter Renewal Application submitted October 2, 2017 and subsequently approved by the State Board of Education on December 14, 2017. To date, there have been no conditions placed on AAACS by the Department of Education, or State Board of Education.

Grade Level and Enrollment Expansion

The school relocation will require a grade expansion to support the financials associated with the move. As such, the AAACS Board of Directors is **also requesting a major modification to expand the school's grade configuration to include Grades 6 through 8 over a three-year phase in period beginning in SY2022-2023** with the addition of 6th grade.

Academia Antonia Alonso Charter School's (AAACS) charter is currently approved through June 30, 2023 for a grade configuration of K-5 with an enrollment of 600 students. The terms of the enrollment/grade configuration may be found on Page 59 of the Charter Renewal Application submitted October 2, 2017 and was subsequently approved by the State Board of Education on December 14, 2017.

At the end of a three-year phase in SY2024-2025, the enrollment will be 912 students as indicated in the chart below.

Grade	# of Students	# of Sections	# of Students Per/Section
K	116	6	19
1st	113	6	19
2nd	114	6	19
3rd	108	4	27
4th	104	4	26
5th	98	4	25
6th	99 (SY22-23)	N/A	See Note Below
7th	89 (SY23-24)	N/A	See Note Below
8th	71 (SY24-25)	N/A	See Note Below
	Total: 912 (SY24-25)		

- A Class Section Model will not be used for middle school grades.
- An Advisory Model will be used that will divide our total number of students by the number of teachers/staff advisors. This model will be explored further in later sections.

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

The effective date of the proposed modification is for the 2022-2023 school year. The process of relocation to the new school facility at 300 N. Wakefield Drive, Newark, DE 19702 is expected to begin June 15, 2022 with facility readiness to accept staff and students for the 2022-2023 school year. AAACS will expand one grade level each year, beginning with 6th grade in SY2022-2023, until maximizing the school's grade configuration to K-8 with a total enrollment of 912 students in the 2024-2025 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.

ACADEMIC PERFORMANCE

Please note Academic Performance Reports for SY 2019-2020 and SY 2020-2021 are unavailable due to the impact of the COVID-19 pandemic.

There are multiple ways to measure academic performance in any school – district or charter. The State of Delaware measures and compares academic achievement across all public schools using a standardized assessment called the **Smarter Balanced Assessment Consortium (SBAC)**. The Delaware Report Card for SY21 states that 13.25% of students at AAACS met the proficiency standards in English Language Arts, and 4.11% met the proficiency standards in Mathematics.

Additional measures to assess and better understand a school's academic performance data is to consider other factors in addition to bottom line standardized assessment scores. To that end, DDOE has provided a rating system to recognize these additional measures that – over time – impact student achievement and ultimately student performance. These additional measures include: Academic Progress, School Quality/Student Success, and Progress Toward English Language Proficiency. For schools serving student populations which have traditionally been underserved, these measures provide a more comprehensive understanding of our school's academic performance data.

The Overall Academic Ratings chart for SY 2019-2020 for AAACS is below and reflects these additional measures impacting our students' academic achievement. It may be noted that while AAACS' Overall Rating is 46%, Well Below Expectations, it is only such due to the Academic Performance rating using a flat comparison of SBAC scores across all Delaware schools. The ratings for Academic Progress, School Quality/Student Success, and Progress Toward English Language Proficiency tell a more accurate story of our students' academic progress and the upward trajectory which AAACS is traveling.

Overall Academic Ratings

Elementary (grades K-5)/Middle School (grades 6-8)

Indicator	Points	Point Earned	Percent Point
Academic Achievement	150.00	24.00	16% Well Below Expectations
Academic Progress	200.00	104.00	52% Approaching Expectations
School Quality/Student Success	50.00	42.00	84% Exceeds Expectations
Progress Toward English Language Proficiency	50.00	37.00	74% Meets Expectations
Overall	450.00	207.00	46% Well Below Expectations

To capture a fuller picture of La Academia’s academic performance and the progress the school has made since the school’s inception in SY2014-2015, it is helpful to integrate the pieces that create this fuller picture. These may be identified as: 1) **student population and demographics**, 2) **understanding assessment data**, 3) **achieving English language proficiency**, and 4) **school awards and recognitions**.

1. Student Population and School Demographics

La Academia is a high poverty school serving a diverse underserved student population. Approximately 91% of the students at the school are of the **global majority**:

Underserved populations are emerging as better aligned with those known as the **Global Majority** – a term coined in part as a result of the work of Rosemary Campbell-Stephens ([Global Majority: we need to talk about labels such as ‘BAME’ \(linkedin.com\)](#)). *Global Majority is a collective term that first and foremost **speaks to and encourages those so-called, to think of themselves as belonging to the majority on planet earth. It refers to people who are Black, African, Asian, Brown, dual-heritage, Indigenous to the global south, and/or, have been racialized as ‘ethnic minorities.’*** Additionally, poverty is often a significant factor for many of the global majority.

Boschma and Brownst (2016) reported that one of the largest indicators of racial academic gaps for students exists when students are surrounded by other students who live in poverty. When

students of color are primarily in schools that are concentrated in high-poverty areas, they are stymied by environments with economic and social conditions that perpetuate low-performing academic results. [Educational+Equity+White+Paper_FINAL.pdf \(imaginelearning.com\)](#)

Demographics for AAACS

School Year	SY2018-19	SY2019-20	SY2020-21
Students with Disabilities	5%	8%	7%
English Learners	54%	57%	60%
Low Income	52%	56%	56%
Students Eligible for the National School Lunch Program	100%	100%	100%
White	6%	9%	12%
African American	20%	16%	13%
Hispanic	69%	74%	73%
Homeless	3%	3%	3%
'Global Majority'			91%
Speak Spanish as primary home language			60%

Demographics When Compared to all Delaware Public Schools (SY20)

	AAACS	All Delaware Public Schools
% African American	16%	30%
% Hispanic/Latino	74%	17%
% English Language Learners	57%	9%
% Low Income	56%	35%

It is important to consider why poverty is such a critical factor in considering La Academia’s student achievement data. Research conducted through the Policy Lab at Children’s Hospital of Philadelphia reveals *children in low-income families exhibit poorer cognitive development as early as age one as poverty can have effects on brain development. See Appendix A.*

Research conducted through www.greatschools.org notes that poorer cognitive development in turn may be associated with children who have been identified with a math disability and/or demonstrate challenges learning mathematics skills and concepts. Please reference the article Math Disability in Children... *See Appendix B.*

Important Take-Aways from La Academia’s Demographic Data and Relevant Research

- Over the past few years, the school’s student demographics have remained relatively consistent with majority percentages of low income, Hispanic, and English Learners.

- The percentage of Hispanic/Latino students at La Academia (74%) remains more than 4 times greater than the average percentage of Hispanic/Latino students in all Delaware public schools (17%).
- La Academia continues to have more low-income students (56%) when compared to all Delaware public schools.
- Poverty is a significant reality our students face every day. They come to us with extraordinary needs and circumstances which put them at substantial risk for school failure and make teaching and learning difficult due to:
 - basic needs of food, shelter, adequate sleep, and others are unfulfilled;
 - inconsistent/poor school attendance creates gaps in learning opportunities;
 - parents' low educational levels limit their ability to support their child(ren);
 - students' parents are often very young and ill-equipped to effectively 'parent';
 - many parents suffer from unemployment;
 - substance abuse is often rampant in poverty-ridden neighborhoods; and,
 - many students experience abuse, neglect, transience, fear of deportation, live in dangerous and violent neighborhoods, and/or experience homelessness.
- The important relevance of the school's student demographics and poverty to academic performance is this: At the same time the school is trying to educate the students served at La Academia, the faculty and staff must prioritize working with the whole child and mitigate the effects of early trauma associated with poverty, so our students are ready and more able to learn. Paying attention to their basic needs (food, shelter, health, psychological and physical safety), building stable relationships with students so they can feel safe, strengthening/creating partnerships with families and building trust, all the while attempting to educate them, is the harrowing task.
- Observable impacts of poverty in the classroom on academic performance include, but are not limited to:
 - poor and/or inconsistent school attendance;
 - behavioral disruptions due to multiple poverty-related factors;
 - delays in language development;
 - delays in reading development;
 - delays in the ability to grasp basic math concepts;
 - gaps in social/emotional growth;
 - students without supports at home to help them complete assignments, study for tests, sleep, and even get to school; and,
 - students who come to school unprepared to learn, unable to concentrate, are reluctant or unable to interact with their peers and/or adults at school in effective and productive ways – just to name a few.

2. Understanding Assessment Data

Overall, the achievement gap between students living in poverty and students of different classes/groups (ethnic, racial, income) remains significant; children living in poverty generally reach lower levels of academic performance than middle/upper class children found in many other Delaware charter schools. Moreover, this gap has only been heightened since 2020 within the context of the COVID-19 pandemic.

In addition to poverty, La Academia scores on SBAC are also impacted by the school's large number of English Learners. In looking to contextualize La Academia's scores since 2017 on SBAC, it is important to refer to the literature that states that academic English proficiency can take 7 to 10 years to develop (Cummins, 1981a; Snow, 1987; Collier, 1995). This means our EL students starting in Kindergarten will not begin to show academic English proficiency until Grade 6, or later. English proficiency is determined through standardized assessments like Smarter Balanced. These tests are norm-referenced to a national sample of largely native English speakers. SBAC, like many other standardized tests, is not the best measure available to indicate our students' academic competitiveness with native English-speaking peers. WIDA scores, MAP, and Imagine Learning data provide a more informed profile of both our students' and the school's academic performance.

Smarter Balanced Assessment Consortium (SBAC)

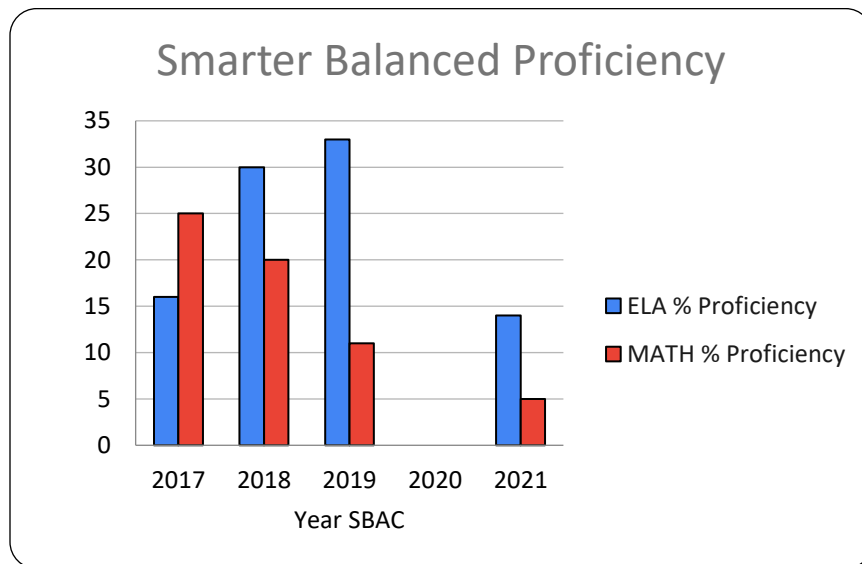
Currently, the Smarter Balanced Assessment Consortium (SBAC) is used as Delaware's standardized assessment tool for measuring student proficiency. The SY2020-2021 Delaware Report Card for AAACS references that 13.25% of students met the proficiency standards in English Language Arts and 4.11% met the proficiency standards in Mathematics.

While the school's SBAC scores appear low when compared to the average across all Delaware public schools, there are a few important items to note.

- Standardized assessments such as SBAC are not created with the challenges of language proficiency development and acculturation in mind. Thus, on tests such as SBAC students rarely show progress when they are not proficient in the language in which the assessment is given – becoming a test of language, not of content knowledge for them, regardless of the amount of time they are given to complete the test.
- Limited years of experience with taking SBAC:
 - In the school's eight years of existence, La Academia has had little practice with SBAC having only 2 years of comparative data with which to measure its performance against other schools in the State of Delaware.

SY2015	N/A - school only served K-1
SY2016	N/A - school only served K-2
SY2017	N/A - 3 rd Grade Only (Baseline Year)
SY2018	3 rd Grade (Baseline Year), 4 th and 5 th grades
SY2019	3 rd Grade (Baseline Year), 4 th and 5 th grades
SY2020	N/A Accountability waiver due to COVID
SY2021	N/A Results inconclusive due to COVID (with a 57% participation rate (most of whom were Sp. Ed and ELs))

AAACS SBAC Proficiency



The following highlights relative to La Academia’s SBAC should be noted:

- As the participation rate in the ELA SBAC increased, the proficiency level also increased from 16% in 2017 to 33% in 2019. SY2018-2019 was the year the **Imagine Learning** pilot for language and literacy was implemented in all grades. Growth, however, was only demonstrated for those grades participating in the state assessment.
- As the participation rate in the Math SBAC increased, challenges for students were recognized due to the lack of appropriate resources to target students’ weaknesses in their native language. As a result, **Imagine Math** was implemented in SY20 to target students' areas of need. Not enough data exists, however, at the present time to assess IL Math impact on SBAC scores.
- In 2020 the Department of Education waived SBAC due to the impact of the COVID-19 pandemic.
- In 2021, SBAC participation rate for La Academia was 57% (excluding 43% of our students in grades 3 – 5) due to the ongoing impact of the COVID-19 pandemic. The state required that students taking SBAC do so in person. Given that La Academia focused on accommodating and ensuring its most vulnerable populations were in person that school year (students with disabilities, low income, and EL’s) – the 57%

participation rate reflected this population of students. As such, La Academia exceeded the state participation percentages in SBAC for these at-risk populations.

- Finally, it is important to note in understanding La Academia’s SBAC results for SY2020-2021, **the last ‘normal’ school year** for students in grade 5 – **due to the pandemic** – was when these students were in grade 3.
 - for students in grade 4, it was grade 2 so they were never baselined and had no practice in the test; and,
 - for students in grade 3, it was grade 1.

Measure of Academic Progress (MAP)

Each year La Academia students participate in MAP testing – a computer-adaptive skills-based assessment that provides parents, teachers, and administrators with metrics to measure students’ growth in ELA and Math over time. Normally, this standardized test is administered three times a year: Fall, Winter and Spring. For SY2019-2020, MAP was administered only in Fall and Winter due to the impact of COVID-19. The results, therefore, shared in the graph below reflect only the growth between the Fall and Winter of SY 2017-2018, SY2018-2019, SY2019-2020, and SY2020-2021 for the purpose of data comparison.

MAP: Growth Percentages Between Fall-Winter by Grade-Level Cohorts								
Grade	2017-18 Fall/Winter		2018-19 Fall/Winter		2019-20 - Fall/Winter		2020-21 Fall/Winter	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
K	23%	43%	40%	50%	47%	52%	28%	32%
1st	48%	61%	37%	51%	28%	50%	24%	11%
2nd	34%	16%	48%	50%	39%	62%	29%	30%
3rd	38%	26%	31%	21%	34%	37%	53%	28%
4th	35%	39%	37%	32%	48%	36%	51%	37%
5th			64%	55%	59%	42%	35%	39%

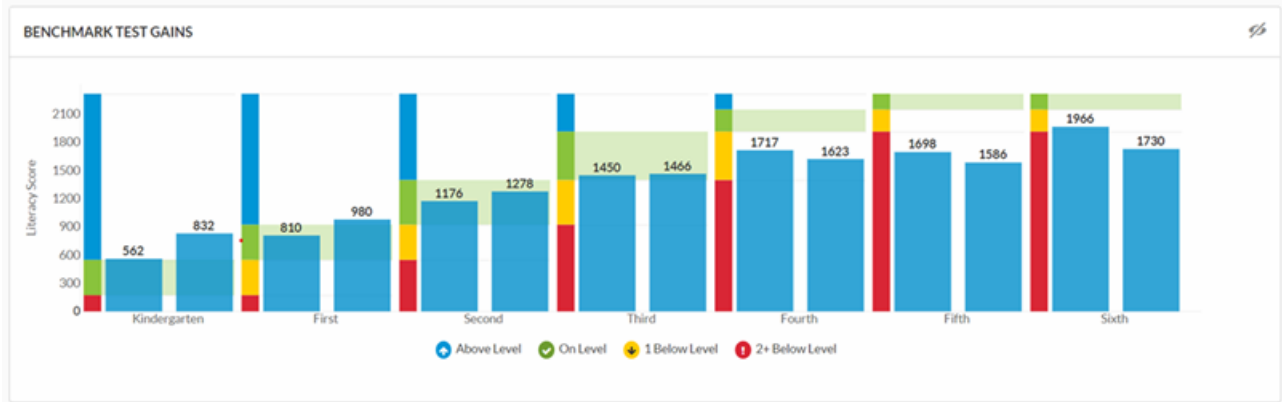
It is important to note that when examining MAP data in any single year, scores can drop between the Fall and Winter testing windows due to the limited number of instructional weeks during this timeframe. While it would, therefore, make more sense to compare student growth from Fall to Spring over the last 4 years, we are unable to do so due to the constraints placed upon our MAP testing because of the outbreak and continuation of pandemic in SY 2019-2020 and SY 2020-2021.

In analyzing the MAP data referenced above, the overall trend demonstrates La Academia students have continued to show growth over the years.

- As La Academia students become more proficient in English, their performance on MAP shows growth as well.
- When KN-2 data is compared with the data for students in grades 3-5, growth may be observed for ELA, especially those in the upper grades. Based upon the research on English language learners, this growth is attributed to those students having additional years of exposure to the English language in an academic setting.

Imagine Learning

In SY 2019-2020, La Academia implemented the *Imagine Learning (IL) Language and Literacy* program. In SY 2020-2021, La Academia adopted the IL Suite to include IL Math and Español. Although the data for Math and Español is currently viewable only per student, we are able to analyze the data for Language and Literacy more comprehensively.



When analyzing the SY 2020-2021 assessment data for Language and Literacy (see above), one must consider student usage levels when interpreting results. For example, students who were REMOTE ONLY in SY 2020-2021, and who had limited access to internet/WIFI, may not have demonstrated the same level of growth as students who were in-person (Hybrid) and used the technology with more frequency because they were in school 2x per week. In SY 2020-2021, the number of REMOTE ONLY students in grades 3-5 (44%) exceeded the number of REMOTE ONLY students in grades K-2 (34%) which may explain, in part, the dip in growth for students in grades 3-5. When further analyzing the data, it is also important to note that the chart above does not reflect the data of 21 students in grades 3-5 who mastered the skills for the curriculum and exited the Language and Literacy program prior to the end of year benchmark. These students' EOY data is not, therefore, reflected in the benchmark gains in the graph above. Instead, they were promoted to the Imagine Reading Curriculum – an enrichment program that supports advanced reading and critical thinking skills.

As depicted in the IL chart above, La Academia students continue to make strides in the Imagine Learning Platforms – which is remarkable given the launch year for this curriculum was the school year in which the pandemic hit. This accomplishment should not be underestimated and is a testament to the effectiveness of the Imagine Learning technology, and also to the dedication of the teachers challenged to teach in remote and hybrid modes since the launch of the curriculum. Imagine Learning continues to close the achievement gap for La Academia students.

In SY 2020-2021, Academia Antonia Alonso Charter won a National School of Excellence Award for K-5 from Imagine Learning in all subject areas: English with Imagine Learning Language and Literacy for grades K-5, Imagine Español, and Imagine Math for grade clusters KN through grade 2. This National Award represents the highest distinction in the Imagine Nation

customer recognition program. In recognition we were presented the following icon which we proudly display on our website and email signatures:



3. Achieving English Language Proficiency

In terms of progress toward English Language Proficiency, as measured by WIDA Assessments, La Academia has made remarkable progress over the years as noted in the chart below.

WIDA

The WIDA organization provides assessments for English Learners. La Academia uses two of the assessments, the Screener and the ACCESS series. Any parent who identifies their student as a second language learner on the Home Language Survey is given the Screener test. This Screener determines if the student is a second language learner and if so, their entry level. La Academia then uses the ACCESS series for listening, speaking, reading, and writing measures to evaluate students' progress towards English language proficiency. This series of assessments are 4 individual tests given to each student who is identified as an English Learner.

Over the past three years, La Academia has had an average of 57% EL students. This means that over the past two pandemic years, more than 300 ACCESS assessments were administered each pandemic year under extremely challenging circumstances and yet, these last two years represent the largest number of students exiting the program in the history of La Academia.

The remarkable increase in the numbers of students exiting the program over the last two years may be attributed to the following factors – all of which were implemented over the past three years and demonstrate our commitment to continuous improvement:

- securing one-to-one computer access for all students prior to the pandemic;
- the addition of Computer Literacy to the school’s Expressive Arts offerings;
- the implementation of the Imagine Learning Language and Literacy platform;
- a renewed commitment to the use of WIDA data in Professional Learning Communities (PLCs) to inform instruction and intervention needs; and,
- strengthening of Kagan strategies to promote language development and student engagement in the classroom.

YEAR	Number EL's	WIDA Exit Number
2016- 2017	191	0
2017- 2018	272	1
2018- 2019	335	3
2019- 2020	344	17
2020- 2021	367	11

4. School Awards and Recognitions

Despite the significant barriers created by the school's early history with leadership instability, the impact of an unprecedented pandemic, and the school's demographics, which represent a challenging student population, the growth and progress La Academia has made in a very short period of time have been remarkable.

Over the past 2 years, La Academia has earned the following recognitions and awards:

- In January 2020, La Academia won several **IDEA Awards**. The **IDEA Awards** (Innovation, Dedication, Education, Admiration) recognize the exemplary accomplishments of charter schools across the state of Delaware. In SY20, Academia Antonia Alonso Charter School was nominated for four IDEA awards and won two: *The Inches and Miles Award* & *The Cornerstone Award*.
 - **Inches & Miles Award:** This award recognizes that academic growth is an important measure for student success. Although it is challenging, even for the NWEA, to define what is *good* growth, what this award represented for La Academia is a celebration of the steady growth and performance of its students, reflected in MAP scores over the years and in the Imagine Learning benchmark data in SY20.
 - **Cornerstone Award:** This award recognizes an individual parent, or group of parents, who demonstrates outstanding commitment and excellence in participation in a Delaware public charter school. In SY20, two parent volunteers at La Academia received this prestigious award for, in a myriad of ways, improving the quality of our students' academic experience, enriching our school culture, and demonstrating leadership, innovation and collaboration in creating La Academia's first, and only, PTO & Parent Booster Club.
- In SY 2020-2021: La Academia won the **Imagine Nation School of Excellence Award for Literacy, Español, and Math**.
- November 2021: La Academia was one of the schools recognized by the DDOE for **Outstanding Language Proficiency Growth of English Learner Students**.
- November 2021: La Academia was identified as a **2021 Recognition School for Excellence in Serving Special Populations**. Recognition schools were selected in a way that aligned with the National ESEA Distinguished Schools criteria within the three categories of Exceptional Student Performance, Closing the Achievement Gap and/or Excellence in Serving Special Populations.
- SY 2019-2020 – La Academia was also privileged to receive the **Lt. Governor's award for our Compassionate Schools Team** for our commitment to the physical and social-emotional health and well-being of our students, faculty, staff, and community at large.
- SY 2020-2021 – La Academia was the recipient of the **Heart of Gold Award**. The CDC states, "...physical activity can have an impact on cognitive skills, student attitude and academic behavior, all of which are important components of improved academic performance. These include enhanced concentration and attention as well as improved classroom behavior." Finding ways of supporting our student's physical wellness during

the pandemic was a priority at La Academia during SY21 and continues to be in SY22. Winning the **Heart of Gold Top School in SY 2020-2021** illustrated our commitment to our student's whole-body wellness that year. We consider helping students improve their own health during this unprecedented year, while bettering their character and raising life-saving donations for the American Heart Association to help kids facing heart-health issues a major accomplishment.

- SY 2020-2021 –Mr. Michael Alverio, a Physical Education teacher at La Academia, was named **Teacher of the Year for SHAPE Delaware**.
 - Award Criteria include: serving as a positive role model, epitomizing personal health and fitness, sportsmanship, and sensitivity to the needs of students; utilizing various teaching methodologies and innovative learning experiences; conducting a balanced and sequential curriculum; assuming responsibility for his/her professional growth; adhering to Delaware State's Physical Education and/or Health standards to authentically assess students' growth and development; providing evidence of professional commitment through involvement in local, state, and national organizations; and participating in community service.

ORGANIZATIONAL PERFORMANCE

School leadership and operational stability

Impacting the school's Organizational Performance, staff stability and school leadership was a significant challenge prior to SY 2018-2019. In the school's first four years of operations, La Academia experienced many changes and endured turbulent times – some of which are common to new and emerging charter schools.

- The school originally opened at the Community Education Building in Wilmington
 - Only a few short years later, the school changed locations to its current facility on the campus of Odyssey Charter School
- The school's early years were marred by a revolving door of school leadership – experiencing seven different leaders in four years.
 - Not surprising, staffing, governance, and academic programming was inconsistent.
 - As a young school the systems of data tracking were absent and/or were still developing.
- Since March 2018, consistent leadership finally stabilized the school in significant ways. The opportunity has been to take this new-found stability in leadership, governance, and faculty to the next level and continue to strengthen our K-5 academic programming while seeking to expand to a middle school.
- Directly tied to this new-found stability and remarkable positive trajectory has been the onboarding of a well-qualified, collaborative, and visionary school leader. Her credentials speak for themselves:
 - **Professional History**
 - Over 25 years combined experience in:
 - Leadership, Team & Organizational Development
 - Academic Leadership & Faculty Management

- Teaching Pre-K thru Grade12
- Creative Curriculum Design
- Process Consultation & Facilitation
- **Educational Background**
 - The University of Pennsylvania, Philadelphia, PA
 - M.S. in Organizational Dynamics
 - University of Delaware, Newark, DE
 - M.Ed. in Second Language Acquisition & Bilingualism Languages
 - Fluent in Spanish & English

Organizational Framework Report for La Academia

Please see the most recent Organizational Framework Report for the reporting period of July 1, 2020 to June 30, 2021 in **Appendix C**. This report contains data over the past five years which reflects the progress La Academia has made in achieving *Meets the Standard* in every sub-group, including Teacher Certification with 93% of our teachers achieving DDOE certification in SY 2020-2021. In years prior, it is important to note our school had been challenged to *Meet the Standard* with the regulation related to teacher licensure and certification, given its large number of native Spanish speaking teachers, making this accomplishment especially significant.

FINANCIAL PERFORMANCE

Please see the most recent Financial Framework Report for the reporting period of July 1, 2020 to June 30, 2021 in **Appendix D**.

This report contains data over the past five years and demonstrates the progress La Academia has made to achieve *Meets the Standard* in every sub-group.

La Academia attributes much of this achievement to hiring a new Business Manager in SY 2018-2019 who helped strengthen all areas of the Financial Performance Framework through increased transparency and effective reporting, collaborative planning and forecasting, and the implementation of quarterly budget/spending review meetings with key leadership.

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 Board of Directors of La Academia has taken a thoughtful approach to the relocation and the grade level expansion of the school. They have made deliberate choices about the school's growth – ensuring the decisions made are in line with its mission and vision, in support of its families and students, and sound both fiscally and pedagogically. The decision to relocate to a new facility and grow into a middle school is grounded in the Board's commitment to the viability and longevity of the school.

School Location

RATIONALE: La Academia, even with its current K-5 grade configuration, has long outgrown its current facility on the Odyssey Charter School (OCS) campus at Barley Mill Plaza. For the past few years, Art, Music, and STEM have been ‘on a cart.’ Space allocated for a Library/Media Room has continued to be compressed, limiting students’ access to important resources. Inadequate space exists for vehicle parking, technology, meeting rooms, staff offices, and other desired academic program offerings critical to the unique needs of our student population. The gradual ‘forced space squeeze’ we have continued to experience over the last five years has made it clear that additional space is critical to deliver continued excellence in academic programming.

Originally, when La Academia first moved to the Odyssey campus, there was a shared and developing vision between the two schools’ board presidents to create a global campus. With the transition of board leadership at Odyssey, other priorities emerged, and La Academia’s options for a future home became obsolete in the current location. Discussions revealed no additional space would be offered to La Academia that would enable it to continue to accommodate its K-5 programming at Barley Mill. As such, relocation is not simply a desire, but an urgent and necessary requirement to ensure viability for the school.

La Academia investigated multiple options over the past few years – and the selection of its proposed relocation to 300 N. Wakefield Drive, Newark, DE, 19702 will be more extensively discussed in Section H. Regarding geographic location, the Wakefield site is less than 10 miles (7.2 miles to be exact) from our current facility and will offer broader access to our students and their families, faculty and staff since it is more centrally located and only minutes away from many of the major arteries in Delaware - I-95, Route 273, Route 40, Route 1, Route 72. This new location will enable our buses to reach our current students’ residential communities more quickly. It is within the Upper Christiana Subdivision, which has a significant Latino population of 2,969 compared to our current location Piedmont Subdivision, which has a lower Latino population of 1,230, according to recent census data. Currently, most of our students are located within the Christina School District, so the new location will be more convenient and provide easier access for our students and families.

Middle School Expansion

The middle school expansion is essential to support the fiscal requirements of the school’s relocation. That said, the middle school-specific rationale follows.

RATIONALE: Transition for students and families from a K-5 elementary school environment into a middle school environment is challenging. Providing continuity of services for our students and their families has been a primary and driving force in the desire to expand the path of our school. Expanding to include middle school grades 6, 7, and 8 over a three-year phase in will ensure important stability and continuity for our families, our school, community

relationships, and will subsequently impact our students' academic performance, social-emotional learning, and overall well-being.

OVERALL WELL-BEING: The vast majority of our students begin their experience at La Academia in Kindergarten and stay with us through 5th grade. Throughout those years, we work tirelessly to get to know our students, connect with their families, and partner with parents. Ensuring continuity and stability by extending our grade configuration offers greater opportunities to develop meaningful relationships with our students and their families – some of which experience extremely challenging circumstances (poverty, homelessness, food insecurity, transience, and others).

With La Academia's current grade configuration, our graduating 5th grade students are required to transition to a totally new school, and all the stability and continuity our staff have worked so hard to achieve is suddenly lost. Our students and their families must start over again in communities that are unfamiliar with their circumstances and needs.

Expansion to add middle school grades will support the development and long-range success of our students, enable us to continue practices that support them and their learning, and ease the transition to middle school grades/into adolescence for our students and their families.

Not having middle school grades to offer our students forces our parents into the School Choice process which can be cumbersome, confusing, and scary to families who come from countries where such a process does not exist. Despite our commitment to inform families about the School Choice process, it has proven to be distressing for many of our families who do not speak English and are unfamiliar with the School Choice process as well as unfamiliar with middle schools in the state of Delaware as a whole.

Consistency is a powerful healer for the kinds of trauma which are experienced by many of our students. Stability becomes critically important in the transition to the rigors of middle school academics, and the social and emotional challenges all adolescents face during these difficult growth years. Research supports that communities which experience heightened trauma are best served by school stability and educational continuity.

The value of expanding into a middle school is grounded in research and well summarized in Mary Tamer's work at Harvard's Graduate School of Education: Do Middle Schools Make Sense? (<https://www.gse.harvard.edu/news/ed/12/09/do-middle-schools-make-sense>)

This excellent summary also contains numerous citations referencing others' research.

Research Highlights from the Above Referenced Article:

- Adding a middle school will help our already transient population of students/families from making yet another change during the vulnerable years of middle school development.
- The research states that students who leave elementary schools for middle schools in grades 6 or 7 *lose ground in both reading and math compared to their peers who attend K–8 schools.*
- One study shows Florida students who entered middle school in 6th grade were 1.4 percentage points more likely than their K–8 peers to drop out of high school by 10th grade — a whopping increase of 18 percent.
- Researchers have *produced compelling evidence that the transitions to middle schools are harmful for students.*
- Students entering grades 6 through 8, or even 7th to 8th grade schools, experience a "sharp drop" in achievement versus those attending K–8 schools.
- "We do find clear evidence of a drop in achievement to high school, but it is one-quarter the size of the drop we see with the middle school transition," says Assistant Professor Martin West.
- "Obviously the transition years are very difficult for kids, so whether it's moving from grade five to six or eight to nine, it's a challenging situation," says Joseph Bumsted, Ed.M.'82, assistant principal of South Fort Myers High School in Florida. "The things that make it especially difficult moving from grade five to grade six is the students go from a self-contained, supportive atmosphere where they have one teacher they know ... to sixth grade and they are confronted with seven different [teachers'] personalities. They don't know how to handle it."

ENROLLMENT/ATTRITION: La Academia's current model is K-5. Every year La Academia has experienced significant attrition simply because it stops at grade 5. The school must consider that parents report its current attrition rate is largely due to the fact when their students graduate from the 5th grade, parents also take the siblings of those graduating students out of La Academia so they can have all of their children in one school/district. Adding middle school grades will improve our school's enrollment picture and, therefore, support its financial and community stability.

PARENT SUPPORT for a MIDDLE SCHOOL:

Bolstered by the research-based evidence supporting the advantages of a K-8 school model including a middle school, La Academia contracted Greg Meece with the Delaware Alliance for Non-Profit Advancement (DANA) to assist the school in creating a Strategic Plan that would guide the school along its path in the coming years. The Strategic Planning Committee was well-represented by parents, staff, and board members.

In the *2020 AAACS Strategic Map and Plan*, Mr. Meece depicts parents' support for La Academia's vision for a middle school in the following excerpt:

❖ Expansion by adding middle school grades (6-8) has been seriously discussed by the Board of Directors. The aspiration of adding these grades will increase the academic achievement of students and it will improve the school's enrollment picture and, therefore, its financial stability. The students in the school are growing academically. The parents are satisfied with what the school providing for their children. The staff is happy and 'mission driven.' As succinctly stated by Senator Carper, "If something in our schools is working, we need to do more of it." Also, the school has experienced student attrition simply because it stops at grade 5. Knowing that they must leave the school anyway, some parents who might otherwise have kept their children in the school until high school choose to leave. Attrition, currently around 30% is higher than the school would like, and it affects the school's revenue and stability.

The Parent Teacher Organization (PTO) and Booster Club at AAACS continue to echo support for the school's expansion to include middle school grades. Please find letters of support for the modification and relocation in *Appendix E*.

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.

A fuller description of the proposed modifications' impact on the operations of the school may be found in Section B, Question 3.

As a very brief summary: expanding AAACS to include middle school grades 6, 7, and 8, along with the relocation to the new school site at Wakefield, will have an enormous positive impact on the operations of the school.

During the current school year, and under the terms of our present charter, the academic programs and services we are able to offer our students and families have been severely restricted due to inadequate facility space. It is reasonable to understand how 'forced space' limitations can and do have a direct impact on student achievement. Our school community is squeezed for space, restricting our ability to deliver quality programming and many needed services to our students and their families.

The lack of adequate physical space in our current school building also impacts student attrition. Parents of graduating 5th graders often take younger siblings with them at the same time to keep their children in the same school/district. The impact of this transition is more fully described in Question 4 above, and will be referenced again in Section B, Question 3.

Maintaining and expanding our student enrollment by adding middle school grades will

continue to ensure our financial stability and help to stabilize our enrollment projections over the years. Please see **Appendix N** for Financials.

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.

AAACS current financial position is very strong. The school has very little debt; this debt consists of two school bus loans – one matures in August 2022 (monthly installments of \$3,971) and the other matures in August 2025 (monthly installments of \$2,496). At the end of FY2021, our financial audit indicated that we had a cash and pooled cash balance of \$3,074,680 (121 days cash).

The decision to relocate and expand the school is both necessary and advantageous since our parents had been asking us to expand our grades to middle school, and our current lease at Barley Mill Plaza expires and will not be renewed on June 30, 2021. However, the impact of the school’s expansion and relocation will require us to use approximately \$1.3 million of our cash reserves to facilitate the move and renovate the new location. These expenses should be incurred in FY2022. Additionally, the utilities and maintenance costs of our new location are an unknown (for budgetary purposes, we proportionately increased our current costs).

We will rebuild our cash reserves to meet and exceed the 75 days cash requirement. The reserves will be increased by closely managing administrative, staffing, and operational costs to meet both the needs of our students and to retain financial strength. Through increased and strong student retention we will meet our annual enrollment targets.

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.)

La Academia will continue to offer all grades K-5 and proposes expanding to add middle school grades with the following increase in enrollment: 71 students in 6th grade in year 1 (SY2022-2023), 71 students in 7th grade in year 2 (SY2023-2024), and 71 students in 8th grade in year 3 (SY2024-2025). Increased enrollment will begin in SY2022-2023, with a continued rolling up for SY2024-SY2025 with total enrollment of 912 students in year 3. (see Enrollment Projection Table in Question A-4.

The current approved enrollment for La Academia is 600 students. The expanded enrollment, adding 3 grade levels over three years, will increase the current approved enrollment to 912 students by SY 2024-2025 as illustrated in the chart below.

Annual Percentage Increase Over 3-Year Phase-In

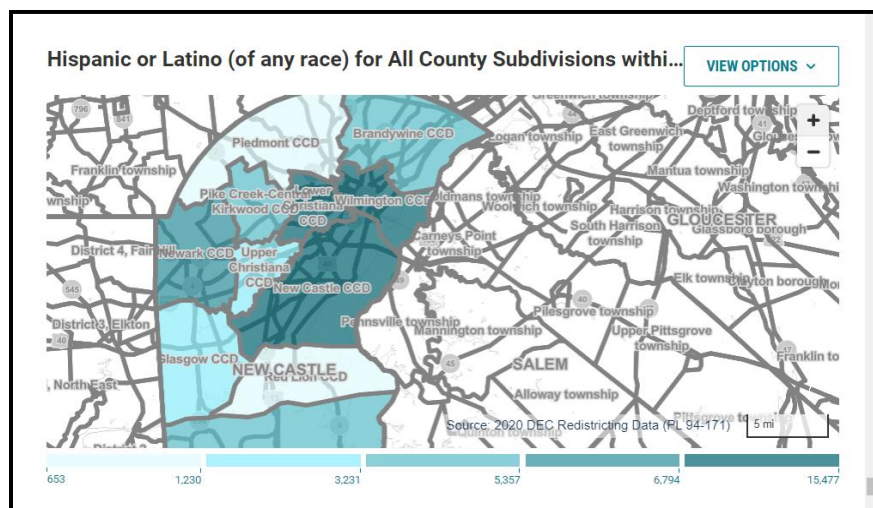
Grade	Proposed SY Phase In	# of Students	Annual % Increase*
Kn-6th	2022-2023SY	690	15.0%*
Kn-7th	2023-2024SY	793	14.9%
Kn-8th	2024-2025SY	912	15.0%
		Total: 912	

**over current approved enrollment of 600*

- 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.**

The requested enrollment increase via AAACS’s Major Modification does not involve an expansion of greater than 15% of our currently approved enrollment within 18 months of the date of this application. The following information, however, provides compelling support for our decision to relocate and expand to the Greater Newark area.

The demographics of our Hispanic communities have continued to grow throughout the state of Delaware over the last decade. The Hispanic/Latino population in New Castle County, for example, grew by 35.4% between 2010 and 2020, according to U.S. Census data – part of the larger context for a growing need for services for a growing population of students. It is critical, therefore, that our schools keep pace with this growth and prepare to meet the diverse needs of this specific student population.



The rapid growth in the Hispanic/Latino population requires that schools like La Academia with high numbers of Hispanic/Latino students ensure excellence and equity in learning for this traditionally underserved population. As such, La Academia is already providing a focused service to a population that is growing exponentially in Delaware – and proposed to relocate to the Greater Newark Area where a majority of its students reside (please see Census data referenced below).

The Rodel Foundation prepared a report in 2021 capturing *Delaware Public Education At A Glance* ([https://rodelde.org/ata glance/flipbook%202021 %20all%20pages digital.pdf](https://rodelde.org/ata glance/flipbook%202021%20all%20pages%20digital.pdf))

Page 7 of the Rodel Report provides a map of Charter Schools in the various areas of Delaware. At its current location, La Academia is located in an area with 10 charter schools closely clustered together in Wilmington. The area in which La Academia is proposing to move has only 2 charter schools at this time, Las Americas ASPIRA Academy (LAAA) and Newark Charter School. Hence, La Academia is leaving a highly populated charter school area and moving into an area with fewer charter school options.

The Rodel Foundation in 2021 reported the following:

- *"Students of color comprise over half of the overall student population in Delaware. In particular, the Hispanic/Latino student population increased by more than 8,000 students—or 48 percent—since 2011-12."*
- *"Over the last decade, the students with disabilities and **English Learner student populations have increased by 26 percent and 92 percent** respectively, compared to a six-percent increase in enrollment of public-school students statewide."*
- On page 17 of the Rodel Foundation report, it is stated that *of the 9,700 students in the class of 2019, 88 percent (8,562) of students graduated in four years. While the graduation rate for all students is 88 percent, students with disabilities, **English Learners, and low-income students' four-year graduation rates are lower than the statewide average.*** The latter statistics demonstrate the need to provide focused attention to the EL population

The Delaware Department of Education reports that: *"Currently, Delaware is home to almost 13,000 EL students, or students whose first language is a language other than English".* Recent Census data reveals the Christiana Subdivision of the Greater Newark Area has a significant Latino population of 2,969 compared to our current location in the Piedmont Subdivision of Wilmington, which has a lesser Latino population of 1,230. Presently, most of La Academia's students are – and have been – located within the Christina School District because **that is where they live.** The school's new location will be more convenient and provide easier access for our students and families. La Academia continues to serve a majority of English Learners, many of whom are also students in poverty, and remains focused on effectively serving the unique academic, social/emotional, and culturally appropriate needs of this population.

Further, the only other school in the Greater Newark Area that serves a majority Hispanic/Latino student population in a language immersion program Las Americas ASPIRA Academy (LAAA), and they continue to have a Wait List, so the options for our graduating 5th grade students are severely limited. None of the Christina School District middle schools offer a dual language program/language immersion program, so the negative impact to our graduating 5th grade students and their families is significant.

The percentage of Hispanic/Latino students at La Academia (74%) remains more than 4 times greater than the average percentage of Hispanic/Latino students in all Delaware public schools (17%). As a Dual language school, La Academia is well-versed in using research based strategies to teach EL students and state of the art professional development to support teachers including, but not limited to, Project GLAD (Guided Language Acquisition Design), Kagan and Imagine Learning. To this point, in 2021, La Academia was one of the schools recognized in the state of Delaware for exiting EL students from the EL program and was awarded the **Outstanding Language Proficiency Growth of English Learner Students**. This success is due to La Academia's focused work in preparing and empowering its EL students.

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

La Academia anticipates only a positive impact from the modification on our programming, mission, culture, and offerings, both academically and non-academically.

School Program

CONTINUITY IN EDUCATION: The proposed enrollment modification will enable our school to positively influence the academic growth and development of our students, and support and promote their social and emotional learning for an extended three years into middle school. Our students, who have diverse educational needs, will have the opportunity to continue receiving exposure to the culturally and historically responsive curricula and practices we have worked so hard to implement for them during their K-5 experience at La Academia. This continuity in their educational experience through 8th grade will prove critical for the population of students we serve (who experience trauma from very young ages, come from broken homes, experience transience in their education, deportation of family members and overall financial, food and housing instability).

EQUITY IN EDUCATION: La Academia has a Schoolwide Title I program with a high concentration of students from low-income families and students with unique identities (they represent 91% of the global majority) and diverse educational needs. The National Equity Project (<https://www.nationalequityproject.org/>) formally defines educational equity as a "function where each child receives what they need to develop to their full academic and social potential." Three more years will extend time with our students to *give them what they need to develop to their full academic and social potential*.

FAMILY INVOLVEMENT: The enrollment modification will also enable us to create deeper and more meaningful relationships with our families. The new location at Wakefield, for example, will have a space dedicated to our families, i.e. Parent/Family Resource Room. This added space will afford endless opportunities for family involvement and engagement activities that will help to build upon the deeper relationships that are so very important for the academic and social/emotional success of our students. Research supports that parents and families are more involved in their child(ren)'s education when they have come to know their children's teachers and have become comfortable in these relationships. The Parent/Family Resource Room will serve as a space for these relationships to strengthen and grow.

EXPANDED PROGRAM OFFERINGS DUE TO FACILITY RELOCATION: A change in school location will provide a larger facility which will enable La Academia to advance its academic programming and mission, support its vision of building a community school to maintain and strengthen its relationships with its students and families through the middle school years, expand its curricular/extra-curricular offerings, and fortify the values of UNIDOS instilled in our students. The advantages of this expansion will be further discussed in later sections of the application.

EXPANDED STAFFING: The enrollment modification will impact staffing in that grade and enrollment expansion will require a proportionate increase in teachers and other support staff. To maximize staffing efficiencies, we will move toward block scheduling so that our middle school teachers instruct multiple grade levels of students in one subject with extended classroom time. A fuller view of projected staffing over three years may be found in **Appendix F**.

FINANCIAL STABILITY: La Academia continues to be financially solid, and a thorough forecasting of its financials support the school's ability to take on the added costs of the proposed modifications. These modifications will improve student retention and, therefore, maintain the school's financial stability.

Mission and Culture

The Board of Directors remains committed to ensuring that every aspect of these modifications is aligned to the school's mission, vision and values. Core to La Academia's mission is working with the whole child. The school relocation/grade expansion will enable us to provide offerings that support and nurture all areas of our student's development and learning – from social-emotional and cognitive skills, to literacy, math and science understanding.

Our Mission: is to inspire children to become joyful, confident, creative bilingual learners.

Our Vision: UNIDOS in a more just, inclusive and kind world.

Our Values:

- U: Unity**
- N: Never Give Up**
- I: Integrity**
- D: Discovery**
- O: Ownership**
- S: Success**

Offerings

Our new school location will enable us to create a learning environment and spaces which will promote 21st Century skills. Multiple conference rooms will support teacher/staff/parent collaboration; additional spaces will promote student independent learning; a modern library, technology lab, and larger cafeteria are just a very few of the additions that will be possible and will support authentic and innovative student learning. Further discussion relative to facility offerings will be noted throughout the application.

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

AAACS Projected Enrollment						
	2021-2022 <i>Current as of 9/30/21</i>	2022-2023	2023-2024	2024-2025 <i>End of 3-year phase-in</i>	2025-26	2026-2027
K	122	104	111	116	100	109
Grade 1	120	116	104	113	111	100
Grade 2	99	117	117	114	108	112
Grade 3	104	95	108	108	102	100
Grade 4	93	98	95	104	103	98
Grade 5	75	89	98	98	102	100
Grade 6		71	89	99	98	100
Grade 7		0	71	89	99	94
Grade 8		0	0	71	89	99
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total	612	690	793	912	912	912

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.)**

La Academia’s relocation to the Wakefield address will afford substantially more adequate spacing for our existing K-5 academic and extra-curricular programming. Expansion into the middle school grades will address student retention and support the financial needs for the required school relocation.

To this end, La Academia’s major modification seeks to expand the school’s current enrollment as follows:

- La Academia will continue to offer all grades K-5 and proposes expanding to add middle school grades with an increase in student enrollment of 71 students in 6th grade in year one (SY2022-2023), 71 students in 7th grade in year two (SY2023-2024), 71 students in 8th grade in year three (SY2024-2025).
- Increased enrollment will begin in SY2022-2023, with a continued rolling up for SY2024-SY2025 with a total enrollment of 912 students in year three (See Tables Below)

The current approved enrollment for La Academia is 600 students. The expanded enrollment, phasing in 3 grade levels over three years, will increase the current approved enrollment to 912 students in SY 2024-2025 as illustrated in the chart below.

Annual Percentage Increase Over 3-Year Phase-In

Grade	Proposed SY Phase In	# of Students	Annual % Increase*
Kn-6th	2022-2023SY	690	15.0%*
Kn-7th	2023-2024SY	793	14.9%
Kn-8th	2024-2025SY	912	15.0%
		Total: 912	

**over current approved enrollment of 600*

- 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.

OVERVIEW OF THE PLANNED CURRICULUM:

La Academia will continue its rigorous academic K-5 program into its middle school curriculum for grades 6, 7, and 8. This alignment will meet the benchmarks for college and career readiness as defined by the Common Core State Standards (CCSS) in the general curriculum areas of English Language Arts, Math, Science and Social Studies.

In support of our Mission and Vision, and in addition to advancing proficiency in English Language Arts, every middle school student at La Academia will be required to take Spanish as a World Language in grades 6, 7, and 8. Students will graduate La Academia in 8th grade having attained a range of Spanish proficiency from Novice to Intermediate Proficiency (based on ACTFL Proficiency Guidelines for listening, speaking, reading, and writing). Their range of proficiency will depend upon the grade level at which they enter La Academia, as well as the level of Spanish language proficiency with which they enter. Based on students’ immersion language proficiency assessment at the end of 8th grade, high school immersion continuation students may receive up to four high school World Language credits.

A brief overview of La Academia’s middle school curriculum:

Subject Areas	Grade Levels	Published Curriculum	Delaware Content Standards Alignment
ELA	6 – 8	McGraw Hill – <i>StudySync</i>	Please see Appendix G for ELA Curriculum Scope and Sequence
Math	6 – 8	McGraw Hill – <i>Reveal Math</i>	Please see Appendix H for Math Curriculum Scope and Sequence. La Academia is also a member of the Delaware Math Coalition
Science	6 – 8	Delaware Recommended Science Curriculum	Please see Appendix I for the Delaware Science Coalition MOU
Social Studies	6 – 8	Delaware Recommended Social Studies Curriculum	Please see Appendix J for the Delaware Social Studies Coalition MOU

Spanish as a World Language	6 – 8	<i>En Voz Alta</i> – for our Heritage Learners <i>Autentico</i> – for our Spanish as a Second Language Learners	
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RATIONALE FOR CURRICULAR CHOICES

McGraw Hill

- The McGraw Hill curriculum is the DDOE approved curriculum for La Academia in grades K – 5. *Maravillas and Wonders* is used for ELA/SLA and *Mis Matemáticas* is used for Math.
- For the middle school grades, it was decided to continue using McGraw Hill (*StudySync* for ELA and *Reveal Math* for Math) because of its strong alignment with Delaware’s CCSS, flexibility with interchangeable print and digital use, plethora of ELL resources, targeted scaffolding, broad variety of leveled texts to accommodate both Approaching and Beyond Grade-Level learners, and its focus on data-driven assessments to track progress and inform instruction in both of these content areas.

English Language Arts (*Study Sync*)

Specifically, La Academia chose the McGraw Hill *StudySync* English Language Arts curriculum because it aligns with the CCSS, as well as the WIDA language development standards. This curriculum also provides a seamless extension from our current ELA curriculum (*Wonders*) for our students in KN – grade 5. McGraw Hill’s middle school ELA curriculum, *StudySync*, also ensures excellence and equity for every student through engagement with rigorous and culturally relevant content, aggressive skill-building, and the establishment of high expectations to help students reach their academic potential.

StudySync addresses equity and access by providing a curriculum that enables teachers to create culturally responsive learning environments through rich, authentic texts and tasks that grow in complexity from grade to grade. In addition, *StudySync* supports every student by ensuring all students have the same opportunity and access, regardless of native language or learning level, through targeted scaffolding, leveled texts, ELL skills lessons and extended oral projects for building language proficiency. It also supports Approaching and Beyond Grade-Level learners through intentional scaffolds to help Approaching level students interact meaningfully with on-grade-level curriculum. A digital library of thousands of additional skill-based mini-lessons and texts, searchable by standard and Lexile, allows teachers to differentiate and remediate, as well as extend lessons to further engage Beyond Grade-Level learners to extend learning.

From grade to grade, the *StudySync* curriculum ensures:

- instructional choice from thematic units, novel studies, and teacher created units;
- interchangeable print and digital use – very important during these unprecedented/uncertain times;

- a continuously growing library of over 1,600 classic and contemporary texts;
- extensive writing and research practice;
- automatically embedded scaffolds so ALL students can reach their potential;
- data-driven assessment to track progress and inform instruction; and,
- Project Based Learning/Community Action Handbook that will provide teachers with end-of-unit projects that focus on essential questions to engage students to become active members of La Academia’s community/the communities in which they live.

Math (*Reveal Math*)

La Academia chose McGraw Hill’s *Reveal Math* curriculum for the middle school grades because it aligns with CCSS, incorporates a balance of rigor with conceptual understanding, procedural skills and fluency, and the application of using real-world examples in the practice of mathematical problems.

In addition, *Reveal Math* provides a blended print and digital learning experience for students and, as such, flexible teaching options for teachers. The curriculum is designed to meet the needs of each learner and, when needed, multiple resources are available to differentiate math instruction for students who may need to see a concept in a different way, practice prerequisite skills, or extend their learning. *Reveal Math* offers both Approaching level resources (remediation activities, extra examples and mini lessons), as well as Beyond Grade Level resources (differentiated and also extension activities).

Reveal Math also includes student and teacher resources to support students who are simultaneously learning grade-level math and building their English proficiency. Research-based language scaffolds are provided to support students as they engage in rigorous mathematical tasks and discussions. ELL resources include a *Spanish Interactive Student Edition*; *Math Language-Building Activities*; *Language Scaffolds*; *Think About It and Talk About It* prompts; a Multilingual eGlossary; and Graphic Organizers.

Aleks is the adaptive, online math technology designed to pinpoint what each student knows, does not know – and most importantly – what each student is ready to learn. *Aleks* will be the middle school equivalent to La Academia’s *Imagine Learning Math* for our elementary grades.

Finally, *Reveal Math* provides a comprehensive array of assessment tools to measure student understanding and progress. The digital assessment tools include next generation assessment items such as multiple response, selected response, and technology-enhanced items. It also provides embedded, regular formative checkpoints to monitor student learning and provides feedback that modifies instruction and helps direct student learning. Summative assessments built into *Reveal Math* evaluate student learning at the module conclusion by comparing it against the CCSS covered within each module.

Science

La Academia K-8 will follow the State of Delaware Science Coalition curriculum, including the adoption of Next Generation Standards, educational units and usage of the science inquiry kits. The signed MOU with the State of Delaware Science Coalition may be found in **Appendix I**.

Social Studies

La Academia is a member of the State of Delaware Social Studies Coalition and will follow the Delaware Social Studies Content Standards for middle school. The signed MOU with the State of Delaware Social Studies Coalition may be found in **Appendix J**.

Spanish as a Foreign Language

For La Academia's middle school grades, two Spanish proficiency programs will be implemented to serve our Heritage learners and our Spanish as a Second Language learners. Heritage learners may be students who have reached intermediate mid/high ACTFL proficiency level by participating in our K-5 curriculum and dual language elementary school community, or students who are new to La Academia and whose heritage and/or home experience makes Spanish their dominant language. The Spanish language proficiency levels of all middle school students will be assessed to ensure appropriate placement.

The Heritage learner course will be guided by the *En Voz Alta* curriculum (Carnegie Learning). A particular draw to this program is its compatibility with our school mission. From a cultural standpoint, it is a program that pushes for rigorous learning of the Spanish language, while also affirming the diverse racial, ethnic, and cultural backgrounds of our students. *En Voz Alta's* assessment practices center on Project Based Learning opportunities and practices that support our curricular approach to learning. Students will continue to grow their collaborative learning skills and build ownership of their learning. Another draw to the *En Voz Alta* program is the range of learning styles incorporated as well as the skill levels served. Through their digital platforms, students can access voice-to-text functions and videos, as well as three different categories for differentiated instruction within each lesson.

Given *En Voz Altas'* ability to differentiate three aptitude levels within each year's course of study, we plan to also use the *En Voz Alta* program Level 1 for second language learners in their 8th grade year. La Academia's commitment to bilingualism encourages Spanish to be spoken and celebrated in the hallways, classrooms, and community events. Given that our second language learners will also be reinforcing their Spanish language acquisition through this easily accessible immersion, it is clear this goal is attainable.

Our Spanish Language learners will use the *Auténtico* program (Savvas Publishing) to guide their acquisition of Spanish as a Second Language. A key factor in the attraction to this program is its ability to also provide differentiation for novice Heritage learners. Novice Heritage learners can have the choice pending placement to select the Heritage language or Second Language learner journey.

Of particular importance in choosing our curriculum, is that it does not represent the Hispanic/Latino culture as a monolith or teach through the stereotyping or diluting of the diversity inherent in the races, cultures, and ethnicities of the Spanish-speaking global population. Equally important is to have the Latino and Hispanic culture in the United States represented and affirmed in its content.

The *Auténtico* curriculum is also accessible to a middle school audience, both in its selection of age-appropriate content and in its presentation, as well as its non-centered grammar approach to learning. Like the *En Voz Alta* curriculum, *Auténtico* also provides differentiation in assessments and instruction for three levels within each of its proficiency levels. Lastly, *Auténtico* also supports Project Based Learning instruction.

- 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.**

Please see **Appendix K** for one ELA unit of instruction with the corresponding summative assessments and scoring rubrics to demonstrate the alignment of instruction to the Delaware Common Core State Standards in ELA.

Please see **Appendix L** for one Mathematics unit of instruction with the corresponding summative assessments and scoring rubrics to demonstrate the alignment of instruction to the Delaware Common Core State Standards in Mathematics.

As referenced in Section C, Question 2, La Academia will continue its participation with the State of Delaware Science Coalition and the State of Delaware Social Studies Coalition.

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 facility on the campus of Odyssey Charter School was adequate for a K-5 school when La Academia first moved in SY 2016-2017. However, over the past few years, adequate space has become a serious issue for our K-5 programing. We have been surviving at critical capacity limits and these confines have restricted programmatic offerings and created operational issues for the school. From a programmatic, developmental, and pedagogical standpoint there is an urgent need for more physical space not only to support our current K-5 elementary program, but also to expand La Academia by adding middle school grades.

La Academia's Board President reached out to the current Board President of Odyssey Charter School to see if expansion was an option into Building #27. Given the priorities of the Odyssey Board, we were informed this option was unavailable. Hence, La Academia began to look for a new school site.

Challenges (Current Facility)

- The expansion of La Academia to become a community school and include middle school grades has been a part of the Board's vision but is no longer an option at the Odyssey campus.
 - Required spaces for health and social support services, family and community engagement services, academic programming K-8, athletic programming, and extra-curricular activities are not possible at the Odyssey campus site.
- Music, Art, and STEM have been 'on a cart' at La Academia compromising effective implementation of the curricula in these subjects and restricting learning opportunities for our students.
- Technology instruction has been restricted to instruction within students' classrooms – an unacceptable limitation for our students in this digital age.
- Inadequate space exists for Physical Education instruction and athletic/recreational programs – both indoors and outdoors.
- Available space for academic support, mental/social-emotional support, and community spaces are cramped and inadequate, especially given the additional demands/needs related to the pandemic.
- Library/Media Room already operates in a converted common space in the rear area of our school and only allows for a bare minimum number of bookshelves with no technology/media center for students to sit at networked computer terminals while learning research methods and other skills.
 - The school library/media center is usually the hub of a school because its spokes connect to all other parts of curriculum and instruction and ideally should be centrally located.
- Occupational therapy and speech therapy consultants are forced to share small office spaces.
- Space for Sensory Rooms are unavailable. La Academia serves students dwelling in poverty, dealing with chronic health conditions, and living with others who have been exposed to and/or displaced by war or conflict in their home countries. These children are most prone to developmental disorders and may, therefore, be particularly sensitive to over stimulation and social circumstances rarely considered in academic programming. Reactions to over stimulation may include tantrums, screaming, pacing, flailing, and more. Currently, hallways, administrative offices and the conference room are our only options to offer any degree of respite space for these children.
- Conference Room – the school has one very small conference room that is inadequate to accommodate school operational needs as well as all daily parent/teacher/visitor meetings.

- Storage – currently we are using office spaces for operational storage. Also, there is a lack of space for:
 - a pantry/basic needs closet to be used for our homeless students and other families in need;
 - a parent resource room;
 - student files;
 - curriculum materials;
 - storage of extra furniture and/or other operational items including custodial supplies.
- Cafeteria and Kitchen – Currently, the cafeteria has seating capacity for 230 students and is a warming kitchen only. As such, we are required to have food prepared and delivered to school by our landlord, Odyssey Charter School. We have been unable to offer summer meal programs because we have no onsite kitchen facilities.
- La Academia currently rents its space from Odyssey Charter School and has limited access to green space for its students. The field, for example, is only available to La Academia students at Odyssey’s discretion and only if it is not being used for Odyssey programming – during and after school. The restriction/availability of green space also prevents providing outdoor learning spaces/classrooms for La Academia students.
- Odyssey Charter School provides us very limited space for parking. Currently La Academia has approximately 120 faculty/staff and contractors visiting the school each day and have only about 80 available parking spots. This does not include parking for daily visitors to the building.
- Safety and Security – As identified in our school safety/hazard assessment, there are many areas that could be addressed to increase the safety of our current school building. According to our current lease with Odyssey, however, addressing these would represent large sums of money which La Academia would have to invest in the building and then leave behind when we vacated the school.
- Transportation – La Academia has its own bus fleet which is currently parked at an off-site location. By being off-site, we lose the capacity for supervision and immediate access to our fleet. There is also a financial impact to the off-site rental (\$21,000/year). The Wakefield location will allow for us to park our buses onsite and save financial resources.
- Access to the second floor – La Academia was “grandfathered in” into not having an elevator. Although it represented a financial savings at the time, it also causes hardships with students who have temporarily disabilities, and also limits our ability to move equipment and materials between floors. In contrast, the new Wakefield location will afford us 2 full-sized elevators.

Challenges (Wakefield)

- The relocation will represent an increase to our monthly/yearly costs. However, we are confident our financial forecasting supports these increased costs.

- With the opening of the middle school, we will have to overcome the challenges of hiring additional teachers and support staff, but we are certain early recruiting will support us in this effort.

Addressing the Challenges

It is understood the challenges referenced above – as well as others likely to surface along the way – will need to be addressed. The following steps have been/will be taken:

- a comprehensive feasibility study was conducted to establish financial forecasting; and,
- begin recruiting staff early in February 2022 and use multiple avenues to advertise our new positions.

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 school's new location at 300 N. Wakefield Drive, Newark, Delaware is a two-story, 115,000 sqft building located in suburban New Castle County, Delaware. It was built in 1997 and sits on 11 acres of property. It has 300 surface parking spaces and is minutes away from I-95, Route, 273, Route 1, Route 40, and Route 72, making for a short drive to Wilmington, Newark, New Castle, Bear, and Glasgow for parents, students, faculty, staff and visitors alike. Specific information about siting and space may be found in the site plans in **Appendix M**.

Costs to the school will be understandably increased due to the larger facility and grounds. There will be increases in rent, utilities, and maintenance/service costs. Please see **Appendix N** for projected financials.

Safety is always a primary consideration. With the renovations to the school, safety upgrades will be included in the renovation of the building. Safety upgrades will consist of modifications to entryways for school security, installation of security cameras, modifications to the fire system for school compliance, and safety signage around the campus. The location will also offer:

- a more secure vestibule at the main entrance for visitors entering the building;
- lighting within the building will be upgraded during the renovation.;
- additional bathrooms will be added in the renovation enabling us to separate students more appropriately;
- playground space will consist of safer flat surfaces (potentially reducing student injuries we experience in the current location) that allow for fencing to be installed to provide for a secure play space;
- adequate parking space to accommodate our needs. Parking areas will be well-marked, well-lit, and provide for a safe environment. The layout of the roadways will allow for a safer flow of traffic and should prevent the current congestion and long lines we

experience at Odyssey's campus with bus arrivals, visitor arrivals, and student pick-up and drop-off;

- telecommunication will also be upgraded during renovations to make sure there is adequate connectivity for emergency and other communications;
- the layout of the building will provide greater visibility in hallways, corridors, stairwells, and restrooms; and,
- landscaping and snow plowing will be maintained by La Academia to ensure a safer environment for its community. We are currently dependent on Odyssey's schedule for maintenance, which can be challenging when it comes to safety (fallen tree branches, bushes being trimmed for site-line, mulch being replaced, and snow removal, etc.).

Quality and amount of instructional and non-instructional space will be greatly improved. From a programmatic, developmental, and pedagogical standpoint the elementary and middle school programs will be separate, but will have common spaces that serve the needs of the entire school while allowing each to establish their own identities and traditions. Further, the increased space will allow us to:

- improve our academic offerings as well as expand our extra-curricular and family engagement activities;
- expand the footprint of our non-instructional spaces to include areas for the mental/emotional support of our students, and community resource areas;
- more safely and securely store equipment, materials, and other items connected to the functioning of a school; and,
- provide additional onsite space to park our fleet of buses, reduce bus-storage costs, and provide us with full access to our fleet at any time.

Other significant factors impacting the attractiveness and viability of the proposed facility include:

- much-needed green space for extra-curricular activities, community gatherings, and engaging learning and play spaces for students; and,
- opportunities to pursue our *Pathways to Green Schools Green Ribbon* status given the abundance of green space available at Wakefield. We are excited to create gardens (wildlife and edible), begin recycling and composting initiatives, and begin to partner with our new neighbor, Delmarva Power, on energy conservation.

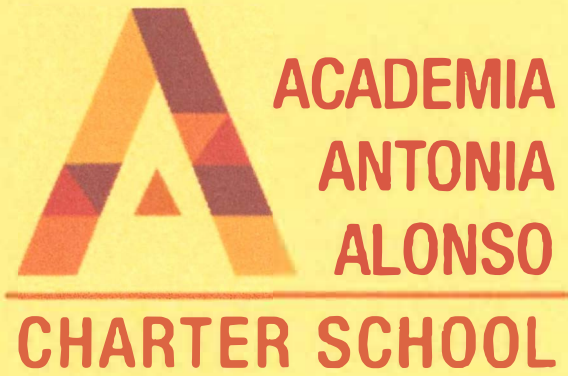
3. Describe the projected impact of the location modification on the school's program, mission, culture, and offerings (both academic and non-academic).

The impact of the proposed relocation modification has been fully described in Section B, Question 3. Please reference this section for this information.

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?

La Academia is confident the Wakefield location will accommodate its needs as a Kindergarten through 8th grade school and will only have a positive impact on our facility and programmatic offerings. The location will provide much-needed space for its academic and extra-curricular programming, as well as support its vision to build a community school. In this new location, we look forward to better serving the needs of our students and families and establishing the proper conditions for student learning while strengthening school climate for all.

No further modifications are anticipated at this time.



APPENDIX A

Children's Hospital of Philadelphia Research
POVERTY AND CHILD DEVELOPMENT

POLICYLAB

RESEARCH AT A GLANCE | SPRING 2018

A SYNOPSIS OF EMERGING POLICYLAB RESEARCH

**A PORTRAIT OF
DISADVANTAGE:
UNDERSTANDING
POVERTY'S
INFLUENCE ON
CHILD DEVELOPMENT**

WHAT IS THE PROBLEM:

About one in five, or 16 million, children in the United States live below the federal poverty line (FPL) of \$24,230 for a family of four.

It has long been understood that children living in poverty experience poor health outcomes as a result of economic and social-emotional risk factors. For example, they face higher exposure to chronic stressors including food insecurity, unstable home environments and limited social support.

Though many other studies have examined how different factors impact child development, no other study has comprehensively looked at how the maternal, home and neighborhood risk factors associated with low socio-economic status (SES) affect children over the course of their first year of life. Understanding poverty’s influence on child development at this young age will help us develop strategies to counteract such disadvantage and remove barriers that prevent all children from growing into healthy, productive adults.

MATERNAL, HOME AND NEIGHBORHOOD RISK FACTORS FOR CHILD DEVELOPMENTAL DELAYS



MATERNAL RISK FACTORS

*Vocabulary knowledge
Spatial visualization ability
Exposure to stress*



HOME RISK FACTORS

*Emotional & verbal responsivity of parent
Parental acceptance of child’s behavior
Provision of appropriate play materials
Opportunities for variety in daily stimulation*



NEIGHBORHOOD RISK FACTORS

*Living below poverty level
Receiving public assistance
Female-only households with minor children*

WHAT WE ASKED:

How does poverty influence child development in the first year of life?

WHAT WE DID:

We conducted a mixed-methods study to understand how children in different SES groups are exposed to risk factors that can lead to developmental delays in their first year of life. Our study cohort included 30 infants of low-SES (at or below the FPL) and 30 of higher-SES (above the FPL) from a large East Coast city. To focus in on the sole impact of poverty, the study enrolled healthy, African American mothers and their healthy infants from an urban hospital at the time of the infant’s birth. This method minimized the influence of other factors such as race, gender, complex medical needs and urban/rural environments on outcomes.

Over the course of this mixed-methods study, we sent highly trained research staff to evaluate the home environment of study participants using widely accepted measurement tools, such as the Home Observation Measurement of the Environment Inventory (HOME). We also assessed the caregiving environment through factors such as the mother’s cognitive and reasoning skills and social support resources. To evaluate infant development, we used both magnetic resonance imaging (MRI) scans of the infant’s brain, and standardized evaluations of cognitive and language skills. Finally, we measured the cumulative risk—or the total risk of all of these different aggregated factors—that children from different SES groups had for developmental disadvantage.

WHAT WE FOUND:

Infants from the lower socioeconomic status (SES) group were more exposed to maternal risk factors for developmental disadvantage. As pediatricians, this finding is particularly concerning because we know that a child's health is impacted greatly by that of their parents and caregivers.

Low-income infants were also more likely to experience higher levels of home and neighborhood risk factors for developmental delay. They were more likely to live in a neighborhood with concentrated poverty, have fewer age-appropriate toys and books, and more than twice as likely to experience food insecurity.

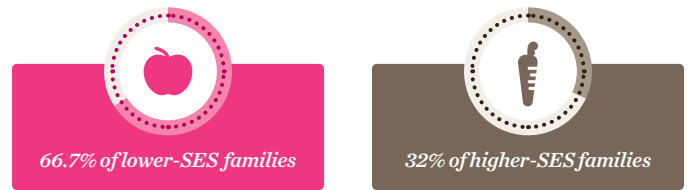
Low-SES infants exhibited poorer performance than higher-SES infants on measures of cognitive and language skills assessed at age one.

Though low-SES children were at higher risk for developmental disadvantage than higher-SES children, their scores actually were still within the average developmental range (90–109) compared to the general population.

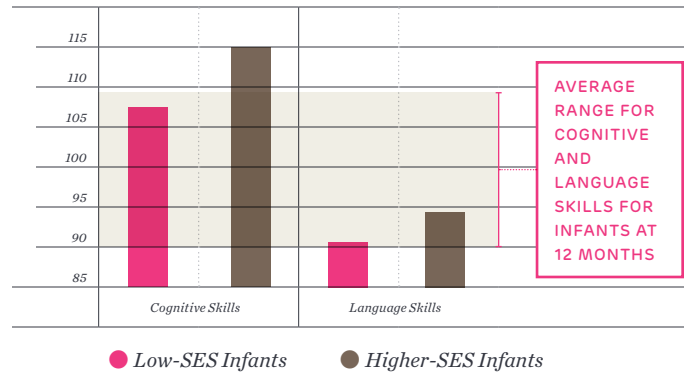
MOTHERS OF LOW-SES CHILDREN...

- Scored lower on measures of vocabulary knowledge
- Scored lower on measures of spatial visualization ability
- Were more likely to experience higher levels of stress
- Received less social support than higher-SES mothers

PERCENT OF FAMILIES EXPERIENCING FOOD INSECURITY



INFANT DEVELOPMENTAL OUTCOMES AT AGE 12 MONTHS



WHAT IT MEANS:

Children in poverty have higher exposure to environmental risk factors that impact developmental outcomes. Poverty's influence on child developmental outcomes can be detected as early as age one year.

Though lower-SES children were at high risk for developmental disadvantage, their scores at age one were still within the average range for children their age.

It is never too early to start combating these negative influences with services and interventions, such as home visiting programs and educational programs for parents and infants.

STUDY METHODS

Infants for this report were participants in a mixed-method, longitudinal study on the effects of poverty on developmental and neural outcomes in the first year of life. We enrolled 60 African American mothers and their female infants, 30 who met criteria for low-SES and 30 who met criteria for higher-SES based on 2013 federal income-to-needs (ITN) ratios and education level.

Low-SES was defined as annual household income at or below the federal poverty line (for a family of four the poverty line was \$23,550 at the start of the project) with both parents having no more than a high school education. Higher-SES families had an ITN ratio greater than the poverty line and both parents had at least a high school diploma.

Using well validated measures, trained research staff evaluated maternal, home, and neighborhood level environmental characteristics of infants. Researchers measured 18 different factors using the following tools and scales: Wechsler Adult Intelligence Scale-IV (WAIS-IV); Beck Depression Inventory; Perceived Stress Scale; Parenting Stress Index-Fourth Edition (PSI-4); Social Support Scale; Home Observation Measurement of the Environment (HOME); Household Food Insecurity (HFI); Concentrated Neighborhood Disadvantage (CND). Infant development outcome was measured using the Bayley Scales of Infant Development Third Edition (BSID-III) and Preschool Language Scale (PLS-5).

We used multiple linear regression to determine whether maternal, home, and neighborhood factors accounted for variance in outcomes after controlling for SES group. SES groups were compared for elevated risk for each environmental factor. We determined high or low risk for each factoring using the following: (1) established categorical definitions of risk; (2) scores that corresponded to one standard distribution above or below the sample mean; or (3) scores in the bottom or top quartile of the sample distribution.

RELATED POLICYLAB WORK

Hurt H, Betancourt LM. Effect of socioeconomic status disparity on child language and neural outcome: how early is early? *Pediatric Research*. 2015;79(1-2):148-158. doi:10.1038/pr.2015.202.

PUBLICATION

Hurt H, Betancourt LM. Turning 1 Year of Age in a Low Socioeconomic Environment: A Portrait of Disadvantage. *Journal of Developmental and Behavioral Pediatrics*. doi:10.1097/DBP.0000000000000469

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The mission of PolicyLab at Children's Hospital of Philadelphia (CHOP) is to achieve optimal child health and well-being by informing program and policy changes through interdisciplinary research. PolicyLab is a Center of Emphasis within the Children's Hospital of Philadelphia Research Institute, one of the largest pediatric research institutes in the country.

PolicyLab

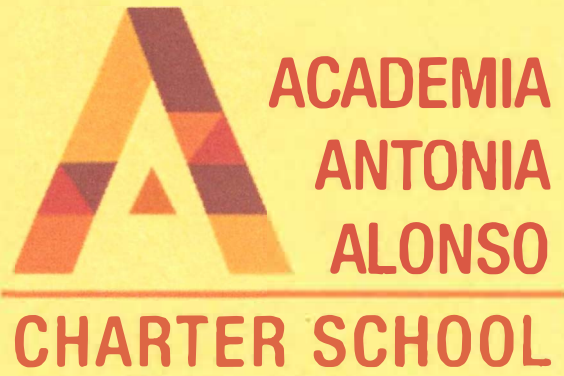
Children's Hospital of Philadelphia
2716 South Street
Roberts Center for Pediatric Research,
10th Floor
Philadelphia, PA 19146

P 267-426-5300

F 267-426-0380

PolicyLab@email.chop.edu
policylab.chop.edu

 @PolicyLabCHOP



APPENDIX B

Great Schools Research
MATH DISABILITIES IN CHILDREN

(/)

Parenting (<https://www.greatschools.org/gk/>) » Math (<https://www.greatschools.org/gk/category/academics/math-2/>), Special needs (<https://www.greatschools.org/gk/category/special-needs/>) » Math disability in children: an overview

Math disability in children: an overview

Learn about the signs and sources of a learning disability in math -- and how to detect them in your child.

by: *GreatSchools Staff* (<https://www.greatschools.org/gk/author/greatschoolsstaff/>) | August 7, 2009

Recently, increased attention has focused on students who demonstrate (my school list/) learning mathematics skills and concepts that are taught in school across the grade levels. Beginning as early as preschool, parents, educators, and researchers are noticing that some students seem perplexed learning simple math skills that many take for granted. For example, some young children have difficulty learning number names, counting, and recognizing how many items are in a group. Some of these children continue to demonstrate problems learning math as they proceed through school. In fact, we know that that 5% to 8% of school-age children are identified as having a math disability.

Research on understanding more completely what a math disability means and what we can do about it in school has lagged behind similar work being done in the area of reading disabilities. Compared to the research base in early reading difficulties, early difficulties in mathematics and the identification of math disability in later years are less researched and understood. Fortunately, attention is now being directed to helping students who struggle learning basic mathematics skills, mastering more advanced mathematics (e.g., algebra), and solving math problems. This article will explain in detail what a math disability is, the sources that cause such a disability, and how a math disability impacts students at different grade levels.

What is a math disability?

A learning disability in mathematics is characterized by an unexpected learning problem after a classroom teacher or other trained professional (e.g., a tutor) has provided a child with appropriate learning experiences over a period of time. Appropriate learning experiences refer to practices that are supported by sound research and that are implemented in the way in which they were designed to be used. The time period refers to the duration of time that is needed to help the child learn the skills and concepts, which are challenging for the child to learn. Typically, the child with a math disability has difficulty making sufficient school progress in mathematics similar to that of her peer group despite the implementation of effective teaching practices over time. Studies have shown that some students with a math disability also have a reading disability or Attention-Deficit/Hyperactivity Disorder (AD/HD). Other studies have identified a group of children who have only a math disability.

Several sources of math disability

 (/my-school-list/)

When a child is identified as having a math disability, his difficulty may stem from problems in one or more of the following areas: memory, cognitive development, and visual-spatial ability.

Memory

Memory problems may affect a child's math performance in several ways. Here are some examples:

- A child might have memory problems that interfere with his ability to retrieve (remember) basic arithmetic facts quickly.
- In the upper grades, memory problems may influence a child's ability to recall the steps needed to solve more difficult word problems, to recall the steps in solving algebraic equations, or to remember what specific symbols (e.g., π , s , $?$, $?$) mean.
- Your child's teacher may say, "He knew the math facts yesterday but can't seem to remember them today."
- While helping your child with math homework, you may be baffled by her difficulty remembering how to perform a problem that was taught at school that day.

Cognitive development

Students with a math disability may have trouble because of delays in cognitive development, which hinders learning and processing information. This might lead to problems with:

- understanding relationships between numbers (e.g., fractions and decimals; addition and subtraction; multiplication and division)
- solving word problems
- understanding number systems
- using effective counting strategies

Visual-spatial

Visual-spatial problems may interfere with a child's ability to perform math problems correctly. Examples of visual-spatial difficulties include:



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(/)

- misaligning numerals in columns for calculation
- problems with place value that involves understanding the base ten system
- trouble interpreting maps and understanding geometry.

What math skills are affected?

According to the Individuals with Disabilities Education Act of 2004 (IDEA), a learning disability in mathematics can be identified in the area of mathematics calculation (arithmetic) and/or mathematics problem solving. Research confirms this definition of a math disability.

Math calculations

A child with a learning disability in **math calculations** may often struggle learning the basic skills in early math instruction where the problem is rooted in memory or cognitive difficulties. For example, research studies have shown that students who struggle to master arithmetic combinations (basic facts) compared to students who demonstrated mastery of arithmetic combinations showed little progress over a two-year period in remembering basic fact combinations when they were expected to perform under timed conditions. According to Geary (2004), this problem appears to be persistent and characteristic of memory or cognitive difficulties. Students with math calculations difficulties have problems with some or most of the following skills:

- Identifying signs and their meaning (e.g., +, -, x, <, =, >, %, ?) Automatically remembering answers to basic arithmetic facts (combinations) such as $3 + 4 = ?$, $9 \times 9 = ?$, $15 - 8 = ?$.
- Moving from using basic (less mature) counting strategies to more sophisticated (mature) strategies to calculate the answer to arithmetic problems. For example, a student using a basic "counting all" strategy would add two objects with four objects by starting at 1 and counting all of the objects to arrive at the answer 6. A student using a more sophisticated "counting on" strategy would add two with four by starting with 4 and counting on 2 more to arrive at 6.
- Understanding the commutative property (e.g., $3 + 4 = 7$ and $4 + 3 = 7$)

- Solving multi-digit calculations that require “borrowing” (subtraction) and “carrying” (addition) ES (/my-school-list/)
 - Misaligning numbers when copying problems from a chalkboard or textbook (/)
-

- Ignoring decimal points that appear in math problems
- Forgetting the steps involved in solving various calculations

Math word problems

A learning disability in solving math word problems taps into other types of skills or processes. Difficulties with any of these skills can interfere with a child’s ability to figure out how to effectively solve the problem. Your child may exhibit difficulty with some or most of the processes involved in solving math word problems such as:

- Reading the word problem
- Understanding the language or meaning of the sentences and what the problem is asking
- Sorting out important information from extraneous information that is not essential for solving the problem
- Implementing a plan for solving the problem
- Working through multiple steps in more advanced word problems
- Knowing the correct calculations to use to solve problems

Math rules and procedures

Students with a math disability demonstrate developmental delay in learning the rules and procedures for solving calculations or word problems. An example of a math rule includes “any number $\times 0 = 0$.” A procedure includes the steps for solving arithmetic problems such as addition, subtraction, multiplication, and division. A delay means the child may learn the rules and procedures at a slower rate than his peer group and will need assistance in mastering those rules and procedures.

Math language

Some children have trouble understanding **the meaning of the language or vocabulary of mathematics** (e.g., greater than, less than, equal, equation). Unfortunately, unlike reading, the meaning of a math word or symbol cannot be inferred from the context.

One has to know what each word or symbol means in order to understand the math problem. For instance, to solve the following problems, a child must understand the meaning of the symbols they contain: $(3 + 4) \times (6 + 8) = ?$ or $72 < 108$ True or False?

Math disability at different grade levels

As the curriculum becomes more demanding, a math disability is manifested in different ways across the grade levels. For example, the specialized language of mathematics — including terms and symbols — must be mastered in more advanced mathematics curriculum. Problems with counting strategies, retrieving basic facts quickly, and solving word problems seem to persist across grade levels and require extra instruction to reinforce learning.

Ongoing research in math disabilities

We do not fully understand how a math disability affects a child's ability to learn mathematics in all of the different areas because of the limited research base on math disability. To date, the majority of research has focused mostly on the skills associated with mathematics calculations including number, counting, and arithmetic (e.g., arithmetic combinations or basic facts) and on solving word problems. Much less is known about development and difficulties in areas such as algebra, geometry, measurement, and data analysis and probability.

We know that a group of students exhibit problems learning mathematics skills and concepts that persist across their school years and even into adulthood. We understand that specific problems in the areas of memory, cognitive development, and visual-spatial ability contribute to difficulties learning mathematics. Fortunately, researchers and educators are focusing efforts on better understanding the issues these students face as they encounter the math curriculum across the grade levels. In my next article, I will explore methods for identifying a math disability and offer parents ideas for working with their children and teachers to address such difficulties.

Get more information on math disabilities — also known as dyscalculia — at Understood.org (<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/math-issues/understanding-your-childs-trouble-with-math>), a comprehensive free resource for parents of kids with learning and attention issues .

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Updated: December 19, 2016



About the author

GreatSchools Staff

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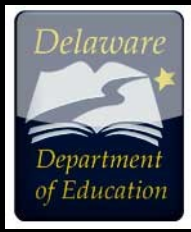
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APPENDIX C

ORGANIZATIONAL FRAMEWORK REPORT



Organizational Framework Report ACADEMIA ANTONIA ALONSO

Reporting Period: July 1, 2020 to June 30, 2021

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

Meets Standard
Approaching Standard
Far Below Standard

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

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

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

1. EDUCATION PROGRAM

Measure 1a.

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

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

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

School Response To Rating:(Max 1100 Characters)

Measure 1b.

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

Measure 1d
Is the school fulfilling responsibilities for English Learners (ELs)?

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

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

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

School Response To Rating:(Max 1100 Characters)

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Approaching Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

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

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

School Response To Rating:(Max 1100 Characters)

Measure 2b.

Does the governing board oversee and evaluate school management?

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

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

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

School Response To Rating:(Max 1100 Characters)

Measure 2c.

Is the school fulfilling reporting requirements?

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

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

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

School Response To Rating:(Max 1100 Characters)

4. FACILITIES, TRANSPORTATION, HEALTH, AND SAFETY

Measure 4a.

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

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

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

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

School Response To Rating:(Max 1100 Characters)

SUMMARY AND OVERALL RATING

Academia Antonia Alonso

Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2016-2017	M	M	AS	M	AS	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	AS	M	Meets Standard
2019-2020	M	M	M	M	M	M	M	M	F	M	Meets Standard
2020-2021	M	M	M	M	M	M	M	M	M	M	Meets Standard

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

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

Meets Standard
Does Not Meet Standard
Far Below Standard

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

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

SUMMARY AND OVERALL RATING FOR PREVIOUS YEARS

Academia Antonia Alonso

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

DESCRIPTION OF PREVIOUS YEARS MEASURES:

1. EDUCATION PROGRAM

- 1a. Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?
- 1b. Is the school compliant with legal requirements for students with disabilities and English Learners?

2*. FINANCIAL MANAGEMENT AND OVERSIGHT

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

3. GOVERNANCE AND REPORTING

- 3a. Is the school complying with governance requirements?
- 3b. Is the school holding management accountable?
- 3c. Is the school complying with reporting requirements?

4. STUDENTS AND EMPLOYEES

- 4a. Is the school protecting the rights of all students?
- 4b. Is the school meeting attendance goals?
- 4c. Is the school meeting all staff credentialing requirements?
- 4d. Is the school respecting employee rights?

5. SCHOOL ENVIRONMENT

- 5a. Is the school complying with facilities and transportation requirements?
- 5b. Is the school complying with health and safety requirements?

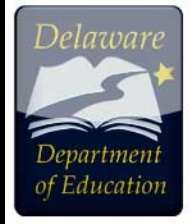
6. ADDITIONAL OBLIGATIONS

- 6. Is the school complying with all other obligations?



APPENDIX D

FINANCIAL FRAMEWORK REPORT



Financial Framework Report

ACADEMIA ANTONIA ALONSO

Reporting Period: July 1, 2020 to June 30, 2021

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

Meets Standard
Approaching Standard
Far Below Standard

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

Meets Standard
Does Not Meet Standard
Far Below Standard

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

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

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

1. NEAR TERM INDICATORS

Measure 1a. Current Ratio:

Current Assets divided by Current Liabilities

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1.46	1.42	1.33	1.64	2.45

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

School Response To Rating:(Max 1100 Characters)

Measure 1b. Days Cash:

Cash divided by (Total Expenses / 365)

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
42	52	50	72	121

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

School Response To Rating:(Max 1100 Characters)

Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
98%	94%	102%	95%	101%

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

School Response To Rating:(Max 1100 Characters)

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

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
No	No	No	No	No

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

School Response To Rating:(Max 1100 Characters)

2. SUSTAINABILITY INDICATORS

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1 YR: 16.52%	1 YR: 5.43%	1 YR: 0.04%	1 YR: -0.15%	1 YR: 9.75%
3 YR: 11.08%	3 YR: 10.03%	3 YR: 6.13%	3 YR: 1.43%	3 YR: 3.55%

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

School Response To Rating:(Max 1100 Characters)

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
0.26	0.34	0.43	0.43	0.35

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

School Response To Rating:(Max 1100 Characters)

Measure 2c. Cash Flow

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1 YR: \$-69064	1 YR: \$351558	1 YR: \$312878	1 YR: \$599378	1 YR: \$1287008
3 YR: \$188375	3 YR: \$282494	3 YR: \$664436	3 YR: \$912256	3 YR: \$1886386

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

School Response To Rating:(Max 1100 Characters)

Measure 2d. Debt Service Coverage Ratio:

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

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
N/R	11.32	5.84	2.01	12.42

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

School Response To Rating:(Max 1100 Characters)

3. FINANCIAL MANAGEMENT AND OVERSIGHT

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
M	M	M	M	M

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

School Response To Rating:(Max 1100 Characters)

SUMMARY AND OVERALL RATING

Academia Antonia Alonso

Year	1a	1b	1c	1d	2a	2b	2c	2d	3	OVERALL RATING
2016-2017	M	AS	M	M	M	M	AS	N/R	M	Meets Standard
2017-2018	M	M	AS	M	M	M	M	M	M	Meets Standard
2018-2019	M	AS	M	M	M	M	M	M	M	Meets Standard
2019-2020	M	M	M	M	AS	M	M	M	M	Meets Standard
2020-2021	M	M	M	M	M	M	M	M	M	Meets Standard



APPENDIX E

LETTERS OF SUPPORT

November 2021

o whom it may concern within the Department of Education,

This letter comes to you from the officers of the Academia Antonia Alonso Charter School Parent Booster Club. We would like to take this opportunity to express our thoughts and feelings on the importance of our school expanding into middle school.

Let us first start by saying Academia is not just a school, but also a family and community. Forged in our UNIDOS values, where we learn and grow together not only academically for our students, but also with parent programs and community outreach to support our families holistically. This is something not only fostered within the school but also extends to our parent groups and families that are active members of this community. Our students feel this every day in the halls and are safe, loved, and comfortable to learn and thrive.

The most important years of developing who a person will become can take place during the adolescence of middle school. There is no better place for our children to continue to be educated and nourished than in a safe and familiar community where they can maintain their comfort and continue to learn, with people who know them and will be there for them through what is often a pivotal point in human development.

In addition to the importance of environment, the approach to learning at Academia is unique. Parents enrolling their children at Academia Antonia Alonso hold the goal of seeing their child become fully bilingual in English and Spanish. The method of teaching and learning is not standard practice either. The non-traditional project-based learning style practiced here is something that simply cannot be found in other schools. Academia supports the whole child- meaning they not only support a child's academic goals, but also work to promote mindfulness and social emotional wellness. These students have been provided a level of support and education that they simply will not be afforded elsewhere. As parents and stewards of our school, we are seeking to continue this partnership beyond elementary school and into middle school.

We are excited for the opportunity our students, and the many future students, will have to continue to thrive and grow as middle school students at Academia Antonia Alonso Charter School! Language acquisition takes time, beyond K-5. It also takes practice and a commitment to the process. We simply cannot abandon how far we have come. We must continue to shape and support these young minds. Please allow our families to realize this dream of a community of bilingual learners and future leaders in our communities. As an award-winning organization, our Parent Booster Club is committed to supporting our Jaguars through fundraising in the years to come. We cannot wait to bring you our thoughts on high school!

Sincerely,

Parent Booster Club of Academia Antonia Alonso

Lolita HayCurrie, President

Durrell Brady, Vice President

Lauren Rivera, Secretary

11/30/2021

Department of Education
401 Federal St #2
Dover, DE 19901

Dear Sir or Madame:

It is our pleasure to write a letter supporting the expansion of Academia Antonia Alonso Charter School. As our children enter adolescence, families, and Academia can prepare them for the ultimate transition to high school. We at Academia are already a close-knit family, and the expansion will continue to solidify our relationship. Here are a few more reasons why support the growth:

- As our children reach the middle grades, they become ready to assume increasing responsibility and take on leadership roles. The older students can become leaders and role models for the younger students in the school. Participating in activities that serve the younger students can be a valuable learning experience for the middle-grade student and greatly benefit the younger students. They view them as mentors and role models. These opportunities offer the older students the chance to gain self-confidence and leadership skills as they prepare for high school and beyond.
- As our young adolescents face a unique set of psychological, emotional, and social challenges during the middle grade (5th through 8th) years. The added stress of a transition to a new and different school environment can be overwhelming and traumatic during this time of change. A K-8 school can offer much-needed consistency and familiarity as children navigate the waters of early adolescence and a way to delay the transition to a new school environment until they are more mature and better prepared to handle such a change.
- Lastly, our children can continue their journey as bilingual journey without disruption. This would be a great advantage for our student who plan to attend college in the future and entering the job force after high school.

We like to thank you for the opportunity to allow us to show our support to our beloved Academia.

Sincerely,

PTO of Academia

November 30, 2021

To Whom it may Concern:

As an Administrator within the Christina School District, I have recently had the opportunity to work with Mr. Bobby Santos and Ms. Jennifer Jones of Academia Antonia Alonso Charter School this 2021-2022 school year.

Our collaboration began in the summer of 2021, as they were a willing partner to assist in transporting the students of the Christina School District and willing to agree to a “feeling out” arrangement for both of us to determine if this relationship would be advantageous for both parties long-term.

During the summer months of transporting our students, Academia Antonia Alonso Charter School demonstrated all the attributes that I look for when onboarding a new School Bus Contractor. Mr. Santos’ level of professionalism and employee standards in the safe and dependable transportation of our Students was evident and apparent, which lead to my decision to accept Academia Antonia Alonso Charter School as a full-time pupil transportation partner.

Academia Antonia Alonso Charter School has started transporting the students of the Christina School District currently utilizing (7) seven School Buses and currently servicing our Middle and High Schools. It is a huge responsibility to meet my District requirements and also the Department of Education’s requirements and standards. Ensuring Driver/Attendant files and certifications are up to date, timely and accurate invoicing, annual professional development and scheduling of assignments when it comes to securing timely transportation is paramount and Mr. Santos and Ms. Jones have handle these matters with ease.

I have found Mr. Santos to always be there when you need him as my Dispatcher and I have called upon him on occasion to assist with contacting parents to resolve their concerns, which he seems to have a great relationships with to rectify the issues that we may be encountering. He is always professional in dealing with the students, parents and various building Administrators when issues or concerns arise for a resolution.

It has certainly been a pleasure to begin this partnership and I look forward to potential growth in servicing additional schools/programs for the Christina School District.

Sincerely,

Garcia Garnett

Garcia Garnett

To Whom It Concerns,

I am pleased to provide this letter in support for Academia Antonia Alonso Charter School. We have been a community partner involved with Academia Antonia Alonso Charter School since 2020 and look forward to sustaining this mutually beneficial and impactful partnership. I have personally worked with the Executive Director, Dean of Operations, Director of Admissions, Dean of Culture, Dean of Student Support, and the School Nurse. I can truly attest to their ability to partner with us to deliver quality, equitable, and tailored materials for their students, families, and the community.

The Partnership for Healthy Communities – HEALTH for All program serves members of the community of all ages, socioeconomic, and geographic origins. The program provides services to members of the community seeking to maintain optimal health, addressing acute, chronic, physical, mental, and social health issues. The program provides educational environments for health-related teaching and community engagement opportunities for students to actively and purposefully engage with residents of Delaware communities, to assist in the promotion of health and well-being, and in collaboration with community partners. This innovative model on collaborative community partnerships, fosters an inter-professional learning environment that promotes health and well-being initiatives to our communities experiencing social inequities.

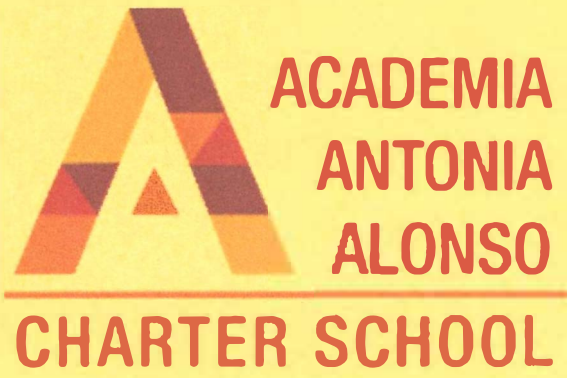
Through our program, University of Delaware students have had the opportunity to apply their knowledge and coursework to real-world settings and more fully appreciate the benefit and importance of engaging and supporting their local communities. This type of direct service is particularly beneficial for student learning as it allows for opportunities to better understand social determinants of health and behavioral health inequalities as well as disparities.

I am hopeful that this partnership will continue to allow for continued collaborations between the University of Delaware and Academia Antonia Alonso Charter School, as well as provide continued opportunities for student engagement and learning. If you have any questions or would like further information about the HEALTH for All program, please contact me by phone at 302.831.0994 or email me at cgski@udel.edu.

Sincerely,

Christine G. Sowinski

Christine G. Sowinski, MSM
Partnership for Healthy Communities | Community Engagement Initiative
Project Coordinator, HEALTH (**H**Health **E**ngagement **A**ccess **L**earning **T**eaching **H**umanity) for All
Dean's Office Team, College of Health Sciences, University of Delaware



APPENDIX F

STAFFING PROJECTIONS

Projected School Staffing Additions	SY2022-2023	SY2023-SY2024	SY2024-2025	SY2025-2026	SY2026-2027
Grade 6	4	0	0	0	0
Grade 7	0	4	0	0	0
Grade 8	0	0	4	0	0
Health	0	0	0	0	0
Special Ed. Teacher & Learning Specialist	0	0	0	0	0
Guidance Counselor	0	0	0	0	0
Expressive Arts	0	0	0	0	0
World Languages (Spanish)	1	1	1	0	0
Library/Media Specialist	0	0	0	0	0
Nurse	0	1	0	0	0
Total Teachers	5	6	5	0	0

Paraprofessionals	0	0	0	0	0
Reading Specialist	0	0	0	0	0
Math Coach	0	0	0	0	0
Educational Diagnostician	0	0	0	0	0
Occupational Therapist	0	0	0	0	0
Speech	0	0	0	0	0
Total Paras & Interventionists	0	0	0	0	0

Clerical	0	1	0	0	0
Total Clerical	0	1	0	0	0

School Nutrition	2.5	.5	.5	0	0
Total School Nutrition	2.5	.5	.5	0	0

Transportation	1	1	1	0	0
Total Transportation	1	1	1	0	0

Custodial	2	0	0	0	0
Maintenance	1	0	0	0	0
Total Facilities	3	0	0	0	0

Dean of Instruction & Curriculum 6-8	0	0	0	0	0
Technology Assistance	0	0	0	0	0
Total Administration	0	0	0	0	0



APPENDIX G

OVERVIEW and ELA SCOPE & SEQUENCE

PROGRAM GUIDE

A Comprehensive ELA Curriculum for Grades 6-8



AUTHORS AND ADVISORS

Dr. Douglas Fisher

Dr. Douglas Fisher is Professor of Educational Leadership at San Diego State University and a teacher leader at Health Sciences High & Middle College having been an early intervention teacher and elementary school educator. He is the recipient of a Christa McAuliffe award for excellence in teacher education and is a member of the California Reading Hall of Fame. He is a renowned speaker and author of numerous articles and books and is President of the International Literacy Association (ILA) Board.

Dr. Timothy Shanahan

Dr. Timothy Shanahan is Distinguished Professor Emeritus at the University of Illinois at Chicago where he is Founding Director of the UIC Center for Literacy. He was Director of Reading for Chicago Public Schools, and, among other awards, received the William S. Gray Citation for Lifetime Achievement and the Albert J. Harris Award for outstanding research on reading disability from the International Literacy Association (ILA). He is the author/editor of more than 200 publications and books, and his research emphasizes the connections between learning to read and learning to write, literacy in the disciplines, and improvement of reading achievement.

Dr. Michelle H. Martin

Dr. Michelle H. Martin is the Beverly Cleary Endowed Professor for Children and Youth Services in the Information School at the University of Washington and from 2011-2016 was the inaugural Augusta Baker Endowed Chair in Childhood Literacy at the University of South Carolina. She published *Brown Gold: Milestones of African-American Children's Picture Books, 1845-2002* (Routledge, 2004), and is the founder of Read-a-Rama, a non-profit that uses children's books as the springboard for year-round and summer camp programming.

Dr. Catlin Tucker

Dr. Catlin Tucker is a Google Certified Innovator, bestselling author, international trainer, and frequent Edtech speaker, who teaches in Sonoma County where she was named Teacher of the Year in 2010. Her books *Blended Learning in Grades 4-12* and *Blended Learning In Action* are both bestsellers. She is currently in the doctoral program at Pepperdine University, and writes the Techy Teacher column for ASCD's Educational Leadership.

Jeff Anderson

Jeff has inspired writers and teachers with the power and joy of the writing process. His particular area of interest is in making editing and grammar in context a meaning-making experience for students and teachers. He has written five books on writing and teaching writing. More recently, he has taken up writing middle grade novels, including *Zack Delacruz: Me and My Big Mouth*, which was selected for the Keystone State Reading List in Pennsylvania.

Dr. Lynne Knowles

Dr. Lynn Knowles spent the majority of her 28-year teaching career at Flower Mound High School in Texas, where she served as English department chair and taught English II pre-AP and Humanities, as well as AP Capstone. She holds a bachelor's degree in Journalism from The University of Texas, a master's in Humanities from the University of Texas at Dallas, and a Ph.D. in Rhetoric from Texas Woman's University.

Richard Orlopp

Richard Orlopp moved to Texas after graduating from Rutgers University with degrees in English and Journalism. He never left. He has taught English for the past 17 years and currently teaches AP Literature and Composition and International Baccalaureate seniors at Coppell High School.

Wendy Massey

Wendy Massey has taught high school for 20 years now. She has experience teaching grades 9-12 but primarily has taught English II Pre-AP and PSAT/SAT Prep. She has served several years now as the English department co-chair; in addition, she has served on the curriculum writing team for her district and has been the Academic Decathlon language coach.

Muhammad Shimal

Mr. Shimal has been teaching for eleven years now. His teaching experience spans high school to college classes domestically and internationally. He currently teaches English Language AP/ Dual Credit for Juniors and College Prep classes for Seniors. He holds a Bachelor's degree in English Language and Literature, a Masters degree in Linguistics, and is currently finishing his PhD in English at the University of Texas at San Antonio.

Valentina Gonzales

Valentina Gonzalez is a Professional Development Specialist for English Language Learners in Texas, coaching teachers in ELL strategies and leading professional development at the state and national level. She has a natural love of language stemming from her experience as an immigrant from Serbia, Yugoslavia. Her years in education include roles as a classroom teacher, ESL Specialty Support Teacher, and ESL Facilitator. She holds a bachelor's degree in Interdisciplinary Studies from The University of Houston, and a master's in Educational Administration from Lamar University.

Dr. Patricia Morales

Dr. Patricia Morales is founder of ellservices©, consultant, and a professional development provider in English as a Second Language (ESL), Bilingual Education, and Dual Language Education. She is also an independent educational consultant at the Teaching and Learning Division of the Harris County Department of Education in Houston, Texas. She has taught university courses focusing on language acquisition and pedagogy, and continues to prepare thousands of teachers pursuing certifications in bilingual education and English as a Second Language in Texas.

Jessica Rogers

Jessica Rogers is a Lecturer at Baylor University and founder of Rogers Education Consulting, which specializes in Balanced Literacy professional development. She has over fifteen years experience in education, including teaching ESL, inclusion, gifted and talented, self-contained classrooms, mentoring teachers, and designing and implementing professional development. Her passion is making abstract educational theory and cutting-edge techniques practical for the classroom teacher.

Gerrit Jones-Rooy

Gerrit Jones-Rooy is Director of Literacy at Collegiate Academies in New Orleans as well as a 9th grade teacher. Previously he worked as a Staff Developer for the Reading and Writing Project, leading work across the country as well as in Saudi Arabia, Colombia, Poland and Thailand. He is the author or co-author of several Teachers College units including “Turning Every Kid into a Reader, Really” and “All About Books: Writing in Non-fiction.”

Dr. Marcela Fuentes

Dr. Marcela Fuentes is an Assistant Professor of Creative Writing and Latinx Literature at Texas A&M University. She is a graduate of the Iowa Writers’ Workshop, and was the 2016-2017 James C. McCreight Fellow in Fiction at the Wisconsin Institute for Creative Writing. She co-founded The Iowa Youth Writing Project, a nonprofit dedicated to promoting writing programs and events for K-12 students in the Iowa City area.

J. Scott Brownlee

J. Scott Brownlee is a Career & Talent Development Consultant at UT-Austin’s McCombs School of Business, and a core faculty member for Brooklyn Poets, a NYC-based literary nonprofit. The author of four books of poetry, he received the Texas Institute of Letters 2015 Bob Bush Award for Best First Book of Poetry, as well as the 2014 Robert Phillips Prize from Texas Review Press.

PROGRAM ORGANIZATION

StudySync’s core English Language Arts curriculum centers on six units of instruction at each grade level, which, in total, provide instructional content, lesson plans, and all other resources necessary for 180 days of instruction.

Each of the six units of instruction at a grade level is united by a single theme and essential question. Multi-faceted exploration of this theme and essential question allows students to write, read, and engage in academic conversations with opportunities for cross-curricular content and student choice. This investigation also provides students with the opportunity to apply learning across a wide range of texts as they apply earlier standards with greater depth to increasingly complex texts in multiple genres so that they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

In addition to the theme and essential question, each unit component, and each lesson therein, shares an integrated approach that blends instruction across listening, speaking, reading, writing, and thinking.



DIVERSITY AND INCLUSION

Our ELA table of contents (TOC) sets a new standard for diversity in English Language Arts Programs. The purpose of our diverse TOC is to make sure students can see themselves in the literature they are reading as well as learn about others.

StudySync’s ELA curriculum and robust, digital library include an increasingly diverse selection of over 1,500 texts. Following Rudine Sims Bishop's teachings on multicultural literature, an approach most widely known as mirrors, windows, and doors, StudySync is committed to ensuring that our selection of texts:

- Reflects the diversity of our readers’ cultures, identities, and experiences
- Shows our readers cultures, identities, and experiences that are different from their own
- Offers access both into and out of our readers’ everyday condition and invites interaction

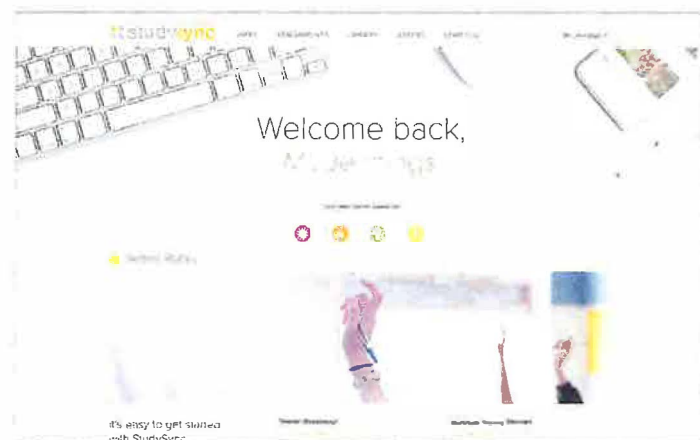
Because of StudySync’s unique digital platform, our ability to grow our library is endless. Each month StudySync adds ten new texts based on feedback from teachers, administrators, and school librarians who use our program as well as the expertise from our author, Dr. Michelle H. Martin, the Beverly Cleary Endowed Professor in Children and Youth Services at the University of Washington.

StudySync’s award-winning multimedia, including StudySyncTV, SkillsTV, Concept Definition Videos, and authentic audio recordings is equally inclusive. Our original multimedia features a diverse cast of actors and voice-over actors so that students will see and hear themselves represented in engaging, academic conversations and peer-to-peer teaching moments just as they do when they’re reading.

Our daily contemporary issue Blast offerings encourage students to learn about the events and ideas shaping their communities, their country, and their world. Each StudySync Blast provides students critical background information and research opportunities to engage with the issues of their time. Blasts leverage social learning tools to offer students a platform for their ideas, a place where they can develop their voices alongside their peers. StudySync students leave their classrooms with the knowledge and skills to confidently join and lead conversations in their homes and in their communities.

PRINT AND DIGITAL RESOURCES

StudySync’s print and digital resources are designed to be used interchangeably for teachers and students in all types of classrooms. The print materials support the digital platform so that teachers and students can switch seamlessly between individual devices, shared devices, or device-free structures depending on levels of access and the needs of students.



STUDENT RESOURCES

In the StudySync digital student edition, students can access assignments, view completed work, and search the StudySync digital library of texts. When students log in, they see assignments that have yet to be completed. When students choose an assignment, they have automatic access to any scaffolds or graphic organizers associated with that lesson. Scaffolds are automatically assigned based on the student’s level of English proficiency, which teachers can set for students in all classes and groups.

When students click on an assignment, they see all the content the teacher has included in that assignment. Each lesson type has certain components that are standard, but every lesson can be customized to meet the instructional needs of a particular class or group. From there, students can complete all elements of an assignment, such as watching a video, reading and annotating text, answering questions, or writing a response. When students complete questions that can be graded automatically, they will receive their results immediately upon completing the assignment, getting feedback on their mastery of a particular skill or concept.

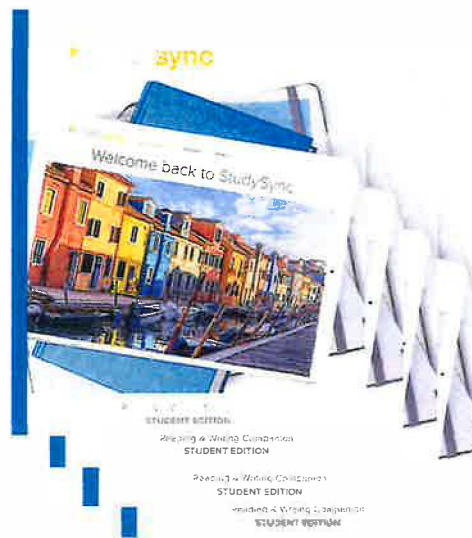
Students who have been identified as English Learners, Approaching grade-level students, or Beyond grade-level students automatically receive scaffolded support or enrichment in their digital accounts. Access screens slide in next to the on grade-level student content, providing scaffolds such as visual glossaries, sentence frames, and extension activities, depending on the needs of the student.

Once a student has completed an assignment, he or she will be prompted to complete any associated peer reviews for that lesson. The writing platform allows teachers to easily assign immediate and anonymous peer review of all student writing. Students interact and collaborate using the writing platform, turning every classroom into a meaningful twenty-first century community of writers. Peer review guidelines and rubrics are unique for each writing assignment, and lesson plans contain guidance for teachers to ensure the development of a respectful and motivating peer review culture.

The print Student Edition allows students to transition to offline work seamlessly. It includes every text from the Thematic Units, as well as all accompanying Think Questions, Skills Focus, and Writing Prompts. The Checklist and Your Turn from all reading skills that focus on reading and text analysis are also included. Sample student annotations appear in the margins of every First Read and Close Read text to provide students with a model for effective annotation and analysis. Each unit also includes an Extended Writing Project, which contains Process and Skill lessons. As students progress through these lessons, they review a Student Model and instructional checklists, practice skills, and develop an original piece of writing.

Because the print Student Edition can be consumable, students can engage with the texts and lessons by annotating and interacting with the text just like they are able to do in the StudySync digital student platform. Students can also transition between print and digital as fits their needs or the needs of their classroom, using the two options for access interchangeably.

Student Print



Student Digital Account

StudySync

What's Due?

- 0 Blast
- 1 StudySyncTV
- 0 Reading
- 0 Writing
- 1 Skill

Organize Narrative Writing
Assigned By: Mr. Jennings

The Awakening
Assigned By: Mr. Jennings

TEACHER RESOURCES

StudySync’s teacher resources mimic the interchangeable nature of the student experience. In the StudySync Digital Teacher’s Edition, teachers can view all the lessons and components in a unit, modify lessons and activities as necessary for the needs of their classroom and students, explore Prompts, Blasts, Skills, and Texts in the StudySync Library, access student work and grade book, and modify student settings for language proficiency and supplemental language.

In the digital platform, teachers have access to all components of lessons, lesson plans, scaffolds, and supplemental materials. The print Teacher’s Edition places the essential elements of the lesson plans, scaffolds, and supplemental materials alongside reproductions of pages from the print Student Edition, providing teachers with point-of-use tools for instruction, scaffolding, and extension.

Assessment in StudySync allows teachers to monitor student progress, diagnose possible issues, and measure student achievement in relation to their understanding of previously taught skills. Diagnostic, screening, end-of-unit and test prep assessments included within the program will help teachers gather data to address students’ instructional needs. They measure the critical components of reading and writing.

Students can also interact with the print versions of full texts through StudySync’s partnership with booksellers. Full-text works can be included with the StudySync offering, providing an additional way to access key texts associated with the StudySync units and providing students with yet another rich literary experience.

PROJECT BASED LEARNING AND COMMUNITY ACTION HANDBOOK

Unit Projects for Grades 6-12 and Additional Resources



PROJECTS

Grade 6

- 4 Service Learning Project
- 5 PSA Presentation
- 6 Skill Share Workshop
- 7 Character Campaign
- 8 Community History Challenge
- 9 Inspirational Wall

Grade 7

- 10 Conflict Resolution Training
- 11 Unsung Hero Recognition
- 12 Multimodal Essay
- 13 Library Display
- 14 Oral Tradition Archive
- 15 Collection Drive

Grade 8

- 16 Literacy Club
- 17 Community Theatre
- 18 Talent Show
- 19 Pen Pal Program
- 20 Emergency Preparedness Workshop
- 21 City Planning Project

Grade 9

- 22 Welcome Packet
- 23 Book Festival
- 24 Community Service Matching Tool
- 25 Community Performance
- 26 Community Cleanup Day
- 27 Mentorship Program

Grade 10

- 28 Persuasive Letter
- 29 Random Acts of Kindness Week
- 30 Public Service Announcement
- 31 Personal Action Plan
- 32 Food Market Exhibition
- 33 Career Day

Grade 11

- 34 Community Forum
- 35 Public Awareness Campaign
- 36 Physical Space Revamp
- 37 Found Objects Art Exhibit
- 38 Team-Building Workshop
- 39 Service Project

Grade 12

- 40 Podcast
- 41 Multimodal Autobiography
- 42 Photomosaic Mural
- 43 Community Zine
- 44 Art-Making Workshop
- 45 Community Maker Faire

Appendix

- 46 Handouts
- 61 Graphic Organizers

OVERVIEW

StudySync’s Project Based Learning / Community Action Handbook will provide teachers with the resources they need to engage their students as active members of their communities by taking a project-based learning approach to each unit. The handbook includes an alternate end-of-unit project for each unit that shifts the focus of its essential question to engage and empower students to become active members of their communities.

Project Structure

Introduction

Each project begins with an adaptation of the designed to empower students to connect their learning to themselves and their community and summary of the project students will complete.

Four Step Process

Next, the project is broken into four steps.

1. In the first step, students **investigate** the essential question, identify why it matters for themselves and their community, set goals for how they want to impact their community, and build the knowledge and skills they will need to complete the project.
2. In step two, students create an action **plan**, identifying and securing resources, and collaborating with one another to divide responsibility for key actions.
3. Step three is where students **act** by executing their final product, putting into action their plan, as well as the knowledge and skills they have developed.
4. Finally, the project culminates in step four, where students can **celebrate and reflect** on their experiences and key learnings, as well as the outcome and impact of their work.

Additional Suggestions

In addition to the end-of-unit project, each unit also includes suggestions and information in four key areas:

- **Engagement** strategies guide teachers in supporting all students to engage in and successfully complete each project.
- **Enrichment** opportunities provide ideas to extend learning and challenge advanced learners.
- **Media Integration** suggestions allow teachers to support students in developing media and digital literacy.
- **Demonstration of Mastery** is embedded in the requirements of each unit, allowing students to show their progress in the skills and standards for that grade.

Resources

Finally, each project contains a list of recommended resources consisting of graphic organizers and handouts included in the handbook as appendices, as well as useful links to reputable outside resources.



Literacy Club Project Question **How can I engage others with mystery stories?**

Start a mystery lovers literacy club with younger readers.

1. Investigate

- What children’s books are good examples of mystery?
- Where can we find these and more children’s books in this genre?
- Where and when could we read with a group of younger readers?
- What are the benefits to younger readers of having support through this club?

Engagement: With a partner, list the engaging mystery children’s books that you enjoyed when you were younger. Then share the titles to create a list to read with your literacy buddies.

2. Plan. Identify the students you will work with and pair one younger reader with an older reader as “reading buddies.” Decide on the sequence of books you will read and where, when, and how often you will meet.

3. Act. Start your mystery lovers literacy club with younger readers.

Media Integration: Create a video promoting your literacy club and encouraging other students to start their own. Include interviews with participants and footage from the meetings to demonstrate the benefits of the club.

4. Celebrate & Reflect. Write a reflection about what you learned from the literacy clubs and how everyone benefited from the interactions. Hold an end-of-the-school-year celebration party for all the participants. Share the video that you made promoting your club with other students to inspire them to start their own clubs.

Recommended Resources:

- **Reading Buddies Guide:** Steps for creating a literacy club.
- **Project Planner Graphic :** Plan your literacy club.
- **Online Storybook Creator:** Develop your own mystery narrative.
- **Video tutorial:** Create and edit your video using Adobe Spark Video.



INTRODUCTION | GRADE 6

The Grade 6 Core ELA Units take students through literary and nonfiction texts that explore individuals facing crucial decisions, learning from their responses, becoming a better version of themselves. Unit 1, *Testing Our Limits*, examines what we do when life gets hard. Unit 2, *You and Me*, focuses on relationships and asks the Essential Question: How do relationships shape us? Unit 3, *In the Dark*, asks students to consider how they can figure out what to do when there are no instructions, while Unit 4, *Personal Best*, asks students to consider the unit’s driving question—Which qualities of character matter most?—by providing a range of texts that examine individuals wrestling with realistic and familiar struggles. Next, Unit 5, *Making Your Mark*, asks students to think about their own story. Finally, students finish up the year by thinking about the future as they address the question “Who are you meant to be?” in Unit 6, *True to Yourself*.

Grade 6
English Language Arts Curriculum Map 1-6 Units

Unit Title	Essential Question	Genre Focus	Days	Main Concept(s) Unit Overview	Skill and Standard Instruction	Assessed Skills & Standards	Vocabulary	Resources
1 Testing Our Limits	What do we do when life gets hard?	Fiction	30 Days	<p>Texts within the unit's genre and across other genres present different perspectives on responding to life's unexpected difficulties. After reading about how characters respond when their lives are upended, students will try their own hands at writing short narratives applying what they have learned about dealing with life's challenges to their own narrative writing projects.</p>	<ul style="list-style-type: none"> - Character - Setting - Compare and Contrast - Annotation - Context Clues - Reading Comprehension - Text Dependent Responses - Textual Evidence - Figurative Language - Collaborative Conversations - Short Constructed Responses - Peer Review - Content Vocabulary - Recognizing Genre: Fiction - Academic Vocabulary - Dramatic Elements and Structure - Story Structure - Plot - Summarizing - Vocabulary Review - Organize Narrative Writing - Story Beginnings - Descriptive Details - Narrative Techniques - Conclusions - Transitions - Personal Pronouns - Pronouns and Antecedents - Consistent Pronoun Use 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> - Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners. - Includes differentiated assessments aligned with WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors. - Extended Writing Project includes a Narrative Prompt. - PBL Project <p>Develop and implement a solution to a hardship in your community.</p> <p><u>Skills and Standards</u></p> <ul style="list-style-type: none"> - Setting - Context Clues - Character - Textual Evidence - Summarizing - Figurative Language - Dramatic Elements and Structure - Theme - Plot - Compare and Contrast - Personal Pronouns - Consistent Pronoun - Use Pronouns and Antecedents - Introductions - Reasons and Relevant Evidence - Revising - Transitions 	<ul style="list-style-type: none"> - alarm - cope - mortified - resent - anticipation - defiance - pang - unique - bewilderment - hostile - embroider - employ - endeavor - engaging - emphasize - enable - endorse - envelop - emphatic - encounter - abide - edifice - reliance - sentiment - communal - kindred - resident - vicinity - dwell - nurture 	<p>Studysync, Unit 1, <i>Testing Our Limits</i></p>

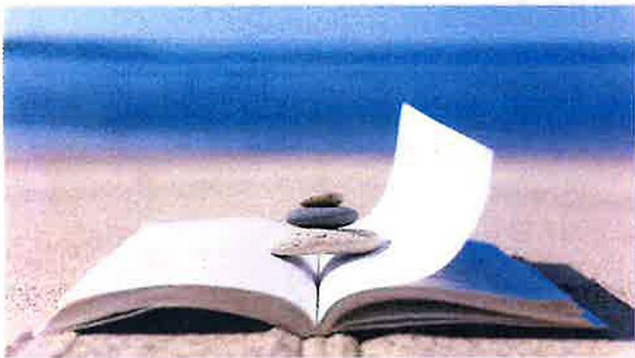
Unit Title	Essential Question	Genre Focus	Days	Main Concept(s) Unit Overview	Skill and Standard Instruction	Assessed Skills & Standards	Vocabulary	Resources
2 You and Me	How do relationships shape us?	Poetry	30 Days	Human relationships have been the subject of both fiction and informational texts. They are often the subject of poetry. This unit offers a wide variety of literature about relationships for your students to explore. After reading stories, poems, and nonfiction selections about important relationships that had such a powerful impact they may have changed people's lives, students will then describe a person who has influenced them and use their personal experience to argue whether or not relationships can truly shape one's future.	<ul style="list-style-type: none"> - Content Vocabulary - Recognizing Genre: Poetry - Academic Vocabulary - Language, Style, and Audience - Textual Evidence - Connotation and Denotation - Theme - Story Structure - Figurative Language - Poetic Elements and Structure - Summarizing - Point of View - Compare and Contrast - Vocabulary Review - Organizing - Augmentative Writing - Thesis Statement - Reasons and Relevant Evidence - Introductions - Transitions - Style - Conclusions - Spelling Rules I - Possessive Pronouns - Formal and Informal Language 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> - Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners. - Includes differentiated assessments aligned with WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors. - Extended Writing Project includes a Narrative Prompt. - PBL Project <p>Develop and implement a solution to a hardship in your community.</p> <p><u>Skills and Standards</u></p> <ul style="list-style-type: none"> - Figurative Language - Language, Style, and Audience - Poetic Elements and Structure - Theme - Connotation and Denotation - Point A View - Textual Evidence - Story Structure - Compare and Contrast - Possessive Pronouns - Spelling Rules I - Formal and Informal Language - Introductions - Reasons and Relevant Evidence - Revising - Transitions - Argumentative Writing 	<ul style="list-style-type: none"> - aquatic - gait - lure - shuffle - cunning - haughty - lurk - solitude - feline - lair - amphibious - antibiotic - homogeneous - philanthropy - anthropology - biology - humane - unanimous - animated - homicide - apiary - burrow -habitat - terrarium - arboreal - carnivorous - reap - zoology - botany - cultivate - commotion - mobile - momentum - promote - demote - momentary - motive - remote - immobilize - momentous 	Studysync, Unit 2 <i>You and Me</i>

Unit Title	Essential Question	Genre Focus	Days	Main Concept(s) Unit Overview	Skill and Standard Instruction	Assessed Skills & Standards	Vocabulary	Resources
3 In the Dark	How do you know what to do when there are no instructions?	Informational Text	30	This unit offers a mixture of texts, both fiction and informational, about people that face uncertainty. Students explore what qualities a person needs in order to "face the darkness" and "see the light." After reading the stories, students will have the opportunity to write an informative essay about three individuals or characters from the unit texts and explore their motivations to take action in the face of uncertainty.	<ul style="list-style-type: none"> - Content Vocabulary - Recognizing Genre: Informational Text - Academic Vocabulary - Character - Word Meaning - Story Structure - Informational Text Elements - Central or Main Idea - Greek and Latin Affixes and Roots - Poetic Elements and Structure - Media - Informational Text Structure - Technical Language - Theme - Textual Evidence - Vocabulary Review - Thesis Statement - Organize Informative Writing - Supporting Details - Introductions - Transitions - Precise Language - Style - Conclusions - Parentheses, Brackets, and Ellipses - Prefixes - Spelling Rules II 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> - Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners. - Includes differentiated assessments aligned with WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors. - Extended Writing Project includes an Informative Writing Prompt - PBL Project <p>Design and lead a workshop to share a skill that you have.</p> <p><u>Skills and Standards</u></p> <ul style="list-style-type: none"> - Technical Language - Textual Evidence - Informational Text Structure - Informational Text Elements - Central or Main Idea - Word Meaning - Character - Word Meaning - Theme - Greek and Latin Affixes and Roots - Story Structure - Spelling - Prefixes - Parentheses, Brackets, Ellipses - Introductions - Reasons and Relevant Evidence - Revising - Transitions 	<ul style="list-style-type: none"> - aptitude - laughing stock - reflective - sulk - forlorn - limelight - squabble - superb - impudent - mingle - amass - hover - meager - retreat - camouflage - intrigue - procession - treacherous - conquest - jargon - amass - hover - meager - retreat - camouflage - intrigue - procession - treacherous - conquest - jargon - circumscribe - inscription - resigned - subscribe - conscription - insignia - significant - transcribe - designate - nondescript 	Studysync, Unit 3 <i>In the Dark</i>

Unit Title	Essential Question	Genre Focus	Days	Main Concept(s) Unit Overview	Skill and Standard Instruction	Assessed Skills & Standards	Vocabulary	Resources
4 Personal Best	Which qualities of character matter most?	Argumentative Text	30	What qualities of character do people need in order to achieve their personal best? Must one make sacrifices or face big challenges in order to reach it? Once a personal best is attained, does that moment define a person for the rest of his or her life? When people become known for their personal best, how does fame affect them and their character?	<ul style="list-style-type: none"> - Content Vocabulary - Recognizing Genre: Argumentative Text - Academic Vocabulary - Author's Purpose and Point of View - Connotation and Denotation - Informational Text Structure - Media - Arguments and Claims - Point of View - Theme - Reasons and Evidence - Word Patterns and Relationships - Central or Main Idea - Poetic Elements and Structure - Vocabulary Review - Thesis Statement - Organizing Argumentative Writing - Reasons and Relevant Evidence - Introductions - Transitions - Style - Conclusions - Commas with Nonessential Elements - Using Pronouns - Commonly Confused Words 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> - Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners. - Includes differentiated assessments aligned with WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors. - Extended Writing Project includes an Argumentative Writing Prompt. - PBL Project Design and execute a campaign that promotes positive character traits. <p><u>Skills and Standards</u></p> <ul style="list-style-type: none"> - Arguments and Claims - Informational Text Structure - Author's Purpose and Point of View - Textual Evidence - Central or Main Idea - Connotation and Denotation - Theme - Poetic Elements and Structure - Point of View - Reasons and Evidence - Word Patterns and Relationships - Commas with Nonessential Elements - Using Pronouns - Commonly Confused Words - Organize Writing: Argumentative Writing - Transitions - Reasons and Relevant Evidence - Introductions and Conclusions - Argumentative Writing 	<ul style="list-style-type: none"> - blissful - deceptive - hoard - squander - compassion - discreet - solace - vain - consequence - heed - adversary - controversy - extroverted - universal - aversion - convert - traverse - versatile - avert - diversion - deception - dehydrated - delinquent - denounce - deduce - dejection - delude - depleted - default - deliberate 	Studysync, Unit 4

Unit Title	Essential Question	Genre Focus	Days	Main Concept(s) Unit Overview	Skill and Standard Instruction	Assessed Skills & Standards	Vocabulary	Resources
5	Making Your Mark	Drama	30 Days	How does one "make a mark" on the world? Act like a model child? Be the best in the class? Isn't being a loyal friend or a kind and thoughtful person enough to make a mark? What if you make a mark by behaving badly? Does that count? These are some of the questions your students will explore in this Grade 6 unit, which offers an assortment of fiction and nonfiction texts about individuals and characters who strive to make a mark on the world despite serious obstacles.	<ul style="list-style-type: none"> - Content Vocabulary - Recognizing Genre: Drama - Academic Vocabulary - Informational Text Structure - Word Patterns and Relationships - Plot - Greek and Latin Affixes and Roots - Character - Language Style And Audience - Point of View - Setting - Dramatic Elements And Structure - Vocabulary Review - Evaluating Sources - Organizing an Oral Presentation - Considering Audience and Purpose - Communicating Ideas - Reasons and Relevant Evidence - Sources and Citations - Reflexive and Intensive Pronouns - Sentence Variety Style 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> - Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners. - Includes differentiated assessments aligned with WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors. - Extended Oral Project includes an Argumentative Presentation - PBL Project Create a collage that tells a story about the history of your community. <p><u>Skills and Standards</u></p> <ul style="list-style-type: none"> - Setting - Textual Evidence - Language, Style, and Audience - Greek and Latin Affixes and Roots - Dramatic Elements and Structure - Character - Plot - Word Patterns and Relationships - Point of View - Informational Text Structure - Reflexive and Intensive Pronouns - Sentence Variety - Style - Revising - Oral Presentation 	<ul style="list-style-type: none"> - attain - despondent - industrious - relinquish - avid - Euphoric - potential - vanquish - contend - gambol - compensation - indispensable - poise - ponderous - dependent - penchant - ponder - suspend - expend - pensive - barren - confrontation - flounder - immense - capsize - endure - gratify - perilous - catastrophe - fate 	Studysync, Unit 5

Unit Title	Essential Question	Genre Focus	Days	Main Concept(s) Unit Overview	Skill and Standard Instruction	Assessed Skills & Standards	Vocabulary	Resources
6 True to Yourself	Who are you meant to be?	Realistic Fiction	30	What does it mean to be true to yourself? How does a person find his or her true self? What do readers learn when they study and analyze fictional characters and real-life individuals who are in search of themselves? How does reading stories help readers figure out who they are themselves? This unit offers a variety of literature and nonfiction texts about individuals and characters in search of their true selves.	<ul style="list-style-type: none"> - Content Vocabulary - Recognizing Genre: Realistic Fiction - Academic Vocabulary - Summarizing - Media - Word Meaning - Figurative Language - Context Clues - Informational Text Elements - Compare and Contrast - Connotation and Denotation - Language, Style, and Audience - Author's Purpose and Point of View - Central or Main Idea - Setting - Vocabulary Review - Planning Research - Evaluating Sources - Research and Note Taking - Critiquing Research - Paraphrasing - Sources and Citations - Print and Graphic Features - Dashes and Hyphens - Quotation Marks and Italics - Run-On Sentences 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> - Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners. - Includes differentiated assessments aligned with WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors. - Extended Writing Project Research - PBL Project <p>Create an inspirational wall that displays positive quotes from members of your community</p> <p><u>Skills and Standards</u></p> <ul style="list-style-type: none"> - Summarizing - Context Clues -Textual Evidence - Setting - Language, Style, and Audience - Figurative Language Word Meaning - Author's Purpose and Point of View - Central or Main Idea - Informational Text Elements - Compare and Contrast - Quotation Marks and Italics Dashes and Hyphens - Revising - Research Report 	<ul style="list-style-type: none"> - agony - devastate - petrify - vulnerable - bondage - futile - relentless - yield - chagrin - perish - adapt - destiny - indulge - prestigious - affable - ecstatic - invigorate - prosper - affluence - felicity - discharge - disgrace - distasteful - distort - disclose - dispatch - distinguished - distress - disdainful - disregard - benefactor - bountiful - malevolent - malignant - benefit - maladroitness - malfunction - malpractice - benign - malady 	Studysync, Unit 6



SCOPE AND SEQUENCE

An Overview of the Instruction and Practice of Standards for Grade 6



INTRODUCTION

The following pages identify which standards are directly taught within each unit as well as where students have the opportunity for spiraled practice. The Instruction table provides an overview of the standards that are instructed and implemented in each selection within the unit. The Practice table provides an at-a-glance view of additional standards that students practice in each selection within the unit as they grow toward mastery.

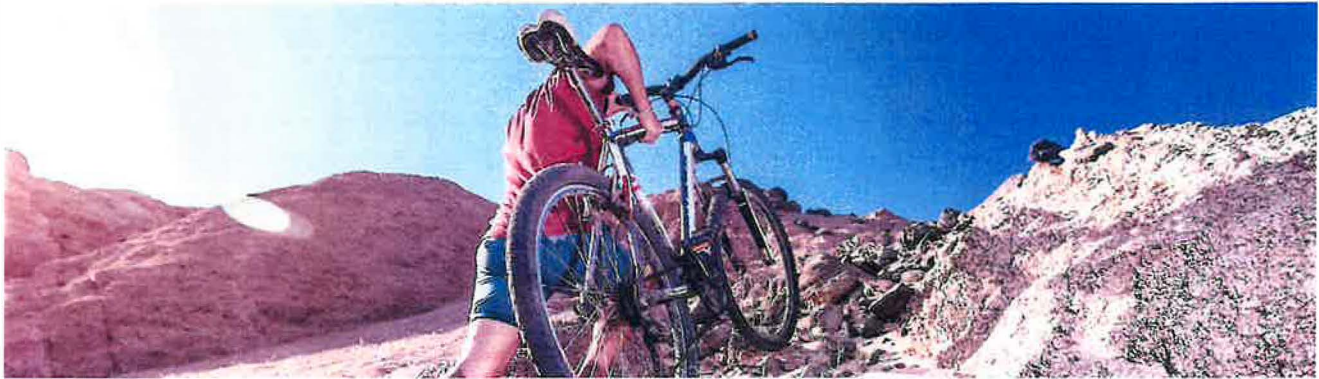
Contents

- 1** Grade 6. Unit 1. Testing Our Limits
- 3** Grade 6. Unit 2. You and Me
- 5** Grade 6. Unit 3. In the Dark
- 7** Grade 6. Unit 4. Personal Best
- 9** Grade 6. Unit 5. Making Your Mark
- 11** Grade 6. Unit 6. True to Yourself



UNIT 1 TESTING OUR LIMITS

What do we do when life gets hard?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.6.6
Genre	RL.6.10				
Academic Vocabulary					L.6.6
SyncStart: Eleven	RL.6.1, RL.6.4, RL.6.10		W.6.4, W.6.5, W.6.10	SL.6.1A, SL.6.1B, SL.6.1C, SL.6.1D, SL.6.6	L.6.4A, L.6.4D, L.6.5A
The Mighty Miss Malone	RL.6.3, RL.6.10				
Red Scarf Girl			W.6.1A, W.6.1B, W.6.9B		
Hatchet	RL.6.3, RL.6.9				
The Magic Marker Mystery	RL.6.5, RL.6.10				
Scout's Honor	RL.6.3, RL.6.5				
The Good Samaritan	RL.6.2				
Jabberwocky					
Gathering Blue					
A Wrinkle in Time	RL.6.4				L.6.4A
Vocabulary Review					L.6.6
Self-Selected Reading					
Blasts					
Plan			W.6.3A, W.6.4, W.6.5		
Draft			W.6.3A, W.6.4, W.6.5		
Revise			W.6.2C, W.6.3A, W.6.3B, W.6.3C, W.6.3D, W.6.3E, W.6.5		
Edit and Publish			W.6.3A, W.6.5, W.6.6		L.6.1A, L.6.1C, L.6.1D



Practice

Instruction Practice Only

	Content Vocabulary	Genre	Academic Vocabulary	SyncStart: Eleven	The Mighty Miss Malone	Red Scarf Girl	Hatchet	The Magic Marker Mystery	Scout's Honor	The Good Samaritan	Jabberwocky	Gathering Blue	A Wrinkle in Time	Vocabulary Review	Self-Selected Reading	Blasts	Plan	Draft	Revise	Edit and Publish		
Reading: Literature	RL.6.1																					
	RL.6.2																					
	RL.6.3																					
	RL.6.4																					
	RL.6.5																					
	RL.6.6																					
	RL.6.7																					
	RL.6.9																					
	RL.6.10																					
	Reading: Informational Text	RI.6.1																				
RI.6.2																						
RI.6.3																						
RI.6.4																						
RI.6.5																						
RI.6.6																						
RI.6.7																						
RI.6.8																						
RI.6.9																						
RI.6.10																						
Writing	W.6.1																					
	W.6.1A																					
	W.6.1B																					
	W.6.1C																					
	W.6.1D																					
	W.6.1E																					
	W.6.2																					
	W.6.2A																					
	W.6.2B																					
	W.6.2C																					
	W.6.2D																					
	W.6.2E																					
	W.6.2F																					
	W.6.3																					
	W.6.3A																					
	W.6.3B																					
W.6.3C																						
W.6.3D																						
W.6.3E																						
W.6.4																						
W.6.5																						
W.6.6																						
W.6.7																						
W.6.8																						
W.6.9																						
W.6.9A																						
W.6.9B																						
W.6.10																						
Speaking & Listening	SL.6.1																					
	SL.6.1A																					
	SL.6.1B																					
	SL.6.1C																					
	SL.6.1D																					
	SL.6.2																					
	SL.6.3																					
SL.6.4																						
SL.6.5																						
SL.6.6																						
Language	L.6.1																					
	L.6.1A																					
	L.6.1B																					
	L.6.1C																					
	L.6.1D																					
	L.6.1E																					
	L.6.2																					
	L.6.2A																					
	L.6.2B																					
	L.6.3																					
	L.6.3A																					
	L.6.3B																					
	L.6.4																					
L.6.4A																						
L.6.4B																						
L.6.4C																						
L.6.4D																						
L.6.5																						
L.6.5A																						
L.6.5B																						
L.6.5C																						
L.6.6																						



UNIT 2 YOU AND ME

How do relationships shape us?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.6.6
Genre	RL.6.10				
Academic Vocabulary					L.6.6
Walk Two Moons	RL.6.1, RL.6.4, RL.6.10				
Roll of Thunder, Hear My Cry	RL.6.2, RL.6.4, RL.6.5				L.6.5.C
Teenagers	RL.6.4, RL.6.10				L.6.5.A
Tableau	RL.6.5			SL.6.6	
The Voice in My Head					
We're on the Same Team		RI.6.2			
The Treasure of Lemon Brown	RL.6.6				
The Circuit					
That Day					
A Poem for My Librarian, Mrs. Long	RL.6.9				
Vocabulary Review					L.6.5
Self-Selected Reading					
Blasts					
Plan			W.6.1A, W.6.4, W.6.5		
Draft			W.6.1A, W.6.1B, W.6.4, W.6.5		
Revise			W.6.1A, W.6.1C, W.6.1D, W.6.1E, W.6.5		
Edit and Publish			W.6.1A, W.6.5, W.6.6		L.6.1A, L.6.1E, L.6.2B



Practice

Instruction ●
Practice Only ●

	Content Vocabulary	Genre	Academic Vocabulary	Walk Two Moons	Roll of Thunder, Hear My Cry	Teenagers	Tableau	The Voice in My Head	We're on the Same Team	The Treasure of Lemon Brown	The Circuit	That Day	A Poem for My Librarian, Mrs. Long	Vocabulary Review	Self-Selected Reading	Blasts	Plan	Draft	Revise	Edit and Publish	
Reading: Literature	RL.6.1			●	●	●	●														
	RL.6.2																				
	RL.6.3			●	●																
	RL.6.4			●	●	●	●														
	RL.6.5				●																
	RL.6.6								●	●											
	RL.6.7																				
	RL.6.9			●																	
	RL.6.10	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●
	Reading: Informational Text	RI.6.1	●																		
RI.6.2																					
RI.6.3																					
RI.6.4																					
RI.6.5																					
RI.6.6																					
RI.6.7																					
RI.6.8																					
RI.6.9																					
RI.6.10																					
Writing	W.6.1																				
	W.6.1.A																				
	W.6.1.B																				
	W.6.1.C																				
	W.6.1.D																				
	W.6.1.E																				
	W.6.2																				
	W.6.2.A																				
	W.6.2.B																				
	W.6.2.C																				
	W.6.2.D																				
	W.6.2.E																				
	W.6.2.F																				
	W.6.3																				
	W.6.3.A																				
	W.6.3.B																				
	W.6.3.C																				
	W.6.3.D																				
	W.6.3.E																				
	W.6.4																				
W.6.5																					
W.6.6																					
W.6.7																					
W.6.8																					
W.6.9																					
W.6.9.A																					
W.6.9.B																					
W.6.10																					
Speaking & Listening	SL.6.1	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
	SL.6.1.A																				
	SL.6.1.B																				
	SL.6.1.C																				
	SL.6.1.D																				
	SL.6.2																				
	SL.6.3																				
	SL.6.4																				
SL.6.5																					
SL.6.6																					
Language	L.6.1																				
	L.6.1.A																				
	L.6.1.B																				
	L.6.1.C																				
	L.6.1.D																				
	L.6.1.E																				
	L.6.2																				
	L.6.2.A																				
	L.6.2.B																				
	L.6.3																				
	L.6.3.A																				
	L.6.3.B																				
L.6.4																					
L.6.4.A																					
L.6.4.B																					
L.6.4.C																					
L.6.4.D																					
L.6.5																					
L.6.5.A																					
L.6.5.B																					
L.6.5.C																					
L.6.6	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	



UNIT 3 IN THE DARK

How do you know what to do when there are no instructions?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.6.6
Genre		RI.6.10			
Academic Vocabulary					L.6.6
Heroes Every Child Should Know: Perseus	RL.6.3, RL.6.10				L.6.4.A, L.6.4.C, L.6.4.D
The Lightning Thief					
Elena					
Hatshepsut: His Majesty, Herself		RI.6.2, RI.6.3			L.6.4.B
I, Too	RL.6.5, RL.6.7			SL.6.2	
Everybody Jump		RI.6.4, RI.6.5			
Hoot	PL.6.2				
Donna O'Meara: The Volcano Lady					
Dare to be Creative!					
Margaret Bourke-White: Fearless Photographer		RI.6.1, RI.6.4, RI.6.10			
Vocabulary Review					L.6.6
Self-Selected Reading					
Blasts					
Plan			W.6.2.A, W.6.4, W.6.5		
Draft			W.6.2.A, W.6.2.B, W.6.4, W.6.5		
Revise			W.6.2.A, W.6.2.C, W.6.2.D, W.6.2.E, W.6.2.F, W.6.5		
Edit and Publish			W.6.2.A, W.6.5, W.6.6		L.6.2.A, L.6.2.B



Practice

Instruction ●
Practice Only ●

	Content Vocabulary	Genre	Academic Vocabulary	Heroes Every Child Should Know: Perseus	The Lightning Thief	Elena	Hakshobai: His Majesty, Himself	I, Top	Everybody Jump!	Hoot	Donna O'Meara: The Volcano Lady	Date to be Creative!	Margaret Bourke-White: Fearless Photographer	Vocabulary Review	Self-Selected Reading	Blasts	Plan	Draft	Revise	Edit and Publish	
Reading: Literature	RL.6.1			●	●			●	●					●							
	RL.6.2			●	●			●	●												
	RL.6.3			●	●			●	●												
	RL.6.4			●	●	●		●	●												
	RL.6.5			●	●			●	●												
	RL.6.6			●	●			●	●												
	RL.6.7							●	●												
	RL.6.9							●	●												
	RL.6.10			●	●	●		●	●						●						
	Reading: Informational Text	RI.6.1	●	●				●	●	●	●	●	●	●			●	●	●	●	●
RI.6.2							●	●	●	●	●	●	●								
RI.6.3							●	●	●	●	●	●	●								
RI.6.4							●	●	●	●	●	●	●								
RI.6.5								●	●	●	●	●	●								
RI.6.6								●	●	●	●	●	●								
RI.6.7								●	●	●	●	●	●								
RI.6.8									●	●	●	●	●								
RI.6.9			●				●	●	●	●	●	●	●								
RI.6.10							●	●	●	●	●	●	●		●						
Writing	W.6.1						●	●	●	●											
	W.6.1A						●	●	●	●											
	W.6.1B						●	●	●	●											
	W.6.1C						●	●	●	●											
	W.6.1D						●	●	●	●											
	W.6.1E						●	●	●	●											
	W.6.2			●								●				●	●	●	●	●	
	W.6.2A			●								●				●	●	●	●	●	
	W.6.2B			●								●				●	●	●	●	●	
	W.6.2C											●						●	●	●	
	W.6.2D											●						●	●	●	
	W.6.2E											●						●	●	●	
	W.6.2F											●						●	●	●	
	W.6.3								●	●											
	W.6.3A								●	●											
	W.6.3B								●	●											
	W.6.3C								●	●											
	W.6.3D								●	●											
	W.6.3E								●	●											
	W.6.4			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
W.6.5			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
W.6.6			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
W.6.7																					
W.6.8																					
W.6.9																					
W.6.9A			●	●			●	●	●	●	●	●		●							
W.6.9B			●	●			●	●	●	●	●	●		●							
W.6.10			●	●	●	●	●	●	●	●	●	●		●		●	●	●	●		
Speaking & Listening	SL.6.1	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
	SL.6.1A	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
	SL.6.1B		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
	SL.6.1C		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
	SL.6.1D		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
	SL.6.2		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
	SL.6.3			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
SL.6.4			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
SL.6.5																					
SL.6.6					●										●						
Language	L.6.1																				
	L.6.1A																				
	L.6.1B																				
	L.6.1C																				
	L.6.1D																				
	L.6.1E																				
	L.6.2																				
	L.6.2A																				
	L.6.2B																				
	L.6.3																				
	L.6.3A																				
	L.6.3B																				
	L.6.4			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	L.6.4A			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
	L.6.4B			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
	L.6.4C			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
L.6.4D			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
L.6.5																					
L.6.5A																					
L.6.5B																					
L.6.5C																					
L.6.6	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	



UNIT 4 PERSONAL BEST

Which qualities of character matter most?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.6.6
Genre		RI.6.10			
Academic Vocabulary					L.6.6
I Am Malala		RI.6.4, RI.6.6, RI.6.10			L.6.5.C
Malala Yousafzai - Nobel Lecture		RI.6.5, RI.6.7, RI.6.8		SL.6.2, SL.6.3	
Priscilla and the Wimps					
All Summer in a Day	RL.6.2, RL.6.6, RL.6.7			SL.6.2	
Bullying in Schools		RI.6.8, RI.6.10			L.6.5.B
Freedom Walkers: The Story of the Montgomery Bus Boycott					
Letter to Xavier High School					
Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement from 1830 to 1970		RI.6.2, RI.6.9			
Celebrities as Heroes		RI.6.8			
Famous	RL.6.5				L.6.4.A
Vocabulary Review					L.6.6
Self-Selected Reading					
Blasts					
Plan			W.6.1.A, W.6.4, W.6.5		
Draft			W.6.1.A, W.6.1.B, W.6.4, W.6.5		
Revise			W.6.1.A, W.6.1.C, W.6.1.D, W.6.1.E, W.6.5		
Edit and Publish			W.6.1.A, W.6.5, W.6.6		L.6.1.D, L.6.2.A, L.6.2.B



Practice

Instruction ●
Practice Text ●

	Content Vocabulary	Genre	Academic Vocabulary	I Am Malala	Malala Yousofzai Nobel Lecture	Priscilla and the Wimps	All Summer in a Day	Bullying in Schools	Freedom Walkers	Letter to Xavier High School	Freedom's Daughters	Celebrities as Heroes	Famous	Vocabulary Review	Self-Selected Reading	Blasts	Plan	Draft	Revise	Edit and Publish	
Reading: Literature	RL.6.1																				
	RL.6.2																				
	RL.6.3																				
	RL.6.4																				
	RL.6.5																				
	RL.6.6																				
	RL.6.7																				
	RL.6.9																				
	RL.6.10																				
	Reading: Informational Text	RI.6.1																			
RI.6.2																					
RI.6.3																					
RI.6.4																					
RI.6.5																					
RI.6.6																					
RI.6.7																					
RI.6.8																					
RI.6.9																					
RI.6.10																					
Writing	W.6.1																				
	W.6.1A																				
	W.6.1B																				
	W.6.1C																				
	W.6.1D																				
	W.6.1E																				
	W.6.2																				
	W.6.2A																				
	W.6.2B																				
	W.6.2C																				
	W.6.2D																				
	W.6.2E																				
	W.6.2F																				
	W.6.3																				
	W.6.3A																				
	W.6.3B																				
	W.6.3C																				
	W.6.3D																				
	W.6.3E																				
	W.6.4																				
W.6.5																					
W.6.6																					
W.6.7																					
W.6.8																					
W.6.9																					
W.6.9A																					
W.6.9B																					
W.6.10																					
Speaking & Listening	SL.6.1																				
	SL.6.1A																				
	SL.6.1B																				
	SL.6.1C																				
	SL.6.1D																				
	SL.6.2																				
	SL.6.3																				
SL.6.4																					
SL.6.5																					
SL.6.6																					
Language	L.6.1																				
	L.6.1A																				
	L.6.1B																				
	L.6.1C																				
	L.6.1D																				
	L.6.1E																				
	L.6.2																				
	L.6.2A																				
	L.6.2B																				
	L.6.3																				
	L.6.3A																				
	L.6.3B																				
	L.6.4																				
L.6.4A																					
L.6.4B																					
L.6.4C																					
L.6.4D																					
L.6.5																					
L.6.5A																					
L.6.5B																					
L.6.5C																					
L.6.6																					



UNIT 5 MAKING YOUR MARK

What's your story?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.6.6
Genre	RL.6.10				
Academic Vocabulary					L.6.6
Warriors Don't Cry		RI.6.5, RI.6.10			L.6.5.B
Damon and Pythias	RL.6.3				L.6.4.B
Amigo Brothers	RL.6.3				
Listen, Slowly	RL.6.4, RL.6.10				
Charles	RL.6.6				
Saying Yes					
The All-American Slurp	RL.6.3				
Helen Keller					
The Story of My Life (Chapter IV)					
The Miracle Worker	RL.6.5				
Vocabulary Review					L.6.6
Self-Selected Reading					
Blasts					
Plan			W.6.1.A, W.6.4, W.6.5	SL.6.4, SL.6.5	
Draft			W.6.1.A, W.6.4, W.6.5, W.6.8	SL.6.2, SL.6.4, SL.6.5, SL.6.6	
Revise			W.6.1.A, W.6.1.B, W.6.5, W.6.8	SL.6.3, SL.6.4, SL.6.6	
Edit and Present			W.6.1.A, W.6.5, W.6.6	SL.6.4, SL.6.5, SL.6.6	L.6.1.B, L.6.3.A, L.6.3.B



Practice

Instruction ●
Practice Only ●

	Content Vocabulary	Genre	Academic Vocabulary	Warriors Don't Cry	Damon and Pythias	Amigo Brothers	Listen, Slowly	Charles	Saving Yes	The All-American Slurp	Hellen Keller	The Story of My Life (Chapter IV)	The Miracle Worker	Vocabulary Review	Self-Selected Reading	Blasts	Plan	Draft	Revise	Edit and Publish
Reading: Literature	RL.6.1			●	●		●	●	●	●		●	●							
	RL.6.2				●	●	●	●	●	●		●	●							
	RL.6.3			●	●	●	●	●	●	●		●	●							
	RL.6.4			●	●	●	●	●	●	●		●	●							
	RL.6.5																			
	RL.6.6			●			●		●											
	RL.6.7																			
	RL.6.9																			
	RL.6.10	●	●		●	●	●	●	●	●	●		●		●					
	Reading: Informational Text	RI.6.1	●	●	●	●	●	●	●	●	●		●	●		●	●	●	●	●
RI.6.2																				
RI.6.3																				
RI.6.4																				
RI.6.5				●	●	●	●	●	●	●		●	●							
RI.6.6				●																
RI.6.7																				
RI.6.8																				
RI.6.9																				
RI.6.10		●	●		●	●	●	●	●	●		●		●						
Writing	W.6.1																			
	W.6.1A			●	●	●	●	●									●	●	●	●
	W.6.1B																			
	W.6.1C																			
	W.6.1D																			
	W.6.1E																			
	W.6.2																			
	W.6.2A			●																
	W.6.2B			●																
	W.6.2C			●																
	W.6.2D																			
	W.6.2E																			
	W.6.2F																			
	W.6.3																			
	W.6.3A																			
	W.6.3B																			
W.6.3C																				
W.6.3D																				
W.6.3E																				
W.6.4			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
W.6.5			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
W.6.6			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
W.6.7																				
W.6.8																				
W.6.9																				
W.6.9A			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
W.6.9B			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
W.6.10			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Speaking & Listening	SL.6.1	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.6.1A	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.6.1B		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.6.1C		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.6.1D		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.6.2																			
	SL.6.3																			
SL.6.4																				
SL.6.5																				
SL.6.6																				
Language	L.6.1																			
	L.6.1A																			
	L.6.1B																			
	L.6.1C																			
	L.6.1D																			
	L.6.1E																			
	L.6.2																			
	L.6.2A																			
	L.6.2B																			
	L.6.3																			
	L.6.3A																			
	L.6.3B																			
	L.6.4																			
L.6.4A			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
L.6.4B			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
L.6.4C			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
L.6.4D			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
L.6.5																				
L.6.5A																				
L.6.5B			●																	
L.6.5C																				
L.6.6	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●



UNIT 6 TRUE TO YOURSELF

Who are you meant to be?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.6.6
Genre	RL.6.10				
Academic Vocabulary					L.6.6
Bronx Masquerade	RL.6.2				
A BEACON of Hope: The Story of Hannah Herbst					
Shree Bose: Never Too Young to Change the World		RI.6.7, RI.6.10		SL.6.2	L.6.4 A, L.6.4 C, L.6.4 D
Letter to His Daughter		RI.6.4			L.6.4 A, L.6.5 A
The Story Behind the Bus					
Rosa					
Rosa Parks: My Story		RI.6.3, RI.6.4, RI.6.9			L.6.5 C
Eleanor Roosevelt: A Life of Discovery					
Brave	RL.6.4				
I Never Had It Made: An Autobiography of Jackie Robinson		RI.6.2, RI.6.6			
Touching Spirit Bear	RL.6.3				
Vocabulary Review					L.6.6
Self-Selected Reading					
Blasts					
Plan			W.6.2 A, W.6.4, W.6.5		
Draft			W.6.2 A, W.6.4, W.6.5, W.6.7, W.6.8	SL.6.2	
Revise			W.6.2 A, W.6.5, W.6.7, W.6.8		
Edit and Publish			W.6.2 A, W.6.5, W.6.6		L.6.1 L.6.2, L.6.2 A



Practice

Instruction ●
Practice Only ●

	Content Vocabulary	Genre	Academic Vocabulary	Bronx Masquerade	A BEACON of Hope	Shree Bose	Letter to His Daughter	The Story Behind the Bus	Rosa	Rosa Parks	Eleanor Roosevelt	Brave	I Never Had It Made	Touching Spirit Bear	Vocabulary Review	Self-Selected Reading	Blasts	Plan	Draft	Revise	Edit and Present		
Reading: Literature	RL.6.1																						
	RL.6.2																						
	RL.6.3																						
	RL.6.4																						
	RL.6.5																						
	RL.6.6																						
	RL.6.7																						
	RL.6.9																						
	RL.6.10																						
	Reading: Informational Text	RI.6.1																					
RI.6.2																							
RI.6.3																							
RI.6.4																							
RI.6.5																							
RI.6.6																							
RI.6.7																							
RI.6.8																							
RI.6.9																							
RI.6.10																							
Writing	W.6.1																						
	W.6.1A																						
	W.6.1B																						
	W.6.1C																						
	W.6.1D																						
	W.6.1E																						
	W.6.2																						
	W.6.2A																						
	W.6.2B																						
	W.6.2C																						
	W.6.2D																						
	W.6.2E																						
	W.6.2F																						
	W.6.3																						
	W.6.3A																						
	W.6.3B																						
W.6.3C																							
W.6.3D																							
W.6.3E																							
W.6.4																							
W.6.5																							
W.6.6																							
W.6.7																							
W.6.8																							
W.6.9																							
W.6.9A																							
W.6.9B																							
W.6.10																							
Speaking & Listening	SL.6.1																						
	SL.6.1A																						
	SL.6.1B																						
	SL.6.1C																						
	SL.6.1D																						
	SL.6.2																						
	SL.6.3																						
SL.6.4																							
SL.6.5																							
SL.6.6																							
Language	L.6.1																						
	L.6.1A																						
	L.6.1B																						
	L.6.1C																						
	L.6.1D																						
	L.6.1E																						
	L.6.2																						
	L.6.2A																						
	L.6.2B																						
	L.6.3																						
	L.6.3A																						
	L.6.3B																						
	L.6.4																						
L.6.4A																							
L.6.4B																							
L.6.4C																							
L.6.4D																							
L.6.5																							
L.6.5A																							
L.6.5B																							
L.6.5C																							
L.6.6																							

Grade 7
English Language Arts Curriculum Map 1-6 Units

Unit Title	Essential Question	Genre Focus	Days	Main Concept(s) Unit Overview	Skill and Standard Instruction	Assessed Skills & Standards	Vocabulary	Resources
1 Conflicts and Clashes	When do differences become conflicts?	Fiction	30 Days	At the heart of most stories is conflict. In some stories, the conflict might involve an epic clash between good and evil. In other stories, the conflict might be more internal and subdued, but interesting nonetheless because the conflict is relatable or intriguing. When do differences become conflicts? What do readers learn when they study and analyze the conflicts presented in literary works? How does that help us with our own conflicts?	<ul style="list-style-type: none"> - Annotation - Context Clues - Reading Comprehension - Text Dependent Responses - Textual Evidence - Character - Collaborative Conversations - Short Constructed Responses - Peer Review - Content Vocabulary - Academic Vocabulary - Recognizing Genre: Fiction - Summarizing - Theme - Connotation and Denotation - Author's Purpose and Point of View - Setting - Compare and Contrast - Plot - Dramatic Elements and Structure - Media - Theme - Organize Narrative Writing - Story Beginnings - Descriptive Detail - Narrative Techniques - Transitions - Conclusions - Basic Spelling Rules - Main and Subordinate Clauses - Simple and Compound Sentences 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> - Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners. - Includes differentiated assessments aligned with WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors. - Extended Writing Project includes a Narrative Prompt. - PBL Project <p>Design a conflict resolution training for your class or school.</p> <p><u>Skills and Standards</u></p> <ul style="list-style-type: none"> - Summary - Character - Context Clues - Setting - Plot - Theme - Dramatic Elements or Structure - Textual Evidence - Point of View - Simple and Compound Sentences - Spelling - Main and Subordinate Clauses - Descriptive Details - Organizing Writing - Narrative Techniques - Transitions - Beginnings and Conclusions 	<ul style="list-style-type: none"> - agile - manufacture - rashly - trivial - divulge - naive - specify - wholeheartedly - erratic - propel - apathy - comply - exotic - neglected - asset - emerge - motive - resigned - burden - exhibit - auditorium - dissension - provide - sensitize - auditory - dissent - providence - visible - consent - inaudible - deport - diction - patriotic - prescribe - dictate - inscription - portable - scribble - dictator - paternal 	Studysync, Unit 1, <i>Conflicts and Clashes</i>

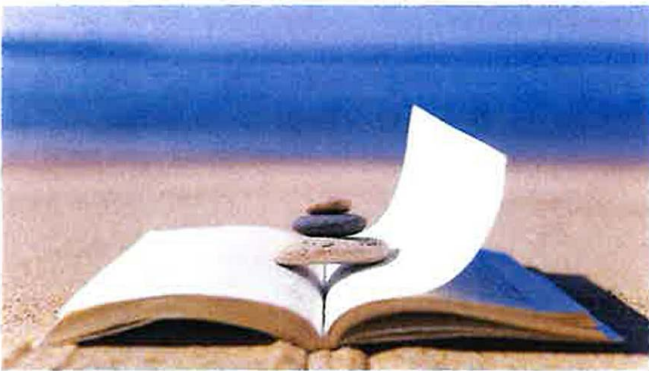
Unit Title	Essential Question	Genre Focus	Days	Main Concept(s) Unit Overview	Skill and Standard Instruction	Assessed Skills & Standards	Vocabulary	Resources
2 Highs and Lows	What do we learn from love and loss?	Poetry	30 Days	Poetry gives writers the opportunity to express the highs and lows of their emotions and their personal experiences. Readers of poetry gain insight into how others feel and think about some of the deepest experiences in life, the experiences of love and loss. This unit emphasizes the study of poetry and encourages students to consider the essential question: <i>What do we learn from love and loss?</i>	<ul style="list-style-type: none"> - Content Vocabulary - Recognizing Genre: Poetry - Academic Vocabulary - Poetic Elements and structure - Figurative Language - Media - Context Clues - Figurative Language - Plot - Textual Evidence - Central or Main Idea - Informational Text Structure - Compare and Contrast - Thesis Statement - Organizing Argumentative Writing - Reasons and Relevant Evidence - Introductions - Styles - Transitions - Conclusions - Adjective Clauses - Noun Clauses - Complex Sentences 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> - Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners. - Includes differentiated assessments aligned with WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors. - Extended Writing Project includes Argumentative Writing - PBL Project <p>Perform an action that recognizes and celebrates an unsung hero in your community.</p> <p><u>Skills and Standards</u></p> <ul style="list-style-type: none"> - Plot - Textual Evidence - Figurative Language - Context Clues - Figurative Language - Poetic Language and Structure: (rhythm and sound) - Poetic Language and Structure: (stanza and structure) - Informational Text Structure - Noun Clauses - Complex Sentences - Adjective Clauses - Thesis - Introductions - Reasons and Relevant Evidence - Transitions - Conclusions - Literary Analysis 	<ul style="list-style-type: none"> - align - dignity - preview - status - bewildered - obsessed - speculation - vary - conviction - passive - assert - drab - perplexity - versatile - bias - hardy - sanctuary - wily - comprehend - opportunity - antidote - illegible - malfunction - oppose - detach - incompetent - noncommittal - unabridged - disoriented - irrational 	Studysync, Unit 2

Unit Title	Essential Question	Genre Focus	Days	Main Concept(s) Unit Overview	Skill and Standard Instruction	Assessed Skills & Standards	Vocabulary	Resources
3 Chasing the Impossible	What makes a dream worth pursuing?	Argumentative Text	30	Why do people chase dreams, even if they seem impossible? What makes a dream worth pursuing? How do optimism and grit contribute to the pursuit of a dream?	<ul style="list-style-type: none"> - Content Vocabulary - Recognizing Genre: Argumentative Text - Academic Vocabulary - Connotation and Denotation - Summarizing - Language, Style, and Audience - Compare and Contrast - Arguments and Claims - Reasons and Evidence - Media - Author's Purpose and Point of View - Setting - Technical Language - Greek and Latin Affixes - Reasons and Evidence - Thesis Statement - Organizing Argumentative Writing - Reasons and Relevant Evidence - Introductions - Transitions - Style - Conclusions - Adverb Clauses - Compound Complex Sentences - Basic Spelling Rules II 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> - Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners. - Includes differentiated assessments aligned with WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors. - Extended Writing Project includes writing an Argumentative letter - PBL Project <p>Create a multimodal essay representing community members' dreams for themselves and their community</p> <p><u>Skills and Standards</u></p> <ul style="list-style-type: none"> - Summarizing - Arguments and Claims - Reasons and Evidence - Textual Evidence - Connotation and Denotation - Author's Purpose and Point of View - Language, Style, and Audience - Summarizing - Connotation and Denotation - Compare and Contrast - Compound-Complex Sentences - Editing: Basic Spelling Rules II - Adverb Clauses - Introductions - Thesis - Transitions - Conclusions 	<ul style="list-style-type: none"> - assess - loom - pitfall - undermine - eerie - momentary - pursue - zest - gauge - outpost - citadel - pinnacle - symbol - vigor - frenzy - restore - tranquil - vital - ominous - shun - anarchy - dynamic - hydroelectric - synchronize - chronic - dynasty - monarch - tripod - chronicle - hydrant - advantage - condemnation - spoilage - termination - aviator - investor - temptation - vendor - communism - realism 	Studysync, Unit 3

Unit Title	Essential Question	Genre Focus	Days	Main Concept(s) Unit Overview	Skill and Standard Instruction	Assessed Skills & Standards	Vocabulary	Resources
4 Moment of Truth	How can one event change everything?	Informational Text	30	In every great story, there comes at least one crucial event. Moments of innovation, moments of struggle, moments of soaring triumph or crushing defeat form the core of our legends and histories. Recognizing important events will help readers better understand the texts they read and connect ideas within those texts to their own lives. .	<ul style="list-style-type: none"> - Content Vocabulary - Recognizing Genre: Informational Text - Figurative Language - Technical Language - Media - Textual Evidence - Informational Text Elements - Compare and Contrast - Word Patterns and Relationships - Textual Evidence - Point of View - Word Meaning - Informational Text Structure - Connotation and Denotation - Character - Central or Main Idea - Informational Text Elements - Thesis Statement - Organizing Informative Writing - Supporting Details - Introductions - Transitions - Style - Precise Language - Misplaced and Dangling Modifiers - Commas between Coordinate Adjectives - Commonly Misspelled Words 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> - Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners. - Includes differentiated assessments aligned with WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors. - Extended Writing Project includes Informative/ Explanatory Writing - PBL Project <p>Create a library display that teaches community members about an important event.</p> <p><u>Skills and Standards</u></p> <ul style="list-style-type: none"> - Informational Text Structure - Informational Text Elements - Textual Evidence - Word Patterns and Relationships - Central or Main Idea - Figurative Language - Point of View - Connotation and Denotation - Character - Compare and Contrast - Commonly Misspelled Words - Misplaced and Dangling Modifiers - Commas between Coordinate Adjectives - Revising 	<ul style="list-style-type: none"> - anticipation - exuberant - refuge - passion - indifferent - perilous - relinquish - confront - nurture - beneficial - crucial - murky - ravenous - compensation - devise - premonition - scour - consolation - dispense - posterity - preamble - predetermine - prerequisite - postscript - preconceived - premature - presume - postseason - predate 	Studysync, Unit 4

Unit Title	Essential Question	Genre Focus	Days	Main Concept(s) Unit Overview	Skill and Standard Instruction	Assessed Skills & Standards	Vocabulary	Resources
5 Test of Time	Why do we still read myths and folktales?	Traditional Stories (Myths, Folktales, Fairy tales)	30 Days	<p>Every culture has its own myths and folktales, but certain themes are universal. Why do similar stories pop up across cultures and across time periods? Why do people continue to put a fresh spin on old stories? Why are myths and folktales still important to people today? With a focus on fiction, this Grade 7 unit will guide students as they begin to answer these questions.</p> <p>At the end of the unit, students will shift from readers to researchers as they plan and write a research paper on a topic of their own choosing. Drawing inspiration from the texts they've read in the unit, students will craft a research question and use primary and secondary sources to answer it. Their answers will guide them toward understanding how myths and folktales still affect readers today.</p>	<ul style="list-style-type: none"> - Content Vocabulary - Genre: Myths and Folktales - Academic Vocabulary - Theme - Textual Evidence - Summarizing - Plot - Greek, Latin Affixes, and roots - Setting - Poetic Elements and Structure - Figurative Language - Character - Connotation and Denotation - Planning Research - Evaluating Sources - Research and Note Taking - Critiquing Research - Paraphrasing - Sources and Citations - Print and Graphic Features - Participial Phrases - Gerunds and Gerund Phrases - Infinitive Phrases 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> - Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners. - Includes differentiated assessments aligned with WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors. - Extended Writing Project includes identifying a research topic and writing a report about that topic using an informative text structure. - PBL Project Create an archive of oral traditions in your community. <p><u>Skills and Standards</u></p> <ul style="list-style-type: none"> - Textual Evidence - Theme - Character - Plot - Summary - Setting - Connotation and Denotation - Greek, Latin Affixes, and Roots - Figurative Language - Participial Phrases - Infinitive Phrases - Gerund Phrases - Revising - Research Report 	<ul style="list-style-type: none"> - acutely - drastically - mock - somberly - collaborate - falter - soberly - surge - displace - improvise - advocate - documentation - resent - sentimental - aggravate - grave - revoke - version - docile - invert - academic - despicable - lamentable - lofty - annual - distinctive - lethal - primary - civic - inquisitive 	Studysync, Unit 5

Unit Title	Essential Question	Genre Focus	Days	Main Concept(s) Unit Overview	Skill and Standard Instruction	Assessed Skills & Standards	Vocabulary	Resources
6 The Power of One	How do we stand out from the crowd?	Drama	30	Reading has the power to introduce us to memorable individuals. Some of our most cherished stories depict characters and historical figures who chose to stand out from the crowd. This unit presents students with a wide sampling of these figures.	<ul style="list-style-type: none"> - Content Vocabulary - Genre: Drama - Academic Vocabulary - Character - Dramatic Elements and Structure - Reasons and Evidence - Technical Language - Author's Purpose and Point of View - Informational Text Elements - Media - Arguments and Claims - Compare and Contrast - Word Meaning - Poetic Elements and Structure - Evaluating Sources - Organizing Oral Presentations - Considering Audience and Purpose - Communicating Ideas - Reasons and Relevant Evidence - Sources and Citations - Economy Language Clauses - Noun Clauses 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> - Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners. - Includes differentiated assessments aligned with WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors. - Extended Writing Project Research includes writing an argumentative presentation convincing classmates to read or see a favorite literary work, film, or dramatic production. - PBL Project Conduct a collection drive that will meet a need in your school or local community. <p><u>Skills and Standards</u></p> <ul style="list-style-type: none"> - Dramatic Elements and Structure - Word Meaning - Textual Evidence - Character - Poetic Elements and Structure - Arguments and Claims - Technical Language - Author's Purpose and Point of View - Reasons and Evidence Informational - Text Elements - Economy Language Clauses - Noun Clauses - Revising - Oral Presentation 	<ul style="list-style-type: none"> - competent - precise - shrewd - uniform - obstinate - prosperous - toxic - unsightly - offensive - raucous - conceive - jest - restrain - squander - eventually - maneuver - simultaneously - thrive - intercept - moderately - ample - concise - prevail - remote - arid - foster - prudent - tactful - audacious - hinder - abrupt - administer - dejected - abstain - deduce - symmetrical - sympathy - adjacent - degenerate 	Studysync, Unit 6



SCOPE AND SEQUENCE

An Overview of the Instruction and Practice of Standards for Grade 7



INTRODUCTION

The following pages identify which standards are directly taught within each unit as well as where students have the opportunity for spiraled practice. The Instruction table provides an overview of the standards that are instructed and implemented in each selection within the unit. The Practice table provides an at-a-glance view of additional standards that students practice in each selection within the unit as they grow toward mastery.

Contents

- 1** Grade 7. Unit 1. Conflicts and Clashes
- 3** Grade 7. Unit 2. Highs and Lows
- 5** Grade 7. Unit 3. Chasing the Impossible
- 7** Grade 7. Unit 4. Moment of Truth
- 9** Grade 7. Unit 5. Test of Time
- 11** Grade 7. Unit 6. The Power of One



UNIT 1 CONFLICTS AND CLASHES

When do differences become conflicts?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.7.6
Genre	RL.7.10				
Academic Vocabulary					L.7.5
SyncStart: Rikki-Tikki-Tavi	RL.7.1, RL.7.3, RL.7.4, RL.7.10		W.7.4, W.7.5, W.7.10	SL.7.1.A, SL.7.1.B, SL.7.1.C, SL.7.1.D	L.7.4.A
The Wise Old Woman	RL.7.1, RL.7.2, RL.7.3, RL.7.10				
Woodsong	RL.7.10	RI.7.4, RI.7.8			L.7.5.C
Nimona	RL.7.1				
Stargirl			W.7.9.A		
Seventh Grade	RL.7.3, RL.7.9				
The Monsters are Due on Maple Street	RL.7.3, RL.7.5				
The Skin I'm In	RL.7.1, RL.7.6				
Mad					
In the Year 1974					
Thank You, M'am	RL.7.2, RL.7.7				
Vocabulary Review					L.7.6
Self-Selected Reading					
Blasts					
Plan			W.7.3.A, W.7.4, W.7.5		
Draft			W.7.3.A, W.7.4, W.7.5		
Revise			W.7.3.A, W.7.3.B, W.7.3.C, W.7.3.D, W.7.3.E, W.7.5		
Edit and Publish			W.7.3.A, W.7.5, W.7.6		L.7.1.A, L.7.1.B, L.7.2.B



Practice

Instruction ●
Practice Only ●

	Content Vocabulary	Genre	Academic Vocabulary	Rikki-Tikki-Tavi	The Wise Old Woman	Woodson	Nimona	Stargirl	Seventh Grade	The Monsters are Due on Maple Street	The Skin I'm In	Mad	In the Year 1974	Thank You, M'am	Vocabulary Review	Self-Selected Reading	Blasts	Plan	Draft	Revise	Edit and Publish	
Reading: Literature	RL.7.1		●	●	●	●	●	●	●	●	●			●								
	RL.7.2		●	●	●	●	●	●	●	●	●			●								
	RL.7.3		●	●	●	●	●	●	●	●	●											
	RL.7.4		●	●	●	●	●	●	●	●	●											
	RL.7.5		●	●	●	●	●	●	●	●	●											
	RL.7.6		●	●	●	●	●	●	●	●	●											
	RL.7.7		●	●	●	●	●	●	●	●	●											
	RL.7.9		●	●	●	●	●	●	●	●	●											
	RL.7.10		●	●	●	●	●	●	●	●	●											
	Reading: Informational Text	RI.7.1	●	●	●	●	●	●	●	●	●	●										
RI.7.2			●	●	●	●	●	●	●	●	●											
RI.7.3			●	●	●	●	●	●	●	●	●											
RI.7.4			●	●	●	●	●	●	●	●	●											
RI.7.5			●	●	●	●	●	●	●	●	●											
RI.7.6			●	●	●	●	●	●	●	●	●											
RI.7.7			●	●	●	●	●	●	●	●	●											
RI.7.8			●	●	●	●	●	●	●	●	●											
RI.7.9			●	●	●	●	●	●	●	●	●											
RI.7.10			●	●	●	●	●	●	●	●	●											
Writing	W.7.1		●	●	●	●	●	●	●	●	●											
	W.7.1A		●	●	●	●	●	●	●	●	●											
	W.7.1B		●	●	●	●	●	●	●	●	●											
	W.7.1C		●	●	●	●	●	●	●	●	●											
	W.7.1D		●	●	●	●	●	●	●	●	●											
	W.7.1E		●	●	●	●	●	●	●	●	●											
	W.7.2		●	●	●	●	●	●	●	●	●											
	W.7.2A		●	●	●	●	●	●	●	●	●											
	W.7.2B		●	●	●	●	●	●	●	●	●											
	W.7.2C		●	●	●	●	●	●	●	●	●											
	W.7.2D		●	●	●	●	●	●	●	●	●											
	W.7.2E		●	●	●	●	●	●	●	●	●											
	W.7.2F		●	●	●	●	●	●	●	●	●											
	W.7.3		●	●	●	●	●	●	●	●	●											
	W.7.3A		●	●	●	●	●	●	●	●	●											
	W.7.3B		●	●	●	●	●	●	●	●	●											
W.7.3C		●	●	●	●	●	●	●	●	●												
W.7.3D		●	●	●	●	●	●	●	●	●												
W.7.3E		●	●	●	●	●	●	●	●	●												
W.7.4		●	●	●	●	●	●	●	●	●												
W.7.5		●	●	●	●	●	●	●	●	●												
W.7.6		●	●	●	●	●	●	●	●	●												
W.7.7		●	●	●	●	●	●	●	●	●												
W.7.8		●	●	●	●	●	●	●	●	●												
W.7.9		●	●	●	●	●	●	●	●	●												
W.7.9A		●	●	●	●	●	●	●	●	●												
W.7.9B		●	●	●	●	●	●	●	●	●												
W.7.10		●	●	●	●	●	●	●	●	●												
Speaking & Listening	SL.7.1		●	●	●	●	●	●	●	●	●											
	SL.7.1A		●	●	●	●	●	●	●	●	●											
	SL.7.1B		●	●	●	●	●	●	●	●	●											
	SL.7.1C		●	●	●	●	●	●	●	●	●											
	SL.7.1D		●	●	●	●	●	●	●	●	●											
	SL.7.2		●	●	●	●	●	●	●	●	●											
	SL.7.3		●	●	●	●	●	●	●	●	●											
	SL.7.4		●	●	●	●	●	●	●	●	●											
Language	L.7.1		●	●	●	●	●	●	●	●	●											
	L.7.1A		●	●	●	●	●	●	●	●	●											
	L.7.1B		●	●	●	●	●	●	●	●	●											
	L.7.1C		●	●	●	●	●	●	●	●	●											
	L.7.2		●	●	●	●	●	●	●	●	●											
	L.7.2A		●	●	●	●	●	●	●	●	●											
	L.7.2B		●	●	●	●	●	●	●	●	●											
	L.7.3		●	●	●	●	●	●	●	●	●											
	L.7.3A		●	●	●	●	●	●	●	●	●											
	L.7.4		●	●	●	●	●	●	●	●	●											
L.7.4A		●	●	●	●	●	●	●	●	●												
L.7.4B		●	●	●	●	●	●	●	●	●												
L.7.4C		●	●	●	●	●	●	●	●	●												
L.7.4D		●	●	●	●	●	●	●	●	●												
L.7.5		●	●	●	●	●	●	●	●	●												
L.7.5A		●	●	●	●	●	●	●	●	●												
L.7.5B		●	●	●	●	●	●	●	●	●												
L.7.5C		●	●	●	●	●	●	●	●	●												
L.7.6		●	●	●	●	●	●	●	●	●												



UNIT 2 HIGHS AND LOWS

What do we learn from love and loss?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.7.6
Genre	RL.7.10				
Academic Vocabulary					L.7.6
Annabel Lee	RL.7.4, RL.7.7, RL.7.10			SL.7.5	L.7.5.A
My Mother Pieced Quilts					
Museum Indians		PI.7.4			L.7.4.A, L.7.5.A
The Walking Dance	RL.7.1, RL.7.3, RL.7.10				
Second Estrangement	RL.7.5				
No Dream Too High: Simone Biles		RI.7.2			
The Highwayman	RL.7.4, RL.7.7				
Flesh and Blood So Cheap		PI.7.5			
A Christmas Carol					
Tangerine					
My Mother Really Knew	RL.7.9				
Vocabulary Review					L.7.6
Self-Selected Reading					
Blasts					
Plan			W.7.1.A, W.7.4, W.7.5		
Draft			W.7.1.A, W.7.1.B, W.7.2.A, W.7.4, W.7.5		
Revise			W.7.1.A, W.7.1.C, W.7.1.D, W.7.1.E, W.7.2.A, W.7.5		
Edit and Publish			W.7.1.A, W.7.5, W.7.6		L.7.1.A, L.7.1.B



Practice

Instruction ●
Practice Only ●

	Content Vocabulary	Genre	Academic Vocabulary	Annabel Lee	My Mother Picked Quilts	Museum Indians	The Walking Dance	Second Strangement	No Dream Too High: Simone Biles	The Highwayman	Flesh and Blood So Cheap	A Christmas Carol	Tangerine	My Mother Really Knew	Vocabulary Review	Self-Selected Reading	Blasts	Plan	Draft	Revise	Edit and Publish			
Reading: Literature	RL.7.1		●	●	●	●	●		●					●	●									
	RL.7.2				●	●	●							●										
	RL.7.3						●																	
	RL.7.4			●	●	●	●		●					●										
	RL.7.5						●																	
	RL.7.6																							
	RL.7.7			●					●															
	RL.7.9													●										
	RL.7.10	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	RI.7.1	●		●																				
RI.7.2								●																
RI.7.3								●																
RI.7.4					●																			
RI.7.5										●														
RI.7.6					●																			
RI.7.7																								
RI.7.8																								
RI.7.9																								
RI.7.10																								
Writing	W.7.1																							
	W.7.1.A																	●	●	●	●			
	W.7.1.B																		●	●	●	●		
	W.7.1.C																				●	●	●	
	W.7.1.D																				●	●	●	
	W.7.1.E																				●	●	●	
	W.7.2																							
	W.7.2.A																				●	●		
	W.7.2.B																				●	●		
	W.7.2.C																							
	W.7.2.D																							
	W.7.2.E																							
	W.7.2.F																							
	W.7.3																							
	W.7.3.A																							
	W.7.3.B																							
	W.7.3.C																							
	W.7.3.D																							
	W.7.3.E																							
	W.7.4																							
W.7.5																								
W.7.6																								
W.7.7																								
W.7.8																								
W.7.9																								
W.7.9.A																								
W.7.9.B																								
W.7.10																								
Speaking & Listening	SL.7.1																							
	SL.7.1.A																							
	SL.7.1.B																							
	SL.7.1.C																							
	SL.7.1.D																							
	SL.7.2																							
	SL.7.3																							
	SL.7.4																							
	SL.7.5																							
	SL.7.6																							
Language	L.7.1																							
	L.7.1.A																							
	L.7.1.B																							
	L.7.1.C																							
	L.7.2																							
	L.7.2.A																							
	L.7.2.B																							
	L.7.3																							
	L.7.3.A																							
	L.7.4																							
	L.7.4.A																							
	L.7.4.B																							
L.7.4.C																								
L.7.4.D																								
L.7.5																								
L.7.5.A																								
L.7.5.B																								
L.7.5.C																								
L.7.6	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		



UNIT 3 CHASING THE IMPOSSIBLE

What makes a dream worth pursuing?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.7.6
Genre		RI.7.10			
Academic Vocabulary					L.7.6
We Beat the Street		RI.7.4, RI.7.10			L.7.5.C
The First Americans		RI.7.2, RI.7.4			
Harriet Tubman		RI.7.1			
The People Could Fly: American Black Folktales	RL.7.9				
All Together Now		RI.7.7, RI.7.8		SL.7.3	
Mother Jones					
Speech to the Young					
Letter to President Theodore Roosevelt, July 31, 1903		RI.7.4, RI.7.5			
Before We Were Free	RL.7.3				
Machines, not people, should be exploring the stars for now		RI.7.4, RI.7.9, RI.7.10			L.7.4.B
Responses to "Machines, not people, should be exploring the stars for now"		RI.7.9			
Vocabulary Review					L.7.6
Self-Selected Reading					
Blasts					
Plan			W.7.1.A, W.7.4, W.7.5		
Draft			W.7.1.A-B, W.7.4, W.7.5		
Revise			W.7.1.A, W.7.1.C, W.7.1.D, W.7.1.E, W.7.2.A, W.7.5		
Edit and Publish				W.7.1.A, W.7.5, W.7.6	L.7.1.A, L.7.1.B, L.7.2.B



Practice

Instruction ●
Practice Only ●

	Content Vocabulary	Genre	Academic Vocabulary	We Beat the Street	The First Americans	Harriet Tubman	The People Could Fly	All Together Now	Mother Jones	Speech to the Young	Letter to President Theodore Roosevelt...	Before We Were Free	Machines, not people...	Responses to Machines, not people...	Vocabulary Review	Self-Selected Reading	Blasts	Plan	Draft	Revise	Edit and Publish	
Reading: Literature	RL.7.1			●		●					●				●							
	RL.7.2										●											
	RL.7.3										●											
	RL.7.4			●		●					●											
	RL.7.5																					
	RL.7.6				●																	
	RL.7.7																					
	RL.7.9						●															
	RL.7.10				●		●															
	Reading: Informational Text	RI.7.1	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
RI.7.2				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
RI.7.3				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
RI.7.4				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
RI.7.5				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
RI.7.6				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
RI.7.7							●															
RI.7.8							●															
RI.7.9							●															
RI.7.10		●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Writing	W.7.1																					
	W.7.1.A																	●		●	●	●
	W.7.1.B																		●		●	●
	W.7.1.C																				●	●
	W.7.1.D																				●	●
	W.7.1.E																				●	●
	W.7.2																					
	W.7.2.A			●																		
	W.7.2.B			●																		
	W.7.2.C			●																		
	W.7.2.D			●																		
	W.7.2.E			●																		
	W.7.2.F			●																		
	W.7.3																					
	W.7.3.A																					
	W.7.3.B																					
W.7.3.C																						
W.7.3.D																						
W.7.3.E																						
W.7.4																						
W.7.5																						
W.7.6																						
W.7.7																						
W.7.8																						
W.7.9																						
W.7.9.A																						
W.7.9.B																						
W.7.10																						
SL.7.1																						
SL.7.1.A																						
SL.7.1.B																						
SL.7.1.C																						
SL.7.1.D																						
SL.7.2																						
SL.7.3																						
SL.7.4																						
SL.7.5																						
SL.7.6																						
Language	L.7.1																					
	L.7.1.A																					
	L.7.1.B																					
	L.7.1.C																					
	L.7.2																					
	L.7.2.A																					
	L.7.2.B																					
	L.7.3																					
	L.7.3.A																					
	L.7.4																					
	L.7.4.A																					
L.7.4.B																						
L.7.4.C																						
L.7.4.D																						
L.7.5																						
L.7.5.A																						
L.7.5.B																						
L.7.5.C																						
L.7.6	●		●																			



UNIT 4 MOMENT OF TRUTH

How can one event change everything?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.7.6
Genre		RI.7.10			
Academic Vocabulary					L.7.5
Casey at the Bat	RL.7.4, RL.7.10				L.7.5.A
Hitting big league fastball		RI.7.4, RI.7.7		SL.7.2	
The Boy Who Harnessed the Wind		RI.7.1, RI.7.3			
An American Plague					
Fever 1793	RL.7.9				
Harrison Bergeron	RL.7.1, RL.7.6				L.7.5.B
The Last Human Light		RI.7.5, RI.7.7, RI.7.10		SL.7.2	L.7.4.C, L.7.4.D
The Power of Student Peer Leaders					
The Three Questions					
The Tequila Worm	RL.7.3, RL.7.4				L.7.5.C
Barrio Boy		RI.7.2, RI.7.3			
Vocabulary Review					L.7.6
Self-Selected Reading					
Blasts					
Plan			W.7.2.A, W.7.4, W.7.5		
Draft			W.7.2.A, W.7.2.B, W.7.4, W.7.5		
Revise			W.7.1.E, W.7.2.A, W.7.2.C, W.7.2.D, W.7.2.E, W.7.2.F, W.7.5		
Edit and Publish			W.7.2.A, W.7.5, W.7.5		L.7.1.C, L.7.2.A, L.7.2.B

Practice

Instruction ●
Practice Only ●

	Content Vocabulary	Genre	Academic Vocabulary	Casey at the Bat	Hitting big league fastball	The Boy Who Harnessed the Wind	An American Plague	Fever 1793	Harrison Bergeron	The Last Human Light	The Power of Student Peer Leaders	The Three Questions	The Tequila Worm	Barrio Boy	Vocabulary Review	Self-Selected Reading	Blasts	Plan	Draft	Revise	Edit and Publish	
Reading: Literature	RL.7.1																					
	RL.7.2																					
	RL.7.3																					
	RL.7.4			●																		
	RL.7.5																					
	RL.7.6								●													
	RL.7.7																					
	RL.7.9							●														
	RL.7.10																					
	Reading: Informational Text	RI.7.1	●																			
RI.7.2																						
RI.7.3																						
RI.7.4																						
RI.7.5																						
RI.7.6																						
RI.7.7																						
RI.7.8																						
RI.7.9																						
RI.7.10		●																				
Writing	W.7.1																					
	W.7.1A																					
	W.7.1B																					
	W.7.1C																					
	W.7.1D																					
	W.7.1E																					
	W.7.2																					
	W.7.2A																					
	W.7.2B																					
	W.7.2C																					
W.7.2D																						
W.7.2E																						
W.7.2F																						
W.7.3																						
W.7.3A																						
W.7.3B																						
W.7.3C																						
W.7.3D																						
W.7.3E																						
W.7.4																						
W.7.5																						
W.7.6																						
W.7.7																						
W.7.8																						
W.7.9																						
W.7.9A																						
W.7.9B																						
W.7.10																						
Speaking & Listening	SL.7.1																					
	SL.7.1A																					
	SL.7.1B																					
	SL.7.1C																					
	SL.7.1D																					
	SL.7.2																					
	SL.7.3																					
SL.7.4																						
SL.7.5																						
SL.7.6																						
Language	L.7.1																					
	L.7.1A																					
	L.7.1B																					
	L.7.1C																					
	L.7.2																					
	L.7.2A																					
	L.7.2B																					
	L.7.3																					
	L.7.3A																					
	L.7.4																					
L.7.4A																						
L.7.4B																						
L.7.4C																						
L.7.4D																						
L.7.5																						
L.7.5A																						
L.7.5B																						
L.7.5C																						
L.7.6	●		●																			

UNIT 5 TEST OF TIME

Why do we still read myths and folktales?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.7.6
Genre	RL.7.10				
Academic Vocabulary					L.7.6
Aesop's Fables	RL.7.2, RL.7.10				
The Hunger Games					
The Classical Roots of The Hunger Games					
The Cruel Tribute	RL.7.1				
The Invisible One	RL.7.2, RL.7.3, RL.7.10				
The Other Side of the Sky		RI.7.1			
The Story of Anniko					
Icarus and Daedalus	RL.7.3				L.7.8.B
The New Colossus	RL.7.4, RL.7.5				L.7.5.A
The Third Elevator	RL.7.8				
Perseus	RL.7.4				L.7.5.C
Vocabulary Review					L.7.6
Self-Selected Reading					
Blasts					
Plan			W.7.2.A, W.7.4, W.7.5		
Draft			W.7.4, W.7.5, W.7.7, W.7.8		
Revise			W.7.2.A, W.7.5, W.7.7, W.7.8		
Edit and Publish			W.7.5, W.7.6, W.7.8		L.7.1.A



Practice

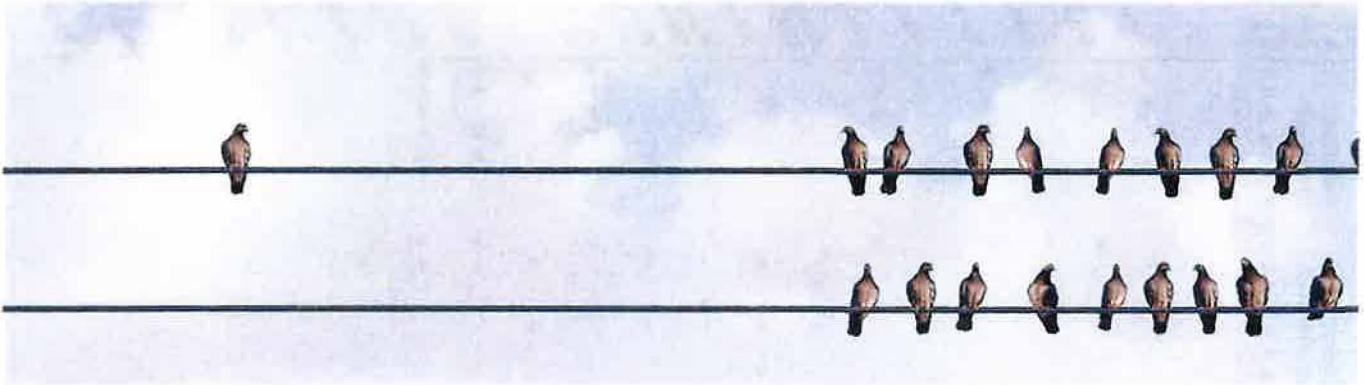
Instruction ●
Practice Only ●

	Content Vocabulary	Genre	Academic Vocabulary	Aesop's Fables	The Hunger Games	The Classical Roots of The Hunger Games	The Cruel Tribute	The Invisible One or the Sky	The Story of Anniko	Icarus and Daedalus	The New Colossus	The Third Elevator	Perseus	Vocabulary Review	Self-Selected Reading	Blasts	Plan	Draft	Revise	Edit and Publish
Reading: Literature	RL.7.1					●														
	RL.7.2					●														
	RL.7.3					●														
	RL.7.4					●														
	RL.7.5																			
	RL.7.6																			
	RL.7.7																			
	RL.7.9																			
	RL.7.10	●		●			●													
	Reading: Informational Text	RI.7.1																		
RI.7.2																				
RI.7.3																				
RI.7.4																				
RI.7.5																				
RI.7.6																				
RI.7.7																				
RI.7.8																				
RI.7.9																				
RI.7.10																				
Writing	W.7.1																			
	W.7.1.A																			
	W.7.1.B																			
	W.7.1.C																			
	W.7.1.D																			
	W.7.1.E																			
	W.7.2																			
	W.7.2.A																			
	W.7.2.B																			
	W.7.2.C																			
	W.7.2.D																			
	W.7.2.E																			
	W.7.2.F																			
	W.7.3																			
	W.7.3.A																			
	W.7.3.B																			
W.7.3.C																				
W.7.3.D																				
W.7.3.E																				
W.7.4																				
W.7.5																				
W.7.6																				
W.7.7																				
W.7.8																				
W.7.9																				
W.7.9.A																				
W.7.9.B																				
W.7.10																				
SL.7.1																				
SL.7.1.A																				
SL.7.1.B																				
SL.7.1.C																				
SL.7.1.D																				
SL.7.2																				
SL.7.3																				
SL.7.4																				
SL.7.5																				
SL.7.6																				
Language	L.7.1																			
	L.7.1.A																			
	L.7.1.B																			
	L.7.1.C																			
	L.7.2																			
	L.7.2.A																			
	L.7.2.B																			
	L.7.3																			
	L.7.3.A																			
	L.7.4																			
	L.7.4.A																			
	L.7.4.B																			
	L.7.4.C																			
L.7.4.D																				
L.7.5																				
L.7.5.A																				
L.7.5.R																				
L.7.5.C																				
L.7.6	●		●																	



UNIT 6 THE POWER OF ONE

How do we stand out from the crowd?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.7.6
Genre	RL.7.10				
Academic Vocabulary					L.7.6
The Giver					
Nothing to Envy					
A Thousand Cranes	RL.7.3, RL.7.5				
Remarks at the UNESCO Luncheon		RI.7.6, RI.7.10		SL.7.3	
Hidden Figures		RI.7.4, RI.7.6			
Miami Dancer Follows Dreams		RI.7.3, RI.7.7, RI.7.10		SL.7.2	
Reality TV and Society		RI.7.9, RI.7.9			
The Matsuyama Mirror	RL.7.7				L.7.4.C, L.7.4.D
New Directions					
Choices	RL.7.5				
Cuentos de Josefina (Josephine's Tales)	RL.7.5				
Vocabulary Review					L.7.6
Self-Selected Reading					
Blasts					
Plan			W.7.1.A, W.7.4, W.7.5	SL.7.4, SL.7.5	
Draft			W.7.1.A, W.7.4, W.7.5, W.7.8	SL.7.4, SL.7.4, SL.7.5	
Revise			W.7.1.A, W.7.1.B, W.7.4, W.7.5, W.7.8	SL.7.3, SL.7.4, SL.7.5, SL.7.6	
Edit and Present			W.7.1.A, W.7.5, W.7.6	SL.7.4, SL.7.5, SL.7.6	L.7.1.A, L.7.3.A



Practice

Instruction ●
Practice Only ●

	Content Vocabulary	Genre	Academic Vocabulary	The Giver	Nothing to Envy	A Thousand Cranes	Remarks at the UNESCO Luncheon	Hidden Figures	Miami Dancer Follows Dreams	Reality TV and Society	The Matsuyama Mirror	New Directions	Choices	Cuentos de Josefina (Josephine's Tales)	Vocabulary Review	Self-Selected Reading	Blasts	Plan	Draft	Revise	Edit and Present	
Reading: Literature	RL.7.1		●		●																	
	RL.7.2				●	●																
	RL.7.3				●	●																
	RL.7.4			●	●	●																
	RL.7.5				●	●																
	RL.7.6				●	●																
	RL.7.7										●											
	RL.7.9					●																
	RL.7.10	●				●																
	Reading: Informational Text	RI.7.1	●																			
RI.7.2																						
RI.7.3																						
RI.7.4							●		●													
RI.7.5																						
RI.7.6							●															
RI.7.7									●													
RI.7.8							●															
RI.7.9									●	●												
RI.7.10							●		●	●												
Writing	W.7.1																					
	W.7.1A																					
	W.7.1B																					
	W.7.1C																					
	W.7.1D																					
	W.7.1E																					
	W.7.2																					
	W.7.2.A																					
	W.7.2.B																					
	W.7.2.C																					
W.7.2.D																						
W.7.2.E																						
W.7.2.F																						
W.7.3																						
W.7.3A																						
W.7.3B																						
W.7.3C																						
W.7.3.D																						
W.7.3.E																						
W.7.4																						
W.7.5																						
W.7.6																						
W.7.7																						
W.7.8																						
W.7.9																						
W.7.9A																						
W.7.9B																						
W.7.10																						
Speaking & Listening	SL.7.1	●																				
	SL.7.1A	●																				
	SL.7.1B	●																				
	SL.7.1C	●																				
	SL.7.1D	●																				
	SL.7.2	●																				
	SL.7.3	●																				
SL.7.4																						
SL.7.5																						
SL.7.6																						
Language	L.7.1																					
	L.7.1A																					
	L.7.1B																					
	L.7.1C																					
	L.7.2																					
	L.7.2.A																					
	L.7.2.B																					
	L.7.3																					
	L.7.3.A																					
	L.7.4																					
L.7.4.A																						
L.7.4.B																						
L.7.4.C																						
L.7.4.D																						
L.7.5																						
L.7.5.A																						
L.7.5.B																						
L.7.5.C																						
L.7.6	●		●																			



INTRODUCTION | GRADE 8

The Grade 8 Core ELA Units take students through literary and nonfiction texts that explore how individuals are affected by their choices, their relationships, and the world around them. In Unit 1, *Everyone Loves a Mystery*, students will try to determine what attracts us to stories of suspense. Unit 2, *Past and Present*, asks the Essential Question: What makes you, you? Unit 3, *No Risk, No Reward*, asks students to consider why we take chances, while Unit 4, *Hear Me Out*, asks students to consider the unit’s driving question—How do you choose the right words?—by providing a range of texts that allow students to consider how a person’s words can affect an audience. Next, Unit 5’s *Trying Times* asks students to think about who they are in a crisis. Finally, students finish up the year with an examination of science fiction and fantasy texts as they think about the question “What do other worlds teach us about our own?” in Unit 6, *Beyond Reality*.

Grade 8
English Language Arts Curriculum Map Units 1-6

Unit Title	Essential Question	Genre	Days	Main Concept(s) Unit Overview	Skill & Standard Instruction	Assessed Skills & Standards	Vocabulary	Resources
Unit 1 <i>Everyone Loves A Mystery</i>	What attracts us to the mysterious?	Fiction	30 Days	Edgar Allan Poe. Shirley Jackson. W. W. Jacobs. Masters of suspense stories are at work in this unit, with its focus on fiction. And there's more: Alfred Hitchcock, the "master of suspense" at the movies, shares tricks of the trade in a personal essay. Students will also read a suspenseful excerpt of a novel presented as a screenplay by award-winning YA fiction writer Walter Dean Myers. After reading classic thrillers and surprising mysteries within and across genres, your students will try their own hands at crafting fiction, applying what they have learned about suspense to their own narrative writing projects. Students will begin this unit as readers, brought to the edge of their seats by hair-raising tales, and they will finish as writers, leading you and their peers through hair-raising stories of their own.	Annotation Context Clues Reading Comprehension Text Dependent Responses Textual Evidence Language Style & Audience Collaborative Conversations Short Constructed Responses Peer Review Recognizing Genre: Fiction Academic Vocabulary Character Generating Questions Authors Purpose & Point of View -Personal Response -Compare and Contrast -Making & Confirming Predictions -Theme -Allusion -Plot -Story Structure -Central or Main Idea -Textual Evidence -Write: Analyzing Genre -Independent Reading	Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners. - Includes differentiated assessments aligned with varying WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors. - Extended Writing Project includes an Argumentative Prompt. - PBL Project Question: How can I engage others with mystery stories? Community Project: Start a mystery lover's literacy club with younger readers. Skills & Standards being addressed in this unit include: <ul style="list-style-type: none"> ● Central or Main Idea ● Author's Purpose and Point of View ● Textual Evidence ● Context Clues ● Informational Text Elements ● Reasons and Evidence ● Language, Style, and Audience ● Plot ● Story Structure ● Theme 	abide communal dwell edifice kindred nurture reliance resident sentiment vicinity embroider emphasize empathic employ enable encounter endeavor endorse engaging envelop alarm anticipation bewilderment cope defiance hostile mortified pang resent unique	StudySync, Unit 1, <i>Everyone Loves A Mystery</i>

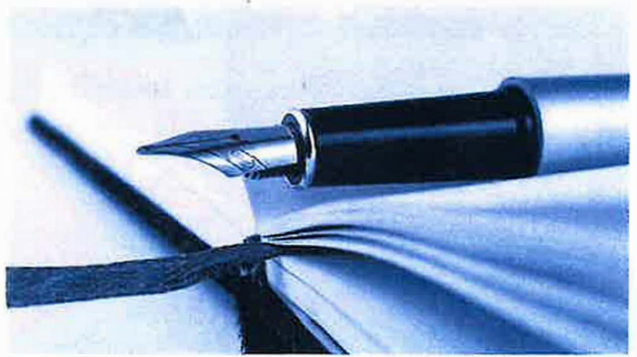
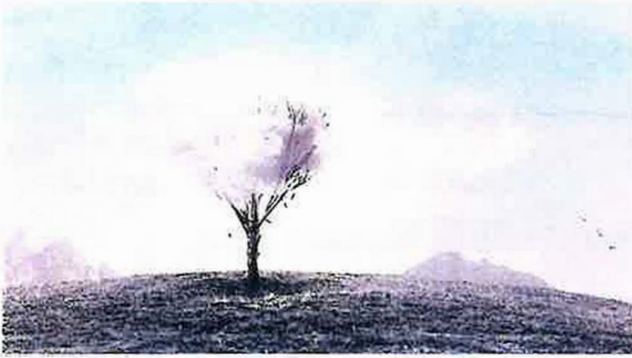
Unit Title	Essential Question	Genre	Days	Main Concept(s) Unit Overview	Skill and Standard Instruction	Assessed Skills and Standards	Vocabulary	Resources
Unit 2 <i>Past and Present</i>	What makes you, you?	Poetry	30 Days	<p>What makes us who we are? As we form bonds with other people and our communities over time, we realize that experiences from our past shape who we are in the present. With a genre focus on poetry, this Grade 8 unit prepares students to explore questions about how we see ourselves in the world.</p> <p>Poets Yusef Komunyakaa, Robert Frost, and Natasha Trethewey use description and figurative language to examine ideas related to identity and community. Author Thanhha Lai approaches questions of belonging in a novel written in verse. WNBA star Swin Cash's essay and former First Lady Michelle Obama's speech discuss the people and events who helped make them who they are. Judith Ortiz Cofer and Sandra Cisneros use fiction to inspire students to think about how characters' identities are affected by the world around them. After reading about these ideas within and across genres, your students will write a literary analysis, applying what they have learned from the unit's literature, speeches, and essays to an argumentative writing project.</p> <p>Students in this unit will discover what it means to be yourself, to make tough decisions, and even to feel on top of the world, using the lens of figurative language to understand how authors express varied ideas about identity and belonging, past and present.</p>	Content Vocabulary Recognizing Genre: Poetry Academic Vocabulary Poetic Elements & Structures Arguments and Claims Central or Main Idea Character Textual Evidence Allusion Plot Theme Figurative Language Summarizing Organizing Argumentative Writing Thesis Statement Reasons and Relevant Evidence Introduction Transitions Style Conclusion	<p>-Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners.</p> <p>- Includes differentiated assessments aligned with varying WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors.</p> <p>- Extended Writing Project includes an Argumentative Prompt.</p> <p>- Project Based Learning Project Question: How can I help others celebrate who they are? Community Project: Create an interactive theater production that celebrates individuality</p> <p>Skills & Standards being addressed in this unit include:</p> <ul style="list-style-type: none"> • Content Vocabulary • Recognizing Genre Poetry • Academic Vocabulary • Poetic Elements & Structure • Arguments & Claims • Central or main idea • Character • Textual Elements • Allusion • Plot • Theme • Figurative Language • Summarizing 	absurd intimate resolve uncomprehendingly arrogant persistently scowl vivid competently postpone acknowledge hospitality rehabilitate significant combatant longevity reserve unseemly defraud neutralize contradiction ignoble irreversible nondescript deflate improbable malodorous unabashed dismantle inhumane	Studysync, Unit 2 <i>Past & Present</i>

Unit Title	Essential Question	Genre	Days	Main Concept(s) Unit Overview	Skill and Standard Instruction	Assessed Skills and Standards	Vocabulary	Resources
Unit 3 <i>No Risk, No Reward</i>	Why Do We Take Chances?	Informational Text	30 Days	<p>With a genre focus on informational texts, this Grade 8 unit prepares students to explore questions about why we take chances.</p> <p>Nonfiction authors explore risk-taking from a variety of viewpoints. Walter Lord takes a historical approach to the topic, sharing an account of a real event with a surprising outcome that still affects people today. Anya Groner and Nina Gregory look at contemporary risk-takers who search for solutions in the face of environmental challenges, while essayist Thomas Ponce is a current risk-taker seeking environmental justice. President Ronald Reagan shares his perspective after a shocking national tragedy. Frederick Douglass explains risks he had to take in order to improve his own life as an enslaved person in the time before the Civil War; poets Langston Hughes and Frances Ellen Watkins Harper reveal how taking risks was historically necessary for African Americans. Classic American novelist Jack London depicts a risk-taking fictional character—a dog.</p> <p>After reading about these ideas within and across genres, your students will write an informative essay, applying what they have learned from the unit's literature, speeches, and informational texts to an informative writing project.</p>	<p>Content Vocabulary Recognizing Genre: Informational Text Academic Vocabulary Greek and Latin Affixes and Roots Media Summarizing Informational Text Structure Word Patterns and Relationships Figurative Language Context Clues Technical Language Language, Style, Audience Connotation & Denotation Media</p>	<p>-Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners.</p> <p>- Includes differentiated assessments aligned with varying WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors.</p> <p>- Extended Writing Project includes an Argumentative Prompt.</p> <p>- Project Based Learning Project Question: How can we step out of our comfort zones? Community Project: Host a community talent show. Skills and Standards being addressed in this unit include:</p> <ul style="list-style-type: none"> ● Greek and Latin Affixes and Roots ● Informational Text Structure ● Textual Evidence ● Informational Text Elements ● Summarizing ● Figurative Language ● Technical Language ● Word Patterns and Relationships ● Context Clues ● Infinitives ● Gerunds ● Participles ● Thesis ● Supporting Details ● Organizing Writing: Informational Writing ● Precise Language ● Introductions and Conclusions 	<p>abundant lapse serene testimony complex loiter summon verbal enclose plight abdicate intervention perforate transfix abduction intramural perpetual transmission intermediate intravenous apathetic hydrophobia phobia phonograph autonomous pathos phonetics sophisticated autopsy philosophical adherent dormitory lavatory occupant authoritarian gratitude mandate urbanite certitude humanoid</p>	<p>StudySync, Unit 3 <i>No risk, No Reward</i></p>

Unit Title	Essential Question	Genre	Days	Main Concept(s) Unit Overview	Skill and Standard Instruction	Assessed Skills & Standards	Vocabulary	Resources
Unit 4 <i>Hear Me Out</i>	How do you choose the right words?	Argumentative Text	30 Days	<p>Intrigue. Upoar. Inspiration. Hilarity. Heartbreak. Choosing the right words can have a strong effect on an audience. But how do you know which words are the right words? With a genre focus on argumentative texts, this Grade 8 unit prepares students to explore questions about how authors choose the right words.</p> <p>Some of history's greatest wordsmiths are represented in this unit. Iconic speeches by Abraham Lincoln and Sojourner Truth show students how the right words can inspire and challenge a diverse audience. An excerpt from Mark Twain's classic novel <i>The Adventures of Tom Sawyer</i> shows how the right words can yield results. In Irene Hunt's <i>Across Five Aprils</i>, family members try to find the right words to express their feelings on the issue that was threatening to tear their country apart.</p> <p>Other selections help students understand that choosing the right words is still important today. The graphic fantasy story "HUG" offers a surprising take on the sharing of bad news. The point/counterpoint article on gaming challenges students to consider how online behavior affects communication skills. Tim Schafer's "Cover Letter to LucasArts" is an example of how using the right words can showcase a writer's unique skills and personality.</p>	<p>Content Vocabulary Recognizing Genre Argumentative Text Academic Vocabulary Character Theme Arguments and Claims Reasons and Evidence Compare and Contrast Word Meaning Technical Language Reasons and Evidence Language, Style and Audience Media Point of View Arguments and Claims Connotation Denotation Figurative Language Allusion Word Patterns & Relationships</p>	<p>-Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners.</p> <p>- Includes differentiated assessments aligned with varying WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors.</p> <p>- Extended Writing Project includes an Argumentative Prompt.</p> <p>- Project Based Learning Project Question: How can I use words to build a relationship? Community Project: Start and participate in a pen pal program:</p> <ul style="list-style-type: none"> • Greek and Latin Affixes and Roots • Informational Text Structure • Textual Evidence • Informational Text Elements • Summarizing • Figurative Language • Technical Language • Word Patterns and Relationships • Context Clues • Infinitives • Participles • Gerunds • Thesis • Supporting Details • Organizing Writing: Informational Writing • Precise Language • Introductions and Conclusions • 	<p>comply invigorating pact rogue haggle invincible reckless vibrant imply obstruction dumbfounded gauge novel revive ford illuminate remote unsound frugal jut precaution premeditated recur regenerate precondition reconstruct refurbish reintegrate prefix recount</p>	<p>StudySync, Unit 4 <i>Hear Me Out</i></p>

Unit Title	Essential Question	Genre	Days	Main Concept(s) Overview	Skill and Standard Instruction	Assessed Skills and Standards	Vocabulary	Resources
Unit 5 <i>Trying Times</i>	Who are you in a crisis?	Drama	30 Days	<p>World War II was a time of crisis for many different groups of people. Some faced danger head-on in the battlefields, oceans, and skies. Others, including Anne Frank, Elie Wiesel, and Jeanne Wakatsuki Houston, found themselves in a different kind of danger. These people and millions of others like them were targets of extreme prejudice. The war changed everything about their lives. Many, like Anne Frank, did not live to tell the tale. Yet, their stories survive. With a genre focus on drama, this Grade 8 unit helps students to understand how times of crisis affect people.</p> <p>The unit includes a focus on World War II, with texts such as Anne Frank: The Diary of a Young Girl and the dramatic adaptation The Diary of Anne Frank: A Play. Other selections that shed light on this international crisis include an excerpt from Parallel Journeys, a multi-perspective historical look at Kristallnacht, as well as iconic speeches by Winston Churchill and Elie Wiesel. Students will experience the American side of the crisis in Farewell to Manzanar.</p> <p>Other selections help students understand different types of crises. The drama Teen Mogul depicts a teenage girl's response to her family's emotional and financial crisis. The poem "America" gives insight into the African-American experience and the speaker's outcry against prejudice and racism. Nelson Mandela's autobiography Long Walk to Freedom takes a look back on a crisis that has passed, while Refugee focuses a personal lens on the more recent conflict in Syria.</p> <p>After reading about crises within and across genres, your students will write and deliver an oral presentation, applying what they have learned from the unit's dramas, fiction, poetry, speeches, and informational texts to an extended oral project.</p>	<p>Content Vocabulary Recognizing Genre: Drama Academic Vocabulary Plot Dramatic Elements and Structure Word Meaning Informational Text Elements Informational Text Structures Textual Evidence Reasons and Evidence Language, Style and Audience Authors Purpose and Point of View</p>	<p>-Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners.</p> <p>- Includes differentiated assessments aligned with varying WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors.</p> <p>- Extended Writing Project includes an Argumentative Prompt.</p> <p>- Project Based Learning</p> <p>Project Question: How can I assist others in a crisis?</p> <p>Community Project: Teach a workshop in your school about what to do in an emergency.</p> <p>Skills and Standards being addressed in this unit include:</p> <p>Author's Purpose and Text Structure Word Meaning Informational Text Structure Informational Text Elements Reasons and Evidence Textual Evidence Dramatic Elements and Structure Plot Language, Style and Audience Point of View Gerund Phrases Participial Phrases Revising for Clarity Speech & Audience</p>	<p>affluent comprehensible fortuitous imperative arbitrary deceptive haughty luscious capable diligent chronicle disclose discord disheveled divert independent indistinct intrigued minimal sibling agenda askew backlog bleak eloquence novice priority serenity sullen tempo attain consecutive duration endurance execute fragment infraction retain specimen spectacle</p>	StudySync, Unit 5 <i>Trying Times</i>

Unit Title	Essential Question	Genre	Days	Main Concept(s) Unit Overview	Skill & Standard Instruction	Assessed Skills & Standards	Vocabulary	Resources
Unit 6 Beyond Reality	What do other worlds teach us about our own?	Science Fiction and Fantasy	30 Days	<p>Aliens. Ghosts. Vampires. Wizards. Fantasy and science fiction stories have endless possibilities. Whether the characters are humans dealing with mysterious otherworldly elements or extraterrestrial beings looking for a place to call home, science fiction and fantasy authors mesmerize readers by creating new worlds.</p> <p>But what can fantastical stories teach us about our own world? Why are these stories so compelling to readers and writers alike? How can an escape into an imagined reality help us understand our own society?</p> <p>Those are the questions your students will explore in this Grade 8 unit.</p> <p>Iconic science fiction authors H. G. Wells and Ray Bradbury are featured in this unit, alongside novelists Susan Cooper and Tomi Adeyemi. Ekaterina Sedia and Raouf Mama draw from folktales to create their stories of "other worlds." Poems by Sara Teasdale and Derrick Harriell feature speakers discussing war and retelling memories about out-of-this-world relatives, respectively. These works challenge students to reconsider their understandings of the past, the future, and what makes us human. Nonfiction texts by Randall Munroe and the United Nations Commission on Human Rights inspire students to think about two alternate realities: one in which humans need to evacuate the planet, and one in which all people live together peacefully.</p> <p>At the end of the unit, students will turn from readers into researchers as they plan and write a research paper on the topic of their own choosing. Drawing inspiration from the authors and texts they've read in the unit, students will craft a research question and use primary and secondary sources to answer it. Their answers will guide them toward understanding how fantasy and science fiction texts help us understand the world in which we live.</p>	<p>Character Theme</p> <p>Arguments and Claims</p> <p>Reasons and Evidence</p> <p>Compare and Contrast</p> <p>Word Meaning</p> <p>Technical Language</p> <p>Language, Style and Audience</p> <p>Media</p> <p>Point of View</p> <p>Connotation and Denotation</p> <p>Word Patterns and Relationships</p> <p>Organizing</p> <p>Argumentative Writing</p> <p>Thesis Statement</p> <p>Introductions</p> <p>Style</p> <p>Conclusions</p> <p>Ellipses for Omission</p> <p>Commas for Pause or Separation</p> <p>Basic Spelling Rules</p>	<p>-Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners.</p> <p>- Includes differentiated assessments aligned with varying WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors.</p> <p>- Extended Writing Project includes an Argumentative Prompt.</p> <p>- Project Based Learning</p> <p>Project Question: How can I create a world that solves the problems my community currently faces?</p> <p>Community Project: Design a city of the future that addresses your community's current problems.</p> <p>Skills and Standards being addressed in this unit include: Greek and Latin Affixes and Roots</p> <p>Informational Text Structure</p> <p>Textual Evidence</p> <p>Informational Text Elements</p> <p>Summarizing</p> <p>Figurative Language</p> <p>Technical Language</p> <p>Informational Text Structure</p> <p>Word Patterns and Relationships</p> <p>Context Clues</p> <p>Infinitives</p> <p>Participles</p> <p>Gerunds</p> <p>Thesis</p> <p>Supporting Details</p> <p>Organizing Writing: Informational Writing</p> <p>Precise Language</p> <p>Introductions and Conclusions</p>	<p>crouch</p> <p>envison</p> <p>lurk</p> <p>surpass</p> <p>diverse</p> <p>incompatible</p> <p>superb</p> <p>valiant</p> <p>envelop</p> <p>jog</p> <p>byte</p> <p>format</p> <p>multimedia</p> <p>save</p> <p>delete</p> <p>microprocessor</p> <p>peripheral</p> <p>zoom</p> <p>disk</p> <p>monitor</p> <p>detached</p> <p>imperceptible</p> <p>meticulous</p> <p>prevalent</p> <p>hospitable</p> <p>initial</p> <p>pliant</p> <p>temporary</p> <p>humid</p> <p>juvenile</p> <p>detached</p> <p>imperceptible</p> <p>meticulous</p> <p>prevalent</p> <p>hospitable</p>	StudySyncUnit 6 Beyond Reality



SCOPE AND SEQUENCE

An Overview of the Instruction and Practice of Standards for Grade 8



INTRODUCTION

The following pages identify which standards are directly taught within each unit as well as where students have the opportunity for spiraled practice. The Instruction table provides an overview of the standards that are instructed and implemented in each selection within the unit. The Practice table provides an at-a-glance view of additional standards that students practice in each selection within the unit as they grow toward mastery.

Contents

- 1** Grade 8. Unit 1. Everyone Loves a Mystery
- 3** Grade 8. Unit 2. Past and Present
- 5** Grade 8. Unit 3. No Risk, No Reward
- 7** Grade 8. Unit 4. Hear Me Out
- 9** Grade 8. Unit 5. Trying Times
- 11** Grade 8. Unit 6. Beyond Reality



UNIT 1 EVERYONE LOVES A MYSTERY

What attracts us to the mysterious?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.8.6
Genre	RL.8.10				
Academic Vocabulary					L.8.6
SyncStart: The Tell-Tale Heart	RL.8.1, RL.8.4, RL.8.10		W.8.4, W.8.5	SL.8.1A, SL.8.1B, SL.8.1C, SL.8.1D	L.8.4A, L.8.4D
Monster	RL.8.3				
Let 'Em Play God		RI.8.6			
Sympathy			W.8.1A, W.8.1B, W.8.9A		
Ten Days in a Mad-House (Chapter IV)		RI.8.6, RI.8.9			
The Lottery	RL.8.2, RL.8.9, RL.8.10				
The Graveyard Book					
The Conjure-Man Dies					
The Monkey's Paw	RL.8.3, RL.8.5				
Phineas Gage		RI.8.1, RI.8.2			
Vocabulary Review					L.8.6
Self-Selected Reading					
Blasts					
Plan			W.8.3A, W.8.4, W.8.5		
Draft			W.8.3A, W.8.4, W.8.5		
Revise			W.8.3A, W.8.3B, W.8.3C, W.8.3D, W.8.3E, W.8.5		
Edit and Publish			W.8.3A, W.8.5, W.8.6		L.8.2A, L.8.2C



Practice

Instruction ●
Practice Only ●

	Content Vocabulary	Genre	Academic Vocabulary	SyncStart: The Tell-Tale Heart	Monster	Let 'Em Play God	Sympathy	Ten Days in a Mad-House	The Lottery	The Graveyard Book	The Conjure-Man Dies	The Monkey's Paw	Phineas Gage	Vocabulary Review	Self-Selected Reading	Blasts	Plan	Draft	Revise	Edit and Publish
Reading: Literature	RL.8.1		●	●																
	RL.8.2																			
	RL.8.3																			
	RL.8.4			●	●															
	RL.8.5																			
	RL.8.6																			
	RL.8.7																			
	RL.8.9																			
	RL.8.10		●		●	●				●	●									
	Reading: Informational Text	RI.8.1	●																	
RI.8.2																				
RI.8.3																				
RI.8.4																				
RI.8.5																				
RI.8.6																				
RI.8.7																				
RI.8.8																				
RI.8.9																				
RI.8.10																				
Writing	W.8.1																			
	W.8.1A																			
	W.8.1B																			
	W.8.1C																			
	W.8.1D																			
	W.8.1E																			
	W.8.2																			
	W.8.2A																			
	W.8.2B																			
	W.8.2C																			
	W.8.2D																			
	W.8.2E																			
	W.8.2F																			
	W.8.3																			
	W.8.3A																			
	W.8.3B																			
W.8.3C																				
W.8.3D																				
W.8.3E																				
W.8.4																				
W.8.5																				
W.8.6																				
W.8.7																				
W.8.8																				
W.8.9																				
W.8.9A																				
W.8.9B																				
W.8.10																				
Speaking & Listening	SL.8.1																			
	SL.8.1A																			
	SL.8.1B																			
	SL.8.1C																			
	SL.8.1D																			
	SL.8.2																			
	SL.8.3																			
	SL.8.4																			
SL.8.5																				
SL.8.6																				
Language	L.8.1																			
	L.8.1A																			
	L.8.1B																			
	L.8.1C																			
	L.8.1D																			
	L.8.2																			
	L.8.2A																			
	L.8.2B																			
	L.8.2C																			
	L.8.3																			
	L.8.3A																			
	L.8.4																			
	L.8.4A																			
	L.8.4B																			
L.8.4C																				
L.8.4D																				
L.8.5																				
L.8.5A																				
L.8.5B																				
L.8.5C																				
L.8.6																				



UNIT 2 PAST AND PRESENT

What makes you, you?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.8.6
Genre	RL.8.10				
Academic Vocabulary					L.8.6
I'm Nobody! Who are you?	RL.8.5				
Commencement Address to the Santa Fe Indian School		RI.8.8			
Curtain Call					
So where are you from?	RL.8.10	RI.8.2			
The Outsiders	RL.8.1, RL.8.3				
Slam, Dunk, & Hook	RL.8.5, RL.8.9				
Abuela Invents the Zero	RL.8.2, RL.8.3				
Inside Out and Back Again					
Theories of Time and Space					
The Road Not Taken	RL.8.4, RL.8.5				L.8.5.A
The House on Mango Street	RL.8.2, RL.8.4				L.8.5.A
Vocabulary Review					L.8.6
Self-Selected Reading					
Blasts					
Plan			W.8.1A, W.8.4, W.8.5		
Draft			W.8.1A, W.8.1B, W.8.4, W.8.5		
Revise			W.8.1A, W.8.1B, W.8.1C, W.8.1D, W.8.1E, W.8.5		
Edit and Publish			W.8.5, W.8.6		L.8.1B, L.8.1C, L.8.1D



Practice

Instruction ●
Practice Only ●

	Content Vocabulary	Genre	Academic Vocabulary	I'm Nobody! Who are you?	Commencement Address to the Santa Fe Indian School	Curtain Call	So where are you from?	The Outsiders	Slam, Dunk, & Hook	Abuela Invents the Zero	Inside Out and Back Again	Theories of Time	The Road Not Taken	The House on Mango Street	Vocabulary Review	Self-Selected Reading	Blasts	Plan	Draft	Revise	Edit and Publish
Reading: Literature	RL.8.1		●				●	●	●	●	●	●	●	●							
	RL.8.2								●	●	●	●	●	●							
	RL.8.3						●	●	●	●	●	●	●	●							
	RL.8.4			●			●		●	●	●	●	●	●							
	RL.8.5			●			●		●	●	●	●	●	●							
	RL.8.6			●			●		●	●	●	●	●	●							
	RL.8.7			●					●	●	●	●	●	●							
	RL.8.9						●	●	●	●	●	●	●	●							
	RL.8.10	●		●			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	Reading: Informational Text	RI.8.1	●		●			●	●	●	●	●	●	●	●						
RI.8.2							●	●	●	●	●	●	●	●							
RI.8.3							●	●	●	●	●	●	●	●							
RI.8.4							●	●	●	●	●	●	●	●							
RI.8.5							●	●	●	●	●	●	●	●							
RI.8.6							●	●	●	●	●	●	●	●							
RI.8.7							●	●	●	●	●	●	●	●							
RI.8.8							●	●	●	●	●	●	●	●							
RI.8.9							●	●	●	●	●	●	●	●							
RI.8.10							●	●	●	●	●	●	●	●							
Writing	W.8.1																				
	W.8.1A																				
	W.8.1B																				
	W.8.1C																				
	W.8.1D																				
	W.8.1E																				
	W.8.2																				
	W.8.2A																				
	W.8.2B																				
	W.8.2C																				
	W.8.2D																				
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	W.8.3A																				
W.8.3B																					
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W.8.3D																					
W.8.3E																					
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W.8.6																					
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W.8.8																					
W.8.9																					
W.8.9A																					
W.8.9B																					
W.8.10																					
Speaking & Listening	SL.8.1	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.1A	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.1B	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.1C	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.1D	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.2	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.3	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SL.8.4	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
SL.8.5	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
SL.8.6	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Language	L.8.1																				
	L.8.1A																				
	L.8.1B																				
	L.8.1C																				
	L.8.1D																				
	L.8.2																				
	L.8.2A																				
	L.8.2B																				
	L.8.2C																				
	L.8.3																				
	L.8.3A																				
	L.8.4																				
L.8.4A																					
L.8.4B																					
L.8.4C																					
L.8.4D																					
L.8.5																					
L.8.5A																					
L.8.5B																					
L.8.5C																					
L.8.6	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	



UNIT 3 NO RISK, NO REWARD

Why do we take chances?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.8.6
Genre		RI.8.10			
Academic Vocabulary					L.8.6
The Vanishing Island		RI.8.7, RI.8.10			L.8.4.B
A Night to Remember					
Address to the Nation on the Challenger		RI.8.2, RI.8.5			
A Kenyan Teen's Discovery		RI.8.7, RI.8.10			L.8.5.B
Mother to Son				SL.8.6	
Learning to Read					
Narrative of the Life of Frederick Douglass		RI.8.3, RI.8.4			L.8.5.A
The Day I Saved a Life		RI.8.4			L.8.4.A, L.8.4.D
The Call of the Wild	RL.8.4, RL.8.7				
Cocoon	RL.8.4				L.8.5.C
Vocabulary Review					L.8.6
Self-Selected Reading					
Plan			W.8.2.A, W.8.4, W.8.5		
Draft			W.8.2.A, W.8.2.B, W.8.4, W.8.5		
Revise			W.8.2.A, W.8.2.B, W.8.2.C, W.8.2.D, W.8.2.E, W.8.2.F, W.8.5		
Edit and Publish			W.8.5, W.8.6		L.8.1.A



UNIT 4 HEAR ME OUT

How do you choose the right words?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.8.6
Genre		RI.8.10			
Academic Vocabulary					L.8.6
/HUG	RL.8.2, RL.8.3, RL.8.10				
Gaming Communities		RI.8.8, RI.8.9			
Denee Benton: Broadway Princess					
Cover Letter to LucasArts		RI.8.4			L.8.4.C, L.8.4.D
Speech to the Ohio Women's Conference: Ain't I a Woman?		RI.8.4, RI.8.8		SL.8.3	
Across Five Aprils	RL.8.6, RL.8.7			SL.8.2	
To America					
Letters of a Civil War Nurse					
The Gettysburg Address		RI.8.4, RI.8.8, RI.8.10		SL.8.3	L.8.5.C
The Adventures of Tom Sawyer	RL.8.4, RL.8.6, RL.8.9				L.8.5.A
Blind	RL.8.4				L.8.5.B, L.8.5.C
Vocabulary Review					L.8.6
Self-Selected Reading					
Blasts					
Plan			W.8.1.A, W.8.4, W.8.5		
Draft			W.8.1.A, W.8.1.B, W.8.4, W.8.5		
Revise			W.8.1.A, W.8.1.B, W.8.1.C, W.8.1.D, W.8.1.E, W.8.5		
Edit and Publish			W.8.5, W.8.6		L.8.2.A, L.8.2.B, L.8.2.C



Practice

Instruction ●
Practice Only ●

	Content Vocabulary	Genre	Academic Vocabulary /HUG	Gaming Communities	Denee Benton: Broadway Princess	Cover Letter to LucasArts	Speech to the Ohio Women's Conference	Across Five Aprils	To America	Letters of a Civil War Nurse	The Gettysburg Address	The Adventures of Tom Sawyer	Blind	Vocabulary Review	Self-Selected Reading	Blasts	Plan	Draft	Revise	Edit and Publish
Reading: Literature	RL.8.1		●				●	●			●	●								
	RL.8.2		●																	
	RL.8.3		●																	
	RL.8.4		●					●			●	●								
	RL.8.5																			
	RL.8.6			●			●				●									
	RL.8.7						●				●									
	RL.8.9						●				●									
	RL.8.10			●			●	●			●	●			●					
	Reading: Informational Text	RI.8.1	●		●		●			●	●				●		●	●	●	●
RI.8.2					●	●														
RI.8.3					●	●														
RI.8.4				●		●	●			●										
RI.8.5									●											
RI.8.6																				
RI.8.7																				
RI.8.8				●			●			●										
RI.8.9		●		●		●														
RI.8.10			●		●	●	●		●	●					●					
Writing	W.8.1																			
	W.8.1A			●																
	W.8.1B			●																
	W.8.1C																			
	W.8.1D																			
	W.8.1E																			
	W.8.2																			
	W.8.2A																			
	W.8.2B																			
	W.8.2C																			
	W.8.2D																			
	W.8.2E																			
	W.8.2F																			
	W.8.3																			
	W.8.3A																			
	W.8.3B																			
	W.8.3C																			
W.8.3D																				
W.8.3E																				
W.8.4		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
W.8.5		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
W.8.6		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
W.8.7																				
W.8.8																				
W.8.9																				
W.8.9A			●		●	●	●	●	●	●	●	●	●	●						
W.8.9B			●		●	●	●	●	●	●	●	●	●	●						
W.8.10			●	●	●	●	●	●	●	●	●	●	●	●						
Speaking & Listening	SL.8.1	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.1A	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.1B	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.1C	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.1D	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.2	●																		
	SL.8.3						●	●		●										
SL.8.4																				
SL.8.5																				
SL.8.6			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Language	L.8.1																			
	L.8.1A																			
	L.8.1B																			
	L.8.1C																			
	L.8.1D																			
	L.8.2																			
	L.8.2A																			
	L.8.2B																			
	L.8.2C																			
	L.8.2D																			
	L.8.3																			
	L.8.3A																			
	L.8.4			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
L.8.4A			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
L.8.4B			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
L.8.4C			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
L.8.4D			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
L.8.5																				
L.8.5A																				
L.8.5B																				
L.8.5C																				
L.8.6	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●



UNIT 5 TRYING TIMES

Who are you in a crisis?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.8.6
Genre	RL.8.10				
Academic Vocabulary					L.8.6
Teen Mogul	RL.2.3, RL.8.5				
Anne Frank: The Diary of a Young Girl					
The Diary of Anne Frank: A Play	RL.8.5, RL.8.10				L.8.4A, L.8.4C, L.8.4D
Parallel Journeys		RI.8.3			
Blood, Toil, Tears and Sweat		RI.8.5			
Farewell to Manzanar		RI.8.1			
Nobel Prize Acceptance Speech		RI.8.5, RI.8.8		SL.8.3	
Refugee	RL.8.4, RL.8.10				
America					
Gandhi the Man					
Long Walk to Freedom		RI.8.3, RI.8.6			
Vocabulary Review					L.8.6
Self-Selected Reading					
Blasts					
Plan			W.8.1A, W.8.4, W.8.5	SL.8.4, SL.8.5	
Draft			W.8.4, W.8.5, W.8.8	SL.8.2, SL.8.4, SL.8.6	
Revise			W.8.1A, W.8.1B, W.8.5, W.8.8	SL.8.3, SL.8.4, SL.8.6	
Edit and Present			W.8.5, W.8.6	SL.8.4, SL.8.5, SL.8.6	L.8.1, L.8.3A



Practice

Instruction ●
Practice Only ●

	Content Vocabulary	Genre	Academic Vocabulary	Teen Mogul	Anne Frank: The Diary of a Young Girl	Frank: A Play	Parallel Journeys	Blood, Toil, Tears and Sweat	Farewell to Manzanar	Nobel Prize Acceptance Speech	Refugee	America	Gandhi the Man	Long Walk to Freedom	Vocabulary Review	Self-Selected Reading	Blasts	Plan	Draft	Revise	Edit and Present
Reading: Literature	RL.8.1			●		●				●					●						
	RL.8.2										●										
	RL.8.3			●																	
	RL.8.4			●		●															
	RL.8.5			●		●		●													
	RL.8.6																				
	RL.8.7																				
	RL.8.9																				
	RL.8.10		●			●					●						●				
	Reading: Informational Text	RI.8.1	●		●					●				●		●			●	●	
RI.8.2					●				●												
RI.8.3					●																
RI.8.4					●								●		●						
RI.8.5								●		●											
RI.8.6					●																
RI.8.7																					
RI.8.8								●		●										●	
RI.8.9																					
RI.8.10					●		●		●								●				
Writing	W.8.1																				
	W.8.1A																				●
	W.8.1B																				●
	W.8.1C																				●
	W.8.1D																				●
	W.8.1E																				●
	W.8.2																				
	W.8.2A																				
	W.8.2B							●							●						
	W.8.2C							●							●						
W.8.2D																					
W.8.2E																					
W.8.2F																					
W.8.3																					
W.8.3A				●																	
W.8.3B				●																	
W.8.3C																					
W.8.3D																					
W.8.3E																					
W.8.4				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
W.8.5				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
W.8.6				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
W.8.7																					
W.8.8																					
W.8.9																					
W.8.9A				●		●				●					●						
W.8.9B					●		●		●		●										
W.8.10				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Speaking & Listening	SL.8.1	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.1A	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.1B	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.1C	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.1D	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.2		●																		
	SL.8.3																				
SL.8.4																					
SL.8.5																					
SL.8.6				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Language	L.8.1																				
	L.8.1A																				
	L.8.1B																				
	L.8.1C																				
	L.8.1D																				
	L.8.2																				
	L.8.2A																				
	L.8.2B																				
	L.8.2C																				
	L.8.3																				
	L.8.3A																				
	L.8.4																				
	L.8.4A				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
L.8.4B																					
L.8.4C																					
L.8.4D				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
L.8.5																					
L.8.5A																					
L.8.5B																					
L.8.5C																					
L.8.6	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●



UNIT 6 BEYOND REALITY

What do imagined worlds teach us about our own?



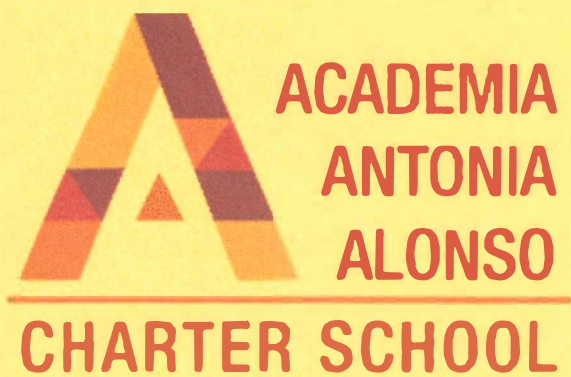
Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.8.6
Genre	RL.8.10				
Academic Vocabulary					L.8.6
Manuel and the Magic Fox	RL.8.2				
The Dark Is Rising					
There Will Come Soft Rains (poem)					
There Will Come Soft Rains (short story)	RL.8.2, RL.8.5				
The War of the Worlds	RL.8.4				L.8.4.B
Everybody Out (from "What If?")		RI.8.2, RI.8.4, RI.8.10			
Spaceships	RL.8.4				L.8.4.A, L.8.4.D
Universal Declaration of Human Rights		RI.8.2, RI.8.4			
How Hare Drank Boiling Water					
Children of Blood and Bone	RL.8.5, RL.8.6				
Vocabulary Review					L.8.6
Self-Selected Reading					
Blasts					
Plan			W.8.2.A, W.8.4, W.8.5		
Draft			W.8.2.A, W.8.2.B, W.8.4, W.8.5, W.8.7, W.8.8	SL.8.2	
Revise			W.8.2.A, W.8.5, W.8.7, W.8.8		
Edit and Publish			W.8.2.A, W.8.5, W.8.6		L.8.1, L.8.1.A, L.8.2.A, L.8.2.C



Practice

Instruction ●
Practice Only ●

	Content Vocabulary	Genre	Academic Vocabulary	Manual and the Magic Fox	The Dark is Rising	There Will Come Soft Rains (poem)	There Will Come Soft Rains (short story)	The War of the Worlds	Everybody, Out (from 'What If?')	Spaceships	Universal Declaration of Human Rights	How Hare Drank Boiling Water	Children of Blood and Bone	Vocabulary Review	Self-Selected Reading	Blasts	Plan	Draft	Revise	Edit and Publish	
Reading: Literature	RL.8.1		●	●	●	●	●		●				●								
	RL.8.2		●	●	●	●			●												
	RL.8.3			●	●	●															
	RL.8.4			●	●	●	●		●												
	RL.8.5					●															
	RL.8.6					●							●								
	RL.8.7											●									
	RL.8.9																				
	RL.8.10			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	Reading: Informational Text	RI.8.1	●		●																
RI.8.2									●		●										
RI.8.3									●												
RI.8.4									●		●										
RI.8.5									●												
RI.8.6									●												
RI.8.7																					
RI.8.8																					
RI.8.9																					
RI.8.10									●		●				●						
Writing	W.8.1																				
	W.8.1.A																				
	W.8.1.B																				
	W.8.1.C																				
	W.8.1.D																				
	W.8.1.E																				
	W.8.2																				
	W.8.2.A								●								●	●	●	●	
	W.8.2.B								●									●	●	●	
	W.8.2.C								●												
	W.8.2.D								●												
	W.8.2.E																				
	W.8.2.F																				
	W.8.3																				
	W.8.3.A																				
	W.8.3.B																				
	W.8.3.C																				
	W.8.3.D																				
	W.8.3.E				●																
W.8.4				●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	
W.8.5				●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	
W.8.6				●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	
W.8.7																					
W.8.8																					
W.8.9																					
W.8.9.A					●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	
W.8.9.B								●		●				●							
W.8.10				●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	
Speaking & Listening	SL.8.1	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
	SL.8.1.A	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
	SL.8.1.B																				
	SL.8.1.C		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
	SL.8.1.D																				
	SL.8.2		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
	SL.8.3																				
SL.8.4																					
SL.8.5																					
SL.8.6				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Language	L.8.1																			●	
	L.8.1.A																				
	L.8.1.B																				
	L.8.1.C																				
	L.8.1.D																				
	L.8.2																				
	L.8.2.A																				
	L.8.2.B																				
	L.8.2.C																				
	L.8.3																				
	L.8.3.A																				
	L.8.4																				
	L.8.4.A			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	L.8.4.B			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
L.8.4.C																					
L.8.4.D				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
L.8.5																					
L.8.5.A																					
L.8.5.B																					
L.8.5.C																					
L.8.6	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	



APPENDIX H

MATH SCOPE and SEQUENCE

Scope and Sequence

Grade 6

Textbook: Reveal Math Course 1 Volume 1 and Volume 2 (McGraw Hill)

<u>Unit and Time Frame</u>	<u>Essential Questions</u>	<u>Standards and Objectives</u>	<u>Key Vocabulary</u>	<u>Assessments</u>
Unit 1: Ratio and Rates Time Frame: 25 days	<p>What is a ratio?</p> <p>What are equivalent ratios?</p> <p>How can ratios be represented?</p> <p>How can ratios be compared?</p> <p>How can real world problems involving ratios be solved?</p> <p>How can ratios be used to convert between standard units of measure?</p> <p>How can quantities with different units be compared?</p> <p>How can real world problems involving rate be solved?</p>	<p>CCSS.MATH.CONTENT.6.RP.A Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>CCSS.MATH.CONTENT.6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p>CCSS.MATH.CONTENT.6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.</p> <p>CCSS.MATH.CONTENT.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>CCSS.MATH.CONTENT.6.RP.A.3.A Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p> <p>CCSS.MATH.CONTENT.6.RP.A.3.B Solve unit rate problems including those involving unit pricing and constant speed.</p> <p>CCSS.MATH.CONTENT.6.RP.A.3.C Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.</p> <p>CCSS.MATH.CONTENT.6.RP.A.3.D Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>	<p>Ratio</p> <p>Equivalent Ratios</p> <p>Ordered Pairs</p> <p>Graphing</p> <p>Coordinate Plane</p> <p>Ratio Relationships</p> <p>Part</p> <p>Whole</p> <p>Bar Diagram</p> <p>Double Number Lines</p> <p>Quantity</p> <p>Units of Measure</p> <p>Unit Conversions</p> <p>Rates</p>	<p>Unit 1 Pre-Assessment</p> <p>Unit 1 Quiz (after Lesson 4)</p> <p>Unit 1 Test (after Lesson 8)</p>

<p>Unit 3: Compute Multi-digit Numbers and Fractions</p> <p>Time Frame: 17 days</p>	<p>How can multi-digit numbers be divided?</p> <p>How can multi-digit decimals be added, subtracted, multiplied, and divided?</p> <p>How can whole numbers be divided by fractions?</p> <p>How can fractions be divided by fractions?</p> <p>How can division be performed with whole numbers and mixed numbers?</p>	<p>CCSS.MATH.CONTENT.6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.</p> <p>CCSS.MATH.CONTENT.6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm.</p> <p>CCSS.MATH.CONTENT.6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>	<p>Multi-Digit</p> <p>Quotient</p> <p>Product</p> <p>Sum</p> <p>Difference</p> <p>Reciprocal</p> <p>Mixed Number</p>	<p>Unit 3 Pre-Assessment</p> <p>Unit 3 Quiz (after Lesson 2)</p> <p>Unit 3 Test (after Lesson 5)</p>
<p>Unit 4: Integers, Rational Numbers and the Coordinate Plane</p> <p>Time Frame: 22 days</p>	<p>How can integers on the number line be used to represent quantities?</p> <p>What is the opposite of an integer?</p> <p>What is an absolute value?</p> <p>How can opposites be used to find an absolute value?</p>	<p>CCSS.MATH.CONTENT.6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>CCSS.MATH.CONTENT.6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>CCSS.MATH.CONTENT.6.NS.C.6.A Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of</p>	<p>Integer</p> <p>Negative</p> <p>Number Line</p> <p>Quantity</p> <p>Opposite</p> <p>Absolute Value</p> <p>Rational Numbers</p> <p>Coordinate Plane</p>	<p>Unit 4 Pre-Assessment</p> <p>Unit 4 Quiz (after Lesson 4)</p> <p>Unit 4 Test (after lesson 7)</p>

<p>Unit 5: Numerical and Algebraic Expressions</p> <p>Time Frame: 23 days</p>	<p>How can algebraic relationships be communicated with mathematical symbols?</p> <p>How can powers be evaluated?</p> <p>How are numerical expressions evaluated?</p> <p>How can algebraic expressions be written from a verbal phrase?</p> <p>How can an algebraic expression be evaluated?</p> <p>How can a problem be solved using the greatest common factor or the least common multiple?</p> <p>How can the distributive property be used to expand and factor expressions?</p> <p>How can substitution determine</p>	<p>CCSS.MATH.CONTENT.6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.</p> <p>CCSS.MATH.CONTENT.6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>CCSS.MATH.CONTENT.6.EE.A.2.A Write expressions that record operations with numbers and with letters standing for numbers.</p> <p>CCSS.MATH.CONTENT.6.EE.A.2.B Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.</p> <p>CCSS.MATH.CONTENT.6.EE.A.2.C Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).</p> <p>CCSS.MATH.CONTENT.6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p>CCSS.MATH.CONTENT.6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.</p> <p>CCSS.MATH.CONTENT.6.EE.A.3 Apply the properties of operations to generate equivalent expressions.</p> <p>CCSS.MATH.CONTENT.6.EE.A.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).</p>	<p>Powers</p> <p>Exponent</p> <p>Base</p> <p>Product</p> <p>Expression</p> <p>Evaluate</p> <p>Numerical Expression</p> <p>Algebraic Expression</p> <p>Order of Operations</p> <p>Term</p> <p>Variable</p> <p>Factor</p> <p>Factor Tree</p> <p>Greatest Common Factor</p> <p>Least Common Multiple</p>	<p>Unit 5 Pre-Assessment</p> <p>Unit 5 Quiz (after Lesson 4)</p> <p>Unit 5 Test (after Lesson 7)</p>
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	How can properties of equality be applied to solving and graphing one-step inequalities?			
Unit 7: Relationship between two variables Time Frame: 12 days	<p>What is an independent variable?</p> <p>What is a dependent variable?</p> <p>How can an equation represent a relationship between variables?</p> <p>How can a graph of a line represent a relationship?</p> <p>How can a table represent a relationship?</p>	<p>CCSS.MATH.CONTENT.6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</p> <p>CCSS.MATH.CONTENT.6.EE.A.2.C Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).</p> <p>CCSS.MATH.CONTENT.6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p>CCSS.MATH.CONTENT.6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.</p>	<p>Independent Variable</p> <p>Dependent Variable</p> <p>Relationship</p>	<p>Unit 7 Pre-Assessment</p> <p>Unit 7 Quiz (after Lesson 2)</p> <p>Unit 7 Test (after Lesson 4)</p>

<p>Unit 9: Volume and Surface Area</p> <p>Time Frame: 15 days</p>	<p>How can the volume of a rectangular prism be calculated and used in real world situations?</p> <p>How can a net be used to represent a rectangular prism?</p> <p>How can the surface area of a rectangular prism be calculated?</p> <p>How can a net be used to represent a triangular prism?</p> <p>How can the surface area of a triangular prism be calculated?</p> <p>How can a net be used to represent pyramids?</p> <p>How can the surface area of pyramids be calculated?</p>	<p>CCSS.MATH.CONTENT.6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p>CCSS.MATH.CONTENT.6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p>CCSS.MATH.CONTENT.6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p>	<p>Volume</p> <p>Surface Area</p> <p>Rectangular Prism</p> <p>Net</p> <p>Triangular Prism</p> <p>Square Pyramid</p> <p>Triangular Pyramid</p>	<p>Unit 9 Pre-Assessment</p> <p>Unit 9 Quiz (after Lesson 2)</p> <p>Unit 9 Test (after Lesson 4)</p>
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	plots be interpreted differently?	<p>Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. CCSS.MATH.CONTENT.6.RP.A.1</p> <p>Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. CCSS.MATH.CONTENT.6.RP.A.3</p> <p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p>	Outlier Peak Range Second Quartile Statistical Question Symmetric Distribution Third Quartile	
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Scope and Sequence

Grade 7

Textbook: Reveal Math Course 2 Volume 1 and Volume 2 (McGraw Hill)

<u>Unit and Time Frame</u>	<u>Essential Questions</u>	<u>Standards and Objectives</u>	<u>Key Vocabulary</u>	<u>Assessments</u>
Unit 1: Proportional Relationships Time Frame: 20 days	How do unit rates relate to ratios and fractions? How can a unit rate be found when one or both quantities are fractions? How can models represent proportional relationships between quantities? How do tables represent proportional relationships between quantities? How can two quantities graphed on a coordinate plane be used to show a proportional relationship?	CCSS.MATH.CONTENT.7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. CCSS.MATH.CONTENT.7.RP.A.2 Recognize and represent proportional relationships between quantities. CCSS.MATH.CONTENT.7.RP.A.2.A Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. CCSS.MATH.CONTENT.7.RP.A.2.B Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. CCSS.MATH.CONTENT.7.RP.A.2.C Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$. CCSS.MATH.CONTENT.7.RP.A.2.D Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. CCSS.MATH.CONTENT.7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns,	Constant Proportionality Nonproportional Proportion Proportional Proportional Relationship Unit Rate	Unit 1 Pre-Assessment Unit 1 Quiz (after lesson 3) Unit 1 Test (after lesson 6)

	<p>How can equations represent proportional relationships?</p> <p>How can real world problems be solved using proportional relationships?</p>	<p>gratuities and commissions, fees, percent increase and decrease, percent error.</p>		
<p>Unit 2: Solve Percent Problems</p> <p>Time Frame: 16 days</p>	<p>How can problems involving percent of increase be solved?</p> <p>How can problems involving percent of decrease be solved?</p> <p>How is tax related to percents and ratios?</p> <p>How are markups related to percents and ratios?</p> <p>How are discounts related to percents and ratios?</p> <p>How can simple interest be calculated?</p> <p>What are commission and fees?</p>	<p>CCSS.MATH.CONTENT.7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p>CCSS.MATH.CONTENT.7.EE.A.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.</p> <p>CCSS.MATH.CONTENT.7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p>	<p>Amount of Error</p> <p>Commission</p> <p>Discount</p> <p>Fee</p> <p>Gratuity</p> <p>Interest</p> <p>Markdown</p> <p>Markup</p> <p>Percent Error</p> <p>Percent of Change</p> <p>Percent of Decrease</p> <p>Percent of Increase</p> <p>Principal</p>	<p>Unit 2 Pre-Assessment</p> <p>Unit 2 Quiz (after lesson 4)</p> <p>Unit 2 Test (after lesson 7)</p>

	<p>How are commission and fees calculated using percents?</p> <p>How can percent error compare to the inaccuracy of an estimate or the amount of error or the actual amount?</p>		<p>Sales Tax</p> <p>Selling Price</p> <p>Simple Interest</p> <p>Tip</p> <p>Wholesale Cost</p>	
<p>Unit 3: Operations with Integers</p> <p>Time Frame: 18 days</p>	<p>How can integers with the same sign be added together?</p> <p>How can integers with different signs be added together?</p> <p>What is the additive inverse?</p> <p>How is subtraction of integers related to addition of integers?</p> <p>How can integers be multiplied that have the same sign?</p> <p>How can integers that have different signs be multiplied?</p>	<p>CCSS.MATH.CONTENT.7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>CCSS.MATH.CONTENT.7.NS.A.1.A Describe situations in which opposite quantities combine to make 0.</p> <p>CCSS.MATH.CONTENT.7.NS.A.1.B Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p> <p>CCSS.MATH.CONTENT.7.NS.A.1.C Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p>CCSS.MATH.CONTENT.7.NS.A.1.D Apply properties of operations as strategies to add and subtract rational numbers.</p> <p>CCSS.MATH.CONTENT.7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.¹</p>	<p>Absolute Value</p> <p>Additive Inverse Property</p> <p>Additive Inverses</p> <p>Distributive Property</p> <p>Multiplicative Identity Property</p>	<p>Unit 3 Pre-Assessment</p> <p>Unit 3 Quiz (after lesson 2)</p> <p>Unit 3 Test (after lesson 5)</p>

	<p>How can integers be divided that have the same sign?</p> <p>How can integers that have different signs be divided?</p> <p>What order must integer operations be performed?</p>	<p>¹ Computations with rational numbers extend the rules for manipulating fractions to complex fractions. CCSS.MATH.CONTENT.7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. CCSS.MATH.CONTENT.7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. CCSS.MATH.CONTENT.7.NS.A.2.A Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. CCSS.MATH.CONTENT.7.NS.A.2.B Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. CCSS.MATH.CONTENT.7.NS.A.2.C Apply properties of operations as strategies to multiply and divide rational numbers.</p>		
<p>Unit 4: Operations with Rational Numbers</p> <p>Time Frame: 15 days</p>	<p>How can long division be used to convert rational numbers to decimals?</p> <p>How can rational numbers be added together?</p>	<p>CCSS.MATH.CONTENT.7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. CCSS.MATH.CONTENT.7.NS.A.1.A Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</p>	<p>Bar Notation</p> <p>Multiplicative Inverses</p> <p>Rational Number</p> <p>Repeating Decimal</p>	<p>Unit 4 Pre-Assessment</p> <p>Unit 4 Quiz (after lesson 3)</p> <p>Unit 4 Test (after lesson 6)</p>

	<p>How can the additive inverse be used to combine rational numbers that are subtracting?</p> <p>How are rational numbers multiplied?</p> <p>How are rational numbers divided?</p> <p>How can operations of rational numbers be used to evaluate mathematical expressions?</p>	<p>CCSS.MATH.CONTENT.7.NS.A.1.B Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p> <p>CCSS.MATH.CONTENT.7.NS.A.1.C Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p>CCSS.MATH.CONTENT.7.NS.A.1.D Apply properties of operations as strategies to add and subtract rational numbers.</p> <p>CCSS.MATH.CONTENT.7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>CCSS.MATH.CONTENT.7.NS.A.2.B Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p> <p>CCSS.MATH.CONTENT.7.NS.A.2.C Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>CCSS.MATH.CONTENT.7.NS.A.2.D Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p> <p>CCSS.MATH.CONTENT.7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.¹</p> <p>¹ Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p> <p>CCSS.MATH.CONTENT.7.EE.B.3</p>	Terminating Decimal	
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		Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.		
Unit 5: Simplify Algebraic Expressions Time Frame: 15 days	<p>What are like terms?</p> <p>How can combining like terms be used to simplify an expression?</p> <p>How can the distributive property be used to simplify an expression?</p> <p>How can linear expressions be simplified?</p> <p>What is the greatest common factor of an expression?</p> <p>How can a combination of operations be used to simplify an expression?</p>	<p>CCSS.MATH.CONTENT.7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p>CCSS.MATH.CONTENT.7.EE.A.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.</p>	<p>Coefficient</p> <p>Constant</p> <p>Factor</p> <p>Factored Form</p> <p>Greatest Common Factor</p> <p>Like Terms</p> <p>Linear Expression</p> <p>Monomial</p> <p>Simplest Form</p> <p>Term</p>	<p>Unit 5 Pre-Assessment</p> <p>Unit 5 Quiz (after lesson 3)</p> <p>Unit 5 Test (after lesson 5)</p>

<p>Unit 6: Write and Solve Equations</p> <p>Time Frame: 20 days</p>	<p>How can one-step equations be solved using different operations?</p> <p>How can one-step equations be solved with rational numbers?</p> <p>How can two-step equations be solved with bar diagrams?</p> <p>How can algebra tiles be used to solve two-step equations?</p> <p>What form can a two-step equation be written?</p> <p>How is a two-step equation solved?</p> <p>How can a two-step equation be solved with distribution?</p>	<p>CCSS.MATH.CONTENT.7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p> <p>CCSS.MATH.CONTENT.7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>CCSS.MATH.CONTENT.7.EE.B.4.A Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>	<p>Addition Property of Equality</p> <p>Variable</p> <p>Division Property of Equality</p> <p>Equation</p> <p>Equivalent Equations</p> <p>Inverse Property of Multiplication</p> <p>Solution</p> <p>Subtraction Property of Equality</p> <p>Two-Step Equation</p>	<p>Unit 6 Pre-Assessment</p> <p>Unit 6 Quiz (after lesson 3)</p> <p>Unit 6 Test (after lesson 5)</p>
<p>Unit 7: Write and Solve Inequalities</p> <p>Time Frame: 15 days</p>	<p>How can one-step inequalities be solved and graphed with addition and subtraction?</p> <p>What verbal phrases can be used to</p>	<p>CCSS.MATH.CONTENT.7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p> <p>CCSS.MATH.CONTENT.7.EE.B.4</p>	<p>Inequality</p> <p>Addition Property of Inequality</p> <p>Subtraction Property of Inequality</p>	<p>Unit 7 Pre-Assessment</p> <p>Unit 7 Quiz (after lesson 4)</p> <p>Unit 7 Test (after lesson 6)</p>

	<p>represent inequalities in real world situations?</p> <p>How can a one-step inequality be solved and graphed with multiplication and division with positive coefficients?</p> <p>How can a one-step inequality be solved and graphed with multiplication and division with negative coefficients?</p> <p>How can a two-step inequality be solved and graphed using a combination of operations?</p>	<p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. CCSS.MATH.CONTENT.7.EE.B.4.B</p> <p>Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.</p>	<p>Multiplication Property of Inequality</p> <p>Division Property of Inequality</p> <p>Two-Step Inequality</p>	
<p>Unit 8: Geometric Figures Time Frame: 15 days</p>	<p>What are vertical and adjacent angles?</p> <p>What are complementary and supplementary angles?</p> <p>How can knowledge of types of angles be used to solve for a missing value?</p>	<p>CCSS.MATH.CONTENT.7.G.A.1</p> <p>Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> <p>CCSS.MATH.CONTENT.7.G.A.2</p> <p>Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p> <p>CCSS.MATH.CONTENT.7.G.A.3</p>	<p>Adjacent Angles</p> <p>Bases</p> <p>Complementary Angles</p> <p>Supplementary Angles</p> <p>Cone</p> <p>Congruent</p> <p>Cross Section</p> <p>Cylinder</p> <p>Edge</p> <p>Face</p> <p>Plane</p>	<p>Unit 8 Pre-Assessment</p> <p>Unit 8 Quiz (after lesson 2)</p> <p>Unit 8 Test (after lesson 5)</p>

	<p>How can a triangle be constructed using various methods?</p> <p>How can scale drawings be used to calculate perimeters and areas of shapes?</p> <p>What are three dimension figures?</p>	<p>Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. CCSS.MATH.CONTENT.7.G.B.5</p> <p>Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. CCSS.MATH.CONTENT.7.EE.B.3</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. CCSS.MATH.CONTENT.7.EE.B.4.A</p> <p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>	<p>Polyhedron Prism Pyramid Scale Factor Scalene Triangle Straight Angle Vertex Vertices Zero Angle</p>	
<p>Unit 9: Measure Figures</p> <p>Time Frame: 16 days</p>	<p>How are the radius and diameter used to find circumference?</p> <p>How is the area of a circle calculated?</p> <p>How can the area of a composite figure be found?</p> <p>How can the volume of prisms and pyramids be calculated?</p>	<p>CCSS.MATH.CONTENT.7.G.B.4</p> <p>Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p> <p>CCSS.MATH.CONTENT.7.G.B.6</p> <p>Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p> <p>CCSS.MATH.CONTENT.7.NS.A.3</p> <p>Solve real-world and mathematical problems involving the four operations with rational numbers.¹</p> <p>¹ Computations with rational numbers extend the rules for manipulating fractions to complex fractions. CCSS.MATH.CONTENT.7.EE.B.4</p>	<p>Area Center Circle Circumference Composite Figure Diameter Face Lateral Face Pi Prism Pyramid Radius Regular Pyramid Semicircle Slant Height Surface Area</p>	<p>Unit 9 Pre-Assessment</p> <p>Unit 9 Quiz (after lesson 3)</p> <p>Unit 9 Test (after lesson 6)</p>

	<p>How can the surface area of prisms and pyramids be calculated?</p> <p>How can the volume and surface area of a composite figure be found?</p>	<p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>CCSS.MATH.CONTENT.7.EE.B.4.A</p> <p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>	Volume	
<p>Unit 10: Probability</p> <p>Time Frame: 17 days</p>	<p>How can the likelihood of simple events be determined?</p> <p>What is relative frequency?</p> <p>How can relative frequency compare to experimental probability?</p> <p>How can problems be solved involving theoretical probability of simple events and their complements?</p> <p>How can problems be solved that compare probabilities and relative frequencies of simple events?</p>	<p>CCSS.MATH.CONTENT.7.SP.C.5</p> <p>Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $1/2$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p>CCSS.MATH.CONTENT.7.SP.C.6</p> <p>Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.</p> <p>CCSS.MATH.CONTENT.7.SP.C.7</p> <p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>CCSS.MATH.CONTENT.7.SP.C.7.A</p> <p>Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.</p> <p>CCSS.MATH.CONTENT.7.SP.C.7.B</p> <p>Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.</p>	<p>Complementary Event</p> <p>Compound Event</p> <p>Event</p> <p>Experimental Probability</p> <p>Likelihood</p> <p>Outcome</p> <p>Probability</p> <p>Probability Experiment</p> <p>Relative Frequency</p> <p>Sample Space</p> <p>Simple Event</p> <p>Simulation</p>	<p>Unit 10 Pre-Assessment</p> <p>Unit 10 Quiz (after lesson 4)</p> <p>Unit 10 Test (after lesson 6)</p>

	<p>How can problems be solved involving the probability of compound events?</p> <p>How can problems be solved by simulating compound probability events?</p>		<p>Theoretical Probability</p> <p>Tree Diagram</p> <p>Uniform Probability Model</p>	
<p>Unit 11: Sampling and Statistics</p> <p>Time Frame: 14 days</p>	<p>How can a sample be biased or unbiased?</p> <p>How can an inference be determined as valid?</p> <p>How can a valid sampling method be used to make predictions?</p> <p>How can taking multiple samples help gauge variation in predictions?</p> <p>How can two populations based on random samples be compared?</p> <p>How can the degree of visual overlap between two distributions be assessed?</p>	<p>CCSS.MATH.CONTENT.7.SP.A.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p> <p>CCSS.MATH.CONTENT.7.SP.A.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.</p> <p>CCSS.MATH.CONTENT.7.RP.A.2 Recognize and represent proportional relationships between quantities.</p> <p>CCSS.MATH.CONTENT.7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p>	<p>Asymmetric</p> <p>Biased Sample</p> <p>Convenience Sample</p> <p>Distribution</p> <p>Box Plot</p> <p>Dot Plot</p> <p>Inferences</p> <p>Invalid</p> <p>Valid</p> <p>Population</p> <p>Sample</p> <p>Random Sample</p> <p>Statistics</p>	<p>Unit 11 Pre-Assessment</p> <p>Unit 11 Quiz (after lesson 3)</p> <p>Unit 11 Test (after lesson 5)</p>

			Unbiased Sample Variability	
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Scope and Sequence

Grade 8

Textbook: Reveal Math Course 3 Volume 1 and Volume 2 (McGraw Hill)

<u>Unit and Time Frame</u>	<u>Essential Questions</u>	<u>Standards and Objectives</u>	<u>Key Vocabulary</u>	<u>Assessments</u>
Unit 1: Exponents and Scientific Notation Time Frame: 18 days	How can expressions involving powers and exponents be written and evaluated? How can powers be multiplied and divided? How can Laws of Exponents be applied to powers of monomials? How can expressions that have zero and negative exponents be simplified?	CCSS.MATH.CONTENT.8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. CCSS.MATH.CONTENT.8.EE.A.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. CCSS.MATH.CONTENT.8.EE.A.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	Base Evaluate Exponent Monomial Negative Exponent Order of Operations Product of Powers Property Power Power of a Power Property	Unit 1 Pre-Assessment Unit 1 Quiz Unit 1 Test

	<p>How can numbers be written in scientific notation?</p> <p>How can numbers in scientific notation be used with other operations?</p>		<p>Power of a Product Property</p> <p>Quotient of Powers Property</p> <p>Scientific Notation</p> <p>Standard Form</p> <p>Term</p> <p>Zero Exponent Rule</p>	
<p>Unit 2: Real Numbers</p> <p>Time Frame: 16 days</p>	<p>How can rational numbers be converted between fraction and decimal form?</p> <p>How can square and cube roots be calculated?</p> <p>How can square and cube roots be</p>	<p>CCSS.MATH.CONTENT.8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</p> <p>CCSS.MATH.CONTENT.8.NS.A.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.</p> <p>CCSS.MATH.CONTENT.8.EE.A.2</p>	<p>Bar Notation</p> <p>Counterexample</p> <p>Cube Root</p> <p>Integers</p> <p>Inverse Operations</p> <p>Irrational Number</p>	<p>Unit 2 Pre-Assessment</p> <p>Unit 2 Quiz</p> <p>Unit 2 Test</p>

	<p>used to solve equations?</p> <p>What are number sets in the real number system?</p> <p>How can irrational numbers be estimated?</p> <p>How are numbers in the real number system compared and ordered?</p>	<p>Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.</p>	<p>Natural Numbers</p> <p>Perfect Cube</p> <p>Perfect Square</p> <p>Square Root</p> <p>Radical Sign</p> <p>Rational Numbers</p> <p>Real Number</p> <p>Repeating Decimal</p> <p>Terminating Decimal</p> <p>Truncating</p> <p>Whole Numbers</p>	
<p>Unit 3: Solve Equations with Variables on Both Sides</p>	<p>How can an equation with variables on both sides be solved?</p>	<p>CCSS.MATH.CONTENT.8.EE.C.7</p> <p>Solve linear equations in one variable.</p> <p>CCSS.MATH.CONTENT.8.EE.C.7.A</p> <p>Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by</p>	<p>Like Terms</p> <p>Addition</p> <p>Property of Equality</p>	<p>Unit 3 Pre-Assessment</p> <p>Unit 3 Quiz</p> <p>Unit 3 Test</p>

	<p>How can an equation with multiple steps be solved?</p> <p>What number of solutions are possible for an equation?</p>	<p>successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). CCSS.MATH.CONTENT.8.EE.C.7.B</p> <p>Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p>	<p>Subtraction Property of Equality</p> <p>Multiplication Property of Equality</p> <p>Division Property of Equality</p> <p>Distributive Property</p> <p>Multi-Step Equation</p>	
<p>Unit 4: Linear Relationships and Slope</p> <p>Time Frame: 19 days</p>	<p>How can proportional relationships determine the slope of a line?</p> <p>How can slope be calculated using the formula and information from a table or graph?</p> <p>How does the slope of a line</p>	<p>CCSS.MATH.CONTENT.8.EE.B.5</p> <p>Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</p> <p>CCSS.MATH.CONTENT.8.EE.B.6</p> <p>Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.</p> <p>CCSS.MATH.CONTENT.8.F.B.4</p>	<p>Constant of Proportionality</p> <p>Constant of Variation</p> <p>Constant Rate of Change</p> <p>Corresponding Parts</p> <p>Direct Variation</p>	<p>Unit 4 Pre-Assessment</p> <p>Unit 4 Quiz</p> <p>Unit 4 Test</p>

	<p>relate to similar triangles?</p> <p>How can the equation of a line be written from information in a table, graph or verbal description of a proportional relationship?</p> <p>How can linear relationships be represented in slope-intercept form?</p> <p>How can equations in slope-intercept form be graphed?</p>	<p>Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p> <p>CCSS.MATH.CONTENT.8.SP.A.3</p> <p>Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.</p>	<p>Initial Value</p> <p>Linear Equation</p> <p>Linear Relationships</p> <p>Rate of Change</p> <p>Rise</p> <p>Run</p> <p>Similar Figures</p> <p>Slope</p> <p>Slope-Intercept Form</p> <p>Solution</p> <p>Unit Rate</p> <p>Y-Intercept</p>	
<p>Unit 5: Functions</p> <p>Time Frame: 18 days</p>	<p>How can a function be identified?</p>	<p>CCSS.MATH.CONTENT.8.F.A.1</p> <p>Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.¹</p> <p>¹ Function notation is not required for Grade 8.</p>	<p>Function</p> <p>Function Table</p> <p>Input</p>	<p>Unit 5 Pre-Assessment</p> <p>Unit 5 Quiz</p> <p>Unit 5 Test</p>

	<p>How can functions be graphed?</p> <p>What different forms can functions be represented?</p> <p>What are nonlinear functions?</p>	<p>CCSS.MATH.CONTENT.8.F.A.2</p> <p>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p>	<p>Linear Function</p> <p>Nonlinear Function</p> <p>Output</p> <p>Qualitative Graphs</p> <p>Relation</p> <p>Vertical Line Test</p>	
<p>Unit 6: Systems of Linear Equations</p> <p>Time Frame: 20 days</p>	<p>How can a system of linear equations be solved by graphing?</p> <p>How can the number of solutions to a linear system of equations be determined?</p> <p>How can a system of linear equations be</p>	<p>CCSS.MATH.CONTENT.8.EE.C.8</p> <p>Analyze and solve pairs of simultaneous linear equations.</p> <p>CCSS.MATH.CONTENT.8.EE.C.8.A</p> <p>Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p> <p>CCSS.MATH.CONTENT.8.EE.C.8.B</p> <p>Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.</p> <p>CCSS.MATH.CONTENT.8.EE.C.8.C</p> <p>Solve real-world and mathematical problems leading to two linear equations in two variables.</p>	<p>Elimination</p> <p>Substitution</p> <p>Solution</p> <p>System of Equations</p>	<p>Unit 6 Pre-Assessment</p> <p>Unit 6 Quiz</p> <p>Unit 6 Test</p>

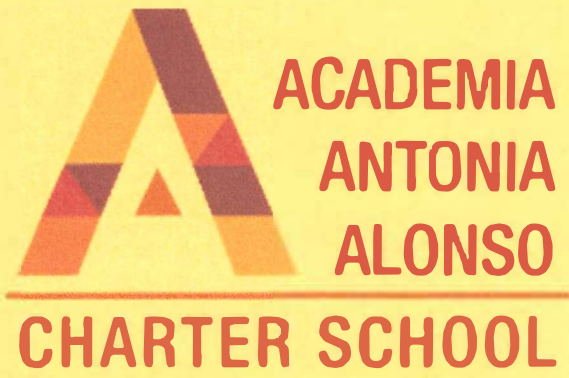
	<p>solved by substitution?</p> <p>How can a system of linear equations be solved by elimination?</p>			
<p>Unit 7: Triangles and the Pythagorean Theorem</p> <p>Time Frame: 18 days</p>	<p>What angle pair relationships are formed by parallel lines cut by a transversal?</p> <p>What angle relationships exist in triangles?</p> <p>How can problems involving the Pythagorean Theorem be solved?</p> <p>How can the Pythagorean Theorem be used to calculate the</p>	<p>CCSS.MATH.CONTENT.8.G.A.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</p> <p>CCSS.MATH.CONTENT.8.G.B.6 Explain a proof of the Pythagorean Theorem and its converse.</p> <p>CCSS.MATH.CONTENT.8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> <p>CCSS.MATH.CONTENT.8.EE.A.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.</p>	<p>Alternate Exterior Angles</p> <p>Alternate Interior Angles</p> <p>Converse</p> <p>Corresponding Angles</p> <p>Hypotenuse</p> <p>Legs</p> <p>Line Segment</p> <p>Parallel Lines</p> <p>Perpendicular Lines</p>	<p>Unit 7 Pre-Assessment</p> <p>Unit 7 Quiz</p> <p>Unit 7 Test</p>

	distance between two points?		Pythagorean Theorem Transversal Vertex	
Unit 8: Transformations Time Frame: 17 days	How can figures be translated on a coordinate plane? How can figures be reflected on a coordinate plane? How can figures be rotated on a coordinate plane? How can figures be dilated on a coordinate plane?	CCSS.MATH.CONTENT.8.G.A.1 Verify experimentally the properties of rotations, reflections, and translations: CCSS.MATH.CONTENT.8.G.A.1.A Lines are taken to lines, and line segments to line segments of the same length. CCSS.MATH.CONTENT.8.G.A.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	Dilation Rotation Reflection Scale Factor Transformation Translation	Unit 8 Pre-Assessment Unit 8 Quiz Unit 8 Test
Unit 9: Congruence and Similarity Time Frame: 17 days	How can transformations be used to describe congruency of figures?	CCSS.MATH.CONTENT.8.G.A.1 Verify experimentally the properties of rotations, reflections, and translations: CCSS.MATH.CONTENT.8.G.A.1.A Lines are taken to lines, and line segments to line segments of the same length. CCSS.MATH.CONTENT.8.G.A.1.B	Angle-Angle Similarity Congruent Corresponding Parts	Unit 9 Pre-Assessment Unit 9 Quiz Unit 9 Test

	<p>How can congruent figures be used to find missing values?</p> <p>How can transformations be used to describe similarity of figures?</p> <p>How can similar triangles be used to find missing values?</p>	<p>Angles are taken to angles of the same measure. CCSS.MATH.CONTENT.8.G.A.1.C Parallel lines are taken to parallel lines. CCSS.MATH.CONTENT.8.G.A.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. CCSS.MATH.CONTENT.8.G.A.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. CCSS.MATH.CONTENT.8.G.A.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</p>	Similar	
<p>Unit 10: Volume</p> <p>Time Frame: 18 days</p>	<p>How can the volume of a cylinder be calculated?</p> <p>How can the volume of a cone be calculated?</p>	<p>CCSS.MATH.CONTENT.8.G.C.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p>	<p>Cone</p> <p>Cylinder</p> <p>Hemisphere</p> <p>Sphere</p> <p>Volume</p>	<p>Unit 10 Pre-Assessment</p> <p>Unit 10 Quiz</p> <p>Unit 10 Test</p>

	<p>How can the volume of a sphere be calculated?</p> <p>How can the volume of a hemisphere be calculated?</p> <p>How can different formulas for volume be used to find a missing dimension?</p>			
<p>Unit 11: Scatter Plots and Two-Way Tables</p> <p>Time Frame: 17 days</p>	<p>How can a scatter plot be interpreted?</p> <p>How does a line of best fit help make conjectures about a data set?</p> <p>How can a line of best fit be</p>	<p>CCSS.MATH.CONTENT.8.SP.A.1</p> <p>Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p> <p>CCSS.MATH.CONTENT.8.SP.A.2</p> <p>Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally</p>	<p>Bivariate Data</p> <p>Cluster</p> <p>Line of Fit</p> <p>Outlier</p> <p>Relative Frequency</p>	<p>Unit 11 Pre-Assessment</p> <p>Unit 11 Quiz</p> <p>Unit 11 Test</p>

	<p>calculated and written?</p> <p>How do two-way tables help interpret relative frequency?</p> <p>How can it be determined if an association exists between categories in a two-way table?</p>	<p>fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. CCSS.MATH.CONTENT.8.SP.A.3</p> <p>Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. CCSS.MATH.CONTENT.8.SP.A.4</p> <p>Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p>	<p>Scatter Plot</p> <p>Two-Way Table</p>	
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APPENDIX I

SCIENCE MOU



Delaware Science Coalition Memorandum of Agreement

The **Academia Antonia Alonso** agrees to abide by the Delaware Science Coalition's bylaws and join the Delaware Science Coalition partnership in the grade bands identified on page 2. 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 **2021-2022** are attached to this Memorandum of Agreement.

Signed:

Director, Curriculum Instruction & Professional Development <i>Kathy W Kelly</i>	Date 8/3/2021
Associate Secretary, Academic Support Team <i>[Signature]</i>	Date 8/5/2021
Associate Secretary, Operations Support <i>[Signature]</i>	Date 8/9/2021
LEA Official, Title <i>[Signature] Executive Director</i>	Date 8/26/2021
DE Science Coalition Co-Chair <i>Eugene F. Masten</i>	Date 08-10-2021
DE Science Coalition Co-Chair <i>Edward A. M. Smith</i>	Date 08-10-2021



Promoting Scientific Literacy for All Students

Membership Fees 2021-2022

Academia Antonia Alonso
4403 Lancaster Pike
Wilmington, DE 19805

Date: June 30, 2021
Rep: Mercedes Alonso

SLC - N847

Grade Band	Description	Unit Price	Student Count	Total
K-5	DE Science Coalition Membership Fees	\$16.00	612	\$9,792.00
6-8	DE Science Coalition Membership Fees	\$16.00	N/A	0.00
9-12	DE Science Coalition Membership Fees	\$0.00	N/A	0.00
Total Dues Owed				\$9,792.00

An IV will be generated upon receipt of the signed MOA

Professional Development (PD) costs if not covered by membership dues:

High School Professional Development: Member LEAs will be charged \$0 if the LEA is a full K-12 member, otherwise the member will be charged a set amount per teacher determined by the DE Science Coalition Leadership annually based upon the costs associated with providing the PD. If the professional development opportunity lasts for multiple sessions, only one fee is assessed. Participants will receive teacher resources during the professional development session(s), if applicable.

- **2021-2022 High School Programs - Professional Development Fees (if not a K-12 member):**

<i>Interactions</i>	\$500.00/teacher
<i>Living by Chemistry</i>	\$175.00/teacher
<i>Science & Global Issues</i>	\$175.00/teacher

High School Materials: For all DSC member LEAs, high school materials are purchased directly by the LEA itself. In some cases, these materials may be purchased (by the LEA) through the SMRC, depending on availability. In these instances, the SMRC shall invoice the LEA or school at cost. High school materials remain the property of the school, and are not returned to the SMRC.

High School Pilot Programs: Fee requirements will be outlined within a pilot MOA.



APPENDIX J

SOCIAL STUDIES 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 Center for Geographic Education, Professional Development Center for Educators, Democracy Project and the Delaware Public 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, 2021 to support Coalition actions beginning July 1, 2021 through June 30, 2022 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 2021-2022 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 yearly 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.

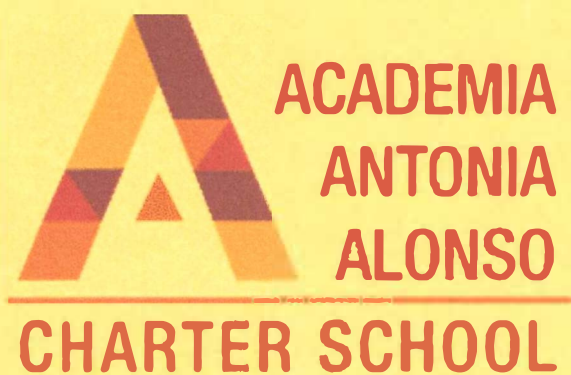
Signatures of Agreement – 2021-2022 School Year

Colleen Rajewski Email: colleen.rajewski@academia.k12.de.us
 Designated District/Charter Representative to SSCD

 10/1/21
 Superintendent/Curriculum Leader of District/Charter Date

School District/Charter School name :

Academia Antonia Alonso Charter School



APPENDIX K

ELA UNIT OF INSTRUCTION

Grade 8
English Language Arts Unit of Study - Unit 1

Unit Title	Essential Question	Genre	Days	Main Concept(s) Unit Overview	Skill & Standard Instruction	Assessed Skills & Standards	Vocabulary	Resources
Unit 1 <i>Everyone Loves A Mystery</i>	What attracts us to the mysterious?	Fiction	30 Days	Edgar Allan Poe. Shirley Jackson. W. W. Jacobs. Masters of suspense stories are at work in this unit, with its focus on fiction. And there's more: Alfred Hitchcock, the "master of suspense" at the movies, shares tricks of the trade in a personal essay. Students will also read a suspenseful excerpt of a novel presented as a screenplay by award-winning YA fiction writer Walter Dean Myers. After reading classic thrillers and surprising mysteries within and across genres, your students will try their own hands at crafting fiction, applying what they have learned about suspense to their own narrative writing projects. Students will begin this unit as readers, brought to the edge of their seats by hair-raising tales, and they will finish as writers, leading you and their peers through hair-raising stories of their own.	Annotation Context Clues Reading Comprehension Text Dependent Responses Textual Evidence Language Style & Audience Collaborative Conversations Short Constructed Responses Peer Review Recognizing Genre: Fiction Academic Vocabulary Character Generating Questions Authors Purpose & Point of View -Personal Response -Compare and Contrast -Making & Confirming Predictions -Theme -Allusion -Plot -Story Structure -Central or Main Idea -Textual Evidence -Write: Analyzing Genre -Independent Reading	Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer formative assessment options. End-of-unit summative assessment combines progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners. - Includes differentiated assessments aligned with varying WIDA proficiency levels allowing teachers to customize for ELs lexile levels and scaffolded questions based on CAN DO Descriptors. - Extended Writing Project includes an Argumentative Prompt. - PBL Project Question: How can I engage others with mystery stories? Community Project: Start a mystery lover's literacy club with younger readers. Skills & Standards being addressed in this unit include: <ul style="list-style-type: none"> ● Central or Main Idea ● Author's Purpose and Point of View ● Textual Evidence ● Context Clues ● Informational Text Elements ● Reasons and Evidence ● Language, Style, and Audience ● Plot ● Story Structure ● Theme 	abide communal dwell edifice kindred nurture reliance resident sentiment vicinity embroider emphasize empathic employ enable encounter endeavor endorse engaging envelop alarm anticipation bewilderment cope defiance hostile mortified pang resent unique	StudySync, Unit 1, <i>Everyone Loves A Mystery</i>



UNIT 1 EVERYONE LOVES A MYSTERY

What attracts us to the mysterious?



Instruction	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Content Vocabulary					L.8.6
Genre	RL.8.10				
Academic Vocabulary					L.8.6
SyncStart: The Tell-Tale Heart	RL.8.1, RL.8.4, RL.8.10		W.8.4, W.8.5	SL.8.1A, SL.8.1B, SL.8.1C, SL.8.1D	L.8.4A, L.8.4D
Monster	RL.8.3				
Let 'Em Play God		RI.8.6			
Sympathy			W.8.1A, W.8.1B, W.8.9A		
Ten Days in a Mad-House (Chapter IV)		RI.8.6, RI.8.9			
The Lottery	RL.8.2, RL.8.9, RL.8.10				
The Graveyard Book					
The Conjure-Man Dies					
The Monkey's Paw	RL.8.3, RL.8.5				
Phineas Gage		RI.8.1, RI.8.2			
Vocabulary Review					L.8.6
Self-Selected Reading					
Blasts					
Plan			W.8.3A, W.8.4, W.8.5		
Draft			W.8.3A, W.8.4, W.8.5		
Revise			W.8.3A, W.8.3B, W.8.3C, W.8.3D, W.8.3E, W.8.5		
Edit and Publish			W.8.3A, W.8.5, W.8.6		L.8.2A, L.8.2C



Practice

Instruction ●
Practice Only ■

	Content Vocabulary	Genre	Academic Vocabulary	SyncStart: The Tell-Tale Heart	Monster	Let 'Er In Play God	Sympathy	Ten Days in a Mad-House	The Lottery	The Graveyard Book	The Conjure-Man Dies	The Monkey's Paw	Phineas Gage	Vocabulary Review	Self-Selected Reading	Blasts	Plan	Draft	Revise	Edit and Publish
Reading: Literature	RL.8.1		●	●		●		●	●	●	●		●							
	RL.8.2							●	●	●	●									
	RL.8.3			●	●			●	●	●	●									
	RL.8.4			●	●		●	●	●	●	●									
	RL.8.5				●						●									
	RL.8.6																			
	RL.8.7																			
	RL.8.9							●												
	HL.8.10	●	●	●	●		●	●	■	●	●	●			●					
	Reading: Informational Text	RI.8.1	●				●		●				●	●						
RI.8.2						●						●	●							
RI.8.3						●		●				●	●							
RI.8.4						●		●				●	●							
RI.8.5						●		●				●	●							
RI.8.6						●		●				●	●							
RI.8.7						●		●				●	●							
RI.8.8								●				●	●							
RI.8.9								●				●	●							
RI.8.10						●		●				●	●							
Writing	W.8.1					●		●												
	W.8.1A			●		●		●												
	W.8.1B			●		●		●												
	W.8.1C																			
	W.8.1D																			
	W.8.1E																			
	W.8.2																			
	W.8.2A																			
	W.8.2B																			
	W.8.2C																			
	W.8.2D																			
	W.8.2E																			
	W.8.2F																			
	W.8.3																			
	W.8.3A																●	●	●	●
	W.8.3B				●															
W.8.3C																				
W.8.3D																				
W.8.3E																				
W.8.4			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
W.8.5			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
W.8.6			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
W.8.7																				
W.8.8																				
W.8.9																				
W.8.9A			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
W.8.9B			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
W.8.10			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Speaking & Listening	SL.8.1	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.1A	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.1B				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.1C	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.1D				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.2				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	SL.8.3				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SL.8.4				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
SL.8.5				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
SL.8.6				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Language	L.8.1																			
	L.8.1A																			
	L.8.1B																			
	L.8.1C																			
	L.8.1D																			
	L.8.2																			
	L.8.2A																			
	L.8.2B																			
	L.8.2C																			
	L.8.3																			
	L.8.3A																			
	L.8.4																			
L.8.4A			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
L.8.4B																				
L.8.4C																				
L.8.4D																				
L.8.5																				
L.8.5A																				
L.8.5B																				
L.8.5C																				
L.8.6	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●



EVERYONE LOVES A MYSTERY

THEMATIC UNIT PACING GUIDE

GRADE 8 UNIT 1

Using This Pacing Guide

This Pacing Guide outlines the scope and sequence of texts and skills that are taught in this unit. Every unit is built around a theme, essential question, and genre focus. The charts that follow provide suggested pacing, along with guidance on opportunities for practice and reteaching to standards mastery.

Below is a description of the columns you will see in the pacing guide and some sample information.

Days for suggested pacing.	Titles of the reading selections, including paired texts.	Skill lessons and focus standards that are taught with each text or cluster of texts.	Spotlight Skill lessons along with texts in future units that teachers can use to review any skills or concepts with which students may be struggling.	Opportunities to practice skills that were taught with each text as well as spiraled skills from previous texts and units in the Close Reading of a given text.
Days	Readings	Skill and Standard Instruction	Additional Program Lessons for Reteaching	Skill Practice and Spiraling
10–12	Let 'Em Play God	Author's Purpose and Point of View	Spotlight: Author's Purpose and Point of View Unit 1 Text: Ten Days in a Mad-House Skill: Author's Purpose and Point of View Unit 5 Text: Long Walk to Freedom Skill: Author's Purpose and Point of View	Textual Evidence Author's Purpose and Point of View
13–15	PAIRED READINGS Sympathy Ten Days in a Mad-House	Author's Purpose and Point of View Compare and Contrast	Spotlight: Author's Purpose and Point of View Spotlight: Compare and Contrast - Informational Texts Unit 5 Text: Long Walk to Freedom Skill: Author's Purpose and Point of View	Textual Evidence Author's Purpose and Point of View Compare and Contrast

Unit 4

Text: Gaming
Communities

Skill: Compare and
Contrast

The Pacing Guide also includes pacing for and a breakdown of the Extended Writing Project, the long-form writing assignment for this unit. Additional charts provide information on the end-of-unit review and assessment along with resources for supplementary instruction.

Pacing Guide

Unit Title: Everyone Loves a Mystery

Essential Question: What attracts us to the mysterious?

Genre Focus: Fiction

Days	Readings	Skill and Standard Instruction	Additional Program Lessons for Reteaching	Skill Practice and Spiraling
1-5	SyncStart: The Tell-Tale Heart	Annotation Context Clues Reading Comprehension Text Dependent Responses Textual Evidence Language, Style, and Audience Collaborative Conversations Short Constructed Responses Peer Review	Spotlight: Annotation Spotlight: Context Clues - Literary Texts Spotlight: Text Dependent Responses Spotlight: Textual Evidence - Literary Texts Spotlight: Language, Style, and Audience - Literary Texts Spotlight: Collaborative Conversations Spotlight: Short Constructed Responses Spotlight: Peer Review Unit 3 Text: The Call of the Wild Skill: Language, Style, and Audience Unit 5 Text: Refugee Skill: Language, Style, and Audience Unit 6 Text: The War of the Worlds Skill: Language, Style, and Audience	Text Dependent Responses Language, Style, and Audience
6	The Big Idea: What attracts us to the mysterious?	Content Vocabulary Recognizing Genre: Fiction Academic Vocabulary		Write: Analyzing Genre

7–9	Monster	Character	Spotlight: Character Unit 2 Text: The Outsiders Skill: Character Unit 4 Text: /HUG Skill: Character	Textual Evidence Character
10–12	Let 'Em Play God	Author's Purpose and Point of View	Spotlight: Author's Purpose and Point of View Unit 1 Text: Ten Days in a Mad-House Skill: Author's Purpose and Point of View Unit 5 Text: Long Walk to Freedom Skill: Author's Purpose and Point of View	Textual Evidence Author's Purpose and Point of View
13–15	PAIRED READINGS Sympathy Ten Days in a Mad-House	Author's Purpose and Point of View Compare and Contrast	Spotlight: Author's Purpose and Point of View Spotlight: Compare and Contrast - Informational Texts Unit 5 Text: Long Walk to Freedom Skill: Author's Purpose and Point of View Unit 4 Text: Gaming Communities Skill: Compare and Contrast	Textual Evidence Author's Purpose and Point of View Compare and Contrast
16–18	The Lottery	Theme Allusion	Spotlight: Theme Spotlight: Allusion Unit 2 Text: Abuela Invents the Zero Skill: Theme Unit 4 Text: /HUG Skill: Theme	Textual Evidence Theme Allusion

			<p>Unit 6 Text: Manuel and the Magic Fox Skill: Theme</p> <p>Unit 6 Text: There Will Come Soft Rains Skill: Theme</p> <p>Unit 2 Text: Slam, Dunk, & Hook Skill: Allusion</p> <p>Unit 4 Text: The Adventures of Tom Sawyer (Chapter 2) Skill: Allusion</p>	
19–23	<p>PAIRED READINGS</p> <p>The Graveyard Book</p> <p>The Conjure-Man Dies: A Mystery Tale of Dark Harlem</p> <p>The Monkey's Paw</p>	<p>Plot</p> <p>Story Structure</p>	<p>Spotlight: Plot</p> <p>Spotlight: Story Structure</p> <p>Unit 2 Text: Abuela Invents the Zero Skill: Plot</p> <p>Unit 5 Text: Teen Mogul Skill: Plot</p> <p>Unit 6 Text: There Will Come Soft Rains Skill: Story Structure</p> <p>Unit 6 Text: Children of Bone and Blood Skill: Story Structure</p>	<p>Textual Evidence</p> <p>Plot</p> <p>Story Structure</p>
24–27	<p>Phineas Gage: A Gruesome but True Story About Brain Science</p>	<p>Central or Main Idea</p> <p>Textual Evidence</p>	<p>Spotlight: Central or Main Idea</p> <p>Spotlight: Textual Evidence - Informational Texts</p> <p>Unit 2 Text: So where are you from? Skill: Central or Main Idea</p> <p>Unit 6 Text: Universal Declaration of Human Rights</p>	<p>Textual Evidence</p> <p>Central or Main Idea</p> <p>Author's Purpose and Point of View</p>

			Skill: Central or Main Idea Unit 5 Text: Farewell to Manzanar Skill: Textual Evidence
28	Vocabulary Review Self-Selected Reading	Vocabulary Review	Reading Comprehension Personal Response Writing

In the second half of the unit, students continue exploring texts that address the unit’s Essential Question. In addition, in the Extended Writing Project, they begin crafting a longer composition to share their own ideas about the Essential Question.

Days	Extended writing Project and Grammar	Skill and Standards Instruction	Additional Lessons or Reteaching
16	Narrative Writing Process: Plan		
17–18	Narrative Writing Process: Draft	Organizing Narrative Writing	Spotlight: Organizing Narrative Writing
19–24	Narrative Writing Process: Revise	Story Beginnings Narrative Techniques Descriptive Details Transitions Conclusions	Spotlight: Story Beginnings Spotlight: Narrative Techniques Spotlight: Descriptive Details Spotlight: Transitions - Narrative Writing Spotlight: Conclusions - Narrative Writing
25–28	Narrative Writing Process: Edit and Publish	Basic Spelling Rules I Dashes Commas after Transitions	

The final two days of the unit are reserved for review and assessment.

Days	Review and Assessment	Skill Practice and Assessment
29	Skills Review	Students will have the opportunity to complete one or more Spotlight skill

		lessons in order to improve understanding and further practice skills from the unit that they found most challenging.
30	End-of-Unit Assessment	For more detail, please see the End-of-Unit Assessment information for Grade 8 Unit 1.

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

Assessment Section	Content	Assessed Skills and Standards
Reading	The Mystery and Wonder of Science Genre: Non-fiction Word Count: 479 Lexile: 1060L	Central or Main Idea Author's Purpose and Point of View Textual Evidence Context Clues
	The Cave of Eternal Night Genre: Fiction Word Count: 517 Lexile: 1020L	Informational Text Elements Textual Evidence Author's Purpose and Point of View Reasons and Evidence
	The Pencil Bandit Genre: Fiction Word Count: 532 Lexile: 1050L	Context Clues Language, Style, and Audience Theme Textual Evidence Plot Story Structure Text Dependent Responses
	NOTE: Selection 4 is optional. It highlights the key skills of the unit and of high-stakes testing and is a valuable asset if time allows. In the Dark Genre: Fiction Word Count: 938 Lexile: 1040L	Language, Style, and Audience Plot Textual Evidence Theme Context Clues
Revising and Editing	Student Passage #1	Spelling Dashes Commas After Transitions

	Student Passage #2	Organizing Writing Transition Words Descriptive Details Beginnings and Conclusions Narrative Techniques
Writing	Prompt: Narrative Writing	Narrative Writing

The following instructional resources are available in addition to the instruction offered in the Core ELA content for this unit. These resources are designed for flexible implementation alongside or in lieu of content offered in the 30 days of Core ELA unit instruction.

Resource	Description	Recommended Usage
ELL Resources	Inside the House, Drama	"Inside the House" serves as a structural and thematic model for <i>Monster</i> , and may be used in place of or as an extension to this text.
	The Lucky Coin, Fiction	"Lucky Coin" serves as a structural and thematic model for "The Monkey's Paw," and may be used in place of or as an extension to this text.
	EOP, Dramatic Scene	In this Extended Oral Project, students will write and perform a suspenseful dramatic scene. This may be assigned in place of this unit's EWP.
Novel Study Options	Monster, Fiction	Novel Studies are chosen to connect with each unit's theme and essential question. They may be used alongside or in lieu of Core ELA texts in this unit.
	Great Tales and Poems, Fiction/Poetry	
	Ten Days in a Mad-House, Informational	



EVERYONE LOVES A MYSTERY

PRIORITY INSTRUCTIONAL CONTENT UNIT PACING
GUIDE

GRADE 8 UNIT 1

Introduction

This Pacing Guide outlines the scope and sequence of texts and skills aligned to priority content taught in Grade 8, Unit 1: *Everyone Loves a Mystery*. Priority content standards include the following for Grade 8:

- CCSS Language Standards: L.4, L.5, L.6
- CCSS Reading Information Standards: RI.1, RI.4, RI.9, RI.10
- CCSS Reading Literature Standards: RL.1, RL.4, RL.10
- CCSS Speaking & Listening Standards: SL.1
- CCSS Writing Standards: W.8, W.9

Every unit is built around a theme and essential question. The charts that follow provide suggested pacing focused on texts and lessons aligned to priority content standards. Days allotted for instructional resources are intended to be flexible and can be adapted to a variety of learning contexts.

The Pacing Guide also includes suggested resources from StudySync's library to help fulfill priority content standards including Blasts, Spotlight Skills, and Writing Skills. Additional charts provide information on ELL Resources and novel studies that support or align priority content standards for flexible implementation.

Pacing Guide

Theme: Everyone Loves a Mystery

Essential Question: What attracts us to the mysterious?

Skill Lessons indicated with an (*) are included in the original reading routine but are not aligned to priority content. Teachers may choose to include these lessons in their instruction or skip them. However, it should be noted that if Skill Lessons are skipped, teachers may need to make changes to Close Read Lessons to account for these shortcuts.

Days	Readings	Priority Instruction
1–8	SyncStart: The Tell-Tale Heart	First Read Skill: Context Clues, CCSS: L.8.4a Skill: Collaborative Conversations, CCSS: SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d Skill: Textual Evidence, CCSS: RL.8.1 Skill: Language, Style, and Audience, CCSS: RL.8.4 Close Read
9–13	Big Idea	Big Idea Blast Content Vocabulary, CCSS: L.8.6 Academic Vocabulary, CCSS: L.8.6
14–20	Monster	First Read Skill: Character*, CCSS: RL.8.3 Close Read
21–30	PAIRED READINGS Sympathy Ten Days in a Mad-House (Chapter IV)	Skill: Personal Response, CCSS: W.8.9a Independent Read: Sympathy First Read: Ten Days in a Mad-House (Chapter IV) Skill: Author's Purpose and Point of View*, CCSS: RI.8.6 Skill: Compare and Contrast, CCSS: RI.8.9 Close Read: Ten Days in a Mad-House (Chapter IV)

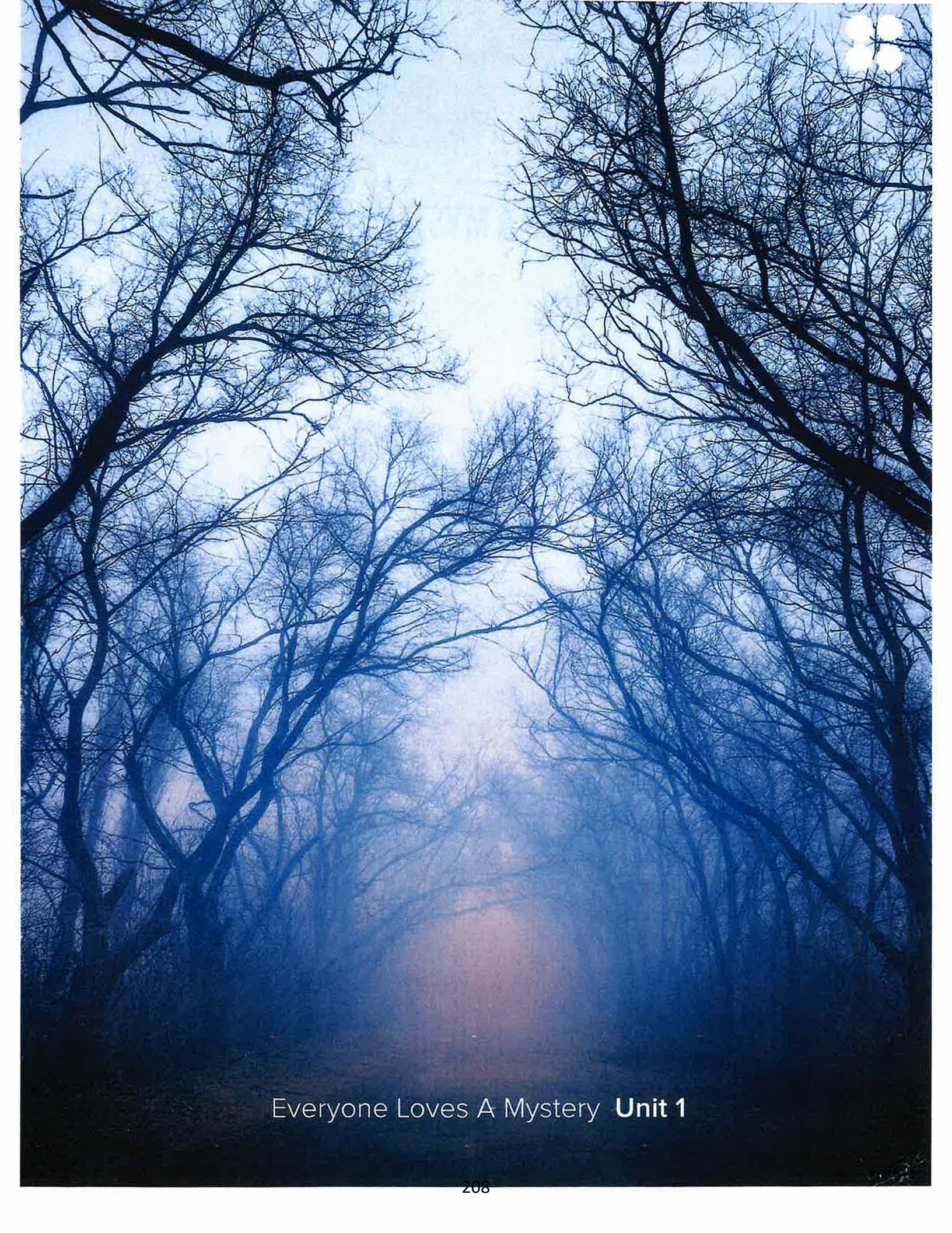
In addition to the Core ELA instruction outlined above, you may elect to teach additional content from Grade 8, Unit 1: *Everyone Loves a Mystery* as well as StudySync's digital library. These resources are selected because of their alignment to priority content standards and opportunity to build content knowledge related to specific texts or provide additional opportunity for skill practice. See below for suggested placement within the pacing guide above.

Instructional Resource	Standard Alignment	Suggested Pacing
Skill: Recognizing Genre	CCSS: RL.8.10	Teach prior to the first fiction text in this unit or as a reteaching resource to support students' understanding of fiction genre characteristics.
Blast: Teen Talk	CCSS: RI.8.1, W.8.8	Teach after the Close Read for <i>Monster</i> .
Skill: Vocabulary Review	CCSS: L.8.6	Teach at the end of the unit once students have had ample practice with content and academic vocabulary words.
Blast: Self-Selected Reading	CCSS: RL.8.10, RI.8.10	Teach at the end of the unit as a tool for students to choose texts to read on their own.
Self-Selected Response	CCSS: RL.8.10, RI.8.10, W.8.9a	Teach after students have completed their independent reading to inspire discussion and creative writing.

The following instructional resources are available in addition to the instruction for this unit. These resources are designed for flexible implementation alongside or for additional practice of priority skills and standards.

Resource	Description	Recommended Usage	Priority Content
ELL Resources	Inside the House	"Inside the House" and "The Lucky Coin" are two leveled texts that are aligned to the unit's theme and serve as structural and thematic models for texts within this unit.	Skill: Sight Vocabulary and High-Frequency Words First Read: Inside the House Skill: Analyzing Expressions Close Read: Inside the House
	The Lucky Coin	These leveled texts may be used in place of texts within the unit or as distinct instruction.	Skill: Classroom Vocabulary First Read: The Lucky Coin Skill: Retelling and Summarizing

Novel Study Options	<i>Ten Days in a Mad-House</i> by Nellie Bly <i>Monster</i> by Walter Dean Myers	Novel Studies are chosen to connect with each unit's theme and essential question. They may be used as additional practice for Core ELA texts in this unit.	Full-text Reading Guides focus on the practice and application of CCSS: RL 1, 4, and 10; RI 1, 4, and 10; and L 4, 6.
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Everyone Loves A Mystery **Unit 1**



EVERYONE LOVES A MYSTERY UNIT 1

STUDENT ASSESSMENTS

5 Beginning

- 5 Listening
- 6 Reading
- 8 Speaking
- 12 Writing

14 Intermediate

- 14 Listening
- 15 Reading
- 18 Speaking
- 23 Writing

25 Advanced

- 25 Listening
- 26 Reading
- 29 Speaking
- 32 Writing

34 Advanced High

- 34 Listening
- 35 Reading
- 38 Speaking
- 41 Writing

TEACHER RESOURCES

43 Beginning

- 43 Listening
- 45 Reading
- 47 Speaking
- 49 Writing

50 Intermediate

- 50 Listening
- 52 Reading
- 55 Speaking
- 58 Writing

59 Advanced

- 59 Listening
- 61 Reading
- 64 Speaking
- 66 Writing

68 Advanced High

- 68 Listening
- 70 Reading
- 73 Speaking
- 75 Writing

77 Rubrics



EL ASSESSMENT - GRADE 8 - UNIT 1

Listening

Listen as your teacher reads you a short passage. Answer the questions when asked.

1. Select your response
 - A. soldiers
 - B. were
 - C. tired

2. Select your response
 - A. in a hole in the ground
 - B. in a small but cozy cave
 - C. in a groundwater well

3. Select your response
 - A. Two soldiers are tired and stop to rest in a hole.
 - B. Two soldiers dig a tunnel so they can stay safe.
 - C. A soldier feels and sees a soft animal in the dark.



Reading

Read the passage “Three Knocks” and answer the questions. Make sure to look back at the text to help you choose your answers.

1. Three Knocks

My friends and I loved spirits when we were in middle school. We loved stories about mysteries. The stories kept us on the edges of our seats.

There were woods near my school that my friends and I thought were mysterious. After school, my friends and I always asked the same question: “Should we walk through town or walk the trail through the woods?” The trail through the woods was faster. We ran through the woods because we would get so scared.

Reread this sentence from the passage.

The stories kept us on the edges of our seats.

What does the expression “on the edges of our seats” mean?

- A. excited
- B. unsafe
- C. troubled



2. In seventh grade, I learned about the Railway Spirit. People said that the Railway Spirit did not hurt people. People said they saw a spirit near the old train tracks. Other people said they heard the spirit singing.

There were railway tracks near the woods. My friends and I wondered if the Railway Spirit would be there.

One Saturday, my friend Casey and I went to find the Railway Spirit. We walked into the woods toward the old tracks. I shouted, "Railway Ghost! Show me that you are real. Knock three times! Please, show me!"

Nothing happened.

Reread this sentence from the passage.

Other people said they heard the spirit singing.

In this sentence, which word is the **subject** (the word that names who or what is doing the action)?

- A. other
 - B. people
 - C. heard
3. Soon, Casey and I gave up. We walked home. The woods did not seem scary. Casey and I laughed at how silly we were to believe in spirits.

Casey and I went to my house. Then I heard three knocks on the door.

I ran to the door. I opened the door wide. I walked outside. I walked around the house. Nobody was there.

Sequence the following events. Write the letter for each event on the correct line.

- A. The narrator asks the Railway Spirit to knock three times. Beginning _____
- B. The narrator learns about the Railway Spirit. Middle _____
- C. The narrator opens the door and there is nobody there. End _____

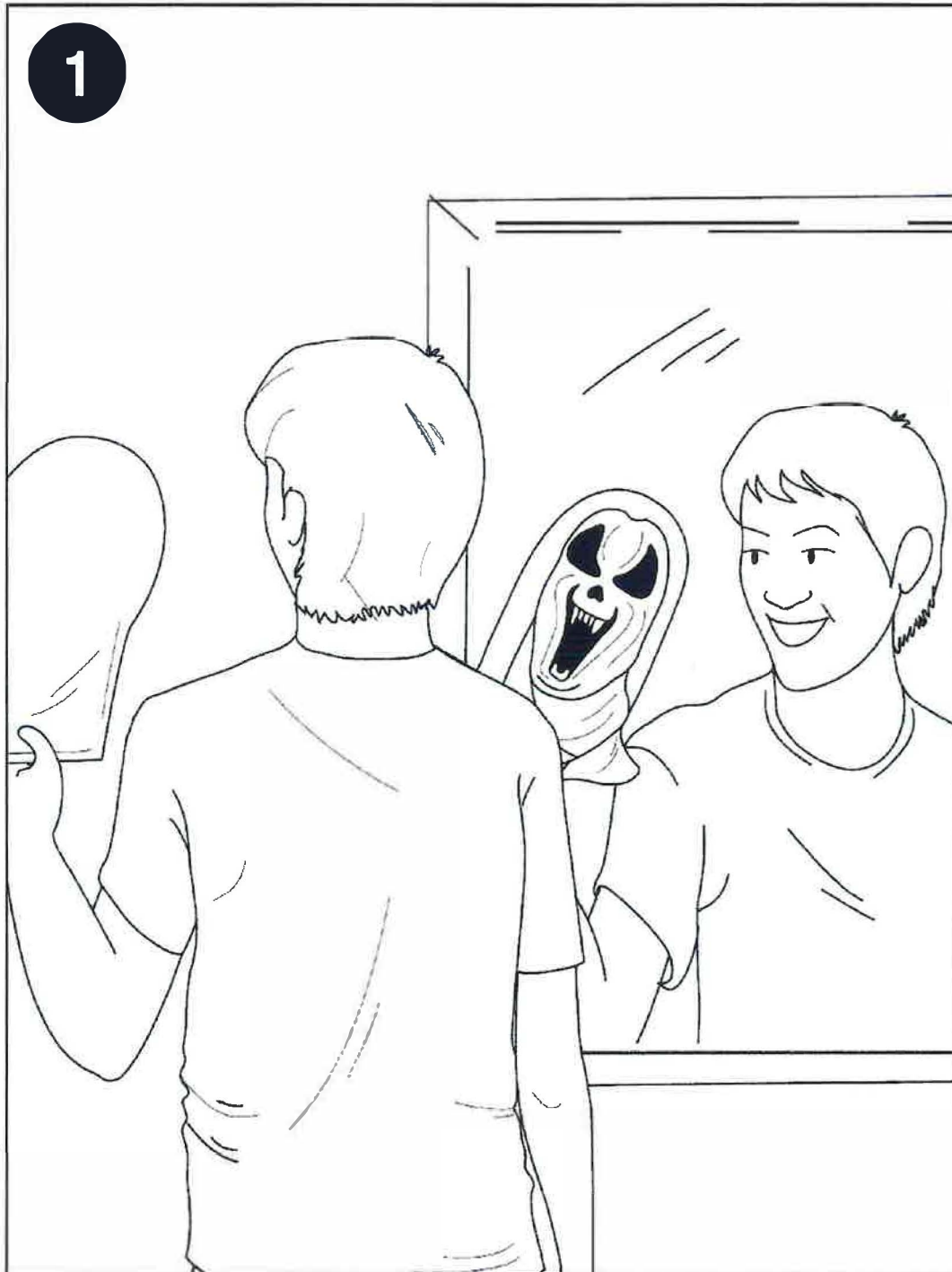
4. Which statement **best summarizes** the text (gives a short explanation of the most important ideas)?
- A. Two friends love stories about mysteries and write a story about the Railway Spirit.
 - B. Two friends run through the woods because they are scared of the Railway Spirit.
 - C. Two friends who like mysteries are interested in a local legend about the Railway Spirit.



Speaking

You and your teacher will look at some pictures together. Your teacher will ask you some questions and will record your answers.

1. Look at the first picture. A boy holds a mask and looks in the mirror. What do you think he plans to do with the mask?



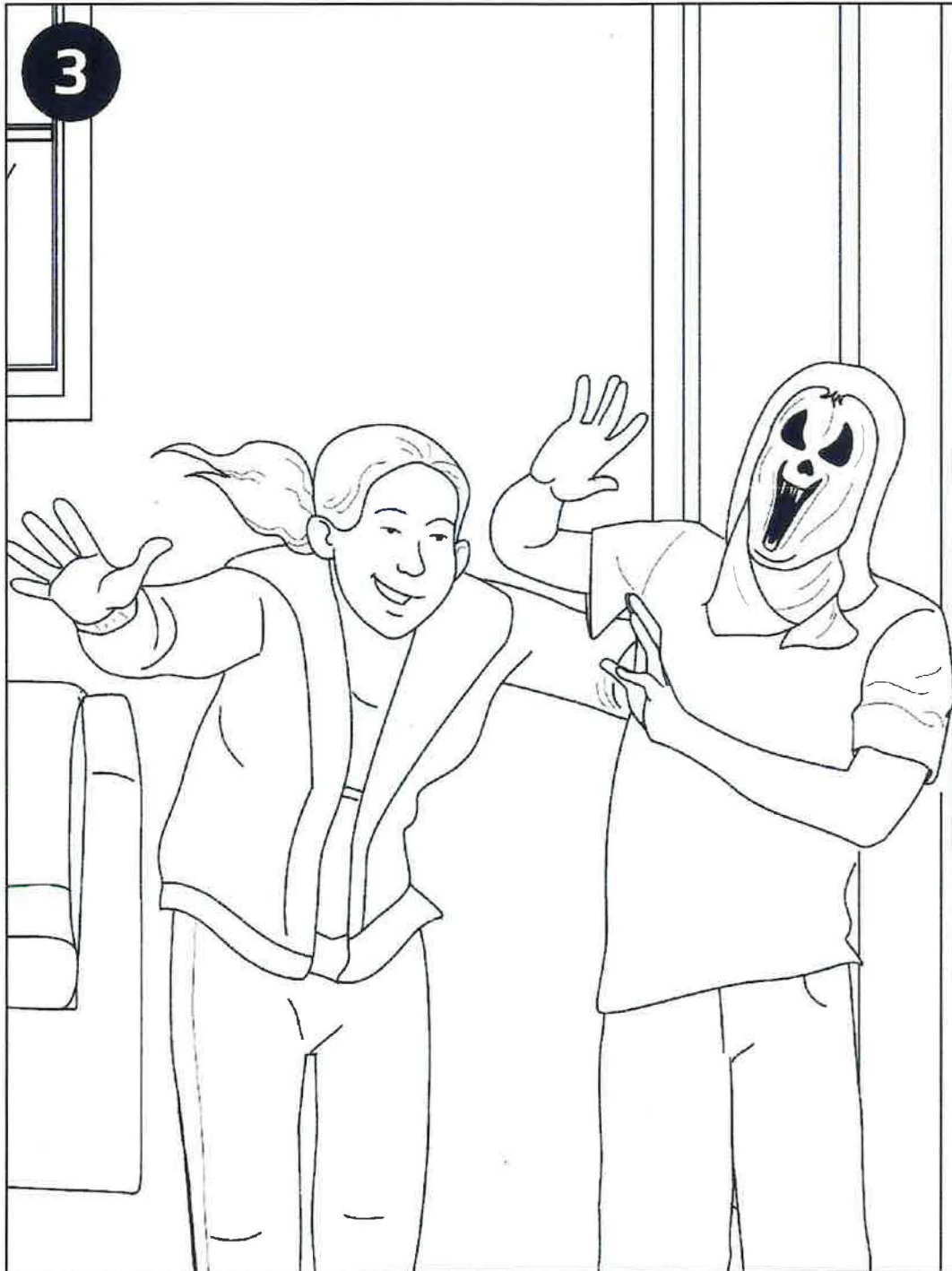


2. Look at the second picture. The boy now wears the mask and stands behind a door. What do you think he will do next? How will his friend react?



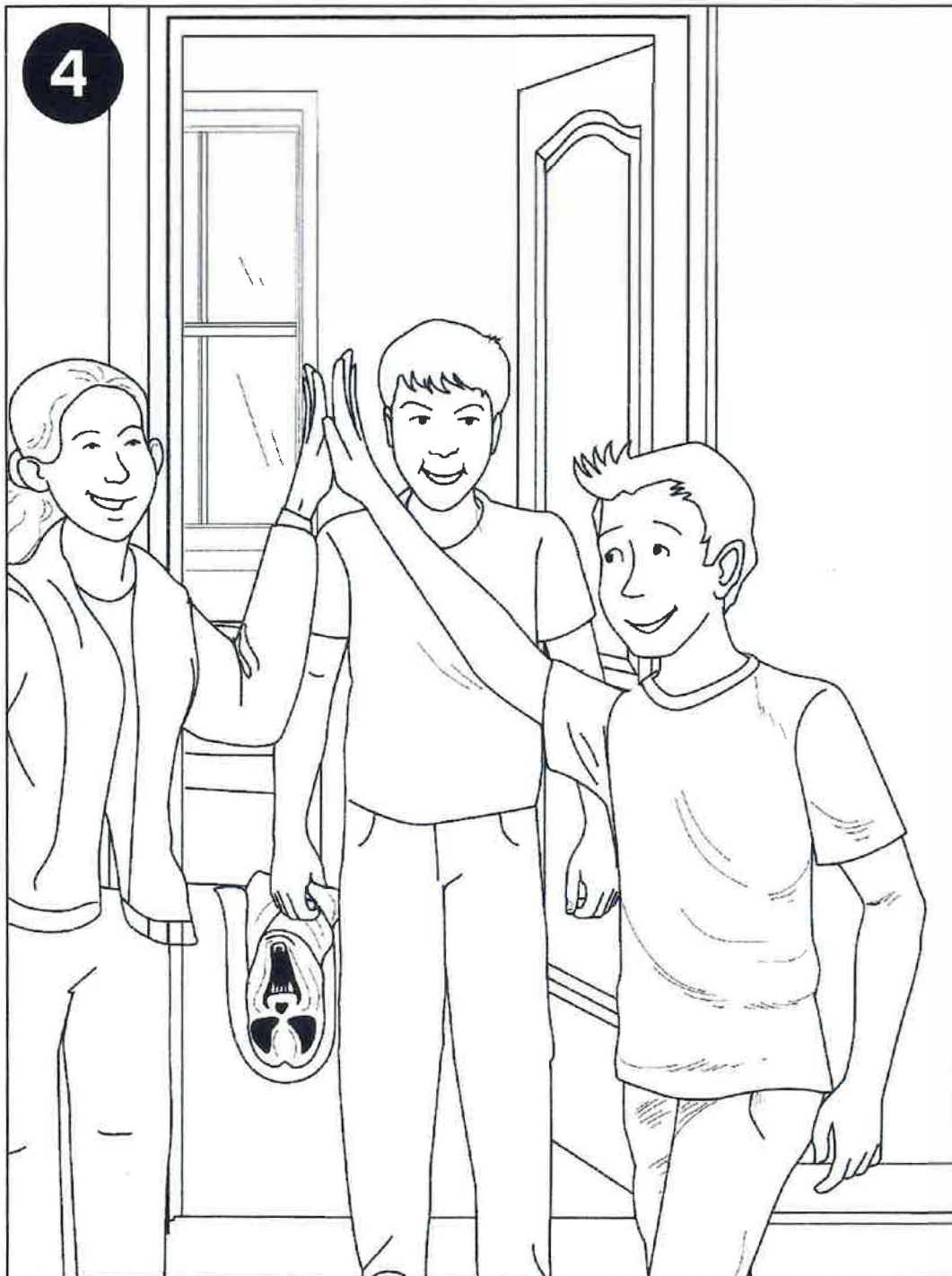


3. Look at the third picture. The masked boy jumps out and surprises his friend. How do you think the friend feels? Why do you think that?





4. Look at the fourth picture. The friends had a fun time. What do you think they are saying to each other?

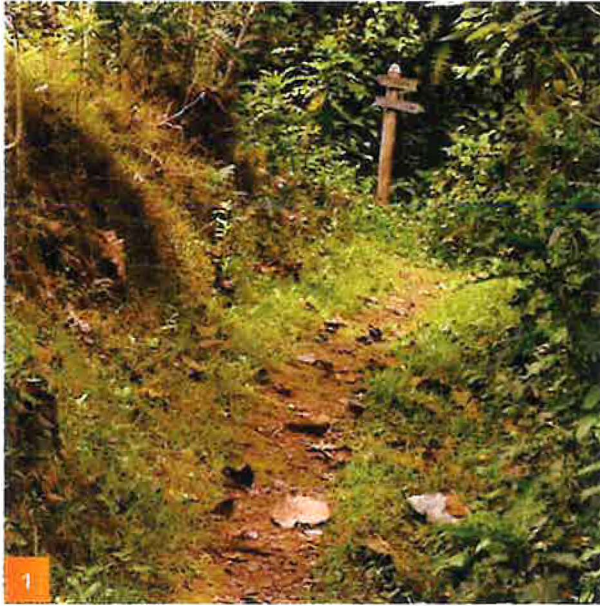




Writing

Follow along as your teacher reads the prompt and checklist. Then respond to the prompt.

Everyone Loves a Mystery: What attracts us to the mysterious?



Prompt

Above are two pictures of settings for suspenseful stories.

Using one of these pictures as the setting, write a suspenseful narrative of at least 5 sentences. Introduce a character and introduce the setting. Then, tell the story of what happens as this character faces a problem and goes on a suspenseful adventure. Use details from the picture in your narrative.

Writer's Checklist

- ✓ Is my writing clear?
- ✓ Do I include details from the picture?
- ✓ Do I introduce a character and introduce the setting?
- ✓ Do my subjects and verbs agree?
- ✓ Do I tell a suspenseful adventure story?
- ✓ Do I use a variety of sentence lengths?
- ✓ Image Selected _____





EL ASSESSMENT - GRADE 8 - UNIT 1

Listening

Listen as your teacher reads you a passage. Answer the questions when asked.

1. Select your response
 - A. breathing deeply
 - B. gasping for air
 - C. not able to breathe

2. Select your response
 - A. in a large hole in the ground
 - B. in a small but cozy tunnel
 - C. in a large groundwater well

3. Select your response
 - A. Two exhausted soldiers seek shelter in a hole.
 - B. Two wounded soldiers dig a tunnel for safety.
 - C. A soldier feels an animal breathing on him.



Reading

Read the passage “Three Knocks” and answer the questions. Make sure to look back at the text to help you choose your answers.

1. Three Knocks

When we were in middle school, my friends and I loved spirits and other spooky things. We loved stories about mysteries. The stories kept us on the edges of our seats.

I grew up in a small town, and there were woods near my school that my friends and I thought were mysterious. After school my friends and I looked forward to our walk home. We always asked the same question: “Should we walk the long way through town or take the trail through the woods?” The trail through the woods was faster. We ran home because we would get so scared.

Reread this sentence from the passage.

The stories kept us on the edges of our seats.

What does the expression “on the edges of our seats” mean?

- A. excited and focused
- B. shaky and unsafe
- C. serious and troubled



2. In seventh grade, I learned about the Railway Spirit. The internet said that the Railway Spirit did not hurt people. Some people said they saw a spirit dressed like a railroad worker near the old train tracks. Other people said they heard the spirit singing a mysterious song.

There were old tracks near our haunted woods, and my friends and I wondered if we might find the Railway Spirit there.

One Saturday, my best friend Casey and I decided to find the Railway Spirit. We walked into the woods toward the old tracks. I shouted, "Railway Spirit! If you can hear me, please show me that you are real. Knock three times! Please, just show me!"

Nothing happened.

Reread this sentence from the passage.

Other people said they heard the spirit singing a mysterious song.

In this sentence, which word is the subject (the word that names who or what is doing the action)?

- A. other
 - B. people
 - C. spirit
3. After some time at the tracks, Casey and I gave up and decided to walk home. The woods didn't seem so dangerous or scary anymore. Casey and I walked home slowly, laughing at how silly we had been to believe in spirits.

Back at my house, Casey and I were hanging out inside. And that's when I heard it.

I asked, "Did someone knock?" We both agreed we had heard something.

Once again, there were three knocks on the door.

I ran to the front door and opened it wide. I walked out on the porch and then around the house, but nobody was there.

Sequence the following events. Write the letter for each event on the correct line.

- A. The narrator urges the Railway Spirit to prove that he is real by making noise. Beginning _____
- B. The narrator learns about the Railway Spirit who haunts the woods near _____
- C. the railroad tracks. Middle _____
- D. The narrator hears three knocks, opens the door, and nobody is there. End _____



4. Which statement **best summarizes** the text (gives a short explanation of the most important ideas)?
- A. Two friends love suspenseful and mysterious stories, so they write a story about the Railway Spirit.
 - B. Two friends run through the haunted woods because they are frightened of the Railway Spirit.
 - C. Two friends who like mysteries are eager to verify stories about the Railway Spirit.

Speaking

You and your teacher will look at some pictures together. Your teacher will ask you some questions and will record your answers.

1. Look at the first picture. A boy smiles while he holds a scary mask. What do you think he plans to do with the mask?



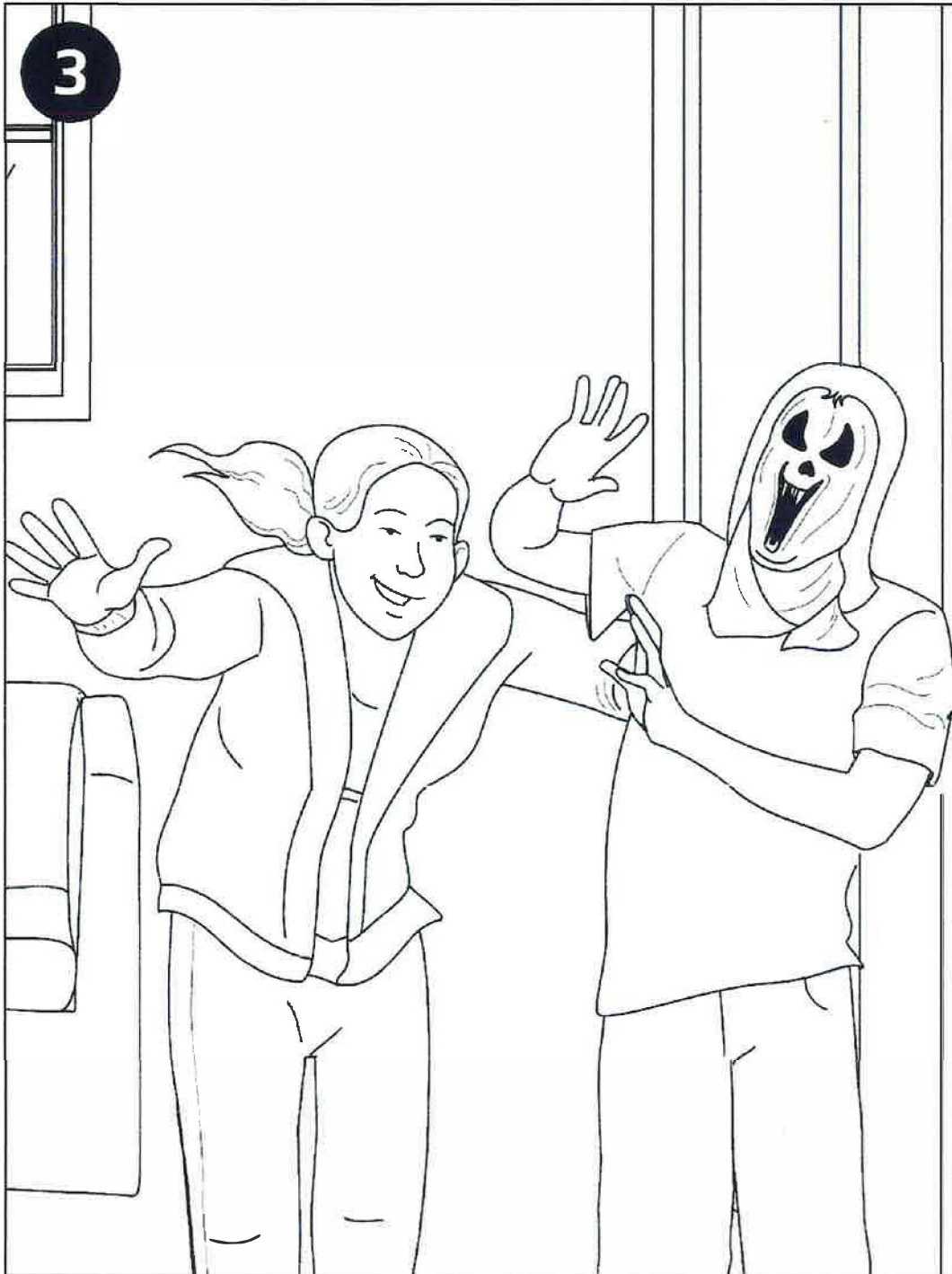


2. Look at the second picture. The boy now wears the scary mask. Where is he standing? What do you think he will do next? How will his friend react?

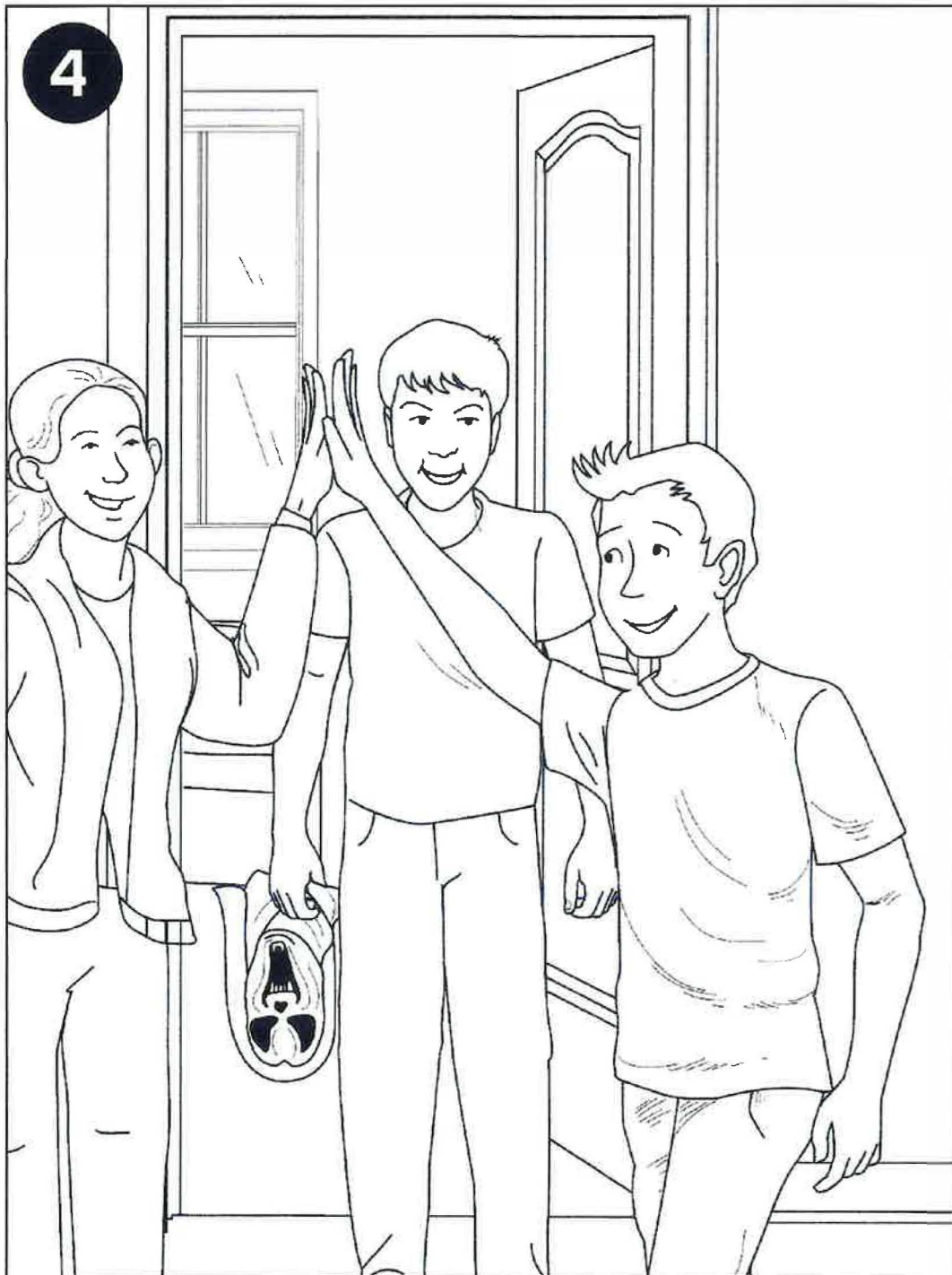




3. Look at the third picture. The masked boy surprises his friend. How does the friend react?

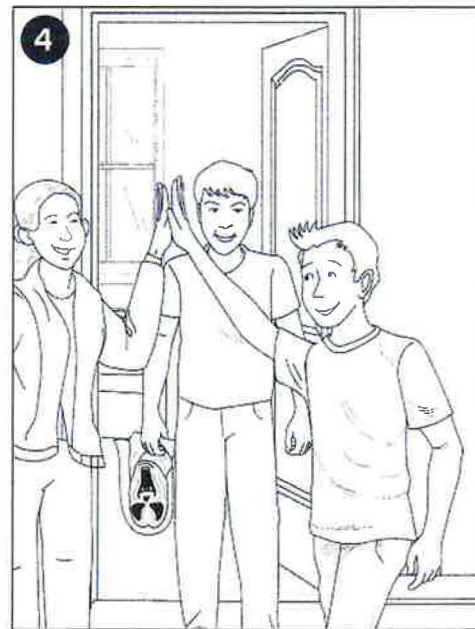
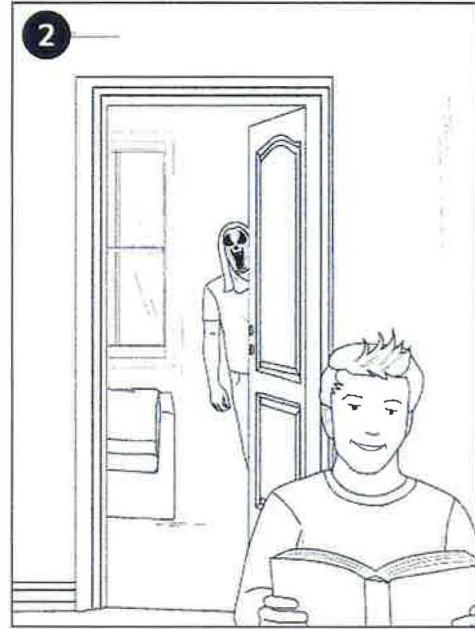


4. Look at the fourth picture. The friends are smiling. What do they think of the scary mask? What do you think they are saying to each other?





5. Now look at all of the pictures together. How did the friends have fun with the scary mask? Do you think these friends like scary or suspenseful stories? Why do you think that?

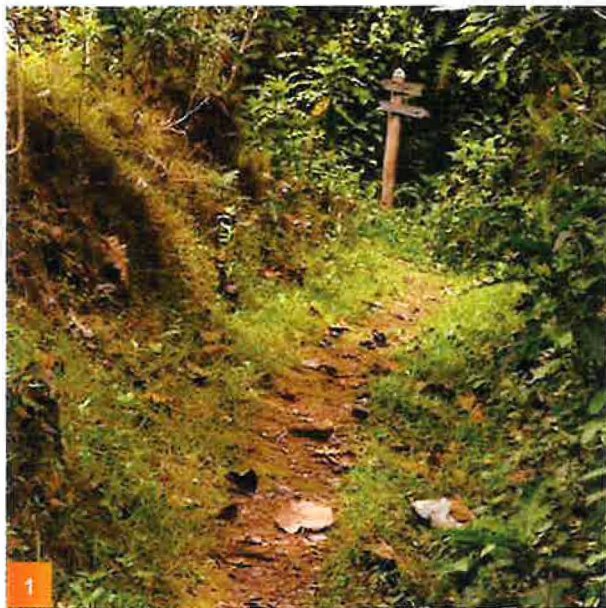




Writing

Follow along as your teacher reads the prompt and checklist. Then respond to the prompt.

Everyone Loves a Mystery: What attracts us to the mysterious?



Prompt

Above are two pictures of settings for suspenseful stories.

Using one of these pictures as the setting, write a suspenseful narrative of at least 8 sentences. Introduce a character and introduce the problem that this character faces in the suspenseful setting. Tell the story of what happens when this character goes on a suspenseful adventure. Use details from the picture in your narrative.

Writer's Checklist

- ✓ Is my writing clear?
- ✓ Do I introduce a character and a problem?
- ✓ Do I tell a suspenseful adventure story?
- ✓ Do I include details from the picture?
- ✓ Do my subjects and verbs agree?
- ✓ Do I use a variety of sentence lengths?
- ✓ Image Selected _____





EL ASSESSMENT - GRADE 8 - UNIT 1

Listening

Listen as your teacher reads you a passage. Answer the questions when prompted.

1. Select your response
 - A. Two sad and lonely soldiers talk about whether they should stop or keep moving.
 - B. Two tired and hungry soldiers try to survive after being separated from their group.
 - C. Two hungry soldiers with breathing problems will need to get medical attention soon.

2. Select your response
 - A. I am exhausted.
 - B. I have been beaten up.
 - C. I have not won.

3. Select your response
 - A. Two weary soldiers seek refuge in a hole.
 - B. Two wounded soldiers dig a tunnel for safety.
 - C. Two discouraged soldiers fall in a ditch.



Reading

Read the passage “Three Knocks” and answer the questions. Make sure to look back at the text to help you select your answers.

1. Three Knocks

My friends and I were obsessed with the supernatural when we were in middle school. We loved stories about ghosts and unexplained mysteries because they kept us on the edges of our seats. I grew up in a small town, and there were woods near our school. One day we decided they might be haunted. Every day after school my friends and I looked forward to our walk home. We always asked the same question: “Should we walk the long way through town or take the shortcut through the woods?” The trail through the woods led directly to our neighborhood.

Reread this sentence from the passage.

We loved stories about ghosts and unexplained mysteries because they kept us on the edges of our seats.

What is the **best** way to rewrite this sentence using the meaning of the expression “on the edges of our seats”?

- A. We loved stories about ghosts and unexplained mysteries because they were shaky and unsafe.
- B. We loved stories about ghosts and unexplained mysteries because we were serious and distracted.
- C. We loved stories about ghosts and unexplained mysteries because they were engaging and exciting.



2. In seventh grade, I learned about the Railway Ghost who was supposed to haunt our town. The internet sites said that this ghost was harmless. Some people said they saw a man dressed like an old-fashioned railroad engineer walking along the old railroad tracks in the area. Others said they heard a distant voice humming or whistling a tune.

It was exciting to think our town had its very own ghost! The old train tracks that stretched along our haunted woods were covered with grass and weeds now. We wondered if we might find the Railway Ghost there.

One Saturday, my best friend Casey and I mustered the courage to find the Railway Ghost. As we walked deep into the woods toward the old tracks I shouted, "Railway Ghost! If you can hear me, please make something happen to show me that you are real. Knock three times; make the wind blow! Anything! Please, just show me!"

Nothing happened.

Reread this sentence from the passage.

Others said they heard a distant voice humming or whistling a tune.

In this sentence, which word is the **subject**?

- A. others
 - B. voice
 - C. tune
3. After half an hour at the tracks, still nothing had happened. Eventually, we gave up and decided to walk home. Suddenly the woods didn't seem so scary anymore. We even took our time walking back, laughing at how silly we had been to believe in ghosts.

Back at my house, Casey and I were hanging out inside, watching TV. And that's when I heard it. "Did someone knock?" I asked Casey. We both agreed we had heard something.

Once again, very clearly, there were three knocks on the door.

I ran to the front door and opened it wide. I walked out onto the porch and then around the entire house, but nobody was there.

Sequence the following events. Write the letter for each event on the correct line.

- A. The narrator excitedly urges the Railway Spirit to prove his existence. Beginning _____
- B. The narrator learns about the history of the Railway Spirit and about other peoples' sightings of the ghost. Middle _____
- C. The narrator hears three knocks at the door, goes outside to investigate, and nobody is there. End _____



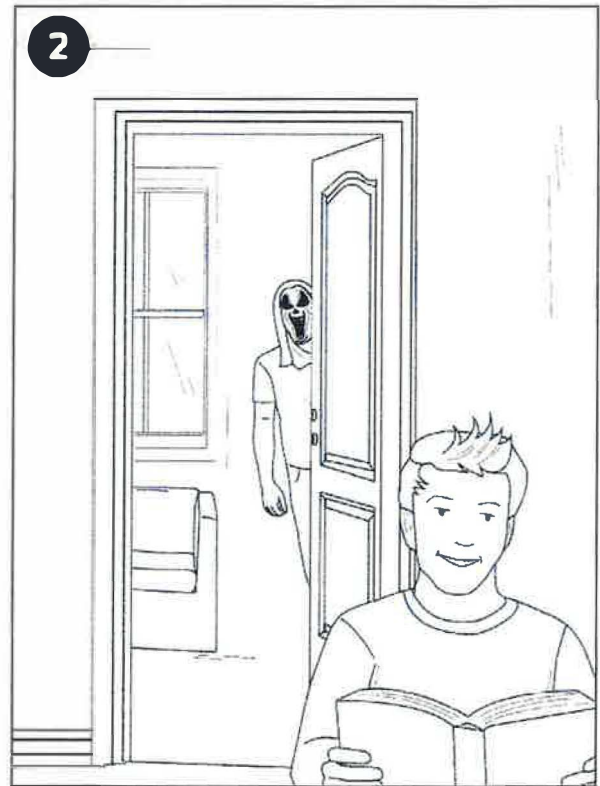
4. Which statement **best** summarizes the text?
- A. Two friends love suspenseful and mysterious stories, so they write a ghost story about the legend of the Railway Spirit.
 - B. Two friends run through the haunted woods because they are terrified of the Railway Spirit who lives by the tracks.
 - C. Two friends are captivated by ghost stories and are eager to verify what they have heard about the Railway Spirit.



Speaking

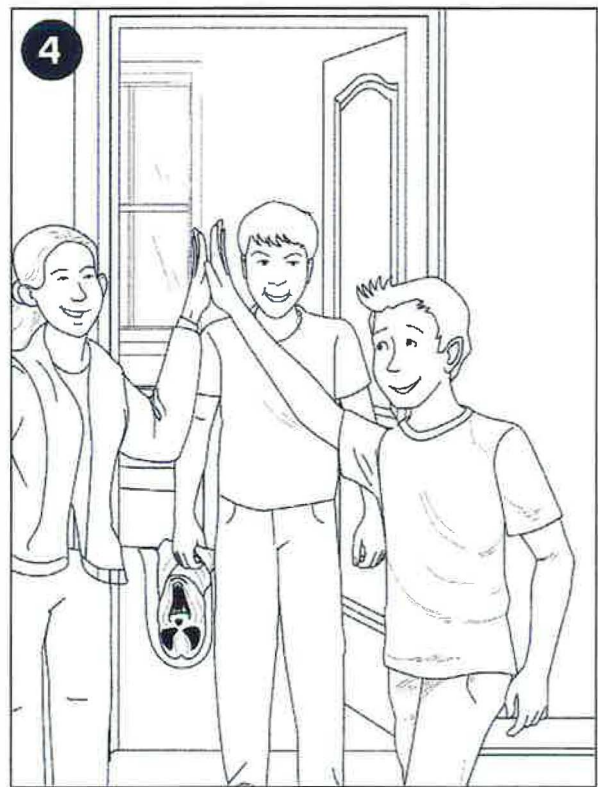
You and your teacher will look at some images together. Your teacher will ask you some questions and will record your answers.

1. Look at the first and second images. A boy smiles and holds a scary mask, then he wears the mask while standing behind his friend. What else do you notice about these images? What do you think will happen next?



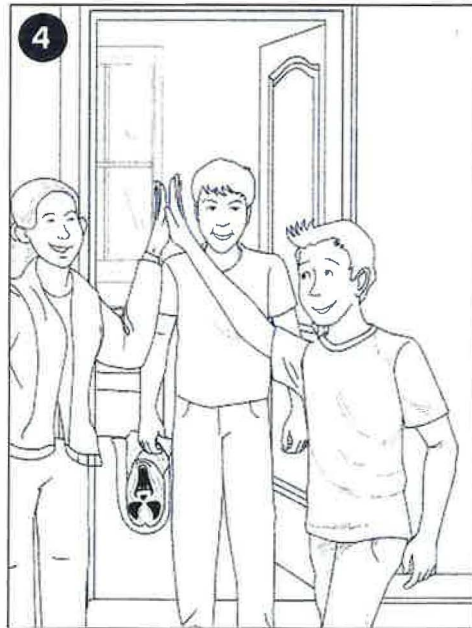
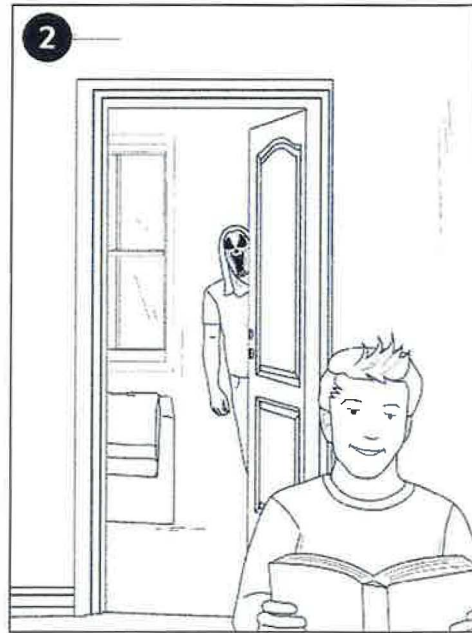


2. Look at the third and fourth images. The masked boy surprises another friend, then the three friends are smiling together. How do the friends feel about the scary mask? What do you think they are saying to each other?





3. Look at all of the images together. How did the friends have fun with the scary mask? Do you think these friends like scary or suspenseful stories? Why?

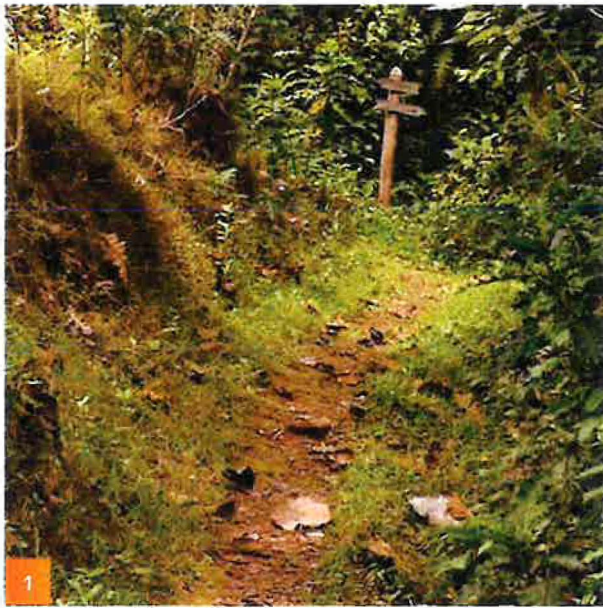




Writing

Follow along as your teacher reads the prompt and checklist. Then respond to the prompt.

Everyone Loves a Mystery: What attracts us to the mysterious?



Prompt

Above are two images of settings for suspenseful stories.

Using one of these images as the setting, write a suspenseful narrative of at least 8 sentences. Introduce two characters and introduce the problem that these characters face in the suspenseful setting. Tell the story of what happens when the characters go on a suspenseful adventure together. Use details from the image in your narrative.

Writer's Checklist

- ✓ Is my writing clear?
- ✓ Do I introduce two characters and a problem?
- ✓ Do I tell a suspenseful adventure story?
- ✓ Do I include details from the image?
- ✓ Do my subjects and verbs agree?
- ✓ Do I use a variety of sentence lengths?
- ✓ Image Selected _____





Lined writing area consisting of 25 horizontal lines.



EL ASSESSMENT - GRADE 8 - UNIT 1

Listening

Listen as your teacher reads you a passage. Answer the questions when prompted.

1. Select your response
 - A. Two distressed soldiers discuss whether they should stop or keep moving.
 - B. Two weary soldiers struggle to survive after being separated from their unit.
 - C. Two injured soldiers with breathing problems need to get medical attention.

2. Select your response
 - A. I am fatigued.
 - B. I am injured.
 - C. I am frustrated.

3. Select your response
 - A. Two soldiers, depleted of energy, seek refuge in a hole.
 - B. Two soldiers, without food or water, dig a tunnel for safety.
 - C. Two soldiers, fatigued from fighting, fall into a ditch.



Reading

Read the passage “Three Knocks” and answer the questions. Make sure to look back at the text to help you select your answers.

1. Three Knocks

When I was in middle school, my friends and I were obsessed with the supernatural. We loved stories about ghosts, spirits, and unexplained mysteries that kept us on the edges of our seats. In the small town where I grew up, there were woods near our school, and one day we decided they might be haunted. Every day after school my friends and I would anticipate our walk home. We always asked the same question: “Should we walk the long way through town or take the shortcut through the woods?” The trail through the woods led directly to our neighborhood, but it was probably even faster because we practically sprinted home from the suspense.

Reread this sentence from the passage.

We loved stories about ghosts, spirits, and unexplained mysteries that kept us on the edges of our seats.

What is the **best** way to rewrite this sentence using the meaning of the expression “on the edges of our seats”?

- A. We loved stories about ghosts, spirits, and unexplained mysteries that kept us wobbly and unsafe.
- B. We loved stories about ghosts, spirits, and unexplained mysteries that kept us serious and distracted.
- C. We loved stories about ghosts, spirits, and unexplained mysteries that kept us curious and worried.
- D. We loved stories about ghosts, spirits, and unexplained mysteries that kept us engaged and excited.



2. In seventh grade, I learned about the legendary Railway Ghost, a spirit who was supposed to haunt the old railway in the area. The internet sites said that this ghost was harmless. Some people claimed to catch a glimpse of a man dressed like an old-fashioned railroad engineer strolling along the railroad tracks, while others would hear an unidentified voice humming or whistling an ominous tune.

It was exciting to think our town had its very own ghost! There were some old tracks that stretched along our haunted woods. They were covered with grass and weeds now, but we wondered if we might encounter the Railway Ghost there.

One Saturday, my best friend Casey and I mustered the courage to go on a mission to find the Railway Ghost. Even though he was supposed to be a friendly spirit, our hearts were still pounding. As we walked deep into the woods toward the old tracks, I shouted, “Railway Ghost! If you can hear me, please make something happen to show me that you are real. Knock three times; make the wind blow! Anything! Please, just show me!”

Nothing happened.

Reread this sentence from the passage.

Some people claimed to catch a glimpse of a man dressed like an old-fashioned railroad engineer strolling along the railroad tracks, while others would hear an unidentified voice humming or whistling an ominous tune.

Which word or phrase is a **verb** in this sentence?

- A. unidentified
- B. would hear
- C. ominous tune
- D. while others



3. After half an hour at the tracks, still nothing had happened. Eventually, we gave up and decided to walk home. Suddenly the woods didn't seem so dangerous or scary anymore. We even took our time walking back, laughing at how silly we had been to believe in ghosts.

Back at my house, we were hanging out inside, watching TV. And that's when I heard it.

"Did someone knock?" I asked. We both agreed we had heard something.

Once again, very clearly, there were three knocks on the door. Casey and I locked eyes and looked slowly toward the front door.

I took a deep breath, then ran to the door and opened it wide. I walked out onto the porch and then around the entire house, but nobody was there.

Sequence the following events. Write the letter for each event on the correct line.

- A. The narrator excitedly urges the Railway Spirit to confirm that he is real. First _____
- B. The narrator learns about the history of the Railway Spirit and about other peoples' sightings of the ghost. Second _____
- C. The narrator hears three knocks at the door, goes outside to investigate, and nobody is there. Third _____
- D. The narrator laughs at how ridiculous he had been to believe in ghosts. Last _____

4. Which statement **best** summarizes the text?

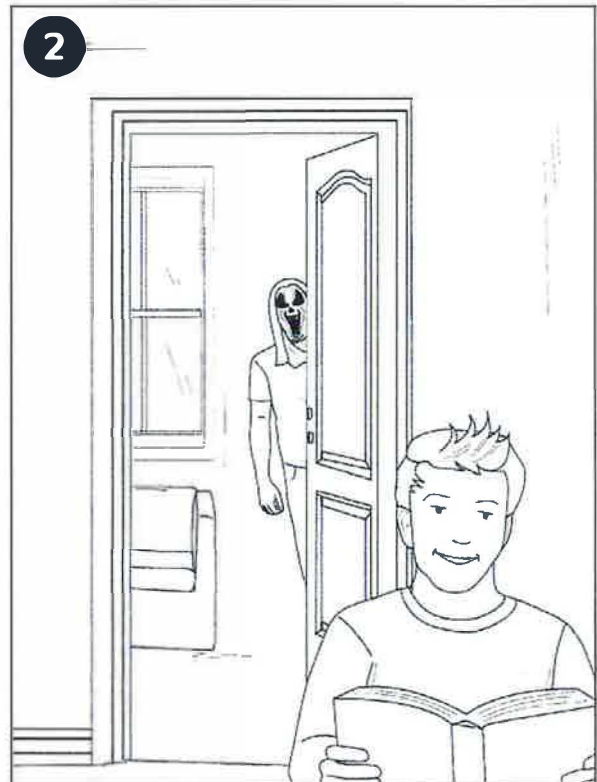
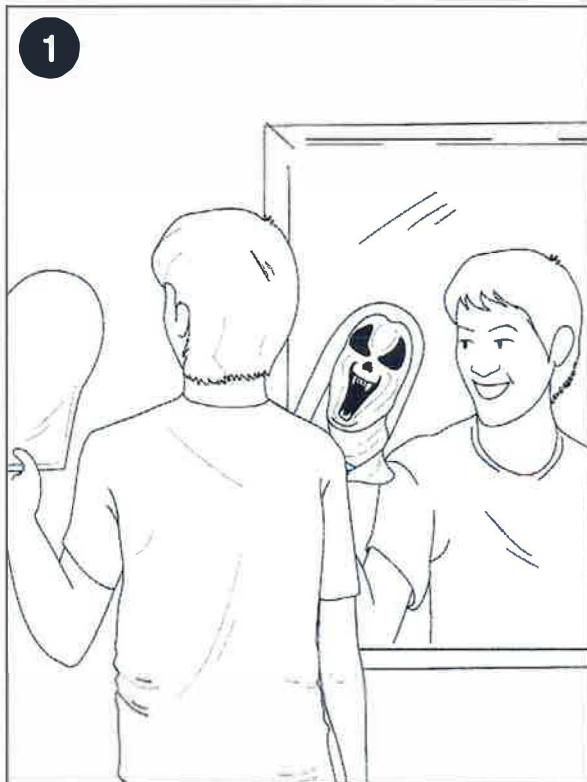
- A. Two friends love suspenseful and mysterious stories, so they write a ghost story about the legend of the Railway Spirit.
- B. Two friends run through the haunted woods because they are terrified of the Railway Spirit who lives by the tracks.
- C. Two friends are captivated by ghost stories and are eager to verify what they have heard about the Railway Spirit.
- D. Two friends courageously try to establish contact with a friendly ghost known in their community as the Railway Spirit.



Speaking

You and your teacher will look at some images together. Your teacher will ask you some questions and will record your answers.

1. Look at the first and second images. What is happening in these images? What do you think will happen next?



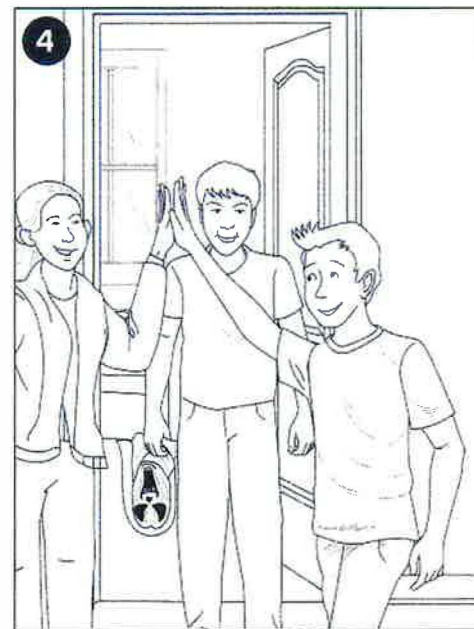
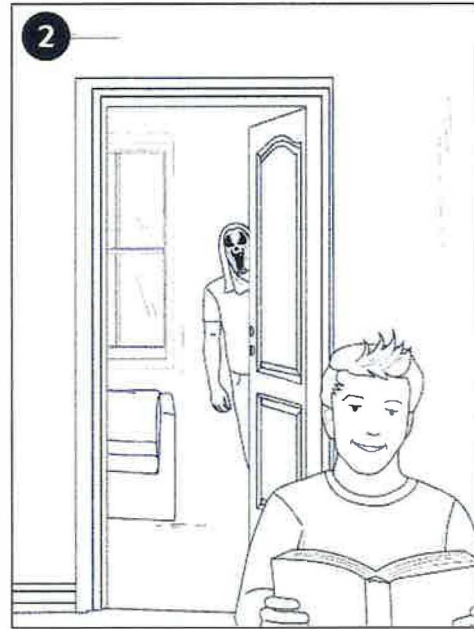
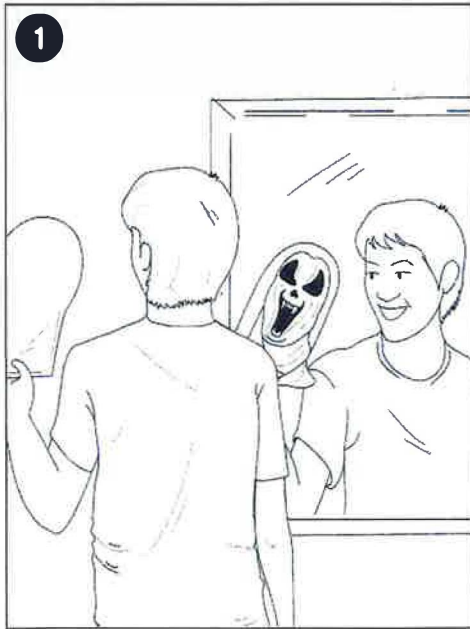


2. Look at the third and fourth images. What is happening in these images? How do the friends feel about the scary mask? What do you think they are saying to each other?





3. Look at all of the images together. What did the masked boy hope to do? Did he accomplish his goals? Explain.

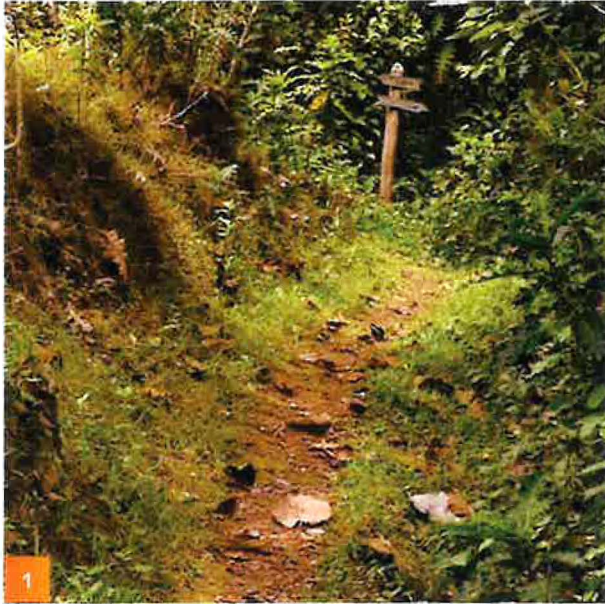




Writing

Follow along as your teacher reads the prompt and checklist. Then respond to the prompt.

Everyone Loves a Mystery: What attracts us to the mysterious?



Prompt

Above are two images of settings for suspenseful stories.

Using both of these images as settings, write a suspenseful narrative of at least 8 sentences. Introduce a character and introduce the conflict that the character faces in these two suspenseful settings. Tell the story of what happens when the character goes on a suspenseful adventure. Use details from both images in your narrative.

Writer's Checklist

- ✓ Is my writing clear?
- ✓ Do my subjects and verbs agree?
- ✓ Do I introduce a character and a conflict?
- ✓ Do I use a variety of sentence lengths?
- ✓ Do I tell a suspenseful adventure story?
- ✓ Image Selected _____ \
- ✓ Do I include details from both images?





TEACHER RESOURCES - BEGINNING

Listening

Say: Listen to the passage. Then answer each question when I tell you to do so.

1. | Read

A Place to Rest for the Night

The two soldiers were lost. They tripped over rocks to get away from the fighting. The soldiers were tired. They were hungry. The soldiers wanted to stay alive.

| Pause and ask aloud

Listen to this sentence from the passage.

The soldiers were tired.

In this sentence, which word is the verb (the word that names the action or state of being)?

- A. soldiers
- B. were
- C. tired

| Allow students time to record their response

2. | Read

The sky got dark. The sound of guns stopped. The two soldiers were looking for a place to rest. One soldier fell into a hole in the ground. He told his friend that they should stay in the hole. They could sleep in the hole. They could crawl out in the morning.

| Pause and ask aloud

Where do the soldiers decide to sleep?

- A. in a hole in the ground
- B. in a small but cozy cave
- C. in a groundwater well

| Allow students time to record their response



3. | **Read**

The soldier said, “This hole is not bad. I fell on something soft.” He paused. The soft thing beneath him was moving. The soldier froze. He was very scared. The soldier saw two glowing eyes staring back at him.

| **Pause and ask aloud**

What is the whole passage mostly about?

- A. Two soldiers are tired and stop to rest in a hole.
- B. Two soldiers dig a tunnel so they can stay safe.
- C. A soldier feels and sees a soft animal in the dark.

| **Allow students time to record their response**



Reading

Say: Read the passage “Being a Big Sister” and answer the questions. Make sure to look back at the text to help you choose your answers.

Allow students time to record their responses.

1. Three Knocks

My friends and I loved spirits when we were in middle school. We loved stories about mysteries. The stories kept us on the edges of our seats.

There were woods near my school that my friends and I thought were mysterious. After school, my friends and I always asked the same question: “Should we walk through town or walk the trail through the woods?” The trail through the woods was faster. We ran through the woods because we would get so scared.

Reread this sentence from the passage.

The stories kept us on the edges of our seats.

What does the expression “on the edges of our seats” mean?

- A. excited
- B. unsafe
- C. troubled



2. In seventh grade, I learned about the Railway Spirit. People said that the Railway Spirit did not hurt people. People said they saw a spirit near the old train tracks. Other people said they heard the spirit singing.

There were railway tracks near the woods. My friends and I wondered if the Railway Spirit would be there.

One Saturday, my friend Casey and I went to find the Railway Spirit. We walked into the woods toward the old tracks. I shouted, "Railway Ghost! Show me that you are real. Knock three times! Please, show me!"

Nothing happened.

Reread this sentence from the passage.

Other people said they heard the spirit singing.

In this sentence, which word is the subject (the word that names who or what is doing the action)?

- A. other
 - B. people
 - C. heard
3. Soon, Casey and I gave up. We walked home. The woods did not seem scary. Casey and I laughed at how silly we were to believe in spirits.

Casey and I went to my house. Then I heard three knocks on the door.

I ran to the door. I opened the door wide. I walked outside. I walked around the house. Nobody was there.

Sequence the following events. Write the letter for each event on the correct line.

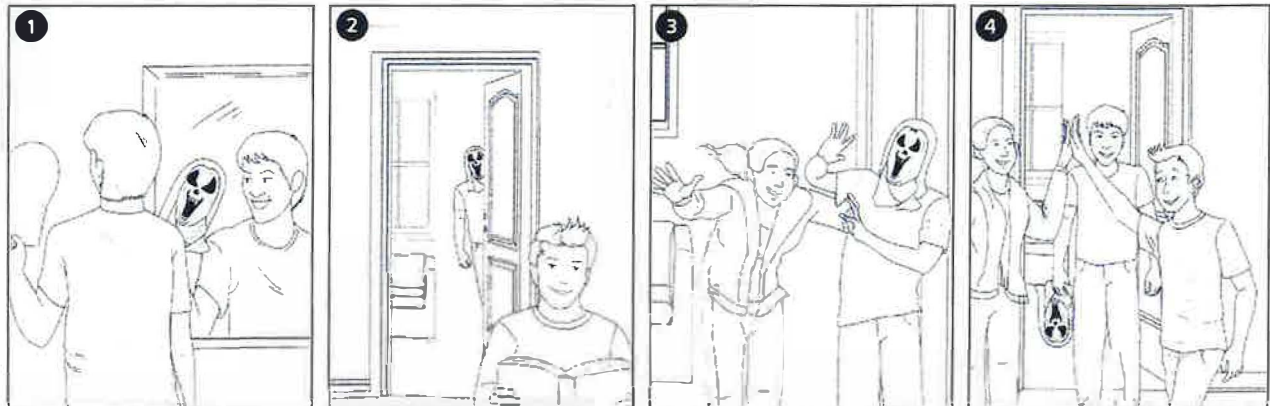
- A. The narrator asks the Railway Spirit to knock three times. Beginning b
 - B. The narrator learns about the Railway Spirit. Middle a
 - C. The narrator opens the door and there is nobody there. End c
4. Which statement **best** summarizes the text (gives a short explanation of the most important ideas)?
- A. Two friends love stories about mysteries and write a story about the Railway Spirit.
 - B. Two friends run through the woods because they are scared of the Railway Spirit.
 - C. Two friends who like mysteries are interested in a local legend about the Railway Spirit.



Speaking

Say: We are going to look at some pictures together and I am going to ask you questions about them. You will tell me your answers and I will record what you say.

Ask one question at a time, recording student responses.



1. **Say:** Look at the first picture. A boy holds a mask and looks in the mirror. What do you think he plans to do with the mask?

The boy will wear the mask. He is happy and looks forward to wearing it.

Record student response below

2. **Say:** Look at the second picture. The boy now wears the mask and stands behind a door. What do you think he will do next? How will his friend react?

The boy is going to pop out and scare his friend. His friend is reading. His friend will be surprised.

Record student response below



3. **Say:** Look at the third picture. The masked boy jumps out and surprises his friend. How do you think the friend feels? Why do you think that?

The friend laughs because she likes the surprise. She is not scared. Maybe she likes to be scared and that is why she laughs.

Record student response below



4. **Say:** Look at the fourth picture. The friends had a fun time. What do you think they are saying to each other?

One friend says, "That was fun!" The other friend says, "Now it is my turn to wear the mask."

Record student response below



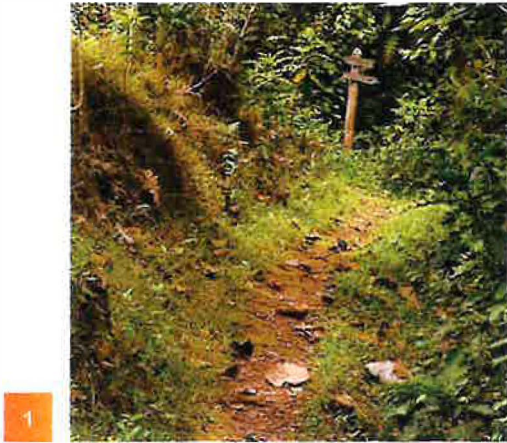
Say: That is the end of this section. Thank you for your answers.



Writing

Read the prompt and directions. Then have students respond to the prompt.

Everyone Loves a Mystery: What attracts us to the mysterious?



Prompt: Above are two pictures of settings for suspenseful stories.

Using one of these pictures as the setting, write a suspenseful narrative of at least 5 sentences. Introduce a character and introduce the setting. Then, tell the story of what happens as this character faces a problem and goes on a suspenseful adventure. Use details from the picture in your narrative.

Writer's Checklist

- ✓ Is my writing clear?
- ✓ Do I introduce a character and introduce the setting?
- ✓ Do I tell a suspenseful adventure story?
- ✓ Do I include details from the picture?
- ✓ Do my subjects and verbs agree?
- ✓ Do I use a variety of sentence lengths?
- ✓ Image Selected _____

Rodney was lost in the forest and he would never find his way back to the main road after dark. At the end of a little path Rodney saw a sign. He ran to the sign and didn't notice the sound of footsteps behind him. Just as Rodney saw which way to go, the bear standing behind Rodney stood up on his hind legs and roared! Rodney ran as fast as he could. Rodney got to the main road and saw his mom driving by in her van. Rodney got in the van and escaped.



TEACHER RESOURCES - INTERMEDIATE

Listening

Say: Listen to the passage. Then answer each question when I prompt you to do so.

1. | Read

A Place to Rest for the Night

The two lost soldiers stumbled over rocks to escape the battle. They were out of breath. The soldiers were tired. They were hungry and had not slept in days. All the soldiers wanted was to stay alive.

| Pause and ask aloud

Listen to this sentence from the passage.

They were out of breath.

What does the expression “out of breath” mean?

- A. breathing deeply
- B. gasping for air
- C. not able to breathe

| Allow students time to record their response

2. | Read

Soon the sky got dark and the sound of guns stopped. The two soldiers were looking for a place to rest for the night. One soldier fell into a large hole in the ground. He told his friend that they should stay in the hole and sleep. They could crawl out in the morning.

| Pause and ask aloud

Where do the soldiers decide to rest overnight?

- A. in a large hole in the ground
- B. in a small but cozy tunnel
- C. in a large groundwater well

| Allow students time to record their response



3. | **Read**

He said, “This hole is actually not too bad. I think I fell on a cushion or something . . .” He paused. The soft object beneath him was not a cushion. He could feel hot breath on his neck! He froze in horror. He turned to find two glowing eyes staring back at him in the darkness.

| **Pause and ask aloud**

What is the whole passage mostly about?

- A. Two exhausted soldiers seek shelter in a hole.
- B. Two wounded soldiers dig a tunnel for safety.
- C. A soldier feels an animal breathing on him.

| **Allow students time to record their response**



Reading

Say: Read the passage “Three Knocks” and answer the questions. Make sure to look back at the text to help you choose your answers.

Allow students time to record their responses.

1. Three Knocks

When we were in middle school, my friends and I loved spirits and other spooky things. We loved stories about mysteries. The stories kept us on the edges of our seats.

I grew up in a small town, and there were woods near my school that my friends and I thought were mysterious. After school my friends and I looked forward to our walk home. We always asked the same question: “Should we walk the long way through town or take the trail through the woods?” The trail through the woods was faster. We ran home because we would get so scared.

Reread this sentence from the passage.

The stories kept us on the edges of our seats.

What does the expression “on the edges of our seats” mean?

- A. excited and focused
- B. shaky and unsafe
- C. serious and troubled



2. In seventh grade, I learned about the Railway Spirit. The internet said that the Railway Spirit did not hurt people. Some people said they saw a spirit dressed like a railroad worker near the old train tracks. Other people said they heard the spirit singing a mysterious song.

There were old tracks near our haunted woods, and my friends and I wondered if we might find the Railway Spirit there.

One Saturday, my best friend Casey and I decided to find the Railway Spirit. We walked into the woods toward the old tracks. I shouted, "Railway Spirit! If you can hear me, please show me that you are real. Knock three times! Please, just show me!"

Nothing happened.

Reread this sentence from the passage.

Other people said they heard the spirit singing a mysterious song.

In this sentence, which word is the subject (the word that names who or what is doing the action)?

- A. other
- B. people
- C. spirit
3. After some time at the tracks, Casey and I gave up and decided to walk home. The woods didn't seem so dangerous or scary anymore. Casey and I walked home slowly, laughing at how silly we had been to believe in spirits.

Back at my house, Casey and I were hanging out inside. And that's when I heard it.

I asked, "Did someone knock?" We both agreed we had heard something.

Once again, there were three knocks on the door.

I ran to the front door and opened it wide. I walked out on the porch and then around the house, but nobody was there.

Sequence the following events. Write the letter for each event on the correct line.

- A. The narrator urges the Railway Spirit to prove that he is real by making noise. Beginning b
- B. The narrator learns about the Railway Spirit who haunts the woods near the railroad tracks. Middle a
- C. The narrator hears three knocks, opens the door, and nobody is there. End c



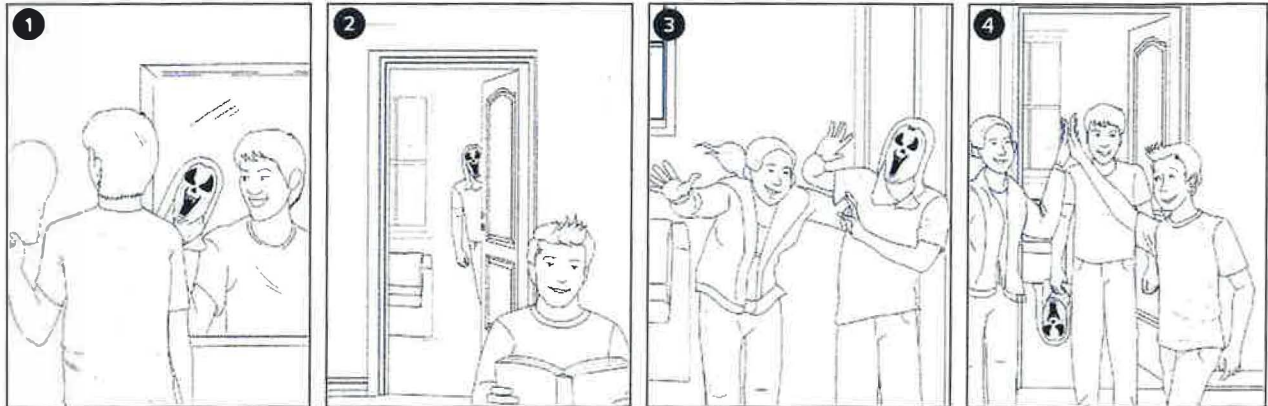
4. Which statement **best** summarizes the text (gives a short explanation of the most important ideas)?
- A. Two friends love suspenseful and mysterious stories, so they write a story about the Railway Spirit.
 - B. Two friends run through the haunted woods because they are frightened of the Railway Spirit.
 - C. Two friends who like mysteries are eager to verify stories about the Railway Spirit.



Speaking

Say: We are going to look at some pictures together and I am going to ask you questions about them. You will tell me your answers and I will record what you say.

Ask one question at a time, recording student responses.



1. **Say:** Look at the first picture. A boy smiles while he holds a scary mask. What do you think he plans to do with the mask?

The boy is smiling because he looks forward to wearing the mask. Maybe it is part of a costume that he is going to wear.

Record student response below

2. **Say:** Look at the second picture. The boy now wears the scary mask. Where is he standing? What do you think he will do next? How will his friend react?

The boy stands behind a door. He's going to pop out and scare his friend who is reading. His friend will be surprised.



Record student response below



3. | **Say:** Look at the third picture. The masked boy surprises his friend. How does the friend react?

The friend is laughing. She was probably scared for a second and then started laughing because she saw that it was her friend wearing the mask.

Record student response below



4. | **Say:** Look at the fourth picture. The friends are smiling. What do they think of the scary mask? What do you think they are saying to each other?

The friends think that the scary mask is great. One friend says, "That was hilarious!" The other friend says, "Now it is my turn to wear the mask so I can jump out and scare you two."

Record student response below





5. **Say:** Now look at all of the pictures together. How did the friends have fun with the scary mask? Do you think these friends like scary or suspenseful stories? Why do you think that?

 One boy planned to wear the scary mask and pop out when his friends did not expect it. He scared them both. In the end, everybody thought it was a funny joke.

Record student response below



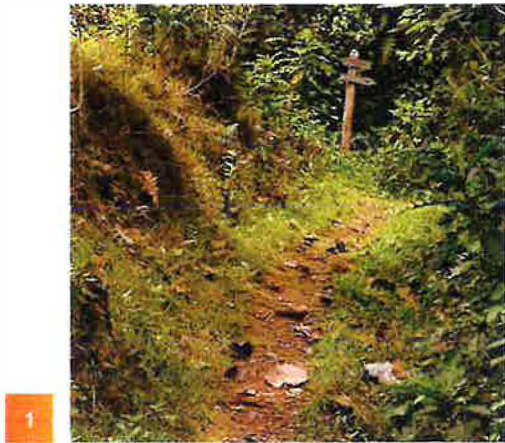
Say: That is the end of this section. Thank you for your answers.



Writing

Follow along as your teacher reads the prompt and directions. Then respond to the prompt.

Everyone Loves a Mystery: What attracts us to the mysterious?



Prompt: Above are two pictures of settings for suspenseful stories.

Using one of these pictures as the setting, write a suspenseful narrative of at least 8 sentences. Introduce a character and introduce the problem that this character faces in the suspenseful setting. Tell the story of what happens when this character goes on a suspenseful adventure. Use details from the picture in your narrative.

Writer's Checklist

- ✓ Is my writing clear?
- ✓ Do I introduce a character and a problem?
- ✓ Do I tell a suspenseful adventure story?
- ✓ Do I include details from the picture?
- ✓ Do my subjects and verbs agree?
- ✓ Do I use a variety of sentence lengths?
- ✓ Image Selected _____

Rodney was lost! He was alone in the forest, and he would never find his way back to the main road after dark. Just as the sun was setting, Rodney finally saw a sign at the end of a little path. He ran to the sign and didn't notice the sound of heavy footsteps approaching. Just as Rodney read the sign and saw which way to go, the big scary bear standing behind him stood up on his hind legs and roared! Rodney ran as fast as he could. Rodney, out of breath, got to the main road and saw his mom driving by in her van. Rodney got in the van and escaped.



2. | Read

They kept moving until the sky darkened and the sounds of war faded. The two men were looking for a place to rest for the night when one of them fell into a large ditch that had been hidden by the darkness.

"I'm so beat," the one who had fallen whispered up to his buddy. "Let's just stay here for now. We can crawl out in the morning."

| Pause and ask aloud

Listen to this sentence from the passage.

"I'm so beat," the one who had fallen whispered up to his buddy.

What is the meaning of the expression "I'm so beat" in this sentence?

- A. I am exhausted.
- B. I have been beaten up.
- C. I have not won.

| Allow students time to record their response

3. | Read

His friend started climbing down into the hole. The soldier said, "It's actually not too bad down here. I think I fell on a cushion or something . . ." He paused. The soft object beneath him was not a cushion. He could feel its hot breath on his neck! He froze in horror and then slowly turned to find two glowing red eyes staring back at him in the darkness.

| Pause and ask aloud

What is the whole passage mostly about?

- A. Two weary soldiers seek refuge in a hole.
- B. Two wounded soldiers dig a tunnel for safety.
- C. Two discouraged soldiers fall in a ditch.

| Allow students time to record their response



Reading

Say: Read the text. Then answer the questions.

Allow students time to record their responses.

1. Three Knocks

My friends and I were obsessed with the supernatural when we were in middle school. We loved stories about ghosts and unexplained mysteries because they kept us on the edges of our seats. I grew up in a small town, and there were woods near our school. One day we decided they might be haunted. Every day after school my friends and I looked forward to our walk home. We always asked the same question: “Should we walk the long way through town or take the shortcut through the woods?” The trail through the woods led directly to our neighborhood.

Reread this sentence from the passage.

We loved stories about ghosts and unexplained mysteries because they kept us on the edges of our seats.

What is the **best** way to rewrite this sentence using the meaning of the expression “on the edges of our seats”?

- A. We loved stories about ghosts and unexplained mysteries because they were shaky and unsafe.
- B. We loved stories about ghosts and unexplained mysteries because we were serious and distracted.
- C. We loved stories about ghosts and unexplained mysteries because they were engaging and exciting.



2. In seventh grade, I learned about the Railway Ghost who was supposed to haunt our town. The internet sites said that this ghost was harmless. Some people said they saw a man dressed like an old-fashioned railroad engineer walking along the old railroad tracks in the area. Others said they heard a distant voice humming or whistling a tune.

It was exciting to think our town had its very own ghost! The old train tracks that stretched along our haunted woods were covered with grass and weeds now. We wondered if we might find the Railway Ghost there.

One Saturday, my best friend Casey and I mustered the courage to find the Railway Ghost. As we walked deep into the woods toward the old tracks I shouted, "Railway Ghost! If you can hear me, please make something happen to show me that you are real. Knock three times; make the wind blow! Anything! Please, just show me!"

Nothing happened.

Reread this sentence from the passage.

Others said they heard a distant voice humming or whistling a tune.

In this sentence, which word is the subject?

- A. others
B. voice
C. tune
3. After half an hour at the tracks, still nothing had happened. Eventually, we gave up and decided to walk home. Suddenly the woods didn't seem so scary anymore. We even took our time walking back, laughing at how silly we had been to believe in ghosts.

Back at my house, Casey and I were hanging out inside, watching TV. And that's when I heard it.

"Did someone knock?" I asked Casey. We both agreed we had heard something.

Once again, very clearly, there were three knocks on the door.

I ran to the front door and opened it wide. I walked out onto the porch and then around the entire house, but nobody was there.

Sequence the following events. Write the letter for each event on the correct line.

- A. The narrator excitedly urges the Railway Spirit to prove his existence. Beginning b
- B. The narrator learns about the history of the Railway Spirit and about other peoples' sightings of the ghost. Middle a
- C. The narrator hears three knocks at the door, goes outside to investigate, and nobody is there. End c



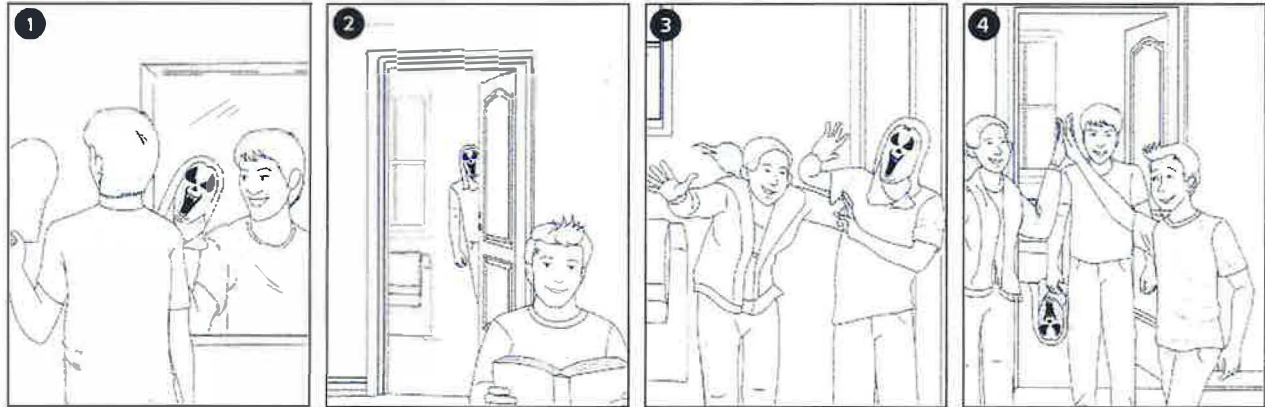
4. Which statement **best** summarizes the text?
- A. Two friends love suspenseful and mysterious stories, so they write a ghost story about the legend of the Railway Spirit.
 - B. Two friends run through the haunted woods because they are terrified of the Railway Spirit who lives by the tracks.
 - C. Two friends are captivated by ghost stories and are eager to verify what they have heard about the Railway Spirit.



Speaking

Say: We are going to look at some images together and I am going to ask you questions about them. You will tell me your answers and I will record what you say.

Ask one question at a time, recording student responses.



1. **Say:** Look at the first and second images. A boy smiles and holds a scary mask, then he wears the mask while standing behind his friend. What else do you notice about these images? What do you think will happen next?

The boy with the mask is smiling because he thinks he has a funny plan. He is going to sneak up on his friend who is reading and frighten him. The friend does not suspect anything.

Record student response below





2. **Say:** Look at the third and fourth images. The masked boy surprises another friend, then the three friends are smiling together. How do the friends feel about the scary mask? What do you think they are saying to each other?

When the masked boy pops out and scares a second friend, she laughs at him. She thinks that he is ridiculous. The two friends high five each other because the trick did not work on them and they were not scared. One friend says, "good for you for not being scared." The other friend says "I could hear our buddy breathing behind me when he was trying to be low key."

Record student response below

Handwriting practice lines for the first question. A small red icon is at the start of the first line.

3. **Say:** Look at all of the images together. How did the friends have fun with the scary mask? Do you think these friends like scary or suspenseful stories? Why?

One boy planned to wear the scary mask and pop out when his friends did not expect it. It did not work as planned because his friends were not scared, but they had fun anyway. Instead of being scared, the friends laughed because their buddy was too loud and obvious. They could hear him coming from far away. Maybe they like scary stories, but it is hard to tell because they were laughing and not scared this time.

Record student response below

Handwriting practice lines for the second question. A small red icon is at the start of the first line.

Say: That is the end of this section. Thank you for your answers.



Writing

Read the prompt and directions. Then have students respond to the prompt.

Everyone Loves a Mystery: What attracts us to the mysterious?



1



2

Prompt: Above are two images of settings for suspenseful stories.

Using one of these images as the setting, write a suspenseful narrative of at least 8 sentences. Introduce two characters and introduce the problem that these characters face in the suspenseful setting. Tell the story of what happens when the characters go on a suspenseful adventure together. Use details from the image in your narrative.

Writer's Checklist

- ✓ Is my writing clear?
- ✓ Do I introduce two characters and a problem?
- ✓ Do I tell a suspenseful adventure story?
- ✓ Do I include details from the image?
- ✓ Do my subjects and verbs agree?
- ✓ Do I use a variety of sentence lengths?
- ✓ Image Selected _____



📄 Rodney and Jasmine were lost! They were alone in the forest, and it would be impossible to find their way back to the main road after dark. Just as the sun was setting, Rodney and Jasmine finally saw a sign at the end of a narrow path. They ran to the sign and didn't notice the sound of heavy footsteps fast approaching. Just as the two friends figured out which way to go, the ferocious bear that had been following them grabbed Rodney's backpack. "Oh no," Jasmine cried, "you left half of your sandwich and the bear smells it." Just then, the bear ripped the backpack off of Rodney. Rodney ran as fast as he could behind Jasmine who was already ahead. Luckily, Rodney's mom had parked her van at the end of the trail. The friends safely got in the van and rode away.



TEACHER RESOURCES - ADVANCED HIGH

Listening

Say: Listen to the passage. Then answer each question when I prompt you to do so.

1. | Read

A Place to Rest for the Night

Panting breathlessly, the two soldiers ran through the field to escape the gunfire. Two days had passed since they had been separated from the rest of their unit, and they were exhausted from the lack of food and sleep. They stumbled over the rocky ground. Their only focus was survival. When one soldier said he wasn't sure if he could go on much farther, his friend gave him a look that said they didn't have any other option.

| Pause and ask aloud

Which statement **best** summarizes this paragraph?

- A. Two distressed soldiers discuss whether they should stop or keep moving.
- B. Two weary soldiers struggle to survive after being separated from their unit.
- C. Two injured soldiers with breathing problems need to get medical attention.

| Allow students time to record their response



2. | Read

They trudged on until eventually the sky turned to dusk and the sounds of war faded. The two men were looking for a place to rest for the night when one of them fell into a large ditch that had been obscured by the darkness.

"I'm so beat," the one who had fallen whispered up to his buddy. "Let's just stay here for now. We can crawl out in the morning."

| Pause and ask aloud

Listen to this sentence from the passage.

"I'm so beat," the one who had fallen whispered up to his buddy.

What is the meaning of the expression "I'm so beat" in this sentence?

- A. I am fatigued.
- B. I am injured.
- C. I am frustrated.

| Allow students time to record their response

3. | Read

As his friend started making his way down into the ditch to join him for the night, he remarked, "It's not too bad down here. I think someone even left a cushion or something . . ." His voice trailed off as he realized that the soft object he had fallen on was not a cushion at all. It was warm, furry, and bigger than he was, and he could feel its hot breath on his neck! He tried to speak but found himself frozen in horror. Slowly he turned around to discover two glowing red eyes staring back at him in the darkness.

| Pause and ask aloud

What is the whole passage mostly about?

- A. Two soldiers, depleted of energy, seek refuge in a hole.
- B. Two soldiers, without food or water, dig a tunnel for safety.
- C. Two soldiers, fatigued from fighting, fall into a ditch.

| Allow students time to record their response



Reading

Say: Read the text. Then answer the questions.

Allow students time to record their responses.

1. Three Knocks

When I was in middle school, my friends and I were obsessed with the supernatural. We loved stories about ghosts, spirits, and unexplained mysteries that kept us on the edges of our seats. In the small town where I grew up, there were woods near our school, and one day we decided they might be haunted. Every day after school my friends and I would anticipate our walk home. We always asked the same question: “Should we walk the long way through town or take the shortcut through the woods?” The trail through the woods led directly to our neighborhood, but it was probably even faster because we practically sprinted home from the suspense.

Reread this sentence from the passage.

We loved stories about ghosts, spirits, and unexplained mysteries that kept us on the edges of our seats.

What is the **best** way to rewrite this sentence using the meaning of the expression “on the edges of our seats”?

- A. We loved stories about ghosts, spirits, and unexplained mysteries that kept us wobbly and unsafe.
- B. We loved stories about ghosts, spirits, and unexplained mysteries that kept us serious and distracted.
- C. We loved stories about ghosts, spirits, and unexplained mysteries that kept us curious and worried.
- D. We loved stories about ghosts, spirits, and unexplained mysteries that kept us engaged and excited.



2. In seventh grade, I learned about the legendary Railway Ghost, a spirit who was supposed to haunt the old railway in the area. The internet sites said that this ghost was harmless. Some people claimed to catch a glimpse of a man dressed like an old-fashioned railroad engineer strolling along the railroad tracks, while others would hear an unidentified voice humming or whistling an ominous tune.

It was exciting to think our town had its very own ghost! There were some old tracks that stretched along our haunted woods. They were covered with grass and weeds now, but we wondered if we might encounter the Railway Ghost there.

One Saturday, my best friend Casey and I mustered the courage to go on a mission to find the Railway Ghost. Even though he was supposed to be a friendly spirit, our hearts were still pounding. As we walked deep into the woods toward the old tracks, I shouted, "Railway Ghost! If you can hear me, please make something happen to show me that you are real. Knock three times; make the wind blow! Anything! Please, just show me!"

Nothing happened.

Reread this sentence from the passage.

Some people claimed to catch a glimpse of a man dressed like an old-fashioned railroad engineer strolling along the railroad tracks, while others would hear an unidentified voice humming or whistling an ominous tune.

Which word or phrase is a verb in this sentence?

- A. unidentified
- B. would hear
- C. ominous tune
- D. while others



3. After half an hour at the tracks, still nothing had happened. Eventually, we gave up and decided to walk home. Suddenly the woods didn't seem so dangerous or scary anymore. We even took our time walking back, laughing at how silly we had been to believe in ghosts.

Back at my house, we were hanging out inside, watching TV. And that's when I heard it.

"Did someone knock?" I asked. We both agreed we had heard something.

Once again, very clearly, there were three knocks on the door. Casey and I locked eyes and looked slowly toward the front door.

I took a deep breath, then ran to the door and opened it wide. I walked out onto the porch and then around the entire house, but nobody was there.

Sequence the following events. Write the letter for each event on the correct line.

- | | | |
|---|--------|--------------|
| A. The narrator excitedly urges the Railway Spirit to confirm that he is real. | First | <u> b </u> |
| B. The narrator learns about the history of the Railway Spirit and about other peoples' sightings of the ghost. | Second | <u> a </u> |
| C. The narrator hears three knocks at the door, goes outside to investigate, and nobody is there. | Third | <u> d </u> |
| D. The narrator laughs at how ridiculous he had been to believe in ghosts. | Last | <u> c </u> |

4. Which statement **best** summarizes the text?

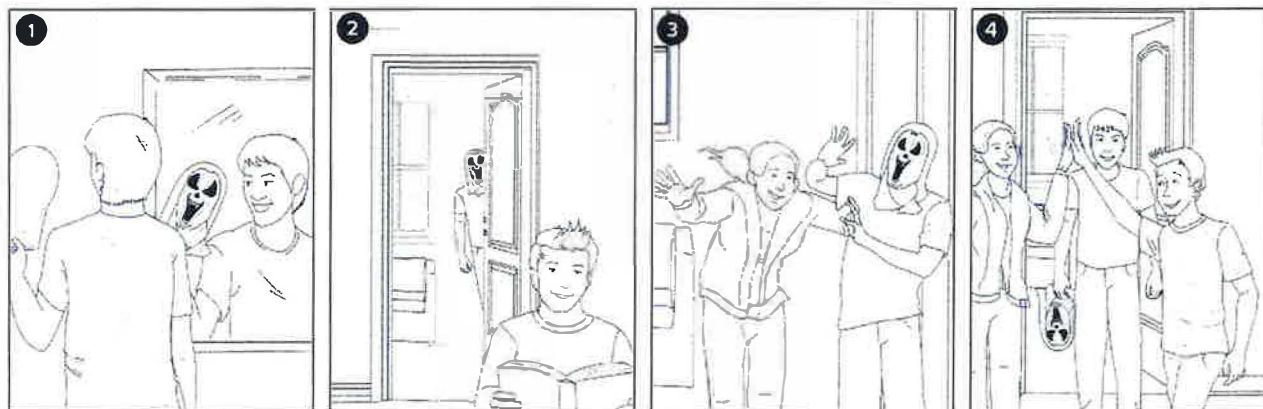
- A. Two friends love suspenseful and mysterious stories, so they write a ghost story about the legend of the Railway Spirit.
- B. Two friends run through the haunted woods because they are terrified of the Railway Spirit who lives by the tracks.
- C. Two friends are captivated by ghost stories and are eager to verify what they have heard about the Railway Spirit.
- D. Two friends courageously try to establish contact with a friendly ghost known in their community as the Railway Spirit.



Speaking

Say: We are going to look at some images together and I am going to ask you questions about them. You will tell me your answers and I will record what you say.

Ask one question at a time, recording student responses.



1. **Say:** Look at the first and second images. What is happening in these images? What do you think will happen next?

The boy with the mask is smiling because he thinks he has a clever and funny plan. He is going to sneak up on his friend who is reading and frighten him. The friend does not suspect anything.

Record student response below





2. **Say:** Look at the third and fourth images. What is happening in these images? How do the friends feel about the scary mask? What do you think they are saying to each other?

✍ When the masked boy pops out and scares a second friend, she laughs at him because she thinks that he is ridiculous. The two friends high five each other because the trick did not work on them and they were not at all frightened. One friend says, "Nice try but we were definitely not falling for it." The other friend says "Our buddy was trying to be low key but I could hear his pants swishing when he walked and I could hear him breathing behind me."

Record student response below



3. **Say:** Look at all of the images together. What did the masked boy hope to do? Did he accomplish his goals? Explain.

✍ One boy planned to wear the scary mask and pop out when his friends did not expect it. It did not work as planned because his friends were not scared, but they had fun anyway. Instead of being scared, the friends laughed because their buddy was too loud and obvious. They could hear him coming from far away.

Record student response below



Say: That is the end of this section. Thank you for your answers.



Writing

Read the prompt and directions. Then have students respond to the prompt.

Everyone Loves a Mystery: What attracts us to the mysterious?



1



2

Prompt: Above are two images of settings for suspenseful stories.

Using both of these images as settings, write a suspenseful narrative of at least 8 sentences.

Introduce a character and introduce the conflict that the character faces in these two suspenseful settings. Tell the story of what happens when the character goes on a suspenseful adventure. Use details from both images in your narrative.

Writer's Checklist

- ✓ Is my writing clear?
- ✓ Do my subjects and verbs agree?
- ✓ Do I introduce a character and a conflict?
- ✓ Do I use a variety of sentence lengths?
- ✓ Do I tell a suspenseful adventure story?
- ✓ Image Selected _____
- ✓ Do I include details from both images?



🔗 Rodney heard a terrible crash and jumped out of bed. When he looked outside, his whole neighborhood had been flattened and dense grey smoke covered the sky. "What happened?" Rodney cried, as his mom loaded up her van with toiletries, clothes, important papers, and other emergency supplies. "There was a series of mysterious explosions," Rodney's mom explained. Without knowing exactly what had caused the damage, Rodney and his mom drove far into the countryside. "We will have to camp here tonight," Rodney's mom said, pointing to a narrow path next to a green hillside. Rodney helped his mom set up the campsite, and neither of them noticed the sound of heavy footsteps fast approaching. Once they turned around it was already too late! A giant bear stood on its hind legs and smashed the tent. Rodney and his mom ran to the van but their worst fears were realized: the van was out of gas!



TEACHER RESOURCES - RUBRICS

Beginning and Intermediate Levels: Speaking Rubric

	3	2	1	0
Organization and Details	Response addresses the prompt and maintains focus on details in the pictures.	Response addresses the prompt, though there may be too few details or minor lapses in focus.	Response attempts to address the prompt but may be unclear or confusing.	Does not answer the prompt or responds in a language other than English.
Sentence Complexity	Response includes a variety of sentence types including compound and complex structures.	Response includes some complex sentence structures; sentence errors do not obscure meaning.	Response includes only simple sentences or phrases.	Sentences have errors that obscure meaning.
Vocabulary	Response uses precise language, including general academic and grade-level vocabulary.	Response uses precise high-frequency vocabulary with attempted use of general academic or grade-level vocabulary.	Response uses only high-frequency vocabulary or simplistic language.	Response does not use English vocabulary.

Beginning and Intermediate Levels: Writing Rubric (Narrative)

	3	2	1	0
Focus and Organization	The narrative maintains focus from beginning to end and includes a clear sequence of events.	The narrative generally maintains focus from beginning to end; there may be some minor problems with clarity of event sequencing.	Narrative has confusing sequencing with minimal focus and substantial problems with clarity of event sequencing.	Narrative is blank or is in a language other than English.
Narrative Techniques	The narrative uses effective development of character, conflict, and details.	The narrative attempts effective development of character, conflict, and details.	The narrative includes minimal development of character, conflict, and details.	The narrative does not include a character, a conflict, or details.
Sentence Structure and Variety	Narrative uses a variety of sentence patterns including some compound and complex structures.	Narrative uses simple sentences with some attempt at compound sentence structures.	Narrative uses simple sentences with no attempt at compound structures.	Narrative uses incomplete sentences or sentence errors obscure meaning.
Conventions	Few errors in grammar, spelling, and punctuation; errors do not obscure meaning.	Some errors in grammar, spelling, and punctuation; errors minimally obscure meaning.	Many errors in grammar, spelling, and punctuation; some errors may slightly obscure meaning.	Systematic pattern of errors that obscure meaning.



Advanced and Advanced High Levels: Speaking Rubric

	3	2	1	0
Organization and Details	Cohesive and focused response fully addresses the prompt and includes rich, descriptive details and inferential thinking when appropriate.	Response addresses the prompt and includes related details and attempts inferential thinking when appropriate.	Response attempts to address the prompt but may be unclear or confusing.	Does not answer the prompt or responds in a language other than English.
Sentence Complexity	Response includes a variety of complex sentence structures.	Response includes compound and some complex sentence structures.	Response includes mostly simple or repetitive sentences with some compound structures.	Response includes only simple sentences or sentence errors that obscure meaning.
Vocabulary	Response uses precise and grade-level academic language; word choice shows command of word nuances and connotations.	Response uses precise grade-level language with an emphasis on concrete and high-frequency words.	Response uses everyday social language; word choice may be below grade level.	Response does not use English vocabulary.

Advanced and Advanced High Levels: Writing Rubric (Narrative)


	3	2	1	0
Focus and Organization	The narrative maintains focus from beginning to end and includes a logical sequence of events.	The narrative generally maintains focus from beginning to end; there may be some minor problems with the logic of event sequencing.	Narrative has confusing sequencing with minimal focus and substantial problems with the logic of event sequencing.	Narrative is blank or is in a language other than English.
Narrative Techniques	The narrative includes effective development of character, conflict, and descriptive details.	The narrative includes somewhat effective development of character, conflict, and descriptive details.	The narrative includes minimal development of character, conflict, and descriptive details.	The narrative does not include a character, a conflict, or descriptive details.
Sentence Structure and Variety	Narrative uses a variety of sentence patterns including compound and complex structures.	Narrative uses simple sentences with some increasingly complex sentence structures.	Narrative uses simple or repetitive sentences with no attempt to include other sentence patterns.	Narrative uses incomplete sentences or sentence errors obscure meaning.
Conventions	Few, if any, errors in grammar, spelling, and punctuation; errors do not obscure meaning.	Some errors in grammar, spelling, and punctuation; errors minimally obscure meaning.	Many errors in grammar, spelling, and punctuation; some errors may slightly obscure meaning.	Systematic pattern of errors that obscure meaning.

Description

The End-of-Unit Assessment reports on the outcome of student learning. As students complete each unit of the reading program, they will be assessed on their understanding of key instructional content as well as their ability to write in response to prompts across a series of genres.

Tags

Question Standards

CCSS:  L.8.2.A, L.8.2.C, L.8.4.A, RI.8.1, RI.8.2, RI.8.4, RI.8.6, RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.9, RL.9-10.1, W.8.3.A, W.8.3.B, W.8.3.C, W.8.3.D, W.8.3.E

Read the passage and answer the questions.

The Mystery and Wonder of Science

- 1 On the eastern coast of Ireland that faces the far-off shores of Scotland, tourists flock to see a strange natural wonder. There, 40,000 massive black columns stick out of the sea in unusual shapes, similar to hexagons. The structure looks exactly like a road trailing off into the ocean. Ancient people thought that surely such regularly shaped stones could only be the work of human-like hands. As a result, a popular myth explains that Giant's Causeway was built by Irish giant Finn MacCool in order to meet a Scottish giant who had challenged him in battle.
- 2 While such myths make for romantic tales, only science can explain the mystery behind such natural wonders. For years, scientists have argued that the causeway was a natural formation caused by volcanic activity. However, they were unable to reproduce these eerie columns that look like cut stones in order to prove their theories.
- 3 Recently, scientist Yan Lavallee created special equipment to hold these rocks under intense heat in order to study how they form. His team took similar columns from Iceland and heated them to an incredible 1000 degrees Celsius. To do this, the scientist held the rocks with a huge grip that was able to withstand the high heat and apply pressure to the rocks at the same time.
- 4 The team waited in excitement as the rocks cooled and were rewarded for their patience. As they cooled, the rocks split into fractured columns in regular shapes similar to those at Giant's Causeway. Lavallee's experiment was a success!
- 5 Until now, scientists had been unsure whether these unusual rock columns were formed in hot, warm, or cool temperatures. Their experiment was designed to uncover the truth. Now, there was scientific proof: The geometric black columns formed at a scorching 840-890 degrees Celsius.
- 6 And when cooling was slowed, they formed into almost perfectly hexagonal columns. The scientists had reproduced the natural wonder of Ireland's coastline, revealing the truth behind the mystery. And these miraculous giant columns were not explained by the work of mythical creatures but by the scientific method and engineering advances!

Unit 1: Reading

- 7 These unusual basalt columns are not unique to Ireland. To name a few locations, they can also be found in Iceland and at the famous Devil’s Tower in Wyoming. And recently, one of NASA’s probes has taken magnified images of familiar columns of eerie, black rocks surrounding a volcanic crater on Mars. It’s amazing to think that similar conditions existed on our neighboring planet to form such structures!
- 8 Lavallee’s discovery indicates that sometime in Ireland’s distant past—50 to 60 million years ago—its coastline reached remarkable temperatures due to volcanic activity. And this tale is not myth, but proven, scientific fact. Volcanic rock heated to scorching temperatures and cooled slowly formed the breathtaking pavement that reaches into the sea and sparks the imagination of both ancient storytellers and modern scientists alike.

- 1 What is the **best** statement of the central idea of this passage?
- A Ancient people created myths to explain what they didn't understand.
 - B Natural wonders are best explained by science.
 - C Believing in myths is ignorant.
 - D Giant's Causeway is a breath-taking sight.
-
- 2 Select the **two** sentences that best reflect the author's point of view that science is the superior way to investigate the world around us.
- A "Ancient people thought that surely such regularly shaped stones could only be the work of human-like hands." (paragraph 1)
 - B "While such myths make for romantic tales, only science can explain the mystery behind such natural wonders." (paragraph 2)
 - C "To do this, the scientist held the rocks with a huge grip that was able to withstand the high heat and apply pressure to the rocks at the same time." (paragraph 3)
 - D "And these miraculous giant columns were not explained by the work of mythical creatures but by the scientific method and engineering advances!" (paragraph 6)

- 3** Which paragraph illustrates that using science to prove the origins of Giant's Causeway was a difficult task?
- A** Paragraph 3
 - B** Paragraph 5
 - C** Paragraph 7
 - D** Paragraph 8

- 4** Complete the chart below. Write the letter of the textual evidence to show which items support the author's central idea and which support other details in the text.

Central Idea	Other Text Details

- A** "Lavallee's experiment was a success!" (paragraph 4)
- B** "To name a few locations, they can also be found in Iceland and at the famous Devil's Tower in Wyoming." (paragraph 7)
- C** "The structure looks exactly like a road trailing off into the ocean." (paragraph 1)
- D** "To do this, the scientist held the rocks with a huge grip that was able to withstand the high heat and apply pressure to the rocks at the same time." (paragraph 3)
- E** "Now, there was scientific proof: The geometric black columns formed at a scorching 840-890 degrees Celsius." (paragraph 5)

- 5** What is the **best** statement of the author’s purpose for writing this text?
- A** The author wants to critique Lavallee’s experiment.
 - B** The author wants to discuss a beautiful natural wonder.
 - C** The author wants to show the superiority of interpreting our world through science.
 - D** The author wants to make fun of myths and traditional beliefs.
-

- 6** This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What does the word basalt mean in paragraph 7?

- A** black volcanic rocks
- B** tall rock columns
- C** hexagonal rocks
- D** sandy pillars

Part B

What phrase in the passage provides a clue to the meaning of “basalt”?

- A** “a road trailing off into the ocean” (paragraph 1)
- B** “a scorching 840-890 degrees Celsius.” (paragraph 5)
- C** “magnified images of familiar columns” (paragraph 7)
- D** “eerie, black rocks surrounding a volcanic crater” (paragraph 7)

7 Read this sentence from the passage.

“To do this, the scientist held the rocks with a huge grip that was able to withstand the high heat and apply pressure to the rocks at the same time.” (paragraph 3)

What does this sentence **most likely** emphasize?

- A High temperatures are dangerous elements in an experiment.
- B Myths do not include heroes overcoming significant obstacles such as the one described.
- C Scientists will go to ridiculous lengths to prove a point.
- D The difficulty of conducting the experiment that proved the rocks were a natural formation.

Read the next two passages. Then choose the best answer to each question.

The Cave of Eternal Night

- 1 Even as Nicholas tightened the laces of his hiking boots, he couldn't help wishing that he had kept the cave a secret, or at least shared it with someone less enthusiastic than Chloe, who had bugged him about it for two straight weeks. "But Chloe's superior invisibility and danger-detection spells will protect us," Nicholas thought, reminding himself of why Chloe was such a strategic best friend.
- 2 The Cave of Eternal Night—Nicholas's name for the rocky passage before them—awaited. They had their headlamps, boots, extra water, and backpacks full of magical devices.
- 3 "All right, Chloe, I have one request: please don't let your excitement send you into another spell-throwing jamboree," Nicholas half-warned, half-pleaded. Chloe's ongoing competition with Salvana, the other wizard apprentice in Eluthra, sometimes caused her to stray from his well-crafted plans.
- 4 "I promise," declared Chloe solemnly, but Nicholas was sure he saw a disturbing glint in her eyes—a glint that would haunt his dreams for months.
- 5 The adventurers pulled on their backpacks, turned on their headlamps, and entered the cave. Chloe gasped at the scene: giant stalactites cascaded from the top of the cave and ended in needle-sharp points, seeming to reach desperately for their stalagmite counterparts below. An irregular dripping sound—Plop . . . plip-plop . . . plop—echoed in a space brought alive by water.
- 6 Nicholas's spine began to tingle when he heard another sound that reminded him of a sleeping person's deep breathing. "Do you hear that, Chloe?" he whispered urgently to his friend, who immediately replied, "Nicholas, your mind is playing tricks on you again." Nicholas furrowed his brow in irritation.
- 7 At the far end of the chamber, three openings indicated three different passages. Eager to demonstrate that her latest spell was better than Salvana's, Chloe sprinkled danger-detection dust in front of each passage. The dust flew swiftly into the middle opening, causing Chloe to declare, "That one is the least dangerous."
- 8 Nicholas had just ducked into the middle passage when they heard a giant WHOOSH and felt an insistent wind in their faces. Nicholas screamed as he dropped to the ground, curled into a ball, and crossed his arms over his face.

Unit 1: Reading

- 9 “Nicholas, that must have been bats leaving the cave to hunt,” pointed out an unfazed Chloe as she extended a hand to help him get up.
- 10 “Of course,” Nicholas said weakly, attempting to calm his racing heart. But as they walked, Nicholas was keenly aware that they were moving deeper into the cave . . . that the passage was getting narrower . . . and that the beam from his headlamp was getting dimmer. . . .
- 11 Another alarm bell rang out in Nicholas’s brain with the realization that his headlamp seemed to be producing almost no light. “Chloe, I think the battery in my headlamp has run out,” he reported.
- 12 “Okay, we’ll know for sure if I just turn off my own light,” Chloe responded, reaching up to her forehead.
- 13 “NO!” Nicholas yelled, afraid of losing what might be their only light source.
- 14 Click went the button on Chloe’s headlamp.
- 15 Pure blackness.

The Pencil Bandit

1 At 5 p.m. each weekday, after finishing her homework, it was Louisa’s custom to chronicle the day’s events in her journal with a well-sharpened pencil from her basketball-hoop-shaped pencil holder. It was according to this habit that Louisa approached her desk chair one day, only to recoil as she reached for her pencil holder. One of her pencils was missing!

2 The distraction of a missing pencil made it impossible even to begin writing, although Louisa was especially eager to write in her journal that day. But this distraction would be easy to eradicate, Louisa thought as she marched toward her little sister Isabella’s room. Problem-solving in Louisa’s household generally involved a brief interaction with the resident three-year-old. Isabella delighted in admitting to her wrongdoings—or even announcing them—and poof! the problem would vanish.

3 Entering Isabella’s room, Louisa sweetly asked, “Izzy, did you take one of the pencils on my desk?”

4 When Isabella said, “No,” it did not even occur to Louisa not to believe the answer. Feeling less than satisfied, Louisa returned to her room, puzzled.

5 Back at her desk, absent-mindedly brushing what appeared to be wood shavings off her windowsill, Louisa brainstormed other potential culprits. Perhaps she had had fewer pencils than she thought? Impossible! Louisa was meticulous in her habits and always kept exactly three pencils sharpened and ready. Eventually her desire for order overcame her desire for resolution, so she replaced the missing pencil and began her journaling.

6 After school the next day, Louisa was surprised to notice a slight queasiness in her stomach as she approached her bedroom. Given her belief that everything had a perfectly logical explanation, she rarely experienced nervousness. But apparently intuition had its place, too, Louisa discovered, as she glanced toward her desk and noticed that two pencils were missing from her holder.

7 The trio of pencils seemed to taunt Louisa as she contemplated what might have happened to the missing pair. She made the rounds in her home, investigating each family member. Mom almost immediately changed the subject: “Hey, Louisa, speaking of your room, I keep forgetting to fix that hole in your window screen. Would you please remind me to do that on Saturday?”

Unit 1: Reading

- 8 “Sure, Mom,” Louisa responded, barely disguising her frustration that nobody seemed to care about the chaos she was facing.
- 9 On her way to replace the missing pencils, Louisa stopped short in the hallway when she heard a metallic sound, followed by rustling, coming from inside her bedroom. She crept toward the door, threw it open, and caught the true culprit. A squirrel was standing on her desk and holding one of her pencils in its front paws.
- 10 The squirrel looked at Louisa. Louisa looked at the squirrel.
- 11 Wood shavings on the windowsill . . .
- 12 “I keep forgetting to fix that hole. . . .”
- 13 “Get back here with my pencil, you little thief!” Louisa demanded, striding toward her desk.
- 14 Fast as lightning, the squirrel—still holding Louisa’s pencil—leaped onto the windowsill, out the hole in the screen, and up a tree.
- 15 Mystery solved, Louisa cheerfully called out to her mother, “Mom, do you think you could fix my screen tonight instead of waiting till Saturday?”

Use “The Cave of Eternal Night” to answer questions 8–13.

- 8** What does the word counterparts mean in paragraph 5?
- A** rock formations with sharp edges
 - B** things that complete each other
 - C** fast-moving objects
 - D** shallow bodies of water
-

- 9** Compare Nicholas’s and Chloe’s beliefs and values based on their experiences in the cave. Be sure to support your answer with textual evidence.



- 10** Which **two** paragraphs best develop the theme that people’s individual strengths combine to create a strong friendship?
- A** Paragraphs 3 and 9
 - B** Paragraphs 5 and 7
 - C** Paragraphs 6 and 8
 - D** Paragraphs 10 and 11
-

- 11** Read this sentence from the passage.

“‘I promise,’ declared Chloe solemnly, but Nicholas was sure he saw a disturbing glint in her eyes—a glint that would haunt his dreams for months.” (paragraph 4)

Which response is the **most likely** reason the author uses the phrase “disturbing glint in her eyes”?

- A** to add a sense of calm to the situation
- B** to describe Chloe’s overall appearance
- C** to characterize Nicholas as a bad friend
- D** to create a dark, foreboding atmosphere

- 12** This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the first plot event that establishes the story’s mysterious tone?

- A** Chloe uses magic in the least dangerous passage.
- B** The team turns on their headlamps.
- C** Nicholas hears an unidentified sound, like a person breathing deeply.
- D** Nicholas notices a problem with his headlamp.

Part B

Which sentence from the passage identifies a later event that builds on the mysterious tone in Part A?

- A** “The adventurers pulled on their backpacks, turned on their headlamps, and entered the cave.” (paragraph 5)
- B** “The dust flew swiftly into the middle opening, causing Chloe to declare, ‘That one is the least dangerous.’” (paragraph 7)
- C** “Nicholas had just ducked into the middle passage when they heard a giant WHOOSH and felt an insistent wind in their faces.” (paragraph 8)
- D** “‘Nicholas, that must have been bats leaving the cave to hunt,’ pointed out an unfazed Chloe as she extended a hand to help him get up.” (paragraph 9)

- 13** Using individual strengths to create a strong friendship or overcome obstacles is a recurring theme in traditional stories. Which sentence best shows how this passage has updated this theme?
- A** “All right, Chloe, I have one request: please don’t let your excitement send you into another spell-throwing jamboree,’ Nicholas half-warned, half-pleaded.” (paragraph 3)
 - B** “The dust flew swiftly into the middle opening, causing Chloe to declare, ‘That one is the least dangerous.’” (paragraph 7)
 - C** “Chloe, I think the battery in my headlamp has run out,’ he reported.” (paragraph 11)
 - D** “Okay, we’ll know for sure if I just turn off my own light,’ Chloe responded, reaching up to her forehead.” (paragraph 12)

Use “The Pencil Bandit” to answer questions 14–19.

- 14** Which phrase helps the reader understand the meaning of the word eradicate?
- A** “especially eager” (paragraph 2)
 - B** “this distraction” (paragraph 2)
 - C** “involved a brief interaction” (paragraph 2)
 - D** “the problem would vanish” (paragraph 2)
-
- 15** Which **two** phrases **best** support the optimistic, purposeful tone of the story?
- A** “approached her desk chair” (paragraph 1)
 - B** “marched toward her little sister Isabella’s room” (paragraph 2)
 - C** “brainstormed other potential culprits” (paragraph 5)
 - D** “Louisa stopped short in the hallway” (paragraph 9)

16 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which is the **best** statement of the theme of the passage?

- A** Obsessing with details is not productive for getting homework done.
- B** Jumping to conclusions is a weakness in solving problems.
- C** Trusting family members is not a good idea for productivity.
- D** Resourcefulness and observation are good tools for solving problems.

Part B

Which excerpt from the text **best** supports the answer in Part A?

- A** “The distraction of a missing pencil made it impossible even to begin writing, although Louisa was especially eager to write in her journal that day.” (paragraph 2)
- B** “When Isabella said, ‘No,’ it did not even occur to Louisa not to believe the answer.” (paragraph 4)
- C** “‘Sure, Mom,’ Louisa responded, barely disguising her frustration that nobody seemed to care about the chaos she was facing.” (paragraph 8)
- D** “Wood shavings on the windowsill . . . ‘I keep forgetting to fix that hole. . . .’” (paragraph 11-12)

17 Write the letter of the events below to show the order in which they happen in the story.

FIRST	SECOND	THIRD	FOURTH

- A** Louisa hears a rustling and finds a squirrel.
- B** Louisa’s mother mentions a hole in Louisa’s window screen.
- C** Louisa finds wood shavings on her windowsill.
- D** Louisa asks her little sister if she took the pencil.



18 Which paragraph **best** demonstrates that Louisa recovers from challenging situations quickly?

- A** Paragraph 5
 - B** Paragraph 6
 - C** Paragraph 7
 - D** Paragraph 15
-

19 Which sentence reflects the climax of the “The Pencil Bandit”?

- A** “‘Sure, Mom,’ Louisa responded, barely disguising her frustration that nobody seemed to care about the chaos she was facing.” (paragraph 8)
- B** “A squirrel was standing on her desk and holding one of her pencils in its front paws.” (paragraph 9)
- C** “Fast as lightning, the squirrel—still holding Louisa’s pencil—leaped onto the windowsill, out the hole in the screen, and up a tree.” (paragraph 14)
- D** “Mystery solved, Louisa cheerfully called out to her mother, ‘Mom, do you think you could fix my screen tonight instead of waiting till Saturday?’” (paragraph 15)

Use “The Cave of Eternal Night” and “The Pencil Bandit” to answer question 20.

- 20** Both “The Cave of Eternal Night” and “The Pencil Bandit” deal with characters encountering mysterious events. How are the story structures of the two texts similar and different? How do the stories’ endings contribute to the tone of each story? Support your opinion with textual evidence.



Read the passage and answer the questions.

In the Dark

- 1 Barlo—not “Mr. Barlo,” just “Barlo”— owned a house down the street from ours, and the whispers about him in town hissed that no one was meaner, that he complained about everyone in the neighborhood for no apparent reason. My friends and I typically steered clear of the place, assuming that Barlo would chase us off his lawn if we ventured near. He remained shrouded in mystery, probably because he rarely left his house. His curtains slapped shut when we dared to walk past the house, Barlo’s elusive figure disappearing in the shadows.
- 2 One November morning, Mom glanced out of the window over the kitchen sink and noticed the shed door swinging wide open in the breeze. We didn’t think much of it, accusing Dad of having left the door improperly latched. He grumbled something about old doorknobs as he shuffled outside, but when he came back in, he wore a puzzled expression.
- 3 “The doorknob works, but it’s covered in dirt and looks like someone smeared mud along the bottom of the door. Nothing’s missing inside, as far as I can see, but it’s weird—it looks like someone tracked a lot of dirt in there.”
- 4 A few weeks back, I had seen Barlo in a rare appearance outside of his house. He had stopped what he was doing to stare me down as Dad and I drove by. Naturally, I stared back. Barlo had been dragging a shovel toward his garage, and both the shovel and his old boots were caked with mud. He looked suspiciously like a man who was up to something.
- 5 “It was Barlo,” I muttered quietly, afraid my parents would hear me accuse an innocent neighbor of busting open a shed, and irrationally terrified that Barlo himself would hear me all the way down the street and in my own kitchen. I knew nothing to justify my accusation of our neighbor beyond the shovel, boots, and, of course, the man himself.
- 6 A week or two later, I woke up during the night to the crash of breaking glass in the back yard. I untangled myself from bed sheets and blankets and dashed to the window in time to see nothing but darkness. The next morning, there it was: one of Mom’s potted planters, smashed at the bottom of the stone steps, the floral arrangement missing. “Why in the world would someone take

my flowers?” Mom cried, poking at the dirt with her sneakered toe. We looked around the yard in puzzlement. A high fence ran along the back of every back yard along our street, including ours, separating us from conservation land beyond. The only access to the yard lay along the side of the house, past my parents’ bedroom window. Only the bravest criminal would take such a risk of being caught.

7 The next day, we discovered the bird feeder on the ground, seed tossed in every direction, and the soft ground broken and disturbed.

8 “They walked all over there,” Mom griped, “churning up the soil. It almost looks like they dug around for something.” The time had come to get serious, so we bought motion detectors to illuminate the yard when something passed within range. Every time the lights flashed on, we scrambled to the nearest window, but by the time we got a good look into the back yard, the culprit had vanished. We tried leaving lights on all night, but of course, nothing ever happened during those nights. We met with neighbors, asking whether they were experiencing the same problem. And all the time, I thought of Barlo, how he stared at me with that shovel in his hand, and how he shut himself off from the world.

9 Fall progressed quietly, and Mom’s remaining flowers browned in the cold; only the evergreens in the back kept their color. Then in early December, it happened again.

10 “My pine bushes!” Mom roared, wagging a finger at the window. “Every one’s been pulled up!” And so they were, a row of short evergreens that once lined the fence had been yanked whole from the cold ground and now lay mangled in random heaps. That’s when I knew I had to look at Barlo’s house.

11 Barlo lived in the only eerie house in the neighborhood, desperately needing a coat of paint and a new garage door. But as I approached, I noticed something different: Barlo had replaced his mailbox and post, which stood along the curb in shiny, new contrast to the scabby house behind it. Beside the mailbox grew a tiny evergreen bush, a new addition similar to the pines that once grew in our backyard. Barlo had been digging in his yard the afternoon before someone broke into our shed, leaving a trail of dirt behind. I walked casually past the house, certain he had destroyed our backyard, but unable to find a logical reason why.

- 12 Weeks passed, and on the morning of the first measurable snowfall, we all stood silently looking through the window to the backyard at deer tracks in the snow. They emerged from a hole in the fence behind the neighbor's house, a hole once obscured by dense summer foliage. The tracks led to the shed, the bird feeder, and the evergreens. We'd found our vandal, and it wasn't Barlo.
- 13 Later that week, still feeling remorse from having misjudged Barlo, I left some of Mom's homemade cookies in his new mailbox. A snap of the curtains told me he'd seen me approach. I glanced at his little pine tree, still green in December, and thought to myself, "Next time, I'll leave him a note about the deer."

- 21** Which paragraph from the story **best** illustrates the tone of eerie suspicion the author develops in the text?
- A** Paragraph 2
 - B** Paragraph 4
 - C** Paragraph 6
 - D** Paragraph 9
-
- 22** Which **two** sentences from the passage demonstrate how the narrator’s past events influence his present thinking?
- A** “Barlo—not ‘Mr. Barlo,’ just ‘Barlo’— owned a house down the street from ours, and the whispers about him in town hissed that no one was meaner” (paragraph 1)
 - B** ““Nothing’s missing inside, as far as I can see, but it’s weird—it looks like someone tracked a lot of dirt in there.”” (paragraph 3)
 - C** “Barlo had been dragging a shovel toward his garage, and both the shovel and his old boots were caked with mud.” (paragraph 4)
 - D** “The next morning, there it was: one of Mom’s potted planters, smashed at the bottom of the stone steps, the floral arrangement missing.” (paragraph 6)

- 23** Which phrase from paragraph 1 helps the reader understand the meaning of elusive?
- A** “for no apparent reason”
 - B** “would chase us”
 - C** “slapped shut”
 - D** “disappearing in the shadows”
-

- 24** This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What do the narrator’s actions at the end of the story tell the reader about the theme of the selection?

- A** We should not assume the worst of people we do not know.
- B** Neighbors should take care of each other.
- C** We should never live with guilt or remorse.
- D** We should accept the help of our neighbors.

Part B

Which sentence from the text **best** supports the answer in Part A?

- A** “I walked casually past the house, certain he had destroyed our backyard, but unable to find a logical reason why.” (paragraph 11)
- B** “. . .on the morning of the first measurable snowfall, we all stood silently looking through the window to the backyard at deer tracks in the snow.” (paragraph 12)
- C** “Later that week, still feeling remorse from having misjudged Barlo, I left some of Mom’s homemade cookies in his new mailbox.” (paragraph 13)
- D** “A snap of the curtains told me he’d seen me approach.” (paragraph 13)

- 25** What do words like “whispers,” “shrouded,” and “shadows” in paragraph 1 help to establish?
- A** a humorous tone
 - B** a point of view
 - C** a suspenseful tone
 - D** a feeling of hope
-

- 26** Living in a small town is important to the plot. What is the narrator influenced to do because the neighbors whisper about Barlo?
- A** stop listening to the neighbors
 - B** defend Barlo
 - C** join in on the gossip
 - D** assume Barlo must be guilty
-

- 27** Explain how the author develops the theme of the story through the changes in the narrator’s beliefs and actions. Support your answer with textual evidence in the space below.

- 28** Which words from paragraph 8 help the reader understand the meaning of the word illuminate?
- A** “‘churning up the soil’”
 - B** “something passed within range”
 - C** “the time had come to get serious”
 - D** “every time the lights flashed on”

- 29** Write the letter of the textual evidence into the appropriate column, according to what it reveals about the narrator.

Judgmental Nature	Regret About False Assumptions

- A** “Barlo lived in the only eerie house in the neighborhood, desperately needing a coat of paint and a new garage door.” (paragraph 11)
- B** “I walked casually past the house, certain he had destroyed our backyard, but unable to find a logical reason why.”(paragraph 11)
- C** “Next time, I’ll leave him a note about the deer.” (paragraph 13)
- D** “Later that week, still feeling remorse from having misjudged Barlo, I left some of Mom’s homemade cookies in his new mailbox.” (paragraph 13)
- E** “And all the time, I thought of Barlo, how he stared at me with that shovel in his hand, and how he shut himself off from the world.” (paragraph 8)

30 Which sentence reveals why snow is important in the passage?

- A** “We tried leaving lights on all night, but of course, nothing ever happened during those nights.” (paragraph 8)
- B** “Beside the mailbox grew a tiny evergreen bush, a new addition similar to the pines that once grew in our backyard.” (paragraph 11)
- C** “The tracks led to the shed, the bird feeder, and the evergreens.” (paragraph 12)
- D** “A snap of the curtains told me he’d seen me approach.” (paragraph 13)

Read the passage and answer the questions. There is underlined text in the passage to show words or phrases that might be incorrect. Choose the correct word or phrase to replace the underlined text. If the underlined text is not in error, choose “correct as is.”

Whispers in the Dark

Sanjay was sleeping peacefully when something caused him to stir. Although he tried to wake up, he at first thought he was still dreaming because he heard faint, unfamiliar voices. These spooky noises seemed to be coming from someplace nearby. Had something or someone gotten into the house? Sanjay broke out in goosebumps.

Stiring from his bed did not appeal to Sanjay, but he knew he had to investigate. He pulled open his bedroom door slowly, but the hallway, lit by numerous nightlights—was completely empty.

As Sanjay found himself gingerly stepping into the hall, his foot met a squeaky floorboard. The high-pitched noise made him jump!

Startled, Sanjay scurried back to his bedroom, closed the door, and turned on the lamp next to his bed. He stayed awake for a while, and when he finally did fall asleep, he tossed and turned most of the night.

“Did either of you hear anything odd last night?” Sanjay queried, looking at his father and sister over breakfast.

The two assured him they hadn’t, much to Sanjay’s confusion. That night and the next, Sanjay once again heard the eerie murmurs, starting shortly after Sanjay went to bed. But now, Sanjay was too scared to get up and look around. On the fourth night he forced himself to go out and investigate. Bravely following the noises, Sanjay silently approached Mira’s bedroom and slowly pushed open the door. Mira was sitting in front of a television with the volume turned low—just loud enough for her to make out the audio. She gave him a guilty smile.

“I didn’t want to scare you, but I just couldn’t miss my favorite show. Our little secret?” Mira asked hopefully.

Sanjay smiled and nodded, relieved that the voices were no longer so frightening and thankful to look forward to a good night’s rest.

31

Stiring from his bed did not appeal to Sanjay, but he knew he had to investigate.

- A Sttiring
 - B Stirring
 - C Stiiring
 - D correct as is
-

32

He pulled open his bedroom door slowly, but the hallway, lit by numerous nightlights—was completely empty.

- A but the hallway, lit by numerous nightlights, was completely empty.
 - B but the hallway lit by numerous nightlights—was completely empty.
 - C but the hallway—lit by numerous nightlights—was completely empty.
 - D correct as is
-

33

“Did either of you hear anything odd last night?” Sanjay queryed, looking at his father and sister over breakfast.

- A queryied
- B queriied
- C queried
- D all correct as is

34

That night and the next, Sanjay once again heard the eerie murmurs, starting shortly after Sanjay went to bed.

- A That night and the next Sanjay once again heard the eerie murmurs, starting shortly after Sanjay went to bed.
- B That night and the next Sanjay once again heard the eerie murmurs starting shortly after Sanjay went to bed.
- C That night and the next Sanjay once again heard the eerie murmurs, starting shortly after, Sanjay went to bed.
- D correct as is

35

On the fourth night he forced himself to go out and investigate.

- A On the fourth night, he forced himself to go out and investigate.
- B On the fourth night, he forced himself, to go out and investigate
- C On the fourth night he forced himself, to go out and investigate.
- D correct as is

Akim has written the following story about a detective trying to solve a crime. Read Akim's story and look for any revisions he should make. Then, answer the questions that follow.

Robbery on the Rails

(1) The locomotive chugged steadily along the tracks and entered a long tunnel, sending the inside of the train into complete darkness. (2) The dining car came back into the sunshine. (3) Ms. Morley shrieked, "My ruby and emerald bracelet has been stolen!"

(4) Detective Casey abandoned her dessert and sprang into action. (5) She found no stray hairs and no objects out of place. (6) However, there was an odd black stain on Ms. Morley's shirt sleeve.

(7) Chef Chaos, who seemed to wear some of every dish he prepared, was Detective Casey's first suspect. (8) She headed to the kitchen and asked, "Where were you when we were in darkness?"

(9) "Right here, chopping garlic for my marinara," he replied.

(10) Detective Casey examined every inch of Chef Chaos's shirt, apron, face, and hands. (11) She found a rainbow of stains, but no black ones.

(12) A few cars ahead, Detective Casey's eyes widened when she noticed the lovely Lady Macaw in a coat of green and red feathers. (13) "The colors of rubies and emeralds," Detective Casey thought.

(14) "I'm investigating a robbery and would like to see your hands," Detective Casey said, but there were no stains on Lady Macaw's hands.

(15) As she continued walking and keeping her eyes peeled for clues, the conductor zoomed past without a word, no longer in blue overalls. (16) "Stop right there, Conductor!" Detective Casey called out. (17) She approached him and grabbed his hand.

(18) Turning it over carefully, she saw faint black marks on his palm—aha, engine grease! (19) The conductor had changed clothes to hide the evidence but had been unable to get his hands completely clean.

(19) Detective Casey reached into the man’s front pocket and pulled out a shimmering bracelet. (20) “I’ll be putting this in the hands of its rightful owner now!”

- 36** What is the **most effective** way to combine sentences 2 and 3?
- A** As soon as the dining car came back into the sunshine, Ms. Morley shrieked, “My ruby and emerald bracelet has been stolen!”
 - B** “My ruby and emerald bracelet has been stolen!” Ms. Morley shrieked, and it came back out into the sunshine.
 - C** The dining car came back into the sunshine, but Ms. Morley shrieked as soon as it did, “My ruby and emerald bracelet has been stolen!”
 - D** The dining car exited the tunnel and came back out into the sunshine as soon as it did, there was a blood-curdling scream.
-

- 37** Akim wants to make the transition from sentence 11 to sentence 12 clearer. Which change to sentence 12 shows the **best** transition in the action?
- A** A few cars ahead, Detective Casey’s eyes later widened when she noticed the lovely Lady Macaw in a coat of green and red feathers.
 - B** After that, a few cars ahead, Detective Casey’s eyes widened when she noticed the lovely Lady Macaw in a coat of green and red feathers.
 - C** On the other hand, Detective Casey’s eyes widened a few cars ahead when she noticed the lovely Lady Macaw in a coat of green and red feathers.
 - D** Later in her search, Detective Casey’s eyes widened when she noticed the lovely Lady Macaw in a coat of green and red feathers.

- 38** Akim would like to add the following detail to the second paragraph.

She took out her giant magnifying glass and began searching Ms. Morley’s clothes and where Ms. Morley had been sitting in the dining car for clues.

Where is the **best** place to insert this sentence?

- A** before sentence 4
 - B** after sentence 4
 - C** before the sentence 6
 - D** after sentence 6
-
- 39** Akim would like to revise the beginning of the passage to “hook” the reader better. What is the **best** revision of sentence 1 to capture a reader’s interest?
- A** The steam locomotive chugged steadily along the tracks and entered a long, creepy tunnel, sending the inside of the train into sinister darkness.
 - B** The steam locomotive chugged steadily along the tracks and entered a long tunnel, sending the inside of the train into complete darkness—yikes!
 - C** As the steam locomotive chugged peacefully along, no one suspected the turmoil that was about to occur when the train entered a long tunnel and became enveloped in complete darkness.
 - D** Would you believe that as the steam locomotive chugged steadily along the tracks and entered a long tunnel, the inside of the train was sent into complete darkness?

Unit 1: Reading			
Question	Correct Answer	Content Focus	Complexity
1	B	Central or Main Idea	DOK 2
2	B, D	Author’s Purpose and Point of View, Textual Evidence	DOK 2
3	A	Textual Evidence	DOK 1
4	see below	Central or Main Idea	DOK 2
5	C	Author’s Purpose and Point of View	DOK 3
6A	A	Context Clues	DOK 2
6B	D	Context Clues, Textual Evidence	DOK 2
7	D	Textual Evidence	DOK 1
8	B	Context Clues	DOK 2
9	see below	Character	DOK 3
10	A	Theme	DOK 3
11	D	Language, Style, and Audience	DOK 3
12A	C	Plot	DOK 2
12B	C	Plot, Textual Evidence	DOK 2
13	B	Allusion	DOK 3
14	D	Context Clues	DOK 2
15	B, C	Language, Style, and Audience	DOK 2
16A	D	Theme	DOK 3
16B	D	Theme, Textual Evidence	DOK 3
17	see below	Plot	DOK 2
18	D	Textual Evidence	DOK 1
19	B	Plot	DOK 2
20	see below	Story Structure, Compare and Contrast, Textual Evidence	DOK 3

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Unit 1: Reading			
Question	Correct Answer	Content Focus	Complexity
21	B	Language, Style, and Audience	DOK 2
22	A, C	Plot	DOK 2
23	D	Textual Evidence	DOK 1
24A	A	Theme	DOK 3
24B	C	Theme, Textual Evidence	DOK 3
25	C	Language, Style, and Audience	DOK 2
26	D	Plot	DOK 2
27	see below	Theme	DOK 3
28	D	Context Clues	DOK 2
29	see below	Textual Evidence	DOK 2
30	C	Textual Evidence	DOK 2

Unit 1: Revising/Editing			
Question	Correct Answer	Content Focus	Complexity
31	B	Basic Spelling Rules I	DOK 1
32	C	Dashes	DOK 1
33	C	Basic Spelling Rules I	DOK 1
34	D	Commas After Transitions	DOK 1
35	A	Commas After Transitions	DOK 1
36	A	Organizing Narrative Writing	DOK 2
37	D	Transitions	DOK 2
38	B	Descriptive Details	DOK 2
39	C	Story Beginnings	DOK 2
40	A	Narrative Techniques	DOK 2

4

Central Idea	Other Text Details
A, E	B, C, D

9 The experiences in the cave highlight Nicholas’s careful, cautious nature in how he wishes to approach the exploration of the cave. For example, he chooses Chloe for specific magical skills. He sees dark, mysterious places as scary and worthy of detailed plans to ensure safety. Meanwhile, Chloe’s approach to exploring the cave is quite different. She is eager and willing to take risks in the spirit of adventure. She is also somewhat impulsive, as shown by her turning off the lights so she can see whether Nicholas’s headlamp is working.

17

FIRST	SECOND	THIRD	FOURTH
D Louisa asks her little sister if she took the pencil.	C Louisa finds wood shavings on her windowsill.	B Louisa’s mother mentions a hole in Louisa’s window screen.	A Louisa hears a rustling and finds a squirrel.

20 Sample response: Both “The Cave of Eternal Night” and “The Pencil Bandit” are structured in a chronological format, following events as they are encountered. In the first story, the author does not reveal the final mystery of the cave and has an open-ended final event. In the second story, the author resolves the mystery and ends with a comical squirrel and Louisa’s cheerful comment to her mother. As a result, the tone of “The Pencil Bandit” is cheerful, but the tone of “The Cave of Eternal Night” is mysterious and dark.

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27 The author shows the assumptions that the narrator makes about Barlo based on neighborhood gossip in paragraphs 1, 4, and 5. In paragraph 8, the sentence “And all the time, I thought of Barlo” illustrates how the narrator is connecting these coincidences to unusual events in the family’s yard. However, by the end of the story, the family discovers deer tracks, which explain the event (paragraph 12), and the narrator realizes that he or she is mistaken. Feeling guilty, the narrator leaves cookies for Barlo in paragraph 13. The last paragraph shows a clear change in the narrator’s beliefs and actions and brings home the author’s point that making assumptions based on little evidence is not a good decision.

29

Judgmental Nature	Regret About False Assumptions
A, B, E	C, D

WRITING PROMPT**Exemplar / Rationale:**

Isabelle hopped over the curb and walked up her front steps. As she was about to go inside her house, something on the other side of the small deck caught her eye. Her mother's treasured clay pot was on its side, and a large chunk had broken off the top. Isabelle felt a pang of guilt, because her mother had asked Isabelle several times to put the pot in the garage for the winter.

Isabelle felt certain the pot had been fine when she left for school that morning. She vowed to herself she would figure out what had happened one way or another.

The first—and most obvious—explanation that came to Isabelle's mind was that maybe the wind had simply knocked it over. The breeze had barely been strong enough to ruffle her hair during her walk to and from the bus stop, though. There was also a garden gnome on the deck that was much lighter and smaller than the pot, and it was still standing upright. It couldn't have been the wind.

Next, Isabelle's thoughts turned to Jayla. The friends had had a disagreement last week when they were trying to choose a topic for their history project, but Isabelle thought they had resolved it without any hard feelings. Isabelle was contemplating that perhaps her friend was angrier than Isabelle had realized when she spotted Jayla walking down the street. Isabelle immediately grew suspicious about this strange coincidence. What were the odds Jayla would be in the neighborhood this afternoon *and* just happen to show up at this exact moment?

"I'm going to Kendra's if you'd like to come along," Jayla said when she got close to Isabelle's house, her voice as friendly as ever.

"Maybe in a little while," Isabelle replied, immediately feeling silly about suspecting Jayla. Kendra lived a few doors down, and Jayla would never be cruel enough to intentionally destroy someone else's belongings.

Mistified, Isabelle sat down on the steps to think, but she jumped back up right away when she felt water soaking through her pants. Then, she felt drops gently tapping the top of her head and looked up. Something seemed to be missing from the outside of the house, but what?

A light bulb went on inside Isabelle's head. This morning, there had been several enormous icicles hanging from the edge of the roof, which was directly above the deck. The temperature had climbed steadily all day, and when it got warm enough, one of the icicles must have fallen and hit the clay pot in just the right spot to knock it over. Over the course of the day, the sun had melted the fallen icicles, so no evidence was left behind.

Isabelle felt a brief moment of satisfaction, but then realized solving the mystery would do nothing to fix her mother's pot. At least she could still save the garden gnome, though. She carefully picked up the colorful creature and made her way to the garage.

EXPLANATION: Score Point 4/4/2

The writer of this short fictional work clearly describes a mystery and how the protagonist solves it. The student has thoughtfully organized the events in the story and placed them in a logical and easy-to-follow order that builds suspense and provides a clear resolution. The student describes the protagonist using clues and evidence to develop and then rule out plausible explanations for a mystery (in this case, a broken pot) before finally solving it close to the end of the story. The writer has effectively used realistic dialogue to relate an exchange between two characters. The details are appropriate and clearly written using well-chosen words and phrases. Finally, despite some spelling and usage errors, this student writing demonstrates an overall good command of spelling, grammar, punctuation, and other English language conventions.

Rationales

1

- A** Incorrect. While this is a point readers can infer from the passage, the author's central idea involves the role of science in explaining natural wonders.
- B** Correct. The author wants readers to understand the importance of science and experimental proof in explaining the natural world.
- C** Incorrect. While the author debunks one myth about the causeway's creation, she never indicates that belief in myths is ignorant.
- D** Incorrect. While the author describes the beauty of Giant's Causeway, her central idea is about science, not beauty.

2

- A** Incorrect. This sentence illustrates how ancient people explained the phenomenon of Giant's Causeway, not how the author views this.
- B** Correct. This sentence shows that the author's viewpoint is that only science can accurately explain natural phenomena.
- C** Incorrect. This sentence describes a detail about scientific experimentation, but it does not draw a conclusion about the superiority of science in explaining natural wonders.
- D** Correct. This sentence reflects the author's conclusion that science was the superior method for explaining the remarkable rock of Giant's Causeway.

3

- A** Correct. Paragraph 3 discusses the difficult task of making a special heat-resistant grip that could also apply pressure and heat the rock to 1000 degrees Celsius.
- B** Incorrect. Paragraph 5 discusses the conclusions of the experiment, but not the difficult steps in using scientific methodology in the experiment.
- C** Incorrect. Paragraph 7 discusses other locations of rock columns and the discovery of similar columns on Mars; the experiment is not discussed.
- D** Incorrect. The results of the experiment, not the methodology, are discussed in paragraph 8.

4

The author's central idea is that society should use the scientific method to investigate natural wonders and not rely on myths. She describes Lavallee's experiment and how it proved that the unusual rocks in Giant's Causeway were the result of volcanic rock, heated to scorching temperatures and cooled slowly, whereas earlier people had thought this a miraculous phenomenon. Other details support the idea that Giant's Causeway is not an isolated event, that applying the scientific method requires technical innovation, and that the causeway does indeed look like an other-worldly structure.

5

- A** Incorrect. The author discussed the experiment and admires Lavallee's ingenuity, but does not critique the experiment.
- B** Incorrect. While the author discusses the beauty of Giant's Causeway, she clearly is more focused on discussing the scientific explanation of the site.
- C** Correct. Several times in the text, the author contrasts the superiority of explaining a natural wonder through science rather than looking for fantastical explanations.
- D** Incorrect. While the author is clearly in favor of rational, scientific investigation, she never ridicules myths and traditional beliefs.

6A

- A** Correct. This is the correct definition of basalt.
- B** Incorrect. This is not the correct definition of basalt.
- C** Incorrect. This is not the correct definition of basalt.
- D** Incorrect. This is not the correct definition of basalt.

6B

- A** Incorrect. These words describe the location of the columns, but they do not describe the composition of the columns.
- B** Incorrect. These words do not provide a description of the columns.
- C** Incorrect. These words do not describe the columns.
- D** Correct. These words provide a clue that basalt is connected to black rock in a volcanic area.

7

- A** Incorrect. While high temperatures are dangerous, the author is emphasizing the innovation of the tools used, not the danger.
- B** Incorrect. Myths routinely include significant obstacles, and the author is not comparing experiments to myths at this point in the text.
- C** Incorrect. The author never alludes to the scientific point discussed as being ridiculous.
- D** Correct. The author is relating how advances in engineering enabled scientists to make this discovery about the rocks.

8

- A** Incorrect. The context includes no reference to sharp edges—only to sharp points resembling needles.
- B** Correct. Earlier in the sentence, the phrase “reach desperately” implies that the stalactites and the stalagmites have a close relationship and might satisfy, or complete, each other.
- C** Incorrect. The context includes no evidence that the stalagmites are moving.
- D** Incorrect. Although paragraph 5 mentions a dripping sound, there is no evidence that the stalagmites are themselves a body of water.

10

- A** Correct. Paragraph 3 reveals Nicholas’s strength of making good plans, and paragraph 9 reveals Chloe’s strength of remaining calm and using logic in the face of a scary event.
- B** Incorrect. Paragraph 5 reveals none of the characters’ strengths.
- C** Incorrect. Paragraphs 6 and 8 do not focus on strengths; instead, they reveal Nicholas’s weaknesses.
- D** Incorrect. Paragraphs 10 and 11 do not focus on strengths. Again, they reveal Nicholas’s weaknesses.

11

- A** Incorrect. Chloe’s promise and “solemn” response might lead to calm, but that is undercut by the wording of the phrase.
- B** Incorrect. The context suggests that the glint in Chloe’s eyes is unusual for her, not part of her overall appearance.
- C** Incorrect. Nicholas’s observation about Chloe’s eyes does not in itself make him a bad friend.
- D** Correct. The words “disturbing” and “glint” create an atmosphere that is dark, foreboding, and even supernatural.

12A

- A** Incorrect. Finding the passage solves a mystery that occurs after Nicholas hears a mysterious sound; the event solves a mystery, rather than adds to one.
- B** Incorrect. Turning on the headlamps occurs early in the passage, but is not connected to a mystery and does not build the passage’s mysterious tone.
- C** Correct. Nicholas hears a breathing sound and can’t identify the source—the passage’s first mysterious event.
- D** Incorrect. While this is a dramatic point in the text, it is not the first mysterious event and has a logical explanation—the battery is running out.

12B

- A** Incorrect. Turning on the headlamps occurs early in the passage, but is not connected to a mystery and does not build the passage’s mysterious tone.
- B** Incorrect. Chloe’s use of magic dust to identify the best passage solves a mystery rather than identifies one, not adding to the mysterious tone of the passage.
- C** Correct. Nicholas experience of the “WHOOSH” contributes to a mysterious tone, in which things occur that he cannot explain.
- D** Incorrect. Chloe’s calm answer solves a mystery; rather than building mysterious tone, it diffuses the mystery.

13

- A** Incorrect. Nicholas is pointing out Chloe’s weakness, not her strength.
- B** Correct. Chloe’s use of magic dust to identify the safest passage is an example of her magical prowess—a supernatural strength that is not much featured in traditional stories.
- C** Incorrect. The sentence reveals a forthcoming obstacle.
- D** Incorrect. Turning off her light is an example of Chloe’s impulsive behavior that can get her into trouble, not a strength.

14

- A** Incorrect. Louisa’s eagerness to write in her journal has nothing to do with how she will find the missing pencil.
- B** Incorrect. Many verbs could apply to the word “distraction.”
- C** Incorrect. Brief interactions do not inherently help eradicate something.
- D** Correct. This phrase means “to put an end to” and provides the meaning of eradicate in this sentence.

15

- A** Incorrect. The verb “approached” is not especially active or purposeful.
- B** Correct. The verb “marched” is both optimistic (considering the context) and purposeful.
- C** Correct. The verb “brainstormed” is a positive and purposeful action to take when solving a problem.
- D** Incorrect. The act of stopping short is not generally optimistic.

16A

- A** Incorrect. The passage does not mention that Louisa fails to finish her homework.
- B** Incorrect. Although Louisa does initially think a family member took her pencils, this is not a weakness since she continues her search until her logic skills help her identify the culprit.
- C** Incorrect. Trusting family members is not an issue in the passage since the squirrel, not a family member, is the culprit.
- D** Correct. Louisa's use of logical steps in solving the pencil bandit mystery is rewarded with the identification of the culprit and a cheerful ending.

16B

- A** Incorrect. Louisa's inability to write in her journal due to the pencil mystery is a detail, not a major theme of the story.
- B** Incorrect. Louisa's trust of her little sister is correct and not a critical plot element that supports the passage's theme.
- C** Incorrect. Louisa's persistence and resourcefulness is shown consistently throughout the passage; her momentary frustration is not indicative of her overall behavior.
- D** Correct. Louisa remembers these details, causing her to infer that the squirrel stole her pencils, showing that observation and resourcefulness were tools for solving her problem.

17

Louisa asks her sister about her pencil in paragraph 3. She finds the wood shavings on the windowsill in paragraph 5. In paragraph 7, her mother reminds her of the hole in the window screen. Finally, Louisa hears a noise and discovers a squirrel holding a pencil in her room in paragraph 9.

18

- A** Incorrect. In paragraph 5, even though Louisa replaces the missing pencil, she still hasn't solved the underlying problem.
- B** Incorrect. In paragraph 6, Louisa is responding negatively—with nervousness—to the challenge she's facing.
- C** Incorrect. In paragraph 7, Louisa is still in the midst of solving the mystery.
- D** Correct. Paragraph 15 shows Louisa's immediate cheerfulness upon solving the mystery.

19

- A** Incorrect. This sentence is part of the rising action that leads to the climax, but not the climax in which the mystery is solved.
- B** Correct. Finding the squirrel solves the mystery and is the climax of the plot.
- C** Incorrect. While the squirrel's departure is close to the climax, it is not the solution to the mystery, but an event in the falling action of the plot.
- D** Incorrect. While the sentence is the story's ending, it is part of the falling action, not the climax.

21

- A** Incorrect. In paragraph 2, the family takes a casual attitude toward the open door.
- B** Correct. Paragraph 4 reflects the narrator's suspicion of Barlo when he observes the neighbor with a muddy shovel.
- C** Incorrect. While paragraph 6 recounts the events of a new mysterious event, it does not further develop the narrator's suspicion.
- D** Incorrect. Paragraph 9 uses the passage of time to transition to the climax of the text but uses a neutral tone and does not further develop the narrator's suspicion.

22

- A Correct. Others' opinions influence the narrator to suspect Barlo in his family's mishaps.
- B Incorrect. This statement does not influence the narrator to suspect Barlo.
- C Correct. This sentence demonstrates how seeing his neighbor with a muddy shovel influenced the narrator to suspect Barlo when mud was found on the garage door.
- D Incorrect. This sentence recounts a mysterious event in the story but does not lead the narrator to be suspicious of Barlo.

23

- A Incorrect. "For no apparent reason" is about Barlo's random behavior and not his tendency "to slip away from" the grasp of the neighbors.
- B Incorrect. The phrase "would chase us" is about the narrator's assumptions about Barlo and not about Barlo's tendency "to slip away from" the grasp of the neighbors.
- C Incorrect. "Slapped shut" describes the curtains and not Barlo's tendency "to slip away from" the grasp of the neighbors.
- D Correct. "Disappearing in the shadows" describes Barlo's tendency "to slip away from" the grasp of the neighbors.

24A

- A Correct. The narrator teaches readers not to make assumptions based on appearances.
- B Incorrect. The selection does not teach readers the results of neighbors caring for one another.
- C Incorrect. The narrator does not teach readers the consequences of living with guilt or remorse.
- D Incorrect. The selection does not teach readers the outcome of neighbors helping each other.

24B

- A Incorrect. This sentence illustrates the narrator's suspicions, but not the ultimate realization that they were not based in fact.
- B Incorrect. While this sentence shows that the narrator made incorrect assumptions about Barlo, it does not illustrate his regret at doing so.
- C Correct. This sentence illustrates the narrator's regret that he judged Barlo based on appearances, not facts.
- D Incorrect. Although Barlo still acts like a hermit, the text shows that the narrator should not have drawn conclusions based on this behavior alone.

25

- A Incorrect. These words are not humorous.
- B Incorrect. These words do not convey point of view.
- C Correct. These words establish suspense and mystery.
- D Incorrect. These words do not convey hope.

26

- A Incorrect. No mention is made that the narrator stops listening to the neighbors' gossip.
- B Incorrect. The narrator does not defend Barlo until the real culprit is revealed.
- C Incorrect. The story does not say that the narrator ever joins in on the gossip.
- D Correct. The neighbors corroborate the narrator's belief that Barlo is capable of vandalism.

28

- A** Incorrect. This phrase talks about actions by the mysterious culprits, not about “lighting up a dark area.”
- B** Incorrect. This phrase does refer to an aspect of motion detectors (responding to motion in the yard), but it does not refer to “lighting up” a dark area.
- C** Incorrect. Although this phrase established why the family bought motion detectors, they do not help the readers understand that illuminate means “lighting up” a dark area.
- D** Correct. This phrase supports the meaning of “lighting up” the yard.

29

The narrator judges Barlo due to the condition of his house (paragraph 11) and his withdrawn nature (paragraph 1). When the narrator discovers the real culprits are deer, the narrator leaves Barlo cookies and even wishes to confess his mistake regarding the deer and Barlo (paragraph 13).

30

- A** Incorrect. This story detail shows why the family’s attempts to use lights failed to reveal the culprit, not why snow does so successfully.
- B** Incorrect. The snow does not impact the suspicious discovery of a new bush like the family’s bush.
- C** Correct. The tracks are only visible due to the snow and lead the family to understand that deer are the vandalism culprits.
- D** Incorrect. Although this sentence illustrates Barlo’s withdrawn nature, it does not show why snow is important to the climax of the story.

31

- A** Incorrect. Sttiring doubles the consonant prior to the short vowel.
- B** Correct. Stirring follows the spelling rule of doubling the consonant (r) when adding endings to a word with a short vowel.
- C** Incorrect. Stiiring doubles the short vowel.
- D** Incorrect. Since the spelling of stiring is not correct, “correct as is” cannot be correct.

32

- A** Incorrect. The phrase “lit by numerous nightlights” can be set off by dashes for emphasis or by commas. It cannot be set off by only a preceding comma.
- B** Incorrect. The phrase “lit by numerous nightlights” can be set off by dashes for emphasis or by commas. It cannot be set off by only a following dash.
- C** Correct. The phrase “lit by numerous nightlights” can be set off by dashes for emphasis by changing the preceding comma to a dash.
- D** Incorrect. The phrase “lit by numerous nightlights” can be set off by dashes for emphasis or by commas. It cannot be set off by a preceding comma and a following dash; rather, the punctuation setting off the phrase must match: two commas or two dashes.

33

- A** Incorrect. Queriyed does not follow the spelling rule of changing -y to -ie before adding a derivational ending.
- B** Incorrect. Queried does not follow the spelling rule of changing -y to -ie before adding a derivational ending.
- C** Correct. Queried is misspelled and should follow the spelling rule of changing -y to -ie before adding a derivational ending.
- D** Incorrect. Since queried is misspelled, “all correct as is” cannot be correct.

34

- A** Incorrect. The comma after the introductory transitional phrase is required.
- B** Incorrect. The comma before the dependent clause at the ending of the sentence is required.
- C** Incorrect. No comma should follow the word again in the independent clause of the sentence.
- D** Correct. The sentence is correct as is.

35

- A** Correct. The introductory transitional phrase “on the fourth night” should be followed by a comma.
- B** Incorrect. A period is required after “investigate” for proper sentence-end punctuation.
- C** Incorrect. A comma cannot be used in the middle of the predicate “forced himself to go.”
- D** Incorrect. Since the sentence is missing a comma, it is not correct as is.

36

- A** Correct. This sentence clearly conveys the sequence of the events described in the two sentences from the story: immediately after the dining car left the tunnel, there was a scream.
- B** Incorrect. This correction suggests that Ms. Morley shrieked before the train came back out into the sunshine, and it is not clear which antecedent the pronoun “it” refers to.
- C** Incorrect. Sentences 2 and 3 are used to describe a sequence of events rather than to contrast two dissimilar events.
- D** Incorrect. This sentence includes a comma splice and does not clearly convey the sequence of events described in sentences 2 and 3 from the story.

37

- A** Incorrect. This correction is awkward since the word “later” occurs in the middle of the sentence and does not effectively transition between ideas.
- B** Incorrect. This correction leaves two introductory clauses at the beginning of the sentence, which is stilted and awkward.
- C** Incorrect. “On the other hand” is a transitional phrase, but it is inappropriate because the events presented are sequential, not ideas in opposition to each other.
- D** Correct. Using the word “later” signals to the reader that the new event occurs in a different place or time. Adding the words “in her search” clarifies that Detective Casey continues after ruling out the cook.

38

- A** Incorrect. It would make more sense to include this sentence after the one indicating that Detective Casey “sprang into action.”
- B** Correct. The new detail describes what Detective Casey did once she “sprang into action” and helps explain how she was able to tell that there were no stray hairs.
- C** Incorrect. Detective Casey would logically search for clues before concluding nothing seemed out of place, not after.
- D** Incorrect. Detective Casey would logically notice the black stain on Ms. Morley’s sleeve because she searched her clothes for clues; she would not start searching for clues after finding the stain.

39

- A** Incorrect. Adding adjectives to the first sentence is not as effective as other revisions in capturing the reader's interest.
- B** Incorrect. Adding "yikes" to the sentence is too informal for the tone of the passage.
- C** Correct. Foreshadowing the problem to come and creating a contrast between the peace before the crime is discovered and the chaos afterwards are effective hooks for beginning a passage.
- D** Incorrect. While asking a question can sometimes hook a reader, addressing the reader as "you" is too informal for the tone of the passage and not particularly effective.

40

- A** Correct. The theme of the passage is level-headed examination of clues leads to a solution. Comparing Detective Casey to a leader who establishes order is in keeping with her portrayal as logical and effective.
- B** Incorrect. While this adds an image, giving Detective Casey a sunny smile detracts from the author's portrayal of her as determined and systematic.
- C** Incorrect. While this adds an image, comparing the conductor to a race car does little to further develop the theme.
- D** Incorrect. While this adds an image, emphasizing the conductor's silence does little to further develop the theme.



ANSWERS

END-OF-UNIT - GRADE 8 - UNIT 1

The first section of the Answer Key provides the correct answers and associated item metadata: skill and standards alignment; complexity; question type; and scoring parameters. The second section provides explanations, sample responses, and rubrics where applicable. The following question types and scoring modes are featured in this assessment:

Question Type	Description	Scoring Modes
Multiple Choice	Supports a variable number of answer options and allows for both single selection responses and multiple selection responses.	<p>All or Nothing: Student must check only the correct options and all the correct options. A noncomplete selection or the selection of an incorrect option will not earn points. There is no partial score.</p> <p>Correct Weighted: Total points are divided equally among all correct answers. Student earns a point for each correct answer. A nonselection of an incorrect response will result in a 0 score.</p>
Essay	Expects students to write a response, which will require manual grading.	Rubric: Points are awarded by the teacher based on predetermined criteria.
Group & Sort	Requires grouping and sorting of items with a potentially uneven number of items in each category.	Exact, All or Nothing: Partial credit is given for each item placed in the correct group. If ordering is required then the item also must be in correct order within the group to get the credit. Student receives 0 points if any item is answered incorrectly.
Chart	Requires students to put items into an exact row, column or cell, and supports direct student text input in the cells.	Column, All or Nothing: Partial credit is given for each column if the column has correct input values and all items placed by a student belong to that column. Student receives 0 points if any item is answered incorrectly.
EBSR	Supports two-part multiple choice questions.	Dependent: Partial credit is given only when the response to Part A is correct.

Depth of Knowledge is the complexity of thinking that is necessary to answer or complete a task:

- 1 — Recall: Recall or replicate information, a fact, or a procedure.
- 2 — Skill/Concept: Apply a concept or information.
- 3 — Strategic Thinking: Develop a plan, complete a sequence of steps, or demonstrate reasoning.
- 4 — Extended Thinking: Respond to a complex question by processing and evaluating multiple aspects.

Below is a description of the columns you will see in the answer key and some sample information.

Question	Correct Answer	CCSS	Type	Depth of Knowledge	Scoring
1	(a)	RI.8.2	Multiple Choice	2	All or Nothing
2	See Below	RI.8.2	Essay	2	Rubric

The Answer Key also provides explanations for each option below the table, with sample answers for written out responses.

Answer Key

Question	Correct Answer	CCSS	Type	Depth of Knowledge	Scoring
1	(b)	RI.8.2	Multiple Choice	2	All or Nothing
2	(b), (d)	RI.8.1, RI.8.6	Multiple Choice	2	Correct Weighted
3	(a)	RI.8.1	Multiple Choice	1	All or Nothing
4	See Below	RI.8.2	Group & Sort	2	Exact, All or Nothing
5	(c)	RI.8.6	Multiple Choice	3	All or Nothing
6 A	(a)	RI.8.1, RI.8.4, L.8.4.A	EBSR	2	Dependent
6 B	(d)	RI.8.1, RI.8.4, L.8.4.A	EBSR	2	Dependent
7	(d)	RI.8.1	Multiple Choice	1	All or Nothing
8	(b)	RL.8.4, L.8.4.A	Multiple Choice	2	All or Nothing
9	See Below	RL.8.3	Essay	3	Rubric
10	(a)	RL.8.2	Multiple Choice	3	All or Nothing
11	(d)	RL.8.4	Multiple Choice	3	All or Nothing
12 A	(c)	RL.8.1, RL.8.3	EBSR	2	Dependent
12 B	(c)	RL.8.1, RL.8.3	EBSR	2	Dependent

13	(b)	RL.8.9	Multiple Choice	3	All or Nothing
14	(d)	RL.8.4, L.8.4.A	Multiple Choice	2	All or Nothing
15	(b), (c)	RL.8.4	Multiple Choice	2	Correct Weighted
16 A	(d)	RL.8.1, RL.8.2	EBSR	3	Dependent
16 B	(d)	RL.8.1, RL.8.2	EBSR	3	Dependent
17	See Below	RL.8.2	Chart	2	Column, All or Nothing
18	(d)	RL.8.1	Multiple Choice	1	All or Nothing
19	(b)	RL.8.2	Multiple Choice	2	All or Nothing
20	See Below	RL.8.1, RL.8.5, RL.8.9	Essay	3	Rubric
21	(b)	RL.8.4	Multiple Choice	2	All or Nothing
22	(a), (c)	RL.8.2	Multiple Choice	2	Correct Weighted
23	(d)	RL.8.1	Multiple Choice	1	All or Nothing
24 A	(a)	RL.8.1, RL.8.2	EBSR	3	Dependent
24 B	(c)	RL.8.1, RL.8.2	EBSR	3	Dependent
25	(c)	RL.8.4	Multiple Choice	2	All or Nothing
26	(d)	RL.8.2	Multiple Choice	2	All or Nothing
27	See Below	RL.8.2	Essay	3	Rubric
28	(d)	RL.8.4, L.8.4.A	Multiple Choice	2	All or Nothing
29	See Below	RL.8.1, RL.9-10.1	Group & Sort	2	Exact, All or Nothing
30	C	RL.8.1	Multiple Choice	2	All or Nothing
31	(b)	L.8.2.C	Multiple Choice	1	All or Nothing
32	(c)	L.8.2.A	Multiple Choice	1	All or Nothing
33	(c)	L.8.2.C	Multiple Choice	1	All or Nothing
34	(d)	L.8.2.A	Multiple Choice	1	All or Nothing
35	(a)	L.8.2.A	Multiple Choice	1	All or Nothing
36	(a)	W.8.3.A	Multiple Choice	2	All or Nothing
37	(d)	W.8.3.C	Multiple Choice	2	All or Nothing
38	(b)	W.8.3.D	Multiple Choice	2	All or Nothing

39	(c)	W.8.3.A	Multiple Choice	2	All or Nothing
40	(a)	W.8.3.B	Multiple Choice	2	All or Nothing
41	See Below	W.8.3.A, W.8.3.B, W.8.3.C, W.8.3.D, W.8.3.E	Essay	4	Rubric

Answer Explanations

Question 1

- (a)
- Incorrect. While this is a point readers can infer from the passage, the author's central idea involves the role of science in explaining natural wonders.
- (b)
- Correct. The author wants readers to understand the importance of science and experimental proof in explaining the natural world.
- (c)
- Incorrect. While the author debunks one myth about the causeway's creation, she never indicates that belief in myths is ignorant.
- (d)
- Incorrect. While the author describes the beauty of Giant's Causeway, her central idea is about science, not beauty.

Question 2

- (a)
- Incorrect. This sentence illustrates how ancient people explained the phenomenon of Giant's Causeway, not how the author views this.
- (b)
- Correct. This sentence shows that the author's viewpoint is that only science can accurately explain natural phenomena.
- (c)
- Incorrect. This sentence describes a detail about scientific experimentation, but it does not draw a conclusion about the superiority of science in explaining natural wonders.
- (d)
- Correct. This sentence reflects the author's conclusion that science was the superior method for explaining the remarkable rock of Giant's Causeway.

Question 3

- (a)
- ✔ Correct. Paragraph 3 discusses the difficult task of making a special heat-resistant grip that could also apply pressure and heat the rock to 1000 degrees Celsius.
- (b)
- ✘ Incorrect. Paragraph 5 discusses the conclusions of the experiment, but not the difficult steps in using scientific methodology in the experiment.
- (c)
- ✘ Incorrect. Paragraph 7 discusses other locations of rock columns and the discovery of similar columns on Mars; the experiment is not discussed.
- (d)
- ✘ Incorrect. The results of the experiment, not the methodology, are discussed in paragraph 8.

Question 4

Student is expected to place items into the correct group, given the number of items in each group. Student's answer might not be exactly the same as you see below, since ordering of items within groups is not required.

Column 1	Column 2
<ul style="list-style-type: none"> • Lavallee's experiment was a success! (paragraph 4) • Now, there was scientific proof: The geometric black columns formed at a scorching 840-890 degrees Celsius. (paragraph 5) 	<ul style="list-style-type: none"> • To name a few locations, they can also be found in Iceland and at the famous Devil's Tower in Wyoming. (paragraph 7) • To do this, the scientist held the rocks with a huge grip that was able to withstand the high heat and apply pressure to the rocks at the same time. (paragraph 3) • The structure looks exactly like a road trailing off into the ocean. (paragraph 1)

The author's central idea is that society should use the scientific method to investigate natural wonders and not rely on myths. She describes Lavallee's experiment and how it proved that the unusual rocks in Giant's Causeway were the result of volcanic rock, heated to scorching temperatures and cooled slowly, whereas earlier people had thought this a miraculous phenomenon. Other details support the idea that Giant's Causeway is not an isolated event, that applying the scientific method requires technical innovation, and that the causeway does indeed look like an other-worldly structure.

Question 5

- (a)

- Incorrect. The author discussed the experiment and admires Lavallee's ingenuity, but does not critique the experiment.
- (b)
 - Incorrect. While the author discusses the beauty of Giant's Causeway, she clearly is more focused on discussing the scientific explanation of the site.
- (c)
 - Correct. Several times in the text, the author contrasts the superiority of explaining a natural wonder through science rather than looking for fantastical explanations.
- (d)
 - Incorrect. While the author is clearly in favor of rational, scientific investigation, she never ridicules myths and traditional beliefs.

Question 6 Part A

- (a)
 - Correct. This is the correct definition of *basalt*.
- (b)
 - Incorrect. This is not the correct definition of *basalt*.
- (c)
 - Incorrect. This is not the correct definition of *basalt*.
- (d)
 - Incorrect. This is not the correct definition of *basalt*.

Question 6 Part B

- (a)
 - Incorrect. These words describe the location of the columns, but they do not describe the composition of the columns.
- (b)
 - Incorrect. These words do not provide a description of the columns.
- (c)
 - Incorrect. These words do not describe the columns.
- (d)
 - Correct. These words provide a clue that basalt is connected to black rock in a volcanic area.

Question 7

- (a)
 - Incorrect. While high temperatures are dangerous, the author is emphasizing the innovation of the tools

used, not the danger.

- (b)
- Incorrect. Myths routinely include significant obstacles, and the author is not comparing experiments to myths at this point in the text.
- (c)
- Incorrect. The author never alludes to the scientific point discussed as being ridiculous.
- (d)
- Correct. The author is relating how advances in engineering enabled scientists to make this discovery about the rocks.

Question 8

- (a)
- Incorrect. The context includes no reference to sharp edges—only to sharp points resembling needles.
- (b)
- Correct. Earlier in the sentence, the phrase “reach desperately” implies that the stalactites and the stalagmites have a close relationship and might satisfy, or complete, each other.
- (c)
- Incorrect. The context includes no evidence that the stalagmites are moving.
- (d)
- Incorrect. Although paragraph 5 mentions a dripping sound, there is no evidence that the stalagmites are themselves a body of water.

Question 9

Sample Explanation

The experiences in the cave highlight Nicholas’s careful, cautious nature in how he wishes to approach the exploration of the cave. For example, he chooses Chloe for specific magical skills. He sees dark, mysterious places as scary and worthy of detailed plans to ensure safety. Meanwhile, Chloe’s approach to exploring the cave is quite different. She is eager and willing to take risks in the spirit of adventure. She is also somewhat impulsive, as shown by her turning off the lights so she can see whether Nicholas’s headlamp is working.

Rubric

1. Skill Understanding and Use of Textual Evidence

RL.8.3

- 0: The response shows no understanding of the underlying skill. Textual evidence is either used incorrectly or not at all.
- 1: The response shows partial understanding of the underlying skill. Textual evidence is featured, though examples are too general.

- 2: The response is well-crafted and concise and shows a thorough understanding of the underlying skill. Appropriate textual evidence is used to answer the question.

Question 10

(a)

- Correct. Paragraph 3 reveals Nicholas's strength of making good plans, and paragraph 9 reveals Chloe's strength of remaining calm and using logic in the face of a scary event.

(b)

- Incorrect. Paragraph 5 reveals none of the characters' strengths.

(c)

- Incorrect. Paragraphs 6 and 8 do not focus on strengths; instead, they reveal Nicholas's weaknesses.

(d)

- Incorrect. Paragraphs 10 and 11 do not focus on strengths. Again, they reveal Nicholas's weaknesses.

Question 11

(a)

- Incorrect. Chloe's promise and "solemn" response might lead to calm, but that is undercut by the wording of the phrase.

(b)

- Incorrect. The context suggests that the glint in Chloe's eyes is unusual for her, not part of her overall appearance.

(c)

- Incorrect. Nicholas's observation about Chloe's eyes does not in itself make him a bad friend.

(d)

- Correct. The words "disturbing" and "glint" create an atmosphere that is dark, foreboding, and even supernatural.

Question 12 Part A

(a)

- Incorrect. Finding the passage solves a mystery that occurs after Nicholas hears a mysterious sound; the event solves a mystery, rather than adds to one.

(b)

- Incorrect. Turning on the headlamps occurs early in the passage, but is not connected to a mystery and does not build the passage's mysterious tone.

(c)

- Correct. Nicholas hears a breathing sound and can't identify the source—the passage's first mysterious

event.

- (d)
- Incorrect. While this is a dramatic point in the text, it is not the first mysterious event and has a logical explanation—the battery is running out.

Question 12 Part B

- (a)
- Incorrect. Turning on the headlamps occurs early in the passage, but is not connected to a mystery and does not build the passage’s mysterious tone.
- (b)
- Incorrect. Chloe’s use of magic dust to identify the best passage solves a mystery rather than identifies one, not adding to the mysterious tone of the passage.
- (c)
- Correct. Nicholas experience of the “WHOOSH” contributes to a mysterious tone, in which things occur that he cannot explain.
- (d)
- Incorrect. Chloe’s calm answer solves a mystery; rather than building mysterious tone, it diffuses the mystery.

Question 13

- (a)
- Incorrect. This sentence does not describe the characters’ strengths or their friendship.
- (b)
- Correct. Chloe’s use of magic dust to identify the safest passage is an example of her resourcefulness and magical prowess.
- (c)
- Incorrect. The sentence reveals a forthcoming obstacle.
- (d)
- Incorrect. Turning off her light is an example of Chloe’s impulsive behavior that can get her into trouble, not a strength.

Question 14

- (a)
- Incorrect. Louisa’s eagerness to write in her journal has nothing to do with how she will find the missing pencil.
- (b)

Incorrect. Many verbs could apply to the word “distraction.”

(c)

Incorrect. Brief interactions do not inherently help eradicate something.

(d)

Correct. This phrase means “to put an end to” and provides the meaning of eradicate in this sentence.

Question 15

(a)

Incorrect. The verb “approached” is not especially active or purposeful.

(b)

Correct. The verb “marched” is both optimistic (considering the context) and purposeful.

(c)

Correct. The verb “brainstormed” is a positive and purposeful action to take when solving a problem.

(d)

Incorrect. The act of stopping short is not generally optimistic.

Question 16 Part A

(a)

Incorrect. The passage does not mention that Louisa fails to finish her homework.

(b)

Incorrect. Although Louisa does initially think a family member took her pencils, this is not a weakness since she continues her search until her logic skills help her identify the culprit.

(c)

Incorrect. Trusting family members is not an issue in the passage since the squirrel, not a family member, is the culprit.

(d)

Correct. Louisa’s use of logical steps in solving the pencil bandit mystery is rewarded with the identification of the culprit and a cheerful ending.

Question 16 Part B

(a)

Incorrect. Louisa’s inability to write in her journal due to the pencil mystery is a detail, not a major theme of the story.

(b)

Incorrect. Louisa’s trust of her little sister is correct and not a critical plot element that supports the passage’s theme.

- (c)
- ✘ Incorrect. Louisa's persistence and resourcefulness is shown consistently throughout the passage; her momentary frustration is not indicative of her overall behavior.
- (d)
- ✔ Correct. Louisa remembers these details, causing her to infer that the squirrel stole her pencils, showing that observation and resourcefulness were tools for solving her problem.

Question 17

This chart contains the draggable options.

<p>Column 1</p> <hr/> <ul style="list-style-type: none"> • Louisa asks her little sister if she took the pencil. 	<p>Column 2</p> <hr/> <ul style="list-style-type: none"> • Louisa finds wood shavings on her windowsill.
<p>Column 3</p> <hr/> <ul style="list-style-type: none"> • Louisa's mother mentions a hole in Louisa's window screen. 	<p>Column 4</p> <hr/> <ul style="list-style-type: none"> • Louisa hears a rustling and finds a squirrel.

Louisa asks her sister about her pencil in paragraph 3. She finds the wood shavings on the windowsill in paragraph 5. In paragraph 7, her mother reminds her of the hole in the window screen. Finally, Louisa hears a noise and discovers a squirrel holding a pencil in her room in paragraph 9.

Question 18

- (a)
- ✘ Incorrect. In paragraph 5, even though Louisa replaces the missing pencil, she still hasn't solved the underlying problem.
- (b)
- ✘ Incorrect. In paragraph 6, Louisa is responding negatively—with nervousness—to the challenge she's facing.
- (c)
- ✘ Incorrect. In paragraph 7, Louisa is still in the midst of solving the mystery.
- (d)
- ✔ Correct. Paragraph 15 shows Louisa's immediate cheerfulness upon solving the mystery.

Question 19

- (a)
- Incorrect. This sentence is part of the rising action that leads to the climax, but not the climax in which the mystery is solved.
- (b)
- Correct. Finding the squirrel solves the mystery and is the climax of the plot.
- (c)
- Incorrect. While the squirrel's departure is close to the climax, it is not the solution to the mystery, but an event in the falling action of the plot.
- (d)
- Incorrect. While the sentence is the story's ending, it is part of the falling action, not the climax.

Question 20

Sample Explanation

Sample response: Both "The Cave of Eternal Night" and "The Pencil Bandit" are structured in a chronological format, following events as they are encountered. In the first story, the author does not reveal the final mystery of the cave and has an open-ended final event. In the second story, the author resolves the mystery and ends with a comical squirrel and Louisa's cheerful comment to her mother. As a result, the tone of "The Pencil Bandit" is cheerful, but the tone of "The Cave of Eternal Night" is mysterious and dark.

Rubric

1. Skill Understanding and Use of Textual Evidence

RL.8.1, RL.8.5, RL.8.9

- 0: The response shows no understanding of the underlying skill. Textual evidence is either used incorrectly or not at all.
- 1: The response shows partial understanding of the underlying skill. Textual evidence is featured, though examples are too general.
- 2: The response is well-crafted and concise and shows a thorough understanding of the underlying skill. Appropriate textual evidence is used to answer the question.

Question 21

- (a)
- Incorrect. In paragraph 2, the family takes a casual attitude toward the open door.
- (b)
- Correct. Paragraph 4 reflects the narrator's suspicion of Barlo when he observes the neighbor with a muddy shovel.

- (c)
- Incorrect. While paragraph 6 recounts the events of a new mysterious event, it does not further develop the narrator's suspicion.
- (d)
- Incorrect. Paragraph 9 uses the passage of time to transition to the climax of the text but uses a neutral tone and does not further develop the narrator's suspicion.

Question 22

- (a)
- Correct. Others' opinions influence the narrator to suspect Barlo in his family's mishaps.
- (b)
- Incorrect. This statement does not influence the narrator to suspect Barlo.
- (c)
- Correct. This sentence demonstrates how seeing his neighbor with a muddy shovel influenced the narrator to suspect Barlo when mud was found on the garage door.
- (d)
- Incorrect. This sentence recounts a mysterious event in the story but does not lead the narrator to be suspicious of Barlo.

Question 23

- (a)
- Incorrect. "For no apparent reason" is about Barlo's random behavior and not his tendency "to slip away from" the grasp of the neighbors.
- (b)
- Incorrect. The phrase "would chase us" is about the narrator's assumptions about Barlo and not about Barlo's tendency "to slip away from" the grasp of the neighbors.
- (c)
- Incorrect. "Slapped shut" describes the curtains and not Barlo's tendency "to slip away from" the grasp of the neighbors.
- (d)
- Correct. "Disappearing in the shadows" describes Barlo's tendency "to slip away from" the grasp of the neighbors.

Question 24 Part A

- (a)
- Correct. The narrator teaches readers not to make assumptions based on appearances.

(b)

- Incorrect. The selection does not teach readers the results of neighbors caring for one another.

(c)

- Incorrect. The narrator does not teach readers the consequences of living with guilt or remorse.

(d)

- Incorrect. The selection does not teach readers the outcome of neighbors helping each other.

Question 24 Part B

(a)

- Incorrect. This sentence illustrates the narrator's suspicions, but not the ultimate realization that they were not based in fact.

(b)

- Incorrect. While this sentence shows that the narrator made incorrect assumptions about Barlo, it does not illustrate his regret at doing so.

(c)

- Correct. This sentence illustrates the narrator's regret that he judged Barlo based on appearances, not facts.

(d)

- Incorrect. Although Barlo still acts like a hermit, the text shows that the narrator should not have drawn conclusions based on this behavior alone.

Question 25

(a)

- Incorrect. These words are not humorous.

(b)

- Incorrect. These words do not convey suspicion.

(c)

- Correct. These words establish suspense and mystery.

(d)

- Incorrect. These words do not convey hope.

Question 26

(a)

- Incorrect. No mention is made that the narrator stops listening to the neighbors' gossip.

(b)

- Incorrect. The narrator does not defend Barlo until the real culprit is revealed.

(c)

- Incorrect. The story does not say that the narrator ever joins in on the gossip.

(d)

- Correct. The neighbors corroborate the narrator's belief that Barlo is capable of vandalism.

Question 27

Sample Explanation

The author shows the assumptions that the narrator makes about Barlo based on neighborhood gossip in paragraphs 1, 4, and 5. In paragraph 8, the sentence "And all the time, I thought of Barlo" illustrates how the narrator is connecting these coincidences to unusual events in the family's yard. However, by the end of the story, the family discovers deer tracks, which explain the event (paragraph 12), and the narrator realizes that he or she is mistaken. Feeling guilty, the narrator leaves cookies for Barlo in paragraph 13. The last paragraph shows a clear change in the narrator's beliefs and actions and brings home the author's point that making assumptions based on little evidence is not a good decision.

Rubric

1. Skill Understanding and Use of Textual Evidence

RL.8.2

- 0: The response shows no understanding of the underlying skill. Textual evidence is either used incorrectly or not at all.
- 1: The response shows partial understanding of the underlying skill. Textual evidence is featured, though examples are too general.
- 2: The response is well-crafted and concise and shows a thorough understanding of the underlying skill. Appropriate textual evidence is used to answer the question.

Question 28

(a)

- Incorrect. This phrase talks about actions by the mysterious culprits, not about "lighting up a dark area."

(b)

- Incorrect. This phrase does refer to an aspect of motion detectors (responding to motion in the yard), but it does not refer to "lighting up" a dark area.

(c)

- Incorrect. Although this phrase established why the family bought motion detectors, they do not help the readers understand that illuminate means "lighting up" a dark area.

(d)

- Correct. This phrase supports the meaning of "lighting up" the yard.

Question 29

Student is expected to place items into the correct group, given the number of items in each group. Student's answer might not be exactly the same as you see below, since ordering of items within groups is not required.

Column 1

- “Barlo lived in the only eerie house in the neighborhood, desperately needing a coat of paint and a new garage door.” (paragraph 11)
- “I walked casually past the house, certain he had destroyed our backyard, but unable to find a logical reason why.”(paragraph 11)
- “And all the time, I thought of Barlo, how he stared at me with that shovel in his hand, and how he shut himself off from the world.” (paragraph 8)

Column 2

- “Next time, I’ll leave him a note about the deer.” (paragraph 13)
- “Later that week, still feeling remorse from having misjudged Barlo, I left some of Mom’s homemade cookies in his new mailbox.” (paragraph 13)

The narrator judges Barlo due to the condition of his house (paragraph 11) and his withdrawn nature (paragraph 1). When the narrator discovers the real culprits are deer, the narrator leaves Barlo cookies and even wishes to confess his mistake regarding the deer and Barlo (paragraph 13).

Question 30

- A. Incorrect. This story detail shows why the family’s attempts to use lights failed to reveal the culprit, not why snow does so successfully.
- B. Incorrect. The snow does not impact the suspicious discovery of a new bush like the family’s bush.
- C. Correct. The tracks are only visible due to the snow and lead the family to understand that deer are the vandalism culprits.
- D. Incorrect. Although this sentence illustrates Barlo’s withdrawn nature, it does not show why snow is important to the climax of the story.

Question 31

(a)

- Incorrect. Stiring doubles the consonant prior to the short vowel.

- (b)
- ✓ Correct. Stirring follows the spelling rule of doubling the consonant (r) when adding endings to a word with a short vowel.
- (c)
- ✗ Incorrect. Stiiring doubles the short vowel.
- (d)
- ✗ Incorrect. Since the spelling of stiring is not correct, “correct as is” cannot be correct.

Question 32

- (a)
- ✗ Incorrect. The phrase “lit by numerous nightlights” can be set off by dashes for emphasis or by commas. It cannot be set off by only a preceding comma.
- (b)
- ✗ Incorrect. The phrase “lit by numerous nightlights” can be set off by dashes for emphasis or by commas. It cannot be set off by only a following dash.
- (c)
- ✓ Correct. The phrase “lit by numerous nightlights” can be set off by dashes for emphasis by changing the preceding comma to a dash.
- (d)
- ✗ Incorrect. The phrase “lit by numerous nightlights” can be set off by dashes for emphasis or by commas. It cannot be set off by a preceding comma and a following dash; rather, the punctuation setting off the phrase must match: two commas or two dashes.

Question 33

- (a)
- ✗ Incorrect. Queryied does not follow the spelling rule of changing -y to -ie before adding a derivational ending.
- (b)
- ✗ Incorrect. Queried does not follow the spelling rule of changing -y to -ie before adding a derivational ending.
- (c)
- ✓ Correct. Queryed is misspelled and should follow the spelling rule of changing -y to -ie before adding a derivational ending.
- (d)
- ✗ Incorrect. Since queryed is misspelled, “all correct as is” cannot be correct.

Question 34

- (a)
 Incorrect. The comma after the introductory transitional phrase is required.
- (b)
 Incorrect. The comma before the dependent clause at the ending of the sentence is required.
- (c)
 Incorrect. No comma should follow the word again in the independent clause of the sentence.
- (d)
 Correct. The sentence is correct as is.

Question 35

- (a)
 Correct. The introductory transitional phrase “on the fourth night” should be followed by a comma.
- (b)
 Incorrect. A period is required after “investigate” for proper sentence-end punctuation.
- (c)
 Incorrect. A comma cannot be used in the middle of the predicate “forced himself to go.”
- (d)
 Incorrect. Since the sentence is missing a comma, it is not correct as is.

Question 36

- (a)
 Correct. This sentence clearly conveys the sequence of the events described in the two sentences from the story: immediately after the dining car left the tunnel, there was a scream.
- (b)
 Incorrect. This correction suggests that Ms. Morley shrieked before the train came back out into the sunshine, and it is not clear which antecedent the pronoun “it” refers to.
- (c)
 Incorrect. Sentences 2 and 3 are used to describe a sequence of events rather than to contrast two dissimilar events.
- (d)
 Incorrect. This sentence includes a comma splice and does not clearly convey thesequence of events described in sentences 2 and 3 from the story.

Question 37

- (a)
 Incorrect. This correction is awkward since the word “later” occurs in the middle of the sentence and does

not effectively transition between ideas.

- (b)
- Incorrect. This correction leaves two introductory clauses at the beginning of the sentence, which is stilted and awkward.
- (c)
- Incorrect. "On the other hand" is a transitional phrase, but it is inappropriate because the events presented are sequential, not ideas in opposition to each other.
- (d)
- Correct. Using the word "later" signals to the reader that the new event occurs in a different place or time. Adding the words "in her search" clarifies that Detective Casey continues after ruling out the cook.

Question 38

- (a)
- Incorrect. It would make more sense to include this sentence after the one indicating that Detective Casey "sprang into action."
- (b)
- Correct. The new detail describes what Detective Casey did once she "sprang into action" and helps explain how she was able to tell that there were no stray hairs.
- (c)
- Incorrect. Detective Casey would logically search for clues before concluding nothing seemed out of place, not after.
- (d)
- Incorrect. Detective Casey would logically notice the black stain on Ms. Morley's sleeve because she searched her clothes for clues; she would not start searching for clues after finding the stain.

Question 39

- (a)
- Incorrect. Adding adjectives to the first sentence is not as effective as other revisions in capturing the reader's interest.
- (b)
- Incorrect. Adding "yikes" to the sentence is too informal for the tone of the passage.
- (c)
- Correct. Foreshadowing the problem to come and creating a contrast between the peace before the crime is discovered and the chaos afterwards are effective hooks for beginning a passage.
- (d)
- Incorrect. While asking a question can sometimes hook a reader, addressing the reader as "you" is too informal for the tone of the passage and not particularly effective.

Question 40

(a)

- Correct. The theme of the passage is level-headed examination of clues leads to a solution. Comparing Detective Casey to a leader who establishes order is in keeping with her portrayal as logical and effective.

(b)

- Incorrect. While this adds an image, giving Detective Casey a sunny smile detracts from the author's portrayal of her as determined and systematic.

(c)

- Incorrect. While this adds an image, comparing the conductor to a race car does little to further develop the theme.

(d)

- Incorrect. While this adds an image, emphasizing the conductor's silence does little to further develop the theme.

Question 41

Sample Response

Isabelle hopped over the curb and walked up her front steps. As she was about to go inside her house, something on the other side of the small deck caught her eye. Her mother's treasured clay pot was on its side, and a large chunk had broken off the top. Isabelle felt a pang of guilt, because her mother had asked Isabelle several times to put the pot in the garage for the winter.

Isabelle felt certain the pot had been fine when she left for school that morning. She vowed to herself she would figure out what had happened one way or another.

The first—and most obvious—explanation that came to Isabelle's mind was that maybe the wind had simply knocked it over. The breeze had barely been strong enough to ruffle her hair during her walk to and from the bus stop, though. There was also a garden gnome on the deck that was much lighter and smaller than the pot, and it was still standing upright. It couldn't have been the wind.

Next, Isabelle's thoughts turned to Jayla. The friends had had a disagreement last week when they were trying to choose a topic for their history project, but Isabelle thought they had resolved it without any hard feelings. Isabelle was contemplating that perhaps her friend was angrier than Isabelle had realized when she spotted Jayla walking down the street. Isabelle immediately grew suspicious about this strange coincidence. What were the odds Jayla would be in the neighborhood this afternoon and just happen to show up at this exact moment?

"I'm going to Kendra's if you'd like to come along," Jayla said when she got close to Isabelle's house, her voice as friendly as ever.

"Maybe in a little while," Isabelle replied, immediately feeling silly about suspecting Jayla. Kendra lived a few doors down, and Jayla would never be cruel enough to intentionally destroy someone else's belongings.

Mistified, Isabelle sat down on the steps to think, but she jumped back up right away when she felt water soaking through her pants. Then, she felt drops gently tapping the top of her head and looked up. Something seemed to be missing from the outside of the house, but what?

A light bulb went on inside Isabelle's head. This morning, there had been several enormous icicles hanging from the edge of the roof, which was directly above the deck. The temperature had climbed steadily all day, and when it got warm enough, one of the icicles must have fallen and hit the clay pot in just the right spot to knock it over. Over the course of the day, the sun had melted the fallen icicles, so no evidence was left behind.

Isabelle felt a brief moment of satisfaction, but then realized solving the mystery would do nothing to fix her mother's pot. At least she could still save the garden gnome, though. She carefully picked up the colorful creature and made her way to the garage.

Sample Explanation

The writer of this short fictional work clearly describes a mystery and how the protagonist solves it. The student has thoughtfully organized the events in the story and placed them in a logical and easy-to-follow order that builds suspense and provides a clear resolution. The student describes the protagonist using clues and evidence to develop and then rule out plausible explanations for a mystery (in this case, a broken pot) before finally solving it close to the end of the story. The writer has effectively used realistic dialogue to relate an exchange between two characters. The details are appropriate and clearly written using well-chosen words and phrases. Finally, despite some spelling and usage errors, this student writing demonstrates an overall good command of spelling, grammar, punctuation, and other English language conventions.

Rubric

1. Purpose, Focus, and Organization

W.8.1.A, W.8.1.E, W.8.3.A, W.8.3.E

- 0: The response is unrelated to the topic, too brief to address the topic, or illegible.
- 1: The response is related to the topic but with little awareness of purpose and no discernible claim or organizational structure. There may be missing opposing claims, few transitional strategies, and extraneous ideas that block understanding. The response may be too brief to demonstrate focus.
- 2: The response is somewhat sustained with an unclear claim, inconsistent organizational structure, and may include extraneous material. Opposing claims are insufficiently addressed. Transitional strategies may have little variety and an uneven progression of ideas may occur.
- 3: The response is adequately focused on the purpose with a loosely maintained claim and a complete organizational structure. Opposing claims are not totally addressed. The transitional strategies and progression of ideas are adequate with appropriate style and tone.
- 4: The response is strongly focused on the purpose with a clear claim and coherent organizational structure. Opposing claims are clearly addressed. There is a variety of transitional strategies that clarify a logical progression of ideas and an appropriately maintained style and tone.

2. Evidence, Language, and Development

W.8.1.B, W.8.1.C, W.8.3.B, W.8.3.C

- 0: The response provides no real evidence or development of ideas and uses imprecise language and transitions.
- 1: The response has minimal, erroneous, or irrelevant evidence from sources, along with sentences limited to simple constructions, often inappropriate vocabulary, and unclear expression of ideas.
- 2: The response mostly has cursory support and irrelevant evidence from sources, along with sentences with simple constructions, some inappropriate vocabulary, simplistic expression of ideas, and ineffective use of elaborative techniques.
- 3: The response has adequate support and generally relevant evidence from sources, along with some variation in sentence structure, generally appropriate vocabulary, adequate expression of ideas, and adequate use of some elaborative techniques.
- 4: The response has convincing support and relevant evidence from sources, along with varied sentence structure, appropriate vocabulary, clear expression of ideas, and effective use of a variety of elaborative techniques.

3. English Language Conventions

W.8.1.D

- 0: The response demonstrates a lack of conventions, with frequent and severe errors that often obscure meaning.
- 1: The response demonstrates a limited command of basic conventions. Errors in usage may include inconsistent use of correct punctuation, capitalization, sentence formation and use, and spelling.
- 2: The response demonstrates an adequate command of basic conventions, including use of punctuation, capitalization, sentence formation and use, and spelling. There may occasionally be minor errors in usage.



APPENDIX L

MATH UNIT OF INSTRUCTION

Scope and Sequence

Grade 6

Textbook: Reveal Math Course 1 Volume 1 and Volume 2 (McGraw Hill)

<u>Unit and Time Frame</u>	<u>Essential Questions</u>	<u>Standards and Objectives</u>	<u>Key Vocabulary</u>	<u>Assessments</u>
Unit 1: Ratio and Rates Time Frame: 25 days	<p>What is a ratio?</p> <p>What are equivalent ratios?</p> <p>How can ratios be represented?</p> <p>How can ratios be compared?</p> <p>How can real world problems involving ratios be solved?</p> <p>How can ratios be used to convert between standard units of measure?</p> <p>How can quantities with different units be compared?</p> <p>How can real world problems involving rate be solved?</p>	<p>CCSS.MATH.CONTENT.6.RP.A Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>CCSS.MATH.CONTENT.6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p>CCSS.MATH.CONTENT.6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.</p> <p>CCSS.MATH.CONTENT.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>CCSS.MATH.CONTENT.6.RP.A.3.A Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p> <p>CCSS.MATH.CONTENT.6.RP.A.3.B Solve unit rate problems including those involving unit pricing and constant speed.</p> <p>CCSS.MATH.CONTENT.6.RP.A.3.C Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.</p> <p>CCSS.MATH.CONTENT.6.RP.A.3.D Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>	<p>Ratio</p> <p>Equivalent Ratios</p> <p>Ordered Pairs</p> <p>Graphing</p> <p>Coordinate Plane</p> <p>Ratio Relationships</p> <p>Part</p> <p>Whole</p> <p>Bar Diagram</p> <p>Double Number Lines</p> <p>Quantity</p> <p>Units of Measure</p> <p>Unit Conversions</p> <p>Rates</p>	<p>Unit 1 Pre-Assessment</p> <p>Unit 1 Quiz (after Lesson 4)</p> <p>Unit 1 Test (after Lesson 8)</p>

<p>Unit 3: Compute Multi-digit Numbers and Fractions</p> <p>Time Frame: 17 days</p>	<p>How can multi-digit numbers be divided?</p> <p>How can multi-digit decimals be added, subtracted, multiplied, and divided?</p> <p>How can whole numbers be divided by fractions?</p> <p>How can fractions be divided by fractions?</p> <p>How can division be performed with whole numbers and mixed numbers?</p>	<p>CCSS.MATH.CONTENT.6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.</p> <p>CCSS.MATH.CONTENT.6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm.</p> <p>CCSS.MATH.CONTENT.6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>	<p>Multi-Digit</p> <p>Quotient</p> <p>Product</p> <p>Sum</p> <p>Difference</p> <p>Reciprocal</p> <p>Mixed Number</p>	<p>Unit 3 Pre-Assessment</p> <p>Unit 3 Quiz (after Lesson 2)</p> <p>Unit 3 Test (after Lesson 5)</p>
<p>Unit 4: Integers, Rational Numbers and the Coordinate Plane</p> <p>Time Frame: 22 days</p>	<p>How can integers on the number line be use to represent quantities?</p> <p>What is the opposite of an integer?</p> <p>What is an absolute value?</p> <p>How can opposites be used to find an absolute value?</p>	<p>CCSS.MATH.CONTENT.6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>CCSS.MATH.CONTENT.6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>CCSS.MATH.CONTENT.6.NS.C.6.A Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of</p>	<p>Integer</p> <p>Negative</p> <p>Number Line</p> <p>Quantity</p> <p>Opposite</p> <p>Absolute Value</p> <p>Rational Numbers</p> <p>Coordinate Plane</p>	<p>Unit 4 Pre-Assessment</p> <p>Unit 4 Quiz (after Lesson 4)</p> <p>Unit 4 Test (after lesson 7)</p>

<p>Unit 5: Numerical and Algebraic Expressions</p> <p>Time Frame: 23 days</p>	<p>How can algebraic relationships be communicated with mathematical symbols?</p> <p>How can powers be evaluated?</p> <p>How are numerical expressions evaluated?</p> <p>How can algebraic expressions be written from a verbal phrase?</p> <p>How can an algebraic expression be evaluated?</p> <p>How can a problem be solved using the greatest common factor or the least common multiple?</p> <p>How can the distributive property be used to expand and factor expressions?</p> <p>How can substitution determine</p>	<p>CCSS.MATH.CONTENT.6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.</p> <p>CCSS.MATH.CONTENT.6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>CCSS.MATH.CONTENT.6.EE.A.2.A Write expressions that record operations with numbers and with letters standing for numbers.</p> <p>CCSS.MATH.CONTENT.6.EE.A.2.B Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.</p> <p>CCSS.MATH.CONTENT.6.EE.A.2.C Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).</p> <p>CCSS.MATH.CONTENT.6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p>CCSS.MATH.CONTENT.6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.</p> <p>CCSS.MATH.CONTENT.6.EE.A.3 Apply the properties of operations to generate equivalent expressions.</p> <p>CCSS.MATH.CONTENT.6.EE.A.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).</p>	<p>Powers</p> <p>Exponent</p> <p>Base</p> <p>Product</p> <p>Expression</p> <p>Evaluate</p> <p>Numerical Expression</p> <p>Algebraic Expression</p> <p>Order of Operations</p> <p>Term</p> <p>Variable</p> <p>Factor</p> <p>Factor Tree</p> <p>Greatest Common Factor</p> <p>Least Common Multiple</p>	<p>Unit 5 Pre-Assessment</p> <p>Unit 5 Quiz (after Lesson 4)</p> <p>Unit 5 Test (after Lesson 7)</p>
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	How can properties of equality be applied to solving and graphing one-step inequalities?			
Unit 7: Relationship between two variables Time Frame: 12 days	<p>What is an independent variable?</p> <p>What is a dependent variable?</p> <p>How can an equation represent a relationship between variables?</p> <p>How can a graph of a line represent a relationship?</p> <p>How can a table represent a relationship?</p>	<p>CCSS.MATH.CONTENT.6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</p> <p>CCSS.MATH.CONTENT.6.EE.A.2.C Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).</p> <p>CCSS.MATH.CONTENT.6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p>CCSS.MATH.CONTENT.6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.</p>	<p>Independent Variable</p> <p>Dependent Variable</p> <p>Relationship</p>	<p>Unit 7 Pre-Assessment</p> <p>Unit 7 Quiz (after Lesson 2)</p> <p>Unit 7 Test (after Lesson 4)</p>

<p>Unit 9: Volume and Surface Area</p> <p>Time Frame: 15 days</p>	<p>How can the volume of a rectangular prism be calculated and used in real world situations?</p> <p>How can a net be used to represent a rectangular prism?</p> <p>How can the surface area of a rectangular prism be calculated?</p> <p>How can a net be used to represent a triangular prism?</p> <p>How can the surface area of a triangular prism be calculated?</p> <p>How can a net be used to represent pyramids?</p> <p>How can the surface area of pyramids be calculated?</p>	<p>CCSS.MATH.CONTENT.6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p>CCSS.MATH.CONTENT.6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p>CCSS.MATH.CONTENT.6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p>	<p>Volume</p> <p>Surface Area</p> <p>Rectangular Prism</p> <p>Net</p> <p>Triangular Prism</p> <p>Square Pyramid</p> <p>Triangular Pyramid</p>	<p>Unit 9 Pre-Assessment</p> <p>Unit 9 Quiz (after Lesson 2)</p> <p>Unit 9 Test (after Lesson 4)</p>
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	plots be interpreted differently?	<p>Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. CCSS.MATH.CONTENT.6.RP.A.1</p> <p>Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. CCSS.MATH.CONTENT.6.RP.A.3</p> <p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p>	Outlier Peak Range Second Quartile Statistical Question Symmetric Distribution Third Quartile	
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Unit 1 Test Standards Per Question	
Question	Standard(s)
1	CCSS.Math.Content.6.RP.A.3.a, CCSS.Math.Content.6.NS.B.4
2a	CCSS.Math.Content.6.RP.A.3.a
2b	CCSS.Math.Content.6.RP.A.3.a
3	CCSS.Math.Content.6.RP.A.3.a
4	CCSS.Math.Content.6.RP.A.3.a
5	CCSS.Math.Content.6.RP.A.3.a, CCSS.Math.Content.6.RP.A.3.b
6	CCSS.Math.Content.6.RP.A.3.b
7	CCSS.Math.Content.6.RP.A.3.b
8	CCSS.Math.Content.6.RP.A.3.b
9	CCSS.Math.Content.6.RP.A.3.a
10	CCSS.Math.Content.6.RP.A.3.a
11	CCSS.Math.Content.6.RP.A.3.a
12	CCSS.Math.Content.6.RP.A.3.a
13	CCSS.Math.Content.6.RP.A.3.b
14	CCSS.Math.Content.6.RP.A.3.a, CCSS.Math.Content.6.RP.A.3.b
15	CCSS.Math.Content.6.RP.A.3.d
16	CCSS.Math.Content.6.RP.A.3.d
17	CCSS.Math.Content.6.RP.A.3.d
18	CCSS.Math.Content.6.RP.A.3.a
19	CCSS.Math.Content.6.RP.A.3.a
20	CCSS.Math.Content.6.RP.A.3.a
21	CCSS.Math.Content.6.RP.A.3.a

Unit 1 Pre-Assessment Standards per Question	
Question	Standard(s)
1	CCSS.Math.Content.6.NS.B
2	CCSS.Math.Content.6.NS.B
3	CCSS.Math.Content.6.RP.A.3.b
4	CCSS.Math.Content.6.NS.C.7.b
5a	CCSS.Math.Content.6.RP.A.3.a
5b	CCSS.Math.Content.6.RP.A.3.a
6	CCSS.Math.Content.6.NS.A.1
7	CCSS.Math.Content.6.NS.B
8	CCSS.Math.Content.6.NS.B
9	CCSS.Math.Content.6.RP.A.3.a
10	CCSS.Math.Content.6.NS.B

Unit 1 Quiz Standards per Question

Question	Standard(s)
1	CCSS.Math.Content.6.RP.A.1
2	CCSS.Math.Content.6.RP.A.1
3	CCSS.Math.Content.6.RP.A.1
4	CCSS.Math.Content.6.RP.A.3, CCSS.Math.Content.6.RP.A.3.a, CCSS.Math.Content.7.RP.A.2, CCSS.Math.Content.7.RP.A.2.a, CCSS.Math.Content.7.RP.A.2.b
5	CCSS.Math.Content.6.RP.A.3.a
6	CCSS.Math.Content.6.RP.A.1
7	CCSS.Math.Content.6.RP.A.3.a
8	CCSS.Math.Content.6.RP.A.1
9a	CCSS.Math.Content.6.RP.A.3.a
9b	CCSS.Math.Content.6.RP.A.3.a
10a	CCSS.Math.Content.6.RP.A.3.a
10b	CCSS.Math.Content.6.RP.A.3.a
11	CCSS.Math.Content.6.RP.A.3.a

Grade 6 Benchmark (Beginning of Year) Standards by Question

Question	Standard(s)
1a	CCSS.Math.Content.6.RP.A.3
1b	CCSS.Math.Content.6.RP.A.3
2	CCSS.Math.Content.6.RP.A.3.b
3a	CCSS.Math.Content.6.RP.A.3.a
3b	CCSS.Math.Content.6.RP.A.3.a
4	CCSS.Math.Content.6.RP.A.2
5	CCSS.Math.Content.6.RP.A.3
6	CCSS.Math.Content.6.RP.A.3.c
7	CCSS.Math.Content.6.RP.A.3.c
8a	CCSS.Math.Content.6.RP.A.3.c
8b	CCSS.Math.Content.6.RP.A.3.c
9	CCSS.Math.Content.6.NS.B.3
10	CCSS.Math.Content.6.NS.B.3
11	CCSS.Math.Content.6.NS.B.3
12	CCSS.Math.Content.6.RP.A.3.b
13	CCSS.Math.Content.6.NS.B.2
14	CCSS.Math.Content.6.RP.A.3.d
15	CCSS.Math.Content.6.NS.A.1
16a	CCSS.Math.Content.6.NS.A.1
16b	CCSS.Math.Content.6.NS.A.1
17	CCSS.Math.Content.6.NS.A.1
18	CCSS.Math.Content.6.NS.A.1
19	CCSS.Math.Content.6.NS.C.7.c
20	CCSS.Math.Content.6.NS.C.8
21	CCSS.Math.Content.6.NS.C.7.b
22	CCSS.Math.Content.6.NS.B.3
23	CCSS.Math.Content.6.NS.C.6.b
24	CCSS.Math.Content.6.NS.C.6.c

Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

1A) On a map, 3 centimeters represents 500 miles.

Part A

Two cities are 9 centimeters apart on the map. How many miles apart are the two cities?

__ mi

Correct Answer

1500 ,

or

1, 500

1B) Part B

Two national parks are 750 miles apart. How many centimeters apart are the two parks on the map?

__ cm

Correct Answer

4.5 ,

$4\frac{1}{2}$,

or

$\frac{9}{2}$

Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

2) A restaurant sells an 8-oz drink for \$2.56 and a 12-oz drink for \$3.66. Which drink is the better buy? Justify your answer.

Correct Answer

Answers may vary.

3A) Desta reads at a constant rate of 3 pages in 5 minutes.

Part A

Complete the ratio table for Desta's reading rate.

Number of Pages	3	6	_____	12
	5	_____	15	_____

Correct Answer

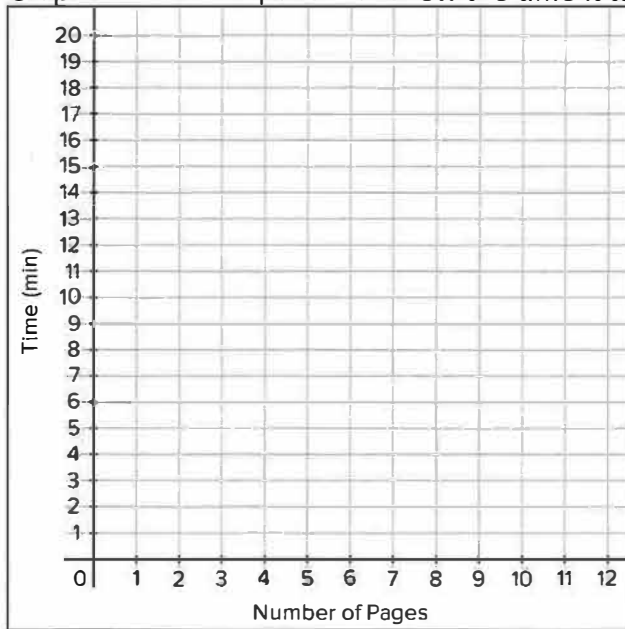
Blank 1: 9
Blank 2: 10
Blank 3: 20

Answer Key with Questions

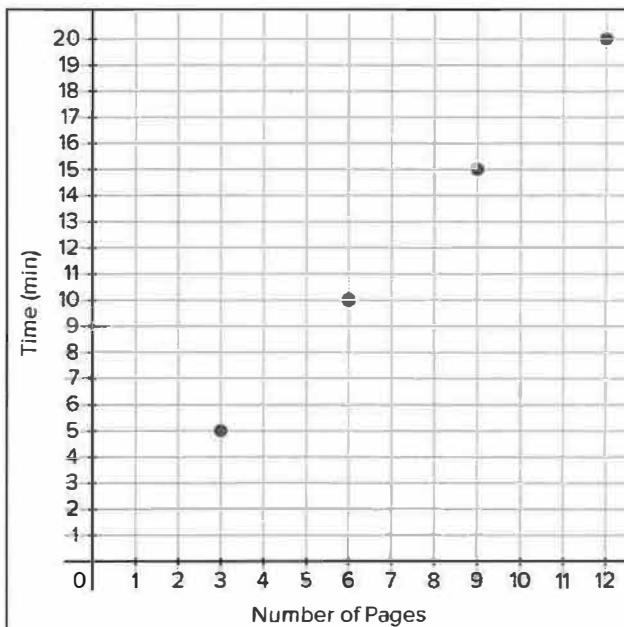
Grade 6 Benchmark 1 (Beginning of Year)

3B) Part B

Graph the ordered pairs that show the time it takes Desta to read 3, 6, 9, and 12 pages.



Correct Answer



Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

4) A train travels at a rate of 84 miles per hour. Select all of the rates that are equivalent to the train's speed.

	Equivalent	Not Equivalent
162 miles in 2 hours	<input type="radio"/>	<input type="radio"/>
252 miles in 3 hours	<input type="radio"/>	<input type="radio"/>
378 miles in 4.5 hours	<input type="radio"/>	<input type="radio"/>
489 miles in 6 hours	<input type="radio"/>	<input type="radio"/>
621.6 miles in 7.4 hours	<input type="radio"/>	<input type="radio"/>

Correct Answer

162 miles in 2 hours \longleftrightarrow Not Equivalent

252 miles in 3 hours \longleftrightarrow Equivalent

378 miles in 4.5 hours \longleftrightarrow Equivalent

489 miles in 6 hours \longleftrightarrow Not Equivalent

621.6 miles in 7.4 hours \longleftrightarrow Equivalent

Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

5) Sort the decimals into the appropriate bins by their percent values.

Greater than 90%	Equal to 90%	Less than 90%

Answer Bank

A) 1.3 B) 0.9 C) 89.2 D) 0.398 E) 1 F) 0.095

Correct Answer

Greater than 90%

- 1.3
- 89.2
- 1

Equal to 90%

- 0.9

Less than 90%

- 0.398
- 0.095

6) Mr. Guerrero counted 60 students wearing a school shirt. Which of the following expressions represent this value? Select all that apply.

- A) 10% of 600 students
- B) 15% of 500 students
- C) 20% of 400 students
- D) 25% of 240 students
- E) 40% of 150 students

Correct Answer

- A) 10% of 600 students
- D) 25% of 240 students
- E) 40% of 150 students

Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

7) A sewing needle manufacturer states that an average of $\frac{1}{5}\%$ of the needles produced will be defective. Last week, 150,000 needles were produced. Predict the number of needles that were defective.

_____ needles

Correct Answer

Blank 1: 300, three hundred, three-hundred, or 3 hundred

8A) In the first football game, the quarterback completed 18 out of the 24 passes he attempted.

Part A

What percent of the passes did the quarterback complete?

_____ %

Correct Answer

Blank 1: 75, seventy five, or seventy-five

8B) Part B

In the next game, the quarterback completed 19 of the 26 passes he attempted. Explain the change in the quarterback's overall percentage of completion for the two games compared to his completion percentage from the first game.

Correct Answer

Answers may vary.

Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

9) Amadahy wants to buy a card and two gifts for her friend. Cards cost \$3.49 each and gifts cost \$10.63 each. Amadahy has a \$20 bill. Does she have enough money to buy these items? If so, how much change will she receive? If not, how much more money does she need? Explain how you found your answer.

Correct Answer

Answers may vary.

10) Which of the following expressions have a product with only two nonzero decimal places? Select all that apply.

- A) 0.45×37
- B) 6.7×5.3
- C) 2.17×3.48
- D) 6.148×6.32
- E) 5.02×8.04
- F) 7.54×14.5

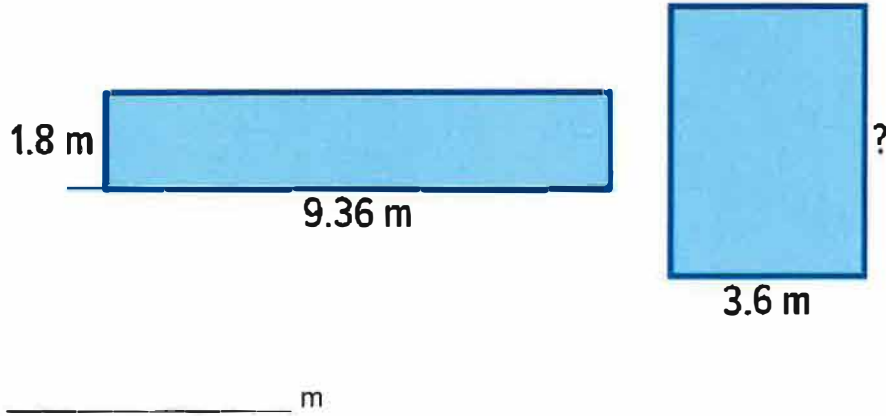
Correct Answer

- A) 0.45×37
- B) 6.7×5.3
- F) 7.54×14.5

Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

- 11) The rectangles have the same area. What is the length of the unknown side? Express your answer as a decimal.



Correct Answer

Blank 1: 4.68

Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

12) The table shows Amiri's jogging workouts for four days.

Day	Distance (mi)	Time (h)
Monday	4.75	1.25
Wednesday	6.21	1.8
Friday	8.64	2.4
Sunday	9.13	2.2

Order the days by slowest jogging rate (at the bottom) to fastest jogging rate (at the top).

- A)** Monday **1)** _____
B) Wednesday **2)** _____
C) Friday **3)** _____
D) Sunday **4)** _____

Correct Answer

1. Sunday
2. Monday
3. Friday
4. Wednesday

Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

13) One machine at a manufacturer makes 81,600 paper clips in a day.

Part A

The machine runs at a constant speed for 24 hours. How many paper clips are made each hour?

_____ paper clips

Part B

One size box can hold 40 paper clips. How many boxes are filled each hour?

_____ boxes

Correct Answer

Blank 1: 3400 or 3,400

Blank 2: 85

Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

14) On a baseball diamond, the distance from home plate to first base is 90 feet. Sort the lengths into the appropriate bins by how each length compares to the baseball distance.

Less than 90 ft	Equal to 90 ft	Greater than 90 ft

Answer Bank

A) 360 ft B) 30 yd C) $\frac{1}{50}$ mi D) 900 in. E) 0.015 mi F) 1,090 in.

Correct Answer

Less than 90 ft

- 900 in.
- 0.015 mi

Equal to 90 ft

- 30 yd

Greater than 90 ft

- 360 ft
- $\frac{1}{50}$ mi
- 1,090 in.

15) Mrs. Harris took 6 oranges out of the refrigerator and cut them into wedges. Each wedge represents $\frac{1}{6}$ of the entire orange. Her children ate $\frac{3}{4}$ of the wedges. How many wedges are left? Justify your answer.

Correct Answer

Answers may vary.

Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

16A) A salami that is $2\frac{3}{5}$ inches long was cut into $\frac{1}{8}$ -inch thick slices.

Part A

How many slices of salami were cut?

_____ slices

Correct Answer

Blank 1: 20 or twenty

16B) Part B

What is the length of the leftover piece of salami?

___ in.

Correct Answer

0.1 ,

$\frac{1}{10}$,

or

.1

Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

17) Two positive numbers are multiplied and the product is $\frac{3}{8}$. Tell whether each statement below is true or false. For each true statement, give an example to support the statement.

a. Both factors are less than $\frac{3}{8}$.

b. One factor is less than $\frac{3}{8}$; the other factor is greater than $\frac{3}{8}$.

c. Both factors are greater than $\frac{3}{8}$.

Correct Answer

Answers may vary.

18) There are 75 boys in the sixth grade. The number of boys is $\frac{5}{12}$ of the students in the sixth grade. How many of the sixth-grade students are girls?

_____ girls

Correct Answer

Blank 1: 105

Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

19) A seagull flies 15 feet above the surface of the ocean. The table shows the locations of several other objects and animals in relation to the ocean's surface. Select the correct category for each object or animal to compare its distance to the ocean surface as compared to the seagull's distance.

Object or Animal	Location in Comparison to the Ocean's Surface (ft)
Fish	-6
Shark	-50
Airplane	150
Submarine	-218
Pelican	9

	Farther from the Ocean's Surface than the Seagull	Closer to the Ocean's Surface than the Seagull
Fish	<input type="radio"/>	<input type="radio"/>
Shark	<input type="radio"/>	<input type="radio"/>
Airplane	<input type="radio"/>	<input type="radio"/>
Submarine	<input type="radio"/>	<input type="radio"/>
Pelican	<input type="radio"/>	<input type="radio"/>

Correct Answer

Fish  Closer to the Ocean's Surface than the Seagull

Shark  Farther from the Ocean's Surface than the Seagull

Airplane  Farther from the Ocean's Surface than the Seagull

Submarine  Farther from the Ocean's Surface than the Seagull

Pelican  Closer to the Ocean's Surface than the Seagull

Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

20) The distance between point (2, 2) and point (8, 2) is 6 units on a coordinate plane. Which other pairs of points are also 6 units apart? Select all that apply.

- A)** (1, 7) and (1, 1)
- B)** (3, 3) and (-5, 3)
- C)** (-3, 4) and (-3, -2)
- D)** (0, 0) and (-2, -4)
- E)** (-1, 5) and (5, 5)
- F)** (-8, 3) and (-2, 3)

Correct Answer

- A)** (1, 7) and (1, 1)
- C)** (-3, 4) and (-3, -2)
- E)** (-1, 5) and (5, 5)
- F)** (-8, 3) and (-2, 3)

Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

21) The table shows the temperatures at noon for the past five days.

Day	Temperature (°F)
Monday	-4
Tuesday	2
Wednesday	0
Thursday	-6
Friday	3

Order the days by least temperature (at the bottom) to greatest temperature (at the top).

- A)** Thursday **1)** _____
B) Friday **2)** _____
C) Tuesday **3)** _____
D) Wednesday **4)** _____
E) Monday **5)** _____

Correct Answer

1. Friday
2. Tuesday
3. Wednesday
4. Monday
5. Thursday

Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

22) During back-to-school week, all school supplies are tax-free. Rajiv took advantage of this sale and bought a ruler for \$0.79, three pens for \$1.49 each, and two notebooks for \$2.25 each.

What is the total cost of Rajiv's purchases?

total cost: \$ _____

Rajiv paid using a \$10 bill. How much change did he receive?

change: \$ _____

Correct Answer

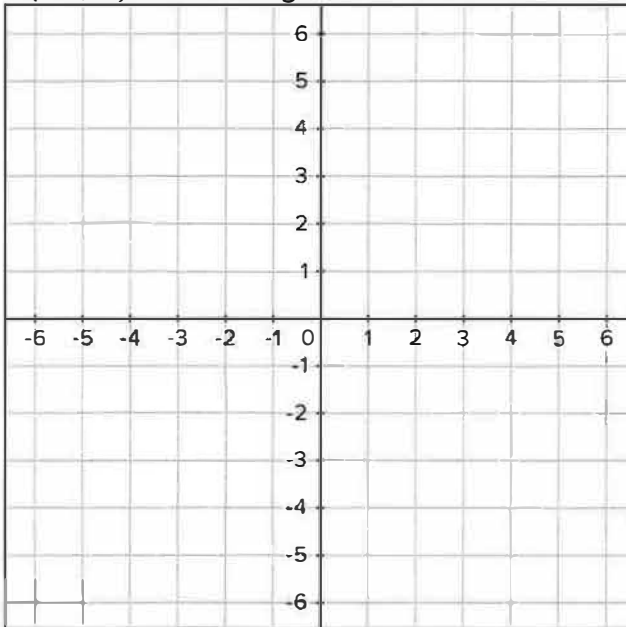
Blank 1: 9.76

Blank 2: 0.24 or .24

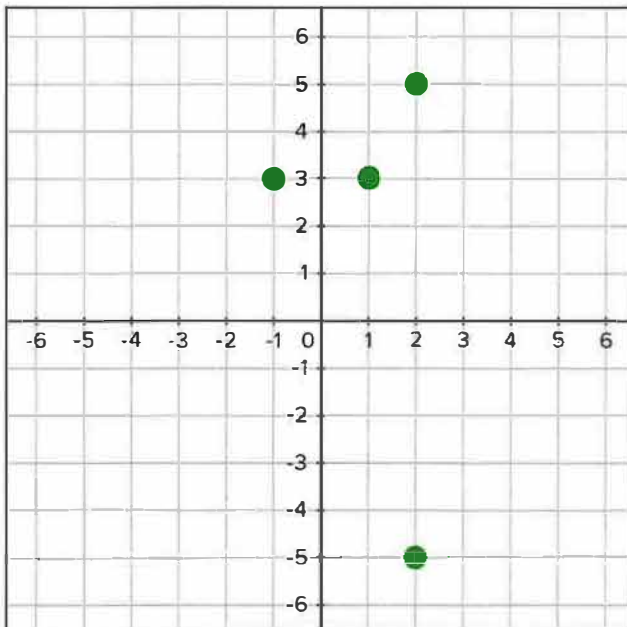
Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

- 23)** Graph point $P(2, 5)$ and its image after a reflection across the x -axis. Then graph point $F(-1, 3)$ and its image after a reflection across the y -axis.



Correct Answer

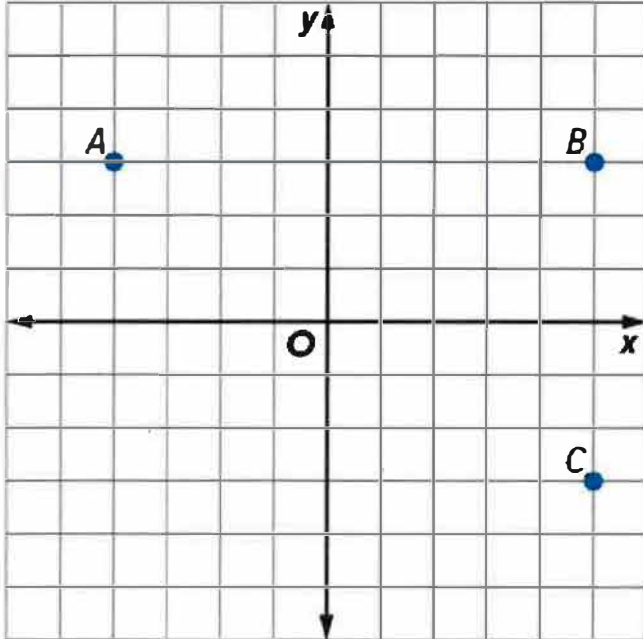


Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

24) Fill in the blanks using the available answer choices.

The base of Ricardo's house is in the shape of a rectangle. The points A , B , and C represent three corners of the base of the house.



Part A

Complete the table by identifying the ordered pair that names each point. Then identify the quadrant in which each point is located.

Point	Ordered Pair	Quadrant
A	_____ (Blank 1)	_____ (Blank 2)
B	_____ (Blank 3)	_____ (Blank 4)
C	_____ (Blank 5)	_____ (Blank 6)

Part B

Identify the ordered pair for point D , the fourth corner of the base of the house.

D _____ (Blank 7)

Blank 1 options

- $(-4, 3)$
- $(3, -4)$
- $(-4, -3)$

Blank 2 options

- I
- II
- III
- IV

Blank 3 options

- $(3, 5)$
- $(5, 3)$
- $(5, -3)$

Blank 4 options

- I
- II
- III
- IV

Answer Key with Questions

Grade 6 Benchmark 1 (Beginning of Year)

Blank 5 options

- $(-5, 3)$
- $(-3, 5)$
- $(5, -3)$

Blank 6 options

- I
- II
- III
- IV

Blank 7 options

- $(-3, -4)$
- $(-3, 4)$
- $(4, -3)$
- $(-4, -3)$

Correct Answer

$(-4, 3)$

II

$(5, 3)$

I

$(5, -3)$

IV

$(-4, -3)$

Grade 6 Benchmark 1 (Beginning of Year)

1A) On a map, 3 centimeters represents 500 miles.

Part A

Two cities are 9 centimeters apart on the map. How many miles apart are the two cities?

___ mi

1B) Part B

Two national parks are 750 miles apart. How many centimeters apart are the two parks on the map?

___ cm

2) A restaurant sells an 8-oz drink for \$2.56 and a 12-oz drink for \$3.66. Which drink is the better buy? Justify your answer.

3A) Desta reads at a constant rate of 3 pages in 5 minutes.

Part A

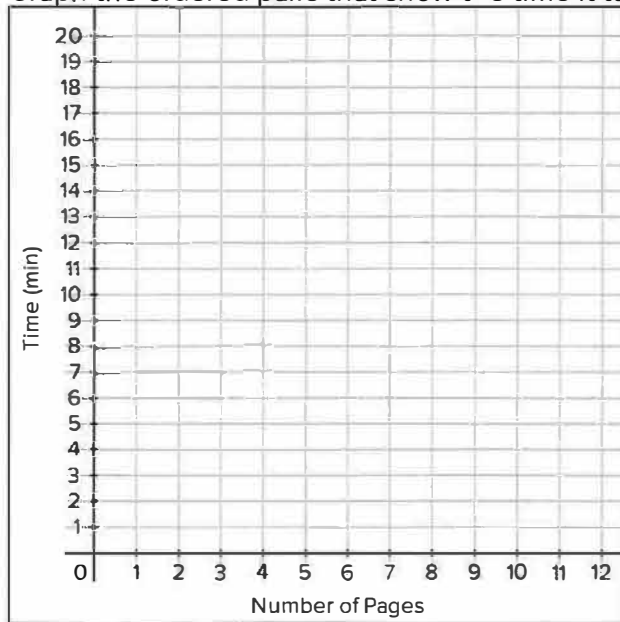
Complete the ratio table for Desta's reading rate.

Number of Pages	3	6	_____	12
Time (min)	5	_____	15	_____

Grade 6 Benchmark 1 (Beginning of Year)

3B) Part B

Graph the ordered pairs that show the time it takes Desta to read 3, 6, 9, and 12 pages.



4) A train travels at a rate of 84 miles per hour. Select all of the rates that are equivalent to the train's speed.

	Equivalent	Not Equivalent
162 miles in 2 hours	<input type="radio"/>	<input type="radio"/>
252 miles in 3 hours	<input type="radio"/>	<input type="radio"/>
378 miles in 4.5 hours	<input type="radio"/>	<input type="radio"/>
489 miles in 6 hours	<input type="radio"/>	<input type="radio"/>
621.6 miles in 7.4 hours	<input type="radio"/>	<input type="radio"/>

5) Sort the decimals into the appropriate bins by their percent values.

Greater than 90%	Equal to 90%	Less than 90%

Answer Bank
A) 1.3 B) 0.9 C) 89.2 D) 0.398 E) 1 F) 0.095

Grade 6 Benchmark 1 (Beginning of Year)

6) Mr. Guerrero counted 60 students wearing a school shirt. Which of the following expressions represent this value? Select all that apply.

- A) 10% of 600 students
- B) 15% of 500 students
- C) 20% of 400 students
- D) 25% of 240 students
- E) 40% of 150 students

7) A sewing needle manufacturer states that an average of $\frac{1}{5}\%$ of the needles produced will be defective. Last week, 150,000 needles were produced. Predict the number of needles that were defective.

_____ needles

8A) In the first football game, the quarterback completed 18 out of the 24 passes he attempted.

Part A

What percent of the passes did the quarterback complete?

_____ %

8B) Part B

In the next game, the quarterback completed 19 of the 26 passes he attempted. Explain the change in the quarterback's overall percentage of completion for the two games compared to his completion percentage from the first game.

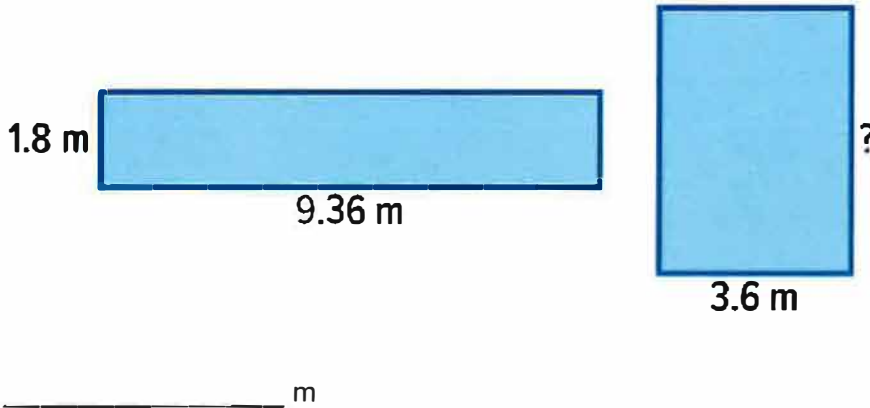
9) Amadahy wants to buy a card and two gifts for her friend. Cards cost \$3.49 each and gifts cost \$10.63 each. Amadahy has a \$20 bill. Does she have enough money to buy these items? If so, how much change will she receive? If not, how much more money does she need? Explain how you found your answer.

Grade 6 Benchmark 1 (Beginning of Year)

10) Which of the following expressions have a product with only two nonzero decimal places? Select all that apply.

- A) 0.45×37
- B) 6.7×5.3
- C) 2.17×3.48
- D) 6.148×6.32
- E) 5.02×8.04
- F) 7.54×14.5

11) The rectangles have the same area. What is the length of the unknown side? Express your answer as a decimal.



12) The table shows Amiri’s jogging workouts for four days.

Day	Distance (mi)	Time (h)
Monday	4.75	1.25
Wednesday	6.21	1.8
Friday	8.64	2.4
Sunday	9.13	2.2

Order the days by slowest jogging rate (at the bottom) to fastest jogging rate (at the top).

- A) Monday 1) _____
- B) Wednesday 2) _____
- C) Friday 3) _____
- D) Sunday 4) _____

Grade 6 Benchmark 1 (Beginning of Year)

13) One machine at a manufacturer makes 81,600 paper clips in a day.

Part A

The machine runs at a constant speed for 24 hours. How many paper clips are made each hour?

_____ paper clips

Part B

One size box can hold 40 paper clips. How many boxes are filled each hour?

_____ boxes

14) On a baseball diamond, the distance from home plate to first base is 90 feet. Sort the lengths into the appropriate bins by how each length compares to the baseball distance.

Less than 90 ft	Equal to 90 ft	Greater than 90 ft

Answer Bank
A) 360 ft B) 30 yd C) $\frac{1}{50}$ mi D) 900 in. E) 0.015 mi F) 1,090 in.

15) Mrs. Harris took 6 oranges out of the refrigerator and cut them into wedges. Each wedge represents $\frac{1}{6}$ of the entire orange. Her children ate $\frac{3}{4}$ of the wedges. How many wedges are left? Justify your answer.

Grade 6 Benchmark 1 (Beginning of Year)

16A) A salami that is $2\frac{3}{5}$ inches long was cut into $\frac{1}{8}$ -inch thick slices.

Part A

How many slices of salami were cut?

_____ slices

16B) Part B

What is the length of the leftover piece of salami?

___ in.

17) Two positive numbers are multiplied and the product is $\frac{3}{8}$. Tell whether each statement below is true or false. For each true statement, give an example to support the statement.

a. Both factors are less than $\frac{3}{8}$.

b. One factor is less than $\frac{3}{8}$; the other factor is greater than $\frac{3}{8}$.

c. Both factors are greater than $\frac{3}{8}$.

18) There are 75 boys in the sixth grade. The number of boys is $\frac{5}{12}$ of the students in the sixth grade. How many of the sixth-grade students are girls?

_____ girls

Grade 6 Benchmark 1 (Beginning of Year)

19) A seagull flies 15 feet above the surface of the ocean. The table shows the locations of several other objects and animals in relation to the ocean’s surface. Select the correct category for each object or animal to compare its distance to the ocean surface as compared to the seagull’s distance.

Object or Animal	Location in Comparison to the Ocean's Surface (ft)
Fish	-6
Shark	-50
Airplane	150
Submarine	-218
Pelican	9

	Farther from the Ocean's Surface than the Seagull	Closer to the Ocean's Surface than the Seagull
Fish	<input type="radio"/>	<input type="radio"/>
Shark	<input type="radio"/>	<input type="radio"/>
Airplane	<input type="radio"/>	<input type="radio"/>
Submarine	<input type="radio"/>	<input type="radio"/>
Pelican	<input type="radio"/>	<input type="radio"/>

20) The distance between point (2, 2) and point (8, 2) is 6 units on a coordinate plane. Which other pairs of points are also 6 units apart? Select all that apply.

- A)** (1, 7) and (1, 1)
- B)** (3, 3) and (-5, 3)
- C)** (-3, 4) and (-3, -2)
- D)** (0, 0) and (-2, -4)
- E)** (-1, 5) and (5, 5)
- F)** (-8, 3) and (-2, 3)

Grade 6 Benchmark 1 (Beginning of Year)

21) The table shows the temperatures at noon for the past five days.

Day	Temperature (°F)
Monday	-4
Tuesday	2
Wednesday	0
Thursday	-6
Friday	3

Order the days by least temperature (at the bottom) to greatest temperature (at the top).

- A)** Thursday **1)** _____
B) Friday **2)** _____
C) Tuesday **3)** _____
D) Wednesday **4)** _____
E) Monday **5)** _____

22) During back-to-school week, all school supplies are tax-free. Rajiv took advantage of this sale and bought a ruler for \$0.79, three pens for \$1.49 each, and two notebooks for \$2.25 each.

What is the total cost of Rajiv's purchases?

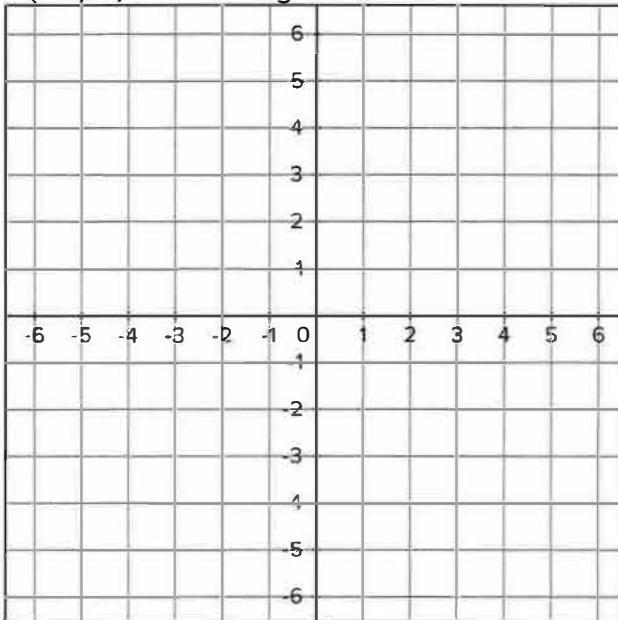
total cost: \$ _____

Rajiv paid using a \$10 bill. How much change did he receive?

change: \$ _____

Grade 6 Benchmark 1 (Beginning of Year)

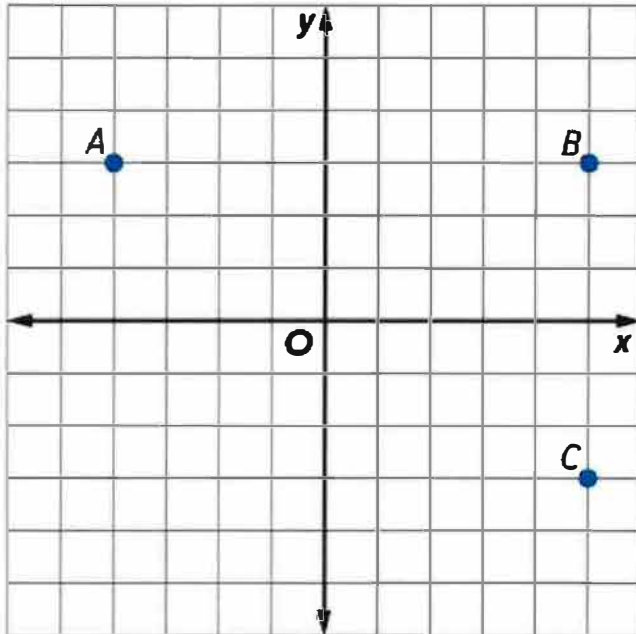
- 23)** Graph point $P(2, 5)$ and its image after a reflection across the x -axis. Then graph point $F(-1, 3)$ and its image after a reflection across the y -axis.



Grade 6 Benchmark 1 (Beginning of Year)

24) Fill in the blanks using the available answer choices.

The base of Ricardo’s house is in the shape of a rectangle. The points *A*, *B*, and *C* represent three corners of the base of the house.



Part A

Complete the table by identifying the ordered pair that names each point. Then identify the quadrant in which each point is located.

Point	Ordered Pair	Quadrant
A	_____ (Blank 1)	_____ (Blank 2)
B	_____ (Blank 3)	_____ (Blank 4)
C	_____ (Blank 5)	_____ (Blank 6)

Part B

Identify the ordered pair for point *D*, the fourth corner of the base of the house.

D _____ (Blank 7)

Blank 1 options

- (-4, 3)
- (3, -4)
- (-4, -3)

Blank 2 options

- I
- II
- III
- IV

Blank 3 options

- (3, 5)
- (5, 3)
- (5, -3)

Blank 4 options

- I
- II
- III
- IV

Grade 6 Benchmark 1 (Beginning of Year)

Blank 5 options

- $(-5, 3)$
- $(-3, 5)$
- $(5, -3)$

Blank 6 options

- I
- II
- III
- IV

Blank 7 options

- $(-3, -4)$
- $(-3, 4)$
- $(4, -3)$
- $(-4, -3)$

Unit 1 Pre-Assessment (Beginning of Unit)

1) What is $72 \div 4$?

2) What are the next four multiples of 3?

3, _____, _____, _____, _____

3) Maria earns \$7.50 per hour at her part-time job. Which of the following correctly describes how much she will earn for working different numbers of hours? Select all that apply.

- A) \$18.75 for 2.5 hours
- B) \$90 for 12 hours
- C) \$105 for 15 hours
- D) \$120.50 for 16 hours
- E) \$142.50 for 19 hours

4) A bar diagram has 16 equal sections and 6 sections are shaded. Which fractions represent the shaded part of the bar diagram? Select all that apply.

- A) $\frac{3}{8}$
- B) $\frac{6}{16}$
- C) $\frac{8}{20}$
- D) $\frac{9}{24}$
- E) $\frac{3}{16}$

5A) Two-thirds of the students in Jamie's homeroom ride the bus to school each day. Suppose there are 27 students in the homeroom.

Write a fraction that is equivalent to $\frac{2}{3}$ and has a denominator of 27.

5B) Explain what the numerator in the equivalent fraction you wrote represents.

Unit 1 Pre-Assessment (Beginning of Unit)

6) What is $294 \div 7$?

- A) 32
- B) 33
- C) 42
- D) 43

7) Which of the following are multiples of 3? Select all that apply.

- A) 2
- B) 3
- C) 6
- D) 15
- E) 20

8) Is each number a multiple of 5? Select yes or no.

	yes	no
1	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>
70	<input type="radio"/>	<input type="radio"/>
84	<input type="radio"/>	<input type="radio"/>

9) The fraction $\frac{4}{5}$ represents the shaded part of a bar diagram. If the bar diagram has 5 equal sections, how many sections are shaded?

_____ sections

10) Indicate whether or not each number is a multiple of 7 by dragging it to the appropriate bin.

Multiple of 7	Not a Multiple of 7

Answer Bank	
A) 14 B) 22 C) 35 D) 64 E) 82 F) 49	

Answer Key with Questions

Unit 1 Pre-Assessment (Beginning of Unit)

1) What is $72 \div 4$?

Correct Answer

Blank 1: 18

2) What are the next four multiples of 3?

3, _____, _____, _____,

Correct Answer

Blank 1: 6

Blank 2: 9

Blank 3: 12

Blank 4: 15

3) Maria earns \$7.50 per hour at her part-time job. Which of the following correctly describes how much she will earn for working different numbers of hours? Select all that apply.

- A) \$18.75 for 2.5 hours
- B) \$90 for 12 hours
- C) \$105 for 15 hours
- D) \$120.50 for 16 hours
- E) \$142.50 for 19 hours

Correct Answer

A) \$18.75 for 2.5 hours

B) \$90 for 12 hours

E) \$142.50 for 19 hours

Answer Key with Questions

Unit 1 Pre-Assessment (Beginning of Unit)

4) A bar diagram has 16 equal sections and 6 sections are shaded. Which fractions represent the shaded part of the bar diagram? Select all that apply.

A) $\frac{3}{8}$

B) $\frac{6}{16}$

C) $\frac{8}{20}$

D) $\frac{9}{24}$

E) $\frac{3}{16}$

Correct Answer

A) $\frac{3}{8}$

B) $\frac{6}{16}$

D) $\frac{9}{24}$

5A) Two-thirds of the students in Jamie's homeroom ride the bus to school each day. Suppose there are 27 students in the homeroom.

Write a fraction that is equivalent to $\frac{2}{3}$ and has a denominator of 27.

Correct Answer

$\frac{18}{27}$

Answer Key with Questions

Unit 1 Pre-Assessment (Beginning of Unit)

5B) Explain what the numerator in the equivalent fraction you wrote represents.

Correct Answer

Answers may vary.

6) What is $294 \div 7$?

- A)** 32
- B)** 33
- C)** 42
- D)** 43

Correct Answer

C) 42

7) Which of the following are multiples of 3? Select all that apply.

- A)** 2
- B)** 3
- C)** 6
- D)** 15
- E)** 20

Correct Answer

B) 3
C) 6
D) 15

Answer Key with Questions

Unit 1 Pre-Assessment (Beginning of Unit)

8) Is each number a multiple of 5? Select yes or no.

	yes	no
1	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>
70	<input type="radio"/>	<input type="radio"/>
84	<input type="radio"/>	<input type="radio"/>

Correct Answer

1  no

5  yes

70  yes

84  no

9) The fraction $\frac{4}{5}$ represents the shaded part of a bar diagram. If the bar diagram has 5 equal sections, how many sections are shaded?

_____ sections

Correct Answer

Blank 1: 4 or four

Answer Key with Questions

Unit 1 Pre-Assessment (Beginning of Unit)

10) Indicate whether or not each number is a multiple of 7 by dragging it to the appropriate bin.

Multiple of 7	Not a Multiple of 7

Answer Bank
A) 14 B) 22 C) 35 D) 64 E) 82 F) 49

Correct Answer

Multiple of 7

- 14
- 35
- 49

Not a Multiple of 7

- 22
- 64
- 82

Unit 1 Quiz (after Lesson 4)

1) Write the following ratio using two other notations.

8 to 9

Use only the numbers above (not any others).

Notation one: _____

Notation two: _____

2) There are 12 apples in a basket. 7 of these apples are green. The rest of them are red.

(a) What is the ratio of all apples in the basket to red apples?

(b) What is the ratio of red apples to green apples?

3) The ratio of white roses to red roses in a garden is 7 : 5.

Check all statements that must be true based on the statement above.

If none of the statements is true, check "None of the above".

<input type="checkbox"/>	For every 7 red roses in the garden, there are 5 white roses.
<input type="checkbox"/>	For every 7 white roses in the garden, there are 5 red roses.
<input type="checkbox"/>	There are 5 white roses to every 7 red roses in the garden.
<input type="checkbox"/>	There are 7 white roses to every 5 red roses in the garden.
<input type="checkbox"/>	None of the above

4) A printer is printing photos. For every 15 photos, the printer takes 3 minutes.

Complete the table below showing the number of photos and the time it takes to print them.

Number of photos	___	15	30	___	50
Time (minutes)	1	3	___	9	___

Unit 1 Quiz (after Lesson 4)

5) Fill in the blanks using the available answer choices.

At a certain game at the school carnival, people won 42 small prizes and 18 large prizes. Select the correct values to complete the sentence to describe the meaning of the ratio of small prizes to large prizes won.

For every _____ small prizes won, there were _____ large prizes won.
(Blank 1) (Blank 2)

Blank 1 options

- 3
- 6
- 7

Blank 2 options

- 3
- 5
- 7

6) Amelia rode her bike 4 miles in 32 minutes. At this rate, how far would she ride in 48 minutes?

_____ miles

7) During a restaurant promotion, 3 out of every 25 customers receive a \$10 coupon to use on their next visit. If there were 150 customers at the restaurant today, what was the total value of the coupons that were given out?

- A) \$10
- B) \$18
- C) \$150
- D) \$180

8) In Janie's homeroom, 5 out of 6 students ride the bus to school. There are 30 students in her homeroom. Which of the following shows how equivalent fractions could be used to find the number of students that ride the bus?

- A) $\frac{5}{6} = \frac{\square}{30}$
- B) $\frac{5}{6} = \frac{30}{\square}$
- C) $\frac{5}{30} = \frac{\square}{6}$
- D) $5 \times 30 = \square \times 6$

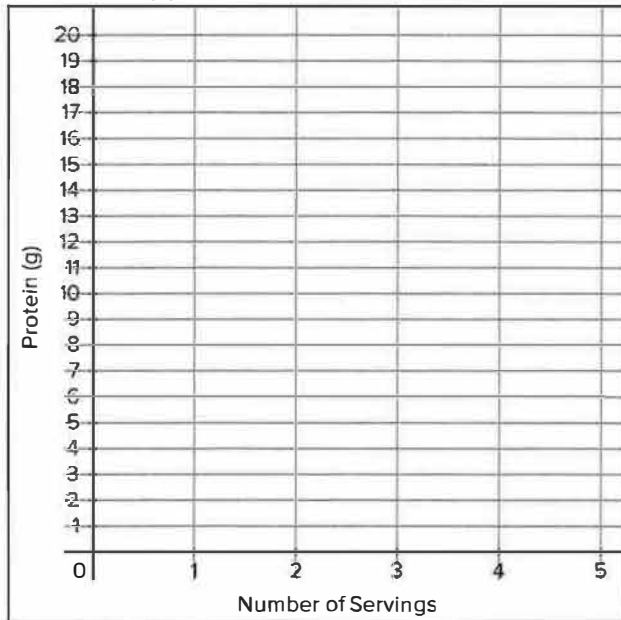
Unit 1 Quiz (after Lesson 4)

9A) Jenny is comparing the amount of protein in two different brands of mixed nuts. Brand A advertises 4 grams of protein per serving. The amount of protein per serving in Brand B is shown in the table.

Brand B			
Number of Servings	2	3	4
Protein (g)	10	15	20

Part A

Plot points on the graph to show the amount of protein for 1, 2, 3, and 4 servings of Brand A and Brand B.



9B) Fill in the blanks using the available answer choices.

Which brand offers the greater ratio of grams of protein to servings of mixed nuts?

Brand _____
(Blank 1)

Blank 1 options

- A
- B

Unit 1 Quiz (after Lesson 4)

10A) The table shows the number of students in different activities at Jennie's school.

School Group	Number of Students
Marching Band	40
Drama Club	27
School Choir	25
Academic Team	18

Find the ratio of the number of students in the school choir to the number of students in the marching band. Express your answer as a fraction in simplest form.

10B) Explain the meaning of the simplified ratio that you wrote in Part A.

11) An art supplies store sells different packages that contain colored pencils and markers. Package A has a colored pencil to marker ratio of 5 to 2, and Package B has a colored pencil to marker ratio of 4 to 3. Complete the ratio tables for each package.

Package A			
Colored Pencils	_____	_____	_____
Markers	2	4	6

Package B		
Colored Pencils	_____	_____
Markers	3	6

For Package A, when there are 6 markers, there are _____ colored pencils.

For Package B, when there are 6 markers, there are _____ colored pencils.

Package _____ has a greater ratio of colored pencils to markers.

Answer Key with Questions

Unit 1 Quiz (after Lesson 4)

1) Write the following ratio using two other notations.

8 to 9

Use only the numbers above (not any others).

Notation one: _____

Notation two: _____

Correct Answer

Notation one: $\frac{8}{9}$

Notation two: 8 : 9

2) There are 12 apples in a basket. 7 of these apples are green. The rest of them are red.

(a) What is the ratio of all apples in the basket to red apples?

(b) What is the ratio of red apples to green apples?

Correct Answer

(a) What is the ratio of all apples in the basket to red apples?

12:5

(b) What is the ratio of red apples to green apples?

5:7

Answer Key with Questions

Unit 1 Quiz (after Lesson 4)

3) The ratio of white roses to red roses in a garden is 7 : 5.

Check all statements that must be true based on the statement above.

If none of the statements is true, check "None of the above".

- | |
|--|
| <input type="checkbox"/> For every 7 red roses in the garden, there are 5 white roses. |
| <input type="checkbox"/> For every 7 white roses in the garden, there are 5 red roses. |
| <input type="checkbox"/> There are 5 white roses to every 7 red roses in the garden. |
| <input type="checkbox"/> There are 7 white roses to every 5 red roses in the garden. |
| <input type="checkbox"/> None of the above |

Correct Answer

- | |
|---|
| <input type="checkbox"/> For every 7 red roses in the garden, there are 5 white roses. |
| <input checked="" type="checkbox"/> For every 7 white roses in the garden, there are 5 red roses. |
| <input type="checkbox"/> There are 5 white roses to every 7 red roses in the garden. |
| <input checked="" type="checkbox"/> There are 7 white roses to every 5 red roses in the garden. |
| <input type="checkbox"/> None of the above |

Answer Key with Questions

Unit 1 Quiz (after Lesson 4)

4) A printer is printing photos. For every 15 photos, the printer takes 3 minutes.

Complete the table below showing the number of photos and the time it takes to print them.

Number of photos	—	15	30	—	50
Time (minutes)	1	3	—	9	—

Correct Answer

Number of photos	5	15	30	45	50
Time (minutes)	1	3	6	9	10

5) Fill in the blanks using the available answer choices.

At a certain game at the school carnival, people won 42 small prizes and 18 large prizes. Select the correct values to complete the sentence to describe the meaning of the ratio of small prizes to large prizes won.

For every _____ small prizes won, there were _____ large prizes won.
(Blank 1) (Blank 2)

Blank 1 options

- 3
- 6
- 7

Blank 2 options

- 3
- 5
- 7

Correct Answer

7
3

Answer Key with Questions

Unit 1 Quiz (after Lesson 4)

6) Amelia rode her bike 4 miles in 32 minutes. At this rate, how far would she ride in 48 minutes?

_____ miles

Correct Answer

Blank 1: 6 or six

7) During a restaurant promotion, 3 out of every 25 customers receive a \$10 coupon to use on their next visit. If there were 150 customers at the restaurant today, what was the total value of the coupons that were given out?

- A) \$10
- B) \$18
- C) \$150
- D) \$180

Correct Answer

D) \$180

8) In Janie's homeroom, 5 out of 6 students ride the bus to school. There are 30 students in her homeroom. Which of the following shows how equivalent fractions could be used to find the number of students that ride the bus?

- A) $\frac{5}{6} = \frac{\square}{30}$
- B) $\frac{5}{6} = \frac{30}{\square}$
- C) $\frac{5}{30} = \frac{\square}{6}$
- D) $5 \times 30 = \square \times 6$

Correct Answer

A) $\frac{5}{6} = \frac{\square}{30}$

Answer Key with Questions

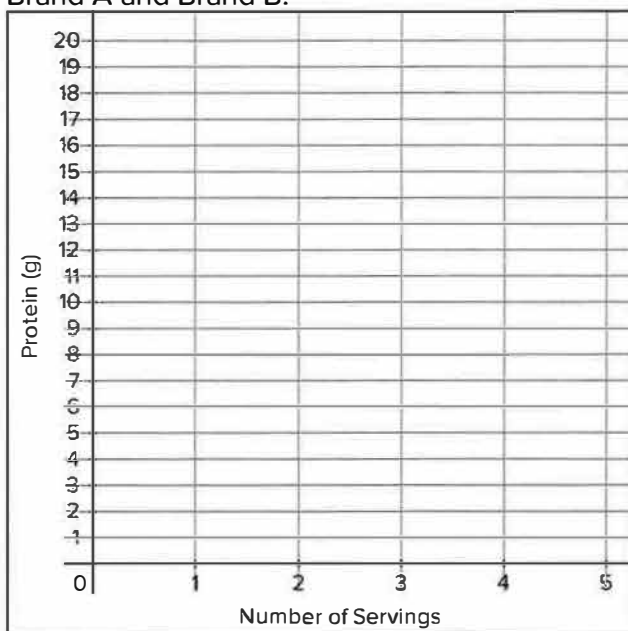
Unit 1 Quiz (after Lesson 4)

9A) Jenny is comparing the amount of protein in two different brands of mixed nuts. Brand A advertises 4 grams of protein per serving. The amount of protein per serving in Brand B is shown in the table.

Brand B			
Number of Servings	2	3	4
Protein (g)	10	15	20

Part A

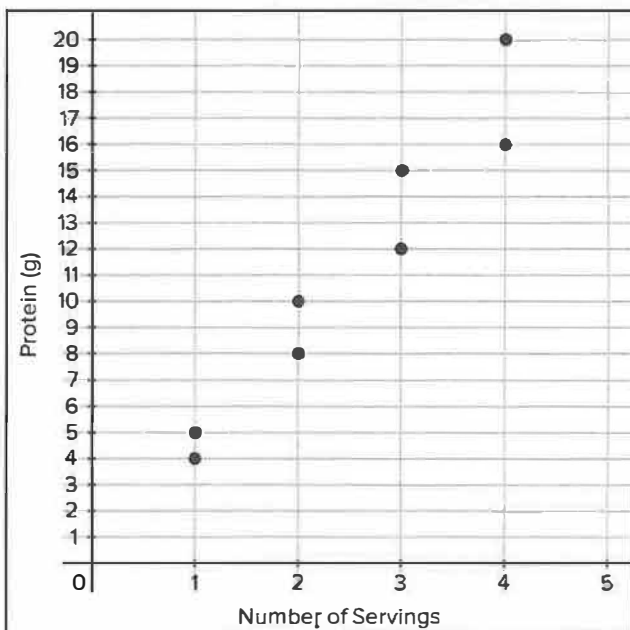
Plot points on the graph to show the amount of protein for 1, 2, 3, and 4 servings of Brand A and Brand B.



Correct Answer

Answer Key with Questions

Unit 1 Quiz (after Lesson 4)



9B) Fill in the blanks using the available answer choices.

Which brand offers the greater ratio of grams of protein to servings of mixed nuts?

Brand _____
(Blank 1)

Blank 1 options

- A
- B

Correct Answer

B

Answer Key with Questions

Unit 1 Quiz (after Lesson 4)

10A) The table shows the number of students in different activities at Jennie's school.

School Group	Number of Students
Marching Band	40
Drama Club	27
School Choir	25
Academic Team	18

Find the ratio of the number of students in the school choir to the number of students in the marching band. Express your answer as a fraction in simplest form.

Correct Answer

$$\frac{5}{8}$$

10B) Explain the meaning of the simplified ratio that you wrote in Part A.

Correct Answer

Answers may vary.

Answer Key with Questions

Unit 1 Quiz (after Lesson 4)

- 11) An art supplies store sells different packages that contain colored pencils and markers. Package A has a colored pencil to marker ratio of 5 to 2, and Package B has a colored pencil to marker ratio of 4 to 3. Complete the ratio tables for each package.

Package A		
Colored Pencils	_____	_____
Markers	2	4

Package B	
Colored Pencils	_____
Markers	3

For Package A, when there are 6 markers, there are _____ colored pencils.

For Package B, when there are 6 markers, there are _____ colored pencils.

Package _____ has a greater ratio of colored pencils to markers.

Correct Answer

Blank 1: 5 or five

Blank 2: 10 or ten

Blank 3: 15 or fifteen

Blank 4: 4 or four

Blank 5: 8 or eight

Blank 6: 15 or fifteen

Blank 7: 8 or eight

Blank 8: A or a

Answer Key with Questions

Unit 1 Test (after Lesson 8)

1) Ellen is laying out a design for the tiles on part of a kitchen back splash. She will use 2 brown tiles for every 3 gold tiles to have a total of 15 tiles in the design. Drag the tiles to show the number of each color tile in the design.

Tile Design

Answer Bank

A) brown B) gold

Correct Answer

Tile Design

- brown
- brown
- brown
- brown
- brown
- brown
- gold
- gold
- gold
- gold
- gold
- gold
- gold
- gold
- gold
- gold

2A) The table shows the number of different kinds of movies in Jacob's collection.

Type of Movie	Number
Action	16
Comedy	12
Drama	8
Science Fiction	20

Find the ratio of comedy movies to science fiction movies in Jacob's collection. Express your answer as a fraction in simplest form.

Correct Answer

$$\frac{3}{5}$$

Answer Key with Questions

Unit 1 Test (after Lesson 8)

2B) Explain the meaning of the simplified ratio that you wrote in Part A.

Correct Answer

Answers may vary.

3) Fill in the blanks using the available answer choices.

Today at a veterinarian's office, there were 15 dogs and 10 cats seen by the doctor. Select the correct values to complete the sentence to describe the meaning of the ratio of dogs to cats.

For every _____ dogs seen at the office today, there were _____ cats.
(Blank 1) (Blank 2)

Blank 1 options

- 2
- 3
- 5

Blank 2 options

- 2
- 3
- 4

Correct Answer

3
2

4) Roger biked 30 miles in 2 hours. Write this rate as a unit rate.

_____ miles per hour

Correct Answer

Blank 1: 15 or fifteen

5) Craig bought 4.5 pounds of ground beef for \$29.25. What is the unit price of the ground beef?

\$ _____ per pound

Correct Answer

Blank 1: 6.50, 6.5, or \$6.50

Answer Key with Questions

Unit 1 Test (after Lesson 8)

6) A store sells a package of 50 paper plates for \$2.50 and a package of 80 paper plates for \$4.00. Which of the following statements is correct?

- A) The unit prices are the same.
- B) The package of 50 paper plates has the lower unit price.
- C) The package of 80 paper plates has the lower unit price.
- D) The package of 50 paper plates has the higher unit price.

Correct Answer

A) The unit prices are the same.

7) The table shows the number of words several students typed in different amounts of time.

Student	Number of Words	Time (min)
Sondra	60	2
Horatio	120	3
James	225	5

Match each student to a rate that is equivalent to their typing rate.

- 30 words in 1 minute _____ A) Sondra
- 200 words in 5 minutes _____ B) James
- 135 words in 3 minutes _____ C) Horatio

Correct Answer

- 30 words in 1 minute \longleftrightarrow Sondra
- 200 words in 5 minutes \longleftrightarrow Horatio
- 135 words in 3 minutes \longleftrightarrow James

8) Julia downloaded a 22 MB file in 5 seconds on her tablet. Later she downloaded a 30 MB file on her smart phone in 6 seconds. Are these rates equivalent? Explain your reasoning.

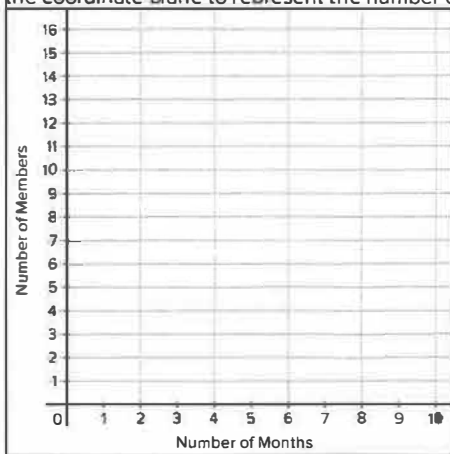
Correct Answer

Answers may vary.

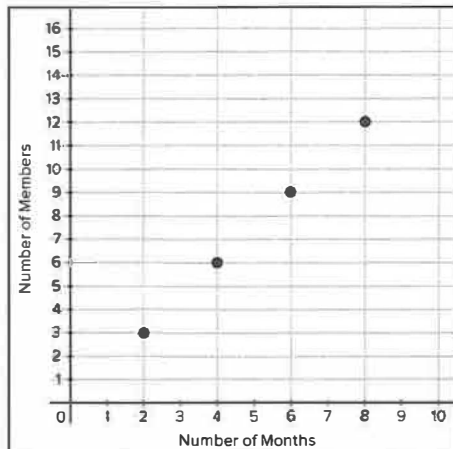
Answer Key with Questions

Unit 1 Test (after Lesson 8)

9) Julio is forming a photography club. For every 2 months since the club was formed, 3 members join the club. Graph points on the coordinate plane to represent the number of members after 2, 4, 6, and 8 months.



Correct Answer



10) At Still Bay Middle School, 3 out of 5 teachers have earned their masters degrees. If there are 30 teachers at the school, how many of them have earned their masters degrees?

- A) 12 teachers
- B) 15 teachers
- C) 18 teachers
- D) 20 teachers

Correct Answer

C) 18 teachers

Answer Key with Questions

Unit 1 Test (after Lesson 8)

- 11) Caleb surveyed 25 students from his school about whether or not they favor the new school dress code. The results are shown in the table.

Response	Number of Students
Yes	20
No	5

There are 200 students in the school. Based on Caleb's survey, predict how many of them would favor the new school dress code.

_____ students

Correct Answer

Blank 1: 160, one hundred sixty, or one hundred and sixty

- 12) In Misty's homeroom, 4 out of 7 students have a pet. There are 28 students in her homeroom. Which of the following shows how equivalent fractions could be used to find the number of students that have a pet?

- A) $\frac{4}{28} = \frac{\square}{7}$
- B) $\frac{4}{7} = \frac{28}{\square}$
- C) $\frac{4}{7} = \frac{\square}{28}$
- D) $\frac{4}{7} = \square \cdot 28$

Correct Answer

C) $\frac{4}{7} = \frac{\square}{28}$

- 13) Gregory rode his scooter 2 miles in 30 minutes. At this rate, how far would he ride in 45 minutes?

_____ miles

Correct Answer

Blank 1: 3 or three

- 14) A brown bear can run 44 meters in 4 seconds. At this rate, how far could a brown bear run in 20 seconds?

- A) 220 m
- B) 300 m
- C) 440 m
- D) 880 m

Correct Answer

A) 220 m

Answer Key with Questions

Unit 1 Test (after Lesson 8)

15) How many pints are in 5 gallons?

_____ pt

Correct Answer

Blank 1: 40 or forty

16) Fran ordered 1,500 pounds of mulch for a landscaping project. How many tons of mulch did she order?

- A) $\frac{3}{8}$ T
- B) $\frac{3}{4}$ T
- C) 1 T
- D) $1\frac{1}{2}$ T

Correct Answer

B) $\frac{3}{4}$ T

17) Indicate whether or not each conversion is correct.

	correct	incorrect
4 ft = 42 in.	<input type="radio"/>	<input type="radio"/>
5 c = 80 fl oz	<input type="radio"/>	<input type="radio"/>
80 oz = 5 lb	<input type="radio"/>	<input type="radio"/>

Correct Answer

4 ft = 42 in. \longleftrightarrow incorrect

5 c = 80 fl oz \longleftrightarrow incorrect

80 oz = 5 lb \longleftrightarrow correct

18) Ben wants to buy a new model helicopter that costs \$120. To earn money, he can either do yardwork for his neighbor or babysit his nephews. He earns \$20 for 2 hours of yardwork and he earns \$36 for 3 hours of babysitting. How much longer will it take him to earn the money if he only does yardwork for his neighbor?

- A) 1 hour
- B) 2 hours
- C) 3 hours
- D) 4 hours

Correct Answer

B) 2 hours

Answer Key with Questions

Unit 1 Test (after Lesson 8)

19) Kyle biked a total of 6 miles making 4 trips to school. Which of the following ratios is equivalent to Kyle's rate?

- A) 1.5 miles per trip
- B) 2.8 miles per trip
- C) 3 miles per trip
- D) 3 trips per mile

Correct Answer

A) 1.5 miles per trip

Answer Key with Questions

Unit 1 Test (after Lesson 8)

20) At the gym, Trey spends 20 minutes doing resistance training for every 15 minutes spent doing cardio exercises. Alyssa spends 15 minutes on resistance for every 12 minutes on cardio.

Complete the table for each person.

Trey				
Resistance (min)	_____	_____	_____	_____
Cardio (min)	15	30	45	60

Alyssa					
R e s i s t a n c e (m i n)	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
C a r d i o (m i n)	12	24	36	48	60

When both people spend 60 minutes on cardio, _____ spends more time on resistance training. This means that _____ has a greater ratio of resistance to cardio.

Correct Answer

Blank 1: 20 or twenty

Blank 2: 40 or forty

Blank 3: 60 or sixty

Blank 4: 80 or eighty

Blank 5: 15 or fifteen

Blank 6: 30 or thirty

Blank 7: 45, forty five, or forty-five

Blank 8: 60 or sixty

Blank 9: 75, seventy five, or seventy-five

Blank 10: Trey or trey

Blank 11: Trey or trey

Answer Key with Questions

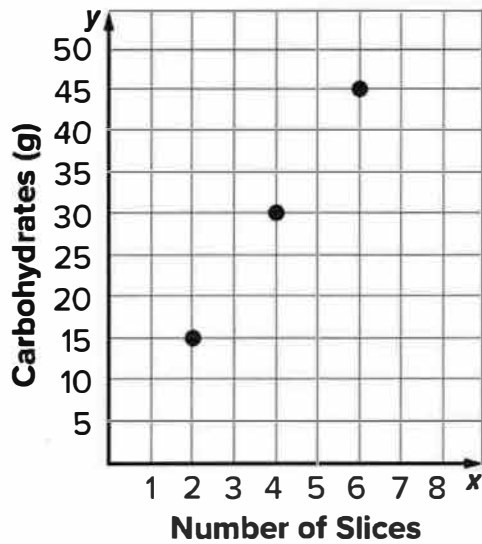
Unit 1 Test (after Lesson 8)

21) Fill in the blanks using the available answer choices.

Shiu is comparing the amount of carbohydrates in different types of bread at the supermarket. The white bread has 24 grams of carbohydrates for every 2 slices. The amount of carbohydrates in two other types of bread are shown in the table and graph.

Wheat Bread	
Slices	Carbohydrates (g)
2	18
4	36
6	54

Multi-Grain Bread



Which type of bread has the greatest ratio of carbohydrates to slices?

_____ bread
(Blank 1)

Blank 1 options

- white
- wheat
- multi-grain

Correct Answer

white

Unit 1 Test (after Lesson 8)

1) Ellen is laying out a design for the tiles on part of a kitchen back splash. She will use 2 brown tiles for every 3 gold tiles to have a total of 15 tiles in the design. Drag the tiles to show the number of each color tile in the design.

Tile Design

Answer Bank
A) brown B) gold

2A) The table shows the number of different kinds of movies in Jacob's collection.

Type of Movie	Number
Action	16
Comedy	12
Drama	8
Science Fiction	20

Find the ratio of comedy movies to science fiction movies in Jacob's collection. Express your answer as a fraction in simplest form.

2B) Explain the meaning of the simplified ratio that you wrote in Part A.

3) Fill in the blanks using the available answer choices.

Today at a veterinarian's office, there were 15 dogs and 10 cats seen by the doctor. Select the correct values to complete the sentence to describe the meaning of the ratio of dogs to cats.

For every ______(Blank 1) dogs seen at the office today, there were ______(Blank 2) cats.

Blank 1 options

- 2
- 3
- 5

Blank 2 options

- 2
- 3
- 4

4) Roger biked 30 miles in 2 hours. Write this rate as a unit rate.

_____ miles per hour

5) Craig bought 4.5 pounds of ground beef for \$29.25. What is the unit price of the ground beef?

\$ _____ per pound

Unit 1 Test (after Lesson 8)

- 6) A store sells a package of 50 paper plates for \$2.50 and a package of 80 paper plates for \$4.00. Which of the following statements is correct?
- A) The unit prices are the same.
 - B) The package of 50 paper plates has the lower unit price.
 - C) The package of 80 paper plates has the lower unit price.
 - D) The package of 50 paper plates has the higher unit price.
- 7) The table shows the number of words several students typed in different amounts of time.

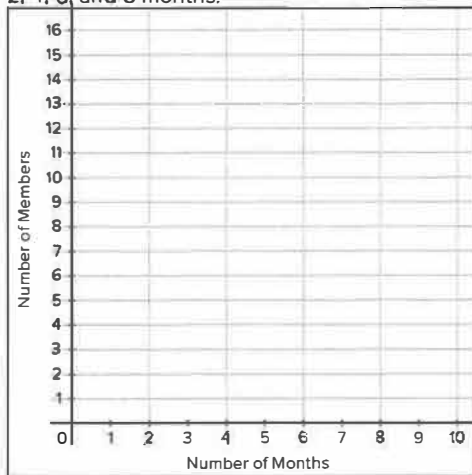
Student	Number of Words	Time (min)
Sondra	60	2
Horatio	120	3
James	225	5

Match each student to a rate that is equivalent to their typing rate.

- 30 words in 1 minute _____ **A) Sondra**
- 200 words in 5 minutes _____ **B) James**
- 135 words in 3 minutes _____ **C) Horatio**

- 8) Julia downloaded a 22 MB file in 5 seconds on her tablet. Later she downloaded a 30 MB file on her smart phone in 6 seconds. Are these rates equivalent? Explain your reasoning.

- 9) Julio is forming a photography club. For every 2 months since the club was formed, 3 members join the club. Graph points on the coordinate plane to represent the number of members after 2, 4, 6, and 8 months.



- 10) At Still Bay Middle School, 3 out of 5 teachers have earned their masters degrees. If there are 30 teachers at the school, how many of them have earned their masters degrees?
- A) 12 teachers
 - B) 15 teachers
 - C) 18 teachers
 - D) 20 teachers

Unit 1 Test (after Lesson 8)

- 11) Caleb surveyed 25 students from his school about whether or not they favor the new school dress code. The results are shown in the table.

Response	Number of Students
Yes	20
No	5

There are 200 students in the school. Based on Caleb's survey, predict how many of them would favor the new school dress code.

_____ students

- 12) In Misty's homeroom, 4 out of 7 students have a pet. There are 28 students in her homeroom. Which of the following shows how equivalent fractions could be used to find the number of students that have a pet?

A) $\frac{4}{28} = \frac{\square}{7}$

B) $\frac{4}{7} = \frac{28}{\square}$

C) $\frac{4}{7} = \frac{\square}{28}$

D) $\frac{4}{7} = \square \cdot 28$

- 13) Gregory rode his scooter 2 miles in 30 minutes. At this rate, how far would he ride in 45 minutes?

_____ miles

- 14) A brown bear can run 44 meters in 4 seconds. At this rate, how far could a brown bear run in 20 seconds?

A) 220 m

B) 300 m

C) 440 m

D) 880 m

- 15) How many pints are in 5 gallons?

_____ pt

- 16) Fran ordered 1,500 pounds of mulch for a landscaping project. How many tons of mulch did she order?

A) $\frac{3}{8}$ T

B) $\frac{3}{4}$ T

C) 1 T

D) $1\frac{1}{2}$ T

- 17) Indicate whether or not each conversion is correct.

	correct	incorrect
4 ft = 42 in.	<input type="radio"/>	<input type="radio"/>
5 c = 80 fl oz	<input type="radio"/>	<input type="radio"/>
80 oz = 5 lb	<input type="radio"/>	<input type="radio"/>

Unit 1 Test (after Lesson 8)

18) Ben wants to buy a new model helicopter that costs \$120. To earn money, he can either do yardwork for his neighbor or babysit his nephews. He earns \$20 for 2 hours of yardwork and he earns \$36 for 3 hours of babysitting. How much longer will it take him to earn the money if he only does yardwork for his neighbor?

- A)** 1 hour
- B)** 2 hours
- C)** 3 hours
- D)** 4 hours

19) Kyle biked a total of 6 miles making 4 trips to school. Which of the following ratios is equivalent to Kyle's rate?

- A)** 1.5 miles per trip
- B)** 2.8 miles per trip
- C)** 3 miles per trip
- D)** 3 trips per mile

Unit 1 Test (after Lesson 8)

20)

At the gym, Trey spends 20 minutes doing resistance training for every 15 minutes spent doing cardio exercises. Alyssa spends 15 minutes on resistance for every 12 minutes on cardio.

Complete the table for each person.

Trey				
Resistance (min)	_____	_____	_____	_____
Cardio (min)	15	30	45	60

Alyssa					
Resistance (min)	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
Cardio (min)	12	24	36	48	60
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____

When both people spend 60 minutes on cardio, _____ spends more time on resistance training . This means that _____ has a greater ratio of resistance to cardio.

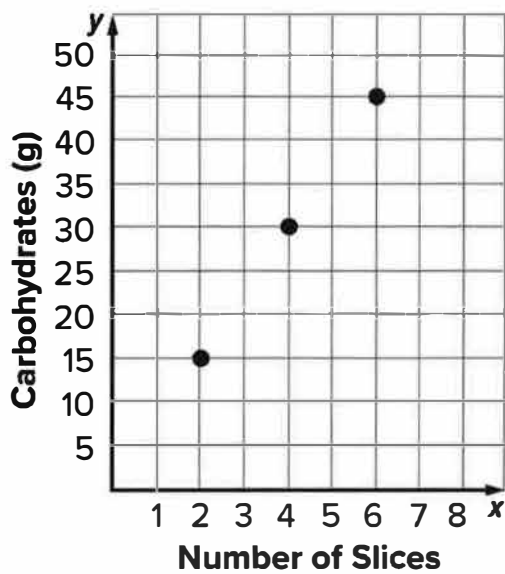
Unit 1 Test (after Lesson 8)

21) Fill in the blanks using the available answer choices.

Shiu is comparing the amount of carbohydrates in different types of bread at the supermarket. The white bread has 24 grams of carbohydrates for every 2 slices. The amount of carbohydrates in two other types of bread are shown in the table and graph.

Wheat Bread	
Slices	Carbohydrates (g)
2	18
4	36
6	54

Multi-Grain Bread

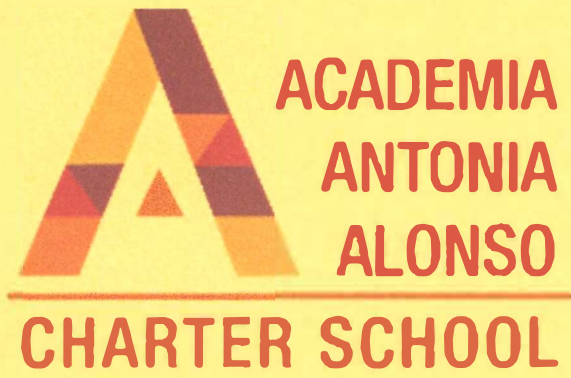


Which type of bread has the greatest ratio of carbohydrates to slices?

_____ bread

Blank 1 options

- white
- wheat
- multi-grain



APPENDIX M

WAKEFIELD SCHOOL SITE



ACADEMIA ANTONIA ALONSO

CHARTER SCHOOL

300 WAKEFIELD DR.
NEWARK, DELAWARE 19702

DRAWING LIST

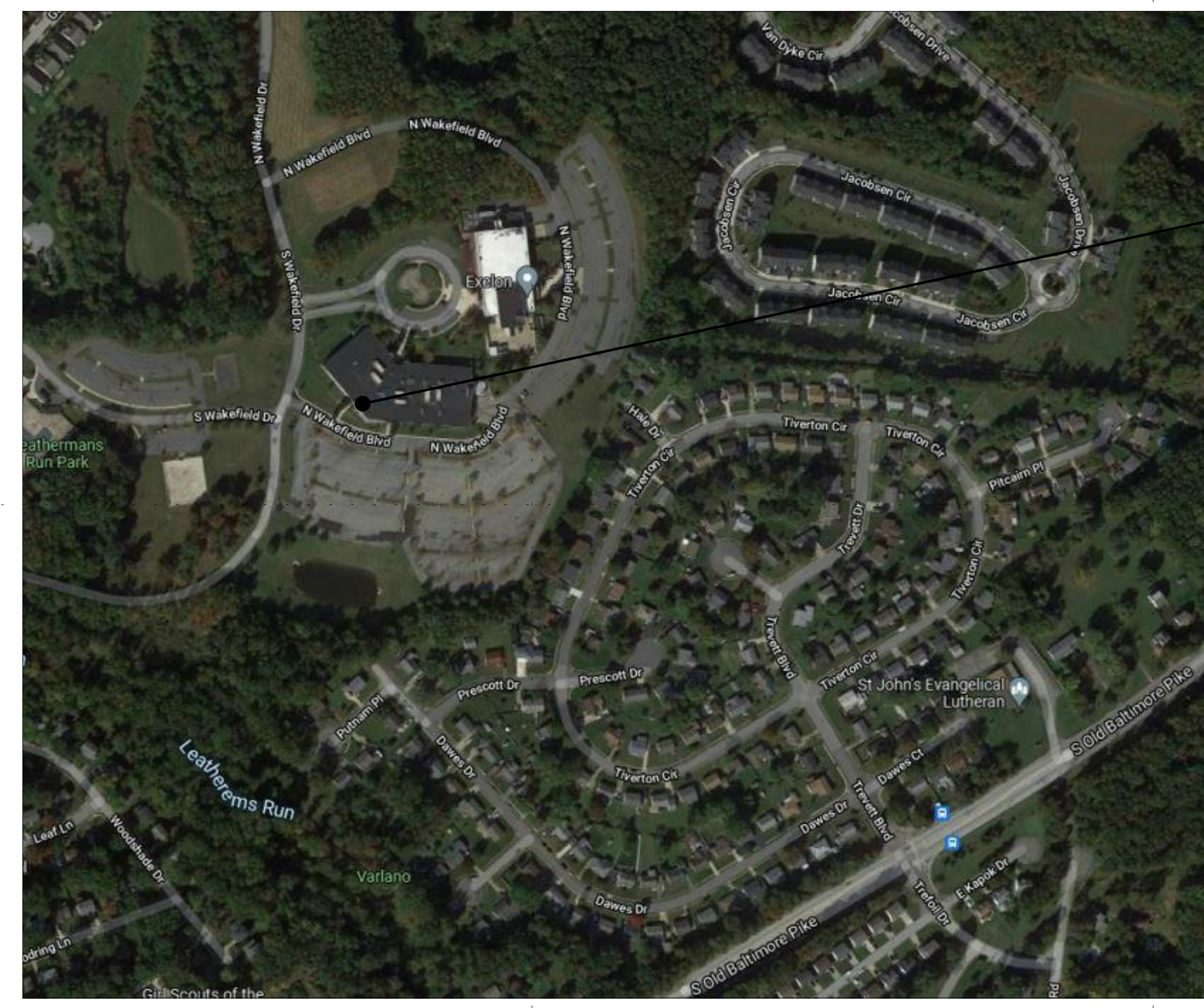
SHEET No.	SHEET NAME	Alpha Issue No. 1	Alpha Issue No. 2	Alpha Issue No. 3
E-002	Unnamed			
E-003	Unnamed			
GENERAL				
G-001	COVER SHEET			
G-002	CODE REVIEW			
G-111	PROPOSED FIRST FLOOR CODE PLAN			
G-111.A	PROPOSED FIRST FLOOR CODE PLAN - AREA A			
G-111.B	PROPOSED FIRST FLOOR CODE PLAN - AREA B			
G-112	PROPOSED FIRST FLOOR CODE PLAN			
G-112.A	PROPOSED SECOND FLOOR CODE PLAN - AREA A			
G-112.B	PROPOSED SECOND FLOOR CODE PLAN - AREA B			
CIVIL				
C-101	COVER PLAN			
C-102	SITE CONSTRUCTION PLAN			
LANDSCAPE				
L-001	LANDSCAPE			
STRUCTURAL				
S-001	STRUCTURAL			
ARCHITECTURAL				
A-001	GENERAL NOTES, SYMBOLS AND ABBREVIATIONS			
A-002	STANDARD MOUNTING HEIGHTS AND DETAILS			
A-003	PARTITION TYPES			
A-101	FIRST FLOOR PLAN - DEMOLITION			
A-103	ROOF DEMOLITION PLAN			
A-111	PROPOSED FIRST FLOOR PLAN			
A-111.A	PROPOSED FIRST FLOOR PLAN - AREA A			
A-111.B	PROPOSED FIRST FLOOR PLAN - AREA B			
A-112	PROPOSED SECOND FLOOR PLAN			
A-112.A	PROPOSED SECOND FLOOR PLAN - AREA A			
A-112.B	PROPOSED SECOND FLOOR PLAN - AREA B			
A-113	PROPOSED ROOF PLAN			
A-121.A	PROPOSED FIRST FLOOR REFLECTED CEILING PLAN - AREA A			
A-121.B	PROPOSED FIRST FLOOR REFLECTED CEILING PLAN - AREA B			
A-122.A	PROPOSED SECOND FLOOR REFLECTED CEILING PLAN - AREA A			
A-122.B	PROPOSED SECOND FLOOR REFLECTED CEILING PLAN - AREA B			
A-401.A	ENLARGED TOILET ROOM PLANS -- FIRST FLOOR			
A-401.B	ENLARGED TOILET ROOM PLANS -- SECOND FLOOR			
A-402	ENLARGED CLASSROOM PLANS			
A-403	ENLARGED CLASSROOM PLANS			
A-500	ROOF DETAILS			
A-601	DOOR SCHEDULE AND DETAILS			
A-602	DOOR AND FRAME TYPES			
PRESENTATI	PROPOSED SECOND FLOOR PLAN			
ON				
PRESENTATI	FIRST FLOOR PLAN PROPOSED			
ON-111				
PRESENTATI	FIRST FLOOR PLAN PROPOSED - ALTERNATE			
ON-111.A				
INTERIORS				
I-001	FINISH SCHEDULE, LEGEND AND NOTES			
I-111.A	FIRST FLOOR - FINISH PLAN - AREA 'A'			
I-111.B	FIRST FLOOR - FINISH PLAN - AREA 'B'			
I-112.A	SECOND FLOOR - FINISH PLAN - AREA 'A'			
I-112.B	SECOND FLOOR - FINISH PLAN - AREA 'B'			
FOOD SERVICE				
FS-1.0	PROPOSED FOOD SERVICE EQUIPMENT PLAN			
FIRE PROTECTION				
FR-001	FIRE PROTECTION			
PLUMBING				
P-001	PLUMBING			
MECHANICAL				
MS-1.1	PROPOSED FOOD SERVICE EQUIPMENT PLAN			
MS-2.0	FOOD SERVICE EXHAUST HOOD DETAILS			
MS-2.1	FOOD SERVICE EXHAUST HOOD DETAILS			
MS-2.2	FOOD SERVICE EXHAUST HOOD DETAILS			
M-201A	FIRST FLOOR PLAN - AREA A			
M-201B	FIRST FLOOR PLAN - AREA B			
M-202A	SECOND FLOOR PLAN - AREA A			
M-202B	SECOND FLOOR PLAN - AREA B			
M-203	OVERALL ROOF PLAN			
M-700	MECHANICAL DETAILS			
M-800	MECHANICAL CONTROLS			
M-801	MECHANICAL CONTROLS			
M-802	MECHANICAL CONTROLS			
M-900	MECHANICAL SCHEDULES			
M-901	MECHANICAL SCHEDULES, LEGEND, ABBREVIATIONS AND GENERAL NOTES			
ELECTRICAL				
E-001	ELECTRICAL			

CONSULTANTS

PROJECT
ACADEMIA ANTONIA
ALONSO CHARTER SCHOOL
300 WAKEFIELD DRIVE
NEWARK, DE 19702

OWNER
CAPANO MANAGEMENT
105 FOULK ROAD
WILMINGTON, DE 19803

PROJECT LOCATION MAP



SITE

PRELIMINARY NOT FOR CONSTRUCTION

G-001

MARK	DATE	COORDINATION SET	DESCRIPTION
1	12/01/2021	COORDINATION SET	

PROJECT NUMBER:
FILE NAME:
DRAWN BY:
CHECKED BY:

SHEET TITLE
COVER SHEET

1

2

3

4

5

6

E

E

D

D

C

C

B




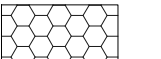
B

A

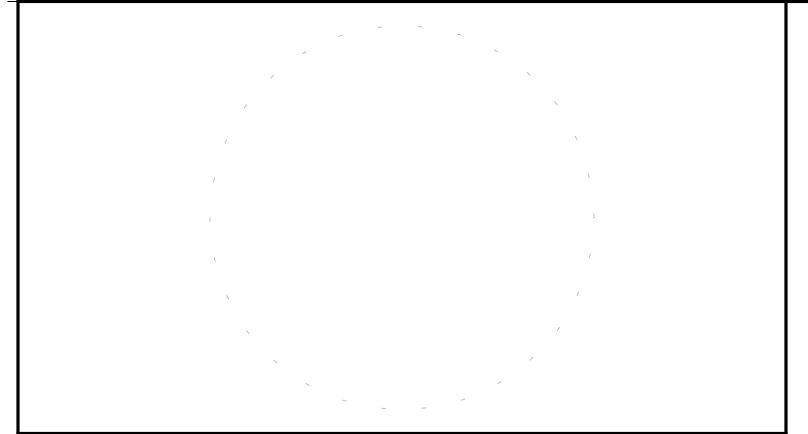
A

GENERAL SHEET NOTES

1. BUILDING OCCUPANCY LEGEND:

	EDUCATION (E)		ASSEMBLY (A)
	BUSINESS (B)		AUXILIARY SPACE

CONSULTANTS



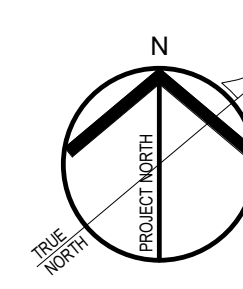
PROJECT
**ACADEMIA ANTONIA
 ALONSO CHARTER SCHOOL**
 300 WAKEFIELD DRIVE
 NEWARK, DE 19702

OWNER
CAPAM MANAGEMENT
 105 FOULK ROAD
 WILMINGTON, DE 19803

MARK	DATE	COORDINATION SET	DESCRIPTION
1	12/01/2021	COORDINATION SET	
PROJECT NUMBER:			
FILE NAME:			
DRAWN BY:			
CHECKED BY:			

SHEET TITLE
**PROPOSED FIRST FLOOR
 CODE PLAN**



 1 PROPOSED FIRST FLOOR CODE PLAN
 1/16" = 1'-0"

PRELIMINARY NOT FOR CONSTRUCTION

G-111

1

2

3

433

4

5

6

1

2

3

4

5

6

GENERAL SHEET NOTES

- 1. PARTITIONS:
 - ROOM NAME
 - ROOM NUMBER
 - SQUARE FOOT
 - OCCUPANCY LOAD
 - OCCUPANCY
 - SMOKE BARRIER
- 2. OCCUPANCY:
 - SMOKE PARTITION
 - ROOM NAME
 - ROOM NUMBER
 - SQUARE FOOT
 - OCCUPANCY LOAD
 - OCCUPANCY
 - SMOKE BARRIER

E

E

D

D

C

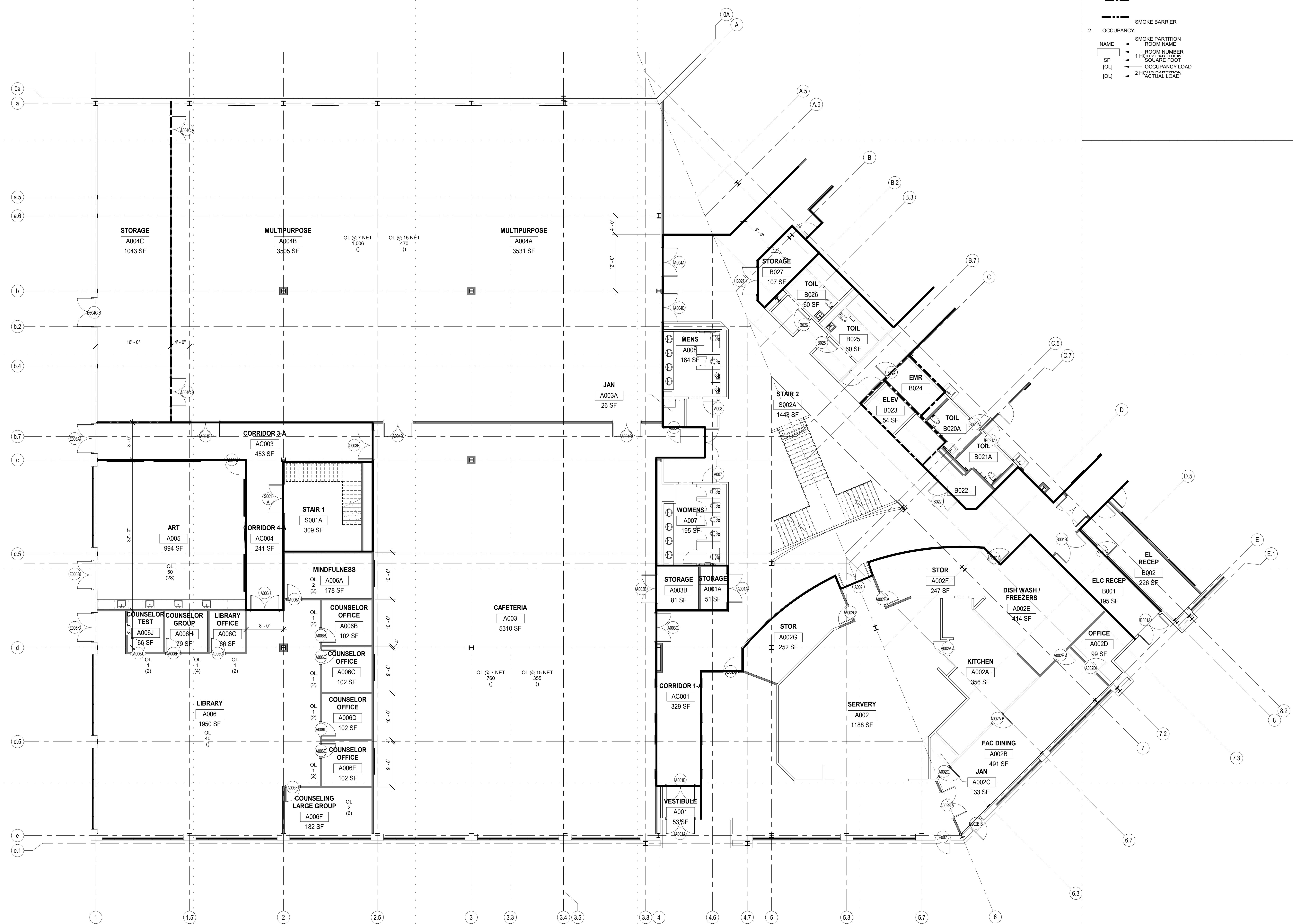
C

B

B

A

A



CONSULTANTS

PROJECT
 ACADEMIA ANTONIA
 ALONSO CHARTER SCHOOL
 300 WAKEFIELD DRIVE
 NEWARK, DE 19702

OWNER
 CAPANO MANAGEMENT
 105 FOULK ROAD
 WILMINGTON, DE 19803

MARK	DATE	COORDINATION SET	DESCRIPTION
1	12/01/2021	COORDINATION SET	

SHEET TITLE
 PROPOSED FIRST FLOOR
 CODE PLAN - AREA A

1 PROPOSED FIRST FLOOR CODE PLAN - AREA A
 1/8" = 1'-0"

PRELIMINARY NOT FOR CONSTRUCTION

G-111.A

1 2 3 4 5 6

GENERAL SHEET NOTES

- 1. PARTITIONS:
 - ROOM NAME
 - ROOM NUMBER
 - SMOKE BARRIER
- 2. OCCUPANCY:
 - SMOKE PARTITION
 - ROOM NAME
 - ROOM NUMBER
 - 1 HOUR PARTITION
 - SQUARE FOOT
 - OCCUPANCY LOAD
 - 2 HOUR PARTITION
 - ACTUAL LOAD



CONSULTANTS

PROJECT
 ACADEMIA ANTONIA
 ALONSO CHARTER SCHOOL
 300 WAKEFIELD DRIVE
 NEWARK, DE 19702

OWNER
 CAPANO MANAGEMENT
 105 FOULK ROAD
 WILMINGTON, DE 19803

MARK	DATE	COORDINATION SET	DESCRIPTION
1	12/01/2021	COORDINATION SET	

SHEET TITLE
 PROPOSED FIRST FLOOR
 CODE PLAN - AREA B

1 PROPOSED FIRST FLOOR CODE PLAN - AREA B
 1/8" = 1'-0"

PRELIMINARY NOT FOR CONSTRUCTION

G-111.B

1 2 3 4 5 6

1

2

3

4

5

6

E

E

D

D

C

C

B

B

A

A

GENERAL SHEET NOTES

1. BUILDING OCCUPANCY LEGEND:

	EDUCATION (E)		ASSEMBLY (A)
	BUSINESS (B)		AUXILIARY SPACE

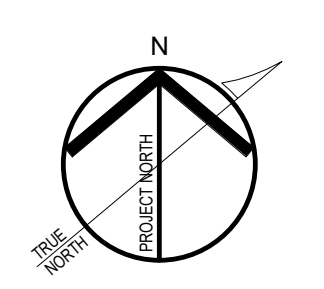
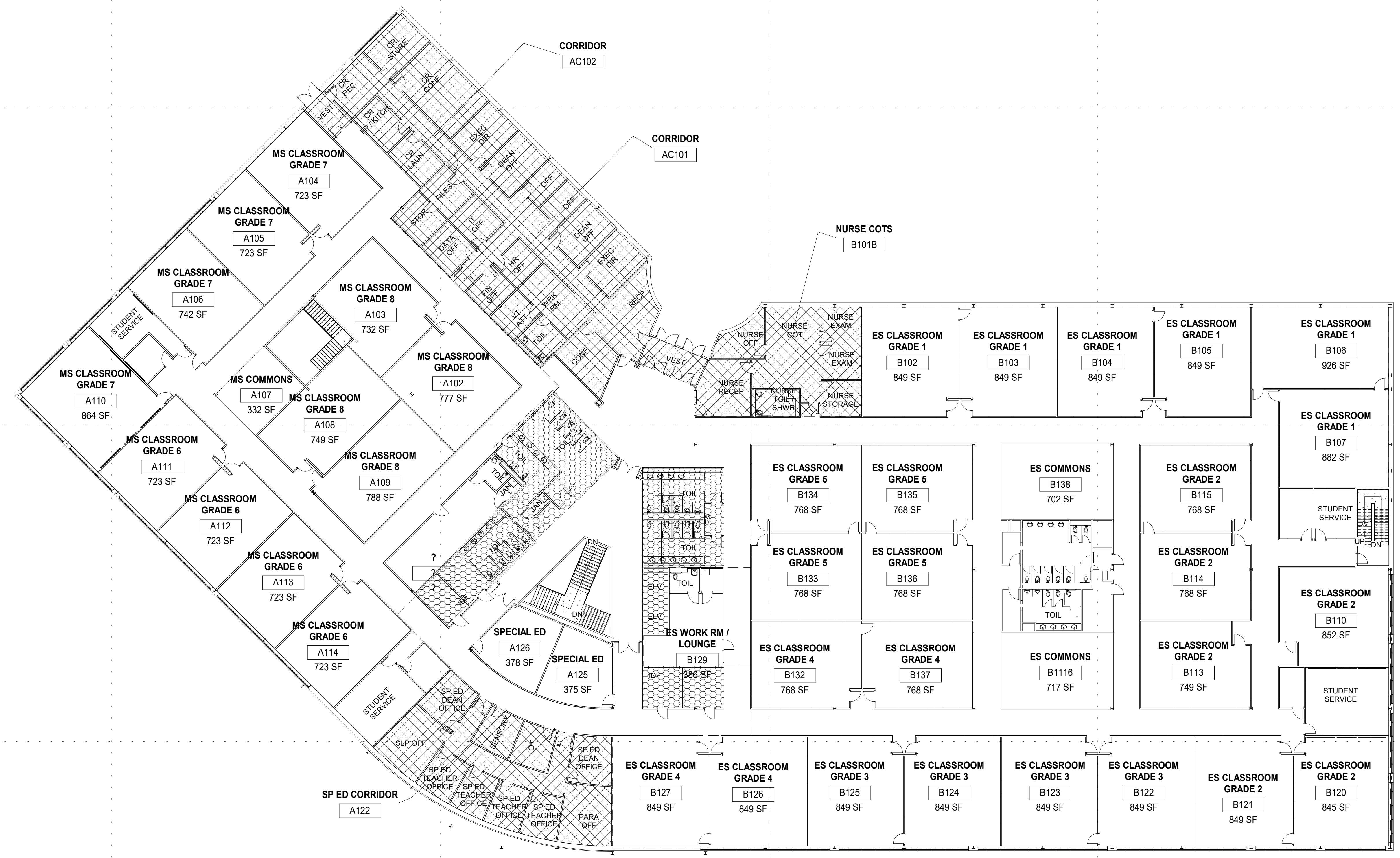
CONSULTANTS

PROJECT
**ACADEMIA ANTONIA
 ALONSO CHARTER SCHOOL**
 300 WAKEFIELD DRIVE
 NEWARK, DE 19702

OWNER
CAPANO MANAGEMENT
 105 FOULK ROAD
 WILMINGTON, DE 19803

MARK	DATE	COORDINATION SET	DESCRIPTION
1	12/01/2021	COORDINATION SET	

SHEET TITLE
**PROPOSED FIRST FLOOR
 CODE PLAN**



A1 PROPOSED SECOND FLOOR CODE PLAN
 1/16" = 1'-0"

PRELIMINARY NOT FOR CONSTRUCTION

G-112

1

2

3

436

4

5

6

1 2 3 4 5 6

GENERAL SHEET NOTES

1. PARTITIONS:

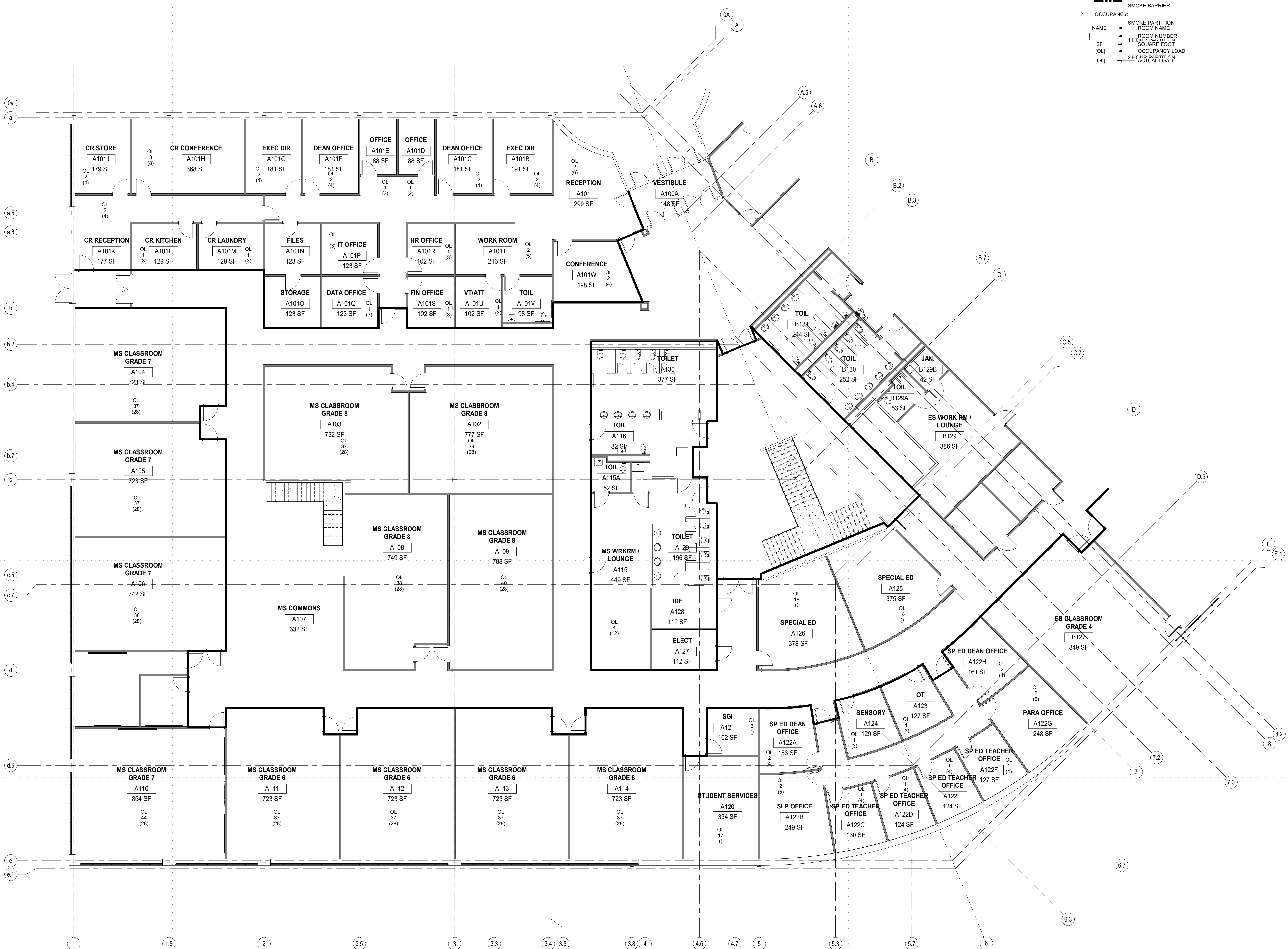
- ROOM NAME
- ROOM NUMBER
- SMOKE BARRIER

2. OCCUPANCY:

- NAME
- ROOM NAME
- ROOM NUMBER
- SF SQUARE FOOT
- [OL] OCCUPANCY LOAD
- [OL] ACTUAL LOAD

E
D
C
B
A

E
D
C
B
A



CONSULTANTS

PROJECT
**ACADEMIA ANTONIA
 ALONSO CHARTER SCHOOL**
 300 WAKEFIELD DRIVE
 NEWARK, DE 19702

OWNER
CAPANO MANAGEMENT
 105 FOULK ROAD
 WILMINGTON, DE 19803

MARK	DATE	COORDINATION SET	DESCRIPTION
1	12/01/2021	COORDINATION SET	

PROJECT NUMBER:
 FILE NAME:
 DRAWN BY:
 CHECKED BY:

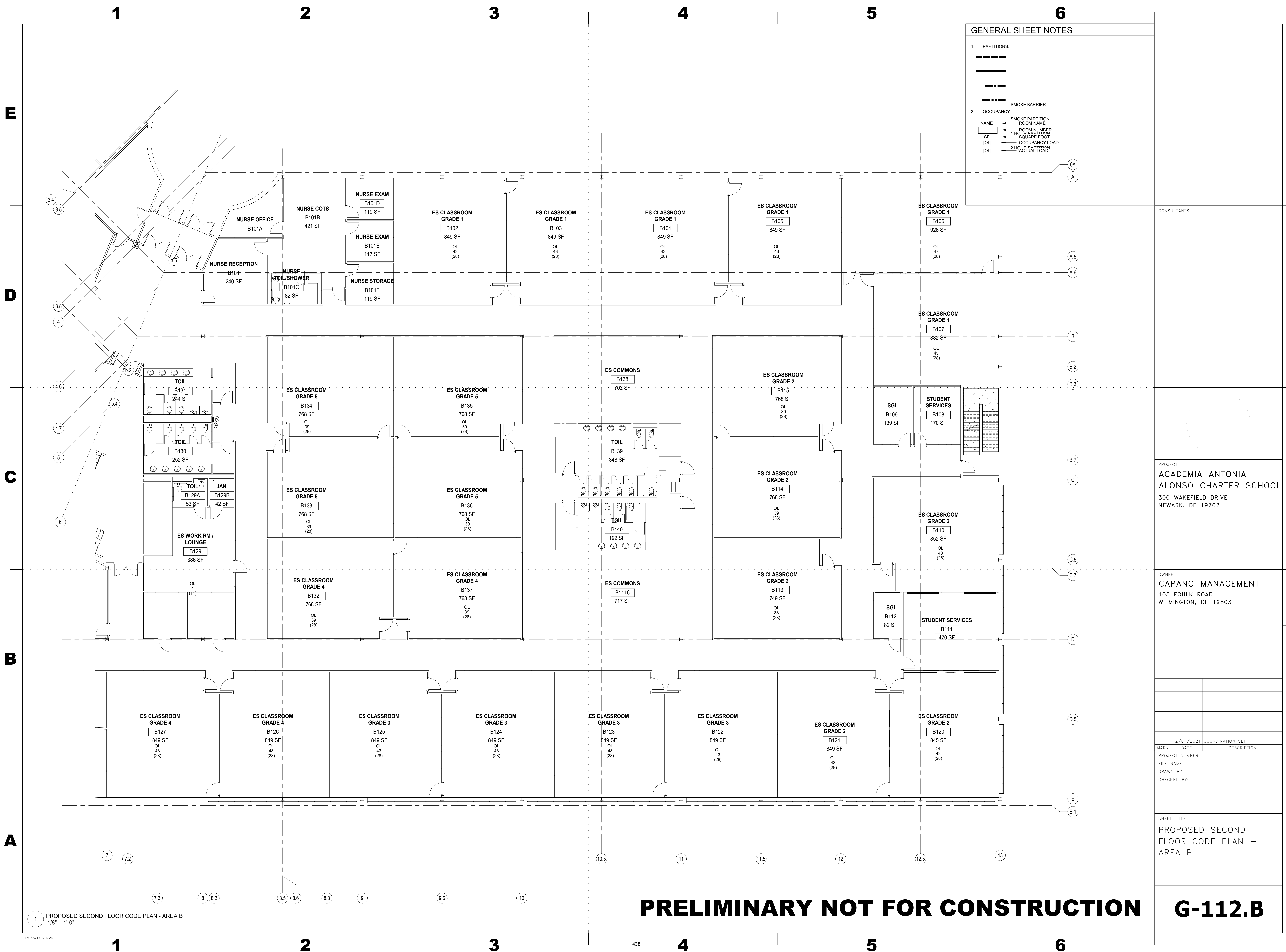
SHEET TITLE
**PROPOSED SECOND
 FLOOR CODE PLAN -
 AREA A**

1 PROPOSED SECOND FLOOR CODE PLAN - AREA A
 1/8" = 1'-0"

PRELIMINARY NOT FOR CONSTRUCTION

G-112.A

1 2 3 4 5 6



GENERAL SHEET NOTES

- PARTITIONS:
 - SMOKE PARTITION
 - ROOM NAME
 - ROOM NUMBER
 - SQUARE FOOT
 - OCCUPANCY LOAD
 - 2 HOURS PARTITION ACTUAL LOAD
- OCCUPANCY:
 - NAME
 - ROOM NAME
 - ROOM NUMBER
 - SF
 - [OL]
 - [OL]

CONSULTANTS

PROJECT
 ACADEMIA ANTONIA
 ALONSO CHARTER SCHOOL
 300 WAKEFIELD DRIVE
 NEWARK, DE 19702

OWNER
 CAPANO MANAGEMENT
 105 FOULK ROAD
 WILMINGTON, DE 19803

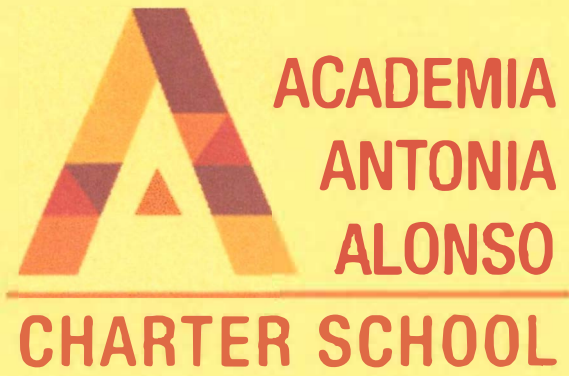
MARK	DATE	DESCRIPTION
1	12/01/2021	COORDINATION SET

SHEET TITLE
 PROPOSED SECOND FLOOR CODE PLAN - AREA B

1 PROPOSED SECOND FLOOR CODE PLAN - AREA B
 1/8" = 1'-0"

PRELIMINARY NOT FOR CONSTRUCTION

G-112.B



APPENDIX N

FINANCIAL DOCUMENTS

State & Local Revenue		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	State Appropriations	\$6,579,809	\$7,352,339	\$8,239,258	\$8,237,165	\$8,262,649
2	School District Local Fund Transfers	\$3,188,727	\$3,603,703	\$4,086,518	\$4,063,559	\$4,060,145
3	Prior Year Carryover Funds	\$1,600,000	\$1,785,549	\$1,727,050	\$2,031,174	\$2,044,462
TOTAL STATE & LOCAL REVENUE		\$11,368,536	\$12,741,591	\$14,052,826	\$14,331,898	\$14,367,256
State & Local Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
4	Classroom Teachers	\$1,879,211 34.00	\$2,129,070 38.00	\$2,388,172 42.00	\$2,435,935 42.00	\$2,484,654 42.00
5	Special Education Teachers	\$138,620 2.00	\$141,392 2.00	\$144,220 2.00	\$147,105 2.00	\$150,047 2.00
6	Special Teachers (Phys Ed, Art, Music)	\$344,179 6.00	\$403,082 7.00	\$463,164 8.00	\$472,427 8.00	\$481,876 8.00
7	Counselors	\$227,170 3.33	\$231,714 3.33	\$236,348 3.33	\$241,075 3.33	\$245,896 3.33
8	Principal/Administrative	\$599,946 7.00	\$611,945 7.00	\$624,183 7.00	\$636,667 7.00	\$649,400 7.00
9	Nurse	\$69,695 1.00	\$136,088 2.00	\$203,810 2.00	\$207,886 2.00	\$212,044 2.00
10	Clerical	\$118,375 2.50	\$155,742 3.50	\$158,857 3.50	\$162,034 3.50	\$165,275 3.50
11	Custodial	\$212,505 7.60	\$216,755 7.60	\$237,297 8.37	\$242,043 8.37	\$246,883 8.37
12	Substitutes	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
13	Other	\$933,203 31.00	\$983,867 32.00	\$1,057,984 34.00	\$1,109,947 34.33	\$1,140,510 34.67
14	Other Employer Costs (33.11% of Salaries)	\$1,497,533	\$1,658,697	\$1,825,697	\$1,872,410	\$1,912,627
15	Health Insurance	\$847,549	\$947,205	\$1,034,404	\$1,034,404	\$1,034,404
16	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$6,867,983 94.43	\$7,615,556 102.43	\$8,374,136 110.20	\$8,561,932 110.53	\$8,723,617 110.87
Student Support						
17	Transportation	\$0	\$0	\$0	\$0	\$0
18	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
19	Cafeteria	\$0	\$0	\$0	\$0	\$0
20	Extra Curricular	\$0	\$0	\$0	\$0	\$0
21	Supplies and Materials	\$70,000	\$82,058	\$96,260	\$98,185	\$100,149
22	Textbooks	\$0	\$0	\$0	\$0	\$0
23	Curriculum	\$50,000	\$51,000	\$52,020	\$53,060	\$54,122
24	Professional Development	\$0	\$0	\$0	\$0	\$0
25	Assessments	\$0	\$0	\$0	\$0	\$0
26	Other Educational Program	\$45,000	\$45,900	\$61,818	\$63,054	\$64,315
27	Therapists (Occupational, Speech)	\$215,655	\$252,804	\$296,555	\$302,486	\$308,536
28	Classroom Technology	\$15,000	\$30,000	\$25,000	\$25,500	\$26,010
29	School Climate	\$0	\$0	\$0	\$0	\$0
30	Computers	\$40,000	\$40,800	\$60,000	\$61,200	\$62,424
31	Contracted Services	\$442,135	\$450,978	\$459,997	\$469,197	\$478,581
32	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL STUDENT SUPPORT		\$877,790	\$953,540	\$1,051,650	\$1,072,683	\$1,094,137
Operations and Maintenance of Facilities						
33	Insurance (Property/Liability)	\$63,660	\$66,843	\$70,186	\$73,695	\$77,380
34	Rent	\$1,190,000	\$1,770,408	\$1,890,912	\$1,928,726	\$1,967,301
35	Mortgage	\$0	\$0	\$0	\$0	\$0
36	Utilities	\$217,839	\$222,196	\$226,639	\$231,172	\$235,796
37	Maintenance	\$100,195	\$112,419	\$126,134	\$128,657	\$131,230
38	Telephone/Communications	\$7,200	\$7,272	\$7,345	\$7,418	\$7,492
39	Construction	\$0	\$0	\$0	\$0	\$0
40	Renovation	\$0	\$0	\$0	\$0	\$0
41	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$1,578,894	\$2,179,138	\$2,321,216	\$2,369,668	\$2,419,198
Administrative/Operations Support						
42	Equipment Lease/Maintenance	\$27,540	\$27,540	\$27,540	\$28,091	\$28,653
43	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
44	Supplies and Materials	\$66,411	\$69,067	\$71,830	\$74,703	\$77,691
45	Printing and Copying	\$0	\$0	\$0	\$0	\$0
46	Postage and Shipping	\$3,685	\$4,319	\$5,067	\$5,168	\$5,271
47	Enrollment / Recruitment	\$12,474	\$12,723	\$12,978	\$13,238	\$13,502
48	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
49	Technology Plan	\$0	\$0	\$0	\$0	\$0
50	Other	\$148,210	\$152,656	\$157,236	\$161,953	\$166,812
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$258,320	\$266,306	\$274,651	\$283,153	\$291,929
Management Company						
51	Fees	\$0	\$0	\$0	\$0	\$0
52	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
53	Curriculum	\$0	\$0	\$0	\$0	\$0
54	Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
55	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL MANAGEMENT COMPANY		\$0	\$0	\$0	\$0	\$0
STATE & LOCAL EXPENDITURES		\$9,582,987	\$11,014,540	\$12,021,652	\$12,287,436	\$12,528,881
56	# Students	690	793	912	912	912
REVENUE LESS EXPENDITURES		\$1,785,549	\$1,727,050	\$2,031,174	\$2,044,462	\$1,838,374
2% CONTINGENCY CHECK		\$227,370.72	\$254,831.82	\$281,056.53	\$286,637.96	\$287,345.11

Federal Funds		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
1	Entitlement Funding	\$588,925		\$588,925		\$588,925		\$588,925		\$588,925	
2	Other Federal Grants	\$379,572		\$295,146		\$0		\$0		\$0	
TOTAL FEDERAL REVENUE		\$968,497		\$884,071		\$588,925		\$588,925		\$588,925	
Federal Expenses		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs			FTE		FTE		FTE		FTE		FTE
3	Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
4	Special Education Teachers	\$56,143	1.00	\$57,266	1.00	\$58,411	1.00	\$59,579	1.00	\$60,771	1.00
5	Special Teachers (Phys Ed, Art, Music)	\$52,244	1.00	\$53,289	1.00	\$54,355	1.00	\$55,442	1.00	\$56,551	1.00
6	Counselors	\$60,068	0.67	\$61,269	0.67	\$62,495	0.67	\$63,744	0.67	\$65,019	0.67
7	Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
8	Nurse	\$42,405	0.75	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
9	Clerical	\$33,733	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	\$199,129	3.83	\$217,307	3.83	\$0	0.00	\$0	0.00	\$0	0.00
12	Other	\$183,127	5.00	\$186,790	5.00	\$168,085	4.00	\$163,084	3.67	\$157,981	3.34
13	Other Employer Costs (33.11% of Salaries)	\$150,886		\$139,707		\$113,682		\$113,186		\$112,681	
14	Health Insurance	\$106,369		\$97,661		\$99,614		\$101,607		\$103,639	
15	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$884,105	12.25	\$813,290	11.50	\$556,642	6.67	\$556,643	6.34	\$556,642	6.01
Student Support											
16	Transportation	\$0		\$0		\$0		\$0		\$0	
17	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
18	Cafeteria	\$0		\$0		\$0		\$0		\$0	
19	Extra Curricular	\$0		\$0		\$0		\$0		\$0	
20	Supplies and Materials	\$1,592		\$1,624		\$92		\$92		\$92	
21	Textbooks	\$0		\$0		\$0		\$0		\$0	
22	Curriculum	\$28,191		\$28,755		\$29,330		\$29,917		\$30,515	
23	Professional Development	\$0		\$0		\$0		\$0		\$0	
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	\$15,000		\$0		\$0		\$0		\$0	
28	School Climate	\$0		\$0		\$0		\$0		\$0	
29	Computers	\$0		\$0		\$0		\$0		\$0	
30	Contracted Services	\$39,610		\$40,402		\$2,861		\$2,274		\$1,676	
31	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL STUDENT SUPPORT		\$84,393		\$70,781		\$32,283		\$32,283		\$32,283	
Operations and Maintenance of Facilities											
32	Insurance (Property/Liability)	\$0		\$0		\$0		\$0		\$0	
33	Rent	\$0		\$0		\$0		\$0		\$0	
34	Mortgage	\$0		\$0		\$0		\$0		\$0	
35	Utilities	\$0		\$0		\$0		\$0		\$0	
36	Maintenance	\$0		\$0		\$0		\$0		\$0	
37	Telephone/Communications	\$0		\$0		\$0		\$0		\$0	
38	Construction	\$0		\$0		\$0		\$0		\$0	
39	Renovation	\$0		\$0		\$0		\$0		\$0	
40	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0		\$0		\$0		\$0		\$0	
Administrative/Operations Support											
42	Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0	
41	Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
42	Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
43	Printing and Copying	\$0		\$0		\$0		\$0		\$0	
44	Postage and Shipping	\$0		\$0		\$0		\$0		\$0	
45	Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0	
46	Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0	
47	Technology Plan	\$0		\$0		\$0		\$0		\$0	
48	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$0		\$0		\$0		\$0		\$0	
Management Company											
49	Fees	\$0		\$0		\$0		\$0		\$0	
50	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
51	Curriculum	\$0		\$0		\$0		\$0		\$0	
52	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0	
53	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$0		\$0		\$0		\$0		\$0	
FEDERAL EXPENDITURES		\$968,498		\$884,070		\$588,925		\$588,925		\$588,925	
# Students		690		793		912		912		912	
REVENUE LESS EXPENDITURES		(\$0)		\$0		(\$0)		(\$0)		\$0	

Other Funds		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1	Non Profit Grants	\$0	\$0	\$0	\$0	\$0
2	Foundation Funds	\$0	\$0	\$0	\$0	\$0
3	Donations	\$0	\$0	\$0	\$0	\$0
4	Construction / Bank Loans	\$0	\$0	\$0	\$0	\$0
5	Cafeteria Funds	\$611,785	\$707,547	\$823,249	\$838,934	\$854,932
6	Miscellaneous Revenue	\$319,820	\$325,746	\$328,753	\$331,791	\$334,859
7	Prior Year Carryover Funds	\$0	\$30,397	\$55,318	\$71,534	\$110,462
TOTAL OTHER REVENUE		\$931,605	\$1,063,689	\$1,207,320	\$1,242,258	\$1,300,252
Other Expenses		YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Personnel Salaries / Other Employer Costs						
		FTE	FTE	FTE	FTE	FTE
8	Classroom Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
9	Special Education Teachers	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
10	Special Teachers (Phys Ed, Art, Music)	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
11	Counselors	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00
12	Principal/Administrative	\$50,000 1.00	\$51,000 1.00	\$52,020 1.00	\$53,060 1.00	\$54,122 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	\$80,255 2.93	\$102,735 3.93	\$126,081 4.93	\$128,603 4.93	\$131,175 4.93
17	Other	\$59,120 2.00	\$60,303 2.00	\$61,509 2.00	\$62,739 2.00	\$63,993 2.00
18	Other Employer Costs (33.11% of Salaries)	\$44,155	\$47,126	\$50,197	\$51,201	\$52,225
19	Health Insurance	\$33,928	\$33,928	\$33,928	\$33,928	\$33,928
20	Other Benefits	\$0	\$0	\$0	\$0	\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$267,459 5.93	\$295,091 6.93	\$323,736 7.93	\$329,532 7.93	\$335,444 7.93
Student Support						
21	Transportation	\$242,267	\$254,346	\$278,521	\$258,532	\$258,611
22	Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0
23	Cafeteria	\$336,482	\$389,151	\$452,787	\$461,414	\$470,213
24	Extra Curricular	\$0	\$0	\$0	\$0	\$0
25	Supplies and Materials	\$25,000	\$29,307	\$34,378	\$35,066	\$35,767
26	Textbooks	\$0	\$0	\$0	\$0	\$0
27	Curriculum	\$0	\$0	\$0	\$0	\$0
28	Professional Development	\$0	\$0	\$0	\$0	\$0
29	Assessments	\$0	\$0	\$0	\$0	\$0
30	Other Educational Program	\$0	\$0	\$0	\$0	\$0
31	Therapists (Occupational, Speech)	\$0	\$0	\$0	\$0	\$0
32	Classroom Technology	\$0	\$0	\$0	\$0	\$0
33	School Climate	\$0	\$0	\$0	\$0	\$0
34	Computers	\$0	\$0	\$0	\$0	\$0
35	Contracted Services	\$0	\$0	\$0	\$0	\$0
36	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL STUDENT SUPPORT		\$603,749	\$672,803	\$765,686	\$755,012	\$764,591
Operations and Maintenance of Facilities						
37	Insurance (Property/Liability)	\$0	\$0	\$0	\$0	\$0
38	Rent	\$0	\$0	\$0	\$0	\$0
39	Mortgage	\$0	\$0	\$0	\$0	\$0
40	Utilities	\$0	\$0	\$0	\$0	\$0
41	Maintenance	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
42	Telephone/Communications	\$0	\$0	\$0	\$0	\$0
43	Construction	\$0	\$0	\$0	\$0	\$0
44	Renovation	\$0	\$0	\$0	\$0	\$0
45	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
Administrative/Operations Support						
46	Equipment Lease/Maintenance	\$0	\$0	\$0	\$0	\$0
47	Equipment Purchase	\$0	\$0	\$0	\$0	\$0
48	Supplies and Materials	\$25,000	\$35,377	\$41,162	\$41,947	\$42,747
49	Printing and Copying	\$0	\$0	\$0	\$0	\$0
50	Postage and Shipping	\$0	\$0	\$0	\$0	\$0
51	Enrollment / Recruitment	\$0	\$0	\$0	\$0	\$0
52	Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0
53	Technology Plan	\$0	\$0	\$0	\$0	\$0
54	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT		\$25,000	\$35,377	\$41,162	\$41,947	\$42,747
Management Company						
55	Fees	\$0	\$0	\$0	\$0	\$0
56	Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0
57	Curriculum	\$0	\$0	\$0	\$0	\$0
58	Accounting and Payroll	\$0	\$0	\$0	\$0	\$0
59	Other	\$0	\$0	\$0	\$0	\$0
SUBTOTAL MANAGEMENT COMPANY		\$0	\$0	\$0	\$0	\$0
OTHER EXPENDITURES		\$901,208	\$1,008,372	\$1,135,786	\$1,131,796	\$1,148,193
60	# Students	690	793	912	912	912
REVENUE LESS EXPENDITURES		\$30,397	\$55,318	\$71,534	\$110,462	\$152,059

**BUDGET NARRATIVE FOR
ACADEMIA ANTONIA ALONSO CHARTER SCHOOL
CHARTER MODIFICATION
FISCAL YEARS 2022 - 2027**

Assumptions:

- 2% inflation rate for expenses
- Although the student population is growing because of the addition of Grades 6 - 8, the Opportunity Funds, Technology Grant, and Minor Capital funds are conservatively held constant
- The percentage of the student population that is classified as Special Education does not change
- The template used for calculating the state appropriation 05213 was modified to reflect the school's actual average Division I unit costs, the number of custodians (slightly increased to reflect the increased square footage, bathrooms, etc.), funded healthcare premiums, and 100% of students eligible for transportation. The template was also modified to reflect the Special Education Unit Count funding change for K-3 Basic for FY2023 (10.2) and FY2024 – FY2027 (8.4)

STATE AND LOCAL FUNDS

- Line 1 – The state funds recorded in the budget are derived using the average number of Academia Antonia Alonso Charter School (AAACS) students and is primarily based on the funding information from DOE. However, adjustments were made as detailed in the above Assumptions
- Line 2 – The School District Local Fund Transfers amount are derived using AAACS' FY2022 school rates based on the local district of residence and funding needs categories. The percentage of Special Education students remain constant. The local fund transfers are increased overall by 1% each year.
- Line 3 – Carryover funds from prior fiscal year budgets are brought forward. The initial carryover amount of \$1.6 million reflects the current financial outlook's cash balance for EOY FY2022
- Line 4 through 12 – Existing AAACS salary schedules are used as the baseline and are increased at the inflation rate of 2%
- Line 13 – Includes Paraprofessionals, Bus Drivers, and Bus Aides
- Line 14 – Automatically calculated
- Line 15 – Health Insurance is based on our current actual healthcare costs since several of our employees, not in funded positions, exceed the state average cost
- Line 16 – AAACS offers no additional benefits
- Line 17 – AAACS leases and owns its own school buses. AAACS provides transportation services for another LEA. Non payroll costs are budgeted using Other Funds.
- Line 18 – AAACS does not have any extracurricular activities requiring extra transportation costs
- Line 19 – Cafeteria revenue and expense are included in the "Other" funding worksheet
- Line 20 – N/A
- Line 21 – Supplies and materials are budgeted based on historical data
- Line 22 – N/A

- Line 23 – Curriculum that is budgeted is based on historical data; curriculum for the new grades will be purchased in FY2022
- Line 24 – Professional Development is included in Line 31
- Line 25 – Assessment costs are not calculated; any additional costs are included in the Supplies and Materials and/or Classroom Technology
- Line 26 – Other Educational Programs is the Alternative Placement Program
- Line 27 – Therapists costs include Psychologist(s), Speech, and Occupational Therapy; these costs are increased proportionately as the size of the student population increases
- Line 28 – Classroom Technology is based on historical data.
- Line 29 – School Climate costs are incorporated in Supplies and Materials and Contracted Services
- Line 30 – Computers based on historical
- Line 31 – Contracted Services also includes Temporary Substitutes and Professional Development
- Line 32 – Other includes costs are not budgeted
- Line 33 – Insurance costs are based on current rates
- Line 34 – Rent is based on lease agreement
- Line 35 – AAACS does not have any mortgages
- Line 36 – Utilities are based on historical data adjusted for increased square footage (current 60,000 square feet vs. proposed 115,000 square feet)
- Line 37 – Maintenance costs are based on historical data adjusted for increased square footage
- Line 38 – Telephone/Communication costs are based on historical data
- Line 39 – N/A
- Line 40 – N/A
- Line 41 – N/A
- Line 42 – Equipment Lease/Maintenance costs are based on historical data
- Line 43 – Equipment Purchase costs are based on historical data
- Line 44 – Supplies and Material costs are based on historical data
- Line 45 – Printing and Copying costs are based on historical data
- Line 46 – Postage and Shipping costs are based on historical data
- Line 47 – Enrollment/Recruitment costs are based on historical recruitment and advertising costs
- Line 48 – Staffing/Recruitment costs are included in Other
- Line 49 – N/A
- Line 50 – Other costs, based on historical data, include travel and professional services (i.e., legal and audit)
- Line 51 – Line 55 – N/A

FEDERAL FUNDS

- Line 1 – Entitlement Funding is based on current year grant allocations
- Line 2 – Unexpired federal grant funds from prior fiscal year budgets are brought forward; ARP grant that expires in November 2024
- Line 3 through 12 – Partial salaries and EPERA for employees funded by Title I, IDEA, and ARP
- Line 13 – Automatically calculated
- Line 14 – Health Insurance is based on our current actual healthcare costs

- Line 15 – AAACS offers no additional benefits
- Line 16 – N/A
- Line 17 – N/A
- Line 18 – N/A
- Line 19 – N/A
- Line 20 – Supplies and materials are budgeted based on historical uses of federal grants
- Line 21 – N/A
- Line 22 – Curriculum purchased with Title III funds
- Line 23 – N/A
- Line 24 – N/A
- Line 25 – N/A
- Line 26 – N/A
- Line 27 – Student Chromebooks purchased with ARP funds
- Line 28 – N/A
- Line 29 – N/A
- Line 30 – Contracted Services include costs for Educational Consultants
- Line 31 – N/A
- Line 32 – N/A
- Line 33 – Line 55 – N/A

OTHER FUNDS

- Line 1 – N/A
- Line 2 – N/A
- Line 3 – N/A
- Line 4 – N/A
- Line 5 – The Cafeteria Fund revenue budget is based on historical student participation rate (81%), Community Eligibility Provision and Fresh Fruit and Vegetable Program. Annual reimbursement rate increased at the historical 1.9% rate.
- Line 6 – Miscellaneous Revenue includes monies from Field Trips, Transportation Services provided to another LEA, Interest, etc.
- Line 7 – Prior Year Carryover Funds
- Line 8 – Line 20 – Cafeteria payroll expenses (Manager, Lead Cook, Lead Worker, and 4 part-time General Workers in Year 0 (FY2023))
- Line 21 – N/A
- Line 22 – N/A
- Line 23 – Non-Payroll Food expenses budgeted at 55% of School nutrition program USDA reimbursement
- Line 24 – N/A
- Line 25 – Supplies and Materials (non-food) for Cafeteria program
- Line 26 – 40 – N/A
- Line 41 – Maintenance costs for cafeteria equipment
- Line 42 – Line 47 – N/A
- Line 48 – Supplies and Materials (non-food) for Administrative/Operation Support for Cafeteria program
- Line 49 – 59 – N/A

Academia Antonia Alonso Revenue Projections

	FY2023	FY2024	FY2025	FY2026	FY2027
Number of Students	690	793	912	912	912
State					
Units	45.80	51.92	58.80	58.46	58.41
Per adjusted template	\$ 5,619,773	\$ 6,341,202	\$ 7,203,127	\$ 7,206,735	\$ 7,233,697
Education Sustainment Fund	\$ 120,439	\$ 138,418	\$ 159,189	\$ 159,189	\$ 159,189
Opportunity Grant	\$ 353,260	\$ 353,260	\$ 353,260	\$ 353,260	\$ 353,260
Opportunity Grant - Mental Health	\$ 190,891	\$ 190,891	\$ 190,891	\$ 190,891	\$ 190,891
Minor Capital	\$ 97,996	\$ 97,996	\$ 97,996	\$ 97,996	\$ 97,996
HB100 - mental health	\$ 100,552	\$ 133,675	\$ 137,898	\$ 132,196	\$ 130,718
Student Success Reading	\$ 82,537	\$ 82,537	\$ 82,537	\$ 82,537	\$ 82,537
Tech Block Grant	\$ 14,360	\$ 14,360	\$ 14,360	\$ 14,360	\$ 14,360
	\$ 6,579,809	\$ 7,352,339	\$ 8,239,259	\$ 8,237,165	\$ 8,262,649
Local					
Per DOE template	\$3,120,253	\$3,524,620	\$3,995,533	\$ 3,972,574	\$ 3,969,160
Christina settlement	\$ 68,474	\$ 79,083	\$ 90,985	\$ 90,985	\$ 90,985
	\$ 3,188,727	\$ 3,603,703	\$ 4,086,518	\$ 4,063,559	\$ 4,060,145
Other					
Cafeteria	\$ 611,785	\$ 707,547	\$ 823,249	\$ 838,934	\$ 854,932
Transportation Services for other LEAs	\$ 297,768	\$ 300,746	\$ 303,753	\$ 306,791	\$ 309,859
School Activities	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
	\$ 934,553	\$ 1,033,293	\$ 1,152,002	\$ 1,170,725	\$ 1,189,791
TOTAL STATE, LOCAL, AND OTHER	\$ 10,703,089	\$ 11,989,334	\$ 13,477,778	\$ 13,471,448	\$ 13,512,584
ESSER	\$ 379,572	\$ 295,146	\$ -	\$ -	\$ -
Federal - Consolidated Grant	\$ 588,833	\$ 588,833	\$ 588,833	\$ 588,833	\$ 588,833

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 --State funds are automatically calculated and are detailed on the "State Detail Page" tab.

Please enter the following information:

Specify grade configuration for the year of estimate: (Example K-8, 9-12)
 Specify the county in which the school will be located: Choices New Castle, Kent or Sussex
 Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.
 Enter the number of tenth graders in the box in cell location J12

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students K-3 Basic	12.2
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

	Local Funding
	\$3,120,253

Enter Estimated # of 10th Graders Here:

	#	Local Pupil Rate	Amount
29 Appoquinimink			
Regular Students K-3	0.00	\$2,229.39	\$0
Regular Students 4-12	0.00	\$1,805.80	\$0
Special Students K-3 Basic	0.00	\$2,960.33	\$0
Special Students 4-12 Basic	0.00	\$4,299.53	\$0
Special Students 4-12 Intense	0.00	\$6,019.35	\$0
Special Students 4-12 Complex	0.00	\$13,890.80	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
17 Cape Henlopen			
Regular Students K-3	0.00	\$3,186.67	\$0
Regular Students 4-12	0.00	\$2,581.21	\$0
Special Students K-3 Basic	0.00	\$4,231.48	\$0
Special Students 4-12 Basic	0.00	\$6,145.73	\$0
Special Students 4-12 Intense	0.00	\$8,604.02	\$0
Special Students 4-12 Complex	0.00	\$19,855.42	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
34 Colonial			
Regular Students K-3	95.00	\$3,476.77	\$330,483
Regular Students 4-12	52.00	\$2,817.80	\$146,526
Special Students K-3 Basic	4.00	\$4,619.34	\$18,477
Special Students 4-12 Basic	3.00	\$6,709.05	\$20,127
Special Students 4-12 Intense	1.00	\$9,392.67	\$9,393
Special Students 4-12 Complex	0.00	\$21,675.38	\$0
Totals	155.00		\$525,006

	#	Local Pupil Rate	Amount
15 Lake Forest			
Regular Students K-3	0.00	\$1,594.38	\$0
Regular Students 4-12	0.00	\$1,129.44	\$0
Special Students K-3 Basic	0.00	\$1,851.55	\$0
Special Students 4-12 Basic	0.00	\$2,689.15	\$0
Special Students 4-12 Intense	0.00	\$3,764.81	\$0
Special Students 4-12 Complex	0.00	\$8,688.03	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
32 Red Clay			
Regular Students K-3	129.00	\$4,485.07	\$576,574
Regular Students 4-12	91.00	\$3,632.91	\$330,595
Special Students K-3 Basic	2.00	\$5,955.59	\$11,911
Special Students 4-12 Basic	1.00	\$8,649.78	\$8,650
Special Students 4-12 Intense	6.00	\$12,109.69	\$72,658
Special Students 4-12 Complex	3.00	\$27,945.45	\$83,836
Totals	232.00		\$1,086,224

	#	Local Pupil Rate	Amount
35 Woodbridge			
Regular Students K-3	0.00	\$1,310.14	\$0
Regular Students 4-12	0.00	\$1,061.21	\$0
Special Students K-3 Basic	0.00	\$1,739.70	\$0
Special Students 4-12 Basic	0.00	\$2,526.70	\$0
Special Students 4-12 Intense	0.00	\$3,537.38	\$0
Special Students 4-12 Complex	0.00	\$8,163.19	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
31 Brandywine			
Regular Students K-3	25.00	\$5,007.60	\$125,190
Regular Students 4-12	12.00	\$4,056.15	\$48,674
Special Students K-3 Basic	0.00	\$6,649.43	\$0
Special Students 4-12 Basic	1.00	\$9,657.50	\$9,658
Special Students 4-12 Intense	5.00	\$13,520.51	\$67,603
Special Students 4-12 Complex	1.00	\$31,201.17	\$31,201
Totals	44.00		\$282,325

	#	Local Pupil Rate	Amount
13 Capital			
Regular Students K-3	0.00	\$1,154.17	\$0
Regular Students 4-12	0.00	\$934.88	\$0
Special Students K-3 Basic	0.00	\$1,532.59	\$0
Special Students 4-12 Basic	0.00	\$2,225.91	\$0
Special Students 4-12 Intense	0.00	\$3,116.27	\$0
Special Students 4-12 Complex	0.00	\$7,191.39	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
37 Delmar			
Regular Students K-3	0.00	\$938.83	\$0
Regular Students 4-12	0.00	\$679.45	\$0
Special Students K-3 Basic	0.00	\$1,113.86	\$0
Special Students 4-12 Basic	0.00	\$1,617.75	\$0
Special Students 4-12 Intense	0.00	\$2,264.85	\$0
Special Students 4-12 Complex	0.00	\$5,226.58	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
16 Laurel			
Regular Students K-3	0.00	\$761.20	\$0
Regular Students 4-12	0.00	\$616.57	\$0
Special Students K-3 Basic	0.00	\$1,010.77	\$0
Special Students 4-12 Basic	0.00	\$1,468.03	\$0
Special Students 4-12 Intense	0.00	\$2,055.24	\$0
Special Students 4-12 Complex	0.00	\$4,742.86	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
23 Seaford			
Regular Students K-3	0.00	\$1,214.59	\$0
Regular Students 4-12	0.00	\$983.82	\$0
Special Students K-3 Basic	0.00	\$1,612.82	\$0
Special Students 4-12 Basic	0.00	\$2,342.43	\$0
Special Students 4-12 Intense	0.00	\$3,279.40	\$0
Special Students 4-12 Complex	0.00	\$7,567.84	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
10 Caesar Rodney			
Regular Students K-3	0.00	\$1,585.42	\$0
Regular Students 4-12	0.00	\$1,284.19	\$0
Special Students K-3 Basic	0.00	\$2,105.23	\$0
Special Students 4-12 Basic	0.00	\$3,057.60	\$0
Special Students 4-12 Intense	0.00	\$4,280.64	\$0
Special Students 4-12 Complex	0.00	\$9,878.41	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
33 Christina			
Regular Students K-3	154.00	\$4,239.09	\$652,820
Regular Students 4-12	84.00	\$3,433.67	\$288,428
Special Students K-3 Basic	6.00	\$5,628.96	\$33,774
Special Students 4-12 Basic	3.00	\$8,175.39	\$24,526
Special Students 4-12 Intense	6.00	\$11,445.55	\$68,673
Special Students 4-12 Complex	6.00	\$26,412.81	\$158,477
Totals	259.00		\$1,226,698

	#	Local Pupil Rate	Amount
36 Indian River			
Regular Students K-3	0.00	\$3,127.86	\$0
Regular Students 4-12	0.00	\$2,533.57	\$0
Special Students K-3 Basic	0.00	\$4,153.39	\$0
Special Students 4-12 Basic	0.00	\$6,032.30	\$0
Special Students 4-12 Intense	0.00	\$8,445.22	\$0
Special Students 4-12 Complex	0.00	\$19,488.97	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
18 Milford			
Regular Students K-3	0.00	\$1,118.36	\$0
Regular Students 4-12	0.00	\$905.87	\$0
Special Students K-3 Basic	0.00	\$1,485.04	\$0
Special Students 4-12 Basic	0.00	\$2,156.84	\$0
Special Students 4-12 Intense	0.00	\$3,019.58	\$0
Special Students 4-12 Complex	0.00	\$6,968.26	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
24 Smyrna			
Regular Students K-3	0.00	\$1,143.26	\$0
Regular Students 4-12	0.00	\$926.04	\$0
Special Students K-3 Basic	0.00	\$1,518.10	\$0
Special Students 4-12 Basic	0.00	\$2,204.86	\$0
Special Students 4-12 Intense	0.00	\$3,086.80	\$0
Special Students 4-12 Complex	0.00	\$7,123.39	\$0
Totals	0.00		\$0

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 --State funds are automatically calculated and are detailed on the "State Detail Page" tab.

Please enter the following information:

Specify grade configuration for the year of estimate: (Example K-8, 9-12)
 Specify the county in which the school will be located: Choices New Castle, Kent or Sussex
 Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.
 Enter the number of tenth graders in the box in cell location J12

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students K-3 Basic	12.2
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

	Local Funding
	\$3,524,620

Enter Estimated # of 10th Graders Here:

	#	Local Pupil Rate	Amount
29 Appoquinimink			
Regular Students K-3	0.00	\$2,229.39	\$0
Regular Students 4-12	0.00	\$1,805.80	\$0
Special Students K-3 Basic	0.00	\$2,960.33	\$0
Special Students 4-12 Basic	0.00	\$4,299.53	\$0
Special Students 4-12 Intense	0.00	\$6,019.35	\$0
Special Students 4-12 Complex	0.00	\$13,890.80	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
31 Brandywine			
Regular Students K-3	28.00	\$5,007.60	\$140,213
Regular Students 4-12	14.00	\$4,056.15	\$56,786
Special Students K-3 Basic	0.00	\$6,649.43	\$0
Special Students 4-12 Basic	1.00	\$9,657.50	\$9,658
Special Students 4-12 Intense	5.00	\$13,520.51	\$67,603
Special Students 4-12 Complex	1.00	\$31,201.17	\$31,201
Totals	49.00		\$305,460

	#	Local Pupil Rate	Amount
10 Caesar Rodney			
Regular Students K-3	0.00	\$1,585.42	\$0
Regular Students 4-12	0.00	\$1,284.19	\$0
Special Students K-3 Basic	0.00	\$2,105.23	\$0
Special Students 4-12 Basic	0.00	\$3,057.60	\$0
Special Students 4-12 Intense	0.00	\$4,280.64	\$0
Special Students 4-12 Complex	0.00	\$9,878.41	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
17 Cape Henlopen			
Regular Students K-3	0.00	\$3,186.67	\$0
Regular Students 4-12	0.00	\$2,581.21	\$0
Special Students K-3 Basic	0.00	\$4,231.48	\$0
Special Students 4-12 Basic	0.00	\$6,145.73	\$0
Special Students 4-12 Intense	0.00	\$8,604.02	\$0
Special Students 4-12 Complex	0.00	\$19,855.42	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
13 Capital			
Regular Students K-3	0.00	\$1,154.17	\$0
Regular Students 4-12	0.00	\$934.88	\$0
Special Students K-3 Basic	0.00	\$1,532.59	\$0
Special Students 4-12 Basic	0.00	\$2,225.91	\$0
Special Students 4-12 Intense	0.00	\$3,116.27	\$0
Special Students 4-12 Complex	0.00	\$7,191.39	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
33 Christina			
Regular Students K-3	157.00	\$4,239.09	\$665,537
Regular Students 4-12	118.00	\$3,433.67	\$405,173
Special Students K-3 Basic	5.00	\$5,628.96	\$28,145
Special Students 4-12 Basic	6.00	\$8,175.39	\$49,052
Special Students 4-12 Intense	7.00	\$11,445.55	\$80,119
Special Students 4-12 Complex	6.00	\$26,412.81	\$158,477
Totals	299.00		\$1,386,503

	#	Local Pupil Rate	Amount
34 Colonial			
Regular Students K-3	97.00	\$3,476.77	\$337,441
Regular Students 4-12	74.00	\$2,817.80	\$208,517
Special Students K-3 Basic	3.00	\$4,619.34	\$13,858
Special Students 4-12 Basic	4.00	\$6,709.05	\$26,836
Special Students 4-12 Intense	1.00	\$9,392.67	\$9,393
Special Students 4-12 Complex	0.00	\$21,675.38	\$0
Totals	179.00		\$596,045

	#	Local Pupil Rate	Amount
37 Delmar			
Regular Students K-3	0.00	\$938.83	\$0
Regular Students 4-12	0.00	\$679.45	\$0
Special Students K-3 Basic	0.00	\$1,113.86	\$0
Special Students 4-12 Basic	0.00	\$1,617.75	\$0
Special Students 4-12 Intense	0.00	\$2,264.85	\$0
Special Students 4-12 Complex	0.00	\$5,226.58	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
36 Indian River			
Regular Students K-3	0.00	\$3,127.86	\$0
Regular Students 4-12	0.00	\$2,533.57	\$0
Special Students K-3 Basic	0.00	\$4,153.39	\$0
Special Students 4-12 Basic	0.00	\$6,032.30	\$0
Special Students 4-12 Intense	0.00	\$8,445.22	\$0
Special Students 4-12 Complex	0.00	\$19,488.97	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
15 Lake Forest			
Regular Students K-3	0.00	\$1,594.38	\$0
Regular Students 4-12	0.00	\$1,129.44	\$0
Special Students K-3 Basic	0.00	\$1,851.55	\$0
Special Students 4-12 Basic	0.00	\$2,689.15	\$0
Special Students 4-12 Intense	0.00	\$3,764.81	\$0
Special Students 4-12 Complex	0.00	\$8,688.03	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
16 Laurel			
Regular Students K-3	0.00	\$761.20	\$0
Regular Students 4-12	0.00	\$616.57	\$0
Special Students K-3 Basic	0.00	\$1,010.77	\$0
Special Students 4-12 Basic	0.00	\$1,468.03	\$0
Special Students 4-12 Intense	0.00	\$2,055.24	\$0
Special Students 4-12 Complex	0.00	\$4,742.86	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
18 Milford			
Regular Students K-3	0.00	\$1,118.36	\$0
Regular Students 4-12	0.00	\$905.87	\$0
Special Students K-3 Basic	0.00	\$1,485.04	\$0
Special Students 4-12 Basic	0.00	\$2,156.84	\$0
Special Students 4-12 Intense	0.00	\$3,019.58	\$0
Special Students 4-12 Complex	0.00	\$6,968.26	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
32 Red Clay			
Regular Students K-3	132.00	\$4,485.07	\$592,029
Regular Students 4-12	121.00	\$3,632.91	\$439,582
Special Students K-3 Basic	2.00	\$5,955.59	\$11,911
Special Students 4-12 Basic	1.00	\$8,649.78	\$8,650
Special Students 4-12 Intense	6.00	\$12,109.69	\$72,658
Special Students 4-12 Complex	4.00	\$27,945.45	\$111,782
Totals	266.00		\$1,236,612

	#	Local Pupil Rate	Amount
23 Seaford			
Regular Students K-3	0.00	\$1,214.59	\$0
Regular Students 4-12	0.00	\$983.82	\$0
Special Students K-3 Basic	0.00	\$1,612.82	\$0
Special Students 4-12 Basic	0.00	\$2,342.43	\$0
Special Students 4-12 Intense	0.00	\$3,279.40	\$0
Special Students 4-12 Complex	0.00	\$7,567.84	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
24 Smyrna			
Regular Students K-3	0.00	\$1,143.26	\$0
Regular Students 4-12	0.00	\$926.04	\$0
Special Students K-3 Basic	0.00	\$1,518.10	\$0
Special Students 4-12 Basic	0.00	\$2,204.86	\$0
Special Students 4-12 Intense	0.00	\$3,086.80	\$0
Special Students 4-12 Complex	0.00	\$7,123.39	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
35 Woodbridge			
Regular Students K-3	0.00	\$1,310.14	\$0
Regular Students 4-12	0.00	\$1,061.21	\$0
Special Students K-3 Basic	0.00	\$1,739.70	\$0
Special Students 4-12 Basic	0.00	\$2,526.70	\$0
Special Students 4-12 Intense	0.00	\$3,537.38	\$0
Special Students 4-12 Complex	0.00	\$8,163.19	\$0
Totals	0.00		\$0

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 --State funds are automatically calculated and are detailed on the "State Detail Page" tab.

Please enter the following information:

Specify grade configuration for the year of estimate: (Example K-8, 9-12)
 Specify the county in which the school will be located: Choices New Castle, Kent or Sussex
 Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.
 Enter the number of tenth graders in the box in cell location J12

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students K-3 Basic	12.2
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

	Local Funding
	\$3,995,533

Enter Estimated # of 10th Graders Here:

	#	Local Pupil Rate	Amount
29 Appoquinimink			
Regular Students K-3	0.00	\$2,229.39	\$0
Regular Students 4-12	0.00	\$1,805.80	\$0
Special Students K-3 Basic	0.00	\$2,960.33	\$0
Special Students 4-12 Basic	0.00	\$4,299.53	\$0
Special Students 4-12 Intense	0.00	\$6,019.35	\$0
Special Students 4-12 Complex	0.00	\$13,890.80	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
17 Cape Henlopen			
Regular Students K-3	0.00	\$3,186.67	\$0
Regular Students 4-12	0.00	\$2,581.21	\$0
Special Students K-3 Basic	0.00	\$4,231.48	\$0
Special Students 4-12 Basic	0.00	\$6,145.73	\$0
Special Students 4-12 Intense	0.00	\$8,604.02	\$0
Special Students 4-12 Complex	0.00	\$19,855.42	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
34 Colonial			
Regular Students K-3	99.00	\$3,476.77	\$344,398
Regular Students 4-12	98.00	\$2,817.80	\$276,144
Special Students K-3 Basic	3.00	\$4,619.34	\$13,858
Special Students 4-12 Basic	4.00	\$6,709.05	\$26,836
Special Students 4-12 Intense	1.00	\$9,392.67	\$9,393
Special Students 4-12 Complex	0.00	\$21,675.38	\$0
Totals	205.00		\$670,630

	#	Local Pupil Rate	Amount
15 Lake Forest			
Regular Students K-3	0.00	\$1,594.38	\$0
Regular Students 4-12	0.00	\$1,129.44	\$0
Special Students K-3 Basic	0.00	\$1,851.55	\$0
Special Students 4-12 Basic	0.00	\$2,689.15	\$0
Special Students 4-12 Intense	0.00	\$3,764.81	\$0
Special Students 4-12 Complex	0.00	\$8,688.03	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
32 Red Clay			
Regular Students K-3	135.00	\$4,485.07	\$605,484
Regular Students 4-12	157.00	\$3,632.91	\$570,367
Special Students K-3 Basic	2.00	\$5,955.59	\$11,911
Special Students 4-12 Basic	1.00	\$8,649.78	\$8,650
Special Students 4-12 Intense	7.00	\$12,109.69	\$84,768
Special Students 4-12 Complex	4.00	\$27,945.45	\$111,782
Totals	306.00		\$1,392,962

	#	Local Pupil Rate	Amount
35 Woodbridge			
Regular Students K-3	0.00	\$1,310.14	\$0
Regular Students 4-12	0.00	\$1,061.21	\$0
Special Students K-3 Basic	0.00	\$1,739.70	\$0
Special Students 4-12 Basic	0.00	\$2,526.70	\$0
Special Students 4-12 Intense	0.00	\$3,537.38	\$0
Special Students 4-12 Complex	0.00	\$8,163.19	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
31 Brandywine			
Regular Students K-3	27.00	\$5,007.60	\$135,205
Regular Students 4-12	22.00	\$4,056.15	\$89,235
Special Students K-3 Basic	0.00	\$6,649.43	\$0
Special Students 4-12 Basic	1.00	\$9,657.50	\$9,658
Special Students 4-12 Intense	6.00	\$13,520.51	\$81,123
Special Students 4-12 Complex	17.00	\$31,201.17	\$531,221
Totals	73.00		\$346,422

	#	Local Pupil Rate	Amount
13 Capital			
Regular Students K-3	0.00	\$1,154.17	\$0
Regular Students 4-12	0.00	\$934.88	\$0
Special Students K-3 Basic	0.00	\$1,532.59	\$0
Special Students 4-12 Basic	0.00	\$2,225.91	\$0
Special Students 4-12 Intense	0.00	\$3,116.27	\$0
Special Students 4-12 Complex	0.00	\$7,191.39	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
37 Delmar			
Regular Students K-3	0.00	\$938.83	\$0
Regular Students 4-12	0.00	\$679.45	\$0
Special Students K-3 Basic	0.00	\$1,113.86	\$0
Special Students 4-12 Basic	0.00	\$1,617.75	\$0
Special Students 4-12 Intense	0.00	\$2,264.85	\$0
Special Students 4-12 Complex	0.00	\$5,226.58	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
16 Laurel			
Regular Students K-3	0.00	\$761.20	\$0
Regular Students 4-12	0.00	\$616.57	\$0
Special Students K-3 Basic	0.00	\$1,010.77	\$0
Special Students 4-12 Basic	0.00	\$1,468.03	\$0
Special Students 4-12 Intense	0.00	\$2,055.24	\$0
Special Students 4-12 Complex	0.00	\$4,742.86	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
23 Seaford			
Regular Students K-3	0.00	\$1,214.59	\$0
Regular Students 4-12	0.00	\$983.82	\$0
Special Students K-3 Basic	0.00	\$1,612.82	\$0
Special Students 4-12 Basic	0.00	\$2,342.43	\$0
Special Students 4-12 Intense	0.00	\$3,279.40	\$0
Special Students 4-12 Complex	0.00	\$7,567.84	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
10 Caesar Rodney			
Regular Students K-3	0.00	\$1,585.42	\$0
Regular Students 4-12	0.00	\$1,284.19	\$0
Special Students K-3 Basic	0.00	\$2,105.23	\$0
Special Students 4-12 Basic	0.00	\$3,057.60	\$0
Special Students 4-12 Intense	0.00	\$4,280.64	\$0
Special Students 4-12 Complex	0.00	\$9,878.41	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
33 Christina			
Regular Students K-3	162.00	\$4,239.09	\$686,733
Regular Students 4-12	154.00	\$3,433.67	\$528,785
Special Students K-3 Basic	5.00	\$5,628.96	\$28,145
Special Students 4-12 Basic	8.00	\$8,175.39	\$65,403
Special Students 4-12 Intense	8.00	\$11,445.55	\$91,564
Special Students 4-12 Complex	7.00	\$26,412.81	\$184,890
Totals	344.00		\$1,585,520

	#	Local Pupil Rate	Amount
36 Indian River			
Regular Students K-3	0.00	\$3,127.86	\$0
Regular Students 4-12	0.00	\$2,533.57	\$0
Special Students K-3 Basic	0.00	\$4,153.39	\$0
Special Students 4-12 Basic	0.00	\$6,032.30	\$0
Special Students 4-12 Intense	0.00	\$8,445.22	\$0
Special Students 4-12 Complex	0.00	\$19,488.97	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
18 Milford			
Regular Students K-3	0.00	\$1,118.36	\$0
Regular Students 4-12	0.00	\$905.87	\$0
Special Students K-3 Basic	0.00	\$1,485.04	\$0
Special Students 4-12 Basic	0.00	\$2,156.84	\$0
Special Students 4-12 Intense	0.00	\$3,019.58	\$0
Special Students 4-12 Complex	0.00	\$6,968.26	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
24 Smyrna			
Regular Students K-3	0.00	\$1,143.26	\$0
Regular Students 4-12	0.00	\$926.04	\$0
Special Students K-3 Basic	0.00	\$1,518.10	\$0
Special Students 4-12 Basic	0.00	\$2,204.86	\$0
Special Students 4-12 Intense	0.00	\$3,086.80	\$0
Special Students 4-12 Complex	0.00	\$7,123.39	\$0
Totals	0.00		\$0

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 --State funds are automatically calculated and are detailed on the "State Detail Page" tab.

Please enter the following information:

Specify grade configuration for the year of estimate: (Example K-8, 9-12)
 Specify the county in which the school will be located: Choices New Castle, Kent or Sussex
 Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.
 Enter the number of tenth graders in the box in cell location J12

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students K-3 Basic	12.2
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

	Local Funding
	\$3,972,574

Enter Estimated # of 10th Graders Here:

	#	Local Pupil Rate	Amount
29 Appoquinimink			
Regular Students K-3	0.00	\$2,229.39	\$0
Regular Students 4-12	0.00	\$1,805.80	\$0
Special Students K-3 Basic	0.00	\$2,960.33	\$0
Special Students 4-12 Basic	0.00	\$4,299.53	\$0
Special Students 4-12 Intense	0.00	\$6,019.35	\$0
Special Students 4-12 Complex	0.00	\$13,890.80	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
31 Brandywine			
Regular Students K-3	26.00	\$5,007.60	\$130,198
Regular Students 4-12	23.00	\$4,056.15	\$93,291
Special Students K-3 Basic	0.00	\$6,649.43	\$0
Special Students 4-12 Basic	1.00	\$9,657.50	\$9,658
Special Students 4-12 Intense	6.00	\$13,520.51	\$81,123
Special Students 4-12 Complex	17.00	\$31,201.17	\$345,471

	#	Local Pupil Rate	Amount
10 Caesar Rodney			
Regular Students K-3	0.00	\$1,585.42	\$0
Regular Students 4-12	0.00	\$1,284.19	\$0
Special Students K-3 Basic	0.00	\$2,105.23	\$0
Special Students 4-12 Basic	0.00	\$3,057.60	\$0
Special Students 4-12 Intense	0.00	\$4,280.64	\$0
Special Students 4-12 Complex	0.00	\$9,878.41	\$0

	#	Local Pupil Rate	Amount
17 Cape Henlopen			
Regular Students K-3	0.00	\$3,186.67	\$0
Regular Students 4-12	0.00	\$2,581.21	\$0
Special Students K-3 Basic	0.00	\$4,231.48	\$0
Special Students 4-12 Basic	0.00	\$6,145.73	\$0
Special Students 4-12 Intense	0.00	\$8,604.02	\$0
Special Students 4-12 Complex	0.00	\$19,855.42	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
13 Capital			
Regular Students K-3	0.00	\$1,154.17	\$0
Regular Students 4-12	0.00	\$934.88	\$0
Special Students K-3 Basic	0.00	\$1,532.59	\$0
Special Students 4-12 Basic	0.00	\$2,225.91	\$0
Special Students 4-12 Intense	0.00	\$3,116.27	\$0
Special Students 4-12 Complex	0.00	\$7,191.39	\$0

	#	Local Pupil Rate	Amount
33 Christina			
Regular Students K-3	151.00	\$4,239.09	\$640,103
Regular Students 4-12	165.00	\$3,433.67	\$566,556
Special Students K-3 Basic	5.00	\$5,628.96	\$28,145
Special Students 4-12 Basic	8.00	\$8,175.39	\$65,403
Special Students 4-12 Intense	8.00	\$11,445.55	\$91,564
Special Students 4-12 Complex	7.00	\$26,412.81	\$184,890
Totals	344.00		\$1,576,660

	#	Local Pupil Rate	Amount
34 Colonial			
Regular Students K-3	92.00	\$3,476.77	\$320,047
Regular Students 4-12	105.00	\$2,817.80	\$295,869
Special Students K-3 Basic	3.00	\$4,619.34	\$13,858
Special Students 4-12 Basic	4.00	\$6,709.05	\$26,836
Special Students 4-12 Intense	1.00	\$9,392.67	\$9,393
Special Students 4-12 Complex	0.00	\$21,675.38	\$0
Totals	205.00		\$666,003

	#	Local Pupil Rate	Amount
37 Delmar			
Regular Students K-3	0.00	\$938.83	\$0
Regular Students 4-12	0.00	\$679.45	\$0
Special Students K-3 Basic	0.00	\$1,113.86	\$0
Special Students 4-12 Basic	0.00	\$1,617.75	\$0
Special Students 4-12 Intense	0.00	\$2,264.85	\$0
Special Students 4-12 Complex	0.00	\$5,226.58	\$0

	#	Local Pupil Rate	Amount
36 Indian River			
Regular Students K-3	0.00	\$3,127.86	\$0
Regular Students 4-12	0.00	\$2,533.57	\$0
Special Students K-3 Basic	0.00	\$4,153.39	\$0
Special Students 4-12 Basic	0.00	\$6,032.30	\$0
Special Students 4-12 Intense	0.00	\$8,445.22	\$0
Special Students 4-12 Complex	0.00	\$19,488.97	\$0

	#	Local Pupil Rate	Amount
15 Lake Forest			
Regular Students K-3	0.00	\$1,594.38	\$0
Regular Students 4-12	0.00	\$1,129.44	\$0
Special Students K-3 Basic	0.00	\$1,851.55	\$0
Special Students 4-12 Basic	0.00	\$2,689.15	\$0
Special Students 4-12 Intense	0.00	\$3,764.81	\$0
Special Students 4-12 Complex	0.00	\$8,688.03	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
16 Laurel			
Regular Students K-3	0.00	\$761.20	\$0
Regular Students 4-12	0.00	\$616.57	\$0
Special Students K-3 Basic	0.00	\$1,010.77	\$0
Special Students 4-12 Basic	0.00	\$1,468.03	\$0
Special Students 4-12 Intense	0.00	\$2,055.24	\$0
Special Students 4-12 Complex	0.00	\$4,742.86	\$0

	#	Local Pupil Rate	Amount
18 Milford			
Regular Students K-3	0.00	\$1,118.36	\$0
Regular Students 4-12	0.00	\$905.87	\$0
Special Students K-3 Basic	0.00	\$1,485.04	\$0
Special Students 4-12 Basic	0.00	\$2,156.84	\$0
Special Students 4-12 Intense	0.00	\$3,019.58	\$0
Special Students 4-12 Complex	0.00	\$6,968.26	\$0

	#	Local Pupil Rate	Amount
32 Red Clay			
Regular Students K-3	125.00	\$4,485.07	\$560,634
Regular Students 4-12	167.00	\$3,632.91	\$606,696
Special Students K-3 Basic	2.00	\$5,955.59	\$11,911
Special Students 4-12 Basic	1.00	\$8,649.78	\$8,650
Special Students 4-12 Intense	7.00	\$12,109.69	\$84,768
Special Students 4-12 Complex	4.00	\$27,945.45	\$111,782
Totals	306.00		\$1,384,440

	#	Local Pupil Rate	Amount
23 Seaford			
Regular Students K-3	0.00	\$1,214.59	\$0
Regular Students 4-12	0.00	\$983.82	\$0
Special Students K-3 Basic	0.00	\$1,612.82	\$0
Special Students 4-12 Basic	0.00	\$2,342.43	\$0
Special Students 4-12 Intense	0.00	\$3,279.40	\$0
Special Students 4-12 Complex	0.00	\$7,567.84	\$0

	#	Local Pupil Rate	Amount
24 Smyrna			
Regular Students K-3	0.00	\$1,143.26	\$0
Regular Students 4-12	0.00	\$926.04	\$0
Special Students K-3 Basic	0.00	\$1,518.10	\$0
Special Students 4-12 Basic	0.00	\$2,204.86	\$0
Special Students 4-12 Intense	0.00	\$3,086.80	\$0
Special Students 4-12 Complex	0.00	\$7,123.39	\$0

	#	Local Pupil Rate	Amount
35 Woodbridge			
Regular Students K-3	0.00	\$1,310.14	\$0
Regular Students 4-12	0.00	\$1,061.21	\$0
Special Students K-3 Basic	0.00	\$1,739.70	\$0
Special Students 4-12 Basic	0.00	\$2,526.70	\$0
Special Students 4-12 Intense	0.00	\$3,537.38	\$0
Special Students 4-12 Complex	0.00	\$8,163.19	\$0
Totals	0.00		\$0

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 --State funds are automatically calculated and are detailed on the "State Detail Page" tab.

Please enter the following information:

Specify grade configuration for the year of estimate: (Example K-8, 9-12)
 Specify the county in which the school will be located: Choices New Castle, Kent or Sussex
 Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.
 Enter the number of tenth graders in the box in cell location J12

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students K-3 Basic	12.2
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

Local Funding	
	\$3,969,160

Enter Estimated # of 10th Graders Here:

	#	Local Pupil Rate	Amount
29 Appoquinimink			
Regular Students K-3	0.00	\$2,229.39	\$0
Regular Students 4-12	0.00	\$1,805.80	\$0
Special Students K-3 Basic	0.00	\$2,960.33	\$0
Special Students 4-12 Basic	0.00	\$4,299.53	\$0
Special Students 4-12 Intense	0.00	\$6,019.35	\$0
Special Students 4-12 Complex	0.00	\$13,890.80	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
17 Cape Henlopen			
Regular Students K-3	0.00	\$3,186.67	\$0
Regular Students 4-12	0.00	\$2,581.21	\$0
Special Students K-3 Basic	0.00	\$4,231.48	\$0
Special Students 4-12 Basic	0.00	\$6,145.73	\$0
Special Students 4-12 Intense	0.00	\$8,604.02	\$0
Special Students 4-12 Complex	0.00	\$19,855.42	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
34 Colonial			
Regular Students K-3	92.00	\$3,476.77	\$320,047
Regular Students 4-12	105.00	\$2,817.80	\$295,869
Special Students K-3 Basic	3.00	\$4,619.34	\$13,858
Special Students 4-12 Basic	4.00	\$6,709.05	\$26,836
Special Students 4-12 Intense	1.00	\$9,392.67	\$9,393
Special Students 4-12 Complex	0.00	\$21,675.38	\$0
Totals	205.00		\$666,003

	#	Local Pupil Rate	Amount
15 Lake Forest			
Regular Students K-3	0.00	\$1,594.38	\$0
Regular Students 4-12	0.00	\$1,129.44	\$0
Special Students K-3 Basic	0.00	\$1,851.55	\$0
Special Students 4-12 Basic	0.00	\$2,689.15	\$0
Special Students 4-12 Intense	0.00	\$3,764.81	\$0
Special Students 4-12 Complex	0.00	\$8,688.03	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
32 Red Clay			
Regular Students K-3	124.00	\$4,485.07	\$556,149
Regular Students 4-12	168.00	\$3,632.91	\$610,329
Special Students K-3 Basic	2.00	\$5,955.59	\$11,911
Special Students 4-12 Basic	1.00	\$8,649.78	\$8,650
Special Students 4-12 Intense	7.00	\$12,109.69	\$84,768
Special Students 4-12 Complex	4.00	\$27,945.45	\$111,782
Totals	306.00		\$1,383,588

	#	Local Pupil Rate	Amount
35 Woodbridge			
Regular Students K-3	0.00	\$1,310.14	\$0
Regular Students 4-12	0.00	\$1,061.21	\$0
Special Students K-3 Basic	0.00	\$1,739.70	\$0
Special Students 4-12 Basic	0.00	\$2,526.70	\$0
Special Students 4-12 Intense	0.00	\$3,537.38	\$0
Special Students 4-12 Complex	0.00	\$8,163.19	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
31 Brandywine			
Regular Students K-3	25.00	\$5,007.60	\$125,190
Regular Students 4-12	24.00	\$4,056.15	\$97,348
Special Students K-3 Basic	0.00	\$6,649.43	\$0
Special Students 4-12 Basic	1.00	\$9,657.50	\$9,658
Special Students 4-12 Intense	6.00	\$13,520.51	\$81,123
Special Students 4-12 Complex	1.00	\$31,201.17	\$31,201
Totals	57.00		\$344,519

	#	Local Pupil Rate	Amount
13 Capital			
Regular Students K-3	0.00	\$1,154.17	\$0
Regular Students 4-12	0.00	\$934.88	\$0
Special Students K-3 Basic	0.00	\$1,532.59	\$0
Special Students 4-12 Basic	0.00	\$2,225.91	\$0
Special Students 4-12 Intense	0.00	\$3,116.27	\$0
Special Students 4-12 Complex	0.00	\$7,191.39	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
37 Delmar			
Regular Students K-3	0.00	\$938.83	\$0
Regular Students 4-12	0.00	\$679.45	\$0
Special Students K-3 Basic	0.00	\$1,113.86	\$0
Special Students 4-12 Basic	0.00	\$1,617.75	\$0
Special Students 4-12 Intense	0.00	\$2,264.85	\$0
Special Students 4-12 Complex	0.00	\$5,226.58	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
16 Laurel			
Regular Students K-3	0.00	\$761.20	\$0
Regular Students 4-12	0.00	\$616.57	\$0
Special Students K-3 Basic	0.00	\$1,010.77	\$0
Special Students 4-12 Basic	0.00	\$1,468.03	\$0
Special Students 4-12 Intense	0.00	\$2,055.24	\$0
Special Students 4-12 Complex	0.00	\$4,742.86	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
23 Seaford			
Regular Students K-3	0.00	\$1,214.59	\$0
Regular Students 4-12	0.00	\$983.82	\$0
Special Students K-3 Basic	0.00	\$1,612.82	\$0
Special Students 4-12 Basic	0.00	\$2,342.43	\$0
Special Students 4-12 Intense	0.00	\$3,279.40	\$0
Special Students 4-12 Complex	0.00	\$7,567.84	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
10 Caesar Rodney			
Regular Students K-3	0.00	\$1,585.42	\$0
Regular Students 4-12	0.00	\$1,284.19	\$0
Special Students K-3 Basic	0.00	\$2,105.23	\$0
Special Students 4-12 Basic	0.00	\$3,057.60	\$0
Special Students 4-12 Intense	0.00	\$4,280.64	\$0
Special Students 4-12 Complex	0.00	\$9,878.41	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
33 Christina			
Regular Students K-3	149.00	\$4,239.09	\$631,624
Regular Students 4-12	167.00	\$3,433.67	\$573,423
Special Students K-3 Basic	5.00	\$5,628.96	\$28,145
Special Students 4-12 Basic	8.00	\$8,175.39	\$65,403
Special Students 4-12 Intense	8.00	\$11,445.55	\$91,564
Special Students 4-12 Complex	7.00	\$26,412.81	\$184,890
Totals	344.00		\$1,575,049

	#	Local Pupil Rate	Amount
36 Indian River			
Regular Students K-3	0.00	\$3,127.86	\$0
Regular Students 4-12	0.00	\$2,533.57	\$0
Special Students K-3 Basic	0.00	\$4,153.39	\$0
Special Students 4-12 Basic	0.00	\$6,032.30	\$0
Special Students 4-12 Intense	0.00	\$8,445.22	\$0
Special Students 4-12 Complex	0.00	\$19,488.97	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
18 Milford			
Regular Students K-3	0.00	\$1,118.36	\$0
Regular Students 4-12	0.00	\$905.87	\$0
Special Students K-3 Basic	0.00	\$1,485.04	\$0
Special Students 4-12 Basic	0.00	\$2,156.84	\$0
Special Students 4-12 Intense	0.00	\$3,019.58	\$0
Special Students 4-12 Complex	0.00	\$6,968.26	\$0
Totals	0.00		\$0

	#	Local Pupil Rate	Amount
24 Smyrna			
Regular Students K-3	0.00	\$1,143.26	\$0
Regular Students 4-12	0.00	\$926.04	\$0
Special Students K-3 Basic	0.00	\$1,518.10	\$0
Special Students 4-12 Basic	0.00	\$2,204.86	\$0
Special Students 4-12 Intense	0.00	\$3,086.80	\$0
Special Students 4-12 Complex	0.00	\$7,123.39	\$0
Totals	0.00		\$0

FY2023 State Calc

NUMBER OF STUDENTS	403	Regular K - 3 24.88	0.44	239	Regular 4 - 12 11.95	0.21	12	K - 3 Basic 1.18	0.02	8	Basic 0.95	0.02	18	Intense 3.00	0.55	10	Complex 3.85	1.28	
TOTAL STUDENTS	690																		
UNITS	45.80																		
RSUs	2.49																		
Description	Units Funded	Unit Cost	Total Cost	Description	Units	Total Cost													
# of Div I Units	45.80	38,093	\$ 1,744,726	Division II Units	45.80														
Administrative Asst	1.00	59,260	59,260	Division II - All other Costs	\$ 2,925	133,970													
11 Month Supv	0.31	58,783	17,949	Division II - Energy	\$ 2,387	109,328													
Transportation Supervisor	0.08	58,783	4,703	Division III - Equalization	\$ 6,465	296,107													
Principal	1.00	61,204	61,204	Division III Visiting Teacher		1,034													
Assistant Principal	1.00	61,592	61,592	Academic Excellence Division III		15,839													
Visiting Teacher	0.18	46,247	8,473	Academic Excellence Division II		7,168													
Driver Education Teacher	0.00	45,467	-	Div III Psychologist		1,629													
Nurse	1.04	38,963	40,522	Professional & Curriculum Development		6,530													
Academic Excellence Units	2.76	44,376	122,478	Driver Ed Mntnce		-													
Clerical Units	4.00	28,968	115,872	Adjustment		(98,825)													
Custodial Units	8.00	25,322	202,576	Student Transportation		686,336													
Cafeteria Manager	0.73	31,009	22,637																
Cafeteria Worker	4.28	18,704	80,053																
Related Service Units	2.49	52,202	129,998																
Subtotal Personnel	72.67		\$ 2,672,041	Subtotal Other Sources		\$ 1,159,116													
	68.39																		
OEC Components				TOTAL		\$ 5,619,773													
Pension	23.80%		616,893																
Workmen's Compensation	1.55%		41,417																
Unemployment Insurance	0.11%		2,939																
FICA	6.20%		165,667																
Medicare	1.45%		38,745																
Health Insurance Cost			922,955																
SUBTOTAL OECS			1,788,615																
Subtotal Personnel Revenue			\$ 4,460,657																

FY2024 State Calc

NUMBER OF STUDENTS	414	Regular K - 3 25.56	0.45	327	Regular 4 - 12 16.35	0.29	10	K - 3 Basic 1.19	0.02	12	Basic 1.43	0.03	19	Intense 3.17	0.58	11	Complex 4.23	1.41	
TOTAL STUDENTS	793																		
UNITS	51.92																		
RSUs	2.75																		
Description	Units Funded	Unit Cost	Total Cost	Description	Units	Total Cost													
# of Div I Units	51.92	38,474	\$ 1,997,653	Division II Units	51.92														
Administrative Asst	1.00	59,260	59,260	Division II - All other Costs	\$ 2,925	151,872													
11 Month Supv	0.35	58,783	20,348	Division II - Energy	\$ 2,387	123,938													
Transportation Supervisor	0.10	58,783	5,878	Division III - Equalization	\$ 6,465	335,676													
Principal	1.00	61,204	61,204	Division III Visiting Teacher		1,034													
Assistant Principal	1.65	61,592	101,627	Academic Excellence Division III		15,839													
Visiting Teacher	0.21	46,247	9,605	Academic Excellence Division II		7,168													
Driver Education Teacher	0.00	45,467	-	Div III Psychologist		1,629													
Nurse	1.09	38,963	42,470	Professional & Curriculum Development		6,530													
Academic Excellence Units	3.17	44,376	140,761	Driver Ed Mntnce		-													
Clerical Units	5.00	28,968	144,840	Adjustment		(98,825)													
Custodial Units	7.00	25,322	177,254	Student Transportation		788,789													
Cafeteria Manager	0.73	31,009	22,637																
Cafeteria Worker	4.92	18,704	92,024																
Related Service Units	2.75	52,202	143,360																
Subtotal Personnel	80.88		\$ 3,018,920	Subtotal Other Sources		\$ 1,333,650													
	75.96																		
OEC Components				TOTAL		\$ 6,341,202													
Pension	23.80%		696,601																
Workmen's Compensation	1.55%		46,793																
Unemployment Insurance	0.11%		3,321																
FICA	6.20%		187,173																
Medicare	1.45%		43,774																
Health Insurance Cost			1,010,969																
SUBTOTAL OECS			1,988,632																
Subtotal Personnel Revenue			\$ 5,007,552																

FY2025 State Calc

	Regular K - 3			Regular 4 - 12			K - 3 Basic			Basic			Intense			Complex		
NUMBER OF STUDENTS	423	26.11	0.46	431	21.55	0.38	10	1.19	0.02	14	1.67	0.03	22	3.67	0.67	12	4.62	1.54
TOTAL STUDENTS	912																	
UNITS	58.80																	
RSUs	3.07																	
Description	Units Funded	Unit Cost	Total Cost	Description	Units	Total Cost												
# of Div I Units	58.80	38,859	\$ 2,284,911	Division II Units	58.80													
Administrative Asst	1.00	59,260	59,260	Division II - All other Costs	\$ 2,925	171,991												
11 Month Supv	0.39	58,783	23,043	Division II - Energy	\$ 2,387	140,356												
Transportation Supervisor	0.13	58,783	7,659	Division III - Equalization	\$ 6,465	380,144												
Principal	1.00	61,204	61,204	Division III Visiting Teacher		1,034												
Assistant Principal	2.00	61,592	123,184	Academic Excellence Division III		15,839												
Visiting Teacher	0.24	46,247	10,877	Academic Excellence Division II		7,168												
Driver Education Teacher	0.00	45,467	-	Div III Psychologist		1,629												
Nurse	1.14	38,963	44,418	Professional & Curriculum Development		6,530												
Academic Excellence Units	3.65	44,376	161,884	Driver Ed Mntnce		-												
Clerical Units	5.00	28,968	144,840	Adjustment		(98,825)												
Custodial Units	9.00	25,322	227,898	Student Transportation		907,157												
Cafeteria Manager	0.73	31,009	22,637															
Cafeteria Worker	5.65	18,704	105,678															
Related Service Units	3.07	52,202	160,288															
Subtotal Personnel	91.80		\$ 3,437,780	Subtotal Other Sources		\$ 1,533,023												
	86.15																	
OEC Components				TOTAL		\$ 7,203,127												
Pension	23.80%		793,040															
Workmen's Compensation	1.55%		53,286															
Unemployment Insurance	0.11%		3,782															
FICA	6.20%		213,142															
Medicare	1.45%		49,848															
Health Insurance Cost			1,119,227															
SUBTOTAL OECS			2,232,324															
Subtotal Personnel Revenue			\$ 5,670,104															

FY2026 State Calc

	Regular K - 3			Regular 4 - 12			K - 3 Basic			Basic			Intense		Complex			
NUMBER OF STUDENTS	394	24.32	0.43	460	23.00	0.40	10	1.19	0.02	14	1.67	0.03	22	3.67	0.67	12	4.62	1.54
TOTAL STUDENTS	912																	
UNITS	58.46																	
RSUs	3.06																	
Description	Units Funded	Unit Cost	Total Cost	Description	Units	Total Cost												
# of Div I Units	58.46	39,247	\$ 2,294,411	Division II Units	58.46													
Administrative Asst	1.00	59,260	59,260	Division II - All other Costs	\$ 2,925	170,996												
11 Month Supv	0.39	58,783	22,910	Division II - Energy	\$ 2,387	139,544												
Transportation Supervisor	0.13	58,783	7,659	Division III - Equalization	\$ 6,465	377,945												
Principal	1.00	61,204	61,204	Division III Visiting Teacher		1,034												
Assistant Principal	2.00	61,592	123,184	Academic Excellence Division III		15,839												
Visiting Teacher	0.23	46,247	10,814	Academic Excellence Division II		7,168												
Driver Education Teacher	0.00	45,467	-	Div III Psychologist		1,629												
Nurse	1.14	38,963	44,418	Professional & Curriculum Development		6,530												
Academic Excellence Units	3.65	44,376	161,884	Driver Ed Mntnce		-												
Clerical Units	5.00	28,968	144,840	Adjustment		(98,825)												
Custodial Units	9.00	25,322	227,898	Student Transportation		907,157												
Cafeteria Manager	0.73	31,009	22,637															
Cafeteria Worker	5.65	18,704	105,678															
Related Service Units	3.06	52,202	159,976															
Subtotal Personnel	91.45		\$ 3,446,772	Subtotal Other Sources		\$ 1,529,018												
	85.80																	
OEC Components																		
Pension	23.80%		795,180	TOTAL		\$ 7,206,735												
Workmen's Compensation	1.55%		53,425															
Unemployment Insurance	0.11%		3,791															
FICA	6.20%		213,700															
Medicare	1.45%		49,978															
Health Insurance Cost			1,114,870															
SUBTOTAL OECS			2,230,945															
Subtotal Personnel Revenue			\$ 5,677,717															

FY2027 State Calc

NUMBER OF STUDENTS	390	Regular K - 3 24.07	0.42	464	Regular 4 - 12 23.20	0.41	10	K - 3 Basic 1.19	0.02	14	Basic 1.67	0.03	22	Intense 3.67	0.67	12	Complex 4.62	1.54	
TOTAL STUDENTS	912																		
UNITS	58.41																		
RSUs	3.06																		
Description	Units Funded	Unit Cost	Total Cost	Description	Units	Total Cost													
# of Div I Units	58.41	39,640	\$ 2,315,496	Division II Units	58.41														
Administrative Asst	1.00	59,260	59,260	Division II - All other Costs	\$ 2,925	170,859													
11 Month Supv	0.39	58,783	22,891	Division II - Energy	\$ 2,387	139,432													
Transportation Supervisor	0.13	58,783	7,659	Division III - Equalization	\$ 6,465	377,642													
Principal	1.00	61,204	61,204	Division III Visiting Teacher		1,034													
Assistant Principal	2.00	61,592	123,184	Academic Excellence Division III		15,839													
Visiting Teacher	0.23	46,247	10,806	Academic Excellence Division II		7,168													
Driver Education Teacher	0.00	45,467	-	Div III Psychologist		1,629													
Nurse	1.14	38,963	44,418	Professional & Curriculum Development		6,530													
Academic Excellence Units	3.65	44,376	161,972	Driver Ed Mntnce		-													
Clerical Units	5.00	28,968	144,840	Adjustment		(98,825)													
Custodial Units	9.00	25,322	227,898	Student Transportation		907,157													
Cafeteria Manager	0.73	31,009	22,637																
Cafeteria Worker	5.65	18,704	105,678																
Related Service Units	3.06	52,202	159,933																
Subtotal Personnel	91.40		\$ 3,467,875	Subtotal Other Sources		\$ 1,528,465													
	85.75																		
OEC Components																			
Pension	23.80%		800,203	TOTAL		\$ 7,233,697													
Workmen's Compensation	1.55%		53,752																
Unemployment Insurance	0.11%		3,815																
FICA	6.20%		215,008																
Medicare	1.45%		50,284																
Health Insurance Cost			1,114,294																
SUBTOTAL OECS			2,237,357																
Subtotal Personnel Revenue			\$ 5,705,232																