A

CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY AND RELATED DOCUMENTS

ISSUED BY

THE GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES (AUTHORIZING BODY)

ISSUED TO

OLD MISSION PENINSULA SCHOOL (A PUBLIC SCHOOL ACADEMY)

CONFIRMING THE STATUS OF

OLD MISSION PENINSULA SCHOOL

AS A

PUBLIC SCHOOL ACADEMY

DATED:
JULY 1, 2025

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C**ontract to Charter a Public School Academy**

Pursuant to Part 6a of the Revised School Code ("Code"), being Sections 380.501 to 380.507 of the Michigan Compiled Laws, the Grand Valley State University Board of Trustees ("University Board") issues a contract to Old Mission Peninsula School (the "Academy"), to be effective July 1, 2025, confirming the Academy's status as a public school academy in this State. The Parties agree that the issuance of this Contract is subject to the following Terms and Conditions:

ARTICLE I

DEFINITIONS

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

a) **Academy** means the Michigan non-profit corporation authorized by this Contract.

b) **Academy Board** means the Board of Directors of the Academy authorized by this Contract. **Academy Board member** or **Academy Director** means an individual who is a member of the Academy Board, whether in the past, present or future.

c) **Applicable Law** means all state and federal law applicable to public school academies- including all rules, regulations, and orders promulgated thereunder.

d) **Applicant** means the person or entity that submitted the public school academy application to the University for the establishment of the Academy.

e) **Application** means the public school academy application and supporting documentation submitted to the University for the establishment of the Academy.

f) **Authorization Resolution** means the resolution adopted by the Grand Valley State University Board of Trustees approving the issuance of a Contract.

g) **Charter School** means public school academy.

h) **Code** means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1853 of the Michigan Compiled Laws.

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

j) **Conservator** means an individual appointed by the University President in accordance with Section 10.9 of these Terms and Conditions.

k) **Contract** means, in addition to the definitions set forth in the Code, the Terms and Conditions and the Schedules.

l) **Educational Service Provider or "ESP"** means an educational management organization as defined under section 503c of the Code, MCL 380.503c, that has entered into a contract or agreement with the Academy Board for operation or management of the Academy, which contract has been submitted to the University Charter Schools Office Director for review as provided in Section 11.15 and has not been disapproved by the University Charter Schools Office Director, and is consistent with the Charter Schools Office Educational Service Provider Policies, as they may be amended from time to time, and Applicable Law.

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

n) **Fund Balance Deficit** means the Academy has more liabilities than assets at the end of any given school fiscal year, and includes any fiscal year where the Academy would have had a budget deficit but for a financial borrowing from, or monetary contribution by an Educational Service Provider or other person or entity to the Academy. If the Academy receives a gift or grant of money or financial support from an Educational Service Provider or other person or entity that does not require repayment by the Academy, and is not conditioned upon the actions or inactions of the Academy Board, then such gift or grant shall not constitute a financial borrowing or contribution for purposes of determining a Fund Balance Deficit.

o) **Management Agreement or ESP Agreement** means an agreement as defined under section 503c of the Code, MCL 380.503c that has been entered into between an ESP and the Academy Board for operation and/or management of the Academy, which has been submitted to the University Charter Schools Office Director for review as provided in Section 11.15 and has not been disapproved by the University Charter Schools Office Director, and is consistent with the CSO Educational Service Provider Policies as they may be amended from time to time, and Applicable Law.

p) **Master Calendar of Reporting Requirements (MCRR)** means the compliance certification duties required of the Academy by the University Board. The University Charter Schools Office may amend the MCRR each fiscal year or at other times as deemed appropriate by the University President. These changes shall be automatically incorporated into the Contract and shall be exempt from the Contract amendment procedures under Article IX of these Terms and Conditions.

q) **Method of Selection Resolution** means the resolution adopted by the University Board providing for the method of selection, length of term, number of members, qualification of Board Academy members and other pertinent provisions relating to the Academy Board.

r) **Resolution** means any resolution adopted by the Grand Valley State University Board of Trustees.

s) **Schedules** mean the schedules incorporated into and part of the Terms and Conditions.

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

u) **State School Reform/Redesign Office** means the office created within the Michigan Department of Technology Management and Budget by Executive Reorganization Order 2015-02, codified at MCL 18.554, and transferred from the Michigan Department of Technology Management and Budget to the Michigan Department of Education by Executive Reorganization Order 2017-05 and codified at MCL 388.1282.

v) **Superintendent** means the Michigan Superintendent of Public Instruction.

w) **Terms and Conditions** means this document entitled Terms and Conditions of Contract issued by the Grand Valley State University Board of Trustees.

x) **University** means Grand Valley State University established pursuant to Article VIII, Sections 4 and 6 of the 1963 Michigan Constitution and MCL 390.841 *et seq*.

y) **University Board** means the Grand Valley State University Board of Trustees.

z) **University Charter Schools Hearing Panel** or **Hearing Panel** means such person(s) as designated by the University President.

aa) **University Charter Schools Office** or **CSO** means the office the University Board, by issuance of this Contract, hereby designates as the point of contact

for public school academy applicants and public school academies authorized by the University Board. The University Charter Schools Office is also responsible for managing, implementing, and overseeing the University Board's responsibilities with respect to the Contract.

bb) **University Charter Schools Office Director** or **CSO Director** means the person designated by the University President to administer the operations of the University Charter Schools Office.

cc) **University President** means the President of Grand Valley State University or his or her designee.

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

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

Section 1.4. Schedules. All Schedules to this Contract are part of this Contract.

Section 1.5. Statutory Definitions. Statutory terms defined in the Code shall have the same meaning in this Contract.

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

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

ARTICLE II

ROLE OF GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES AS AUTHORIZING BODY

Section 2.1. Independent Status of the University. The University Board is an authorizing body as defined by the Code. In approving this Contract, the University voluntarily exercises additional powers given to the University under the Code. Nothing in this Contract shall be deemed to be any waiver of the University's powers or independent status and the Academy shall not be deemed to be part of the University Board. The University Board has provided the Department the accreditation notice required under Section 502.

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

Section 2.3. University Board Resolutions. For purposes of this Contract, the University Board has adopted the following resolutions:

a) Method of Selection Resolution. The University Board has adopted the Method of Selection Resolution, which is incorporated into this Contract as part of Schedule 1. At anytime and at its sole discretion, the University Board may amend the Method of Selection Resolution. Upon University Board approval, changes to the Method of Selection Resolution shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of the Terms and Conditions.

b) Authorizing Resolutions. The University Board has adopted the Authorizing Resolution, which is incorporated into this Contract as part of Schedule 1.

Section 2.4. Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes. The University Board has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. The Academy shall perform the compliance certification duties required by the University Board as outlined in the Contract incorporated into this Contract as Schedule 5. Additionally, the Academy shall be responsible for the following:

a) In the event that the University President determines that the Academy's educational outcomes should be reviewed to help determine if the Academy is meeting the educational goals set forth in the Schedules, the University President, at his or her discretion, may require an objective evaluation of student performances by an educational consultant, acceptable to both the Academy and the University

President. The Academy shall pay for the expense of the evaluation. In addition, at any time, the University President may require an evaluation of student performance to be selected by and at the expense of the University. The Academy shall cooperate with the evaluation, including any student testing required.

b) Within ten (10) days of receipt, the Academy shall notify the University Charter Schools Office of correspondence received from the Department of Education or State Board of Education that requires a written or formal response.

c) Within ten (10) days of receipt, the Academy shall report to the University Charter Schools Office and the University Counsel Office any litigation or formal proceedings alleging violation of Applicable Law or contractual agreement against the Academy, its officers, employees, agents, and/or contractors.

d) The Academy shall permit review of the Academy's records and inspection of its premises at any time by representatives of the University. Normally, such inspections shall occur during the Academy's hours of operation and after advance notice to the Academy.

e) The Academy shall provide the Charter Schools Office with copies of reports and assessments concerning the educational outcomes achieved by pupils attending the Academy and shall provide necessary approvals for the Charter Schools Office to access electronic information received or stored by the State of Michigan including, but not limited to, the Department of Education or other agency authorized by the State to collect school data.

f) The Academy shall submit audited financial statements, including auditor's management letters and any exceptions noted by the auditors, to the University Charter Schools Office. The financial statements and auditor's management letters shall be submitted to the University Charter Schools Office within ninety (90) days after the end of the Academy's fiscal year.

g) The Academy shall provide the University Charter Schools Office with a copy of the approved annual budget for the upcoming fiscal year of the Academy no later than July 1st. The Academy Board is responsible for establishing, approving and amending the annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 *et seq.*, and for providing all amendments and revisions to the University Charter Schools Office following Academy Board approval.

h) The Academy shall provide to the University Charter Schools Office minutes of all Academy Board meetings no later than fourteen (14) days after such meeting.

Section 2.5. University Board Administrative Fee. During the term of this Contract, the Academy shall pay the University Board an administrative fee of 3% of the state school aid

payments received by the Academy. For purposes of this Contract, state school aid payments received by the Academy in July and August in any given year shall be deemed to have been received by the Academy during the Contract term. This fee shall be retained by the University Board from each state school aid payment received by the University Board for forwarding to the Academy. This fee shall compensate the University Board for issuing the Contract and overseeing the Academy's compliance with the Contract and all Applicable Law. This fee may also be used to fund college readiness work and scholarships for academies that are in compliance with this Contract.

Section 2.6. University Board as Fiscal Agent for the Academy. The University Board is the fiscal agent for the Academy. The University Board shall, within three (3) business days, forward to the Academy all state school aid funds or other public or private funds received by the University Board for the benefit of the Academy. The University Board shall retain any amount owed to the University Board by the Academy pursuant to this Contract. For purposes of this section, the responsibilities of the University Board, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 4.

Section 2.7. Authorization of Employment. The Academy may employ or contract with personnel. If the Academy contracts for personnel with an Educational Service Provider, the Academy shall submit a draft of the proposed agreement to the University Charter Schools Office for review. The University Charter Schools Office may disapprove the proposed agreement if it contains provisions in violation of this Contract or Applicable Law. No ESP agreement shall be effective unless and until the agreement complies with Section 11.16 of these Terms and Conditions. With respect to Academy employees, the Academy shall have the power and responsibility to (i) select and engage employees; (ii) pay their wages; (iii) dismiss employees; and (iv) control the employees' conduct, including the method by which the employee carries out his or her work. An employee hired by the Academy shall be an employee of the Academy for all purposes and not an employee of the University for any purpose. The Academy Board shall prohibit any individual from being employed by the Academy, an ESP, or an employee leasing company involved in the operation of the Academy, in more than one (1) full-time position and simultaneously being compensated at a full-time rate for each of these positions. The Academy shall be responsible for carrying worker's compensation insurance and unemployment insurance for its employees.

Section 2.8. Financial Obligations of the Academy are Separate from the State of Michigan, University Board and the University. Any contract, mortgage, loan or other instrument of indebtedness entered into by the Academy and a third party shall not in any way constitute an obligation, either general, special, or moral, of the State of Michigan, the University Board, or the University. Neither the full faith and credit nor the taxing power of the State of Michigan or any agency of the State, nor the full faith and credit of the University Board or the University shall ever be assigned or pledged for the payment of any Academy contract, agreement, note, mortgage, loan or other instrument of indebtedness.

Section 2.9. Academy Has No Power to Obligate or Bind State of Michigan, University Board or the University. The Academy has no authority whatsoever to enter into any contract or

other agreement that would financially obligate the State of Michigan, University Board or the University, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan, University Board or the University in any way guarantee, are financially obligated, or are in any way responsible for any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy.

Section 2.10. Authorizing Body Contract Authorization Process. Pursuant to the Code, the University Board is not required to issue a contract to the Academy. This Contract is for a fixed term and will terminate at that end of the Contract term set forth in Section 12.14 without any further action of either the Academy or the University Board. Prior to the end of the Contract term, the University Board shall provide a description of the process and standards by which the Academy may be considered for the issuance of a new contract. The timeline for consideration of whether to issue a new contract to the Academy shall be solely determined by the University Board. The standards for issuance of a new contract shall include increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria established by the University Board as the most important factor of whether to issue or not issue a new contract. The University Board, at its sole discretion, may change its process and standards for issuance of a contract at any time, and any such changes shall take effect automatically without the need for any amendment to this Contract. Consistent with the Code, the University Board may elect, at its sole discretion, not to consider the issuance of a contract, consider reauthorization of the Academy and elect not to issue a contract, or consider reauthorization of the Academy and issue a contract for a fixed term.

Section 2.11. University Board Approval of Condemnation. In the event that the Academy desires to acquire property pursuant to the Uniform Condemnation Procedures Act or other applicable statutes, it shall obtain express written permission for such acquisition from the University Board. The Academy shall submit a written request to the Charter Schools Office Director describing the proposed acquisition and the purpose for which the Academy desires to acquire the property. The Charter Schools Office Director will generate a recommendation for consideration by the University Board with regard to the proposed acquisition. The request and the Charter Schools Office Director's recommendation will be submitted by the Charter Schools Office Director for the University Board's consideration in accordance with the University Board's generally applicable timelines and policies for the agendas of regularly-scheduled University Board committee meetings and formal sessions of the University Board. No acquisition may be made until the approval of the University Board is obtained by resolution adopted at a formal session of the University Board.

Section 2.12. Charter Schools Office Director Review of Certain Financing Transactions. If the Academy proposes to (i) finance the acquisition, by lease, purchase, or other means, of facilities or equipment, or renovation of facilities, in excess of $150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge, assignment or direction to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., or (ii) direct that a portion of its State School Aid Payments be

forwarded by the Fiscal Agent University Board to a third party account for the payment of Academy debts and liabilities, the Academy shall submit the transaction for prior review by the Charter Schools Office Director as designee of the University Board, in the manner provided herein. The Academy shall, not later than thirty (30) days prior to the proposed closing date of the transaction, submit a written request to the Charter Schools Office Director describing the proposed transaction and the facilities or equipment to be acquired with the proceeds thereof (if any), and in the case of a transaction described in subparagraph (ii) of this Section, (a) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; (b) a copy of a State School Aid Payment Agreement and Direction document that is in a form acceptable to the University Charter Schools Office; and (c) copies of such other documentation regarding the transaction which is the subject of the proposed direct intercept as the University Charter Schools Office may request. Unless the Charter Schools Office Director extends the review period, within thirty (30) days of receiving a written request in compliance with this Section, the Charter Schools Office Director shall notify the Academy if the proposed transaction is disapproved. The Charter Schools Office Director may disapprove the proposed transaction if the proposed transaction violates this Contract or applicable law. If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into that is disapproved by the Charter Schools Office Director. By not disapproving a proposed transaction, the Charter Schools Office Director is in no way giving approval of the proposed transaction, or any of the terms or conditions thereof.

ARTICLE III

REQUIREMENT THAT ACADEMY ACT SOLELY AS GOVERNMENTAL AGENCY OR ENTITY AND POLITICAL SUBDIVISION

Section 3.1. Governmental Agency or Entity and Political Subdivision. The Academy shall act exclusively as a governmental agency or entity and political subdivision.

Section 3.2. Other Permitted Activities. Nothing in this Contract shall prohibit the Academy from engaging in other lawful activities that are not in derogation of the Academy's status as a public school or that would not jeopardize the eligibility of the Academy for state school aid funds. Subject to Section 2.7 and Section 6.15 of the Terms and Conditions, the Academy may enter into agreements with other public schools, public school academies, governmental units, businesses, community and nonprofit organizations where such agreements contribute to the effectiveness of the Academy or advance education in this state.

Section 3.3. Academy Board Members Serve in their Individual Capacity. All Directors of the Academy Board shall serve in their individual capacity, and not as a representative or designee of any other person or entity. A person who does not serve in their individual capacity, or who serves as a representative or designee of another person or entity, shall be deemed ineligible

to continue to serve as a Director of the Academy Board. A Director who violates this Section shall be removed from office, in accordance with the removal provisions found in the Resolution or Schedule 2: Bylaws. As set forth in the Resolution, a Director serves at the pleasure of the University Board, and may be removed with or without cause by the University Board at any time.

ARTICLE IV

PURPOSE

Section 4.1. Academy's Purpose. The Academy Board shall identify the purpose or mission of the Academy. Any subsequent changes to the Academy's purpose or mission shall be carried out by amendment in accordance with Article IX of these Terms and Conditions. The Academy's stated purpose or mission shall be set forth in the Schedules.

ARTICLE V

CORPORATE STRUCTURE OF THE ACADEMY

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

Section 5.2. Articles of Incorporation. Unless amended pursuant to Section 9.3 of Article IX herein, the Articles of Incorporation of the Academy, as set forth in Schedule 2, shall be the Articles of Incorporation of the Academy. The Academy Board represents to the University Board that Schedule 2 includes all amendments to the Academy's Articles of Incorporation as of the date set forth above.

Section 5.3. Bylaws. Unless amended pursuant to Section 9.4 of Article IX herein, the Bylaws of the Academy, as set forth in Schedule 3, shall be the Bylaws of the Academy. The Academy Board represents to the University Board that Schedule 3 includes all amendments to the Academy's Bylaws as of the date set forth above.

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

ARTICLE VI

OPERATING REQUIREMENTS

Section 6.1. Governance Structure. The Academy shall be organized and administered under the direction of the Academy Board and pursuant to the governance structure as set forth in its Bylaws. The Academy's Board of Directors shall meet at least six times per fiscal year, unless another schedule is mutually agreed upon by the University President or Designee and the Academy.

Section 6.2. Contributions and Fund Raising. The Academy may solicit and receive contributions and donations as permitted by law. No solicitation shall indicate that a contribution to the Academy is for the benefit of the University. The University shall not be required to receive any contributions or donations for the benefit of the Academy. If the University receives contributions or donations for the benefit of the Academy, it shall forward such funds to the Academy within three (3) business days of receipt.

Section 6.3. Educational Goals and Programs. The Academy shall pursue the educational goals and programs identified and contained in the Schedules. The educational goals shall include demonstrated improved pupil academic achievement for all groups of pupils. Such goals and programs may be amended pursuant to Section 9.2 of Article IX of the Terms and Conditions. Upon request, the Academy shall provide the University Charter Schools Office with a written report, along with supporting data, assessing the Academy's progress toward achieving its goal(s).

Section 6.4. Curriculum. The Academy shall have flexibility in developing, realigning, and implementing the curriculum identified in the Schedules. Any changes to the curricula shall be administered pursuant to Section 9.2 of Article IX of the Terms and Conditions, and such proposed curricula shall be designed to achieve the Academy's overall educational goals and State's educational assessment objectives.

Section 6.5. Methods of Accountability and Pupil Assessment. In addition to those set forth in this Section 6.5, the Academy shall evaluate its pupils' work based on the assessment strategies identified in the Schedules. The Academy shall also assess pupil performance using all applicable testing that the Code or the Contract requires. The Academy shall provide the University Charter Schools Office with copies of reports, assessments, and test results concerning the following:

a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the University Charter Schools Office;

b) an assessment of the Academy's student performance at the end of each academic school year or at such other times as the University Board may reasonably request;

c) an annual education report in accordance with the Code;

d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration or a program of testing approved by the University Charter Schools Office Director; and

e) all tests required under Applicable Law.

The University Board may use such reports, assessments and test results in making its decision to suspend, terminate, or not issue a new contract at the end of the Contract, or revoke the Contract.

Section 6.6. Staff Responsibilities. Subject to Section 2.7 Article II of the Terms and Conditions, the University Board authorizes the Academy to employ or contract with an Educational Service Provider. A copy of the ESP agreement shall be included in the Schedules.

Section 6.7. Admission Policy. The Academy shall comply with all application, enrollment, and admissions policies and criteria required by Applicable Law. A copy of the Academy's admission policies and criteria are set forth in the Schedules. With respect to the Academy's pupil admissions process, the Academy shall provide any documentation or information requested by the University Charter Schools Office that demonstrates the following:

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

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

Section 6.8. School Calendar/School Day Schedule. The Academy shall comply with all minimum standards governing the length of the school term, minimum number of days and hours of instruction required by Applicable Law. The Academy agrees to make available to the CSO Office a copy of the School Calendar/School Day Schedule for each academic school year no later than July 1st. A copy of the School Calendar/School Day Schedule shall be automatically incorporated into the Schedules, without the need for an amendment under Article IX of the Terms and Conditions.

Section 6.9. Age/Grade Range of Pupils Enrolled. The Academy is authorized to operate Kindergarten through Eighth grade(s). The Academy may add additional grades and vocational programs in the future, pursuant to Section 9.2 of Article IX of the Terms and Conditions.

Section 6.10. Annual Financial Audit. The Academy shall conduct an annual financial audit prepared and reviewed by an independent certified public accountant in accordance with generally accepted governmental auditing principles. The Academy shall submit the annual

financial statement audit and auditor's management letter to the Charter Schools Office in accordance with the MCRR. The Academy Board shall provide to the Charter Schools Office a copy of any responses to the auditor's management letter in accordance with the MCRR.

Section 6.11. Address and Description of Proposed Site(s); Process for Expanding Academy's Site Operations. The proposed address and physical plant description of the Academy's proposed site or sites is set forth in Schedule 7-8. Following Academy Board and University Board approval, proposed changes to the address and description of any site or sites shall be incorporated into this Contract by amendment. With the approval of the University Board, the Academy Board may operate the same configuration of age or grade levels at more than one (1) site if each configuration of age or grade levels and each site identified in Schedule 7-8 are under the direction and control of the Academy Board.

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

By formal resolution, the Academy Board may request the authority to operate the same configuration of age or grade levels at more than one site. The Academy Board shall submit to the University Charter Schools Office an application for site expansion, in a form or manner determined by the University Charter Schools Office. The application for site expansion shall include all information requested by the University Charter Schools Office, including detailed information about the site, revised budget, renovation and site improvement costs, the Academy's proposed operations at the site, and the information provided in Contract Schedules 7-8. Upon receipt of a complete application for site expansion, the University Charter Schools Office shall review the application for site expansion and make a recommendation to the University Board on whether the Academy's request for site expansion should be approved. A positive recommendation by the University Charter Schools Office of the application for site expansion shall include a determination by the Charter Schools Office that the Academy is operating in compliance with the Contract and is making measurable progress toward meeting the Academy's educational goals. The University Board may consider the Academy Board's site expansion request following submission by the University Charter Schools Office of a positive recommendation.

If the University Board approves the Academy Board's site expansion request, the Contract shall be amended in accordance with Article IX of these Terms and Conditions. The University Board reserves the right to modify, reject, or approve any application for site expansion in its sole and absolute discretion.

Section 6.12. Accounting Standards. The Academy shall at all times comply with generally accepted public sector accounting principles, and accounting system requirements that comply with Applicable Law.

Section 6.13. Placement of University Student Interns. The Academy may be a placement site for University students who are in education or other pre-professionals in training to serve in

public schools. Such placement shall be without charge to the University and subject to other terms and conditions as the Academy and the University agree.

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

Section 6.15 Matriculation Agreements. Before the Academy Board approves a matriculation agreement with another public school, the Academy shall provide a draft and final copy of the agreement to the University Charter Schools Office for review and retention.

Section 6.16. Posting of Accreditation Status. The Academy shall post notice to the Academy's homepage of its website disclosing the accreditation status of each school in accordance with section 1280e of the Code, MCL 380.1280e.

Section 6.17. New Public School Academies Located within the Boundaries of a Community District. If the Academy is a new public school academy and either of the circumstances listed below in (a) or (b) apply to the Academy's proposed site(s), the Academy represents to the University Board, intending that the University Board rely on such representation as a precondition to issuing this Contract, that the Academy has a substantially different governance, leadership, and curriculum than the public school previously operating at that site(s):

a) The Academy's proposed site is the same location as a public school that (i) is currently on the list under Section 1280c(1), MCL 380.1280c(1) or Section 1280g(3), MCL 380.1280g(3), as applicable; or (ii) has been on the list under Section 1280c(1), MCL 380.1280c(1) or Section 1280g(3), MCL 380.1280g(3), as applicable, during the immediately preceding 3 school years.

b) The Academy's proposed site is the same location of another public school academy, urban high school academy, school of excellence or strict discipline academy whose contract was revoked or terminated by an authorizing body under the applicable part of section of the Code.

Section 6.18. Collective Bargaining Agreements. Collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

ARTICLE VII

TUITION PROHIBITED

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

ARTICLE VIII

COMPLIANCE WITH PART 6A OF THE CODE AND OTHER LAWS

Section 8.1. Compliance with Part 6a of the Code. The Academy shall comply with Part 6a of the Code.

Section 8.2. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, the Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended from time to time. The Academy may expend funds from the State School Aid Act for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 8.3. Open Meetings Act. Pursuant to Section 503(6)(a) of the Code, the Academy Board shall conduct all of its meetings in accordance with the Michigan Open Meetings Act, Act No. 267 of the Public Acts of 1976, as amended, being Sections 15.261 to 15.275 of the Michigan Compiled Laws.

Section 8.4. Freedom of Information Act. Pursuant to Section 503(6)(b) of the Code, the records of the Academy shall be records subject to the provisions of the Michigan Freedom of Information Act ("FOIA"), Act No. 442 of the Public Acts of 1976, as amended, being Sections 15.231 to 15.246 of the Michigan Compiled Laws. The Academy Board shall designate a freedom of information coordinator to assure compliance with FOIA and other applicable law providing for public disclosure or for protection of privacy.

Section 8.5. Public Employees Relation Act. Pursuant to Section 503(6)(c) of the Code, the Academy shall comply with Act No. 336 of the Public Acts of 1947, being Sections 423.201 to 423.217 of the Michigan Compiled Laws. Organizational efforts and collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 8.6. Uniform Budgeting and Accounting Act. The Academy shall comply with the Uniform Budgeting and Accounting Act, Act No. 2 of the Public Acts of 1968, being MCL 141.421 to 141.440a.

Section 8.7. Revised Municipal Finance Act of 2001. With respect to the Academy's borrowing money and issuance of bonds, the Academy shall comply with section 1351a of the Code and Part VI of the Revised Municipal Finance Act of 2001, Act No. 34 of the Public Acts of 2001, being MCL 141.2601 to 141.2613 of the Michigan Compiled Laws, except that the borrowing of money and issuance of bonds by the Academy is not subject to section 1351a(4) or section 1351(2) to (4) of the Code. Bonds issued by the Academy are subject to the revised municipal finance act, 2001 PA 34, MCL 141.2101 to 141.2821.

Section 8.8. Non-discrimination. The Academy shall be separately responsible for compliance with applicable laws pertaining to equal opportunity and anti-discrimination laws such as the Elliott-Larsen Civil Rights Act, Act No. 453 of the Public Acts of 1976, as amended, being MCL 37.2101 to 37.2804, the Michigan Handicappers' Civil Rights Act, Act No. 22 of the Public Acts of 1976, as amended, being MCL 37.1101 to 37.1607, and Subtitle A of Title II of the Americans with Disabilities Act of 1990, Public Law 101-336, 42 USC & 12101 *et seq*. or any successor law.

Section 8.9. Other State Laws. The Academy shall comply with other state laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other state law to the Academy.

Section 8.10. Federal Laws. The Academy shall comply with federal laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other federal law to the Academy.

ARTICLE IX

AMENDMENT

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

Section 9.2. Process for Amending the Contract. Either party may propose changes in this Contract or may propose a meeting to discuss potential revision of this Contract. Except as provided in Sections 2.3, 5.2 and 6.11, the University Board delegates to its University President the review and approval of changes or amendments to this Contract. The Academy Board may delegate the same authority to the Academy Board President. The Contract shall be amended upon agreement and approval of the respective authorized designees.

Section 9.3. Process for Amending Academy Articles of Incorporation. The Academy Board, or any authorized designee of the Academy Board, may propose changes to the Academy's Articles of Incorporation. The Academy shall be authorized to make such changes to its Articles

upon approval by the University President or Designee after review and recommendation by the University's Legal Counsel. Upon University approval, the Academy Board's authorized designee is authorized to file the amendment to the Academy's Articles of Incorporation with the appropriate state agency. Upon receipt of the filed amendment, the Academy shall forward the filed amendment to the University Charter Schools Office. The filed amendment shall be automatically incorporated into Schedule 2 of this Contract upon receipt of the amendment by the University Charter Schools Office. If the University identifies a provision in the Articles of Incorporation that violates or conflicts with this Contract, due to a change in law or other reason, after approval has been given, it shall notify the Academy Board in writing and the Academy Board shall amend the Articles of Incorporation to make them consistent with the Contract. If the change is requested by the University, the University shall reimburse the Academy for the filing fees payable to the Michigan Department of Licensing and Regulatory Affairs, Corporate Division.

Section 9.4. Process for Amending Academy Bylaws. The Academy Board shall submit proposed Bylaw changes to the Charter Schools Office, for review and comment, at least thirty (30) days prior to Academy Board adoption. The Academy's Bylaws, and any subsequent or proposed changes to the Academy's Bylaws, shall not violate or conflict with the Contract. If at any time the University identifies a provision in the Academy Board's Bylaws that violates or conflicts with Applicable Law or this Contract, the Academy Board's Bylaws shall be automatically void and the Academy Board shall amend the identified provision to be consistent with Applicable Law and the Contract. The amendment shall be automatically incorporated into Schedule 3 of the Contract upon receipt by the University Charter Schools Office of a duly authorized Academy Board Bylaw change made in accordance with this Section 9.4.

Section 9.5. Final Approval of Amendments. Amendments to this Contract take effect only after they have been approved by the Academy Board and by the University Board or the Charter Schools Office Director. If the proposed amendment conflicts with any of the University Board's general policies on public school academies, the proposed amendment shall take effect only after approval by the Academy and the University Board.

Section 9.6. Change in Existing Law. If, after the effective date of this Contract, there is a change in Applicable Law, which alters or amends the responsibilities and obligations of either the Academy or the University Board, this Contract shall be altered or amended to reflect the change in existing laws as of the effective date of such change. To the extent possible, the responsibilities and obligations of the Academy and the University Board shall conform to and be carried out in accordance with the change in Applicable Law.

Section 9.7. Emergency Action on Behalf of University Board. Notwithstanding any other provision of this Contract to the contrary, the contents of this Section shall govern in the event of an emergency situation that arises between meetings of the University Board. An emergency situation shall be deemed to occur if the University President, in his or her sole discretion, determines that the facts and circumstances warrant that emergency action take place before the next meeting of the University Board. Upon the determination that an emergency situation exists, the University President may temporarily take action on behalf of the University

Board with regard to the Academy or the Contract, so long as such action is in the best interest of the University Board and the University President consults with the University Board Chairperson prior to taking the intended actions. When acting during an emergency situation, the University President shall have the authority to act on behalf of the University Board, and such emergency action shall only be effective in the interim before the earlier of (a) rejection of the emergency action by the Chairperson of the University Board; or (b) the next meeting of the University Board. The University President shall immediately report such action to the University Board Chairperson for confirmation at the next meeting so that the emergency action continues or, upon confirmation by the University Board, becomes permanent.

ARTICLE X

TERMINATION, SUSPENSION AND REVOCATION

Section 10.1. Grounds and Procedures for Academy Termination of Contract. At anytime and for any reason, the Academy Board may terminate this Contract. The Academy Board shall notify the CSO Director in writing of the request for the termination of the Contract not less than six (6) calendar months in advance of the effective date of termination. The University Board, in its sole discretion, may waive the six (6) month requirement. A copy of the Academy Board's resolution approving the Contract termination, including a summary of the reasons for terminating the Contract, shall be included with the written termination request.

Section 10.2. Termination by University Board. The University Board, in its sole discretion, reserves the right to terminate this Contract (i) before the end of the Contract Term for any reason or for no reason provided that such termination shall not take place less than six (6) calendar months from the date of the University Board's resolution approving such termination; or (ii) if there is a change in Applicable Law that the University Board, in its sole discretion, determines impairs its rights and obligations under the Contract or requires the University Board to make changes in the Contract that are not in the best interest of the University Board or the University, then such termination shall take effect at the end of the current Academy fiscal year. Following University Board approval, the Charter Schools Office shall provide notice of the termination to the Academy. If during the period between the University Board's action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the University Board may elect to initiate suspension or revocation of the Contract sooner as set forth in this Article X. If this Contract is terminated pursuant to this Section 10.2, the revocation procedures in Section 10.6 shall not apply.

Section 10.3. Contract Suspension. The University Board's process for suspending the Contract is as follows:

a) University President Action. If the University President determines, in his or her sole discretion, that conditions or circumstances exist that the Academy Board (i) has placed the health or safety of the staff and/or students at risk; (ii) is not properly exercising its

fiduciary obligations to protect and preserve the Academy's public funds and property; (iii) has lost its right to occupancy of the physical facilities described in Section 6.11, and cannot find another suitable physical facility for the Academy prior to the expiration or termination of its right to occupy its existing physical facilities; (iv) has failed to secure or has lost the necessary fire, health, and safety approvals as required by Schedule 6; or (v) has willfully or intentionally violated this Contract or Applicable Law, the University President may immediately suspend the Contract. If the conditions or circumstances involve an alleged violation of Sections 10.5(e) or (f), the University President is authorized to suspend the Contract immediately pending completion of the procedures set forth in Section 10.6. Unless otherwise specified in the suspension notice, the Academy shall cease operations on the date on which the suspension notice is issued. A copy of the suspension notice, setting forth the grounds for suspension, shall be sent to the Academy Board and to the Hearing Panel if applicable. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.6 shall be expedited as much as possible.

b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a decision by the University President to suspend the Contract may be retained by the University Board for the Academy until the Contract is reinstated, or shall be returned to the Michigan Department of Treasury.

c) Immediate Revocation Proceeding. If the Academy Board, after receiving a Suspension Notice from the University President continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a Revocation Hearing in accordance with the procedures set forth in Section 10.6(e) of the Terms and Conditions. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided that notice of the revocation hearing shall be provided to the University Charter Schools Office and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The University Board shall proceed to consider the Hearing Panel's recommendation in accordance with Section 10.6(f) through (i).

Section 10.4 Statutory Grounds for Revocation. In addition to the grounds for an automatic revocation of the Contract as set forth in Section 10.7, this Contract may also be revoked by the University Board upon a determination by the University Board, pursuant to the procedures set forth in Section 10.6, that one or more of the following has occurred:

a) Failure of the Academy to demonstrate improved pupil academic achievement for all groups of pupils or meet the educational goals set forth in this Contract;

b) Failure of the Academy to comply with all Applicable Law;

c) Failure of the Academy to meet generally accepted public sector accounting principles and demonstrate sound fiscal stewardship; or

d) The existence of one or more other grounds for revocation as specified in this Contract.

Section 10.5. Other Grounds for University Board Revocation. In addition to the statutory grounds for revocation set forth in Section 10.4 and the grounds for an automatic revocation of the Contract set forth in Section 10.7, the University Board may revoke this Contract, pursuant to the procedures set forth in Section 10.6, upon a determination that one or more of the following has occurred:

a) The Academy is insolvent, has been adjudged bankrupt, or has operated for one or more school fiscal year(s) with a Fund Balance Deficit;

b) The Academy has insufficient enrollment to successfully operate the Academy, or the Academy has lost more than twenty-five percent (25%) of its student enrollment from the previous school year;

c) The Academy defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract;

d) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Corporate Division, without first obtaining University President or Designee approval;

e) The University Board discovers grossly negligent, fraudulent or criminal conduct by the Applicant, the Academy's directors, officers, employees or agents in relation to their performance under this Contract;

f) The Applicant, the Academy's directors, officers or employees have provided false or misleading information or documentation to the University Board in connection with the University Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law;

g) The Academy violates the site restrictions set forth in the Contract or the Academy operates at a site or sites without the prior written authorization of the University Board; or

h) The University Board, its trustees, officers, employees, agents or representatives are not included as third party beneficiaries under any educational management agreement entered into by the Academy for purposes of indemnifying such parties in accordance with Section 11.16 of the Terms and Conditions.

Section 10.6. University Board Procedures for Revoking Contract. Except for the automatic revocation process set forth in Section 10.7 or the termination of Contract by the University Board in Section 10.2, the University Board's process for revoking the Contract is as follows:

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

b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the CSO Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response must also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the CSO Director prior to a review of the Academy Board's response.

c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, whichever is sooner, the CSO Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the CSO Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the CSO Director shall develop a plan for correcting the non-compliance ("Plan of Correction"). In developing a Plan of Correction, the CSO Director is permitted to adopt, modify or reject some or all of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be withdrawn if the CSO Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction. In the event the Notice of Intent to Revoke is withdrawn, the CSO Director shall notify the Academy Board, in writing, of such withdrawal.

d) Plan of Correction May Include Conditions to Satisfy University Board's Contract Reconstitution Authority. As part of the Plan of Correction, the CSO Director may

reconstitute the Academy in an effort to improve student educational performance and to avoid interruption of the educational process. Reconstitution may include, but is not limited to, one of the following actions: (i) removal of 1 or more members of the Academy Board members; (ii) termination of at-will board appointments of 1 or more Academy Board members; (iii) withdrawing approval of a contract under Section 506 of the Code; (iv) the appointment of a new Academy Board of directors or a Conservator to take over operations of the Academy.; or (v) closure of an Academy site(s).

Reconstitution of the Academy does not prohibit the Department from issuing an order under section 507 of the Code, MCL 380.507, directing the automatic closure of the Academy's site(s).

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

i) the Academy Board has failed to timely respond to the Notice of Intent to Revoke as set forth in Section 10.6(b);
ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;
iii) the Academy Board's response admits violations of the Contract or Applicable Law which the CSO Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the CSO Director determines that a Plan of Correction cannot be formulated;
iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;
v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.6(c);
vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or
vii) the Academy Board has been issued multiple or repeated Notices of Intent to Revoke.

The CSO Director shall send a copy of the Request for Revocation Hearing to the Academy Board at the same time the request is sent to the Hearing Panel. The Request for Revocation Hearing shall identify the reasons for revoking the Contract.

f) Hearing before University Charter Schools Hearing Panel. Within thirty (30) days of the date of a Request for Revocation Hearing, the Hearing Panel shall convene a revocation hearing. The Hearing Panel shall provide a copy of the Notice of Hearing to the University Charter Schools Office and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the

CSO Director's request for Contract revocation, and to make a recommendation to the University Board on whether the Contract should be revoked. The revocation hearing shall be held at a location, date and time as determined by the CSO Director. The hearing shall be transcribed by a court reporter and the cost of the court reporter shall be divided equally between the University and the Academy. The CSO Director or his or her designee, and the Academy Board or its designee, shall each have equal time to make their presentation to the Hearing Panel. Although each party is permitted to submit affidavits and exhibits in support of their positions, the Hearing Panel will not hear testimony from any witnesses for either side. The Hearing Panel, may, however, question the CSO Director and one or more members of the Academy Board. Within thirty (30) days of the Revocation Hearing, the Hearing Panel shall make a recommendation to the University Board concerning the revocation of the Contract. In its discretion, the Hearing Panel may extend any time deadline set forth in this subsection. A copy of the Hearing Panel's recommendation shall be provided to the University Charter Schools Office and the Academy Board at the same time that the recommendation is sent to the University Board.

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

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

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

j) Disposition of District Code Number. Notwithstanding any other provision of the Contract, after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, the district code number shall remain under the direction and control of the State Board of Education and/or its designated representative.

Section 10.7. Automatic Amendment of Contract; Automatic Termination of Contract if All Academy Sites Closed; Economic Hardship Termination. Except as otherwise noted in this Section, if the University Board is notified by the Department that an Academy site is subject to closure under section 507 of the Code, MCL 380.507 ("State's Automatic Closure Notice"), then this Contract shall automatically be amended to eliminate the Academy's authority to operate certain age and grade levels at the site or sites identified in the State's Automatic Closure Notice. If the State's Automatic Closure Notice includes all of the Academy's existing sites, then this Contract shall automatically be terminated at the end of the current school year in which the State's Automatic Closure Notice is received without any further action of the University Board or the Academy.

Following receipt of the State's Automatic Closure Notice the University Charter Schools Office Director shall forward a copy of the notice to the Academy Board and request a meeting with Academy Board representatives to discuss the Academy's plans and procedures for the elimination of certain age or grade levels at the identified site or sites, or if all of the Academy's existing sites are included in the notice, then wind-up and dissolution of the Academy corporation at the end of the current school year. All Academy inquiries and requests for reconsideration of the State's Automatic Revocation Notice, including the granting of any hardship exemption by the Department rescinding the State's Automatic Closure Notice ("Pupil Hardship Exemption"), shall be directed to the Department, in a form and manner determined by the Department.

If the Department rescinds the State's Automatic Closure Notice for an Academy site or sites by granting a Pupil Hardship Exemption, the Academy is not required to close the identified site(s), but shall present to the CSO the proposed Contract amendments incorporating the Department's school improvement plan, if applicable, for the identified site(s).

If the Department elects not to issue a Pupil Hardship Exemption and the CSO Director determines, in his or her discretion, that the closure of one or more sites as directed by the Department creates a significant economic hardship for the Academy as a going concern or the possibility of a mid-year school closure, then the CSO Director may recommend to the University Board that the Contract be terminated at the end of the current school year (hereinafter "Economic Hardship Termination"). If the University Board approves the Economic Hardship Termination recommendation, then this Contract shall terminate at the end of the current school year without any further action of the parties.

The University Board's revocation procedures set forth in Section 10.6 do not apply to an automatic termination initiated by the State's Automatic Closure Notice or an Economic Hardship Termination under this Section 10.7.

Section 10.8. Venue; Jurisdiction. The parties agree that all actions or proceedings arising in connection with this Contract will be tried and litigated only in the Circuit Court of Ottawa County, Michigan, the Michigan Court of Claims or the Federal District Court for the Western District of Michigan. The parties hereby irrevocably accept for themselves and in respect

of their property, generally and unconditionally, the jurisdiction of such courts. The parties irrevocably consent to the service of process out of any such courts in any such action or proceedings by the mailing of copies thereof by registered or certified mail, postage prepaid, to each such party, at its address set forth for notices in this Contract, such service to become effective ten (10) days after such mailing. The parties irrevocably waive any right they may have to assert the doctrine of forum non conveniens or to object to venue to the extent any proceedings is brought in accordance with this Section 10.8. This Section 10.8 shall not in any way be interpreted as an exception to the Academy's covenant not to sue contained in Section 11.8 of these Terms and Conditions.

Section 10.9. Conservator; Appointment by University President. Notwithstanding any other provision of the Contract, in the event that the health, safety, and welfare of the Academy students, property, or funds are at risk, the University President, after consulting with the University Board Chairperson, may appoint a person to serve as the Conservator of the Academy. Upon appointment, the Conservator shall have all the powers of a Board of Directors of a Public School Academy and act in the place and stead of the Academy Board. The University President shall appoint the conservator for a definite term which may be extended in writing. During the appointment, the Academy Board members are suspended and all powers of the Academy Board are suspended. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. During their appointment, the Conservator shall have the following powers:

a) take into his or her possession all Academy property and records, including financial, board, employment and student records;

b) institute and defend board actions by or on behalf of the Academy;

c) continue the business of the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of the Academy as security for the repayment of loans. However, the power shall be subject to any provisions and restrictions in any existing credit documents;

d) hire, fire, and discipline employees of the Academy;

e) settle or compromise with any debtor or creditor of the Academy, including any taxing authority;

f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate, or settle such agreements as needed; and

g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under the Code or this Contract.

ARTICLE XI

PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1. Grand Valley State University Faculty Employment in the Academy. Subject to the ability of the Academy to reach separate agreement on the terms, the Academy is permitted to use University faculty as classroom teachers in any grade.

Section 11.2. The Academy Faculty Appointment to Grand Valley State University Faculty. Nothing in this Contract shall prohibit a member of the Academy faculty from being appointed to or serving as a member of the University faculty.

Section 11.3. Student Conduct and Discipline. The Academy Board shall adopt, abide by and enforce its own set of written policies concerning student conduct and student discipline.

Section 11.4. Insurance. The Academy shall secure and maintain in its own name as the "First Named Insured" at all times the following insurance coverage:

a) Property insurance covering all of the Academy's Real and Personal property, whether owned or leased;

b) Commercial General Liability with a minimum of one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) aggregate (Occurrence Form). Coverage must include Sexual Abuse and Molestation and Corporal Punishment coverage. Policies may be written on either an occurrence or claims made basis. If the coverage is claims made, the retroactive date must be the same or before the date of the original contract, and in the event that the Academy goes out of business, the Academy must purchase the longest-available tail coverage;

c) Auto Liability (Owned and Non-Owned) with a minimum of one million dollars ($1,000,000) Combined Single Limit covering Hired and Non-Owned Autos, as well as Owned Autos if applicable;

d) Workers' Compensation or Worker' Compensation without employees (this is considered minimum premium, "if any" insurance) (statutory limits) and Employers' Liability insurance with a minimum limit of one million dollars ($1,000,000) for each coverage part;

e) Errors & Omissions insurance including Directors & Officers and School Leaders Errors & Omissions Liability insurance with a minimum of one million dollars ($1,000,000) per occurrence and three million dollars ($3,000,000) aggregate (Claims Made or Occurrence Form);

f) Crime including employee dishonesty and third party coverage insuring cash, securities, and property, with a minimum of five hundred thousand dollars ($500,000); and

g) Employment Practices Liability insurance with a minimum of one million dollars ($1,000,000) per claim/aggregate (Claims Made or Occurrence Form).

h) Umbrella with a minimum $4,000,000 limit each occurrence and aggregate. Alternatively, an Umbrella policy with an unlimited aggregate is acceptable at a $2,000,000 per occurrence limit.

The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan. The insurance carrier(s) must have an AM Best rating of "A" or better. The Academy may join with other public school academies to obtain insurance if the Academy finds that such an association provides economic advantages to the Academy, provided that each Academy maintains its identity as First Named Insured with its own limits, i.e. no sharing of limits.

The Academy shall list the University Board and the University on the insurance policies coverage listed in (b), (c), (e), (g), and (h) above, as Additional Insured on a primary and noncontributory basis. The Academy shall have a provision included in all policies requiring notice to the University, at least thirty (30) days in advance, upon termination or non-renewal of the policy or of changes in insurance carrier or policy limit changes. In addition, the Academy shall provide the University with copies of all insurance certificates and endorsements required by this Contract. Upon request, and within 10 days of the request, the Academy shall also provide to the University Charter Schools Office an entire copy of the insurance policies. Failure of the University to request or collect the policies does not affect the obligations of the Academy under the terms of this contract. The Academy may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimum may be required depending upon academic offerings and program requirements.

The Academy understands that the University's insurance carrier periodically reviews the types and amounts of insurance coverage that the Academy must secure in order for the University to maintain insurance coverage for authorization and oversight of the Academy. In the event that the University's insurance carrier requests additional changes in coverage identified in this Section 11.4, the Academy agrees to comply with any additional changes in the types and amounts of coverage requested by the University's insurance carrier within thirty (30) days after notice of the insurance coverage change.

Section 11.5. The Academy Budget; Transmittal of Budgetary Assumptions; Budget Deficit; Enhanced Deficit Elimination Plan. The Academy agrees to comply with all of the following:

a) The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.

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

c) Unless exempted from transmitting under section 1219 of the Code, MCL 380.1219, the Academy, on or before July 7th of each school fiscal year, shall transmit to the Center for Educational Performance and Information ("CEPI") the budgetary assumptions used when adopting its annual budget pursuant to the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.

d) The Academy shall not adopt or operate under a deficit budget, or incur an operating deficit in a fund during any fiscal year. At any time during the term of this Contract, the Academy shall not have an existing deficit fund balance, incur a deficit fund balance, or adopt a current year budget that projects a deficit fund balance. If the Academy has an existing deficit fund balance, incurs a deficit fund balance in the most recently completed school fiscal year, or adopts a current year budget that projects a deficit fund balance, all of the following apply:

    (i) The Academy shall notify the Superintendent and the State Treasurer immediately upon the occurrence of the circumstance, and provide a copy of the notice to the Charter Schools Office.

    (ii) Within 30 days after making notification under subdivision (d)(i), the Academy shall submit to the Superintendent in the form and manner prescribed by the Department an amended budget for the current school fiscal year and a deficit elimination plan approved by the Academy Board, with a copy to the State Treasurer. The Academy shall transmit a copy of the amended budget and the deficit elimination plan to the Charter Schools Office.

    (iii) After the Superintendent approves the Academy's deficit elimination plan, the Academy shall post the deficit elimination plan on the Academy's website.

(e) If the Academy is required by the State Treasurer to submit an enhanced deficit elimination plan under section 1220 of the Code, MCL 380.1220, the Academy shall do all of the following:

(i) The enhanced deficit elimination plan shall be approved by the Academy Board before submission.

(ii) After the State Treasurer approves an enhanced deficit elimination plan for the Academy, the Academy shall post the enhanced deficit elimination plan on the Academy's website.

(iii) Submit to the Superintendent and State Treasurer an enhanced monthly monitoring reports in a form and manner prescribed by the State Treasurer and post such monthly reports on the Academy's website.

Section 11.6. Transportation. The Academy Board may enter into contract with other school districts or other persons, including municipal and county governments, for the transportation of the Academy students to and from school and for field trips. In addition, the Academy Board may use funds received from state school aid payments to pay for student transportation. In the event that the Academy Board contracts for transportation services, the Academy Board shall ensure that the company providing the transportation services is properly licensed in accordance with Applicable Law, and that the company conducts criminal background and history checks on its drivers and other personnel who have direct contact with pupils in accordance with the Code.

Section 11.7. Extracurricular Activities and Interscholastic Sports. The Academy is authorized to join any organization, association, or league, which has as its objective the promotion and regulation of sport and athletic, oratorical, musical, dramatic, creative arts, or other contests by or between pupils.

Section 11.8. Legal Liabilities and Covenants Not to Sue. The Academy and Academy Board members acknowledge and agree that they have no authority to extend the faith and credit of the University or to enter into a contract that would bind the University. The Academy also is limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy and Academy Board members hereby agrees and covenants not to sue the University Board, the University or any of its trustees, officers, employees, agents or representatives for any matters that arise under this Contract or otherwise. The University does not assume any obligation with respect to any Academy Director, employee, agent, parent, guardian, or independent contractor of the Academy, and no such person shall have the right or standing to bring suit against the University Board, the University or any of its Trustees, employees, agents, or independent contractors as a result of the issuing, termination or revocation of this Contract.

Section 11.9. Lease or Deed for Proposed Single Site(s). The Academy shall provide to the designee of the University Board copies of its lease or deed for the premises in which the Academy shall operate. A copy of the Academy's lease or deed and site information shall be incorporated into the Schedules.

Any lease agreement entered into by the Academy shall include a termination provision permitting the Academy to terminate the lease, without cost or penalty to the Academy, in the event that the Academy is required to close an Academy site covered by the lease (i) pursuant to a notice issued by the Department under Section 507 of the Code, MCL 380.507; or (ii) pursuant to a reconstitution by the University pursuant to Section 507 of the Code, MCL 380.507 and these Contract Terms and Conditions. The provision shall also provide that the lessor/landlord shall have no recourse against the Academy or the University Board for implementing the site closure or reconstitution. Nothing in this paragraph shall prevent the lessor/landlord from receiving lease payments owned prior to site closure or reconstitution, or relieve the Academy from paying any costs or expenses owed under the lease prior to site closure or reconstitution.

Section 11.10. Occupancy and Safety Certificates. The Academy Board shall: (i) ensure that all physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy and safety certificates. The Academy Board shall not conduct classes at any site until the Academy has complied with this Section 11.10. Copies of these certificates shall be incorporated into the Schedules.

Section 11.11. Criminal Background and History Checks; Disclosure of Unprofessional Conduct. The Academy shall comply with the Code concerning criminal background and criminal history checks for its teachers, school administrator(s), and for any other position requiring State Board approval. In addition, the Academy shall comply with the Code concerning the disclosure of unprofessional conduct by persons applying for Academy employment. This Section 11.11 shall apply to such persons irrespective of whether they are employed by the Academy or employed by an educational service provider contracting with the Academy.

Section 11.12. Special Education. Pursuant to Section 1701a of the Code, the Academy shall comply with Article III, Part 29 of the Code, MCL 380.1701 et seq., concerning the provision of special education programs and services at the Academy. Upon receipt, the Academy shall notify the Charter Schools Office of any due process or state complaint filed against the Academy.

Section 11.13. Deposit of Public Funds by the Academy. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of all public or private funds received by the Academy. Such deposit shall be made within three (3) business days after receipt of the funds by the Academy.

Section 11.14. Nonessential Elective Courses. If the Academy Board elects to provide nonessential elective courses to part-time pupils at a nonpublic school building, the Academy shall comply with Section 1766b of the State School Aid Act of 1979, as amended, MCL 388.1766b. Prior to providing instruction, the Academy Board shall ensure that the Academy

has sufficient documentation to qualify for part-time pupil funding under the State School Aid Act. The provision of nonessential elective courses by the Academy shall be incorporated into this Contract as an amendment pursuant to Article IX of these Terms and Conditions.

Section 11.15. Educational Service Provider Agreements. The Academy may enter into an ESP Agreement with an ESP to contract out its administrative and/or educational functions and personnel. For the purposes of this Contract, an employee leasing agreement shall be considered an ESP Agreement, and an employee leasing company shall be considered an ESP. The Academy board must retain independent legal counsel to review and advise on the negotiation of the ESP agreement. Legal counsel for the Academy shall not represent the ESP or an ESP owner, director, officer, or employee. The ESP agreement must be an arms-length, negotiated agreement between an informed Academy Board and the ESP.

Prior to entering any ESP Agreement with an ESP, the Academy shall submit a copy of the final draft ESP Agreement to the University Charter Schools Office in a form or manner consistent with the ESP policies of the University Charter Schools Office, which are incorporated into and be deemed part of this Contract. The Charter Schools Office may, from time to time during the term of this Contract, amend the ESP policies and the amended policies shall automatically apply to the Academy without any amendment under Article IX of this Contract. The University Charter Schools Office may disapprove the proposed ESP Agreement submitted by the Academy if the ESP Agreement is contrary to this Contract or Applicable Law. Any subsequent amendment to an ESP Agreement shall be submitted for review by the University Charter Schools Office in the same form and manner as a new ESP Agreement.

Section 11.16. Required Provisions for Educational Service Provider Agreements. Any ESP agreement entered into by the Academy must contain the following provisions:

"Indemnification of Grand Valley State University. The parties acknowledge and agree that the Grand Valley State University Board of Trustees, Grand Valley State University and its members, officers, employees, agents or representatives are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify and hold harmless Grand Valley State University Board of Trustees, Grand Valley State University and its members, officers, employees, agents or representatives from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of Grand Valley State University, which arise out of or are in any manner connected with Grand Valley State University Board's approval of the Application, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance by Grand Valley State University and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy or the ESP, or which arise out of the failure of the Academy to perform its obligations under the Contract issued to the Academy by Grand Valley State University Board of Trustees. The parties expressly acknowledge and agree that Grand Valley

State University and its Board of Trustee members, officers, employees, agents or representatives may commence legal action against either party to enforce its rights as set forth in this Agreement."

"Revocation or Termination of Contract. If the Academy's Contract issued by the Grand Valley State University Board of Trustees is suspended, revoked, or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminate on the same date as the Academy's Contract is suspended, revoked, or termination without further action of the parties."

"Compliance with Academy's Contract. The ESP agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract issued by Grand Valley State University Board of Trustees. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement."

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

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

"Compliance with Section 11.23 of Contract Terms and Conditions. The ESP shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 6 of the Contract, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under Section 11.23(a) of the Contract Terms and Conditions."

Section 11.17. Additional Required Provisions for Educational Service Provider Agreements. ESP agreements must include provisions that define the following, according to the standards set forth in Contract Schedule 6:

1. Roles and responsibilities of the parties
2. Services and resources provided by the ESP

3. Fee or expense payment structure
4. Financial control, oversight, and disclosure
5. Renewal and termination of the agreement

Section 11.18. Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, Act No. 566 of the Public Acts of 1978, being MCL 15.181 to 15.185 of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, Act No. 317 of the Public Acts of 1968, being MCL 15.321 to 15.330 of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Notwithstanding any other provision of this Contract, the following shall be deemed a prohibited conflict of interest for purposes of this Contract:

(a) An individual simultaneously serving as an Academy Board member and an owner, officer, director, employee or consultant of an educational service provider or an employee leasing company that has an ESP agreement with the Academy;

(b) An individual simultaneously serving as an Academy Board member and an Academy employee;

(c) An individual simultaneously serving as an Academy Board member and an independent contractor to the Academy;

(d) An individual simultaneously serving as an Academy Board member and as a member of the governing board of another public school; and

(e) An individual simultaneously serving as an Academy Board member and a University employee, official, or consultant, to the University.

Section 11.19. Certain Familial Relationships Prohibited. The Academy Board shall prohibit specifically identified family relationships pursuant to applicable law and the Terms and Conditions of this contract. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited familial relationships for the purposes of this Contract:

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

(i) Is employed by the Academy;
(ii) Works at or is assigned to the Academy
(iii) Has an ownership, officer, policy making, managerial, administrative, non-clerical or other significant role with the Academy's ESP or employee leasing company.

Section 11.20. Academy Board Legal Counsel. If the Academy Board obtains Legal Counsel, Legal Counsel must be independent of and not representing the ESP, or ESP owner, director, officer, or employee.

Section 11.21. Dual Employment Positions Prohibited. Any person working at the Academy is prohibited by law from being employed at the Academy in more than one full-time position and simultaneously being compensated for each position.

Section 11.22. Oath of Public Office. Academy Board members are public officials. Before entering upon the duties of a public school board member, each Academy Board member shall take, sign, and file the constitutional oath of office with the Charter Schools Office.

Section 11.23. Information Available to the Public and University.

(a) Information to be provided by the Academy. In accordance with Applicable Law, the Academy shall make information concerning its operation and management, including without limitation information in Schedule 6, available to the public and University in the same manner and to the same extent as is required for public schools and school districts.

(b) Information to be provided by Educational Service Providers. The agreement between the Academy and the ESP shall contain a provision requiring the ESP to make information concerning the operation and management of the Academy, including the information in Schedule 6, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under subparagraph (a).

Section 11.24. Administrator and Teacher Evaluation Systems. The Academy Board shall adopt and implement for all individuals employed by or contracted for the Academy as teachers or school administrators a rigorous, transparent, and fair performance evaluation system that complies with Applicable Law. If the Academy enters into an agreement with an Educational Service Provider, the Academy Board shall ensure that the Educational Service Provider complies with this section.

Section 11.25. University Board Invitation to Apply to Convert Academy to School of Excellence. If the University Board is interested in accepting applications to issue contracts to charter Schools of Excellence under Part 6e of the Code, MCL 380.551 et seq. ("Part 6e"), and the University Board determines that the Academy meets the University Board's and the Code's eligibility criteria for applying to convert the Academy to a School of Excellence, then the University Board may invite the Academy to submit an application to apply for a contract to convert the Academy to a School of Excellence. In accordance with the Code, the University Board shall establish its own competitive application process and provide the necessary forms and procedures to eligible public school academies.

Section 11.26. Student Privacy. In order to protect the privacy of students enrolled at the Academy, the Academy board, subject to Section 11.29, shall not:

a) Sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of a pupil's education records. This does not prohibit the Academy Board from:

   i. for students enrolled in the Academy, providing such information to an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the University;

   ii. providing the information to a person or entity as necessary for standardized testing that measures a student's academic progress and achievement; or

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

b) The terms "education records" and "personally identifiable information" shall have the same meaning as defined in 34 CFR 99.3.

Section 11.27. Disclosure of Information to Parents and Legal Guardians, Subject to Section 11.29.

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

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

   i. to the Department or CEPI;
   ii. to the student's parent or legal guardian;
   iii. by the Academy to the University or to the educational management organization that has an educational service provider agreement that has not been disapproved by the University;

iv. by the Academy to the Academy's intermediate school district or another intermediate school district providing services to the Academy or the Academy's students pursuant to a written agreement;
v. to the Academy by the Academy's intermediate school district or another intermediate school district providing services to pupils enrolled in the Academy pursuant to a written agreement;
vi. to the Academy by the University;
vii. to a person, agency, or organization with written consent from the student's, parent or legal guardian, or from the student if the student is at least 18 years of age;
viii. to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction;
ix. as necessary for standardized testing that measures a student's academic progress and achievement; or
x. in the absence of, or in compliance with, a properly executed opt-out form, as adopted by the Academy in compliance with section 1136(6) of the Code, pertaining to uses for which the Academy commonly would disclose a pupil's "directory information."

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

d) The terms "education records," "personally identifiable information," and "directory information" shall have the same meaning as defined in MCL 380.1136(8)(g) and 34 CFR 99.3.

Section 11.28. <u>List of Uses for Student Directory Information; Opt-Out Form; Notice to Student's Parent or Legal Guardian</u>.

a) Subject to Section 11.29, the Academy shall do all of the following:

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

directory information in any of the Uses that have been opted out of in the opt-out form.

b) The terms "directory information" shall have the same meaning as defined in 34 CFR 99.3.

Section 11.29. Confidential Address Restrictions.

a) The Academy shall not disclose the confidential address of a student if the student or the student's parent or legal guardian has obtained a participation card issued by the department of the attorney general under the address confidentiality program act and the parent or legal guardian provides notice of the issuance of the participation card in a form and manner prescribed by the Michigan Department of Education.

b) The term "confidential address" shall have the same meaning as defined in MCL 380.1136.

Section 11.30. Partnership Agreement. If the Department and State Reform Office imposes a partnership agreement on the Academy, the Academy shall work collaboratively with the Department, the State Reform Office, and other partners to implement the partnership agreement. In the event that a provision in the partnership agreement is inconsistent with a provision in this Contract, this Contract shall control.

Section 11.31. Statewide Safety Information Policy. The Academy shall adopt and adhere to the statewide school safety information policy required under Section 1308 of the Code, MCL 380.1308. The statewide school safety information policy may also address Academy procedures for reporting incidents involving possession of a dangerous weapon as required under Section 1313 of the Code, MCL 380.1313.

Section 11.32. Criminal Incident Reporting Obligation. Within twenty-four (24) hours after an incident occurs, the Academy shall provide a report to the Michigan State Police, in a form and manner prescribed by State Police, after either of the following: (i) an incident involving a crime that must be reported under Section 1310a(2) of the Code, MCL 380.1310a(2); or (ii) an incident, if known to the Academy, involving the attempted commission of a crime that must be reported under Section 1310a(2) of the Code, MCL 380.1310a(2). Failure to comply may result in the Academy being ineligible to receive any school safety grants from the Michigan State Police for the fiscal year in which the noncompliance is discovered by State Police.

Section 11.33. Academy Emergency Operations Plan.

a) Beginning in the 2019-2020 school year, and at least biennially thereafter, the Academy shall, in conjunction with at least 1 law enforcement agency having jurisdiction over the Academy, conduct either (i) a review of the Academy's emergency operations plan, including a review of the vulnerability assessment; or (ii) a review of the Academy's statewide school safety information policy, as applicable.

b) Not later than January 1, 2020, the Academy shall either (i) develop an emergency operations plan for each school building, including recreational structure or athletic field, operated by the Academy with input from the public; or (ii) adopt a statewide school safety information policy under Section 1308 of the Code, MCL 380.1308. The emergency operations plan or statewide school safety information policy shall comply with Section 1308b(3) of the Code, MCL 380.1308b(3). Within thirty (30) days, the Academy shall provide to the Department, in a form and manner determined by the Department, notice of the adoption of an emergency plan or the completion of an emergency operations plan review, as applicable.

Section 11.34. School Safety Liaison. The Academy Board shall designate a liaison to work with the School Safety Commission created under Section 5 of the Comprehensive School Safety Plan Act created under Public Act 548 of 2018, MCL 28.805 and the Office of School Safety created under MCL 28.681. The Liaison shall be an individual employed or assigned to regularly and continuously work under contract in the school operated by the Academy. The Liaison shall work with the School Safety Commission and the Office of School Safety to identify mode practices for determining school safety measures.

Section 11.35. New Building Construction or Renovations. The Academy shall not commence construction on a new school building or the major renovation of an existing school building unless the Academy consults on the plans of the construction or major renovation regarding school safety issues with the law enforcement agency that is or will be the first responder for that school building. School building includes either a building intended to be used to provide pupil instruction or a recreational or athletic structure or field used by pupils.

Section 11.36. Annual Expulsion Report and Website Report on Criminal Incidents. On an annual basis, the Academy Board shall do the following:

(i) prepare and submit to the Superintendent, in a form and manner prescribed by the Superintendent, a report stating the number of pupils expelled from the Academy during the immediately preceding school year, with a brief description of the incident causing each expulsion;

(ii) post on its website, in a form and manner prescribed by the Superintendent, a report on the incidents of crime occurring at schools operated by the Academy. Each school building shall collect and keep current on a weekly basis the information required for the website report, and must provide that information, within seven (7) days upon request; and

(iii) make a copy of the report on the incidents of crime, disaggregated by school building, available to the parent or legal guardian of each pupil enrolled in the Academy.

Section 11.37. K to 3 Reading. If the Academy offers Kindergarten through Third grade, the Academy shall comply with Section 1280f of the Code, MCL 380.1280f. The Academy shall ensure that all required actions, notices, and filings required under Section 1280f, MCL 380.1280f, are timely completed.

ARTICLE XII

GENERAL TERMS

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

If to Grand Valley State University Board of Trustees:

Charter Schools Office Director
Grand Valley State University
201 Front Avenue SW, Suite 310
Grand Rapids, Michigan 49504

If to Academy: Old Mission Peninsula School
Attn: Board President
2699 Island View Road
Traverse City, MI 49686

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

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

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

Section 12.5. Assignment. This Contract is not assignable by either party.

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

implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.7. Indemnification. As a condition to receiving a grant of authority from the University Board to operate a public school pursuant to the terms and conditions of this Contract, the Academy agrees to indemnify and hold the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University Board's receipt, consideration or approval of the Application, the University Board's approval of the Method of Selection Resolution or the Authorizing Resolution, legal challenges to the validity of Part 6a of the Code or actions taken by the University Board as an authorizing body under Part 6a of the Code, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance of the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of Section 7 of the Governmental Liability for Negligence Act, being Act No. 170, Public Acts of Michigan, 1964.

Section 12.8. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.9. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.10. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the University Board and no other person or entity, including without limitation, the ESP. Except as otherwise provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.11. Non-agency. It is understood that the Academy is not the agent of the University.

Section 12.12. Governing Law. This Contract shall be governed and controlled by the laws of the State of Michigan as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.13. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.14. Term of Contract. This Contract shall commence on July 1, 2025, and shall remain in full force and effect for seven (7) years until June 30, 2032, unless sooner revoked or terminated according to the terms hereof.

Section 12.15. Survival of Provisions. The terms, provisions, and representations contained in Section 11.4, Section 11.8, Section 12.7, and Section 12.10, and any other provision of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

Section 12.16. Termination of Responsibilities. Upon termination or revocation of this Contract, the University Board and its designees shall have no further obligations or responsibilities under this Contract to the Academy or any other person or persons in connection with this Contract.

Section 12.17. Disposition of Academy Assets Upon Termination or Revocation of Contract. Following termination or revocation of the Contract, the Academy shall follow the applicable wind-up and dissolution provisions set forth in the Academy's articles of incorporation, Part 6A of the Code, and Applicable Law.

Section 12.18. University Board or CSO General Policies on Public School Academies Shall Apply. Notwithstanding any provision of this Contract to the contrary, and with the exception of existing University Board or CSO policies regarding public school academies which shall apply immediately, University Board or CSO general policies clarifying procedure and requirements applicable to public school academies under this Contract, as from time to time adopted or amended, will automatically apply to the Academy, provided they are not inconsistent with provisions of this Contract. Before issuing general policies under this Section, the University Board or the CSO shall provide a draft of the proposed policies to the Academy Board. The Academy Board shall have at least thirty (30) days to provide comment to the CSO on the proposed policies before such policies shall become effective.

[INTENTIONALLY LEFT BLANK]

As the designated representative of the Grand Valley State University Board of Trustees, I hereby issue this Contract to the Academy on the date set forth above.

GRAND VALLEY STATE UNIVERSITY
BOARD OF TRUSTEES

By: _____
University President or his/her designee

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

OLD MISSION PENINSULA SCHOOL

By: _____
Academy Board President

SCHEDULE 1

METHOD OF SELECTION RESOLUTION
AUTHORIZING RESOLUTION

GRAND VALLEY STATE UNIVERSITY
www.gvsu.edu

CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF GRAND VALLEY STATE UNIVERSITY ON OCTOBER 18, 2024:

Reauthorization of 6a Charter Contract – Old Mission Peninsula School (formerly Old Mission Peninsula Community School), Traverse City (7 years)

WHEREAS, the Board of Trustees of Grand Valley State University, at its meeting on July 14, 2017, initially authorized the issuance of a contract to charter Old Mission Peninsula School (formerly Old Mission Peninsula Community School) (the "Academy"); and

WHEREAS, the University's Charter Schools Office has completed its evaluation and assessment of the operation and performance of the Academy; and

WHEREAS, the present Board of Directors of the Academy has requested the reissuance of a 6a contract to charter as a public school academy; and

WHEREAS, the University President's designee has recommended the reissuance of a contract to charter as a public school academy to the Academy for a seven (7) year term beginning July 1, 2025, and ending June 30, 2032;

NOW, THEREFORE, BE IT RESOLVED, that the University Board of Trustees approves and reauthorizes the execution of a contract to charter a public school academy to the Academy and authorizes the University President or designee to execute the contract to charter a public school academy and related documents to the Academy for a seven (7) year term, provided that, before the execution of the contract, the University President or designee affirms that all terms of the contract have been agreed upon and the Academy is able to comply with all terms and conditions of the contract and applicable law. This resolution shall be incorporated in and made part of the contract as Schedule 1.

IN WITNESS WHEREOF, I have hereunto signed my name as Secretary and have caused the seal of said body corporate to be hereto affixed this 28th day of October 2024.

Stacie R. Behler, Vice President and Chief Public Affairs and Communications Officer
Secretary, Board of Trustees
Grand Valley State University

GRAND VALLEY STATE UNIVERSITY
www.gvsu.edu

CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF GRAND VALLEY STATE UNIVERSITY ON JULY 14, 2017:

Authorization of Old Mission Peninsula Community School 6a Contract

WHEREAS, the Michigan Legislature has provided for the establishment of public school academies as part of the Michigan public school system by enacting Act No. 362 of the Public Acts of 1993; and

WHEREAS, according to this legislation, the Grand Valley State University Board of Trustees (the "Board of Trustees"), as the governing body of a state public university, is an authorizing body empowered to issue contracts to organize and operate public school academies; and

WHEREAS, the Michigan Legislature has mandated that public school academy contracts be issued on a competitive basis taking into consideration the resources available for the proposed public school academy, the population to be served by the proposed public school academy, and the educational goals to be achieved by the proposed public school academy; and

WHEREAS, the Grand Valley State University Board of Trustees, having requested applications for organizing public school academies and having reviewed the applications according to the provisions set forth by the Michigan Legislature;

NOW, THEREFORE, BE IT RESOLVED:

1. That the application for Old Mission Peninsula Community School ("Academy"), located at 2699 Island View Road, Traverse City, Michigan 49686, submitted under Section 502 of the Revised School Code, meets the Board of Trustees' requirements and the requirements of applicable law, is therefore approved;

2. That the Board of Trustees establishes the method of selection, length of term and number of members of the Academy's Board of Directors as follows:

Method of Selection and Appointment of Academy Board Members:

a. Initial Academy Board Member Nominations and Appointments: As part of the public school academy application, the public school academy applicant shall propose to the Director of the University Charter Schools Office ("Director"), the names of proposed individuals to serve on the initial board of directors of the proposed public school academy. When the Director recommends an initial contract for approval to the Board of Trustees, he/she shall include recommendations for initial Academy Board members. These recommendations may, but are not required to, include individuals proposed by the public school academy applicant. To be considered for appointment, the nominees must have completed the required board member candidate application materials, including at least (i) the Academy Board Member Questionnaire prescribed by the University Charter Schools Office; and (ii) the Criminal Background Check Report prescribed by the University Charter Schools Office.

b. Subsequent Academy Board Member Nominations and Appointments: Except as provided in paragraph (2) below, the Academy Board may nominate individuals for subsequent Academy Board of Director positions. As part of the appointment process, the Academy Board may submit to the Director: (i) the name of the nominee; (ii) the board member candidate application materials identified in paragraph (a) above; and (iii) a copy of the Academy Board nominating resolution. The Director may or may not recommend the proposed nominee submitted by the Academy Board. If the Director does not recommend a nominee submitted by the Academy Board, the Director shall select a nominee and forward that recommendation to the Board of Trustees for appointment. The Board of Trustees shall have the sole and exclusive right to appoint members to the Academy Board.

c. Exigent Appointments: When the Director determines an "exigent condition" exists which requires him/her to make an appointment to a public school academy's board of directors, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting held by the Board of Trustees when a regular appointment may be made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy's board of directors of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, when a Academy Board cannot

reach a quorum, when the Board of Trustees determines that an Academy Board member's service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.

3. Qualifications of Academy Board Members: To be qualified to serve on the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the GVSU Charter Schools Office including, but not limited to, a GVSU Academy Board Member Questionnaire and a release for criminal history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or employee of a company or other entity that contracts with the Academy; and (f) not be an employee or representative of GVSU or be a member of the Board of Trustees.

4. Oath /Acceptance of Office / Voting Rights: Following appointment by the Board of Trustees, Academy Board Appointees may begin their legal duties, including the right to vote, after they have signed an Acceptance of Public Office form and taken the Oath or Affirmation of Public Office administered by a member of the Academy Board, other public official or notary public.

5. Length of Term; Removal: An appointed Academy Board member is an "at will" board member who shall serve at the pleasure of the Board of Trustees for a term of office not to exceed three (3) years. Regardless of the length of term, terms shall end on June 30 of the final year of service, unless shorter due to other provisions of this resolution. A person appointed to serve as an Academy Board member may be reappointed to serve additional terms. When an Academy Board member is appointed to complete the term of service of another Academy Board member, their service ends at the end of the previous Academy Board member's term.

   If the Board of Trustees determines that an Academy Board member's service in office is no longer required, then the Board of Trustees may remove an Academy board member with or without cause and shall specify the date when the Academy Board member's service ends. An Academy Board member may be removed from office by a two-thirds (2/3) vote of the Academy's Board for cause.

6. Resignations: A member of the Academy Board may resign from office by submitting a written resignation or by notifying the Director. The resignation is effective upon receipt by the Director, unless a later date is specified in the resignation. A written notice of resignation is not required. If no such written notification is provided, then the Director

shall confirm a resignation in writing. The resignation shall be effective upon the date the Director sends confirmation to the resigning Academy Board member.

7. Vacancy: An Academy Board position shall be considered vacant when an Academy Board member:

   a. Resigns
   b. Dies
   c. Is removed from Office
   d. Is convicted of a felony
   e. Ceases to be qualified
   f. Is incapacitated

8. Filling a Vacancy: The Academy Board may nominate and the Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in the "Subsequent Appointments" and "Exigent Appointments" procedures in this resolution.

9. Number of Academy Board Member Positions: The number of member positions of the Academy Board of Directors shall be five (5), seven (7) or nine (9), as determined from time to time by the Academy Board.

10. Quorum: In order to legally transact business the Academy Board shall have a quorum physically present at a duly called meeting of the Academy Board. A "quorum" shall be defined as follows:

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

11. Manner of Acting: The Academy Board shall be considered to have "acted," when a duly called meeting of the Academy Board has a quorum present and the number of board members voting in favor of an action is as follows:

# of Academy Board positions	# for Quorum	# required to act
Five (5)	Three (3)	Three (3)
Seven (7)	Four (4)	Four (4)
Nine (9)	Five (5)	Five (5)

12. Initial Members of the Board of Directors: The Grand Valley State University Board of Trustees appoints the following persons to serve as the initial members of the Academy's Board of Directors for the designated term of office set forth below:

Amanda L. Igra	1 year term expiring June 30, 2018
Rebecca S. Seah	2 year term expiring June 30, 2019
Michael Smiley	2 year term expiring June 30, 2029
Erica C. Walsh	3 year term expiring June 30, 2020
Isaiah S. Wunsch	3 year term expiring June 30, 2020

13. The Board of Trustees approves and authorizes the execution of a contract to charter a public school academy to the Academy and authorizes the University President or designee to issue a contract to charter a public school academy and related documents ("Contract") to the Academy, provided that, before execution of the Contract, the University President or designee affirms that all terms of the contract have been agreed upon and the Academy is able to comply with all terms and conditions of the Contract and Applicable Law. This resolution shall be incorporated in and made part of the Contract.

14. Within ten days after the Board of Trustees issues the Contract, the Director will submit the Contract to the Michigan Department of Education. Pursuant to the State School Aid Act of 1979, the Michigan Department of Education shall, within thirty days after the Contract is submitted to the Michigan Department of Education, issue a district code number to each public school academy that is authorized under the Revised School Code and is eligible to receive funding under the State School Aid Act. By approving and issuing the Contract, the Board of Trustees is not responsible for the Michigan Department of Education's issuance or non-issuance of a district code number. As a condition precedent to the Board of Trustees' issuance of the Contract, the Applicant, the Academy and the Academy's Board of Directors shall acknowledge and agree that the Board of Trustees, Grand Valley State University, its officers, employees and agents are not responsible for any action taken by the Academy in reliance upon the Michigan Department of Education's issuance of a district code number to the Academy, or for any Michigan Department of Education's decision resulting in the non-issuance of a district code number to the Academy.

IN WITNESS WHEREOF, I have hereunto signed my name as Secretary and have caused the seal of said body corporate to be hereto affixed this 24th day of July 2017.

Teri L. Losey, Secretary
Board of Trustees
Grand Valley State University

SCHEDULE 2

ARTICLES OF INCORPORATION

511

03

MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS CORPORATIONS, SECURITIES & COMMERCIAL LICENSING BUREAU	
Date Received SEP 04 2019	(FOR BUREAU USE ONLY)
	This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.

TranInfo:1 23813154-1 09/03/19
Chk#: 1336 Amt: $20.00
ID: 802116095

FILED

SEP 06 2019

ADMINISTRATOR
CORPORATIONS DIVISION

EFFECTIVE DATE:

Name
Candace L. Sorensen

Address
250 Monroe Ave. NW Suite 400

City	State	Zip Code
Grand Rapids	MI	49503

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

802116095

RESTATED ARTICLES OF INCORPORATION
For Use by Domestic Nonprofit Corporations
Of
Old Mission Peninsula School

Pursuant to the provisions of the Michigan Nonprofit Corporation Act (Act 162) of 1982, as amended (the "Act"), being MCL 450.2101 et seq. and Revised School Code (the "Code") as amended, being Sections 380.501 to 380.507 of the Michigan Compiled Laws, the undersigned corporation executes the following Restated Articles:

The present name of the corporation is: Old Mission Peninsula School.

The corporation identification number ("CID") assigned by the Bureau is: 802116095.

The corporation filed a Certificate of Assumed Name on December 9, 2017, for the assumed name of Old Mission Peninsula Community School.

The date of filing the original Articles of Incorporation was: October 25, 2017.

JP

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

ARTICLE I

The name of the corporation is: Old Mission Peninsula School.

The authorizing body for the corporation is: Grand Valley State University ("GVSU") Board of Trustees, ("Board of Trustees"), 1 Campus Drive, Allendale, Michigan 49401.

ARTICLE II

The purposes for which the corporation is organized are:

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

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

ARTICLE III

1. The corporation is organized on a non-stock basis.

Description:

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

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

The corporation is organized on a directorship basis.

ARTICLE IV

1. The name of the resident agent at the registered office: Candace L. Sorensen.

2. The address of the registered office is:
CS3 Law PLLC, 250 Monroe Ave., NW, Suite 400, Grand Rapids, Michigan 49503.

3. The mailing address of the registered office in Michigan is the same.

ARTICLE V

The corporation is a governmental entity.

ARTICLE VI

Before execution of a contract to charter a public school academy between the Academy Board and the Board of Trustees, the method of selection, length of term, and the number of members of the Academy Board shall be approved by a resolution of the Board of Trustees as required by the Code.

The members of the Academy Board shall be selected by the following method:

1. **Method of Selection and Appointment of Academy Board Members:**

   a. **Initial Academy Board Member Nominations and Appointments:** As part of the public school academy application, the public school academy applicant shall propose to the Director of the University Charter Schools Office ("Director"), the names of proposed individuals to serve on the initial board of directors of the proposed public school academy. When the Director recommends an initial contract for approval to the Board of Trustees, he/she shall include recommendations for initial Academy Board members. These recommendations may, but are not required to, include individuals proposed by the public school academy applicant. To be considered for appointment, the nominees must have completed the required board member candidate application materials, including at least (i) the Academy Board Member Questionnaire prescribed by the University Charter Schools Office; and (ii) the Criminal Background Check Report prescribed by the University Charter Schools Office.

   b. **Subsequent Academy Board Member Nominations and Appointments:** Except as provided in paragraph (2) below, the Academy Board may nominate individuals for subsequent Academy Board of Director positions. As part of the appointment process, the Academy Board may submit to the Director: (i) the name of the nominee; (ii) the board member candidate application materials identified in paragraph (a) above; and (iii) a copy of the Academy Board nominating resolution. The Director may or may not recommend the proposed nominee submitted by the Academy Board. If the Director does not recommend a

nominee submitted by the Academy Board, the Director shall select a nominee and forward that recommendation to the Board of Trustees for appointment. The Board of Trustees shall have the sole and exclusive right to appoint members to the Academy Board.

c. **Exigent Appointments:** When the Director determines an "exigent condition" exists which requires him/her to make an appointment to a public school academy's board of directors, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting held by the Board of Trustees when a regular appointment may be made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy's board of directors of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, when a Academy Board cannot reach a quorum, when the Board of Trustees determines that an Academy Board member's service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.

2. **Qualifications of Academy Board Members:** To be qualified to serve on the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the GVSU Charter Schools Office including, but not limited to, a GVSU Academy Board Member Questionnaire and a release for criminal history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or employee of a company or other entity that contracts with the Academy; and (f) not be an employee or representative of GVSU or be a member of the Board of Trustees.

3. **Oath /Acceptance of Office / Voting Rights:** Following appointment by the Board of Trustees, Academy Board Appointees may begin their legal duties, including the right to vote, after they have signed an Acceptance of Public Office form and taken the Oath or Affirmation of Public Office administered by a member of the Academy Board, other public official or notary public.

4. **Length of Term; Removal:** An appointed Academy Board member is an "at will" board member who shall serve at the pleasure of the Board of Trustees for a term of office not to exceed three (3) years. Regardless of the length of term, terms shall end on June 30 of the final year of service, unless shorter due to other provisions of this resolution. A person appointed to serve as an Academy Board member may be reappointed to serve additional terms. When an Academy Board member is appointed to complete the term of service of another Academy Board member, their service ends at the end of the previous Academy Board member's term.

If the Board of Trustees determines that an Academy Board member's service in office is no longer required, then the Board of Trustees may remove an Academy board member

with or without cause and shall specify the date when the Academy Board member's service ends. An Academy Board member may be removed from office by a two-thirds (2/3) vote of the Academy's Board for cause.

5. **Resignations:** A member of the Academy Board may resign from office by submitting a written resignation or by notifying the Director. The resignation is effective upon receipt by the Director, unless a later date is specified in the resignation. A written notice of resignation is not required. If no such written notification is provided, then the Director shall confirm a resignation in writing. The resignation shall be effective upon the date the Director sends confirmation to the resigning Academy Board member.

6. **Vacancy:** An Academy Board position shall be considered vacant when an Academy Board member:

   a. Resigns
   b. Dies
   c. Is removed from Office
   d. Is convicted of a felony
   e. Ceases to be qualified
   f. Is incapacitated

7. **Filling a Vacancy:** The Academy Board may nominate and the Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in the "Subsequent Appointments" and "Exigent Appointments" procedures in this resolution.

8. **Number of Academy Board Member Positions:** The number of member positions of the Academy Board of Directors shall be five (5), seven (7) or nine (9), as determined from time to time by the Academy Board.

9. **Quorum:** In order to legally transact business, the Academy Board shall have a quorum physically present at a duly called meeting of the Academy Board. A "quorum" shall be defined as follows:

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

A board member who is absent from a meeting of the board due to military duty may participate in the meeting virtually, and that member's virtual presence will count towards quorum and allow the absent member to participate in and vote on business before the board.

10. **Manner of Acting:** The Academy Board shall be considered to have "acted," when a duly called meeting of the Academy Board has a quorum present and the number of board members voting in favor of an action is as follows:

# of Academy Board positions	# for Quorum	# required to act
Five (5)	Three (3)	Three (3)
Seven (7)	Four (4)	Four (4)
Nine (9)	Five (5)	Five (5)

11. **Conservator; Appointment by University President**: Notwithstanding any other provision of the Contract, in the event that the health, safety, and welfare of the Academy students, property, or funds are at risk, the University President, after consulting with the University Board Chairperson, may appoint a person to serve as the Conservator of the Academy. Upon appointment, the Conservator shall have all powers of a Board of Directors of a Public School Academy and act in the place and stead of the Academy Board. The University President shall appoint the conservator for a definite term, which may be extended in writing. During the appointment, the Academy Board members are suspended and all powers of the Academy Board are suspended. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. During their appointment, the Conservator shall have the following powers: a) take into his or her possession all Academy property and records, including financial, board, employment, and student records; b) institute and defend board actions by or on behalf of the Academy; c) continue the business of the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of the Academy as security for the repayment of the loans, however, the power shall be subject to any provisions and restrictions in any existing credit documents; d) hire, fire, and discipline employees of the Academy; e) settle or compromise with any debtor or creditor of the Academy, including any taxing authority; f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate, or settle such agreements as needed; and g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under the Code or this Contract.

ARTICLE VII

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

To the extent permitted by law, upon the dissolution of the corporation, the board shall after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation to the Board of Trustees for forwarding to the State School Aid Fund established under Article IX, Section 11 of the Constitution of the State of Michigan of 1963, as amended.

ARTICLE VIII

The corporation and its incorporators, board members, officers, employees, and volunteers have governmental immunity as provided in Section 7 of Act No. 170 of the Public Acts of 1964, being Sections 691.1407 of the Michigan Compiled Laws.

ARTICLE IX

These Articles of Incorporation shall not be amended except by the process provided in the contract executed by the Academy Board and the Board of Trustees.

ARTICLE X

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

ARTICLE XI

A volunteer director is not personally liable to the corporation or its members for money damages for any action taken or any failure to take any action as a volunteer officer, except liability for any of the following:

(i) The amount of a financial benefit received by a director or volunteer officer to which he or she is not entitled.

(ii) Intentional infliction of harm on the corporation, its shareholders, or members.

(iii) A violation of Section 551 of the Michigan Nonprofit Corporation Act;

(iv) An intentional criminal act.

(v) A liability imposed under section 497(a).

If the corporation obtains tax exempt status under section 501(c)(3) of the internal revenue code, the corporation assumes all liability to any person other than the corporation for all acts or omissions of a volunteer director occurring on or after the filing of the Articles incurred in the good faith performance of the volunteer director's duties.

This article shall not be deemed a relinquishment or waiver of any kind of Section 7 of the Government Liability for Negligence Act, being Act No. 170, Public Acts of Michigan, 1964.

ARTICLE XII

The corporation assumes the liability for all acts or omissions of a volunteer director,

volunteer officer, or other volunteer if all of the following are met:

(i) The volunteer was acting or reasonably believed he or she was acting within the scope of his or her authority;

(ii) The volunteer was acting in good faith;

(iii) The volunteer's conduct did not amount to gross negligence or willful and wanton misconduct;

(iv) The volunteer's conduct was not an intentional tort; and

(v) The volunteer's conduct was not a tort arising out of the ownership, maintenance or use of a motor vehicle for which tort liability may be imposed under section 3135 of the insurance code of 1956, 1956 PA 218, MCL 500.3135.

This article shall not be deemed a relinquishment or waiver of any kind of Section 7 of the Governmental Liability for Negligence Act, being Act No. 170, Public Acts of Michigan, 1964.

ARTICLE XIII

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

ADOPTION OF ARTICLES

These Restated Articles of Incorporation were duly adopted on the 28th day of June, 2019, in accordance with the provisions of Section 641 of the Act. These Restated Articles of Incorporation restate, integrate and do further amend the provisions of the Articles of Incorporation and were duly adopted by the directors. The necessary number of votes were cast in favor of these Restated Articles of Incorporation.

Signed this 28th day of June, 2019.

By: _____
Ms. Amanda Igra
Board President

CONTRACT SCHEDULE 3

BY LAWS

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BYLAWS

OF

OLD MISSION PENINSULA SCHOOL

ARTICLE I

NAME

This organization shall be called Old Mission Peninsula School (The "Academy" or the "corporation").

ARTICLE II

FORM OF ACADEMY

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

ARTICLE III

OFFICES

Section 1. Principal Office. The principal office of the Academy shall be located in the State of Michigan.

Section 2. Registered Office. The registered office of the Academy shall be 125 Ottawa Ave. NW, Suite 245, Grand Rapids, Michigan 49503. The registered agent is Candace L. Sorensen . It must be located in the state of Michigan, and be the business office of the registered agent, as required by the Michigan Nonprofit Corporation Act.

ARTICLE IV

BOARD OF DIRECTORS

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

Section 2. Method of Selection and Appointment. Nomination and appointment to the Academy Board shall be handled in the following manner:

1. Method of Selection and Appointment of Academy Board Members:

   a. Initial Academy Board Member Nominations and Appointments: As part of the public school academy application, the public school academy applicant shall propose to the Director of the University Charter Schools Office ("Director"), the names of proposed individuals to serve on the initial board of directors of the proposed public school academy. When the Director recommends an initial contract for approval to the Grand Valley State University Board of Trustees ("Board of Trustees"), he/she shall include recommendations for initial Academy Board members. These recommendations may, but are not required to, include individuals proposed by the public school academy applicant. To be considered for the appointment, the nominees must have completed the required board member Questionnaire prescribed by the University Charter Schools office; and (ii) the criminal Background Check Report prescribed by the University Charter Schools Office.

   b. Subsequent Academy Board Member Nominations and Appointments: Except as provided in paragraph (2) below, the Academy Board may nominate individuals for subsequent Academy Board of Director positions. As part of the appointment process, the Academy Board may submit to the Director: (i) the name of the nominee; (ii) the board member candidate application materials identified in paragraph (a) above; and (iii) a copy of the Academy Board nominating resolution. The Director may or may not recommend a nominee submitted by the Academy Board. If the Director does not recommend a nominee submitted by the Academy Board, the Director shall select a nominee and forward that recommendation to the Board of Trustees for appointment. The board of Trustees shall have the sole and exclusive right to appoint members to the Academy Board.

   c. Exigent Appointments: When the Director determines an "exigent condition" exists which requires him/her to make an appointment to a public school academy's board of director, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy's board of directors of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, determines that an Academy Board member's service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.

2. Qualifications of Academy Board Members: To be qualified to serve of the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the GVSU Charter Schools Office including, but not limited to, a GVSU Academy Board Member Questionnaire and a release for criminal history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or employee of a company or other entity that contracts with the Academy; and (f) not be an employee or representative of GVSU or be a member of the Board of Trustees.

3. Oath / Acceptance of Office / Voting Rights: Following appointment by the Board of Trustees, Academy Board Appointees may begin their legal duties, including the right to vote, after they have signed an Acceptance of Public Office form and taken the Oath or Affirmation of Public Office administered by a member of the Academy Board, other public official or notary public.

4. Length of Term; Removal: An appointed Academy Board member is an "at will" board member who shall serve at the pleasure of the Board of Trustees for a term of office not to exceed three (3) years. Regardless of the length of term, terms shall end on June 30 of the final year of service, unless shorter due to other provisions of this resolution. A person appointed to serve as an Academy Board member may be reappointed to serve additional terms. When an Academy Board member is appointed to complete the term of service of another Academy Board member, their service ends at the end of the previous Academy Board member's term.

   If the Board of Trustees determines that an Academy Board member's service in office is no longer required, then the Board of Trustees may remove an Academy Board member with or without cause and shall specify the date when the Academy Board member's service ends. An Academy Board member may be removed from the office by a two-thirds (2/3) vote of the Academy's Board for cause.

5. Resignations: A member of the Academy Board may resign from office by submitting a written resignation or by notifying the Director. The resignation is effective upon receipt by the Director, unless a later date is specified in the resignation. A written notice of resignation is not required. If no such written notification is provided, then the Director shall confirm a resignation in writing. The resignation shall be effective upon the date the Director sends confirmation to the resigning Academy Board member.

6. Vacancy: An Academy Board position shall be considered vacant when an Academy Board member:

   a. Resigns
   b. Dies
   c. Is removed from Office
   d. Is convicted of a felony
   e. Ceases to be qualified
   f. Is incapacitated

7. Filling a Vacancy: The Academy Board may nominate and the Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in the "Subsequent Appointments" and "Exigent Appointments" procedures in this resolution.

8. Number of Academy Board Member Positions: The number of member positions of the Academy Board of Directors shall be five (5), seven (7), or nine (9), as determined from time to time by the Academy Board.

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

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

A board member who is absent from a meeting of the board due to military duty may participate in the meeting virtually, and that member's virtual presence will count towards quorum and allow the absent member to participate in and vote on business before the board.

10. Manner of Acting: The Academy Board shall be considered to have "acted," when a duly called meeting of the Academy Board has a quorum present and the number of board members voting in favor of an action is as follows:

# of Academy Board positions	# for Quorum	# required to act
Five (5)	Three (3)	Three (3)
Seven (7)	Four (4)	Four (4)
Nine (9)	Five (5)	Five (5)

Section 3. Conservator; Appointment by University President. Notwithstanding any other provision of the Contract, in the event that the health, safety, and welfare of the Academy students, property, or funds are at risk, the University President, after consulting with the University Board Chairperson, may appoint a person to serve as the Conservator of the Academy. Upon appointment, the Conservator shall have all powers of a Board of Directors of a Public School Academy and act in the place and stead of the Academy Board. The University President shall appoint the conservator for a definite term, which may be extended in writing. During the appointment, the Academy Board members are suspended and all powers of the Academy Board are suspended. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. During their appointment, the Conservator shall have the following powers: a) take into his or her possession all Academy property and records, including financial, board, employment, and student records; b) institute and defend board actions by or on behalf of the Academy; c) continue the business of

the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of the Academy as security for the repayment of the loans, however, the power shall be subject to any provisions and restrictions in any existing credit documents; d) hire, fire, and discipline employees of the Academy; e) settle or compromise with any debtor or creditor of the Academy, including any taxing authority; f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate, or settle such agreements as needed; and g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under the Code or this Contract.

Section 4. Compensation. By resolution of the Academy Board, Directors may be paid their expenses, if any, of attendance at each meeting of the Academy Board, subject to the statutes regarding Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being Sections 15.321 to 15.330 of the Michigan Compiled Laws and the Standards of Conduct for Public Officers and Employees, Act No. 196 of the Public Acts of 1973, being Sections 15.341 to 15.348 of the Michigan Compiled Laws, and the statute concerning Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws.

ARTICLE V

MEETINGS

Section 1. Annual and Regular Meetings. The Academy Board shall hold an annual meeting each year. The meeting shall be held at such time and place as the Academy Board of Directors shall from time to time determine. The Academy Board may also provide, by resolution, the time and place, within the state of Michigan, for the holding of additional regular meetings. The Academy shall provide notice of all regular meetings as required by the Open Meetings Act.

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

Section 3. Notice; Waiver. The Academy Board must comply with the notice provisions of the Open Meetings Act. In addition, notice of any meeting shall be given to each Director stating the time and place of the meeting, delivered personally or mailed or sent by facsimile to each Director at the Director's business address. Any Director may waive notice of any meeting by written statement, or telecopy sent by the Director, signed before or after the holding of the meeting. The attendance of a Director at a meeting constitutes a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 4. Open Meetings Act. All meetings of the Academy Board, shall at all times be in compliance with the Open Meetings Act.

Section 5. Presumption of Assent. A director of the Academy Board who is present at a meeting of the Academy Board at which action on any corporate matters is taken shall be presumed to have assented to the action taken unless that Director's dissent shall be entered in the minutes of the meeting or unless that Director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the corporation immediately after the adjournment of the meeting. This right to dissent shall not apply to a Director who voted in favor of such action.

ARTICLE VI

COMMITTEES

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

ARTICLE VII

OFFICERS OF THE BOARD

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

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

Section 3. Removal. If the Grand Valley State University Board of Trustees determines that an Academy Board member's service in office is no longer required, then the Board of Trustees may remove an Academy board member with or without cause and shall specify the date when the Academy

Board member's service ends. An Academy Board member may be removed from office by a two-thirds (2/3) vote of the Academy's Board for cause.

Section 4. Vacancies. A vacancy in any office shall be filled in accordance with Article IV, Section 2.

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

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

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

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

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Academy Board, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary or Treasurer or by the Academy Board. The Academy

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

Section 10. Salaries. Officers shall not receive a salary unless the salary has been specifically approved by the Academy Board, subject to the statute concerning Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being sections 15.181 to 15.185 of the Michigan Compiled Laws. Officers of the corporation who are Directors of the corporation may not be compensated for their services. They may, however, receive traveling and other expenses.

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

ARTICLE VIII

CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

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

Section 2. Loans. No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Academy Board. Such authority may be general or confined to specific instances. No loan or advance to, or overdraft of funds by an officer or member of the Academy Board otherwise than in the ordinary and usual course of the business of the corporation, and on the ordinary and usual course of the business or security, shall be made or permitted. No loan entered into, by or on behalf of the Academy Board, shall in any way be considered a debt or obligation of Grand Valley State University or impose any liability on Grand Valley State University, its trustees, officers, employees, or agents.

Section 3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the Academy Board.

Section 4. Deposits. All funds of the corporation not otherwise employed shall be deposited within three (3) business days after the receipt of the funds by the corporation in such banks, trust companies or other depositories as the Academy Board may select, provided that such financial institution is eligible to be a depository of surplus funds under section 1221 of the Revised School Code, being Section 380.1221 of the Michigan Compiled Laws.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Academy Board, any shares or other securities issued by another corporation and owned or controlled by this corporation may be voted at any meeting of security holders of such other corporation by the President of this corporation or by proxy appointed by Treasurer of this corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent in respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this corporation by the President, the Secretary or the Treasurer of this corporation without necessity of any authorization by the Academy Board, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this corporation shall have full right, power, and authority to vote the shares or other securities issued by such other corporation and owned by this corporation the same as such shares or other securities might be voted by this corporation.

Section 6. Contracts Between Corporation and Related Persons. As required by Applicable Law, any Director, officer or employee of the Academy, who enters into a contract with the Academy, that meets the definition of contract under the statute on Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being sections 15.321 to 15.330 of the Michigan Complied Laws, shall comply with the public disclosure requirement set forth in Section 3 of the statute.

ARTICLE IX

INDEMNIFICATION

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

the preceding sentence. The corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee or agent of the corporation to the fullest extent provided under the laws of the State of Michigan as they may be in effect from time to time.

ARTICLE X

FISCAL YEAR, BUDGET AND UNIFORM BUDGETING AND ACCOUNTING

Section 1. Fiscal Year, Budget and Uniform Budgeting and Accounting. The fiscal year of the corporation shall begin on the first day of July in each year. The Board of Directors, subject to the oversight responsibilities of the University Board, shall have exclusive control of the budget. The board shall prepare and publish an annual budget in accordance with the Uniform Budgeting and Accounting Act, being Act 2 of the public laws of Michigan of 1968, as amended.

ARTICLE XI

SEAL

The Academy Board may provide a corporate seal, which shall be circular in form and shall have inscribed thereon the name of the corporation, the State of Michigan and the words "Corporate Seal" and "Public School Academy."

ARTICLE XII

AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining the affirmative vote of a majority of the Academy Board at any regular or special meeting of the Academy Board, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for the special meetings. Upon arrival, the Academy Board shall forward the amendment to the University Charter Schools Office. The amendment shall be automatically incorporated into Schedule 3 of the Contract upon receipt of the amendment by the University Charter Schools Office. The Academy Board is encouraged to submit proposed Bylaw changes to the Charter Schools Office, for review and comment, prior to adoption. If at any time the University identifies a provision in the Academy Board's Bylaws that violates or conflicts with applicable law or the Contract, it shall notify the Academy Board in writing and the Academy Board shall remedy the identified provision to be in concert with applicable law and the Contract.

CERTIFICATION

The Board certifies that these Bylaws were adopted as and for the Bylaws of a Michigan corporation in an open and public meeting, by the Academy Board on the 28th day of June 2019.

Board Secretary

SCHEDULE 4

FISCAL AGENT AGREEMENT

SCHEDULE 4

FISCAL AGENT AGREEMENT

This Agreement is part of the Contract issued by the Grand Valley State University Board of Trustees ("University Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to Old Mission Peninsula School (“Academy”), a public school academy.

Preliminary Recitals

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

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

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

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

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

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

"Agreement" means this Fiscal Agent Agreement.

"Fiscal Agent" means the University Board or an officer or employee of Grand Valley State University as designated by the University Board.

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

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

"State" means the State of Michigan.

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

Section 1.02. Fiscal Agent Agreement Incorporated into Contract; Use of Contract Definitions. This Fiscal Agent Agreement shall be incorporated into and is part of the Contract issued by the University Board to the Academy. Terms defined in the Contract shall have the same meaning in this Agreement.

ARTICLE II

FISCAL AGENT DUTIES

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

Section 2.02. Transfer to Academy. Except as provided in the Contract, the Fiscal Agent shall transfer all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within three (3) business days of receipt or as otherwise required by the provisions of the State School Aid Act of 1979 or applicable State Board rules. The State School Aid Payments and all Other Funds shall be transferred into the Account designated by a resolution of the Board of Directors of the Academy and by a method of transfer acceptable to the Fiscal Agent.

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

Section 2.04. Academy Board Requests for Direct Intercept of State School Aid Payments. If the Academy Board directs that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit to the University Charter Schools Office: (i) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; and (ii) a copy of a State School Aid Payment Agreement and Direction document that is in a form and manner acceptable to the Fiscal Agent. No State Aid Payment Agreement and Direction document shall be effective until it is acknowledged by the University President.

ARTICLE III

STATE DUTIES

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

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

ARTICLE IV

ACADEMY DUTIES

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

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

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

Section 4.04. Repayment of Overpayment. The Academy shall be directly responsible for reimbursing the State for any overpayments of State School Aid Payments. At its option, the State may reduce subsequent State School Aid Payments by the amount of the overpayment or may seek collection of the overpayment from the Academy.

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

ARTICLE V

RECORDS AND REPORTS

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

Section 5.02. Reports. The Fiscal Agent shall prepare and send to the Academy within thirty (30) days of September 1, and annually thereafter, a written report dated as of August 31 summarizing all receipts, deposits and transfers made on behalf or for the benefit of the Academy during the period beginning on the latter of the date hereof or the date of the last such written report and ending on the date of the report, including without limitation, State School Aid Payments received on behalf of the Academy from the State Treasurer and any Other Funds which the University Board receives under this Agreement.

ARTICLE VI

CONCERNING THE FISCAL AGENT

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

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

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

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

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the University Board to the Academy.

BY:

David Boyne, Director
State Finance Division
Bureau of State and Authority Finance
Michigan Department of Treasury

Date February 5, 2025

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ID\LCW

SCHEDULE 5

MASTER CALENDAR OF REPORTING REQUIREMENTS

GRAND VALLEY STATE UNIVERSITY
CHARTER SCHOOLS OFFICE

Public School Academy / School of Excellence
Master Calendar of Reporting Requirements
July 1, 2025 – June 30, 2026

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
July 1	Board Adopted 2025-2026 School Calendar/School Day Schedule.	CSO
July 1	Board adopted Annual Calendar of Regularly Scheduled Meetings for 2025-2026.	CSO
July 1	Board Adopted Annual Operating Budget for the General Fund and School Service Fund for 2025-2026.	CSO
July 1	Budgeted Enrollment Number for 2025-2026.	CSO
July 15	Alternative Education Data Collection – final data for 24-25 school year, if applicable.	CSO
August 1	Annual Designations – Board Resolutions for appointment of Freedom of Information Act Coordinator, Legal Counsel, School Safety Liaison, and Chief Administrative Officer for 2025-2026.	CSO
August 18	Authorizer Report: ESPs and Owner of Academy Property.	
August 28	4th Quarter Financial Statements – quarter ending 06/30.	CSO
August 28	Hylant Insurance Policy Submission.	CSO
September 5	GVSU Check Directions (Where do we send checks for the 25-26 FY?)	CSO
September 5	Board approved Student Handbook 2025-2026.	CSO
September 5	Board adopted Employee Handbook 2025-2026.	CSO
September 5	Copy of School Improvement Plan covering 2025-2026 academic year.	CSO
September 5	School Contacts Update Certification.	CSO
September 12	Updated Waitlist Number for 2025-2026.	CSO
October 3	Staff Roster (GVSU Format).	CSO
October 3	Annual Nonprofit Corporation Information Update for 2025.	CSO
October 3	Unofficial Count Day Submission.	CSO
October 10	National Student Clearinghouse information-high schools only (see Epicenter task).	CSO
November 1	**New Task: Per Public Act 214 of 2024 certification; list average salaries for new teachers, veteran teachers, and support staff on the academy website.**	CSO
November 1	Audited Financial Statements for fiscal year ending June 30, 2025. (See MDE Website, https://www.michigan.gov/mde, for MDE due date).	CSO
November 1	Management Letter (comments and recommendations from independent financial auditor) for fiscal year ending June 30, 2025, if issued. If a	CSO

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
	management letter is not issued, a letter from the Academy stating a management letter was not issued is required to be submitted.	
November 1	Annual A-133 Single Audit for year ending June 30, 2025, is required if over $750K in federal funds were expended. If a single audit is not necessary, a letter stating as such is required to be submitted.	CSO
November 3	1st Quarter Financial Statements – quarter ending 09/30.	CSO
November 17	Alternative Education Data Collection, if applicable.	CSO
December 1	Transparency Page Update Certification.	CSO
January 9	Staff Roster (GVSU Format).	CSO
January 9	School Contacts Update Certification.	CSO
January 9	Emergency Operations Plan.	CSO
January 30	2nd Quarter Financial Statements – quarter ending 12/31.	CSO
January 30	Board Member Annual Conflict of Interest.	CSO
January 30	Schedule 6 Certification. See task for more detail.	CSO
February 13	Annual Education Report. The deadline changes for this each year. Please be sure to check mischooldata.org for the updated templates or find them in the Epicenter Task.	CSO
April 13	Ensuring Access to Federal Funds-Significant Expansion Notice	CSO
April 30	3rd Quarter Financial Statements – quarter ending 03/31.	CSO
May 15	Notice of Open Enrollment & Lottery Process or Open Enrollment & Lottery Process Board Policy for 2026-2027.	CSO
May 15	Offered Seat Schedule per Grade for 2026-2027.	CSO
May 15	Waitlist for 2026-2027.	CSO
June 2	Certificate of Boiler Inspection covering 2025-2026.	CSO
June 2	NWEA Counts for next academic year.	CSO
June 12	Copy of Notice of Public Hearing for Annual Operating Budget for 2026-2027. Must be published in newspaper of general circulation for at least 6 days before the hearing.	CSO
June 26	2025-2026 Log of emergency drills, including date, time, and results. See Epicenter Task for template.	CSO
June 26	Board adopted Letter of Engagement for year ending June 30, 2026, for an independent financial audit.	CSO
June 26	2024-2025 Annual Operating Budget – Final Amendment	CSO
June 26	Food service license expiring in 2026.	CSO
June 26	Scholarship Dollars awarded to graduating seniors (High Schools Only).	CSO
June 26	Total number of graduates (High Schools Only).	CSO

Ongoing Reporting Requirements

July 1, 2025 – June 30, 2026

The following documents do not have a set calendar date; however, they require submission within a certain number of days from board action or other occurrence.

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
Date notice is posted	Academy Board Meeting Record of Postings – cancellations, changes, special meetings, emergency etc. Must include time and date of actual posting. *Meeting schedule should be available on academy website.*	CSO
7 days prior to meeting	Board packet- including Agenda and all attachments. *Agenda should be available on academy website.*	CSO
14 days after Board meeting	Draft Academy Board Meeting Minutes and Resolutions of regular, special & emergency board meetings.	CSO
14 days after Board approval	Approved Academy Board Meeting Minutes and Resolutions of regular, special & emergency board meetings. *Minutes should be available on academy website.*	CSO
30 business days after board approval	Board Adopted Annual Operating Budget for 2025-2026 including Salary/Compensation Transparency Reporting to be available on school website per the State School Aid Act as amended.	No submission needed.
14 days after Board approval	Oath of Office and written acceptance for each Board Member.	CSO
Prior to approval by GVSU Board of Trustees	Verification of Citizenship and Michigan Residency.	CSO
10 business days after Board approval	Board adopted *Amended* Budget and General Appropriations Resolution available on school website per the State School Aid Act.	CSO
10 days of receipt	Correspondence received from the Michigan Department/State Board of Education and the Intermediate School District requiring a formal response.	CSO
10 days of receipt	Correspondence received from the Health Department requiring a formal response.	CSO
10 days of receipt	Written notice of litigation or formal proceedings involving the Academy.	CSO
30 days prior to board execution	Board proposed draft Educational Management Company Agreements or Amendments thereto.	CSO
5 business days of receipt	Request and Responses to Freedom of Information Requests.	CSO

Original/Subsequent Board Policy Reporting Requirements

July 1, 2025 – June 30, 2026

The following documents do not have a set calendar date; however, they require an original submission and subsequent submission if Board action is taken making amendments/changes.

REPORT DESCRIPTION	SUBMIT TO:
Articles of Incorporation. Must have GVSU Board approval before modifying.	CSO
Board of Director Bylaws.	CSO
Educational Service Provider Agreements/Amendments.	CSO
Academy's Educational Goals.	CSO
Office of Fire Safety (OFS-40) – original occupancy permit and permits for renovations/additions, etc.	CSO
Lease, Deed of Premises, or Rental Agreement and subsequent amendments (includes modular units).	CSO
Curriculum including any additions/deletions.	CSO
Asbestos Hazardous Emergency Response Act (AHERA) Management Plan. Visit https://www.michigan.gov/asbestos for Michigan's model management plan. A copy of the "acceptance" letter sent by MIOSHA is also required.	CSO
Communicable Disease Curriculum (including minutes of board approval).	CSO
Job Descriptions for all employee groups.	CSO
REQUIRED BOARD POLICIES *(this is not an all-inclusive list; additional policies may be required; requirement can be satisfied by providing a website link to all board approved policies)*	**SUBMIT TO:**
Board adopted Purchasing Policy (date of approval or revision). Reference: MCL 380.1267, MCL 380.1274	CSO
Use of Medications Policy (date of approval or revision). Reference: MCL 380.1178, 380.1178a, 380.1179	CSO
Harassment of Staff or Applicant Policy (date of approval or revision). **Harassment of Students Policy** (date of approval or revision) Reference: MCL 380.1300a	CSO
Search and Seizure Policy (date of approval or revision). Reference: MCL 380.1306	CSO
Emergency Removal, Suspension and Expulsion of Students Policy (date of approval or revision). Reference: MCL 380.1309; MCL 380.1312(8)&(9); MCL 37.1402	CSO
Parent/Guardian Review of Instructional Materials & Observation of Instructional Activity Policy (date of approval or revision). Reference: MCL 380.1137	CSO
Board Member Reimbursement of Expenses Policy (date of approval or revision). Reference: MCL 380.1254; MCL 388.1764b	CSO
Equal Access for Non-School Sponsored Student Clubs and Activities Policy (date of approval or revision). Reference: MCL 380.1299	CSO
Electronic or Wireless Communication Devices Policy (date of approval or revision).	CSO
Preparedness for Toxic Hazard and Asbestos Hazard Policy (date of approval or revision). Reference: MCL 324.8316, 380.1256	CSO

Nondiscrimination and Access to Equal Educational Opportunity Policy (date of approval or revision). Including, but not limited to, Michigan Constitution, Article I, §26, Elliott-Larsen Civil Rights Act, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Age Discrimination Act of 1975.	CSO
Academy Deposit Policy (date of approval or revision). PA 105 of 1855, being MCL 21.146, Section 11.10 of the Charter Contract	CSO
Parental Involvement Policy (date of approval or revision). Reference: MCL 380.1294	CSO
Wellness Policy (date of approval or revision). Reference: 42 USC §§ 1751, 1758, 1766; 42 USC § 1773	CSO
Corporal Punishment Policy (date of approval or revision). Reference: MCL 380.1312(8)&(9);	CSO
Anti-Bullying Policy (Matt's Safe School Law) (date of approval or revision). Reference: MCL 380.1310b	CSO
Cardiac Emergency Response Plan (date of approval or revision). Reference: MCL 29.19	CSO
Emergency Operations Plan (date of approval or revision). Reference: MCL 380.1308b	CSO
Data Breach Response Plan (date of approval or revision). The Academy Board shall design and implement a comprehensive data breach response plan that is made available to Academy personnel and Educational Service Providers.	CSO

Calendar of Additional Reporting Requirements and Critical Dates
July 1, 2025 – June 30, 2026

The following reports Academies must submit to the local ISD, MDE, CEPI and other organizations throughout the year.

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
July	2024-2025 31a Funds Report Due.	NexSys
July/August	Consolidated Applications for Federal Title Funds Due (allocation amounts posted to MDE's website in early May).	NexSys
1st Wednesday of October	Student Count Day for State Aid FTE (90% of state funding).	No submission required.
September	SE-4094 Special Education Transportation Report from 2024-25 (Contact ISD for due date).	FID
September	SE-4096 Special Ed Actual Cost Report (Contact ISD for due date).	FID
September	*Special Education Findings–Sept. Strand Report for: B-1, B-2, B-9, B-10, and B-13. Data review and complete corrective actions if required.	Catamaran
September	Eye Protection Certificate (#4527 Certification of Eye Protective Devices, if applicable).	NexSys
September	Certification of Constitutionally Protected Prayer.	NexSys
October 1 – October 31 (as scheduled)	Teacher Certification/Criminal Background Check/Unprofessional Conduct. This is an onsite review scheduled and conducted by Quality Performance Resource Group. No submission required.	No submission needed.

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
November 1	Deadline for Immunization Records Report – IP100. (Contact Health Dept. for due date).	Local Health Dept.
November 1	Deadline for electronic submission to the Financial Information Database. State aid will be withheld if the submission is not successful.	FID
November	Deadline for MSDS FTE Count Certification.	CEPI
December 1	Registry of Educational Personnel (REP) Fall Submission.	REP
November/ December	**Special Education Count on MI-CIS**. Special education data must be current and updated in the Michigan Compliance and Information System (MI-CIS). This information is used to determine funding for next year (Contact local ISD for due date).	ISD
December 30	Municipal Finance Qualifying Statement, if applicable (online submission).	MI Dept. of Treasury
January	*Special Education Findings – January Strand Report for: B-11, B-12. Data review and complete corrective actions if required.	Catamaran
January	Special Education Excess Cost Report (Contact ISD for due date).	Catamaran
February 1	Deadline for Immunization Record Report–IP100 (Contact Health Dept. for due date). A financial penalty of 5% of a school's state aid allocation can be assessed if the immunization rate is not at 90% or above.	Local Health Dept.
2nd Wednesday of February	Supplemental Student Count for State Aid FTE (10% of state funding for next fiscal year).	No submission required.
March	FS-4731-C – Count of Membership Pupils eligible for free/reduced breakfast, lunch, or milk (official date TBD).	MDE
March	Deadline for MSDS FTE Count Certification.	ISD, CEPI
March	Special Education: Maintenance of Effort (MOE) Eligibility Test.	Catamaran
March 1 – March 31 (as scheduled)	Teacher Certification/Criminal Background Check/Unprofessional Conduct. This is an onsite review scheduled and conducted by Quality Performance Resource Group. No submission required.	No submission required.
May	*Special Education Findings–May Strand Report for: B-3, B-4, B-5, B-6, and B-13. Data review/completion of corrective actions as required.	Catamaran
June	Final year-end certification due (MSDS).	ISD, CEPI
June	School Infrastructure Database (SID).	CEPI
June	4107 – Bus inventory	CEPI (online)
June 30	Registry of Educational Personnel (REP) Submission.	REP

*Monthly special education compliance updates, all special education complaints, and the annual Maintenance of Effort (MOE) Eligibility Test and corrective measures are communicated and submitted through Catamaran. Regular monthly (or more frequently) review of special education information is recommended to assure compliance with state reporting requirements. Catamaran can be accessed at: https://training.catamaran.partners/. Timelines and Due Dates are located on bottom left side of the screen under *Deadlines*. User account and login information is located at: https://catamaran.partners/Login.aspx?APPTHEME=MICIMS&ReturnURL=/

*** The CSO may amend this document from time-to-time at its discretion.

SCHEDULE 6

INFORMATION TO BE PROVIDED BY ACADEMY AND EDUCATIONAL MANAGEMENT COMPANY

SCHEDULE 6

INFORMATION TO BE PROVIDED BY ACADEMY AND EDUCATIONAL MANAGEMENT COMPANY

A. The following described categories of information are specifically included within those to be made available to the public and the University Charter Schools Office by the Academy in accordance with Section 11.17(a). Information to be Provided by the Academy, of the Terms and Conditions:

1. Copy of the Contract
2. Copies of the executed Constitutional Oath of public office form for each serving Director
3. List of currently serving Directors with name, address, and term of office
4. Copy of the Academy Board ‘s meeting calendar
5. Copy of public notice for all Academy Board meetings
6. Copy of Academy Board meeting agendas
7. Copy of Academy Board meeting minutes
8. Copy of Academy Board approved budget and amendments to the budget
9. List of bills paid for amounts of $10,000.00 or more as submitted to the Academy Board
10. Copy of the quarterly financial reports submitted to the University Charter Schools Office
11. Copy of curriculum and other educational materials given to the University Charter Schools Office
12. Copy of School improvement plan (if required)
13. Copies of facility leases, mortgages, modular leases and/or deeds
14. Copies of equipment leases
15. Proof of ownership for Academy owned vehicles and portable buildings
16. Copy of Academy Board approved management contract with Educational Service Provider
17. Copy of Academy Board approved services contract(s)
18. Office of Fire Safety certificate of occupancy for all Academy facilities
19. MDE letter of continuous use (if required)
20. Local County Health Department food service permit (if required)

21. Asbestos inspection report and asbestos management plan (if required)

22. Boiler inspection certificate and lead based paint survey (if required)

23. Phase 1 environmental report (if required)

24. List of current Academy teachers and school administrators with their individual salaries as submitted to the Registry of Educational Personnel

25. Copies of administrator and teacher certificates or permits for all current administrative and teaching staff

26. Evidence of fingerprinting, criminal back-ground and record checks and unprofessional conduct check required by the Code for all Academy teachers and administrators

27. Academy Board approved policies

28. Copy of the annual financial audit and any management letters issued to the Academy Board as part of the audit

29. Proof of insurance as required by the Contract

30. Any other information specifically required under Public Act 277 of 2011

B. The following information is specifically included within the types of information available to the Academy by the Educational Management Organization (if any) in accordance with Section 11.17(b). Information to be provided by Educational Management Company, of the Terms and Conditions:

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

C. In accordance with Section 11.13. Additional Required Provisions for Educational Service Provider Agreements, of the Terms and Conditions, the following categories must be clearly defined within each ESP agreement that the Academy is a party to:

1. Roles and responsibilities of the parties
2. Services and resources provided by the ESP
3. Fee or expense payment structure
4. Financial control, oversight, and disclosure
5. Renewal and termination of the agreement”

AMENDMENT TO CLIENT SERVICE AGREEMENT

THIS THIRD AMENDMENT TO THE CLIENT SERVICE AGREEMENT (the "Amendment") is made and entered into this 24th day of June by and between Charter HR Educational Services, LLC, a Michigan limited liability company (hereinafter "CHRES") and Old Mission Peninsula School (hereinafter "OMPS" or "School").

RECITALS:

WHEREAS, OMPS and CHRES entered into a certain the Client Services Agreement effective July 1, 2020 (the "Agreement");

WHEREAS, OMPS and CHRES wish to amend the Agreement effective as of the date this Agreement is entered into above;

NOW, THEREFORE, OMPS and CHRES agree to amend the Agreement as follows:

1. Section 4, Term of Agreement, shall be replaced in its entirety and shall read as follows:

   Term of Agreement. This Agreement shall commence on July 1, 2025, and continue for a period of twelve (12) months, through June 30, 2026. If OMPS and/or CHRES becomes obligated for MPSERS or an unexpected fee or tax is instituted, (e.g. State service tax fee) either party may terminate this Agreement at any time upon providing ninety (90) days' notice to the other party. Termination of this Agreement shall not affect the continuation of the obligations of either party incurred during the term of the Agreement. The parties acknowledge that as part of any Charter Contract reauthorization, the Authorizer may require OMPS and CHRES to submit a new or amended Agreement for review by the Authorizer. OMPS must give CHRES ninety (90) day notice of termination.

2. Section 5.a), Service Fee, shall be replaced in its entirety and shall read as follows:

   Service Fee. A Service Fee shall be charged to OMPS equal to the total gross pay of all Covered CHRES employees assigned to OMPS multiplied times .03 (the Service Fee rate). The Service Fee is calculated without regard to individual limitations on wages for purposes of determining the amount of unemployment taxes. The Service Fee shall be billed once per pay period and due upon receipt with said billing including an itemized, detailed breakdown of all costs, fees and expense (i.e. salary and payroll; FUTA; SUTA; Workers Compensation; FICA, a breakdown of fringe benefits, by benefit; etc. The Service Fee shall be adjusted upon the effective date of any increase or decrease in

employee wage rates. The Service Fee may also be adjusted through an addendum to this Agreement if the parties agree, in writing, to modify the services provided by CHRES.

3. Except as modified herein by this Amendment, the Agreement remains in full force and effect.

Old Mission Peninsula School

Shaina LaFond

By: Shaina LaFond
Its: President

Charter HR Educational Services, LLC

By: Kellie Barcheski
Its: President

AXIOS HR℠ ATTRACT. RETAIN. DEVELOP.

Old Mission Peninsula School

2024 Renewal Pricing Agreement

Rate Effective 07.01.2024

HR Administration Fee:

All Locations

Options	Timeframe	Administrative Fee	Acknowledgement (Initial Below)
1	1 Year Term	2.82% of gross payroll	SL

RATE NOTES:

- This document affects only the change in administrative fee and all other terms remain the same, based on your original contract.
- If your organization uses additional services such as Employee Assistance Program (EAP), App Track, Time & Labor Clock-in/Clock-Out Systems, (etc.) fees are billed based on utilization.
- Unemployment rates will be determined in January when we have rate determinations and obligation assessment calculations. Those are effective January 1 of each year.
- Workers Compensation rates will be shared in November/December when our master plan renewal is complete, and they will be effective January 1 of each year.
- If you've partnered with us on Benefits, those rates will be available in April/May.

NEW PERFORMANCE GUARANTEE:

- If Axios HR staff makes an error that is under our control, you will be credited the administration fee for the people affected by the error times three.

Thank you for your trust, partnership, and continued business!

Sincerely,
Kellie Haines
President/Axios HR

Renewal Acknowledgement:
Old Mission Peninsula School

LaFond

Shaina LaFond, Board President
s.lafond@ompschool.org

6/21/2024

Date

AXIOS HR℠ ATTRACT. RETAIN. DEVELOP.

Old Mission Peninsula School

Renewal Pricing Agreement

Rate Effective 09.01.2023

HR Administration Fee:

All Locations

Options	Timeframe	Administrative Fee	Acknowledgement (Initial Below)
1	1 Year Term	2.7% of gross payroll	

RATE NOTES:

- This document affects only the change in administrative fee and all other terms remain the same, based on your original contract.
- If your organization uses additional services such as Employee Assistance Program (EAP), App Track, Time & Labor Clock-in/Clock-Out Systems, (etc.) fees are billed based on utilization.
- Unemployment rates will be determined in January when we have rate determinations and obligation assessment calculations. Those are effective January 1 of each year.
- Workers Compensation rates will be shared in November/December when our master plan renewal is complete, and they will be effective January 1 of each year.
- If you've partnered with us on Benefits, those rates will be available in April/May.

NEW PERFORMANCE GUARANTEE:

- If Axios HR staff makes an error that is under our control, you will be credited the administration fee for the people affected by the error times three.

Thank you for your trust, partnership, and continued business!

Sincerely,
Kellie Haines
President/Axios HR

Renewal Acknowledgement:
Old Mission Peninsula School
Amanda Igra
Board President

Amanda Igra a.igra@ompschool.org

8/21/23
Date

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CLIENT SERVICES AGREEMENT

This AGREEMENT is signed this 10 day of June 2020 and is effective July 1, 2020 by and between Old Mission Peninsula School (hereinafter OMPS) whose address is 2699 Island View Rd, Traverse City, MI 49686, and Charter HR Educational Services, LLC, a Michigan limited liability company located at 528 4th Street NW, Grand Rapids, MI 49504 (hereinafter "Charter HR Educational Services, LLC")

RECITALS

A) OMPS is a Michigan public school academy under the direction of the OMPS Board of Directors ("Board").
B) OMPS is authorized by Grand Valley State University ("Authorizer").
C) Charter HR Educational Services, LLC is a Michigan Corporation with its offices at 528 4th Street NW, Grand Rapids, MI 49504.
D) Charter HR Educational Services, LLC offers to Michigan Public School Academies employee administration and management services including, but not limited to, staff employment, payroll, benefit administration, business management and other similar services.
E) OMPS desires to engage Charter HR Educational Services, LLC to perform certain services upon the terms and conditions set forth in this Agreement and pursuant to its authority, OMPS hereby contracts with (CHARTER HR EDUCATIONAL SERVICES, LLC), to the extent permitted by law, specified functions relating to the administration and management services.
F) OMPS designates the employees of Charter HR Educational Services, LLC assigned to OMPS as agents of the OMPS having a legitimate educational interest such that they are entitled access to educational records under 20 U.S.C. Section 1232g, the Family Educational Rights and Privacy Act ("FERPA").

THEREFORE, the parties agree as follows:

1. Services Provided by Charter HR Educational Services, LLC. Charter HR Educational Services, LLC shall provide personnel services as outlined in this Agreement.

a) Selection of Employees. Charter HR Educational Services, LLC shall employ and assign to OMPS all such qualified and certified classroom teachers, instructors, and support staff as may be necessary to accomplish the educational mission of OMPS consistent with the OMPS Board's approved budget ("Covered Employees").

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Charter HR Educational Services, LLC shall comply with all Federal and State statutes and administrative requirements including, but not limited to, the Immigration Reform and Control Act. All work force positions of the OMPS shall be covered under this Agreement

b) Employee Agreements and Compensation. Charter HR Educational Services, LLC shall have the exclusive right to set all terms and conditions of such employment, which shall be established in a written employment agreement between Charter HR Educational Services, LLC, and each employee. Compensation for all Covered Employees including, but not limited to, health care and retirement benefits, shall be established by OMPS through its budget and implemented by Charter HR Educational Services, LLC. Information regarding all costs, including the employment costs, annual salary and benefit costs by individual assigned to the OMPS by Charter HR Educational Services, LLC, will be provided to the OMPS Board by Charter HR Educational Services, LLC upon request.

c) Health Care Insurance. Charter HR Educational Services, LLC shall provide comprehensive medical care insurance to all qualified employees assigned to the OMPS who are not covered by a spouse's plan. In addition, Charter HR Educational Services, LLC shall be responsible for COBRA compliance and continuation of health benefit plans to terminated employees and qualified dependents, subject to the continuation of this Agreement. If this Agreement terminates, all responsibilities with regard to continuation of health insurance cease consistent with Federal and State statutes.

d) Retirement Plan. Charter HR Educational Services, LLC shall make available to all qualified employees assigned to work at OMPS a retirement plan pursuant to IRC Section 401(k).

e) Payroll Taxes. Charter HR Educational Services, LLC shall report and pay all applicable federal, state and local employee and employer payroll taxes from Charter HR Educational Services, LLC's own accounts. Charter HR Educational Services, LLC will comply with all local, state and federal record keeping requirements.

f) Payroll Records. Charter HR Educational Services, LLC shall maintain and verify all required payroll and benefit records.

g) Policies and Procedures. All payroll, benefit and personnel policies and procedures shall be established by Charter HR Educational Services, LLC. Charter HR Educational Services, LLC will provide all such policies and procedures OMPS on an annual basis.

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h) Worker's Compensation Insurance. Charter HR Educational Services, LLC shall maintain Worker's Compensation insurance during the term of this Agreement on all employees assigned to work at OMPS under this Agreement. Charter HR Educational Services, LLC shall provide a Certificate of Insurance to OMPS verifying coverage of Worker's Compensation insurance.

i) At-Will Employment Relationship. Charter HR Educational Services, LLC has the exclusive right to select staff for employment and to terminate with or without cause any employee with advance written notice to the OMPS chief administrator.

j) Implementation and Supervision of Policies and Procedures. During the term of this Agreement, Charter HR Educational Services, LLC shall have the exclusive right and authority to implement and supervise personnel policies and procedures relating to the Covered Employees. Charter HR Educational Services, LLC shall make good faith reasonable efforts to act in the best interest of OMPS with regard to its policy and procedure in exercising control over Covered Employees. OMPS agrees to cooperate and oversee Charter HR Educational Services, LLC in the implementation and supervision of all such policies and procedures.

k) Hiring, Evaluating, Supervising, Disciplining and Firing. Charter HR Educational Services, LLC shall have responsibility for the hiring, evaluating, supervising, disciplining and firing of Covered Employees. Charter HR Educational Services, LLC shall consult with the OMPS chief administrator concerning any hiring, evaluating, supervising, disciplining, and firing before formal action is taken. OMPS Board will have input on the selection and evaluation of the chief administrator.

l) On-site Supervision. Charter HR Educational Services, LLC shall be responsible for on-site employee supervision at the OMPS directly and through the Chief Administrator. The Chief Administrator will serve as the liaison to the OMPS Board on employment matters on behalf of Charter HR Educational Services, LLC. The chief administrator will supervise the overall operation of OMPS and keep the Board informed of employment related matters. The chief administrator shall be an employee of and shall assist Charter HR Educational Services, LLC with its administrative and personnel responsibilities on the OMPS' premises. As to all administrative and personnel matters, the Chief Administrator shall coordinate with and report to designated Charter HR Educational Services, LLC managers and officers at Charter HR Educational Services, LLC's home office. Charter HR Educational Services, LLC, after consulting with the Chief Administrator, shall determine the procedures to be employed by Covered Employees in the day-to-day performance of their job responsibilities. Charter HR Educational Services,

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LLC shall make good faith reasonable efforts to act in the best interests of OMPS with regard to OMPS' policies and procedures. Charter HR Educational Services, LLC shall ensure that the chief administrator follows all appropriate guidelines concerning Charter HR Educational Services, LLC's oversight of Covered Employees and complies with all Charter HR Educational Services, LLC directives dealing with its responsibilities herein above set forth.

2. Charter HR Educational Services, LLC Requirements.

a) Compliance with Applicable Criteria. Charter HR Educational Services, LLC assumes sole responsibility for assuring that all services set forth in Paragraph 1 provided by Charter HR Educational Services, LLC are provided in compliance with and conform to (i) all applicable federal, state and local government laws, rules and regulations, including, but not limited to all civil rights laws, Bullard-Plawecki Employee Right to Know Act, Whistleblower's Protection Act, Fair Labor Standards Act, and Fair Credit Reporting Act; (ii) all pertinent policies of those accrediting agencies from which the OMPS have secured or is seeking accreditation, including but not limited to the Authorizer and the Michigan Department of Education; and (iii) all other applicable written policies of OMPS as communicated to Charter HR Educational Services, LLC through the Chief Administrator, or the OMPS Board. Charter HR Educational Services, LLC shall promptly provide to OMPS, within twenty-four hours of receipt, all notices, reports or correspondence from individuals or governmental agencies that assert claims, deficiencies or charges against OMPS, employees assigned to OMPS, or Charter HR Educational Services, LLC.

b) Employment Laws. Charter HR Educational Services, LLC shall comply with all applicable federal, state and local employment laws. Charter HR Educational Services, LLC shall comply with the Fair Labor Standards Act and control all overtime.

c) Records. Charter HR Educational Services, LLC, through the chief administrator, shall maintain actual time records and verify the accuracy of all wage hour information provided to Charter HR Educational Services, LLC at the end of each pay period. Charter HR Educational Services, LLC shall verify the accuracy of all wage and salary reports which shall be supplied to OMPS by Charter HR Educational Services, LLC at the end of each pay period. OMPS shall not pay any wages, salaries or other compensation, including employee benefits, to Covered Employees subject to Section 1b above but shall reimburse Charter HR Educational Services, LLC for all such wages,

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salaries or other compensation, including employee benefits, to Covered Employees pursuant to Section 5b below.

d) Compliance with Authorizer ESP policies. Charter HR Educational Services, LLC will be responsible for complying with Authorizer ESP policies only to the extent that such policies apply to human resource services support. Charter HR Educational Services, LLC will be responsible for supplying only information that they have in their possession in regards to the Services included in this Agreement.

e) Compliance with OMPS' Charter Contract. Charter HR Educational Services, LLC agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with OMPS's obligations under the OMPS Charter Contract issued by Grand Valley State University Board of Trustees. The provisions of the OMPS Charter Contract shall supersede any competing or conflicting provisions contained in this Agreement.

f) Compliance with Section 503c. On an annual basis, Charter HR Educational Services, LLC agrees to provide the OMPS Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the OMPS Board shall make the information available on the OMPS's website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this Agreement.g0

g) Compliance with Section 11.23 of Contract Terms and Conditions. Charter HR Educational Services, LLC shall make information concerning the operation and management of OMPS, including without limitation the information described in Schedule 6 of the Contract, available to OMPS as deemed necessary by the OMPS Board in order to enable OMPS to fully satisfy its obligations under Section 11.23(a) of the Contract Terms and Conditions.

3. OMPS Requirements. OMPS shall provide the following:

a) Personnel Requirements. Advise Charter HR Educational Services, LLC, through the Chief Administrator, of the teachers, instructors, and administrators required by OMPS, consistent with its approved budget, to perform its mission.

b) Insurance. Maintain all necessary insurance in accordance with Paragraph 8 of this Agreement.

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c) Financial Reports. Prepare annual budgets and all required financial reports for OMPS.

d) Employee Benefits. OMPS shall provide to Charter HR Educational Services, LLC a written statement with regard to all policies concerning employee benefits, if any. These policies shall comply with all federal, state and local governmental laws and regulations.

e) Confidential Information. OMPS shall be solely responsible for instituting and maintaining safeguards and procedures for handling confidential information, money or other valuables of staff assigned to OMPS. Charter HR Educational Services, LLC may require bonding of such individuals. OMPS shall give Charter HR Educational Services, LLC written notice of such individuals. It shall be the sole responsibility of OMPS to protect such valuables.

f) Discipline, Layoff, or Termination of Employees. OMPS agrees to comply with all Charter HR Educational Services, LLC personnel directives, both general and specific, regarding the discipline, layoff, or termination of Covered Employees. OMPS further agrees to immediately notify Charter HR Educational Services, LLC of any material change in the current business operations of OMPS.

g) Personnel Issues. In the event OMPS becomes dissatisfied with the performance of any individual Charter HR Educational Services, LLC employee assigned to OMPS, Charter HR Educational Services, LLC shall be notified, in writing, setting forth the nature of the dissatisfaction, the proposed remedial action, and any specific action requested. All decisions regarding the disposition of such requests are at the sole discretion of Charter HR Educational Services, LLC.

h) Applicant/Employee Background Checks. Charter HR Educational Services, LLC, or its designated subcontractor shall be responsible for performing all pre-employment, and any employment related background, license and eligibility review and other screening and investigation; however, OMPS shall perform all criminal records check and unprofessional conduct check activities required by federal, state or local law, including the Michigan Revised School Code (the "Code"), of all Covered Employees. The parties acknowledge that currently such checks may be undertaken by a designated OMPS board member using the methodology recommended by the Michigan State Polices. The results of the screening and investigation will be reported to Charter HR Educational Services, LLC **in a manner that accords with applicable law (e.g. "red light"/ "green light" letter.** All costs or fees incurred by Charter HR Educational Services, LLC in connection with the screening and investigation shall be billed to and

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paid by OMPS. The results of the screening and investigation of pre-employment records must be made available for review by the Authorizer's Charter Schools Office in the manner and form compliant with applicable law. The parties shall develop a written policy and procedure that complies in all aspects with applicable law and the requirements of the Michigan State Police for the performance of the background and unprofessional conduct checks described herein, which shall be incorporated into the Board policy manual.

4. Term of Agreement. This Agreement shall commence on July 1, 2020 and continue for a period of thirty six (36) months, through June 30, 2023. If OMPS and/or Charter HR Educational Services, LLC becomes obligated for MPSERS or an unexpected fee or tax is instituted, (e.g. State service tax fee) either party may terminate this Agreement at any time upon providing ninety (90) days' notice to the other party. Termination of this Agreement shall not affect the continuation of the obligations of either party incurred during the term of the Agreement. The parties acknowledge that as part of any Charter Contract reauthorization, the Authorizer may require OMPS and Charter HR Educational Services, LLC to submit a new or amended Agreement for review by the Authorizer. OMPS must give Charter HR Educational Services, LLC ninety (90) day notice of termination.

5. Fees. OMPS shall pay Charter HR Educational Services, LLC the following fees for the services rendered under this Agreement:

a) Service Fee. A Service Fee shall be charged to OMPS equal to the total gross pay of all Covered Charter HR Educational Services, LLC employees assigned to OMPS multiplied times .025 (the Service Fee rate). The Service Fee is calculated without regard to individual limitations on wages for purposes of determining the amount of unemployment taxes. The Service Fee shall be billed once per pay period and due upon receipt with said billing including an itemized, detailed breakdown of all costs, fees and expense (i.e. salary and payroll; FUTA; SUTA; Workers Compensation; FICA, a breakdown of fringe benefits, by benefit; etc. The Service Fee shall be adjusted upon the effective date of any increase or decrease in employee wage rates. The Service Fee may also be adjusted through an addendum to this Agreement if the parties agree, in writing, to modify the services provided by Charter HR Educational Services, LLC.

b) Payroll Costs. Payroll costs will be charged, in addition to the service fee, equal to Gross Payroll and associated payroll costs including FICA, FUTA, SUTA, Workers Compensation and any additional taxes passed by the

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State and/or Federal government during the term of this Agreement. All benefits provided under Paragraph 1 d) and 1 e) will be billed to OMPS on a pay period basis. Charter HR Educational Services, LLC will provide written notice within five (5) business days of receiving notice of an increase to any of the costs other than the Service Fee costs and include said increase as of the effective date of the increase. However, this provision shall not apply to a change in payroll costs which may vary because of a change in hours worked by employees. OMPS, at its election, may respond to the written notice of cost increase by issuing notice to cancel effective ninety (90) days after the date of cost increase.

6. Additional Costs, Fees and Expenses. OMPS shall pay all additional costs or expenses incurred by Charter HR Educational Services, LLC that are incidental to the performance of this Agreement and that have prior approval of the OMPS Board President or his/her designee. These additional costs**,** fees or expenses may include, but are not limited to, employee replacement costs, applicant/employee background checks, hiring temporary personnel, substitute teachers**,** fidelity bonding, and employee training programs.

7. Payment of Costs, Fees and Expenses. OMPS shall execute a Wire Transfer to Charter HR Educational Services, LLC at least 48 hours prior to each payroll date, from the designated OMPS account in an amount equal to the Services Fees, Payroll costs described in Paragraph 5 and Costs**,** Fees and Expenses described in Paragraph 6 of this Agreement, upon receipt of a detailed billing. If there is any disputed amount to an invoice, the non-disputed amount shall be ratified. If there is a disputed amount, whether ratified by the OMPS Board or not, the parties shall meet within fourteen (14) days to discuss and attempt to resolve the disputed amount prior to submitting the matter to arbitration as addressed in Paragraph 12. Any errors in payment of costs, fees and expenses will be promptly corrected with the parties acting in good faith and with reasonable efforts

8. Insurance. Charter HR Educational Services, LLC and OMPS shall maintain such policies of insurance as required by the Charter, the Authorizer's insurance carrier recommendations, and applicable law. Charter HR Educational Services, LLC's insurance is separate from and in addition to the insurance the OMPS Board is required to obtain under the Charter. Each party shall, upon request, present evidence to the other and the Authorizer that it maintains the requisite insurance in compliance with the provisions of this Article. In the event that the Authorizer's insurance carrier recommends any change in coverage, each party agrees to comply with any change in the type and

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amount of coverage as requested by the Authorizer's insurance carrier within thirty (30) days after notice of the insurance coverage change is provided to Charter HR Educational Services, LLC and the School. Each party shall comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

9. Safety Requirements. OMPS and Charter HR Educational Services, LLC shall comply with all safety, health and work laws, regulations and rules at its own expense. OMPS and Charter HR Educational Services, LLC shall also comply with all safe work practices and use of protective equipment required by federal, state or local law. OMPS will reimburse at direct cost any required safety equipment or PPE required by Federal, State or Local regulation. All accidents involving employees shall be reported immediately to Charter HR Educational Services, LLC by the Chief Administrator. OMPS shall cooperate with Charter HR Educational Services, LLC's Worker's Compensation carrier and liability insurance carrier who shall have the right to inspect the OMPS properties.

10. Termination of Agreement.

a) By Charter HR Educational Services, LLC. Charter HR Educational Services, LLC, in its sole discretion, may terminate this Agreement, relieving it of all further responsibility under this Agreement, as of the ending date of the last payroll period immediately preceding any of the following events:

i) OMPS files for bankruptcy or becomes insolvent;

ii) The facility where employees are engaged in work for OMPS is closed;

iii) OMPS requests a layoff of 25% of the workforce;

iv) OMPS and its successors and assigns discontinue operation;

v) OMPS meets the definition of a financially distressed business as set forth in the Worker Assistance and Retraining Notification Act.

vii) Any other reason set forth in this Agreement, including as identified in Paragraph 4 of this Agreement, that constitutes a default under the Agreement or allows Charter HR Educational Services, LLC to terminate this Agreement.

viii) Failure of OMPS to timely make payment(s) required by this Agreement or reduces the amount invoiced by more than $5,000.00 of the contested invoice.

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b) By OMPS. OMPS may terminate this Agreement prior to the end of the term specified in Paragraph 4 in the event that Charter HR Educational Services, LLC shall fail to remedy a material breach within sixty (60) days after notice from the Board, provided however that if the nature of the breach is such that the cure cannot be reasonably accomplished within sixty (60) days, then the cure period shall be extended for an additional thirty (3) days if Charter HR Educational Services, LLC proceeds to cure with reasonable dispatch. Notwithstanding the above, the notice requirement for breach by reason of 10.b.(i) below is thirty (30) days. Material breach includes, but is not limited to:

i) Charter HR Educational Services, LLC's failure to account for its expenditures or to pay its obligations as specifically noted in this agreement (provided funds are available to do so);

ii) Failure of Charter HR Educational Services, LLC to follow policies, procedures, rules, regulations or curriculum duly adopted by the OMPS Board and communicated to Charter HR Educational Services, LLC, provided that such policies, procedures, rules, regulations or curriculum are not inconsistent with the Contract, as amended, this Agreement, or in violation of applicable law;

iii) Receipt by the OMPS Board of unsatisfactory reports from Charter HR Educational Services, LLC or from an educational consultant retained by the Board about matters concerning Charter HR Educational Services, LLC's performance or the performance of the staff which are not reasonably corrected or explained; or

iv) Charter HR Educational Services, LLC's failure to abide by all applicable laws in its administration of this Agreement.

c) In the event OMPS terminates this Agreement pursuant to this Paragraph, OMPS shall pay all charges due under this Agreement through the last date of services provided by Charter HR Educational Services, LLC.

d) OMPS has the right to terminate the contract if the Authorizer threatens to terminate the OMPS charter contract if the client service agreement with Charter HR Educational Services, LLC is not terminated.

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e) If OMPS' Charter Contract issued by the Grand Valley State University Board of Trustees is suspended, reconstituted, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically terminate on the same date as OMPS's Contract is suspended, reconstituted, revoked or termination without further action of the parties.

f) Amendment Caused By Site Closure or Reconstitution. In the event that OMPS is required (i) to close a site pursuant to a notice issued by the Department under Section 507 of the Code, MCL 380.507; or (ii) to undergo a reconstitution pursuant to Section 507 of the Code, MCL 380.507, and Section 10.6 of the Contract Terms and Conditions, and such closure of a site or reconstitution causes an amendment to or termination of this Agreement, the parties agree that this Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to OMPS, and Charter HR Educational Services, LLC shall have no recourse against OMPS or the Authorizer for implementing such site closure or reconstitution.

g) OMPS also has the right to terminate this Agreement without cause upon providing six (6) months' advance written notice to Charter HR Educational Services, LLC.

11. Indemnification.

a) Charter HR Educational Services, LLC. Charter HR Educational Services, LLC shall indemnify and hold the Authorizer and OMPS, including its officers, directors, and agents, harmless from any and all third-party claims, actions, damages, expenses, losses or awards, including employment related claims by Charter HR Educational Services, LLC employees or applicants, administrative determinations, judgments, damages, reimbursements, back pay, penalties, fines, costs or loss, demands, suits, including reasonable attorney's fees or other forms of liability that may arise out of, or by reason of (i) the negligence or intentional misconduct of Charter HR Educational Services, LLC, (ii) any action taken or not taken by Charter HR Educational Services, LLC, or (iii) any noncompliance or breach by Charter HR Educational Services, LLC of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement made at the sole direction of Charter HR Educational Services, LLC. This indemnification shall include any failure on the part of Charter HR Educational Services, LLC that results in violations of federal, state and

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local laws and regulations. Charter HR Educational Services, LLC shall not be responsible to indemnify OMPS for the acts or omissions of an unlicensed individual that occur when that individual is not under the supervision of a Covered Employee. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts acceptable to OMPS and shall be not less than $1,000,000 per occurrence. As used herein, Charter HR Educational Services, LLC shall include directors, officers, agents and attorneys.

b) OMPS. To the extent not prohibited by the Charter or applicable law, OMPS hereby agree to indemnify, defend, and hold Charter HR Educational Services, LLC harmless from and against any and all third-party claims, actions, damages, expenses, losses or awards which arise out of (i) the negligence or intentional misconduct of the OMPS Board, (ii) any action taken or not taken by the OMPS Board, or (iii) any noncompliance or breach by OMPS of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement made at the sole direction of OMPS. As used herein, OMPS shall include directors, officers and attorneys. This indemnification shall include any failure on the part of OMPS for violations of federal, state and local laws and regulations. OMPS shall not indemnify Charter HR Educational Services, LLC for acts or omissions of an unlicensed individual that may occur when that individual is not under the supervision of OMPS. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts acceptable to Charter HR Educational Services, LLC and shall be not less than $1,000,000 per occurrence. Notwithstanding anything in this Agreement to the contrary, the OMPS Board shall not be precluded by the terms of this Agreement from asserting or declining to assert a claim of governmental immunity.

c) Indemnification of Grand Valley State University. The parties (OMPS and Charter HR Educational Services, LLC) acknowledge and agree that the Grand Valley State University Board of Trustees, Grand Valley State University and its members, officers, employees, agents or representatives are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify and hold harmless Grand Valley State University Board of Trustees, Grand Valley State University and its members, officers, employees, agents or representatives from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other

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losses of any kind whatsoever and not caused by the sole negligence of Grand Valley State University, which arise out of or are in any manner connected with Grand Valley State University Board's approval of the Application, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance by Grand Valley State University and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy or the ESP, or which arise out of the failure of the Academy to perform its obligations under the Contract issued to the Academy by Grand Valley State University Board of Trustees. The parties expressly acknowledge and agree that Grand Valley State University and its Board of Trustee members, officers, employees, agents or representatives may commence legal action against either party to enforce its rights as set forth in this Agreement.

12. Arbitration. In the event of a dispute regarding a breach, alleged breach, validity or interpretation of any provision of this Agreement, both OMPS and Charter HR Educational Services, LLC agree to submit such disputes, except as either party may be seeking injunctive relief, to final and binding arbitration as the sole and exclusive remedy for such disputes. Said disputes shall be submitted to the Michigan Mediation and Arbitration Services ("MMAS") and governed by the Michigan Court Rules and Michigan Arbitration Act.

The arbitration hearing will be held in Kent County and will be the exclusive remedy for resolving the disagreement. Either party may file for arbitration but must do so with MMAS within one hundred twenty (120) calendar days of the event precipitating the disagreement, or within the applicable statute of limitations, whichever is sooner.

If arbitration is requested by either OMPS or Charter HR Educational Services, LLC, the parties shall be entitled to be represented by attorneys and/or counsel of their choice. The parties shall equally split the filing fee, and any administrative fees or costs assessed by MMAS, regardless of who requests the arbitration. The parties will split the arbitrator's compensation, and each party will pay its own costs and attorney fees in connection with the arbitration, except as those costs and fees may be reallocated by the arbitrator in the award of damages in accordance with this Agreement or the relevant state or federal statute.

If arbitration is requested, the arbitrator shall allow both parties the right to conduct limited and reasonable discovery, which may include depositions, and for a period of time necessary for the parties to reasonably prepare for the arbitration hearing. The arbitrator is authorized to issue subpoenas to summon witnesses.

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The arbitrator may award any and all remedies allowable by the cause of action pled in the request for arbitration, including but not limited to equitable relief and money damages. The arbitrator shall issue a written decision, containing his/her findings of fact and conclusions of law. The arbitrator's award will be final and binding on both parties and may be enforced in a court of competent jurisdiction.

13. Entire Agreement. This document, being executed in multiple and identical counterparts all of which shall constitute part of the Agreement, contain the entire Agreement between the parties with regard to the subject matter of this Agreement. All previous negotiations, statements and preliminary instruments of the parties and their respective representatives are merged into this Agreement. No modification of this Agreement shall be valid or binding unless such modification is in writing, approved by the OMPS Board, dated and signed by the authorized representative of each party. The conditions of this Agreement extend to and bind the subsidiaries, successors and assigns of each party.

14. Notices. All notices required or permitted by this Agreement shall be in writing and delivered personally or by first class mail, postage prepaid to the address of each party as follows:

OMPS:	**Charter HR Educational Services, LLC**:
2699 Island View Rd	528 4th Street NW
Traverse City, MI 49686	Grand Rapids MI 49504

With a copy to:

CS3 Law PLLC
250 Monroe Ave. NW
Suite 400
Grand Rapids, MI 49503

If one of the parties to this Agreement changes his/her or its address, they shall within thirty (30) days notify the other party, in writing, of the new address. Notice shall be deemed received on the date it is delivered or mailed.

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15. Responsibility or Performance of Agreement. Each party, their successors and assigns shall be jointly and severally responsible for the performance of their obligations under this Agreement.

16. Severability and Validity. The invalidity or unenforceability of any provision or part of this Agreement shall not affect the validity or enforceability of any other provision or part of this Agreement.

17. Contract Interpretation. The Parties acknowledge that this Agreement and the language contained in this Agreement are the result of negotiations between the parties and no part of this Agreement shall be construed against either party by virtue of authorship.

18. No Third-Party Rights. This Agreement is intended solely for the benefit of Charter HR Educational Services, LLC and OMPS, and it shall not be construed to create any benefits for or rights in any other person or entity, including employees, students, or their representatives.

19. Waiver of Breach. The waiver by one party to this Agreement of a breach of this Agreement by the other party shall not operate as or be construed as a waiver of any subsequent breach or breaches by the other party.

20. Caption Headings. The captions headings for each provision of this Agreement are not part of this Agreement nor shall they be used to construe the provision more broadly or narrowly then the text would indicate.

21. Necessary Documents. The parties shall execute all necessary documents required to carry out the terms and intent of this Agreement.

22. Governing Law. The Agreement shall be construed under the law of the State of Michigan.

23. Counterparts. This Agreement may be executed in identical counterparts, each of which shall be deemed an original.

24. Assignment. The Agreement may not be assigned by either party without the written consent of the other party, prior approval of the OMPS Board, except that Charter HR Educational Services, LLC may assign its rights and duties to an entity within the Charter HR Educational Services, LLC organization upon 60 days' written notice to the OMPS Board and provided the OMPS Board approves said assignment.

25. OMPS Board's Constitutional Duty. No provision of this Agreement shall or is intended to interfere with the OMPS Board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of OMPS as provided under Michigan law. This Agreement does not prohibit the OMPS from acting as an

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independent, self-governing public bodies, or allow public decisions to be made other than in compliance with the Open Meetings Act.

26. Governmental Immunity. No provision of this Agreement is intended to restrict the OMPS Board from waiving or requiring them to assert its governmental immunity. Nothing in this paragraph shall prohibit Charter HR Educational Services, LLC from asserting any defense that may be available to it under this Agreement or under Michigan law. OMPS shall not waive or assert any rights to the sole detriment of Charter HR Educational Services, LLC related to OMPS's obligations to Charter HR Educational Services, LLC under this Agreement unless said actions are the result of an alleged breach of this Agreement by Charter HR Educational Services, LLC.

27. Financial, Educational, and Student Records. Financial, educational, and student records pertaining to OMPS are OMPS property, and such records may be subject to the provisions of the Michigan Freedom of Information Act. All OMPS records shall be physically or electronically available, upon request, at OMPS's physical facilities and shall be kept in accordance with applicable state and federal requirements. Except as permitted under applicable law, Charter HR Educational Services, LLC shall not restrict the Authorizer's, the public's, or the independent auditor's access to OMPS's records consistent with applicable statutes.

a) Certain Prohibitive Conduct Regarding Personally Identifiable Information. Except as permitted under the Code, Charter HR Educational Services, LLC shall not sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of an OMPS student's education records.

b) Certain Prohibitive Conduct Regarding OMPS Student Records. If Charter HR Educational Services, LLC receives information that is part of an OMPS student's education records, Charter HR Educational Services, LLC shall not sell or otherwise provide the information to any other person except as permitted under the Code.

c) For purposes of paragraphs a) and b) above, the terms "education records" and "personally identifiable information" shall have the same meaning as those terms in section 1136 of the Code, MCL 380.1136.

28. Independent Auditor. Charter HR Educational Services, LLC shall not select or designate the independent auditor, accounting firm or legal counsel for OMPS. All finance and other records of Charter HR Educational Services, LLC relating to OMPS will be made available to OMPS's independent auditor at the request of OMPS or the auditor.

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29. Procurement of Equipment, Materials, and Supplies. If Charter HR Educational Services, LLC procures equipment, materials, and supplies at the request of or on behalf of OMPS, Charter HR Educational Services, LLC shall not include any added fees or charges with the cost of the equipment, materials, and supplies purchased from third parties. Any equipment, materials, or supplies purchased by Charter HR Educational Services, LLC on behalf of or as the agent of OMPS are the property of OMPS. When making a purchase on behalf of or as agent of OMPS, Charter HR Educational Services, LLC shall comply with Section 1274 of the Code as if OMPS were making a purchase directly from a third party.

30. OMPS Proprietary Rights. OMPS owns all proprietary rights to curriculum, educational or management materials that:

a) are either directly developed or paid for by OMPS;

b) are developed by staff assigned to work at OMPS.

All educational materials and teaching techniques used by OMPS may be subject to disclosure under the Revised School Code and the Freedom of Information Act.

31. Charter HR Educational Services, LLC Proprietary Rights. Charter HR Educational Services, LLC owns all proprietary rights over curriculum, educational or management materials:

a) previously developed or copyrighted by Charter HR Educational Services, LLC or

b) developed by Charter HR Educational Services, LLC for OMPS with its own funds independent of the Service Fees under this Agreement.

All educational materials and teaching techniques are subject to disclosure under the Code and the Freedom of Information Act.

32. Employment Liability. Charter HR Educational Services, LLC is the sole employer of record for employee compensation, collection of payroll taxes and withholdings, worker's compensation and unemployment liability and payment of benefits, all of which are set forth in this Agreement.

33. Marketing and Development. Should Charter HR Educational Services, LLC provide marketing and development services to OMPS, the cost paid by or charged to OMPS shall be limited to those costs specific to the OMPS program and shall not include any costs for the marketing and development of Charter HR Educational Services, LLC.

34. Compliance with Charter Contract. OMPS and Charter HR Educational Services, LLC intend for this Agreement to comply with the Charter Contract issued by

the Authorizer to OMPS and the Education Service Provider Policies issued by the Authorizer's Charter Schools Office. To the extent any provision of this Agreement is inconsistent with the Charter Contract or Policies, that provision is invalid, and the Contract and Policies shall govern. Any additional costs of compliance because of changes mandated by the Authorizer will be borne by OMPS and subject to Charter HR Educational Services, LLC's ability to perform. If the additional costs are deemed excessive by the OMPS Board, and the matter cannot be resolved, it may opt out of this Agreement by giving 90 days written notice.

This Agreement is executed as of the date first written above.

Old Mission Peninsula School

DocuSigned by:

By: _____ 6/10/2020

Its Board President – Amanda Igra

Charter HR Educational Services, LLC

DocuSigned by:

By: Kellie Haines 6/10/2020

Its President – Kellie Haines

(Old Mission Peninsula School)

6/10/20

SCHEDULE 7

ACADEMY SPECIFIC INFORMATION & EDUCATIONAL PROGRAM

The Academy will comply with the requirements of MCL 380.580(q) and is required to list "authorized by Grand Valley State University" on property signage, promotional materials, footer of its website pages, and student applications.

SCHEDULE 7-1

EDUCATIONAL GOALS AND PROGRAMS

SCHEDULE 7-1

EDUCATIONAL GOALS

Academic Achievement
As measured by the state assessment, the school's percentage of total tested students in all tested grades identified as proficient in all tested subjects or identified as college ready as reported by the Michigan Department of Education will meet or exceed the select peer schools' mean reported percentage of total tested students in all tested grades identified as proficient in all tested subjects or identified as college ready. Select peer schools are the set of school buildings determined annually by GVSU to be the most demographically, socioeconomically, programmatically, and geographically similar to the school.

Academic Growth
As measured by the state assessment, the school's mean student growth percentile rank in English language arts and math will meet or exceed the select peer schools' mean student growth percentile rank. Select peer schools are the set of school buildings determined annually by GVSU to be the most demographically, socioeconomically, programmatically, and geographically similar to the school.

Date: April 18th, 2025

Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the OMPS Board of Directors at a properly noticed open meeting held on the 18th day of April, 2025, at which a quorum was present.

Board Secretary

SCHEDULE 7-2

CURRICULUM

The Academy will comply with the requirements of MCL 380.552(20). The Academy will submit a report to the MDE, in a form or manner prescribed by the MDE, that reports the number of pupils enrolled in an online or distance learning program during the immediately preceding month.

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Core Knowledge Language Arts®
Scope and Sequence
Grade 5

Each unit is comprised of:

- **Lessons,** including Reading, Writing, Grammar, Morphology, and Spelling activities.
- A **Unit Assessment** that evaluates students' reading comprehension, understanding and retention of academic and domain-specific vocabulary words, as well as the grammar and morphology skills targeted in the unit. A writing prompt is included, as is an optional fluency evaluation. The core content targeted in the domain is assessed in a separate Content Assessment. The results should guide review and enrichment offered during the end of unit Pausing Point.
- **Pausing Points** present opportunities to review, reinforce, or extend the content and skills taught.

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Unit 1: Personal Narratives (19 Days)

Reader: *Personal Narratives*

This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying and using the elements of the genre throughout the unit in writing a variety of their own personal narratives. These elements include a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images that accompany a written text. Examining the genre in this way will help students build their knowledge of descriptive writing.
Some of the genre features are elements students may have studied in fiction-based units in earlier grades. This unit is unique, however, in that the authors of the narratives that students will read describe real events or experiences. Students make meaning from these texts by learning to read them critically and closely, improving their facility in literal comprehension and making text-based inferences. Moreover, examining and utilizing the features of the genre in composing works about their own lives should help students write with increased focus and clarity, and reflect on, as well as make meaning from, their own experiences.

NOTE: *This unit also includes a Beginning-of-Year (BOY) assessment to help determine whether students have adequate preparation for Grade 5 CKLA instruction.*

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	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1		*Introducing a Personal Narrative* Students will work independently and collaboratively to compare personal narrative to other forms of writing. [SL.5.1b; ELD.PI.5.1] *Think as You Read* After hearing the text read aloud, students will engage in collaborative discussions about conflict in "The First Real San Giving Day." [SL.5.1b; ELD.PI.5.1]		*Writing a Personal Narrative* Students will write a one-paragraph narrative about a first-time experience. [W.5.3; ELD.PI.5.10]
Lesson 2	*Close Read* Students will quote from the text in describing plot and making inferences. [RI.5.1; ELD.PI.5.6]	*Sharing and Commenting* Students will comment on their classmates' narratives with feedback that is positive and specific to the language in the writing. [SL.5.1b; ELD.PI.5.5]	*Strong Verbs/Adjectives* Students will write sentences using strong (specific and descriptive) verbs and adjectives. [L.5.5c; ELD.PI.5.12]	
Lesson 3	*Personification in the Reading* Students will quote accurately from the text when identifying and describing personification. [RI.5.1; ELD.PI.5.6]		*Introduction to Personification* Students will write using personification. [L.5.5; ELD.PI.5.7]	*Showing Not Telling (Actions)* Students will write a narrative about a moment that includes "showing, not telling" details. [W.5.3; ELD.PI.5.10]
Lesson 4	*Introduction and Review* Students will use dialogue in a text to analyze characters and their relationships with one another. [RI.5.3; ELD.PI.5.6]		*Guidelines for Writing Dialogue* Students will use correct punctuation and capitalization when writing dialogue. [L.5.2; ELD.PI.5.10]	*Variety in Speaking Verbs* Students will write a narrative that includes "showing, not telling" through dialogue. [W.5.3; ELD.PI.5.10]
Lesson 5	*Introduction to Theme* Students will analyze and describe a theme in the text. [RI.5.3; ELD.PI.5.6]			*Interviewing the Author* Students free write a paragraph about their own names and generate ideas for a more formal narrative. [W.5.4; W.5.5; ELD.PI.5.10]

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Lesson 6	*Introduction and Read-Aloud* Students will quote accurately from the text when stating facts and making inferences. [RI.5.1; ELD.PI.5.6a]	*Introduction and Independent Work* Students will describe how graphics from "Hello, My Name Is" enhance the text. [SL.5.1b; ELD.PI.5.1]		*Writing the Narrative* Students will draft the first part of a narrative about their name. [W.5.3; W.PI.5.10]
Lesson 7	*Jennifer's Changing Point of View* Students will compare and contrast the author's different points of view at different ages. [RI.5.1; ELD.PI.5.6]			*Writing with a Point of View* Students will describe events from specific points of view and complete drafting their name narratives. [W.5.4; ELD.PI.5.4; W.5.3; ELD.PI.5.10]
Lesson 8	*Supporting with Evidence* Students will identify the evidence Rosa Parks brings to support her point that segregation was unjust. [RI.5.8; ELD.PI.5.7]	*Sharing Name Narratives* Students will present (read out loud) their Name Narrative and display their graphic. Classmates will respond with positive and specific feedback. [SL.5.5; ELD.PI.5.9]		*Modeling Supporting with Evidence* Students will write narratives containing evidence that supports points of view. [W.5.3; ELD.PI.5.10]
Lesson 9	*Whole-Class Reading* Students will compare and contrast the tones of two texts. [RI.5.6; ELD.PI.5.6]	*Sharing Name Narratives* Students will present (read aloud) Name Narratives with images. Classmates will respond with positive and specific feedback. [SL.5.5; ELD.PI.5.9]		*Defining and Identifying Tone* Students will define tone and write in multiple tones. [W.5.4; ELD.PI.4.5]
Lesson 10			*Introduction to Similes and Metaphors* Students identify similes and metaphors in a text and write using similes and metaphors. [L.5.5; ELD.PI.5.8]	*Sequencing Stories* Students plan personal narratives by outlining a sequence of events. [W.5.5; ELD.PII.5.1] *Describing Music* Students describe pieces of music using similes and metaphors. [W.5.4; ELD.PI.5.10]
Lesson 11	*Whole-Class Reading* Students will quote the text when inferring and	*Presenting Details* Students will deliver brief oral reports based on a		*Rosa Parks's Surprise Paragraph* Working from their

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	explaining why the author included certain details in her narrative. [RI.5.1; ELD.PI.5.6]	close reading of *My Story*. [SL.5.1b; ELD.PI.5.9]		Lesson 10 outline, students will begin writing their Surprise Narratives (to be completed during Lesson 12). [W.5.3; ELD.PI.5.10]
Lesson 12	*Read-Aloud and Context Clues* Based on context, students determine the meaning of unknown domain-specific words and phrases in a text. [RI.5.4; L.5.4a; ELD.PI.5.5]			*Sensory Field Trip* Students write a paragraph with multiple sensory descriptions. [W.5.3d; ELD.PI.5.10] *Writing Surprise Narrative* Students will continue writing their Surprise Narratives. [W.5.3; ELD.PI.5.10]
Lesson 13	*Think-Pair-Share* Students will quote from the text in explaining the author's point of view. [RI.5.1; ELD.PI.5.6]			*Revising the Surprise Narrative* Students will revise narratives based on teacher feedback. [W.5.5; ELD.PI.5.12]
Lesson 14	*Tracking the Author's Emotions* Quoting accurately from the text, students track the author's emotions. [RI.5.1; ELD.PI.5.6]	*Surprise Narrative Presentations* Students listen to classmates' narratives and provide positive and specific feedback. [SL.5.1; ELD.PI.5.1]		*Showing (Not Telling) Emotions* Students describe emotions by showing behavior rather than telling the reader what emotions are being described. [W.5.4; ELD.PI.5.12]
Lesson 15		*Surprise Narrative Presentations* Students will listen to classmates' narratives and provide positive and specific feedback. [SL.5.1; ELD.PI.5.1]	*Modeling Close Reading* Students will describe how language in texts creates a strong mental image for readers. [L.5.5; ELD.PI.5.8]	*Showing, Not Telling* Students will add showing details to classmates' telling sentences. [W.5.4; ELD.PI.5.4]
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing	Opportunity for enrichment	Opportunity for enrichment	Opportunity for enrichment	Opportunity for enrichment

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Point	and/or remediation in reading comprehension	and/or remediation in speaking and listening	and/or remediation in language/vocabulary	and/or remediation in writing
Lesson 19 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 2: Early American Civilizations (19 Days)

Reader: *Maya, Aztec, and Inca*

The Big Idea of this unit is that large complex civilizations, including those of the Maya, Aztec, and Inca, developed in the Americas before the arrival of Europeans. This unit orients students to the geography, climate, flora, and fauna of the Americas. It also presents an overall history and timeline highlighting the rise and fall of the Maya, Aztec, and Inca civilizations. In addition, the unit describes innovations and discoveries of the Maya, Aztec, and Inca and features myths from these ancient civilizations.

	Text Analysis/ Comprehension	**Speaking and Listening**	**Language and Vocabulary**	**Writing**
Lesson 1	*Read-Aloud: Chapter 1 "The Rise of Early American Civilizations"* Students will describe, compare, and contrast the key geographical features of the regions in which Maya, Aztec, and Inca civilizations developed. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]	*Review Prior Knowledge* Students will describe key components of a civilization and identify present-day regions in the Americas as the location of three ancient civilizations. [SL.5.3; ELD.PI.5.9]		
Lesson 2	*Small Group: Chapter 2 "Golden Age of the Maya"* Students will describe organizational structures of the Maya civilization and explain ways the Maya adapted to the diverse region in which their city-states thrived. [RI.5.1,2; SL.5.1d,2; ELD.PI.5.7]		*Grammar: Introduce Subject and Predicate* Students will identify subjects and predicates in sentences and differentiate between action verbs and linking verbs. [L.5.1; ELD.PII.5.3] *Morphology: Introduce Prefixes* ir– *and* il– Students will be able to distinguish between root words and words with the prefixes *il–* and *ir–* and apply these skills in sentence composition. [RF.5.3; L.5.4b; ELD.PI.5.12b]	*Paraphrase from a Text* Students will gather relevant facts about the geographical features of Mesoamerica and paraphrase sentences into note format for planning and drafting a paragraph. [W.5.8; ELD.PI.5.10b]
Lesson 3	*Close Reading: Chapter*		Word Work: *Symbolize*	*Plan and Draft a*

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	2 "Golden Age of the Maya" Students will describe the organizational structures of the Maya and explain ways in which they adapted to the diverse landscape in Mesoamerica. [RI.5.1,2; SL.5.1d,2; ELD.PI.5.10a]		*Paragraph* Students will compose sentences from notes and construct a logical paragraph describing the geographical features of Maya civilization. [W.5.2a; ELD.PI.5.10b]
Lesson 4	*Whole Group: Chapter 3 "Hidden Secrets in the Rainforest"* Students will describe the importance of the Maya writing and mathematical systems and summarize some possible reasons for the decline of the Maya civilization. [RI.5.2; SL.5.2; ELD.PI.5.1]	*Grammar: Practice Subject and Predicate* Students will identify subjects and predicates in sentences and identify run-on sentences, rewriting them into complete sentences. [L.5.3; W.5.5; ELD.PI.5.12a] *Morphology: Practice Prefixes* il– and ir– Students will distinguish between root words and words with the prefixes *il–* and *ir–* and use those words correctly in sentences. [L.5.4b; ELD.PI.5.12b] Word Work: *Distinct*	*Introduce the Codex Project and Rubric* Students will revise, edit and rewrite a paragraph using the criteria outlined in a provided rubric. [W.5.5; ELD.PI.5.7]
Lesson 5	*Read-Aloud: Chapter 4 "Myths of the Maya"* Students will explain the purpose of ancient Maya myths and summarize the successful creation of the world and its people according to this Maya myth. [RL.5.2; ELD.PI.5.6a]	Word Work: *Vast*	*Taking Notes* Students will identify and paraphrase key information relevant to their selected cultural aspect for the Codex Project. [W.5.8; ELD.PI.5.10a]
Lesson 6	*Partner Reading: Chapter 4 "Myths of the Maya"* Students will determine that the theme of this Maya myth is an explanation of earth's creation and its people. [RL.5.2; ELD.PI.5.6a]	*Morphology: Introduce Prefix inter–* Students will explain how adding the prefix *inter–* changes a root word and how to correctly use words with the prefix *inter–* in sentences. [L.5.4b; ELD.PI.5.12a] *Spelling: Introduce*	*Grammar: Words that Compare and Contrast* Students will identify words and phrases in sentences, and develop sentences, that compare and contrast ideas. [W.5.2c; ELD.PII.5.6]

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		Spelling Words Students will apply grade level phonics and word analysis skills to decode and encode targeted spelling words. [RF.5.3; ELD.PIII.5] Word Work: *Nurture*	
Lesson 7	*Small Group: Chapter 5 "Aztec City on the Water's Edge"* Students will determine the main ideas and key details about the Aztec capital city of Tenochtitlán and use information to compare and contrast the Maya and Aztec civilizations. [RI.5.2; RI.5.3; ELD.PI.5.6a]	Word Work: *Peaked*	*Plan and Draft a Paragraph* Students will develop paraphrased information into a logical explanatory paragraph for their Codex Projects. [W.5.2a; ELD.PI.5.10a]
Lesson 8	*Close Reading: Chapter 5 "Aztec City on the Water's Edge"* Students will summarize how the city of Tenochtitlán was organized and identify factors that led to the success of the Aztec capital. [RI.5.1,2; ELD.PI.5.8]	Word Work: *Trade*	*Model/Practice Incorporating an Image* Students will compose their reference list for the image they select and write a caption explaining how their image relates to their topic. [W.5.8; W.5.2a; ELD.PI.5.10b]
Lesson 9	*Partner Reading: Chapter 6 "Emperors, Gods and Foreign Invaders"* Students will identify factors that contributed to the decline of the Aztec civilization and summarize the role of Hernán Cortés in the fall of the Aztec Empire. [RI.5.1,2; ELD.PI.5.6a]	*Morphology: Practice Prefix* inter– Students will distinguish between root words and words with the prefix *inter–* and use those words correctly in sentences and to define unknown words. [L.5.4b; ELD.PI.5.12b] *Spelling: Practice Spelling Words* Students will apply grade level phonics and word analysis skills to decode and encode targeted spelling words. [RF.5.3a; ELD.PIII.5] Word Work: *Resentment*	*Grammar: Words and Phrases That Compare or Contrast* Students will use words and phrases to write statements that compare and contrast the Maya and the Aztec. [W.5.9; ELD.PI.5.10a]
Lesson 10	*Small Group: Chapter 7*	*Spelling: Spelling*	*Plan and Draft a*

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	"Birth of the Inca Empire" Students will identify key details about the Inca Empire and summarize how the Inca Empire grew to become the largest pre-Columbian empire. [RI.5.2; ELD.PI.5.6a]	*Assessment* Students will apply grade-level phonics and word analysis skills during an assessment of targeted words. [RF.5.3; ELD.PIII.5] Word Work: *Litter*	*Paragraph* Students will select specific words that reflect the relationship between two different cultures and apply these word choices to their paragraph writing within the Codex Project. [W.5.2c; ELD.PI.5.10a]
Lesson 11	*Close Reading: Chapter 7 "Birth of the Inca Empire"* Students will determine the meaning of words and phrases as they are used in the text and explain how they are used to support main ideas about the Inca Empire. [RL.5.4; RI.5.2; L.5.5a; ELD.PI.5.11a]	*Grammar: Introduce Action Verbs and Linking Verbs* Students will differentiate between action verbs and linking verbs and use these verbs to write sentences. [L.5.1; ELD.PII.5.3,4] *Morphology: Introduce Root tract* Students will use the root tract to determine the meaning of words and apply this knowledge to sentence composition. [L.5.4b; ELD.PI.5.6a] *Spelling: Introduce Spelling Words* Students will correctly spell and determine the meaning and part of speech of targeted spelling words. [L.5.2e; RF.5.3; ELD.PIII.5] Word Work: *Primitive*	
Lesson 12	*Small Group: "All Roads Lead to Cuzco"* Students will summarize the reasons for the decline of the Inca Empire and explain the role of Francisco Pizarro in the fall of this powerful civilization. [RI.5.1,2; ELD.PI.5.11a]	Word Work: *Quarrel*	*Plan and Draft a Paragraph* Students will synthesize the skills they have developed throughout the unit as they compose paragraphs about how their codex topic relates to the Inca. [W.5.2; ELD.PI.5.10a]
Lesson 13	*Read-Aloud: Chapter 9 "Myths of the Aztec and the Inca"*	Word Work: *Suitable*	*Model/Practice Editing a Paragraph* Students will have

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	Students will identify and explain the similarities and differences between the Aztec and Inca creation myths. [RL.5.9; ELD.PI.5.11a]			edited a paragraph for their Codex Project, using the editing checklist criteria. [W.5.5; ELD.PI.5.10a]
Lesson 14	*Read: "Myths of the Aztec and the Inca"* Students will identify and explain the similarities and differences between particular Maya, Aztec, and Inca creation myths. [RL.5.9; ELD.PI.5.6a]		*Grammar: Practice Action Verbs and Linking Verbs* Students will differentiate between action verbs and linking verbs and identify them in sentences. [L.5.1; ELD.PII.5.3] *Morphology: Practice Root tract* Students will complete sentences by selecting the correct word with the root tract. [L.5.4b; ELD.PI.5.6a] *Practice Spelling Words* Students will apply grade level phonics and word analysis skills in decoding and encoding targeted words. [RF.5.3; ELD.PI.5.6b] Word Work: *Emerge*	
Lesson 15	**Unit Assessment**		**Spelling Assessment**	
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 19 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

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Unit 3: Poetry (15 Days)

Reader: *Poet's Journal*

For many readers—adults and children alike—poetry can be challenging. Readers often find poems inaccessible and suspect that they contain secret meanings they cannot decode. In fact, poetry's reliance on symbolic and figurative language opens up rather than closes off meaning, giving readers the power of personal interpretation. This unit teaches students tools and strategies for approaching poetry, training them in the methods and devices poets use and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned.

The poems in this unit are drawn from various literary traditions over the last several centuries, and they range from William Blake's 18th-century verse to the work of such contemporary writers as Virgil Suárez and Marie Howe. We have not chosen poems written specifically for children; instead, we have selected poems both younger and older readers will enjoy. The poets come from many backgrounds and nations: the poets included are of European, Middle Eastern, African American, Native American, and Hispanic descent. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse and experimentation. Uniting them all is their engagement with language and its potential.

This unit, which focuses on poetry, like others in this curriculum is built to the CCSS-ELA, and routinely encourages and enables students to read texts closely and carefully. To accomplish that, and in recognition of the differences between poetry and other genres of writing, this unit's structure, materials, and activities differ at times from those of other CKLA units. Throughout the unit, students practice close reading and writing. They learn about many of the formal elements of poetry as they identify those elements arising organically from the text. They also pair that work with writing poetry themselves. This allows them to demonstrate their understanding and analysis of the poems through creative application and to become detailed writers. In turn, this bolsters their ability to analyze others' writing. These activities offer students a number of tools with which to approach poetry, building their confidence to interpret poems and their engagement in the task.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	*Building Blocks of Poetry and Denise Levertov's "To the Snake"* Students will identify and define the basic elements of a poem's structure and discuss specific poetic devices used in Denise Levertov's poem, "To the Snake." [RL.5.2; ELD.PI.5.6a]			*Apostrophe Overview/Brainstorm and Writing Original Poems* Students will compose their own apostrophe poem. [W.5.3b; ELD.PI.5.10a]
Lesson 2	*Read-Aloud: "This Is Just to Say" and Evaluating Tone* Students will identify the tone of a poem and discuss its effect on the poem's overall message. [RL.5.2; ELD.PI.5.6a]			*Writing Poetry* Students will compose their own poems with emphasis on presenting two different tones in their work. [W.5.3b; ELD.PI.5.10a]

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Lesson 3	*Close Reading* Students will identify the poetic device *anaphora* and explain how its use affects a poem's meaning, while also using textual evidence to discuss a poem. [RL.5.1-2; ELD.PI.5.6a, ELD.PI.5.11a]		*Writing Poems with Anaphora* Students will use the poetic device *anaphora* to create their personal poem. [W.5.3b; ELD.PI.5.10a]
Lesson 4	*Figurative Language and Close Reading* Students will identify and make inferences about figurative language used in two nature poems. [RL.5.1, RL.5.4; ELD.PI.5.6a]		*Comparing and Contrasting* Students will use a graphic organizer to compare and contrast two characters in a poem. [W.5.9a; ELD.PI.5.10b]
Lesson 5	*Close Reading and Poetic Device: Rhyme* Students will identify and label different rhyme schemes in poetry while analyzing a poem. [RF.5.3a, RL.5.2; ELD.PI.5.6a]		*Writing Poems with Rhyme* Students will write and share original rhyming poems. [W.5.3b, SL.5.1c; ELD.PI.5.10a, ELD.PI.5.1]
Lesson 6	*Review Poetic Devices and Terms; Group Collaboration* Students will summarize a poem's overall message and analyze how the use of figurative language affects a poem's meaning. [RL.5.4; ELD.PI.5.8]		*Figurative Language* Students will create similes and metaphors describing the movements of animals. [W.5.3b; ELD.PI.5.10a,]
Lesson 7	*Poetic Device: Implied Metaphor* Students will define and identify implied metaphors in a specific poem. [RL.5.4; ELD.PI.5.8]		*Revising Lesson 6 Metaphors and Writing Original Advice Poems* Students will revise previously written metaphors and incorporate them in an originally crafted poem. [W.5.3b, d, W.5.5 ; ELD.PI.5.10a, b]
Lesson 8	*Locating Places Referenced and Reading for*	*Reading Poems with Partners* Students will read their	*Composing List Poems* Students will create original list poems and

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	Understanding Students will identify allusions and discuss their effect on a poem while also analyzing a character's actions and poem's setting to make inferences. [RL.5.4, RL.5.2; ELD.PI.5.8, ELD.PI.5.6a]	poem aloud to a partner and offer positive feedback about their writing. [SL.5.1c; ELD.P.I.5.1]		peer-edit their partner's poems. [W.5.3b, d, W.5.5; ELD.PI.5.10a, b]
Lesson 9	*Villanelle Form and Reading for Understanding* Students will identify and define characteristics of the villanelle poetry form while also using textual evidence to make inferences about the poem's meaning. [RL.5.2, RL.5.1; ELD.PI.5.6a]			*Planning and Drafting* Students will compose their own original villanelles incorporating their personally created motto/slogan. [W.5.3b, d; ELD.PI.5.10a]
Lesson 10	*Parallel Structure, Contrast, and Meaning* Students will identify parallel structure in poetry and analyze its use to compare and contrast scenes. [RL.5.3; ELD.PI.5.6a]	*Sharing Poems Aloud* Students will read their poem aloud to a partner and offer positive feedback about their writing. [SL.5.1c; ELD.P.I.5.1]		*Planning and Drafting* Students will create and share an original poem utilizing parallel structure to contrast scenes. [W.5.3b, 9a; SL.5.1c; ELD.PI.5.10a, b; ELD.PI.5.5, 9]
Lesson 11	*Reading for Understanding* Students will use textual evidence to compare and contrast characters' reactions in a poem. [RL.5.1,3; ELD.PI.5.6a]			*Planning and Drafting* Students will compose and original poem in which two characters respond differently to the same circumstance. [W.5.3b, 9a; ELD.PI.5.10a]
Lesson 12	*Reading and Interpreting* Students will analyze a poem and identify poetic devices such as personification and extended simile. [RL.5.1-2; ELD.PI.5.6a, ELD.PI.5.11a]			*Writing Poems about Poetry* Students will apply learned poetry skills to compose a final, original, ars poetica. [W.5.3b; ELD.PI.5.10a]
Lesson 13	**Unit Assessment** Students are assessed		**Unit Assessment** Students are assessed	**Unit Assessment** Students are assessed

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	on their understanding of the concepts and facts taught in the unit. [RL.5.1, RL.5.4, RL.5.5, RF.5.4]		on their understanding of the concepts and facts taught in the unit. [L.5.2, L.5.3,:.5.5, L.5.6]	on their understanding of the concepts and facts taught in the unit. [W.5.1, W.5.3, W.5.4, W.5.9]
Lesson 14 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 15 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 4: Don Quixote (21 Days)

Reader: *Adventures of Don Quixote*

This unit examines the fiction genre through a classic novel, Don Quixote*. Students will focus on character and plot, as well as on literary elements such as characterization, while reading a full-length adapted version of* Don Quixote*. It is important for students in the upper-elementary grades to be able to read longer works of fiction and be able to trace the development of plot, characters, and literary elements over the course of a novel; this unit will provide students that opportunity. In addition, this adapted version of* Don Quixote*, written by Miguel de Cervantes during the Renaissance, a period in European history that students will study in the next unit, will expose students to the culturally relevant aspects of the classic novel such as the quixotic nature of the primary character, the relationship between Don Quixote and his sidekick, Sancho Panza, and episodes such as the one involving windmills. Students will also read extended excerpts from another adapted version of* Adventures of Don Quixote *that contains richer, more complex vocabulary and syntax. Students will be able to compare and contrast this more challenging adaptation with the primary text used in this unit.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	*Review Prior Knowledge* Students will identify and explain important aspects of a knight's life during the Middle Ages and how they influenced Cervantes's *Adventures of Don Quixote.* [RI.5.8, RI.5.10; ELD.PI.5.6, 7] *Teacher Read-Aloud and Lesson Wrap-Up* Students will identify the beginning stages of the story's plot structure (e.g., setting, main character) in the story and make inferences regarding a character's personality. [RL.5.5, RL.5.1; ELD.PI.5.6]		Word Work: *Honorable*	

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Lesson 2	*Teacher Read-Aloud, Chapter Discussion, and Lesson Wrap-up* Students will compare and contrast Don Quixote's process for becoming a knight with the process described in "Gloomy Castles and Jousting Knights" from Lesson 1. [RL.5.3; ELD.PI.5.6a]	Word Work: *Meddle* *Grammar: Introduce Agreement* Students will identify and form sentences in the present tense that contain noun subjects and action verbs. [L.5.1d; ELD.PII.5.3,4] *Morphology: Introduce Suffix* –ness Students will distinguish between root words and words with the suffix *–ness*, and use them correctly in sentences. [L.54b; ELD.PI.5.6b]	*Distinguish Between Fact and Opinion* Students will distinguish fact from opinion. [W.5.1a, b; ELD.PI.5.11a]
Lesson 3	*Close Reading, Chapter Discussion, and Lesson Wrap-Up* Students will identify and explain how the author's word choice and use of figurative language affect the text of *The Adventures of Don Quixote*. [RL.5.5; SL.5.1a, L.5.5b; ELD.PI.5.7; ELD.PI.5.1, ELD.PI.5.12a]	Word Work: *Quixotic*	*Parts of a Persuasive Essay* Students will identify the structure and parts of a persuasive essay. [W.5.1a–b, d; ELD.PII.5.6]
Lesson 4	*Teacher Read-Aloud and Lesson Wrap-Up* Students will continue to make inferences about a character's personality and will summarize key events that add to the plot's development. [RL.5.5, RL.5.1; ELD.PI.5.6]	Word Work: *Tilting at Windmills* *Grammar: Pronoun-Verb Agreement* Students will identify and form present-tense sentences containing pronoun subjects and action verbs. [L.5.1d; ELD.PII.5.3,4] *Morphology:* –ness Students will continue to identify the meanings of words with the suffix *–ness* and use them correctly in sentences. [L.54b; ELD.PI.5.6b]	*Opinions and Supporting Evidence* Students will respond to a prompt based on an excerpt from *Adventures of Don Quixote* and write opinion statements using supporting textual evidence. [W.5.1a, b; ELD.PI.5.11a]
Lesson 5	*Teacher Read-Aloud:*	Word Work: *Deceive*	*Practice Writing a Claim*

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	Chapters 6–8 Students will continue identifying plot details and the obstacles Don Quixote and Sancho encounter. [RL.5.3; ELD.PI.5.6]		Students will be able to write a claim and identify the importance of supporting evidence. [W.5.1a, b; ELD.PI.5.11a]
Lesson 6	*Student Read-Aloud and Lesson Wrap-Up* Students will use textual evidence to describe Don Quixote and Sancho Panza's various character traits. [RL.5.1; ELD.PI.5.6]	Word Work: *Fortune* *Grammar: Subject–Verb Agreement Practice* Students will write present-tense sentences in which the subject and the linking verb agree. [L.5.3; ELD.PII.5.3] *Morphology: Introduce Root* vac Students will identify the meaning of words using the Latin root *vac* and use them correctly when completing sentences. [L.5.4b; ELD.PI.5.6b] *Spelling: Introduce Spelling Words* Students will practice targeted spelling words. [RF.5.3b, c, f; ELD.PIII.5]	
Lesson 7	*Teacher Read-Aloud and Lesson Wrap-Up* Students will identify the types of irony—verbal, situational, and dramatic— Sancho and Don Quixote encounter. [L.5.5a; ELD.PI.5.7]	Word Work: *Bold*	*Draft the Introductory Paragraph* Students will draft the introductory paragraph of their persuasive essay. [W.5.4; ELD.PI.5.11]
Lesson 8	*Close Reading and Chapter Discussion* Students will examine the author's word choice and writing style during a close reading of the text. [RL.5.6; ELD.P.I.6a]	Word Work: *Dumbfounded*	*Plan Body Paragraphs* Students will provide textual evidence to support their opinions in the body paragraphs of their persuasive essays. [W.5.9b; ELD.PI.5.11a]
Lesson 9	*Small Group Reading and Chapter Discussion* Students will use textual	Word Work: *Monumental*	

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	evidence to compare and contrast character traits of the principal characters. [RL.5.3; ELD.PI.5.6a]	*Grammar: Sentence Parts* Students will form complete present-tense sentences with proper subject–verb agreement. [L.5.3a; ELD.PII.3] *Morphology: Practice Root* vac Students will correctly form complete sentences using words with the root *vac*. [L.5.4b; ELD.PI.5.6b] *Spelling: Practice Spelling Words* Students will gain additional practice using targeted spelling words. [L.5.2e; ELD.PIII.5]	
Lesson 10	*Chapters 13 and 14 and Lesson Wrap-Up* Students will continue to provide textual evidence about Don Quixote and Sancho's various character traits. [RL.5.3; ELD.PI.5.6a]	Word Work: *Worth* ***Spelling Assessment*** Students will be assessed on the correct spelling of targeted words. [L.5.2e; ELD.PIII.5]	*Practice Drafting Body Paragraphs* Students will be able to draft two body paragraphs of their persuasive essays.
Lesson 11	*Teacher Read-Aloud, Chapter Discussion, and Lesson Wrap-Up* Students will explain and describe Sancho's experiences as governor. [RL.5.2; ELD.PI.5.6a]	Word Work: *Ingenuity* *Grammar: Compare/Contrast Words and Phrases* Students will create sentences using words and phrases that compare and contrast. [L.5.6; ELD.PI.5.6a] *Morphology: Review Prefixes and Suffixes* Students will create words using the prefixes *il–*, *ir–*, and *inter–*; the suffix *–ness*; and the root *tract*. [L.5.4b; ELD.PI.5.12b] *Spelling: Introduce*	

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		Spelling Words Students will practice spelling targeted words. [L.5.2e; ELD.PIII.5]	
Lesson 12	*Partner Reading: Chapters 14-16* Students will be able to explain and describe Sancho's experiences as governor. [RL.5.2; ELD.PI.5.6a]	Word Work: *Reason*	*Practice: Concluding Paragraph* Students will be able to draft the concluding paragraph for their persuasive essay. [W.5.9b; ELD.PI.5.11a]
Lesson 13	*Teacher Read-Aloud, Discussion, and Lesson Wrap-Up* Students will identify and discuss the author's use of figurative language, specifically the use of metaphors. [RL.5.4; ELD.PI.8]	Word Work: *Resolve*	*Share Persuasive Essays* Students will peer-edit their persuasive essays and use feedback to self-reflect and set personal writing and revision goals. [W.5.5; ELD.PI.5.11b]
Lesson 14	*Partner Reading, Discussion, and Lesson Wrap-Up* Students will use textual evidence to support the final characterization of Don Quixote. [RL.5.1, W.5.9a; ELD.PI.5.6; ELD.PII.5.11a]	Word Work: *Instrumental* *Grammar: Commas in a Series* Students will correctly use commas to separate items in a series in a sentence. [L.5.2a; ELD.PII.5.2b] *Morphology: Review Prefixes and Suffixes* Students will correctly use the prefixes *il–, ir–,* and *inter–;* the suffix *–ness;* and the root *tract*. [L.5.4b; ELD.PI.5.6b] *Spelling: Practice Spelling Words* Students will gain additional practice with spelling targeted words. [L.5.2e; ELD.PIII.5]	
Lesson 15	**Unit Assessment** Students are assessed on their understanding of the concepts and	**Unit Assessment** Students are assessed on their understanding of the concepts and	**Unit Assessment** Students are assessed on their understanding of the concepts and

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	facts taught in the unit.		facts taught in the unit.	facts taught in the unit.
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 19 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 5: The Renaissance (21 Days)

Reader: *The Renaissance: Patrons, Artists and Scholars*

The Big Idea of this unit is that the Renaissance was a cultural movement that began in Italy and swept through Europe. During the Renaissance, increased trade between European countries led to increased wealth, power, and influence of the middle class. This increased wealth allowed merchants and businessmen to support artists as their patrons. Scholars, philosophers, and artists turned to the works of the ancient Greeks and Romans for inspiration. This unit provides students with a broad exposure to the art and literature of this time period, through the works of renowned masters such as Leonardo da Vinci, Michelangelo, Raphael, Donatello, Brunelleschi, Botticelli, Bruegel, Dürer, Van Eyck, Machiavelli, Castiglione, Cervantes, and Shakespeare.

Note: *This unit provides a valuable opportunity for cross-curricular collaboration with an art teacher or department. Throughout this unit, such opportunities will be highlighted, but it is suggested you consult with the art teacher before beginning the unit.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	*Activating Knowledge* Students make inferences about the civilizations and time periods that led to the Renaissance based on details from the text. [RI.5.1; ELD.PI.5.6] *Read for Gist; Reread to Explain* Students explain the relationship between factors that inspired the Renaissance movement using evidence from the			

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	text, “An Italian Rebirth.” [RI.5.1; RI.5.3; ELD.PI.5.6]		
Lesson 2	*Read Chapter 2 for Details* Students describe the techniques and features of Renaissance art and architecture by quoting accurately from the text, “The Early Renaissance.” [RI.5.1, ELD.PI.5.6]	*Grammar* Students use the past tense to convey various times, sequences, states, and conditions. [L.5.1c, ELD.PII.5.3] *Morphology* Students accurately read multisyllabic words with the prefixes *im–* and *in–* out of context. [RF.5.3a, ELD.PIII]	*Paraphrasing Information* Students gather information about the techniques and features of Renaissance art and architecture by paraphrasing information in notes. [W.5.8, ELD.PI.5.10]
Lesson 3	*Reread to Make Inferences* Students make inferences about Leonardo da Vinci’s ideas and accomplishments using evidence from the text, “The Spirit of the Renaissance.” [RI.5.1, ELD.PI.5.6]		*Plan an Informational Paragraph* Students plan an informational paragraph about da Vinci’s ideas and accomplishments by identifying a topic, reasons, and evidence related to the topic. [W.5.2a, b, ELD.PI.5.10]
Lesson 4	*Rereading Closely* Students make inferences about how da Vinci’s ideas and accomplishments represented the spirit of the Renaissance using evidence from the text. [RI.5.3, ELD.PI.5.6]	*Grammar* Students recognize and correct inappropriate shifts in verb tense. [L.5.1c, d, ELD.PII.5.3] *Morphology* Students use the prefixes *im–* and *in–* as clues to determine the meaning of words. [L.5.4b, ELD.PIII]	*Write an Informational Paragraph* Students write an informational paragraph about da Vinci’s ideas and accomplishments by using reasons and evidence related to the topic. [W.5.2a, b, ELD.PI.5.10]
Lesson 5	*Reread to Make Inferences* Students make inferences about the artistic achievements of Michelangelo and Raphael using evidence from the text. [RI.5.1; W.5.8; SL.5.2; ELD.PI.5.6]		*Write an Informational Paragraph* Students draft an informational paragraph about Raphael’s artistic achievements by identifying a topic and using related reasons and evidence. [W.5.2a, b; ELD.PI.5.10]
Lesson 6	*Rereading Closely* Students make inferences about how Michelangelo’s and Raphael’s works of art	*Grammar: Introduce Prepositions and Prepositional Phrases* Students identify and explain the function of	

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	represent the spirit of the Renaissance using evidence from the text. [RI.5.3; ELD.PI.5.6]	prepositions and prepositional phrases in sentences. [L.5.1a; ELD.PII.5.5] *Morphology* Students accurately read multisyllabic words with the prefix *ex–* out of context. [RF.5.3a; ELD.PIII] *Spelling* Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII]	
Lesson 7	*Reread for Main Ideas and Details* Students identify the main ideas in "The Bankers Who Loved Art" and explain how they are supported by key details. [RI.5.2; ELD.PI.5.6]		*Practice Presenting* Students identify the points a classmate makes and explain how his or her point is supported by reasons and evidence. [W.5.8, SL.5.3; ELD.PI.5.9]
Lesson 8	*Read "Morals, Modesty, and Manners" for Gist* Students identify the main ideas in "Morals, Modesty, and Manners" and explain how they are supported by key details. [RI.5.2; ELD.PI.5.6]		*Take Notes for a Biography* Students plan an informational piece about a person from the Renaissance by identifying a topic and gathering evidence related to the topic. [W.5.2a, b; W.5.7; ELD.PI.5.10]
Lesson 9	*Reread to Analyze Words and Phrases* Students analyze the relationship between particular words and phrases in "Morals, Modesty, and Manners" to better understand the words and phrases and draw inferences from the text. [RI.5.4; L.5.5c; ELD.PI.5.6; ELD.PI.5.12]	*Grammar: Prepositions, Prepositional Phrases* Students use and explain the function of prepositions and prepositional phrases in sentences. [L.5.1a; ELD.PII.5.5] *Morphology: Practice Prefix* ex– Students use the prefix *ex–* as a clue to determine the meaning of words. [L.5.4b; ELD.PIII] *Spelling: Practice*	

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		Spelling Words Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII]	
Lesson 10	*Reread to Make Inferences* Students make inferences about the opportunities women had during the Renaissance using evidence from the text, "Women in the Renaissance." [RI.5.1; ELD.PI.5.6]	***Spelling Assessment*** Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII]	*Practice Taking Biography Notes* Students continue to plan an informational piece about a person from the Renaissance by gathering evidence related to the topic. [RI.5.9; W.5.2a, b, W.5.7; ELD.PI.5.10]
Lesson 11	*Reread "Women in the Renaissance"* Students describe the relationship between the cultural norms set for women in the Renaissance and the ways women challenged those norms. [RI.5.3; ELD.PI.5.6]	*Grammar* Students use correlative conjunctions when writing or speaking. [L.5.1e; ELD.PII.5.5] *Morphology* Students use the root *serv* as a clue to determine the meaning of words. [L.5.4b; ELD.PIII] *Spelling* Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII]	
Lesson 12	*Reread "The Northern Renaissance"* Students describe the relationship between the artists of northern Europe and the Renaissance movement in Italy. [RI.5.3; ELD.PI.5.6]		*Practice Drafting a Biography* Students draft an informational piece about a person from the Renaissance by using reasons and gathered evidence related to the topic. [W.5.2a, b; W.5.8; RI.5.9; ELD.PI.5.10]
Lesson 13	*Reread Chapter 9* Students explain how reasons they identify support points an author makes in a text. [RI.5.8; ELD.PI.5.6]		*Model Revising for Linking Ideas* Students revise an informational piece by linking ideas within and across categories of information. [W.5.2a, c;

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			ELD.PII.5.2b]
Lesson 14		*"Popular Prose on Page and Stage"* Students interpret and explain the meaning of unknown words and of common idioms and adages. [L.5.5b; ELD.PI.5.8] *Grammar* Students use correlative conjunctions when writing sentences. [L.5.1e; ELD.PII.5.5] *Morphology* Students use and spell words with the root *serv* in sentences. [L.5.2e; ELD.PIII] *Spelling* Students spell grade-appropriate words correctly. [L.5.2e; ELD.PIII]	
Lesson 15	**Unit Assessment** Students identify main ideas and make inferences in informational texts.	**Unit Assessment** Students identify main ideas and make inferences in informational texts.	**Unit Assessment** Students identify main ideas and make inferences in informational texts.
Lesson 16			*Practice Taking Notes and Drafting* Students plan and draft a historical fiction narrative by introducing a narrator and/or characters and using concrete words and phrases and sensory details to convey experiences and events precisely. [W.5.3a, d; ELD.PI.5.10a]
Lesson 17			*Revise to Expand Texts* Students revise an informational piece to develop the topic with information and examples related to the topic. [W.5.2b, d; ELD.PI.5.10a]
Lesson 18			*Edit a Biography* Students edit an

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				informational piece so it follows the conventions of standard English capitalization, punctuation, and spelling. [W.5.5, L.5.2; ELD.PI.5.10a]
Lesson 19		*Present a Biography* Students speak clearly at an understandable pace as they report on an artist from the Renaissance, sequencing ideas logically and using appropriate facts and relevant, descriptive details. [SL.5.4; ELD.PI.5.9]		
Lesson 20 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 21 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension

Unit 6: The Reformation (14 Days)

Reader: *The Reformation: Shifts in Power*

The Big Idea of this unit is that the Reformation was a movement involving religious and political upheaval that shifted the power in Europe from the Catholic Church to the state and led to the creation of Protestantism. Gutenberg's invention of an efficient printing press helped fuel the Reformation movement and allowed Martin Luther's and others' ideas to spread quickly. Great advances in science were also made during this time, some of which challenged religious doctrine and contributed to the undermining of the power of the Catholic Church.

NOTE: *In this unit a Middle-of-Year (MOY) Assessment is provided and should be administered at the end of the unit.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	*Introducing the Reformation; Whole Group: Excerpt "The Power of the Church"* Students identify the setting and chronology of the Middle Ages, Renaissance, and Reformation, and read informational text to			

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	explain the significance of the Church during these times. [RI.5.2; RI.5.3; SL.5.4; ELD.PI.5.9] *Read-Aloud: Chapter 1 "The Power of the Printed Word"* Students listen to informational text to describe the Reformation as compared with the earlier time periods, and explain how the Gutenberg press influenced this period's shifts. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]		
Lesson 2	*Small Group: Chapter 2 "Letters Come Alive!"* Students read historical fiction to describe the printing process from the fictional characters' points of view, and explain how the printing press changed everyday lives. [RL.5.1; RL.5.2; RL.5.3; RL.5.6; ELD.PI.5.7] *Introduce a Friendly Letter* Students identify the structure and purpose of a friendly letter. [RL.5.4; RL.5.5; RL.5.6; ELD.PI.7]	*Grammar* Students identify interjections, describe their types, and use them correctly in sentences. [L.5.1.a; ELD.PII.5.1] *Morphology: Introduce Prefix en–* Students distinguish between root words and words with the prefix *en-* and use those words correctly in sentences. [L.5.4.b; ELD.PI.5.6b]	
Lesson 3	*Whole Group: Chapter 3 "Setting the Stage for Reform"* Students read informational text to describe the Church's influence and practices during the 1400s and 1500s and why Martin Luther and others wanted reform. [RI.5.1; RI.5.2; RI.5.3; SL.5.2; ELD.PI.5.6a]		*Plan a Friendly Letter* Students plan a friendly letter with a clear purpose from Jacques's point of view. [RL.5.2; RL.5.3; RL.5.6; W.5.4; W.5.5; W.5.10; ELD.PI.5.7; ELD.PI.5.10a]
Lesson 4	*Close Reading: Chapter 3 "Setting the Stage for*	*Grammar* Students review how to	*Strong Verbs* Students replace weak

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	Reform" Students reread portions of informational text to examine the author's words, phrases, and devices used to describe the Church's influence and the practices challenged by reformers. [RI.5.8; SL.5.4; L.5.5; ELD.PI.5.9]	make subjects and linking verbs agree in the present and past tenses. [L.5.1.c; L.5.1.d; ELD.PII.5.3] *Morphology: Prefix* en– Students practice distinguishing between root words and words with the prefix *en–* and correctly use those words in sentences. [L.5.4.b; ELD.PI.5.6b]	verbs with strong verbs in sample sentences. [W.5.2.d; L.5.3.a; L.5.5; ELD.PI.12a]
Lesson 5	*Whole Group: Chapter 4 "The Reformation Movement"* Students read an informational text to identify and describe key events and people of the Reformation. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]		*Draft a Friendly Letter* Students draft a friendly letter with a clear purpose from Jacques's point of view. [RL.5.2; RL.5.3; RL.5.6; W.5.4; W.5.5; W.5.10; ELD.PI.5.10a]
Lesson 6	*Partner Reading: Chapter 4 "The Reformation Movement"; Act it Out* Students reread informational text to review key events of the Reformation and to summarize the motives of key figures. [RI.5.1; RI.5.2; RI.5.3; SL.5.2; ELD.PI.5.6a]	*Grammar* Students review the function of prepositions and prepositional phrases and use them correctly in sentences. [L.5.1a; ELD.PII.5.5] *Morphology* Students distinguish between root words and words with the suffix *–ist* and use those words correctly in sentences. [L.5.4b; PI.5.6b] *Spelling* Students practice spelling targeted words and review definitions and parts of speech. [L.5.2e; L.5.4; ELD.PI.5.12a]	
Lesson 7	*Small Group: Chapter 5 "What is at the Center of the Universe?"* Students read informational text to describe and summarize the new scientific theories proposed by		*Plan a Slide Presentation* Students reference informational text to plan a slide presentation about key events and figures of the Reformation.

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	Copernicus, Kepler, and Galileo, as well as and the Church's response to those theories. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]		[W.5.2; W.5.4; W.5.5; ELD.PI.5.10a]
Lesson 8	*Close Reading: Chapter 5 "What is at the Center of the Universe?"* Students reread portions of informational text to examine the details the author used to describe the relationships among Copernicus, Kepler, Galileo, and the Church. [RI.5.8; SL.5.4; L.5.5; ELD.PI.5.9]		*Create a Slide Presentation* Students reference informational text and images to create a slide presentation about key events and figures of the Reformation. [SL.5.5; W.5.2; W.5.4; W.5.5; ELD.PI.5.10a]
Lesson 9	Small Group: Chapter 6 "The Catholic Church Responds" Students read and summarize informational text to explain how the Catholic Church responded to the Protestant Reformation movement. [RI.5.1; RI.5.2; RI.5.3; ELD.PI.5.6a]	*Grammar* Students review how correlative conjunctions work together, and correctly use correlative conjunctions in sentences to describe partners whom they have interviewed. *[L.5.1.e; SL.5.1c; ELD.PI.5.1; ELD.PII.5.6]* *Morphology* Students gain additional practice distinguishing between root words and words with the suffix *–ist*, and correctly use those words in sentences. [L.5.4b; PI.5.6b] *Spelling* Students gain additional practice spelling targeted words. [L.5.2e; L.5.4; ELD.PI.5.12a]	
Lesson 10	**Unit Assessment** Students identify main ideas and make inferences in informational texts.	**Spelling Assessment** Students spell grade-appropriate words correctly. **Unit Assessment** Students answer grammar and	**Unit Assessment** Students identify main ideas and make inferences in informational texts.

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			morphology questions evaluating the skills they have practiced in this unit.	
Lesson 11	**Middle-of-Year Assessment Day 1**	**Middle-of-Year Assessment Day 1**	**Middle-of-Year Assessment Day 1**	**Middle-of-Year Assessment Day 1**
Lesson 12	**Middle-of-Year Assessment Day 2**	**Middle-of-Year Assessment Day 2**	**Middle-of-Year Assessment Day 2**	**Middle-of-Year Assessment Day 2**
Lesson 13 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 14 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension

Unit 7: A Midsummer Night's Dream (15 Days)

Reader: *Shakespeare's A Midsummer Night's Dream*

Welcome to the world of A Midsummer Night's Dream*. Through the lessons in this unit, you and your students will experience the joy of reading, speaking, performing, and listening to beautiful language that has thrilled people for more than 400 years. And you will have the satisfaction of seeing your students understand and fall in love with Shakespeare and his characters.*

"I would wish you, or I would request you, or I would entreat you, not to fear, not to tremble."

This play, written around 1595, and perhaps performed as entertainment at a specific wedding, is delightful to see and delightful to teach. Many Grade 4, Grade 5, and Grade 6 students across the country have a fine time with A Midsummer Night's Dream*. And you will, too. You and your students will enter the language first, getting familiar with the sound and feel of Shakespeare's words. Then you will meet some amazing characters: the stern rulers and the four mixed-up lovers from the court in Athens; the six local workmen, or "rude mechanicals," who are seeking their 15 minutes of fame by performing a play at the wedding of the Duke and Duchess of Athens; and the fairy world, led by King Oberon and Queen Titania and inhabited by that mischievous rascal Puck.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	*Shakespeare's Life and Times* Students demonstrate their understanding of the Renaissance period by identifying key facts from the text. [RI.5.1; ELD.PI.5.6]	*"Hurly-Burly Shakespeare" Game* Students exchange key information about Shakespeare's life using evidence from the text. [SL.5.1a; ELD.PI.5.1]		

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Lesson 2	*Summary: Act 1, Scene 1; Character Organizer* Students compare characters in A Midsummer Night's Dream using evidence from Act 1, Scene 1. [RL.5.3; ELD.PI.5.6]	*Summary: Act 1, Scene 1; Writing: Dear Course Smoother* Students describe the relationships between characters and identify the characters' primary motivation. [SL.5.1; ELD.PI.5.1]	
Lesson 3	*Reading Excerpt* Students analyze the text and make statements about challenges the characters face and support with details from the Act 1, Scene 1. [RL.5.2; ELD.PI.5.6]	*Reading Excerpt* Students examine Shakespeare's work, discussing segments of the passage and answering key questions. [SL.5.1; ELD.PI.5.5]	
Lesson 4	*Reading Excerpt: Act 1, Scene 2* Students compare characters in *A Midsummer Night's Dream* using evidence from Act 1, Scene 1. [RL 5.3; ELD.PI.5.6]	*Reading Excerpt: Act 1, Scene 2* Students describe the relationships between characters and identify the characters' primary motivation. [SL.5.1; ELD.PI.5.1]	
Lesson 5	*Shakespeare's Language* Students examine Act 1, Scene 2 and demonstrate their understanding of the text by answering key questions and making inferences about the characters in the play. [RL 5.10; ELD PI.5.6]		
Lesson 6	*Summary: Act 2, Scene 1a; Character Organizer* Students compare characters in A Midsummer Night's Dream using evidence from Act 2, Scene 1. [RL.5.3; ELD.PI.5.6]		*Writing* Students use descriptive details to write about a character. [W 5.3; ELD.PI.5.10]
Lesson 7	*Reading Excerpt: Act 2, Scene 1a* Students identify the main ideas of Act 2, Scene 1. [RL.5.10; ELD.PI.5.6]	*Reading Excerpt: Act 2, Scene 1a* Students present their project from Lesson 6, using evidence from Act 2, Scene 1. [SL.5.4; ELD.PI.5.9]	
Lesson 8	*Reading Excerpt: Act 2, Scene 1b* Students compare characters in A		*Writing: Twenty-First-Century Puck* Students make inferences to describe a

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	Midsummer Night's Dream using evidence from Act 2, Scene 1. [RL.5.3; ELD.PI.5.6]		character in modern-day life. [W.5.3; ELD.PI.5.10]
Lesson 9	*Warm Up: Living Character Map* Students examine Act 1, Scene 2 and demonstrate their understanding of the text by answering key questions and making inferences about the characters in the play. [RL.5.10; ELD.PI.5.6]		
Lesson 10	*Summary: Act 3, Scene 1* Students compare characters in *A Midsummer Night's Dream* using evidence from Act 2, Scene 1. [RL.5.3; ELD.PI.5.6]		*Writing: The Woods outside Athens* Students use descriptive detail to write about the setting of the woods using evidence from Act 3, Scene 1. [W.5.3; ELD.PI.5.10]
Lesson 11	*Shakespeare's Language* Students identify the main ideas of Act 3, Scene 1. [RL.5.10; ELD.PI.5.6]	*Performance* Students perform scenes from Act 3, Scene 1, using appropriate gestures. [SL.5.4b; ELD.PI.5.9]	
Lesson 12		*Learning a Speech by Heart* Students memorize Puck's speech in Act 5, Scene 1 and develop gestures to physicalize key words in the speech. [SL.5.4b; ELD.PI.5.9]	*Writing: Tragedy or Comedy?* Students write a journal entry from the perspective of a character using evidence from Act 3, Scene 2. [W.5.3; ELD.PI.5.10]
Lesson 13	*Reading Excerpt: Act 3, Scene 2* Students identify the main ideas of Act 3, Scene 2. [RL.5.10; ELD.PI.5.6]	*Warm-Up: Puck's Speech* Students recite Puck's speech from Act 5, Scene 1 in varying tones. [SL.5.4b; ELD.PI.5.9]	
Lesson 14	*Writing: Bottom's Ballad* Students respond to interview questions from the perspective of the character Bottom. [RL.5.2; ELD.PI.5.6]	*Puck's Speech, Practice* Students recite Puck's speech from Act 5, Scene 1 with speed and accuracy. [SL.5.4b; ELD.PI.5.9]	
Lesson 15		*Group Performance* Students perform Shakespeare's work	

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	independently and in small groups. [SL.5.4b; ELD.PI.5.9]		

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Unit 8: Native Americans (19 Days)

Reader: *A Changing Landscape*

The Big Idea of this unit is that Native Americans were intricately and intimately connected to their landscape, and that the policies of the American government in the 1800s and contact with settlers, missionaries, traders, and explorers affected Native American cultures and their relationship with the land.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	*Review Prior Knowledge* Students determine the meaning of words, phrases and maps to infer the regions in which Native American tribes lived. [RI.5.4; ELD.PI.5.6] *Read Aloud* Students will use details from the text to comprehend it explicitly, and to draw inferences about the impact European settlers and explorers had on the lives of Native Americans. [RI.5.1; ELD.PI.5.6]			
Lesson 2	*Small Group Reading* *Students will describe the relationships or interactions between Native American tribes and European settlers based on information in the text. [RI.5.3; ELD.PI.5.6]*		*Verb Tenses* Students will recognize and correct inappropriate shifts in verb tense. [L.5.1d; ELD.PII.5.3] *The Suffixes* –tion *and* –sion Students will distinguish between root words and words with the suffix *–tion* or *–sion* correctly in sentences. [L.5.4b; ELD.PI.5.8]	*Introduction to the Persuasive Essay* Students will identify the structure and purpose of a persuasive essay. [W.5.4; ELD.PII.5.1]
Lesson 3	*Native American Stories* Students will compare and contrast characters in two Native American stories using details from the text. [RL.5.3; ELD.PI.5.6]			*Identifying an Argument and Evidence* Students will use a graphic organizer to identify the argument and supporting evidence in a persuasive essay

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			explaining the relationship between Native Americans and the land. [W.5.1a; ELD.PI.5.11]
Lesson 4	*Small Group Reading* Students use the text to explain details of Native American life explicitly and inferentially. [RI.5.1; ELD.PI.5.6]	*Verb Tense* Students recognize and correct inappropriate shifts in verb tense. [L.5.1d; ELD.PII.5.3] *The Suffixes –tion and –sion* Students will correctly distinguish between root words and words with the suffixes *–tion* or *–sion* in sentences. [L.5.4b; ELD.PI.5.6b]	*Evaluating a Persuasive Essay* Students will use a rubric to evaluate a model persuasive essay. [W.5.6; ELD.PI.5.2]
Lesson 5	*Close Reading* Students examine how the author uses text to make particular points about Native American life before and after the arrival of explorers, miners, missionaries, and settlers. [RI.5.8; ELD.PI.5.7]	Vocabulary Word Work: *Nimble*	*Organizing and Research a Persuasive Essay* Students choose an image to serve as the foundation for a persuasive essay and will find and use relevant information to summarize or paraphrase information in notes. [W.5.8; ELD.PI.5.10b]
Lesson 6	*Close Reading* Students will use details from the text to understand how habitat influenced the daily life and culture of Native Americans. [RI.5.1; ELD.PI.5.6]	*Transition Words* Students will identify and use transitional words or phrases to convey times and events. [L.5.1c; ELD.PII.5.3] *The Root* mem Students will identify the root *mem* and its meaning in words and sentences. [L.5.4b; ELD.PI.5.8] *Spelling* Students will apply word analysis skills to spell words with the suffix es *–tion* and *–sion* and the root *mem*. [RF.5.3;	

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		ELD.PIII.5.1]	
Lesson 7	*Interpreting Native American Myths* Students compare myths and explain how Native Americans' stories reflect their values. [RL.5.9; ELD.PI.5.6]	Vocabulary Word Work*:* *Meek*	*Planning and Drafting a Persuasive Essay* Students plan a persuasive essay and draft an introduction. [W.5.1a; ELD.PI.5.11]
Lesson 8	*Reading for Cause and Effect* Students explain the relationships between Native Americans, European settlers, and the US government based on specific information from the text. [RI.5.3; ELD.PI.5.6]	Vocabulary Word Work: *Encroach*	*Drafting a Persuasive Essay* Students will draft the first body paragraph of a persuasive essay to describe an image using details from the text. [W.5.1b; ELD.PI.5.10]
Lesson 9	*Reading for Points of View* Students analyze the text to note the differing perspectives of land ownership by Native Americans and pioneers. [RI.5.6; ELD.PI.5.7]	*Transition Words, Clauses and Phrases* Students identify and use transitional words, phrases, and clauses to manage a set of events. [L.5.1c; ELD.PII.5.3] *The Root* Mem Students identify words with root *mem* in sentences. [L.5.4b; ELD.PI.5.8] *Spelling* Students apply word analysis skills to spell suffixes *–tion* and *–sion* and the root *mem*. [RF.5.3; ELD.PIII.5.1] Vocabulary Word Work: *Prosper*	
Lesson 10	*Reading for Points of View* Students will analyze and note the differences between Richard Henry Pratt and Luther Standing Bear's points of view regarding	*Spelling* Students will apply their word analysis skills to correctly spell targeted words. [RF.5.3; ELD.PIII.5.1] Vocabulary Word Work:	*Drafting a Persuasive Essay* Students will draft the second and third body paragraphs of a persuasive essay with clear, supporting evidence from the text.

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	"assimilation through education." [RI.5.6; ELD.PI.5.6]	*Experimental*	[W.5.1b; ELD.PI.5.10]
Lesson 11	*Close Reading* Students explain the importance of the Battle of the Little Bighorn in the conflict between the US government and Native Americans. [RI.5.3; ELD.PI.5.6]	*The Prefix* fore- Students identify root words and words with the prefix *fore–* correctly in sentences. [L.5.4b; ELD.PI.5.6] *Spelling* Students apply word analysis skills to spell targeted words. [RF.5.3; ELD.PIII.5.1] *Word Work:* Chaos	
Lesson 12	*Close Reading* Students explain the importance of the Battle of the Little Bighorn in history between Native Americans and the US government based on specific information from the text. [RI.5.3; ELD.PI.5.6]	*Word Work:* Reckless	*Writing a Persuasive Essay* Students draft the third body paragraph and conclusion of a persuasive essay. [W.5.1d; ELD.PI.5.10]
Lesson 13	*Reading for Point of View* Students will explain the different perspectives of land ownership affecting Native Americans. [RI.5.6; ELD.PI.5.6]	Vocabulary Word Work: *Revive*	*Editing and Revision* Students will develop and strengthen persuasive essays by revising and editing with guidance and support. [W.5.5; ELD.PII.5.5]
Lesson 14	*Close Reading* Students explain the relationship between the US government and the Lakota people based on information from the text. [RI.5.3; ELD.PI.5.6]	*Titles of Works* Students demonstrate the use of underlining, quotation marks, and italics to indicate titles of works. [L.5.2d; ELD.PI.5.11] *The Prefix* fore– Students identify root words and words with the prefix *fore–* correctly in sentences. [L.5.4b; ELD.PI.5.6] *Spelling*	

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			Students will apply word analysis skills to spell targeted words. RF.5.3; ELD.PIII.5] Vocabulary Word Work: *Reunite*	
Lesson 15	*Reading Comprehension Assessment*		*Spelling Assessment* *Grammar Assessment* *Morphology Assessment*	
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 19 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

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Unit 9: Chemical Matter (19 Days)

Reader: *The Badlands Sleuth*

The Big Idea of this unit is that matter can be transformed by physical and chemical changes, which result in the extraordinary diversity of our physical world. This unit introduces students to the concept of matter, physical and chemical changes, and elements and compounds. It is not presented as a standard informational text but written as a detective story. Chemical content is introduced gradually and through the context of the protagonist's experiences, giving students constant examples of the practical interest of these ideas.

The structure of the Reader is also important. This is a unit that combines literary and informational characteristics into a single text. It also asks students to look beyond the reader to additional sources to understand and explain the concepts introduced. This unit therefore asks students to integrate the skills they have learned in the rest of Grade 5: how to read and analyze informational and literary texts, how to use information to explain concepts and ideas, and how to write for different audiences and purposes. The unit is designed to be a culmination of the year, and a preparation for the kinds of skills expected in Grade 6 and beyond. It is also, as a detective story, designed to be a fun end to the year!

NOTE: *In this unit a End-of-Year (EOY) Assessment is provided and should be administered at the end of the unit.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	*Read-Aloud* Students quote accurately from the text to explain its setting and scientific content. [RI.5.1; RL.5.1; ELD.PI.5.6a]	*Analyzing and Discussing Texts* Students discuss the presentation of content in three different texts. [SL.5.1; ELD.PI.5.3]	Vocabulary Word Work: *Scientific Terms*	*Describing Physical Properties* Students will write detailed descriptions of the physical properties of objects. [W.5.2; ELD.PI.5.10]
Lesson 2	*Comparing and Contrasting Texts* Students will compare and contrast the presentation of scientific content in two different texts. [RI.5.5; ELD.PII.5.1] *Partner Reading* Students apply their understanding of literary and informational details to analyze a new text. [RI.5.1; ELD.PI.5.6a]		*Expanding Sentences* Students will expand sentences. [L.5.3; ELD.PII.5.4, ELD.PII.5.5] *The Suffix –ment* Students will understand how to use the suffix *–ment*. [RF.3.3; L.5.4; ELD.PI.6.b]	*Creating Narratives for Scientific Content* Students will present factual information in narrative form. [W.5.4, W.5.3; ELD.PII.5.1]
Lesson 3	*Integrating Information* Students integrate multiple sources to explain the concept of chemical states. [RI.5.7;		Vocabulary Word Work: *Achy Breaky*	*Creating Character Maps* Students organize information to track character development.

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	RI.5.9; ELD.PI.5.6a]			[W.5.2, 5.4; ELD.PII.5.1]
Lesson 4	*Categorizing Evidence* Students will use information from different sources to classify objects as metals or nonmetals. [RI.5.7; ELD.PI.5.6a]		Vocabulary Word Work: *"Elementary, My Dear Watson"* *Reducing and Combining Sentences* Students will understand how to reduce and combine sentences. [L.5.3; ELD.PII.5.6, ELD.PII.5.7]	*Summarizing Information* Using a graphic organizer, students will summarize information from the Reader. [RI.5.1, W.5.8; ELD.PI.5.6a, ELD.PI.5.10b]
Lesson 5		*Evidence-Based Debate* Debate whether the sheriff should investigate the missing fossil, using evidence from multiple sources. [SL.5.4; ELD.PI.5.11a]		*Organization and Revision* Organize and create a police report, which they then revise in response to peer feedback. [W.5.4; W.5.5; W.5.8; ELD.PI.5.10b]
Lesson 6	*Character Maps* Students will track character development. [RL.5.3; ELD.PI.5.6a] *Integrating Information from Multiple Sources* Students will integrate multiple sources to explain compounds and elements. [RI.5.7, RI.5.9; ELD.PI.5.6a]		*Commas* Students will understand how to use commas in a range of contexts. [L.5.2b] *The Roots* mit *and* mis Students will understand how to use the root *mit/mis*. [L.5.4b; ELD.PI.6b] Vocabulary Word Work: *Eureka*	
Lesson 7	*Using Textual Evidence* Students use textual evidence to distinguish between mixtures, solutions, and compounds. [RI.5.1; ELD.PI.5.10]	*Presenting on Fossil Creation* After synthesizing information from multiple sources, students report on fossil creation.[SL.5.2; SL.5.4; SL.5.5; ELD.PI.5.9]		*Organizing Writing* Students organize their writing to allow readers to distinguish between mixtures, solutions and compounds. [W.5.2; W.5.4; ELD.PI.5.10]
Lesson 8	*Close Reading to Track Characters* Students will use explicit evidence from the text to track character development. [RL.5.1, RL.5.3, ELD.PI.5.6a]			*Writing Opinions* Students will analyze how Amy's point of view influences character description, offering opinions on how this affects evidence of the character. [RL.5.6,

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				W.5.1, W.5.9]
Lesson 9	*Interpreting Textual Evidence* Students use textual evidence to distinguish between physical and chemical reactions. *and organize writing to allow others to make the same distinctions.* [RI.5.1; ELD.PI.5.10]	*Discussing and Presenting Opinions* Students will summarize the evidence on a character and offer opinions about its validity. [SL.5.2; SL.5.4; ELD.PI.5.9]		*Organizing Textual Evidence* Students organize writing to allow readers to distinguish between physical and chemical reactions. [W.5.2; W.5.4; ELD.PI.5.10]
Lesson 10	*Identifying Textual Evidence* Students will identify textual evidence used by the characters to support their claims. [RI.5.1; RI.5.8; ELD.PI.5.7]		*Commas* Students use commas in a range of contexts. [L.5.2b; ELD.PI.6b] *The Roots* Mit *and Mis* Students use the roots *mit/mis*. [L.5.4b, ELD.PI.6b]	*Writing with Supporting Evidence* Students will use their understanding of chemical changes to explain Amy's plan to the Sheriff. [W.5.2; W.5.4; ELD.PI.5.10a]
Lesson 11		*Delivering a Presentation* Students will use the evidence they have collected to make an accusation. [SL.5.4, ELD.PI.5.11a]		*Organizing Evidence* Students will organize evidence boards to track evidence on characters, distinguishing between fact and opinion. [W.5.4, RL.5.6, ELD.PII.5.1]
Lesson 12	*Understanding Resolution* Students explain how plot lines are resolved by tracking characters' desires and resolution. [RL.5.5; ELD.PII.5.2b]		*The Perfect Verb Tense* Students form and use the perfect verb tense. [L.5.1; ELD.PII.5.3] *Affixes and Roots* Students use words with a range of affixes and roots as clues for word meaning. [L.5.4; ELD.PI.5.6b]	
Lesson 13	*Integrating Information* Students integrate information from multiple sources to explain recycling as a chemical process. [RI.5.7; RI.5.9; ELD.PI.5.6a]		*The Perfect Tense* Students form and use the perfect verb tense. [L.5.1; ELD.PII.5.3]	*Describing Plot Resolution* Students describe the plot resolution for two characters. [W.5.1; W.5.4; ELD.PII.5.2b]
Lesson 14				*Writing a Detective Story* Using their analysis of literary and

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				informational textual elements, students create a narrative and then revise it in response to peer feedback. [W.5.3, W.5.5; ELD.PII.5.5]
Lesson 15	*Reading Comprehension Assessment*		*Grammar Assessment* *Morphology Assessment*	
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
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Core Knowledge Language Arts®
Scope and Sequence
Grade 4

Each unit is comprised of:

- **Lessons,** including Reading, Writing, Grammar, Morphology, and Spelling activities.
- A **Unit Assessment** that evaluates students' reading comprehension, understanding and retention of academic and domain-specific vocabulary words, as well as the grammar and morphology skills targeted in the unit. A writing prompt is included, as is an optional fluency evaluation. The core content targeted in the domain is assessed in a separate Content Assessment. The results should guide review and enrichment offered during the end of unit Pausing Point.
- **Pausing Points** present opportunities to review, reinforce, or extend the content and skills taught.

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Unit 1: Personal Narratives (19 Days)

Reader: *Personal Narratives*

This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying and using the elements of the genre throughout the unit in writing a variety of their own personal narratives. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and writing strong introductions and conclusions. Examining the genre in this way will help students build their knowledge of descriptive writing. Some of the genre features are elements students may have studied in fiction-based units in earlier grades. This unit is unique, however, in that the authors of the narratives that students will read describe real events or experiences. Students make meaning from these texts by learning to read them critically and closely, improving their facility in literal comprehension and making text-based inferences. Moreover, examining and utilizing the features of the genre in composing works about their own lives should help students write with increased focus and clarity, and reflect on, as well as make meaning from, their own experiences.

NOTE: *This unit also includes a Beginning-of-Year (BOY) assessment to help determine whether students have adequate preparation for Grade 4 CKLA instruction.*

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	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	*Read and Discuss Six-Word Memories* Students infer information from six-word memories. [RI.4.1; ELD.PI.4.6]	*Defining Personal Narratives* Students define personal narrative. [SL.4.1; ELD.PI.4.1]		*Writing a Memory Paragraph* Students write a paragraph about a memory of school. [W.4.3; ELD.PI.4.10] *Memory Paragraph: Six-Word Memory* Students write six-word memories based on their paragraphs. [W.4.9; ELD.PI.4.10]
Lesson 2	*"A Good Lie" Class Discussion* Students describe the main argument in "A Good Lie." [RI.4.2; ELD.PI.4.1] *Chart of Lily's Traits* Students cite evidence from the text in describing character traits. [RI.4.1; ELD.PI.4.1]	*Identify Character Traits* Students identify their peers' opinions and the evidence that supports them. [SL.4.3; ELD.PI.4.5]		*"A Good Friend" Paragraph* Students write an opinion paragraph describing what makes a good friend. [W.4.1; ELD.PI.4.10]
Lesson 3	*Discuss the Text* Students explain how and why a character in the text changed. [RI.4.5; ELD.PII.4.1]	*Predicting Effects* Students make predictions based on listening to classmates' narratives. [SL.4.1; ELD.PI.4.5]		*Writing about Cause and Effect* Using cause and effect structure, students write a paragraph about someone who changed them. [W.4.3a, b; ELD.PI.4.10]
Lesson 4	*Introduce Sensory Details* Students identify sensory details in a text. [RI.4.1; ELD.PI.4.6]	*Identify Action* Students summarize a text. [SL.4.2; ELD.PI.4.5]		*Describe the Food* Students write a paragraph using sensory details. [W.4.4; ELD.PI.4.10]
Lesson 5	*Guided Reading Questions* Students describe the events of "How to Eat a Guava." [RI.4.2; ELD.PI.4.6]	*Share Food Narrative Events* Students present a memory to a partner. [SL.4.4a; ELD.PI.4.9]		*Outline Events* Students outline a sequence of events. [W.4.3; ELD.PI.4.10]
Lesson 6	*Character Traits in "The Farm"* Students describe character traits and support their descriptions with quotes		*Punctuating Dialogue* Students determine the meaning of domain-specific and academic vocabulary. [L.4.6; ELD.PI.4.1]	*Write Dialogue for Food Narrative* Students write a narrative that includes dialogue. [W.4.3b; ELD.PI.4.10]

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	from the text. [RI.4.1; ELD.PI.4.6]		Students punctuate dialogue. [L.4.2b; W.PI.4.10]	
Lesson 7	*Read "Introduction to Polio"* Students refer to a text in explaining what a text says. [RI.4.1; ELD.PI.4.6] *Partner Work on Timelines* Students describe the chronology of a personal narrative. [RI.4.5; ELD.PI.4.6]			*Introduce Transition Words* Students use transition words in planning a chronological narrative. [W.4.3c; ELD.PI.4.10]
Lesson 8	*Describing Feelings and Emotions* Students identify details that demonstrate the narrator's feelings. [RI.4.1; ELD.PI.4.6] *Firsthand and Secondhand Accounts* Students compare facts from firsthand and secondhand accounts. [RI.4.6; ELD.PI.4.7]			*Review Types of Details* Students complete planning their personal narratives. [W.4.8; ELD.PI.4.12]
Lesson 9	*Character Traits Organizer* Students infer character traits from actions. [RI.4.1; ELD.PI.4.6]	*Personal Memories* Students listen to one another's narratives and provide constructive and specific feedback. [SL.4.1c; ELD.PI.4.1]		*Writing an Introduction* Students draft introductions to their personal narratives. [W.4.3a; ELD.PI.4.10]
Lesson 10	*"Star Patient Surprises Everyone"* Students interpret and analyze a simile or metaphor from the text. [RI.4.1; ELD.PI.4.6]		*Introduce Similes and Metaphors* Students identify and explain similes and metaphors. [L.4.5a; ELD.PI.4.12]	*Write Similes and Metaphors* Students include similes or metaphors in their personal narratives. [W.4.3b; ELD.PI.4.10]
Lesson 11	*Review Cause and Effect* Students identify different types of detail in "Star Patient Surprises Everyone," analyzing how the text conveys meaning through cause and effect relationships and use of descriptive words. [RI.4.5; ELD.PI.4.6]		*Adding Detail with Verbs* Students replace nondescript verbs with vital verbs that show detail and action. [L.4.3a; ELD.PII.4.3]	*Writing with Cause and Effect* Students draft the second body paragraph of their personal narratives and include an example of cause and effect. [W.4.3; ELD.PII.4.1]

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Lesson 12	*Reading for Details* Students identify textual details and use them to read the text closely. [RI.4.1; ELD.PI.4.6]			*Revising Details* Students revise their personal narrative drafts to incorporate good and varied details. [W.4.3, W.4.5; ELD.PI.4.12a]
Lesson 13	*Introduce Conclusions* Students learn about strong conclusions and analyze the conclusion of *Small Steps*. [RI.4.2; ELD.PI.4.6]			*Planning Conclusions* Students compose conclusions for their personal narratives. [W.4.3e; ELD.PI.10a]
Lesson 14		*Interviewing Peg Kehret* Students prepare for and conduct interviews from the perspective of the author and a talk-show host. [SL.4.1; ELD.PI.4.1]		*Composing Titles* Students offer peer feedback and use feedback to revise their personal narratives. [W.4.4, W.4.5; ELD.PI.10a]
Lesson 15		*Author Interviews* Students prepare for and conduct interviews about their personal narratives. [SL.4.1; ELD.PI.4.1]		*Editing Checklist* Students complete a final polish of their work using a self-evaluation and editing checklist. [W.4.5; ELD.PI.4.10a]
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 19 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 2: Empires in the Middle Ages, Parts 1 and 2 (29 Days)

Reader: *Empires in the Middle Ages*

The Empires in the Middle Ages *unit covers the history of both the Middle Ages in Europe and the Islamic Medieval Empires. The Middle Ages in Europe and Islamic Medieval Empires units have always been companions in the Grade 4 sequence because their subjects are highly related. While the Middle Ages deals primarily with the events of western Europe, and the relationship between the Christian Church and the rulers of the region, the concurrent Islamic Empires in the Middle Ages unit looks at events in another part of the world (particularly in what is now called the Middle East). Separated by the Mid-Unit Assessment, the two topics of study are tied by a common past (the decline of the Roman Empire) and intersecting events such as the Crusades and the movement of knowledge, philosophy, and science from Greek into Arabic into Latin. They are also tied by their impact on the present: it is difficult to understand the modern world without knowing about these two regions and their medieval history.*

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	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	*Review Prior Knowledge* Students sequence events on a timeline, placing their discussion of the Middle Ages in the context of their background knowledge. [RI.4.7; ELD.PI.4.6] *Class Discussion* Students will paraphrase information from the Reader to participate in a discussion about the people, events, and important ideas from the Middle Ages. [RI.4.1, ELD.PI.4.6] *Map Activity* Students locate the modern-day countries of Spain, France, England, Germany, and Italy, and identify that region as a part of the Roman Empire. [RI.4.7; ELD.PI.4.6]		Word Work: *Transform*	
Lesson 2	*Reading about Lords and Serfs* Students will refer to details and examples in the text when explaining the relationships between lords and serfs. [RI.4.1; ELD.PI.4.6]		Word Work: *Rival* *Nouns and Adjectives* Students discover the function and relationships of nouns and adjectives by identifying them in sentences. [L.4.1; ELD.PII.4.4] *Prefixes* Students will use their knowledge of the prefixes *un–* and *non–* and root words to read and interpret unfamiliar words. [RF.4.3a; ELD.PII.4.3]	*Taking Notes from a Text* Students use a graphic organizer to produce clear notes contrasting the lives of serfs and lords. [W.4.9; ELD.PI.4.10]
Lesson 3	*Close Reading on Feudalism* Students explain the concept of feudalism as		Word Work: *Loyal*	*Writing an Informative Paragraph* Students draft an informative paragraph

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	a way of life based on land ownership during the Middle Ages. [RI.4.3; ELD.PI.4.6]			about the life of a lord in the Middle Ages, including a topic sentence, detail sentences, transition words, and a concluding sentence. [W.4.2; ELD.PI.4.10]
Lesson 4	*Small Group Reading* Students refer to details and examples in the text when explaining why knights and castles were needed in the Middle Ages. [RI.4.1; ELD.PI.4.6]		Word Work: *Influential* *Prepositions and Prepositional Phrases* Students form and use prepositional phrases. [L.4.1e; ELD.PII.4.4] *Prefixes Un– and Non–* Students use their knowledge of the prefixes *un–* and *non–* and root words to read and interpret unfamiliar words.	*Practice Taking Notes* Students use a graphic organizer to produce clear and coherent writing contrasting the lives of serfs and lords. [W.4.9; ELD.PI.4.10]
Lesson 5		*Towns in the Middle Ages* Students read and answer literal and inferential questions about medieval towns. [RI.4.1; SL.4.1; ELD.PI.4.6]	Word Work: *Fuel*	*Drafting a Paragraph* Students draft an informative paragraph about the lives of serfs in the Middle Ages, including a topic sentence, detail sentences, transition words, and a concluding sentence. [W.4.2; ELD.PI.4.10]
Lesson 6		*Towns and Manors* Students refer to examples from the text in discussing how towns changed the way of life in the Middle Ages. [RI.4.1; SL.4.1; ELD.PI.4.6]	Word Work: *Emerge* *Verbs and Adverbs* Students identify adverbs and the verbs they modify. [RF.4.3; ELD.PI.4.12] *The Prefix en–* Students will use their knowledge of morphology and the prefix *en–* to accurately read and interpret unknown words. [RF.4.3; ELD.PII.4.3] *Spelling* Students practice	

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			spelling words from the Reader.	
Lesson 7		*The Church in the Middle Ages* Students refer to examples from the text when discussing the influence of the church on the lives of people in medieval Europe. [RI.4.1; SL.4.1; ELD.PI.4.6]	*Word Work:* Devote	*Taking Notes* Students use a graphic organizer to produce clear and coherent writing comparing the lives of medieval knights, craftsmen, monks, and nuns. [W.4.9; ELD.PI.4.10]
Lesson 8		*Small Group Discussions* Students will participate in a small group discussion of "The Power of the Church" and cite evidence from the text. [RI.4.1; SL.4.1; ELD.PI.4.6]	Word Work: *Destined*	*Organizing Facts* Students will collect facts from the text that support their opinions and include them in a graphic organizer. [W.4.9; W.4.1b; ELD.PI.4.10]
Lesson 9	*Citing Textual Evidence on the Battle of Hastings* Students cite textual evidence supporting the author's claim that the Battle of Hastings changed history. [RI.4.8; ELD.PI.4.6]		Word Work: *Determination* *Adjectives and Adverbs* Students decide whether to modify words with adjectives or adverbs. [L.4.1; ELD.PII.4.5] *The Prefix en–* Students will use their knowledge of morphology and the prefix *en–* to accurately read and interpret unknown words. [RF.4.3; ELD.PI.4.12] *Spelling Words in Context* Students demonstrate understanding of spelling words by using them in sentences. [L.4.4; ELD.PI.4.12]	
Lesson 10	*Answering Questions Using Quotes from the Text* Students answer a series of questions about the Battle of		*Spelling* Students demonstrate their knowledge of the correct spelling of targeted words. [L.4.2; ELD.PI.4.12]	*Planning a Persuasive Paragraph* Students plan a persuasive paragraph by stating their opinions and supporting them

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	Hastings using direct quotations from the text to support their answers. [RI.4.1; ELD.PI.4.6]	Word Work: *Pursue*	with facts from the text. [W.4.1; ELD.PI.4.10]
Lesson 11	*Citing the Text* Students use examples from the text when discussing the effect King Henry II had on England. [RI.4.3; ELD.PI.4.6]	Word Work: *Restore* *Subjects and Predicates* Students correctly identify the subjects and predicates in sentences. [L.4.1f; ELD.PII.4.6] *The Root* Arch Students will identify the meanings of words with the root *arch* and use these words correctly in sentences. [L.4.4b; ELD.PI.4.12] *Spelling* Students practice spelling targeted words. [L.4.2d; ELD.PI.4.12]	
Lesson 12	*Text Analysis* Students will evaluate the most positive and most negative actions King Henry II took while in power, using information from the text to analyze what happened and why. [RI.4.3; ELD.PI.4.11]	Word Work: *Acquire*	*Paraphrasing the Text* Students paraphrase facts from the text that support their opinions. [W.4.1b; W.4.1c; ELD.PI.4.11]
Lesson 13	*Evaluating the Text* Students evaluate the importance of Magna Carta based on information from the text. [RI.4.1; ELD.PI.4.3]	Word Work: *Inevitable*	*Drafting a Persuasive Paragraph* Students draft and edit a persuasive paragraph about lords and serfs. [W.4.1; ELD.PII.4.6]
Lesson 14	*Cause and Effect* Students use their knowledge of cause and effect to identify the impact of developments or events from the Middle Ages on our lives today. [RI.4.3; ELD.PI.4.6]]	Word Work: *Indeed* *Parts of Speech, Subjects and Predicates* Students will identify parts of speech, subjects, and predicates in sentences. [L.4.1f; ELD.PII.4.3; ELD.PII.4.4]	

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		The Root Arch Students will select the correct word with the root *arch* to best complete a given sentence. [L.4.4b] *Spelling Words in Context* Students will practice spelling targeted words and use them in sentences. [L.4.2d]	
Lesson 15	***Reading Comprehension Assessment***	***Spelling Assessment*** ***Grammar Assessment*** ***Morphology Assessment***	***Writing Assessment***
Lesson 16	*Timeline and Map Activities* Students place the major events of this time period on a timeline and map. [RI.4.3; ELD.PI.4.46] *Facts and Inferences* Students will answer factual questions about the information in Chapter 1 of the Reader. [RI.4.1; ELD.PI.4.6]		
Lesson 17	*Close Reading* Students will answer inferential and comparison questions about Muhammad's early life. [RI.4.1; ELD.PI.4.6]	*Sentence Fragments* Students will identify and correct sentence fragments. [L.4.1f; ELD.PII.4.6] *Review of Prefixes* Students correctly use the prefixes *un–, non–,* and *en–,* given the context of a sentence. [L.4.3; ELD.PI.4.12]	*Life in a Caravan* Students write a fictional first-person narrative about traveling in the Arabian desert. *Scanning a Text* Students will scan the text to find quotes about a particular topic. [W.4.8; ELD.PI.4.10]
Lesson 18	*Sequencing Events* Students will sequence events from the Reader related to the spread of Islam during Muhammad's lifetime. [RI.4.3; ELD.PI.4.6]		*Practice Paraphrasing* Students will paraphrase information from the text. [W.4.8; ELD.PI.4.10]

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	Creating a Map-Based Timeline		
Lesson 19	*Text and Diagrams* Students make presentations on the Battle of Yarmouk using diagrams. [RI.4.7; ELD.PI.4.6]	*Sentence Types* Students generate sentences for each of the four sentence types (interrogative, exclamatory, declarative, and imperative). [L.4.1; ELD.PI.4.7] *The Root* Graph Students use words with the root *graph* accurately in sentences. [L.4.4b; ELD.PII.4.12] *Spelling Words in Context* Students pronounce and practice using spelling words in sentences. [L.4.4; ELD.PI.4.12]	
Lesson 20	*Reading about Shiite and Sunni Muslims* Students will answer factual and inferential questions about the two major branches of Islam, using evidence from the text. [RI.4.1; ELD.PI.4.6]		*Planning a Work of Historical Fiction* Students will collect details to plan their historical fiction pieces after reviewing elements of a story. [W.4.8; ELD.PI.4.10]
Lesson 21	*Reading About the Umayyad Dynasty* Students answer factual questions about the Umayyad dynasty using evidence from the text. [RI.4.1; ELD.PI.4.6]		*Writing Historical Fiction* Using elements of a story, students draft a work of historical fiction taking place in Arabia in the Middle Ages. [W.4.3; ELD.PI.4.10]
Lesson 22	*Text and Images* Students identify and discuss important features of classical Islamic architecture using details from the text. [RI.4.1; ELD.PI.4.6]	*Progressive Verbs* Students form and use the progressive verb tense. [L.4.1b; ELD.PI.4.7] *The Root Graph* Students use words with the root *graph* accurately in sentences. [L.4.4; ELD.PI.4.7] *Spelling Words in Context*	

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			Students will correctly use their academic vocabulary words in sentences that demonstrate their understanding of the context. [L.4.4; ELD.PI.4.7]	
Lesson 23	*Reading About the Crusades* Students will answer factual and inferential questions about the Crusades. [RI.4.1; ELD.PI.4.6]	*Presenting Historical Fiction* Students present their historical fiction stories and provide feedback to peers based on the elements of a story. [SL.4.4; ELD.PI.4.9]	*Spelling Words* Students demonstrate ability to spell targeted words correctly. [L.4.2; ELD.PI.4.10]	
Lesson 24	*Reading and Writing Fables* Students read a fable, analyze the features of a fable, and then write their own fables. [RL.4.2; ELD.PI.4.6]		*Grammar Round Up* Students will identify parts of speech, correct sentence fragments and run-on sentences, and write each of the four sentence types. [L.4.1; ELD.PI.4.10] *The Suffix –y* Students use the suffix *–y* to change nouns into adjectives and use them in sentences. [L.4.1; ELD.PI.4.10] *Spelling* Students practice spelling targeted words. [L.4.2; ELD.PI.4.12]	
Lesson 25	***Reading Comprehension Assessment***		***Grammar Assessment*** ***Morphology Assessment*** ***Spelling Assessment***	
Lesson 26 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	**t** Opportunity for enrichment and/or remediation in writing
Lesson 27 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

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Lesson 28 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 29 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 3: Poetry (18 Days)

Reader: *The Poet's Journal*

For many readers—adults and children alike—poetry can be challenging. Readers often find poems inaccessible, suspecting a secret meaning they cannot decode. In fact, poetry's reliance on symbolic and figurative language opens up rather than closes off meaning, giving readers the power of personal interpretation. This unit gives students tools and strategies for approaching poetry, training them in the methods and devices poets use and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned.

The poems in this unit represent a wide variety of time periods, from Kshemendra's twelfth-century treatise on the responsibilities of poets to the work of living writers such as Sherman Alexie and Harryette Mullen. We haven't chosen poems written specifically for children; we have instead selected poems both younger and older readers will enjoy. The poets come from many backgrounds and nations; the poets included are European, Asian, African American, Native American, and Hispanic. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse. Uniting them all is their engagement with language and its potential.

	Text Analysis/ Comprehension	**Speaking and Listening**	**Language and Vocabulary**	**Writing**
Lesson 1	*Reading Closely* Students identify textual evidence and determine the implicit and explicit meanings of Roald Dahl's "Little Red Riding Hood and the Wolf." [RL.4.1; ELD.PI.4.6]	*Read-Aloud and Discussion* Students discuss the plot of Roald Dahl's "Little Red Riding Hood and the Wolf" in small groups and as a class. [SL.4.1b; ELD.PI.4.1]	*Poetic Devices* Students identify stanza, stanza break, line, and rhyme within "Little Red Riding Hood and the Wolf." [L.4.6; ELD.PI.4.6]	
Lesson 2	*Reading Closely* Students identify textual evidence to determine the implicit and explicit meanings of Harryette Mullen's "Ask Aden" and Norman Ault's "Wishes." [RL.4.1; ELD.PI.4.6a]		*Poetic Devices: Repetition and Alliteration* Students will define the terms *repetition* and *alliteration* and create original work using alliteration. [L.4.3; ELD.PI.4.10a]	*Question and Answer Poems* Students compose questions and assemble them into an original poem. [W.4.4; ELD.PI.4.11a]
Lesson 3	*Point of View and Visualizing Details*			*Planning Memory Poems*

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	Students will identify different points of view, then apply their knowledge while closely reading Giovanni's poem, paying particular attention to textual detail. [RL.4.3, RL.4.6; ELD.PI.4.6, ELD.PI.4.7]			Students will record information about one of their own experiences and plan a memory poem that includes sensory detail and rich description. [W.4.8; ELD.PI.4.10a]
Lesson 4	*Similes* Students will discuss Langston Hughes's "Harlem," with particular emphasis on interpreting the poem's many similes. [RL.4.4, L.4.5a; ELD.PI.4.8]			*Writing Similes* Students compose original, simile-rich poems in response to the question, "What happens when your teeth aren't brushed?" [W.4.4, L.4.5; ELD.PI.4.12a]
Lesson 5	*About the Author* Students use details from Langston Hughes's biographical note to answer questions about the author. [RI.4.1; ELD.PI.4.6] *Historical and Cultural Context* Students use historical and cultural context to answer inferential questions about "Harlem." [RL.4.2; ELD.PI.4.6]	*Historical Context* Students assimilate information from a video on the Harlem Renaissance. [SL.4.2; ELD.PI.4.5]	*Figurative Language* Students identify and define examples of figurative language. [L.4.5; ELD.PI.4.8]	*Planning Memory Poems* Students use teacher feedback and prompts to plan revisions of their work on memory poems. [W.4.5, W.4.8; ELD.PII.4.5]
Lesson 6	*Close Reading for Tone* Students use details from a text to infer its tone and meaning; they will also describe how repetition affects a speaker's tone. [RL.4.1, RL.4.3; ELD.PI.4.6]	*Poetic Device: Tone* *Speaking in* Students learn about tone and practice speaking in tones that match different audiences and occasions. [SL.4.1; ELD.PI.4.4]		*Writing Memory Poems* Students will use details from a text to infer its tone and meaning; they will also describe how repetition affects a speaker's tone. [RL.4.1, RL.4.3; ELD.PI.4.6]
Lesson 7	*Reflections and Inferences* Students will identify how Whitman characterizes America and make inferences about what Whitman most values about the nation. [RL.4.1; ELD.PI.4.6]	*Sharing and Providing Feedback* Students will read their original poems aloud to a peer and give feedback. [SL.4.1; SL.4.2; ELD.PI.4.5]		*Observational Walk and Writing* Students will compose original "I Hear My School Singing" poems, using a number of different episodes throughout the school day to present a varied portrait of their

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				academic environment. [W.4.1; W.4.4; ELD.PI.4.10a]
Lesson 8	*Poetic Devices: Anaphora and Metaphor* Students will define *anaphora* and *metaphor*, identify them in the poem, and explain the meaning of examples of figurative language in the poem. [RL.4.1, L.4.5; ELD.PI.4.8]	*Class Reading and Chanting* Students will read passages from Joy Harjo's "She Had Some Horses," following their assigned roles when speaking in, and to, groups. [SL.4.1b; ELD.PI.4.4]		
Lesson 9	*Close Reading* Students will use textual detail as evidence for inferences about the poem's meaning. [RL.4.1, L.4.5; ELD.PI.4.6]	*Reading in Turns* Students will read passages from Joy Harjo's "She Had Some Horses," following their assigned roles when speaking in and to groups. [SL.4.1b; ELD.PI.4.4]		*Planning and Writing a Poem* Students will plan and draft original poems that use anaphora to describe a character's many components or attributes. [W.4.3, W.4.4, W.4.5, ELD.PII.4.1]
Lesson 10	*Poetic Devices: Similes and Alliteration* Students will identify and create examples of alliteration; they will also identify and explain the many similes in "Words Free as Confetti." [RL.4.4, L.4.5; ELD.PI.4.8]			*Writing with All Five Senses* Students will compose original poems using alliteration and detailed descriptions based on the five senses. [W.4.3, W.4.4, ELD.PI.4.12a]
Lesson 11			*Poetic Device: Extended Metaphor* Students identify an extended metaphor and explain its various details. [RL.4.1, RL.4.4, L.4.5, ELD.PI.4.6]	*Writing Extended Metaphors* Students construct original poems containing their own extended metaphors comparing the weather to an animal. [W.4.3, W.4.4, ELD.PI.4.10a]
Lesson 12	*Close Reading for Understanding and Poetic Devices* Students will summarize the text, identify poetic devices, and explain the effectiveness of those devices in the context of the poem "Casey at the	*Active Listening* Students will demonstrate active listening by answering questions about the poem they heard aloud. [SL.4.2; ELD.PI.4.5]		

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	Bat." [RL.4.1, RL.4.2, RL.4.4; ELD.PI.4.7]			
Lesson 13	*Elements of a Poem* Students examine elements of the poem and define how the poem differs from a short story. [RL.4.5; ELD.PII.4.1]			*Writing Original Narrative Poems* Students write original narrative poems, using poetic devices to engage readers. [W.4.3; W.4.4; ELD.PI.4.10]
Lesson 14	*Understanding and Application* Students describe the responsibilities of a poet and identify the tools used by successful poets. [RL.4.1; RL.4.2; RL.4.4; W.4.9; ELD.PI.4.11a]			*Writing Advice Poems* Students write original advice poems for new readers of poetry. [W.4.4; ELD.PI.4.11a]
Lesson 15	***Reading Assessment***			***Writing Assessment***
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 4: Eureka! Student Inventor (10 Days)

Reader: *Eureka! Files*

Eureka! Student Inventor *is a 10-day ELA Quest. Quests are narrative-driven units that immerse students in close reading adventures. Through them, students read complex literary and informational texts and consistently demonstrate their ability to find evidence and use it appropriately. Over the course of the Quest, students write routinely in opinion, informational, and narrative modes, adjusting style for the task and audience indicated. Beyond this, Quests are deliberately varied. Each aims to immerse students in a new world, with new content and challenges. Quests are also more flexible than other units. We have provided suggestions for how to customize the Quest throughout and encourage you to make your own variations to suit your students' needs.*

As they go through Eureka! Student Inventor, *students read a range of informational texts about inventors, inventions, and the process of creation. In addition to close readings, students analyze objects and situations in the world around them,*

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identify problems, create evidence-based solutions, and ultimately become inventors themselves. By routinely writing informational and opinion pieces, students practice research, observation, communication, and persuasion. They also engage in a range of collaborative discussions, sharing ideas and working in teams with defined roles and agreed-upon rules. In Eureka! Student Inventor, *students are contestants on the bizarre and exciting reality TV game show of the same name—a show in danger of cancellation because of a few . . . unfortunate . . . incidents last season. Students are divided into teams (labs) and participate in activities and challenges both in groups and individually. Guided by inventor-judges Jacques Cousteau, Hedy Lamarr, Thomas Edison, and George Washington Carver, as well as a host—you, the teacher—contestants learn about the process of invention through examples and experiments. Throughout the Quest, the judges will "interact" with students through videos and notes. Your role as host is the key to creating and maintaining the game-show "world." We have provided host scripts throughout the unit and hope you will add in your own elements.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	*Learn From Last Season* Students integrate ideas from two texts and speak knowledgeably on the best practices of collaboration. [RI 4.9; ELD PI.4.11]	*Collaboration Building Challenge* Students discuss and practice collaboration, following agreed-upon rules and maintaining assigned roles. [SL 4.1; 4.1.b; ELD PI.4.1]		*Collaboration Wedge Challenge* Students write clearly about their own collaboration experience, supporting their opinions with facts and details. [W 4.4; ELD PI.4.10]
Lesson 2	*Inventor Cards* Students complete close reads of several inventor biographies and summarize, refer to details, and draw inferences from these texts. [RI.4.1; RI.4.2; ELD PI.4.5,6A]			*Complete Inventor Card* Students draw evidence from inventor biographies to support their own research. [W.4.9.; ELD PI.4.10b]
Lesson 3	*Researching the Lightbulb; Invention Pitch* Students read complex informational texts about major inventions and discuss their development and impact. [RI.4.3; ELD PI.4.6a]	*Introduction to Pitching Wedge* Students recognize and summarize best practices for making an oral presentation, and analyze sample presentations. [SL.4.2; ELD PI.4.6]	*Good Pitch, Bad Pitch* Students acquire domain-specific vocabulary associated with the major inventions they are researching. [L.4.6; ELD PI.4.6]	*Research "Letter to Mr. Edison"* Students write an opinion piece about the importance of the lightbulb, providing evidence to support their argument. [W.4.1, W.4.1b; ELD PI.4.11a]
Lesson 4		*Pitches* Students use their research to create an oral pitch for their lab's invention, including facts and details to support their argument. [SL 4.4; ELD PI.4.9] *Invention Pitch: Lightning Round* Students listen to presentations, take		*Planning: Skit Writing* Students write and present a skit with dialogue to show the importance of their lab's invention. [W.4.3; ELD PI.4.5]

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		notes, and paraphrase what they have learned about each invention. [SL 4.2; ELD PI.4.10]	
Lesson 5	*Invention Breeds Invention; Timeline of Invention;* Students describe the chronology, causes, and effects of the Louis Braille's invention, in order to understand that "invention breeds invention." [RI 4.5; ELD PI.4.6a] *Reading and Dance Party Challenge* Students read technical texts and interpret diagrams about simple machines. [RI.4.3; ELD.PI.4.6a]		*Knowledge Wedge Challenge* Students integrate information about prior inventions and simple machines to write a creative solution to a technical challenge. [W.4.4; ELD P.4.10a]
Lesson 6		*How Many Ways Can You Solve It?; Documentation Building Challenge 2* Students collaborate in their lab groups to generate multiple ideas and respond to a new building challenge. [SL.4.1b; ELD PI.4.1]	*Documentation Building Challenge; Documentation Wedge Challenge* Students create explanatory texts to document their inventions, including diagrams (and domain-specific vocabulary) to convey information. [W.4.2; ELD W.4.2]
Lesson 7		*Lab Discussion and Rebuilding; Rebuilding Demonstrations* Students participate in collaborative discussions to evaluate their inventions and offer suggestions for improvement. [SL 4.1.C]	*Failure Wedge Challenge* Students write an opinion piece on the usefulness of failure in the inventing process. [W.4.1b, ELD PI.4.11a]
Lesson 8		*An Inventing Opportunity* Students share their ideas about inventions through paired interviews, sharing their ideas, and taking notes. [SL 4.2b; ELD PI.4.1]	*Last-Chance Wedge Make Up* Students revise or complete writing challenges from previous lessons. [W4.10; ELD PI.4.10] *What Should My Invention Solve?; Brainstorming*

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		Students write two short, informative pieces describing their own invention idea, the problem it solves, including its purpose and function. [W.4.2; ELD PI.4.10]
Lesson 9	*Lab Feedback* Students listen to classmates, pose questions, and offer constructive feedback on their peers' inventions. [SL 4.1c; ELD PI.4.3] *Pitch Review* Students write, rehearse, and create illustrations or models for their final invention pitch. [SL.4.4; ELD PI.4.9]	*Write Pitch* Students write a detailed explanation of their invention, including an argument for its importance. [W4.2b; ELD PI.4.10]
Lesson 10	*Pitching, However You So Choose* Students present their invention, explaining how it addresses a problem and how it works, and support their pitch with a diagram or model demonstration. [SL 4.4; ELD PI.4.9]	*Make Your Own Inventor Card* Students write a reflection on their experiences during this unit, including a description of their invention and reflection on a challenge they faced and overcame. [W.4.10; ELD PI.4.10]

Unit 5: Geology (19 Days)

Reader: *Geology: The Changing Earth*

The Big Idea of this unit is that the earth is composed of layers that, through heat and pressure, cause movements that result in geological features above and below the earth's surface. Tectonic plate theory explains how mountains, volcanoes, and trenches are created on land and under the sea. Information about the rock cycle, weathering, and erosion also explains how the earth is continually changing. This unit explores the relationships between these different geological processes and how they affect the landscape and related environments of the earth.

NOTE: *In this unit a Middle-of-Year (MOY) Assessment is provided and should be administered at the end of the unit.*

Text Analysis/	Speaking and	Language and	Writing

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	Comprehension	Listening	Vocabulary	
Lesson 1	*Review Prior Knowledge* Students identify different areas of study about the earth and ask the types of questions geologists ask about the earth. [RI.4.1, ELD.PI.4.9] *Read Aloud: Chapter 1* Students describe how people's knowledge of what happens on Earth's surface has changed over time, including explaining the continental drift hypothesis and the existence of Pangaea. [RI.4.1, RI.4.3, RI.4.7, RI.4.8, ELD.PI.4.6]			
Lesson 2	*Read Chapter 2* Students identify and describe Earth's layers, describe the movement of tectonic plates, and identify evidence of how Earth's layers and tectonic plates interact to change the Earth's surface. [RI.4.1, RI.4.2, RI.4.3, RI.4.8, ELD.PI.4.6]		*Grammar: Introduce Commas* Students identify the correct location of commas in dates, addresses, city and state, and items in a series. [L.4.2, ELD.PI.4.10] *Morphology: Introduce Suffix –ly* Students distinguish between root words and words with the suffix *–ly* and use those words correctly in sentences. [L.4.4, ELD.PI.4.8] *Examine Similes* Students explain similes related to geology concepts. [L.4.5, ELD.PI.4.12]	
Lesson 3	*Close Reading* Students explain characteristics of Earth's layers, describe how tectonic plates move, and explain how these forces interact to change Earth's surface, including the seafloor.			*Draft a Detailed Explanation of a Simile* Students write a detailed explanation of a simile. [L.4.5, W.4.2, ELD.PII.4.1]

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	[RI.4.1, RI.4.2, RI.4.3, RI.4.8, ELD.PI.4.6]		
Lesson 4	*Read "Earth's Shakes and Quakes"* Students explain what causes earthquakes, how scientists measure the intensity of earthquakes, and how faults and tsunamis relate to earthquakes. [RI.4.1, RI.4.2, RI.4.3, RI.4.8, ELD.PI.4.6]	*Grammar: Practice Commas* Students practice using commas for dates, addresses, city and state, and items in a series. [L.4.2, ELD.PI.4.6] *Morphology: Practice Suffix –ly* Students practice distinguishing between root words and words with the suffix *–ly*, and using those words correctly in sentences. [L.4.4, ELD.PI.4.12]	*Introduce an Informational Pamphlet* Students describe an informational pamphlet and identify a specific pamphlet's purpose and intended audience. [W.4.8, W.4.9]
Lesson 5	*Read "Earth's Shakes and Quakes"* Students describe key causes and effects of earthquakes, including the role faults play in earthquakes and the relationship between tsunamis and earthquakes. [RI.4.1, RI.4.2, RI.4.3, RI.4.8, ELD.PII.4.2]		*Draft an Informational Pamphlet* Students use their paraphrased notes to draft an informational pamphlet about tsunamis. [W.4.8, W.4.9, ELD.PI.4.12]
Lesson 6	*Read "Earth's Fiery Volcanoes"* Students explain how and where volcanoes, geysers, and hot springs are formed and the differences between dormant, extinct, and active volcanoes. [RI.4.1, RI.4.2, RI.4.3, RI.4.4, ELD.PI.4.6]	*Grammar: Introduce Commas, Quotation Marks* Students determine where to insert quotation marks and commas in sentences containing direct quotes or dialogue. [L.4.2, ELD.PI.4.10] *Morphology: Introduce Root* rupt Students identify the meaning of the root *rupt* and use these words in sentences. [L.4.4, ELD.PI.4.7] *Spelling: Introduce Spelling Words* Students practice spelling words based on familiar roots.	

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		[L.4.2, ELD.PI.4.7]	
Lesson 7	*Read "Mythic Volcano Spirits"* Students describe how myths were used in early civilizations to explain unusual events in nature such as volcanic activity. [RI.4.1, RI.4.2, RL.4.1, RL.4.2, RL.4.4, ELD.PI.4.6]		*Introduce a Wiki Entry; Model Taking Notes for a Wiki Entry* Students describe what a wiki entry is and plan for writing their own wiki entry. [W.4.2, W.4.4, W.4.5, ELD.PII.4.6]
Lesson 8	*Read "Earth's Building Blocks"* Students identify rocks as solids made of minerals, describe the formation, characteristics of three types, explain how the rock cycle causes long-term changes. [RI.4.1, RI.4.2, RI.4.3, RI.4.4; ELD.PI.4.6]		
Lesson 9	*Close Reading: Read "Earth's Building Blocks"* Students describe what rocks are, explain the formation and characteristics of the three classes of rocks, and explain the features and importance of the rock cycle. [RI.4.1, RI.4.2, RI.4.3, RI.4.4, ELD.PI.4.6]	*Grammar: Practice Commas and Quotation Marks* Students write dialogue that demonstrates the correct use of commas and quotation marks. [L.4.2, ELD.PIII] *Morphology: Practice Root* rupt Students practice creating and using sentences that include words with the root *rupt*. [L.4.4, ELD.PI.4.8] *Spelling: Practice Spelling Words* Students practice spelling targeted words with familiar roots. [L.4.2, ELD.PIII]	
Lesson 10	*Read "Earth's Powerful Forces of Change"* Students identify, define, and provide examples of weathering and erosion and how they reshape Earth's surface.	***Spelling Assessment*** Students demonstrate their knowledge of the correct spelling of targeted words. [L.4.2; ELD.PIII]	

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	[RI.4.1, RI.4.2, RI.4.3, RI.4.4; ELD.PI.4.6]		
Lesson 11	*Close Reading "Earth's Powerful Forces of Change"* Students describe the processes of weathering and erosion and identify geologic features that provide evidence of these forces. [RI.4.1, RI.4.2, RI.4.3, RI.4.4, ELD.PI.4.6]	*Grammar* Students will identify and use multiple adjectives in the correct sequence. [L.4.1, ELD.PI.4.3] *Morphology* Students will review the meanings and uses of the suffixes *–ly* and *–y* and the roots *graph* and *rupt.* [L.4.4, ELD.PI.4.6] *Spelling: Introduce Spelling Words* Students will practice spelling targeted words. [L.4.2, ELD.PIII]	
Lesson 12	*Read "Earth's Mighty Mountains"* Students describe how mountains are formed, identify different types of mountains, and locate major mountain ranges on a map. [RI.4.1, RI.4.2, RI.4.3, RI.4.4, ELD.PI.4.6]		*Plan a Descriptive Paragraph* Students plan for writing a descriptive paragraph about a rock or other item in the rock cycle. [W.4.2, W.4.3, W.4.4, W.4.5, ELD.PI.4.10]
Lesson 13	*Read "Earth's Undersea World"* Students identify mid-ocean ridges, ocean trenches, hydrothermal vents, and seamounts, and explain how they are formed and how they impact things around them. [RI.4.1, RI.4.2, RI.4.3, RI.4.4, ELD.PI.4.6]		*Draft a Descriptive Paragraph* Students draft a descriptive paragraph based on plans from a previous lesson. [W.4.2, W.4.4, ELD.PI.4.12]
Lesson 14	*Read "Earth's Undersea World"* Students will explain the unique characteristics of geological features on the seafloor and the impact of those characteristics. [RI.4.1, RI.4.2, RI.4.3, RI.4.4, ELD.PI.4.6]	*Grammar: Practice Sequencing Adjectives* Students identify and use multiple adjectives in the correct sequence. [L.4.1, ELD.PIII] *Morphology: Suffixes and Roots* Students use words with the suffixes *–ly* and *–y*	

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			and words with the roots *graph* and *rupt* in sentences. [L.4.4, ELD.PIII] *Spelling* Students practice spelling targeted words. [L.4.2, ELD.PIII]	
Lesson 15	***Unit Assessment*** Students are assessed on their understanding of the concepts and facts taught in the unit.		***Spelling Assessment*** Students are assessed on their ability to spell an assigned list of words. ***Unit Assessment*** Students are assessed on their understanding of the concepts and facts taught in the unit.	***Unit Assessment*** Students are assessed on their understanding of the concepts and facts taught in the unit.
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing Point	**Middle-of-Year Assessment Day 1**	**Middle-of-Year Assessment Day 1**	**Middle-of-Year Assessment Day 1**	**Middle-of-Year Assessment Day 1**
Lesson 19 Pausing Point	**Middle-of-Year Assessment Day 2**	**Middle-of-Year Assessment Day 2**	**Middle-of-Year Assessment Day 2**	**Middle-of-Year Assessment Day 2**

Unit 6: Contemporary Fiction (15 Days)

Writer's Journal: *Contemporary Fiction*

We chose The House on Mango Street (HOMS) *because it combines rich, lyrical, yet accessible language with narrative and a protagonist with whom students can identify.*

That makes HOMS *an ideal unit for close reading. It is important that students learn to be slow, careful readers who can peel back many layers of meaning in a text.* HOMS *rewards that kind of persistence and patience. For that reason, we will return to vignettes more than once, on each occasion conducting new analysis and finding more in the text.*

In some ways, HOMS *is a bridge between poetry and the narrative stories students will be accustomed to—and which they will encounter again in the next unit* (Don Quixote). *The author called the first few chapters "lazy poems"—they are short and relatively standalone, with imaginative and sometimes abstract use of language. But they are still stories, with a narrative that propels the reader through the book. Of course they are not lazy at all. Cisneros means they contain language that is common in poems, without being locked into poetic structure.*

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Many students will identify with the themes in this book. In HOMS*, a girl is trying to find her own identity in difficult circumstances. She has aspirations for the future (something students will investigate in depth), but those aspirations change. As the book progresses she becomes more mature and less "selfish" (her term). She comes to understand that her community is a vital part of who she is now and will be in the future.*

Throughout the unit students will move flexibly between reading and writing. As with poetry, many of the reading activities require short, written answers. In addition, there are many longer activities building student facility with opinion and narrative writing.

This unit is unique in requiring students to return to the same vignettes many times. The lessons build upon each other, and it is important that students grasp the concepts in earlier lessons. It is better to spend more time on those lessons, and miss later ones, than leave the class confused. In piloting we have found students of this age can successfully grapple with this text and these ideas, as long as they are encouraged to be persistent.

NOTE: *The CKLA Grade 4 Contemporary Fiction unit has slightly different print components than other units to match its approach.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	*Partner Reading: Vignette 1* Students underline and quote details from Vignette 1 in *The House on Mango Street* in order to visualize, annotate, and make inferences about the setting. [RL.4.1; ELD.PI.4.6a]			*Creating Detailed Descriptions* Students write their own detailed descriptions of either their real home or an imaginary home. [W.4.3; ELD.PI.4.10a]
Lesson 2	*Looking for Theme in Vignette 2* Students use graphic organizers and tools to discover the theme of aspiration in *The House on Mango Street.* [RL.4.2; ELD.PI.4.6a]			*Revising Descriptions* Students revise and strengthen their descriptions, using peer feedback to clarify and improve their descriptions of a house. [W.4.5; ELD.PI.4.10a] *Inferring Character* Students write inferential statements about the narrator, supported by evidence from the text. [W.4.9; ELD.PI.4.11]
Lesson 3	*Character Investigation* Students draw on details from the text to investigate Esperanza's dialogue, actions, and motivation. [RL.4.3; ELD.PI.4.6a]	*Acting Out the Scene* Students collaborate on a theatrical presentation based on Vignette 1, taking on the roles of actors, directors, and audience.		*Writing an Opinion Statement* Students write a statement about Esperanza's mood change in a scene, using evidence from the

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		[SL.4.1b; ELD.PI.4.1]		text to support their argument. [W.4.1; ELD.PI.4.11a] *An Alternative Narrative* Students create an alternative narrative for Vignette 1, paying attention to character and detail, and drawing on inferences they have made in the text. [W.4.3; ELD.PI.4.10a]
Lesson 4	*Comparing and Contrasting* Students describe the differences between Esperanza and her mother, drawing on dialogue, thoughts, and action in the text. [RL.4.3; ELD.PI.4.6a]			*Revising and Sharing* Students revise and share their alternative narrative piece. [W.4.10; ELD.PI.4.10a] *Reflection* Students write a personal reflection piece based on the day's reading. [W.4.10; ELD.PI.4.10a]
Lesson 5			*Language in Vignettes 2 and 3* Students explore how figurative language (metaphor, simile, and personification) conveys meaning in *The House on Mango Street.* [L.4.5a; ELD.PI.4.8]	*Prepare to Write a Story* Students prepare to write their own stories of aspiration, using what they have learned about detailed description, figurative language, and theme. [W.4.3; ELD.4.10a]
Lesson 6		*Presentation of Stories* Students share their writing with a partner and with the class, and provide supportive feedback about each other's stories. [SL.4.4; SL.4.1b; ELD.PI.4.5]		*Writing Your Aspiration Story* Students write an original narrative on the theme of aspiration, employing detailed description and figurative language. [W.4.3; ELD.4.10a]
Lesson 7	*Pronouns to Identify Characters* Students will examine the use of pronouns in Vignette 4 closely to identify secondary characters. [RF.4.4; ELD.PII.4.2]			

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	Analyzing Esperanza Students will analyze Esperanza's interaction with secondary characters, drawing on specific details in the text. [RL.4.3; ELD.PI.4.6a]		
Lesson 8	*Comparing Perceptions* Students draw comparisons between Esperanza's and other people's perspectives in "Those Who Know." [RL4.6; ELD.PI.4.6a]		*Creating Narratives* Students create their own characters and dialogue, with a focus on describing characters from multiple perspectives. [W.4.3b; ELD.PI.4.10a]
Lesson 9	*Perceptions of Gil* Students read Vignette 6, identifying dialogue, action, and figurative language to analyze Esperanza's character and perspective. [RL.4.3; ELD.PI.4.6a]		*Revising Scenes* Students revise their scenes from the previous lesson. [W.4.5; ELD.PI.4.10a] *The "Real" Gil* Students create an alternative version of Vignette 6 from another character's perspective. [W.4.3b; ELD.PI.4.10a]
Lesson 10	*Reading the Dialogue; Esperanza's Aspirations* Students analyze how the theme of aspiration is developed in Vignette 7 by looking at dialogue, making inferences about new characters, and exploring imagery in the text. [RL 4.2; ELD.PI.4.6a]		*Planning New Aspiration Stories* Students create a new secondary character that plays a significant role in their own stories of aspiration. [W.4.3a; ELD.PI.4.10a]
Lesson 11	*In-Depth Character Exploration; Esperanza's Empathy* Students conduct an in-depth exploration of Esperanza's character development and connect this to major themes in *The House on Mango Street.* [RL.4.2; RL 4.3; ELD.PI.4.6a]		*New Aspiration Story* Students develop their personal aspiration stories by introducing a new character. [W.4.3a; ELD.PI.4.10a]
Lesson 12		*Presentation of Narratives* Students share their	*Conclude Your Aspiration Story* Students write a

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		writing with the class and provide supportive feedback as they listen to each other's stories. [SL.4.4; SL.4.1b; ELD.PI.4.5]		concluding chapter for their story, with a focus on character development and the theme of aspiration. [W.4.3; W.4.3e; ELD.PI.4.10a]
Lesson 13	**Unit Assessment** Students are assessed on their understanding of the concepts and facts taught in the unit.			**Unit Assessment** Students are assessed on their understanding of the concepts and facts taught in the unit.
Lesson 14 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 15 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

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Unit 7: American Revolution (21 Days)

Reader: *The Road to Independence*

The Big Idea of this unit is that disagreements about principles of government led colonists in North America to seek independence from Great Britain. The causes, major figures, and consequences of the American Revolution provide a framework for understanding what caused the 13 colonies to break away and become an independent nation, and what significant ideas and values were at the heart of the American Revolution.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	*Read-Aloud: "Bills to Pay"* Students will justify the colonists' growing discontent and anger toward Britain by referring to details and examples in lesson texts. [RI.4.1–3; ELD.PI.4.6]	*Enact Vignettes* Students will describe events connecting the French and Indian War to the American Revolution based on specific information found in lesson texts. [RI.4.3; SL.4.4–6; L.4.1,3,6; ELD.PII.4.9–11]	Word Work: *Conflict*	
Lesson 2	*Read "Trouble Is Brewing"* Students will identify the Sons of Liberty, describe their rebellious acts in Boston, and explain their significance based on specific information found in lesson text. [RI.4.1, 3, 4; SL.4.1, 6; L.4.1, 3, 6; ELD.PI.4.3,9, 10; ELD.PII.4.9–12]		Word Work*: Boycott* *Review Commas* Students will practice correct use of commas in dates, places, and items in a series when recalling details about the American Revolution. [L.1.2.c; L.3.2.b; ELD.PIII.4] *Introduce Root* port Students will use the root *port* as a clue to the meaning of words relevant to the American Revolution and use these words correctly in sentences. [W.4.1-3,4b; ELD.PIII.4]	*Introduce Cause and Effect* Students will explain how to use cause and effect to describe events that led to the American Revolution. [RI.4.5; ELD.PII.4.1]
Lesson 3	*Reread "Trouble is Brewing"* Using close reading strategies, students will deepen their understanding of the colonists' growing discontent and anger toward Great Britain by studying vocabulary and		Word Work: *Accurate*	*Draft* Students will use appropriate transition words to draft cause-and-effect statements explaining the colonists' protests. [W.4.2; ELD.PII.4.1, 2b]

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	idioms contained in lesson text. [RI.4.1,3, 4; ELD.PI.4.6]		
Lesson 4	*Read "The Fight Begins"* Students will use the lesson text and additional sources to understand how the Intolerable Acts imposed on Massachusetts by the British precipitated the American Revolution. [RI.4.1, 3, 6, 9; ELD.PI.4.6]	Word Work: *Intolerable* *Review Quotation Marks* Students will demonstrate appropriate use of commas with quotation marks when writing dialogue and when quoting text sources. [L.4.1, 2b; ELD.PII.4.1; ELD.PIII.4] *Practice Root* port Students will recognize the root *port* and use topic-relevant words containing this root in sentences. [L.4.1.4b; ELD.PIII.4]	*Continue Drafting Paragraph* Students will use cause and effect text structure and paragraph writing skills to describe what gave rise to the French and Indian War. [W.4.2; RI.4.5; ELD.PII.6]
Lesson 5	*Compare Two Texts about Paul Revere* Students will use close reading skills with evidence found in lesson text to evaluate the historical accuracy of Longfellow's poem "Paul Revere's Ride." [RI.4.1, 9; ELD.PI.4.6]	Word Work: *Revolutionary*	*Complete Graphic Organizer and Respond to Prompt* Students will use paragraph writing skills to compose an argument supporting or opposing the Boston Tea Party, referencing lesson text, additional sources, and a graphic organizer. [RI.4.9; W.4.1a-c, 2b-d; ELD.PI.4.10, 11; ELD.PII.4.2b, 6]
Lesson 6	*Read and Discuss the Chapter* Students will use evidence from the lesson text to explain the process by which the colonists declared independence from Great Britain and the reasons they presented to justify their decision. [RI.4.1, 3; ELD.PI.4.6]	Word Work: *Fortify* *Grammar* Students will demonstrate understanding of subject–action verb agreement in the present tense. [L.4.1; ELD.PII.4.3] *Morphology* Students will understand how the prefixes *im–* and *in–* modify root words, and will form new words and use those	

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		words in sentences. [L.4.4b; ELD.PIII.4] *Spelling* Students will practice spelling content-based spelling words by using chunking to decode them syllabically. [RF.4.3; L.4.4b; ELD.PIII.4]	
Lesson 7	*Close Reading of the Chapter* Through close reading of lesson text, students will evaluate the political choices available to the colonial leaders as they faced a tumultuous war with Great Britain. [RI.4.1, 3, 10] ***Mid-Unit Content Assessment (Optional)***	Word Work: *Implication*	*Complete Graphic Organizer and Respond to Prompt* Students will use paragraph-writing skills to explain colonists' concerns about the Intolerable Acts, referencing lesson text, additional sources, and a graphic organizer. [RI.4.9; W.4.1a–c, 2b-d; ELD.PI.4.10, 11; ELD.PII.4.2b, 6]
Lesson 8	*Read-Aloud: "It's War!"* Students will make inferences from lesson text to understand the strategic and physical challenges colonial soldiers faced as local militias combined to form the Continental Army. [RI.4.1,3; ELD.PI.4.6]	Word Work: *Morale*	*Complete Graphic Organizer and Respond to Prompt* Students will use paragraph-writing skills to reflect on the role the first shot fired in Lexington played in igniting the American Revolutionary War, referencing lesson text, additional sources, and a graphic organizer. [RI.4.9; W.4.1a–c, 2b–d; ELD.PI.4.10, 11; ELD.PII.4.2b,6]
Lesson 9	*Close Reading of the Chapter* Students will analyze language in lesson text to better understand the Continental Army soldiers' state of mind and the tactics they used to diminish the British Army's advantage. [RI.4.1, 9;	Word Work: *Confront* *Grammar* Students will demonstrate understanding of subject–action verb agreement in the present tense. [L.4.1; ELD.PII.4.3]	

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	ELD.PI.4.6]	*Morphology* Students will recognize how the prefixes *im–* and *in–* modify root words, will form new words and use those words in sentences with an increased rate of accuracy. [L.4.4b; ELD.PIII.4] *Spelling* Students will spell targeted words with an increased rate of accuracy. [RF.4.3; L.4.4b; ELD.PIII.4]	
Lesson 10	*Read and Discuss Chapter 6* Students will make inferences from the text to understand why the French army joined forces with the Continental Army and how this affected the outcome of the American Revolutionary War. [RI.4.1, 3; ELD.PI.4.6]	Word Work: *Impress* ***Spelling Assessment*** Students will correctly spell targeted words related to lesson content. [L.4.2d, 6; ELD.PIII.4]	*Model Writing a Body Paragraph and Draft a Body Paragraph* Students will use paragraph-writing skills to compose an argument supporting or opposing the Boston Tea Party referencing lesson text, additional sources, and a writing rubric. [RI.4.9; W.4.1a–c, 2b–d; ELD.PI.4.10, 11; ELD.PII.4.2b, 6]
Lesson 11	*Close Reading of the Chapter* Students will make inferences from lesson text to understand the scope of the Revolutionary War, in time frame and physical area, and the various nations it involved. [RI.4.1, 3; ELD.PI.4.6]	Word Work: *Fleet* *Grammar* Students will demonstrate understanding of subject–*to be* verb agreement in the present tense. [L.4.1; ELD.PII.4.3] *Morphology* Students will understand how the suffixes *–able* and *–ible* modify root words, form new words, and use those words in sentences. [L.4.4b; ELD.PIII.4] *Spelling* Students will practice	

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		spelling content-based spelling words by using chunking to decode them syllabically. [RF.4.3; L.4.4b; ELD.PIII.4]	
Lesson 12	*Read-Aloud and Discussion: "Heroes and Villains"* Students make inferences from lesson text to evaluate the acts of lesser-known individuals involved in the American Revolution. [RI.4.1, 3; ELD.PI.4.6]	Word Work: *Defiant*	*Draft Body Paragraphs 2 and 3* Supported by a writing rubric, students use expository writing skills to develop paragraphs describing attitudes toward the Intolerable Acts and the significance of the first shot fired in Lexington. [RI.4.9; W.4.1a–c, 2b–d; ELD.PI.4.10, 11; ELD.PII.4.2b, 6]
Lesson 13	*"The Legend of Sleepy Hollow"* Students will recognize Washington Irving as a famous early American writer and be able to retell the legendary tale of the *Headless Horseman from Sleepy Hollow*. [RL.4.1-3; RI.4.3; ELD.PI.4.6]	Word Work: *Dread*	*Draft a Concluding Paragraph* Students will provide a concluding paragraph for the cause and effect essay. [W.4.1d, 2d; ELD.PI.4.10–11; ELD.PII.4.1–2]
Lesson 14	*Close Reading and Discussion of the Chapter* Students identify literary devices such as simile, metaphor, hyperbole, personification, theme, and suspense. [RL.3.4; RL.5.4; ELD.PI.4.8]	Word Work: *Formidable* *Grammar: Introduce Modal Auxiliary Verbs* Students understand the use of modal auxiliary verbs to express ability and possibility. [L.4.1c; ELD.PII.4.3] *Morphology: Practice Suffixes –*able *and –*ible Students understand how the suffixes *–able* and *–ible* modify root words, will form new words and use those words in sentences. [L.4.4b; ELD.PI.4.6b; ELD.PIII.4] *Practice Spelling Words*	

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			Students spell targeted words with an increased rate of accuracy. [RF.4.3; L.4.4b; ELD.PIII.4]	
Lesson 15	*Read "Rip Van Winkle"* Students will examine elements of historical fiction and the details of everyday life that changed or stayed the same for colonists following the Revolutionary War. [RI.4.2,3,10; RL.4.3; ELD.PI.4.6]		Word Work: *Console* ***Spelling: Assessment*** Students will correctly spell targeted words related to lesson content.	*Share and Receive Feedback* Students will engage in collaborative discussions with peers, providing and receiving constructive criticism in regard to cause and effect essays; and use feedback to strengthen and develop writing by planning, revising, and editing. [W.4.5; SL.4.1; ELD.PI.4.10]
Lesson 16	*Close Reading and Discussion of the Chapter* Students will compare and contrast Rip Van Winkle's outlook prior to the Revolutionary War, before he fell asleep, and beyond the Revolutionary War, after he awoke from his 20-year slumber. [RI.4.3, 5; RL.4.10; ELD.PI.4.6]		Word Work: *Revere Grammar* Students will use modal auxiliary verbs and forms of the verb *to be* to convey various conditions. [L.4.1c; ELD.PIII.4] *Morphology* Students will recognize various roots and the suffixes *–able* and *–ible* as clues to the meaning of words, and use the words in writing. [L.4.4b; ELD.PIII.4]	*Edit Cause and Effect Essays* Students will develop and strengthen cause and effect essays as needed, by planning, revising, and editing. [W.4.5; ELD.PIII.4]
Lesson 17	**Unit Assessment** Students are assessed on their understanding of the concepts and facts taught in the unit.		**Unit Assessment** Students are assessed on their understanding of the concepts and facts taught in the unit.	**Unit Assessment** Students are assessed on their understanding of the concepts and facts taught in the unit.
Lesson 18 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 19	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension

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Lesson 20	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 21 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension

Unit 8: Treasure Island (26 Days)

Reader: *Treasure Island*

This unit examines the fiction genre through a classic novel, Treasure Island*. Students will focus on character development, setting, and plot, as well as literary devices, while reading an abridged version of Robert Louis Stevenson's popular adventure story. It is important for students in the upper elementary grades to read longer works of fiction and trace the development of plot, characters, and literary elements over the course of a novel; this unit will provide students that opportunity. In addition, this text presents an opportunity for students to learn about the adventure story as a unique subgenre of fiction. Students will also be exposed to other relevant aspects of the text, such as geography, pirates, and sailing.*

NOTE: *In this unit a End-of-Year (EOY) Assessment is provided and should be administered at the end of the unit.*

	Text Analysis/ Comprehension	**Speaking and Listening**	**Language and Vocabulary**	**Writing**
Lesson 1	*Read and Discuss Chapter 1* Students will identify the narrator and setting of the story and describe important characters introduced in the first chapter. [RL.4.3; ELD.PI.4.1]	*Review Geography and History; Introduce Pirates, Piracy, and Nautical Terms* Students will identify relevant geographical points, historical events, and key ship terms to prepare for reading the adventure story *Treasure Island*. [SL.4.3; ELD.PI.4.6b]	Word Work: *Driving*	
Lesson 2	*Read and Discuss the Chapter* Students will identify the significant events of the chapter and summarize key details of the text. [RL.4.2; ELD.PI.4.1]		Word Work: *Ransack* *Grammar: Modal Auxiliary Verbs* Students will accurately use modal auxiliaries and the verb to be. [L.4.1C; ELD.PII.4.3] *Morphology: Introduce Root bio* Students will identify the	*Introduce and Adventure Story* Students will select a setting for their original Adventure Story. [W.4.3; ELD.PII.4.1]

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		meaning of words with the root bio and use these words correctly in sentences. [L.4.4b; ELD.PI.4.6b]	
Lesson 3	*Read and Discuss Chapter 2* Students will identify key details in the chapter and demonstrate understanding of figurative language in the story. [RL.4.1; L.4.5; ELD.PI.4.6a]	Word Work: *Stun*	*Choose a Setting and Plan a Character Sketch* Students will use descriptive details to create a character for their adventure stories. [W.4.3a; ELD.PI.4.10a]
Lesson 4	*Read and Discuss Chapter 3* Students will summarize the upcoming voyage and describe the character of Long John Silver in depth. [RL.4.1,3; ELD.PI.4.6a]	Word Work: *Brim* *Grammar: Relative Pronouns for People* Students will use the relative pronouns *who*, *whom*, and *whose* correctly in sentences. [L.4.1a; ELD.PII.4.7] *Morphology: Practice Root Word* bio Students will use words with the root *bio* in sentences. [L.4.4b; ELD.PI.4.6b]	*Write Descriptive Details* Students will use descriptive details to write about a character. [W.4.3a; ELD.PI.4.10a]
Lesson 5	*Close Reading and Chapter Discussion* Students will determine or clarify the meaning of descriptive words and phrases and identify figurative language that helps create a memorable plot and interesting characters. [L.4.4c; ELD.PI.4.6a]	Word Work: *Captivate*	*Draft a Character Sketch* Students will compose one to two paragraphs about a character using descriptive details. [W.4.3a; ELD.PI.4.10a]
Lesson 6	*Read and Discuss Chapter 4* Students will cite details from the text when explaining what Jim learns about Long John Silver, and when making inferences about Silver's intentions for the voyage. [RL.4.1; ELD.PI.4.3]	Word Work: *Predicament* *Grammar: Relative Pronouns* Students will use the relative pronouns that, which, and whose correctly in sentences. [L.4.1a; ELD.PII.4.7]	

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		Morphology: Prefixes and Roots Students will use the prefixes *im–* and *in–* and the roots *port* and *bio* to understand the meaning of words. [L.4.4b; ELD.PI.4.6b] *Spelling: Introduce Spelling Words* Students will apply grade-level phonics and word-analysis skills to spell targeted words. [RF.4.3; ELD.PIII.4]	
Lesson 7	*Review and Close Reading of Chapter 4* Students will demonstrate understanding of descriptive language and literary devices in the text. [L.4.5; ELD.PI.4.1]	Word Work: *Duplicity*	*Introduce Shape of a Story and Plan an Adventure Story* Students will plan their own adventure story. [W.4.3; ELD.PI.4.10a]
Lesson 8	*Read and Discuss Chapter 5* Students will summarize significant events that occur in the chapter and distinguish between trustworthy and untrustworthy characters. [RL.4.1,3; ELD.PI.4.1]	Word Work: *Scout*	*Plan and Draft an Introduction* Students will write an introduction to an Adventure Story using descriptive details. [W.4.3a; ELD.PI.4.10a]
Lesson 9	*Read and Discuss "The Plan"* Students will summarize significant events that transpire during the chapter and make inferences about relationships between characters using evidence from the text. [RL.4.1,2; ELD.PI.4.3]	Word Work: *Craft* *Grammar: Relative Pronouns* Students will accurately use the relative pronouns *who, whom, that, which,* and *whose* in sentences. [L.4.1a; ELD.PII.4.7] *Morphology: Prefixes and Roots* Students will accurately use words with prefixes *im–* and *in–* and words with the roots *port* and *bio* in sentences.	

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		[L.4.4b; ELD.PI.4.6b] *Spelling: Practice Spelling Words* Students will apply grade-level phonics and word analysis skills to spell targeted words in sentences. [RF.4.3; ELD.PI.4.2]	
Lesson 10	*Read Chapter 7* Students will analyze some choices made by Jim Hawkins, drawing on specific details from the text. [RL.4.3; ELD.PI.4.1]	Word Work: *Collide* ***Spelling Assessment*** Students will apply grade-level phonics and word analysis skills during an assessment of targeted words. [RF.4.3; ELD.PIII.4]	*Introduce Dialogue* Students will incorporate dialogue to develop experiences and events in an adventure story. [W.4.3b; ELD.PI.4.10a]
Lesson 11	*Read "My Life Hangs in the Balance"* Students will analyze some choices made by Long John Silver, drawing on specific details from the text. [RL.4.3; ELD.PI.4.3]	Word Work: *Express* *Grammar: Introduce Coordinating Conjunctions* Students will correctly use coordinating conjunctions in sentences with appropriate punctuation. [L.4.2c; ELD.PII.4.6] *Morphology: Suffixes* –ful *and* –less Students will distinguish between root words and words with the suffix *–ful* or *–less* and use those words correctly in sentences. [L.4.4b; ELD.PI.4.6b] *Spelling*: *Introduce Spelling Words* Students will apply grade-level phonics and word analysis skills to decode and encode targeted words. [RF.4.3; ELD.PIII.4]	
Lesson 12	*Read and Discuss "My Life Hangs in the Balance"*	Word Work: *Astonishment*	*Review Rising Action and Draft Body of an Adventure Story*

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	Students will demonstrate understanding of figurative language and literary devices and explain how the author uses them in the chapter to show, rather than tell, events in the story. [L.4.5; ELD.PI.4.6a]		Students will start drafting their adventure stories, using descriptive details and clear event sequences. [W.4.3; ELD.PI.4.10a]
Lesson 13	*Small Group Reading: "The Adventure Comes to an End"* Students will refer to details and examples in the text to discuss key points about the climax and resolution of the story. [RL.4.1; ELD.PI.1,3]	Word Work: *Superstitious*	*Complete Draft of Body of Adventure Story and Revise Introduction of an Adventure Story* Students will draft the body and revise the introduction of an adventure story. [W.4.4,5; ELD.PI.4.10a]
Lesson 14	*Close Reading and Discussion of Chapter 9* Students will explain the changes Jim Hawkins experiences over the course of the story, and how these changes impact Jim's thoughts, feelings, and perspectives. [RL.4.3; ELD.PI.4.6a]	Word Work: *Well-Being* *Grammar: Coordinating Conjunctions* Students will correctly use coordinating conjunctions in sentences with appropriate punctuation. [L.4.2; ELD.PII.4.6] *Morphology: Suffixes –*ful *and –*less Students will distinguish between root words and words with the suffix *–ful* or *–less* and use those words correctly in sentences. [L.4.4b; ELD.PI.4.6b] *Spelling: Practice Spelling Words* Students will apply grade-level phonics and word analysis skills to correctly decode and encode targeted words. [RF.4.3; ELD.PIII.4]	
Lesson 15	**Unit Assessment** Students are assessed on their understanding	**Unit Assessment** Students are assessed on their understanding	**Unit Assessment** Students are assessed on their understanding

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	of the concepts and facts taught in the unit. [RL.4.1, RL.4.3, RL.4.4, RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.8, RI.4.9]		of the concepts and facts taught in the unit. [L.4.4a, L.4.2, L.4.6]	of the concepts and facts taught in the unit. [W.4.1, W.4.1b, W.4.2,W.4.2a-e, W.4.4, W.4.9, W.4.9b]
Lesson 16				*Model, Plan, and Draft a Conclusion* Students will revise the body of a story, identify the features of an effective conclusion, and draft a conclusion for an adventure story. [W.4.3; ELD.PI.4.1,10a]
Lesson 17				*Model Creating a Title, Create a Title, and Revise and Edit Adventure Story* Students will create an effective title as well as revise and edit an adventure story. [L.4.3a, W.4.5; ELD.PI.4.3,10a]
Lesson 18				*Create a Final Draft and Title Page* Students will publish an adventure story. [W.4.6; ELD.PI.4.10a]
Lesson 19			*Share Adventure Stories* Students will present their own adventure stories as well as listen to and comment effectively on their classmates' stories. [L.4.4; ELD.PI.4.3]	
Lesson 20	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout the school year.		**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout the school year.	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout the school year.
Lesson 21	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout

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	the school year.	the school year.	the school year.	the school year.
Lesson 22	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout the school year.	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout the school year.	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout the school year.	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout the school year.
Lesson 23 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 24 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 25 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 26 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

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Core Knowledge Language Arts®
Scope and Sequence
Grade 3

Each unit is comprised of:

- **Lessons,** including Reading, Writing, Grammar, Morphology, and Spelling activities.
- A **Unit Assessment** that evaluates students' reading comprehension, understanding and retention of academic and domain-specific vocabulary words, as well as the grammar and morphology skills targeted in the unit. A writing prompt is included, as is an optional fluency evaluation. The core content targeted in the domain is assessed in a separate Content Assessment. The results should guide review and enrichment offered during the end of unit Pausing Point.
- **Pausing Points** present opportunities to review, reinforce, or extend the content and skills taught.

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Unit 1: Classic Tales: The Wind in the Willows (15 Days)

Reader: *Classic Tales*

This unit will expose students to classic children's stories that use rich language and introduce students to a variety of vocabulary words. Students will be enchanted by descriptive paragraphs and memorable characters as they explore interesting themes and discuss character traits. As they go on adventures with these characters, instruction will reinforce understanding of the elements of fictional narratives, including dialogue, narration, characters, plot, and setting. Students will also discuss the literary tools of personification, perspective, and point-of-view, as well as the themes of friendship, loyalty, hospitality, responsibility, and irresponsibility.

NOTE: *This unit also includes a beginning-of-year assessment to help determine whether students have adequate preparation for Grade 3 CKLA instruction.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Character Analysis Students will compare and contrast the two characters from The Wind in the Willows. [RL.3.3; ELD.PI.3.6] Reading: Practice Story: "The Beginning" Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]	Presenting the Read-Aloud: "The River Bank, Part I" Students will determine the main idea and supporting details of a text read aloud. [SL.3.2; ELD.PI.3.6]	Short Vowel Review Students will review short vowel sounds and multisyllable words. [RF.3.3; ELD.PIII.3] Word Work: *Meandered*	
Lesson 2	Practice Story: "The Thief" Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]	Presenting the Read-Aloud: "The River Bank, Part II" Students will determine the main idea and supporting details of a text Read-Aloud. [SL.3.2; ELD.PI.3.6]	Short and Long Vowel Review Students will review long and short vowels and write multisyllable words. [RF.3.3; ELD.PIII.3] Word Work: *Dejected*	Perspective Students will use descriptions of actions, thoughts, and feelings to rewrite a scene from Rat's perspective. [W.3.3b; ELD.PI.3.10]
Lesson 3	Practice Story: "All's Well That Ends Well" Students will identify the themes of the story. [RL.3.9; ELD.PI.3.6] Sequencing the Plot Students will sequence the events of a story. [RL.3.2; ELD.PI.3.6]	Presenting the Read-Aloud: "The Open Road" Students will recount the events of the story using images. [SL.3.4; ELD.PI.3.6]	Long Vowel Review Students will review long vowel sounds and practice reading multisyllable words. [RF.3.3; ELD.PIII.3] Word Work: *Slate*	
Lesson 4	Practice Story: "The Hungry Troll" Students will ask and answer questions to demonstrate understanding	Presenting the Read-Aloud: "The Wild Wood" Students will discuss the main idea and supporting details of a text	Long Vowel Review Students will review long vowel sounds and practice writing multisyllable words. [RF.3.3; ELD.PIII.3]	Alternate Endings Students will write collaboratively to produce an alternative ending to a story. [W.3.3; ELD.PI.3.10]

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	of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]	Read-Aloud. [SL.3.2; ELD.PI.3.5]	Word Work: *Postpone*
Lesson 5	Practice Story: "The Hungry Troll" Students will explain how characters' actions demonstrate specific story themes. [RL.3.3; ELD.PI.3.6] Themes Chart Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]	Presenting the Read-Aloud: "Mr. Badger" Students will describe how characters in a Read-Aloud demonstrate the story's theme of hospitality. [SL.3.2; ELD.PI.3.6]	Syllables with Consonant 'le' Students will review sounds and syllables with 'le' and practice reading multisyllable words. [RF.3.3; ELD.PIII.3] Word Work: *Summoned*
Lesson 6	Reading: Chapter 1: "Where in the World Do These Tales Come From?" Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6] **Silent Reading Assessment** "The Bug Hunt" and "The Snake"	Presenting the Read-Aloud: "Mr. Badger" Students will identify a theme in a Read-Aloud text and provide examples to support the theme. [RL.3.2; ELD.PI.3.6] Students will recount a story listening carefully to act out a character's actions and feelings. [SL.3.4; ELD.PI.3.5]	
Lesson 7	Reading: Chapter 1: "Aladdin and the Wonderful Lamp, Part I" Students will explain how characters' actions demonstrate specific story themes. [RL.3.3; ELD.PI.3.6] Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6] **Assessment** Silent Reading Assessment: "Moans at Midnight" Word Reading in Isolation	Presenting the Read-Aloud: "Dulce Domum: Part II" Students will identify examples of the theme of hospitality in a Read-Aloud text. [SL.3.2; ELD.PI.3.6]	Word Work: *Forage*

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Lesson 8	Reading: Chapter 2: "Aladdin and the Wonderful Lamp, Part II" Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6] **Assessment** Silent Reading Assessment "The Dog Show"	Presenting the Read-Aloud: "Mr. Toad" Students will listen to a Read-Aloud for details that describe a character. [SL.3.2; ELD.PI.3.6]	Sayings and Phrases Students will demonstrate an understanding of the saying "One rotten apple spoils the whole barrel." [L.3.4; ELD.PI.3.12b] Word Work: *Conceited*	
Lesson 9	Point-of-View Students will rewrite a passage, changing it from third-person to first-person point of view. [RL.3.6; ELD.PI.3.6] **Assessment** Silent Reading: "Black Diamond" Reading: Chapter 3: "Aladdin and the Wonderful Lamp, Part III" Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]	Presenting the Read-Aloud: "Toad's Adventures" Students will make and confirm predictions for a Read-Aloud using details of the text. [SL.3.2; ELD.PI.3.6]	Word Work: *Pursued*	
Lesson 10	**Assessment** Word Reading in Isolation Placement Reading: Chapter 4: "Alice's Adventures in Wonderland, Part I" Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]	Presenting the Read-Aloud: "The Further Adventures of Toad, Part I" Students will identify the main idea in a Read-Aloud text. [SL.3.2; ELD.PI.3.6]	Word Work: *Deprive*	Planning an Opinion Paragraph With assistance, students will complete a graphic organizer to prepare for writing an opinion paragraph. [W.3.1; ELD.PI.3.10]
Lesson 11	Reading: Chapter 5: "Alice's Adventures in Wonderland, Part II" Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]	Presenting the Read-Aloud: "The Further Adventures of Toad, Part II" Students will use details of the story to describe Toad's personality. [SL.3.2; ELD.PI.3.6]	Spellings 'g' and 'c' Students will review spellings for 'g' and 'c'. [RF.3.3; ELD.PIII.3] Word Work: *Recklessly*	Writing an Opinion Paragraph: Draft With assistance, students will draft an opinion paragraph. [W.3.1; ELD.PI.3.10]

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Lesson 12	Reading: Chapter 5: "Alice's Adventures in Wonderland, Part II" Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]	Presenting the Read-Aloud: "The Return of Toad, Part I" Students will listen for examples of personification in a Read-Aloud text. [SL.3.2; ELD.PI.3.6].	Review Spelling Alternatives Students will review spelling alternatives 'kn', 'wr', 'wh', and 'qu'. [RF.3.3; ELD.PIII.3] Word Work: *Startled*	Writing an Opinion Paragraph: Draft/Revise With assistance, students will revise an opinion paragraph. [W.3.1; ELD.PI.3.10]
Lesson 13	Reading: Chapter 6: "Alice's Adventures in Wonderland, Part III" Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]	Presenting the Read-Aloud: "The Return of Toad, Part II" Students will discuss the main idea and details of a Read-Aloud text. [SL.3.2; ELD.PI.3.6]	Review Spelling Alternatives Students will review the spelling alternatives 'ch', 'ph', 'sh', and 'th'. [RF.3.3; ELD.PIII.3] Word Work: *Modest*	Writing an Opinion Paragraph: Edit/Final Copy With assistance, students will write a final draft of an opinion paragraph. [W.3.1; ELD.PI.3.10]
Lesson 14	Reading: Chapter 6: "Alice's Adventures in Wonderland, Part III" Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6] **Pausing Point *Opportunity for enrichment and/or remediation in content and reading comprehension**	**Pausing Point *Opportunity for enrichment and/or remediation in speaking and listening**	R-Controlled Vowels Review Students will review r-controlled vowels. [RF.3.3; ELD.PIII.3] **Pausing Point *Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	**Pausing Point *Opportunity for enrichment and/or remediation in writing**
Lesson 15	Reading: Chapter 7: "Alice's Adventures in Wonderland, Part IV" Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [W.3.1, ELD.PI.3.10] **Pausing Point *Opportunity for enrichment and/or remediation in content and reading comprehension**	**Pausing Point *Opportunity for enrichment and/or remediation in speaking and listening**	The /er/ Sound and Its Spelling Students will review r-controlled vowels. [RF.3.3; ELD.PIII.3] **Pausing Point *Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	**Pausing Point *Opportunity for enrichment and/or remediation in writing**

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Unit 2: Animal Classification (17 days)

Reader: *Rattenborough's Guide to Animals*

This unit introduces students to the science of classification. Students will learn about five groups of vertebrates, why scientists classify animals into groups, and the characteristics by which they make these determinations. The ability to classify information is an essential skill of organizing, analyzing, and understanding data. Students will develop scientific skills as they observe and practice identifying important characteristics of organisms and objects.

In this unit, students will be asked to engage in structured inquiry discussions and exercises. During these activities, students will be asked to respond based on their observations and thinking. By asking questions such as "How do you know?" and "Why do you think so?" the teacher will guide students in making reasonable statements based on what students already know and the evidence they can observe.

The content students learn in this unit will serve as the basis for more in-depth study in the later grades of how living things are classified, the life cycles and reproduction of animals, oceans and marine life, and evolution.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Core Connection Students will observe and describe basic characters of animals at the zoo and record observations on a graphic organizer. [RI.3.7; ELD.PI.3.1] Presenting the Reading: "Meet Rattenborough" Students will define and identify text features in the Reader. [RI.3.5; ELD.PII.3.1]		Introducing Root Words Students will use conventional spelling when adding suffixes *–ed* and *–ing* to root words. [L.3.2e; RF.3.3; ELD.PIII.3]	Field Journal Students will also write an Adding Suffixes short reflection on their experiences as animal researchers. [W.3.8; W.3.10; ELD.PI.3.10]
Lesson 2	Whole Group Reading: "Classifying Living Things" Students will explain how text features help readers identify information about classifying living things. [RI.3.5; ELD.PII.3.1]	Presenting the Read-Aloud: "Classifying Animals by Characteristics" Students will define and determine the author's point of view about animal classification. [RI.3.6; ELD.PI.3.6]	Word Work: *Classify* Nouns, Verbs, and Adjectives Students will identify nouns, verbs, and adjectives to explain their functions in sentences. [L.3.1a; ELD.PII.3.5]	

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Lesson 3	Whole Group Reading: "Vertebrate or Invertebrate?" Students will identify the connection between vertebrates and invertebrates. [RI.3.3; ELD.PI.3.6]	Presenting the Read-Aloud: "Vertebrate Animals: Students will identify the important points from two informational texts on vertebrate and invertebrates. [RI.3.9; ELD.PI.3.5, 6]	Nouns, Verbs, and Adjectives Students will determine the meaning of words formed when *–ed* or *–ing* are added to a known root word. [L.3.4b; ELD.PIII.3] Spelling: Blank Busters	
Lesson 4	Presenting the Reading: "Warm-Blooded and Cold-Blooded Animals" Students will identify supporting details in a passage about warm- and cold-blooded animals. [RI.3.2; ELD.PI.3.6]	Presenting the Read-Aloud: "Warm- or Cold-Blooded" Students will identify the main idea in passages about warm- and cold-blooded animals. [RI.3.2; ELD.PI.3.6]	Morphology Spelling Students will determine the meaning of words formed when *un–* and *non–* are added to a known root word. [L.3.4b; ELD.PI.3.6] Word Work: *Constant*	Field Journal Students will write a short reflection about an interesting animal to further research. [W.3.10; ELD.PI.3.10a]
Lesson 5	Reading: "Fish" Students will identify text features to gain greater understanding about fish. [RI.3.5; ELD.PII.3.1]	Presenting the Read-Aloud: "Fish: Fins and Gills" Students will identify information about fish and explain how specific text features support their learning about fish. [W.3.2; RI.3.5; ELD.PI.3.10, ELD.PII.3.1] Students will present findings learned about fish from the text features. [SL.3.4; ELD.PI.3.9]	Word Work: *Aquatic* Spelling Students will use conventional spelling for doubling or not doubling a final consonant when adding the suffixes *–ed* and *–ing* to root words. [L.3.2e; ELD.PIII.3] Parts of Speech Students will identify nouns, verbs and adjectives in a sentence. [L.3.1a; ELD.PII.3.3, ELD.PII.3.4]	
Lesson 6	Small Group Reading: "Amphibians" Students will record key information about amphibians. [W.3.2; ELD.PII.3.7]	Presenting the Read-Aloud: "Amphibians: From Land to Water" Students will identify clue words used to sequence the stages of metamorphosis. [RI.3.8; ELD.PI.3.7]	Spelling Students will determine the meaning of words formed when *–ed* and *–ing* are added to a known root word. [L.3.4b; ELD.PI.3.8]	Field Journal Students will write a short reflection about being an amphibian. [W.3.8; ELD.PI.3.10]
Lesson 7	Introducing the Reading: "Tree Frogs" Students will ask and answer questions to demonstrate understanding of tree frogs, referring explicitly to the text. [RI.3.1; ELD.PI.3.6]	Compare and Contrast Texts Students will compare and contrast two texts about frogs. [RI.3.9; ELD.PI.3.6]		Field Journal Students will write a short reflection about being a frog researcher. [W.3.8; ELD.PI.3.10]
Pausing Point 1	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**

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Lesson 8		Presenting the Read-Aloud: "Reptiles: Cold-Blooded Scaly Vertebrates" Students will determine the meaning of unknown words in the text. [RI.3.4; ELD.PIII.3]	Word Work: *Effectively* Introducing Prefixes *re–* and *pre–* Students will determine the meanings of words formed when *re–* or *pre–* are added to known root words. [L.3.4b; ELD.PIII.3] Spelling	Field Journal Students will write a short reflection on being a herpetologist. [W.3.8; ELD.PI.3.10]
Lesson 9	Whole Group Second Reading: "Reptiles" Students will closely read an informational text to learn more about reptiles. [RI.3.10; ELD.PI.3.6]		Spelling: Blank Busters Students will determine the meaning of words formed when *–ed* or *–ing* are added to a known root word. [L.3.4b; ELD.PIII.3]	Animal Foldable Students will record key information about reptiles. [W.3.2; ELD.PI.3.10]
Lesson 10		Presenting the Read-Aloud: "Birds: Wings and Feathers" Students will write a short reflection about the most important thing about being a bird. [W.3.8; ELD.PI.3.10b]	Spelling Assessment Students will use conventional spelling patterns when adding suffixes *–ed* or *–ing* to root words. [L.3.2e] Word Work: *Metabolism*	Bird Web Field Journal Students will write a short reflection about the most important thing about being a bird. [W.3.8; ELD.PI.3.10b]
Lesson 11	Partner Reading: "Birds" Students will identify information about birds and explain how specific text features support their learning. [RI.3.5; ELD.PI.3.6]		Introduce Spelling Words Students will use conventional spelling patterns when adding the suffix *–es* to root words. [L.3.2e; ELD.PIII.3] Abstract Nouns Students will identify and use concrete and abstract nouns. [L.3.1c; ELD.PII.3.4]	Animal Classification Foldable Field Journal Students will write a short reflection on being a bird. [W.3.8; ELD.PI.3.10b]
Lesson 12	Small Group Reading: "Mammals" Students will compare two texts on mammals using a graphic organizer. [RI.3.9; ELD.PI.3.6]	Presenting the Read-Aloud: "Mammals: Live-Bearing Milk Producers" Students will identify clue words used to signal a contrast or comparison of mammals. [RI.3.8; ELD.PII.3.1]	Word Work: *Stately* Grammar Review Students will use nouns, verbs, and adjectives, and explain their function in sentences. [L.3.1a; ELD.PII.3.3; ELD.PII.3.4]	Mammal Web Students will record key information about mammals. [W.3.2; ELD.PI.3.10b]
Lesson 13	Whole Group Reading: "Jane Goodall" Students will determine the main idea and supporting details about Jane Goodall from the media clip and reading. [SL.3.2; ELD.PI.3.6]	Discussing the Video Clip Students will identify information presented in a media clip about Jane Goodall. [SL.3.2; ELD.PI.3.6]		An Informational Paragraph Students will begin drafting an informative writing piece about a select vertebrate's characteristics and classification, clearly stating ideas, facts, and details. [W.3.2; ELD.PI.3.10b]
Lesson 14	Independent Reading: "Scientists Who Classify Animals" Students will use text features to quickly locate information about scientists	Presenting the Read-Aloud: "Vertebrates Around the World" Students will ask and answer questions about vertebrates around the		Revising an Informative Paragraph Students will continue drafting an informative writing piece about an animal's characteristics and

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	who classify animals. [RI.3.5; ELD.PI.3.6]	world. [RI.3.1; ELD.PI.3.5]		classification, clearly stating ideas, facts, and details. [W.3.2b; ELD.PI.3.10a]
Pausing Point 2	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**
Lesson 15	**Student Skills Assessment** Students will read on-level stories with purpose and understanding [RF.3.4a] Small Group: Remediation Students will read with sufficient accuracy and fluency to support comprehension. [RL.3.4] Optional Fluency Assessment: "Piranhas"		**Spelling Assessment** Student will use conventional spelling patterns when adding the suffix *–es* to root words. [L.3.2e] Compound Sentences Students will produce simple, compound, and complex sentences. [L.3.1i]	

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Unit 3: The Human Body: Systems and Senses (16 days)

Reader: *How Does Your Body Work?*

This unit reviews what students have already learned about the human body and some of its systems. Two systems students have previously learned about in greater depth are the excretory and digestive systems in Grade 2, so these are briefly reviewed here. In this unit, students will focus in greater detail on the skeletal, muscular, and nervous systems and the fact that they are closely interconnected with all the human body systems. Furthermore, students will learn details about the senses of sight and hearing and how the eyes and ears work. Students will also learn the idiom "a clean bill of health" and will discover ways they can keep their bodies active and healthy.

The content students learn in this grade will build on what students have learned in previous grades as well as serve as the basis for more in-depth study in the later grades of the human body and its other systems.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Core Connection Students will describe and review the systems of the human body. [RI.3.2, ELD.PI.3.6]	Presenting the Read-Aloud: "Building Blocks and Systems" Students will explain how the human body is an interconnected system. [RI.3.3, ELD.PI.3.5]	Word Work: *Interconnected* Regular and Irregular Plural Nouns Students will write words using spelling patterns and rules for regular and irregular plural nouns. [L.3.2f, ELD.PIII.3]	Independent and Partner Practice Students will describe the ways various systems are working in one's own body. [W.3.3: ELD.PI.3.10]
Lesson 2	Whole Group Reading: "The Skeletal System" Students will read and answer comprehension questions about the body's skeletal system, including axial bones. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "The Skeletal System: Axial Bones: Students will identify different axial bones within the skeletal system, as well as how the bones function inside the body. [RI.3.3, ELD.PI.3.5]	Word Work: *Structure*	Sequence Sentences in Paragraphs Students will identify sentences in paragraphs, including topic and concluding sentences. [W.3.4, ELD.PII.3.1]
Lesson 3	Whole Group Readings: "All About Bones" Students will read and answer comprehension questions about the body's skeletal system and appendicular bones. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: The Skeletal System: Appendicular Bones" Students will identify different appendicular bones within the skeletal system, as well as how the bones function inside the body. [RI.3.3, ELD.PI.3.5]	Word Work: *Appendages* Regular and Irregular Plural Nouns Students will spell words using spelling patterns and rules for regular and irregular plural nouns. [L.3.2.f, ELD.PIII.3]	
Lesson 4	Close Reading: All About Bones Students will close-read and answer comprehension questions about the body's skeletal system and appendicular bones. [RI.3.1, ELD.PI.3.6]		Regular and Irregular Plural Nouns Students will spell words using spelling patterns and rules for regular and irregular plural nouns. [L.3.2.f, ELD.PIII.3] Prefixes *dis–* and *mis–* Students will identify correct use of prefixes *dis–* and *mis–*. [L.3.4.b, ELD.PIII.3]	

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Lesson 5	Whole Group Reading: "The Muscular System" Students will read and answer comprehension questions about the body's muscular system. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "The Muscular System" Students will identify different components of the muscular system, as well as how the muscular system is part of a larger, interconnected system. [RI.3.3, ELD.PI.3.5]	Word Work: *Voluntary* and *Involuntary Muscles* **Spelling Assessment** Students will use spelling patterns and rules for regular and irregular plural nouns. [L.3.2.f, ELD.PIII.3] Practice Alphabetizing Skills	Topic and Concluding Sentences Students will write paragraphs using topic and concluding sentences. [W.3.4, ELD.PI.3.12]
Lesson 6	Whole Group Reading: "Joints and Muscles" Students will read and answer comprehension questions about joints and muscles, and consider how they interact with other systems in the body. [RI.3.1, ELD.PI.3.6]		Introducing Spelling Words Students will correctly change 'f' to 'v' and add *–ed* in plural nouns. [L.3.1b, ELD.PIII.3]	Topic and Concluding Sentences Students will create a piece of writing that includes a topic and concluding sentence. [W.3.4, ELD.PII.3.12]
Lesson 7	Whole Group Reading: "The Nervous System" Students will read and answer comprehension questions about the nervous system. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "The Nervous System" Students will describe the nervous system as part of a larger, interconnected system. [RI.3.3, ELD.PI.3.5]	Word Work: *Consciously* and *Unconsciously* Review Spelling Words Students will form and use irregular plural nouns. [L.3.1b, ELD.PIII.3] Review Prefixes Students will identify the meaning of the common prefixes *un–, non–, re–, pre–, dis–,* and *mis–.* [RF.3.3a, ELD.PIII.3]	
Pausing Point 1	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**
Lesson 8	Whole Group Reading: "The Spinal Cord and Brain" Students will read and answer comprehension questions about the nervous system and the brain. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "The Nervous System and the Brain" Students will describe the relationship between the nervous system and the brain using language that pertains to sequence and cause/effect. [RI.3.3, ELD.PI.3.5	Word Work: *Hemisphere* Review Prefixes Students will identify and use the meaning of the common prefixes *un–, non–, re–, pre–, dis–,* or *mis–.* [RF.3.3a, ELD.PIII.3]	
Lesson 9	Close Reading: "The Spinal Cord and Brain" Students will closely read about the nervous system and the brain. [RI.3.10, ELD.PI.3.6]		Spelling Review Students will write words using spelling patterns and rules for words with the /j/ sound. [L.3.2f, ELD.PIII.3]	Identifying Irrelevant Sentences Students will identify and use parts of a paragraph, including a topic sentence, supporting details, and a

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			Alphabetizing Words	concluding statement, in a written piece. [W.3.1a, ELD.PI.3.10]
Lesson 10	Presenting the Reading: "Eyes and Vision" Students will determine the main idea of "Eyes and Vision," recount the key details, and explain how they support the main idea. [RI.3.2, ELD.PI.3.5]	Presenting the Read-Aloud: "Vision: The Parts of the Eye" Students will describe the relationship between the parts of the eye in "Vision: The Parts of the Eye" using language that pertains to sequence and cause/ effect. [RI.3.3, ELD.PI.3.5]	Spelling Assessment Students will write words using spelling patterns and rules for words with the /j/ sound. [L.3.2f, ELD.PIII.3]	Writing Titles for Paragraphs Students will identify and use parts of a paragraph, including a topic sentence, supporting details, and a concluding statement, in a written piece. [W.3.1a, ELD.PI.3.10]
Lesson 11	Whole Group Reading: "Ears and Hearing" Students will ask and answer questions to demonstrate understanding of "Ears and Hearing," referring explicitly to the text as the basis for the answers. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "Hearing: The Parts of the Ear" Students will describe the relationship between the parts of the ear in "Hearing: The Parts of the Ear" using language that pertains to sequence and cause/effect. [RI.3.3, ELD.PI.3.5]	Review Spelling Patterns and Irregular Plural Nouns Students will use spelling patterns and generalizations (e.g., ending rules) in writing words. [L.3.2f, ELD.PI.3.6]	Practice Writing Paragraphs Students will produce writing in which the development and organization are appropriate to task and purpose, i.e., ideas are presented clearly and in a logical order. [W.3.4, ELD.PI.4]
Lesson 12		Presenting the Read-Aloud: "A Clean Bill of Health" Students will compare the nervous system in the human body to other common systems. [RI.3.9; ELD.PI.3.6]	Word Work: *Miraculously* Review Spelling Words Students will use spelling patterns and generalizations (e.g., ending rules) in writing words. [L.3.2f; ELD.PI.3.10]	
Lesson 13	Whole Group Reading: "Overcoming Disabilities, Part I" Students will ask and answer questions to demonstrate understanding of "Overcoming Disabilities," referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6]		Introduce Subject Pronouns Students will use subject pronouns and explain their function in sentences. [L.3.1a; ELD.PI.3.2]	
Pausing Point 2	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**
Lesson 14	**Student Skills Assessment** **Fluency Assessment**		**Spelling Assessment** Students will be able to identify and spell regular and plural nouns where the 'f' changes to 'v' and –*e*s is added. [L.3.1b; ELD.PIII.3]	Written Reflection Students will write a short reflection passage. [W.3.8; ELD.PI.3.9]

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Unit 4: The Ancient Roman Civilization (17 days)

Reader: *Stories of Ancient Rome*

This unit will introduce your students to an ancient civilization whose contributions can be seen in many areas of our lives today. Students will be introduced to the culture of ancient Rome, including religion, food, education, legends, social class structure, and entertainment. They will learn about Roman geography and history, government, major leaders, monumental battles, and the rise and decline of the Roman Empire. Students will also learn about ancient Rome's influence and contributions to our society today.

The content students learn in this grade will serve as the basis for more in-depth study in the later grades of the Roman Republic, the Punic Wars, Julius Caesar, Augustus Caesar, and the decline and fall of the Roman Empire.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	"Rome, Then and Now" Students will explain why Rome was a civilization, label a map of Rome, and explain how ancient Rome grew in size. [RL.3.1; ELD.PI.3.5, 6]	Presenting the Read-Aloud: "What is Rome?" Students will identify key information about ancient Roman civilization and organize their ideas in a graphic organizer. [SL.3.2; ELD.PI.3.1, 2, 6, 12]	Core Connection Students will define *civilization* and the terms *BC/BCE* and *AD/CE*. [L.3.6; ELD.PI.3.12] Word Work: *Ruins* Sayings and Phrases Spelling Students will sort words with the r-controlled spelling pattern. [L.3.2f; ELD.PIII.3]	Virtual Museum Students will take notes on a graphic organizer. [W.3.8; ELD.PI.3.1, 2, 6, 12]
Lesson 2	"The Legend of Romulus and Remus" Students will explain why the story of Romulus and Remus is considered a legend. [RL.3.1; ELD.PI.3.6; ELD.PII.3.1]	Presenting the Read-Aloud: "The Legend of Romulus and Remus" Students will use a note-taking strategy to record details about the legend of Romulus and Remus, and work collaboratively to extend observations from text. [RL.3.9; W.3.8; ELD.PI.3.1, 2, 5, 6, ELD.PII.3.1]	Word Work: *Defied* Verb Tenses Students will identify past, present and future tense and change verbs to represent past, present and future tense. [L.3.1f; ELD.PII.3.3]	
Lesson 3	Partner Reading: "The Roman Gods" Students will identify and describe gods and goddesses worshipped by the Romans using a 3-column graphic organizer. [RL.3.1; W.3.5; ELD.PI.3.2, 6]	Presenting the Read-Aloud: "Roman Gods and Goddesses" Students will explain Roman life and their beliefs in a short essay response. [RI.3.2; W.3.8; ELD.PI.3.5, 10b]	Word Work: *Elaborate* Grammar Students will determine the meaning of words formed when *–er* or *–or* is added to a known root word. [RF.3.3; ELD.PIII.3]	Discussing the Read-Aloud Students will take notes on a graphic organizer. [W.3.8; ELD.PI.3.2; ELD.PII.3.1]
Lesson 4	Close Reading: "The Roman Gods" Students will analyze a Roman god and goddess family tree and add pertinent information.	Read-Aloud: "The Roman Republic" Students will identify the main ideas and supporting details presented orally. Students also compare and contrast	Word Work: *Attributes* Past/Present Tenses of to be Students will identify the present and past tense of *to be*. [L.3.1f; ELD.PII.3.3]	Opinion: Quick Write Students will form an opinion on the best type of government. [W.3.1; ELD.PI.3.3, 11]

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	[RI.3.10; ELD.PI.3.2, 6]	people in ancient Rome using a graphic organizer. [SL.3.2; RI.3.9; ELD.PI.3.3, 5, 11]		
Lesson 5	Independent Reading: "Hannibal Crosses the Alps" Students will read to identify and record important information related to the previous lessons and the Punic Wars. [RI.3.2; ELD.PI.3.6]	Presenting the Read-Aloud: "The Punic Wars" Students will listen to identify and record the main ideas related to the significance of the Punic Wars and Hannibal's role. [RI.3.2; ELD.PI.3.5]	Word Work: *Conflict* Dictionary Skills Students will use guide words to identify which words would appear on a page of a dictionary. [L.3.2g, ELD.PIII.3] Spelling Assessment	Main Ideas Chart Students will use a note-taking strategy to summarize and categorize information about ancient Rome from previous readings. [W.3.8; ELD.PI.3.2]
Lesson 6	Partner Reading: "Cupid and Psyche" Students will recount the myth "Cupid and Psyche" and compare outcomes to original predictions. [RL.3.1; ELD.PI.3.6]	Presenting the Read-Aloud: "Daily Roman Life, Part I" Students will use a note-taking organizer to summarize the main aspects of Roman life. [RI.3.1, RI.3.2; ELD.PI.3.5, 10]	Word Work: *Ingenious* Spelling Students will sort words with two spellings of the sound /ee/. [L.3.2f; ELD.PIII.3]	Opinion Writing Students will identify the point of view of a passage. [RL.3.6, W.3.8; ELD.PII.3.1]
Lesson 7	Small Group Reading: "The Sword of Damocles" Students will analyze Damocles and explain how his actions caused events to occur in a certain order. [RL.3.3; ELD.PI.3.6]	Presenting the Read-Aloud: "Daily Roman Life, Part 2" Students will summarize what they learned about Roman life. [RI.3.1; RI.3.2; ELD.PI.3.5, 10(b)]	Word Work: *Chaos* Grammar: Introduce Verb to have Students will utilize the proper verb tense of *to have*. [L.3.1d, L.3.1e; ELD.PII.3.3]	Opinion Essay Outline Students will outline an opinion essay. [W.3.1; ELD.PI.3.10(a)]
Pausing Point 1	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**
Lesson 8	Introducing the Reading: "Julius Caesar: Great Fighter, Great Writer" Students will compare key points from two texts on Julius Caesar using a graphic organizer. [RI.3.9; ELD.PI.3.5]	Presenting the Read-Aloud: "Julius Caesar" Students will identify key points about Julius Caesar. [RI.3.2; ELD.PI.3.6]	Morphology: Suffixes *–ist* and *–ian* Students will be able to determine the meaning of words formed when *–ist* or *–ian* is added to a known root word. [L.3.4b; ELD.PIII.3]	Opinion Essay Rough Draft Students will revise their opinion essay explaining why a statue of a god or goddess should be built, based on peer feedback and self-reflection. [W.3.5; ELD.PII.3.1]
Lesson 9	Independent Reading: "Crossing the Rubicon" Students will compare key points from two texts on Julius Caesar using a graphic organizer. [RI.3.9; ELD.PI.3.6]	Presenting the Read-Aloud: "Julius Caesar: The Later Years" Students will identify key points about Julius Caesar. [RI.3.2; ELD.PI.3.5]	Word Work: *Uncivilized*	Writing a Debate Students will take a position on whether Julius Caesar is a hero or a traitor. [W.3.8; W.3.1; ELD.PI.3.3, 11; ELD.PII.3.1]
Lesson 10	Presenting the Close Reading: "Julius Caesar: The Later Years" Students will analyze Julius Caesar as a leader. [RI.3.10; W.3.1; ELD.PI.3.6, 10a] Timeline Students will identify missing events in a timeline	Presenting the Read-Aloud: "Augustus Caesar and the Roman Empire" Students will summarize key contributions and events in the life of Augustus Caesar. [RI.3.1; ELD.PI.3.5]	Spelling Assessment Students will correctly spell and sort words spelled /ee/. [L.3.2f; ELD.PIII.3]	

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	of Julius and Augustus Caesar's lives. [RI.3.3; ELD.PI.3.6]			
Lesson 11	Independent Reading: "After Caesar: Augustus and the Roman Empire" Students will identify key details in a text and cite the page where evidence was found. [RI.3.2; ELD.PI.3.6] Identifying Point of View Students will compare their point of view with the author. [RI.3.6; ELD.PI.3.3, 11]	Presenting the Read-Aloud: "Augustus Caesar and the Decline of the Roman Empire" Using a graphic organizer, students will identify factors that led to the decline of the Roman Empire. [SL.3.2; ELD.PI.3.5]	Word Work: *Witnessed* Spelling Students will spell and sort words spelled /ee/. [L.3.2f; ELD.PIII.3]	
Lesson 12	Partner Reading: "The Second Rome" Students will compare illustrations and text to learn more about Justinian. [RI.3.7; ELD.PI.3.6] Identifying the Point of View Students will compare their point of view with that of the author. [RI.3.6; ELD.PI.3.7]	Presenting the Read-Aloud: "The Western and Eastern Empires" Students will explain why the Roman Empire split using information from the text and images. [RI.3.1, RI.3.7; ELD.PI.3.3, 10(b)]	Introduce Irregular Verbs Students will form and use irregular verbs. [L.3.1d; ELD.PII.3.3]	
Lesson 13	Small Group Reading: "Androcles and the Lion: Reader's Theater" Students will identify the parts of a play and read it aloud with accuracy, appropriate rate, and expression. [RL.3.5, SL.3.5, RF.3.4; ELD.PII.3.1; ELD.PIII.3]	Presenting the Read-Aloud: "Androcles and the Lion" Students will describe "Androcles and the Lion" and explain how the characters' actions contribute to the sequence of events. [RL.3.3; ELD.PI.3.5]		Opinion Writing Students will provide reasons (logical and emotional) to support their opinion using a T-chart. [W.3.1; ELD.PI.3.3, 11]
Pausing Point 2	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**
Lesson 14	**Reading: Case 1** **Reading: Case 2**		Grammar: Suffixes *–y* and *–al* Students will determine the meaning of words formed when *–y* and *–al* are added to a known root word. [L.3.4b]	
Lesson 15	**Reading: Case 3**		Form and Use Irregular Verbs Students will form and use irregular verbs in sentences and use spelling patterns in writing /ee/ words. [L.3.1d; L.3.2f] Spelling Assessment	**Writing: Case 4**

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Unit 5: Light and Sound (19 Days)

Reader*: Adventures in Light and Sound*

This unit will build upon what students have already learned about the five senses and the human body, focusing on the senses of seeing and hearing. Through reading and listening to read-alouds, Students will learn about the properties of light and sound, how light and sound travel in waves, and how light and sound can be manipulated by various instruments, such as magnifying glasses, microscopes, and telescopes. The content students learn in this grade will serve as the basis in later grades for more in-depth study of the human body and the properties of light and sound.

Students will be introduced to this content through a narrative story about two old friends, Samuel and Jack, who are losing their senses of sight and hearing, and their adventures with Samuel's grandchildren, Amy and Ethan.

Note: Light has both a wave and a particle nature. Under most circumstances, light acts like a series of waves. However, there are certain, less common situations where light acts like a stream of particles.

At the Grade 3 level, we concentrate on the wave nature of light, briefly mentioning that "scientists are still studying and learning many new things about light, including that in special situations, light can act like a stream instead of a wave." Students will learn more about the dual wave and particle nature of light in future grades.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Core Connection Students will describe the concept of light. [RI.3.2, ELD.PI.3.6] Reading: "What is Light?" Students will find key ideas and details in the text introducing the concept of light. [RI.3.2, ELD.PI.3.6]		Spelling Students will review the spelling sound /ee /. [L.3.2f, ELD.PIII.3] Morphology	Lab Notes Students will take notes and write in response to the text about light. [W.3.8, ELD.PI.3.6]
Lesson 2	Partner Reading: "What is Light?, Part 2 Students will answer questions and provide evidence from an informational text about light. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "What is Light?" Students will describe and compare characters in a narrative text about light. [RL.3.3, ELD.PI.3.1]	Word Work: *Energy* Grammar Students create adverbs that show "how" and end in *–ly*. [L.3.1.a, ELD.PII.3.5]	Compare and Contrast Texts Students will compare and contrast two texts about light. [RI.3.9, ELD.PI.3.10b] Wrap-Up: Summarizing a Video Students summarize the main idea and supporting details presented in a video. [SL.3.2]
Lesson 3	Read: Chapter 2: "How are Shadows Made?" Students will demonstrate understanding of cause and effect after reading an informational text about how light makes shadows. [RI.3.3, ELD.PI.3.6]	Light and Surface Experiment Students will work collaboratively in small groups to complete and discuss an experiment about shadows. [SL.3.1, ELD.PI.3.1]	Grammar Students will identify adjectives and adverbs correctly. [L.3.1a, ELD.PII.3.5] Spelling: Blank Busters	Experiment Reflection Students will take notes and record observations about cause and effect from an experiment about light and different surfaces and write a reflection. [W.3.8, ELD.PI.3.10b]
Lesson 4	Read Chapter 3: "Mirrors and Reflections" Students will find the main idea and details in text about mirrors and	Presenting the Read-Aloud: "Reflections and Mirrors" Students will discuss ideas and apply information gained from listening to text	Word Work: *Convex* and *Concave* Grammar Students will identify adverbs that tell when.	Compare and Contrast Students will compare and contrast ideas based on a hands-on investigation with convex and concave

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	reflections, and find connections between different paragraphs. [RI.3.8, ELD.PI.3.6]	about mirrors and reflections. [SL.3.1a, ELD. PI.3.5]	[L.3.1.a, ELD.PII.3.5] Spelling	reflections. [W.3.8, ELD.PI.3.10b]
Lesson 5	Read Chapter 4: "Refractions and Lenses" Students will ask and answer questions about ideas and details in a text about refraction and lenses. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "Reflections and Lenses" Students will use events and details from listening to the story about refraction and lenses and apply what they've learned to show cause and effect. [SL.3.2, ELD.PI.3.5]	**Spelling Assessment** Students will write words using spelling patterns and rules for words with the /ee/ sound. [L.3.2f] Morphology Students will use suffixes *–y* and *–ly* correctly. [L.3.4b, ELD.PII.3.5]	
Lesson 6	Close Reading Exercise Students will demonstrate comprehension of the text about refraction and lenses during a Close Reading activity. [RI.3.1, ELD.PI.3.6]		Word Work: *Opaque*, *Translucent*, *Transparent* Students will demonstrate understanding of the domain words opaque, translucent, and transparent. [RI.3.4, ELD.PI.3.12] Spelling Students will write words using spelling patterns and rules for words with the sound /æ/. [L.3.2f]	Think-Write-Share Students will write for a specific task, reflecting on what they've learned from the reading about refraction and lenses. [W.3.10, ELD.PI.3.11]
Lesson 7	Independent Reading: "Color and Light" Students will find key ideas and details about light and color by reading the text. [RI.3.2, ELD.PI.3.6]	Presenting the Read-Aloud: "What is Color?" Students will listen to the story "What Is Color?" and answer questions based on content and vocabulary in the text. [SL.3.2, ELD.PI.3.5]	Morphology Students will use the meaning of suffixes *–ous* and *–ly* to write words and sentences. [L.3.4b, ELD.PII.3.5] Spelling	What is White Light? Students will synthesize what they have learned about light and color through research and hands-on activities to write a summary demonstrating understanding of key concepts and vocabulary. [W.3.7, ELD.PI.3.10b]
Pausing Point 1	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**
Lesson 8	Triangle Connections Students will write to show the relationship between content vocabulary words about light, using information from a glossary, notes, and text. [RI.3.4, ELD.PI.3.12]	Presenting the Read-Aloud: "What is Sound?" Students will discuss and answer comprehension and vocabulary questions related to the Read-Aloud text about how sound waves are created and how they travel. [SL.3.1, ELD.PI.3.5]	Word Work: *Vibration* Multiple-Meaning Word: Medium Morphology Students will write words using suffixes *–ous* and *–ly*. [L.3.4b, ELD.PII.3.5] Spelling	Sequencing Sentences Students will identify the correct sequence of events to explain how sound is created and how it travels. [RI3.8, ELD.PII.3.2b] Video: Visualizing Vibrations Students will state an opinion about how sound travels after watching a video clip. [W.3.1, W.3.1b, ELD.PI.3.11]
Lesson 9	Reading: Chapter 6 "What is Sound?" Students will compare and	Seeing Sounds Students will participate in a group discussion following	Grammar: Build Sentences Students will choose adjectives, adverbs, and	Question Wall Students will write questions based on reading

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	contrast sound and light energy. [RI.3.9, ELD.PI.3.6]	a sound experiment and share ideas and information. [SL.3.1d, ELD.PI.3.1]	synonyms to expand simple sentences. [L.3.1i, L.3.3.a, ELD.PI.3.12] Students will use dictionary skills to find the meaning of words. [L.3.4d]	about sound and how it travels and then answer questions in writing. [RI.3.1, ELD.PI.3.6]
Lesson 10	Read Chapter 7: "Characteristics of Sound" Students will read and answer comprehension questions about sound and its characteristics. [RI.3.1; ELD.PI.3.6]	Presenting the Read-Aloud: "Qualities of Sound" Students will listen to the story about sound qualities and answer listening comprehension questions. [SL.3.2; ELD.SI.3.1]	**Spelling Assessment** Students will write words using spelling patterns and rules for words with the /ae/ sound. [L.3.2f] Word Work: Frequency	Lab Notes: 3-2-1 Students will write a reflection about what they've learned about sound in the reading and through the read-aloud. [W.3.8; ELD.PI.3.10b]
Lesson 11	Read Chapter 8: "The Human Voice" Students will read and answer comprehension questions about the human voice and how it is produced. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "Voice" Students will listen to the story about the human voice and its variations and answer questions about the text. [SL.3.2, ELD.PI.3.5]	Word Work: *Variations* Spelling Students will read and write words using alternate spellings for the /ae/ sound. [L.3.2f, ELD.PIII.3]	Descriptive Writing Students will use vocabulary and concepts from the reading and read-aloud to write a descriptive paragraph about a particular sound. [W.3.3, L.3.3a, ELD.PI.3.12]
Lesson 12	Read Chapter 10 (Additional Chapter) Students will read text about Alexander Graham Bell and answer questions about the text. [RI.3.1; ELD.PI.3.6] Reading Response Students will write to a prompt based on the word inspiration from the text. [L.3.5b; ELD.3.10]		Grammar Students will use the conjunction *and* to create compound sentences. [L.3.1h, i; ELD.PII.3.6]	Graphic Organizer: Three New Words Students will categorize, define, and write sentences using new academic and domain-specific vocabulary words they learned from the text. [RI.3.4; ELD.PI.12]
Lesson 13	Read Chapter 12 (Additional Chapter) Students will read text about Thomas Edison and then compare and contrast Alexander Graham Bell and Thomas Edison. [RI3.9; ELD.PI.3.6]	What Goes into a Newspaper Article? Students will work collaboratively and discuss ideas while analyzing a newspaper to identify informational text features. [RI.3.5; ELD.PII.3.1]		Research Project Guidelines Students will begin planning for researching and writing a newspaper article on the invention of the telephone or the incandescent light bulb. [W.3.5; ELD.PI.3.10a]
Lesson 14	**Unit Assessment** **Fluency Assessment (Optional)**			Research and Taking Notes Students will conduct research on their topic, taking notes and categorizing the information in a graphic organizer. [W.3.7, W.3.8] Students will write their first draft of their research project. [W.3.2, W.3.2a, ELD.PI.3.10a]
Lesson 15			Spelling Assessment Students will spell words using alternate spellings for the sound /ae/. [L.3.2f]	Revision and Second Draft Students will complete drafts of their newspaper articles and revise based on feedback and criteria on a checklist. [W.3.2c; W.3.5; ELD.PI.3.10]

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Lesson 16				Editing Students will edit and publish their final newspaper articles on either the invention of the telephone or the invention of the incandescent light bulb. [W.3.2 a–d, W.3.5] Publishing Students will produce and publish writing using technology (optional). [W.3.6]
Lesson 17	Light and Sound Rewind Students will reread favorite texts aloud and share their opinions with others. [RF.3.4a–c]	Sharing Articles and Discussion Students will present their newspaper articles in a group setting, speaking clearly and at an appropriate pace, and then answer questions from group members. [SL.3.1d; SL.3.4; SL.3.6; L.3.1; L.3.3] Students will follow the rules of discussion, pose questions to the speaker, and make comments appropriate to the discussion. [SL.3.1; SL.3.1b; SL.3.1c; SL.3.3]		
Pausing Point 2	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**

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Unit 6: The Viking Age (12 days)

Reader*: Gods, Giants, and Dwarves*

This unit will build upon what students have already learned about ancient civilizations. Students will be introduced to the people of the Viking Age: the men, women, and children who spoke the old Norse language and lived in an area of northern Europe called Scandinavia, the countries we now call Norway, Sweden, and Denmark.

Far from Home: A Viking's Journey is an immersive and engaging Quest to introduce students to Norse civilization. In *Far From Home,* students take the roles of Vikings who have set sail with Leif Erikson to create the first Norse settlement in North America. On the way, the students meet numerous characters and learn about Viking society. Students will engage in a mix of writing, listening, speaking, reading, and physical activities. The Quest is composed of five lessons, lasting 45 minutes each day beginning in Lesson 1 of the unit.

The following CCSS standards are addressed throughout the *Far from Home: A Viking's Journey* Quest: RL.3.3, RL.3.4, RL.3.7, RI.3.1, RI.3.3, RI.3.7, RI.3.9, W.3.4, W.3.8, W.3.10, SL.3.1, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	**Mid-Year Assessment: Reading Comprehension** Whole Group: "Introducing the Kingdoms of Norse Mythology" Making Predictions [RL.3.3, ELD.PI.3.6]		Spelling Students categorize words using different spelling patterns for /k/. [L.3.2f, ELD.PIII.3]	
Lesson 2	**Mid-Year Assessment: Reading Comprehension; Words in Isolation** Partner Reading :Chapter 1 "Sif's Golden Hair" Answer questions referring explicitly to the text about characters, setting, and plot. [RL.3.1, ELD.PI.3.6]		Language Students combine simple sentences to form compound sentences using the conjunction *because.* [L.3.1h, ELD.PII.3.6]	
Lesson 3	**Mid-Year Assessment: Grammar** Whole Group: Chapter 2 "Loki and the Dwarves" Main idea and details about characters, setting, and plot. [RL.3.1, ELD.PI.3.6]		Morphology Determine the meaning of words when adding suffixes *–ive* and *–ly* to the root word. [L.3.4b, ELD.PII.3.5]	
Lesson 4	**Mid-Year Assessment: Morphology** Whole Group: Chapter 3 "Stolen Thunder" Answer questions about the main ideas and details of a text. [RL.3.1, ELD.PI.3.6]		Language Students interpret the meaning of sentences using the conjunction *because.* [L.3.3, ELD.PII.3.6]	

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Lesson 5	**Mid-Year Assessment** Partner Reading: Chapter 4 "A Plan is Made" Answer questions and cite evidence from the text. [RL.3.1, RL.3.3, ELD.PI.3.6]		**Spelling Assessment:** Words using spelling patterns and rules for the sound /k/. [L.3.2f, ELD.PIII.3]	
Lesson 6	Whole Group :Chapter 5 "The Wedding Feast" Make and confirm predictions about the concluding events of a story. [RL.3.2, ELD.PI.3.6]		Spelling Categorize words using different spelling patterns for /s/. [L.3.2f, ELD.PIII.3]	Character Comparison Compare and Contrast two characters from Norse mythology. Plan to write a narrative. [W.3.4, ELD.PI.3.10]
Lesson 7	Partner Reading: Chapter 6 "Balder the Beautiful" Identify a series of cause and effect relationships [RI.3.1, RL.3.3, ELD.PI.3.6]		Grammar Interpret the meaning of sentences that use the conjunction *because.* [L.3.3, ELD.PII.3.6]	
Lesson 8	Whole Group: Chapter 7 "The Death of Balder" Describe a character from a Norse myth. Answer questions about a text using evidence. [RL.3.2, ELD.PI, 3.6]		Morphology Choose words with the correct suffix. [L.3.4b, ELD.PI.3.8]	Character Description Complete a paragraph describing a character from a Norse myth. [W.3.2, ELD.PI.3.10]
Lesson 9	Partner Reading: Chapter 8 "Loki's Punishment" Analyze how a character changes over time. Answer questions and cite evidence in the text. [RL.3.1, RL.3.3, ELD.PI.3.6]		Grammar Create compound sentences using the conjunction *because.* [L.3.1h, ELD.PII.5]	Revisions Revise writing based on feedback [W.3.5, ELD.PI.3.10]
Lesson 10	Independent/Partner Reading: Rereading a chapter of choice. [RL.3.10]		**Spelling Assessment:** Words using spelling patterns and rules for the sound /s/. [L.3.1h, ELD.PIII.3]	Final Draft and Illustrations Write a final draft of a character description and create illustrations to support writing. [W.3.5, ELD.PI.3.10]
Lesson 11	Independent Reading: Create a comic book page based on literary text. [RL.3.2, ELD.PI.3.6	Character Descriptions Presentation of character descriptions. [SL.3.4, ELD.PI.3.9]		
Pausing Point (1 Day)	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**

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Unit 7: Astronomy—Our Solar System and Beyond (23 days)

Reader*: What's in Our Universe?*

This unit will build upon what students have already learned about astronomy and introduces them to new information about this science. Through reading and listening to Read-Alouds, students will learn more about our solar system, our galaxy, other galaxies, and the universe. Students will be introduced to the concept of gravity and its effects on Earth and in other places in space. A foundation of knowledge will be laid for more in-depth study in later grades of topics such as matter, light-years, and black holes. Students will learn about the difference between a hypothesis and a theory, and dive into the Big Bang theory of how the universe may have originated. Students will also hear about key people and events involved in the study and exploration of outer space.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Whole Group: Chapter 1 "The Sun, Earth, and Our Solar System Answer comprehension questions about the text [RI.3.1, ELD.PI.3.6]	Read-Aloud: "Our Planet Earth" Sequencing the steps of a lunar and solar eclipse [RI.3.3, ELD.PI.3.5]	Word Work: *Universe* Spelling: words using spelling patterns and rules for the /j/ sound [L.3.2f, ELD.PIII.3]	
Lesson 2	Small Group Reading: Chapter 2 "The Moon" Answer questions using evidence from the text. [RI.3.1, ELD.PI.3.6]	Read-Aloud: "Our Solar System, Part I" Compare and contrast a video and text read aloud. [RI.3.9, ELD.3.5]	Grammar Understand cause and effect by combining sentences with the conjunction *so.* [L.3.1h, ELD.PII.3.6]	
Lesson 3	Small Group Reading: Chapter 3 "The Planets Closest to the Sun: Mercury, Venus, Earth, and Mars" Make connections between main ideas in paragraphs. [RI.3.2, ELD.PI.3.6]	Read-Aloud: "Our Solar System, Part II" Think-Write-Share [SL.3.2, ELD.PI.3.5]	Word Work: *Frigid* Spelling Write words using spelling patterns and rules for word with the /j/ sound. [L.3.2f, ELD.PIII.3]	Connecting Main Idea Write a summary statement connecting main ideas. [W.3.8, ELD.PI.3.10a]
Lesson 4	Small Group Reading: Chapter 4 "The Outer Planets: Jupiter, Saturn, Uranus, and Neptune" Make connections between main ideas in paragraphs. [RI.3.2, ELD.PI.3.6]		Morphology Change the meaning of words by adding suffixes *–ful* and *–less.* [L.3.4b, ELD.PII.3.5]	Writing: Compare and Contrast Compare and contrast two texts. [RI.3.9, W.3.2, ELD.PI.3.10b]
Lesson 5	Whole Group : Chapter 5 "Asteroids, Comets, and Meteors" Compare and contrast asteroids, comets, and meteors. [RI.3.8, ELD. PI.3.6]		**Spelling Assessmen**t: Write words using spelling patterns and rules for the sound /j/. [L.3.2f, ELD.PIII.3] Write sentences using the conjunction *so.* [L.3.1h, ELD.PII.3.6]	Comparing and Contrasting Compare and contrast meteors, meteoroids, and meteorites. [RI.3.8, W.3.10, ELD.PI.3.10b]
Pausing Point 1 (1 Day)	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**
Lesson 6	Whole Group : Chapter 6 "Galaxies and Stars" Answer questions about key ideas and details from		Grammar Combine sentences using conjunctions *and* and *or.* [L.3.1h, ELD.PII.3.6]	Reading/Writing Choice Board Respond to text for different purposes.

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	the text. [RI.3.1, RI.3.2, ELD.PI.3.6]		Spelling Write words using spelling patterns and rules for the sound /n/ [L.3.2e, ELD.PIII.3]	[W.3.10, ELD.PI.3.10b]
Lesson 7	Partners/Independent: Compare and Contrast two texts on the same topic. [RI.3.9, ELD.PI.3.6]	Read-Aloud: "Galaxies" Find key ideas and details. [RI.3.2, ELD.PI.3.5]	Morphology Change the meaning of root words by adding suffixes. *–ful* and *–less* [L.3.4b, ELD.PII.3.5]	
Lesson 8	Independent Reading: Chapter 7 "Constellations" Answer questions using evidence from the text. [RI.3.1, ELD.PI.3.6]	Read-Aloud: Stars and Constellations" Poem: "Escape at Bedtime" Compare and contrast .ideas [SL.3.1d, ELD.PI.3.1]	Grammar Write sentences showing cause and effect using the conjunction *so.* [L.3.1h]	
Lesson 9		Read-Aloud: "Space Exploration" Make before and after responses to text read aloud. [SL.3.2, ELD.PI.3.5]	Word Work: *Triumph* Write words with the spelling sound /n/ and add appropriate suffixes to make sense in sentences. [L.3.2e, ELD.PIII.3]	Writing an Opinion Write an opinion about the future of space exploration. [W.3.1, ELD.PI.3.10]
Lesson 10	Partner Reading: Chapter 8 "Exploring Space" Answer questions by finding evidence in the text [RI.3.1, ELD.PI.3.6] Find the relationship between content vocabulary words. [RI.3.4, ELD.PI.3.12]		**Spelling Assessment**: words using spelling patterns and rules for the sound /n/. [L.3.2f, ELD.PIII.3]	Reading/Writing Choice Board Respond to text for different purposes. [W.3.10, ELD.PI.3.10b]
Lesson 11	Close Reading, Part 1: "Gravity" Find key ideas, details, words, and phrases. [RI.3.2, ELD.PI.3.6]		Spelling Write words using spelling patterns and rules for sounds /ae/, /k/, /s/, /j/, and /n/. [L.3.2f, ELD.PII.3]	Summary of Gravity Experiment [W.3.8, ELD.PI.3.10b]
Lesson 12	Close Reading, Part 2: "Gravity" Demonstrate comprehension in a close reading activity. [RI.3.1, RI.3.2, RI.3.4, ELD.PI.3.6]		Grammar Use correct punctuation in sentences with dialogue. [L.3.2c, ELD.PIII.3]	3-2-1 Reflection Write a reflection about information learned from reading. [W.3.8, ELD.PI.3.10b]
Pausing Point 2 (1 day)	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**
Lesson 13	Whole Group: Read-Aloud "Nicolaus Copernicus" Demonstrate comprehension of a text. [RI.3.1, ELD.PI.3.6]	Small Group: Read narrative text aloud with accuracy, appropriate rate, and expression. [RF.3.4b, ELD.PIII.3]		Writing the Script Write a narrative Reader's Theater script based on informational text about Nicolaus Copernicus. [W.3.3, W.3.10, SL.3.1, ELD.PI.3.2]
Lesson 14	Small Group Reading: Chapter 9 "A Walk on the Moon" and Chapter 10 "What's It Like in Space?'" Compare and contrast two texts. [RI.3.9, ELD.PI.3.6]	Performing Reader's Theater Read narrative text aloud during Reader's Theater. [RF.3.4b, SL.3.4, ELD.PI.3.9]	Morphology Review Use the meaning of suffixes to choose the correct word in sentences. [RF.3.3a, ELD.PI.3.7]	

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Lesson 15	Independent Reading: Chapter 11 “The Space Shuttle” Comprehension Questions [RI.3.1, ELD. PI.3.6] Connecting sentences in a paragraph. [RI.3.8, ELD.PII.3.1]	Small Group: Work collaboratively to connect sentences in a paragraph. [SL.3.1, SL.3.1d, ELD.PI.3.1]	**Spelling Assessment**: words with sounds /ae/, /k/, /s/, /j/, and /n/ [L.3.2f, ELD.PIII.3]	Paragraph Writing: Connecting Sentences Write a brief informational paragraph using words that connect sentences in a logical sequence. [RI.3.8, W.3.10, ELD.PII.3.1]
Lesson 16	Whole Group: Chapter 12 “Dr. Mae Jemison” Sequence life events in order. [RI.3.3, ELD.PI.3.6] Compare and contrast two texts about Mae Jemison. [RI.3.9, ELD. PI.3.6]	Read-Aloud: “Mae Jemison” Demonstrate listening comprehension. [SL.3.2, ELD.PI.3.5]	Word Work: Mission Sayings and Phrases: *A Feather in Your Cap*	Opinion: Quote by Mae Jemison Write an opinion about a famous quote by Mae Jemison. [W.3.1. ELD.PI.3.11]
Lesson 17	Independent Reading: “Stargirl” Answer questions using evidence from the text. [RL.3.1, ELD.PI.3.6] ***Optional Fluency Assessment: “The Hoba Meteorite”** **[RF.3.3, RF.3.4a-c]**	The International Space Station Identify key ideas and details from websites and videos . [SL.3.2, ELD.PI.3.6]	Grammar Use correct punctuation to indicate singular possessive nouns. [L.3.2d, ELD.PIII.3]	Introducing Informative Writing: Planning Plan to write an informative piece about a day in the life of an astronaut aboard the International Space Station. [W.3.5, ELD.PI.3.10b]
Lesson 18	Independent Reading: Chapter 13 “The International Space Station” Respond to text for different purposes. [W.3.10, ELD.PI.3.10b]		Grammar Use correct punctuation to indicate plural possessive nouns. [L.3.2d, ELD.PIII.3]	Informative Writing: Plan and Draft Plan and draft an informative piece about a day in the life of an astronaut aboard the International Space Station. [W.3.2, W.3.2a-d, W.3.4, ELD.PI.3.10a]
Lesson 19	**Performance Task, Part 1** “The Big Bang Theory” Identify cause and effect and sequence ideas about the Big Bang theory [RI.3.3, RI.3.8] Compare and contrast two texts about the Big Bang theory. [RI.3.9]			Informative Writing: Drafting/Revising Revise informative writing. [W.3.5, ELD.PI.3.10a]
Lesson 20	**Performance Task, Part 2** “The Big Bang Theory” Gather evidence from two texts to write an extended response. [RI.3.3, RI.3.8, W.3.2]			Informative Writing: Edit/Publish Edit and publish informative writing describing a day in the life of an astronaut on the International Space Station. [W.3.2 a-d, W.3.5, ELD.PI.2.10a]
Pausing Point 3 (1 Day)	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**

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Unit 8: Native Americans: Regions and Cultures (15 Days)

Reader*: Native American Stories*

This unit reviews what students have already learned in previous grades about the first known inhabitants of North America. Students will learn more in-depth information about how some Native Americans first migrated from Asia to North America, how many scientists think they spread throughout the continents of North America and South America, and how their ways of obtaining food changed over the years. Furthermore, students will learn details about how people adapted to the environment of the region in which they settled and how that adaptation shaped their cultural identity. Students will also learn the idiom "cold shoulder," and that this custom of some Native Americans was used as a form of punishment.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Whole Group: Chapter 1 "Etu, the Hunter" Describe characters and explain how their actions contribute to the sequence of events. [RL.3.3, ELD.PI.3.6]	Core Connections Identify North America, South America, and Asia on a map [SL.3.2, ELD.PI.3.5] Read-Aloud: "Spreading Through the Continents" Identify the cause and effect relationship related to the change from nomadic Native Americans to Native Americans who settled in one place. [RI.3.3, ELD.PI.3.6]	Word Work: *Nomadic* Use spelling patterns and generalizations in writing words with the /ə/ sound spelled 'a' and 'e'. [L.3.2f, ELD.PIII.3]	
Lesson 2		Read-Aloud: "Changing Ways of Life" Explain the connection between words and illustrations in a text about Native Americans. [RI.3.7, ELD.PI.3.6]	Word Work: *Environment* Grammar Form and use plural possessive nouns. [L.3.2f, ELD.PIII.3]	Compare and Contrast Quick Write Make personal connections to text by describing the cultural identity of present-day communities. [W.3.8, ELD.PI.3.10a]
Lesson 3	Whole Group: Chapter 2 "Akando and Aponi, the Gatherers" Explain how specific aspects of illustrations contribute to what is conveyed by the words in the story. [RL.3.7, ELD.PI.3.6]	Engaging Audio Recordings: Elements Identify qualities of engaging audio recordings of stories. [SL.3.5, ELD.PI.3.9]	Morphology Determine the meaning of words formed when *–ish* or *–ness* is added to the known root word. [L.3.2f, ELD.PIII.3] Practice Singular Possessive Nouns Spelling: Blank Busters	
Lesson 4		Read-Aloud: "Native Americans of the Greater Mississippi River Areas" Ask and answer questions about the text. [RI.3.1, ELD.PI.3.6]	Morphology Determine the meaning of words formed when *–ish* and *–ness* are added to the root words. [L.3.4b, ELD.PIII.3] Spelling: Word Sort	Mound Guide Recall information about Mound Builders to share key points about a mound that exists today. [W.3.8, ELD.PI.3.10b]
Lesson 5	Independent Reading: Chapter 3 "Alemeda, the Basket Weaver" Ask and answer questions requiring literal recall and understanding of details by explicitly referring to the text. [RL.3.1, ELD.PI.3.6	Read-Aloud: "Native Americans of the Southwest, Part 1" Describe the cause and effect of events of the Native Americans of the Southwest.	**Spelling Assessment:** Use spelling patterns and generalizations in writing words with the /ə/ sound spelled 'a' and 'e'. [L.3.2f, ELD.PIII.3] Word Work: Intricately	
Lesson 6	Close Reading: Chapter 3	Individual Read-Aloud	Use spelling patterns and	

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	"Alemeda, the Basket Weaver" Make inferences based on the text. [RL.3.10, ELD.PI.3.6[	Practice Read stories aloud from the *Native American Stories* reader using voice to bring the stories to life. [SL.3.5, ELD.PI.3.9]	generalizations in writing words with the /ə/ sound spelled 'al', 'le', and 'el', and /sh/ + /ə/ + /n/ spelled 'tion' [L.3.2f, ELD.PIII.3] Possessive Nouns Form and use plural possessive nouns and use a beginning dictionary to determine key words. [L.3.2d, L.3.4d, ELD.PIII.3] Dictionary Skills	
Lesson 7	Whole Group: Chapter 4 "Alo, the Spirit Giver" Describe characters in the story. [RL.3.3, ELD.PI.3.6]	Read-Aloud: "Native Americans of the Southwest, Part 2" Compare and contrast key details about cultural identity in "Native Americans of the Southwest, Part 1 and Part 2." [RI.3.9, ELD.PI.3.6]	Word Work: Adopted Sayings and Phrases: *cold shoulder* Grammar Form and use plural possessive nouns. [L.3.2d, ELD.PIII.3]	
Pausing Point 1 (1 Day)	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**
Lesson 8	Independent Reading: Chapter 5 "Meda and Flo, the Forest Children" Explain how specific aspects of the illustrations contribute to what is conveyed by the words of the story. [RL.3.7, ELD.PI.3.6]	Read-Aloud: "Native Americans of the Northeast" Determine the main idea and supporting details. [RI.3.2, ELD.PI.3.6]	Word Work: *Cloaked* Morphology Determine the meaning of words formed when *–able* or *–ible* is added to a known root word. [L.3.4b, ELD.PIII.3]	Journal Entry Recall information from the reading and write a short reflection. [W.3.8, ELD.PI.3.10]
Lesson 9		Read-Aloud: "Natives of the Southeast" Compare and contrast the climate in the Southeast to that in the Northeast. [RI.3.9, ELD.PI.3.6] Student Read-Aloud Practice [SL.3.5, ELD.PI.3.9]	Word Work: *Extended family* Morphology Determine the meaning of words formed when *–able* or *–ible* is added to known root words. [L.3.4b, ELD.PIII.3]	
Lesson 10	Partner Reading: Chapter 6 "Adoette and Awan, the Bird Chasers" Ask and answer questions requiring recall and understanding of details by explicitly referring to the text. [RL.3.1, ELD.PI.3.6]	Read-Aloud Practice Practice reading aloud in order to create an engaging audio recording. [SL.3.5, ELD.PI.3.9]	**Spelling Assessment:** use patterns and generalizations in writing words with the /ə/ sound spelled 'al', 'le', and 'el', and /sh/ + /ə/ + /n/ spelled 'tion'. [L.3.2f, ELD.PIII.3] Grammar Review Form and use singular and possessive nouns. [L.3.2d, ELD.PIII.3] Dictionary Skills	
Lesson 11	Whole Group: Chapter 7 "Yutu, the Dog Trainer" Describe characters in the story and explain how their actions contribute to the	Read-Aloud: "Native Americans in the Arctic/Subarctic" Describe the steps in procedures by identifying	Word Work: Inhospitable	

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	sequence of events. [RL.3.3, ELD.PI.3.6]	sequenced events [RI.3.3, ELD.PI.3.6] Partner Read-Aloud Practice Practice reading a text aloud in order to create an engaging audio recording. [SL.3.5, ELD.PI.3.9]		
Lesson 12	Independent Reading: Chapter 8 “The Hunting of the Great Bear: An Iroquois Tale” Explain how specific aspects of the illustrations contribute to what is conveyed by the words of the story. [RL.3.7, ELD.PI.3.6] External and Internal Traits Describe characters in “The Hunting of the Great Bear: An Iroquois Tale.” [RL.3.3, ELD.PI.3.6]	Student Read-Aloud Record Read-Alouds and score themselves in each category on the rubric. [SL.3.5, ELD.PI.3.9]		
Lesson 13	**Student Skills Assessment** Whole Group Reading: Compare and Contrast Use information learned in the unit to compare and contrast Native American groups. [RI.3.9] Remediation and Enrichment Read and comprehend stories independently. [RL.3.10] ***Optional Fluency Assessment: The Taos Pueblo”**			
Pausing Point 2 (1 Day)	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**

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Unit 9: Early Explorations of North America (16 days)

Reader*: The Age of Exploration*

This unit reviews what students have already learned about the early European exploration of North America. Students will learn more in-depth information about the motivations behind European exploration, how those motivations changed over time, and how the European explorers and settlers interacted with the Native Americans already inhabiting the continent. Furthermore, students will learn details about the voyages of Christopher Columbus; the conquistadors Juan Ponce de León, Hernando de Soto, and Francisco Vasquez de Coronado; and the explorers John Cabot, Henry Hudson, and Samuel de Champlain. Students will also learn the idioms "last straw" and "touch and go." The content students learn in this grade will serve as the basis for more in-depth study in the later grades of European exploration and settlement of North America.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Whole Group/Independent/Small Group: "Introduction to the Age of Exploration," Chapter 1 "The Lure of Spices," and Chapter 2 "Toscanelli's Map" Answer questions about the European quest for spices and Toscanelli''s map. [RI.3.1, ELD.PI.3.6]	Core Connections Locate key places visited by early explorers. [SL.3.2, ELD.PI.3.5]	Spelling Use spelling patterns and rules for words with the /ue/ sound. [L.3.2f, ELD.PIII.3]	Writing Pre-Assessment Write an opinion piece on the motivating factors of the early explorers supporting their point of view with reasons. [W.3.1a, ELD.PI.3.11]
Lesson 2	Independent Reading: Chapter 3 "Navigation in the Age of Exploration" Answer questions about navigation and explain how explorers kept track of where they were going by explicitly referring to the text. [RI.3.1, ELD.PI.3.6]	Read-Aloud: "1492: A Year That Changed the World" Determine the main idea and recount key details using the 5 Ws (who, what, where, when, why). [RI.3.2, ELD.PI.3.6]	Word Work: Propose Multiple Meaning Words Use a glossary to determine or clarify the precise meaning of key ideas and phrases. [L.3.4d, ELD.PI.3.6]	Introduce Linking Words Use linking words *for example* to connect reasons and to connect ideas with categories of information. [W.3.1c, W.3.3c, ELD.PII.3.6]
Lesson 3	Close Reading: Chapter 3 "Navigation in the Age of Exploration" Read closely and determine the meaning of words and phrases relevant to navigation. [RI.3.10, ELD.PI.3.6]	Read-Aloud: "Columbus and the Conquistadors" Expedition Log Categorize and organize facts about the explorations of Christopher Columbus. [W.3.8, ELD.PI.3.10]	Word Work: *Conquistadors* Introduce Prefixes *pro–* and *anti–* Identify and use the meaning of prefixes *pro–* and *anti–*. [RF.3.3a, ELD.PIII.3]	Introduce Linking Words Use linking words *in conclusion* to connect reasons and to connect ideas with categories of information. [W.3.1c, W.3.2c, ELD.PII.3.6]
Lesson 4	Independent Reading: Chapter 4 "El Castillo de San Marcos" Answer questions by referring explicitly to the text as the basis for the answers. [RI.3.1, ELD.PI.3.6]	Read-Aloud: "Juan Ponce de León" Expedition Log Summarize facts about Juan Ponce de León's explorations. [SL.3.4, ELD.PI.3.11]	Word Work: *Colonization* Practice Prefixes *pro–* and *anti–* Use the prefixes *pro–* and *anti–*. [RF.3.3a, ELD.PIII.3]	Introduce Linking Words Use linking words *in the same way* and *in contrast* to connect reasons. [W.3.1c, ELD.PII.3.6]
Lesson 5	Independent Reading: Chapter 5 Compare Hernando de Soto's expeditions with those of Ponce de León. [RI.3.9, ELD.PI.3.6]	Read-Aloud: Chapter 5 "Hernando de Soto" Demonstrate understanding of the text using information gained from images and words presented about Hernando	**Spelling Assessment:** Use spelling patterns and generalizations in writing words /ue/ spelled 'u', 'u_e', and 'ue'. [L.3.2f] Word Work: Disastrous	Practice Linking Words Connect ideas with categories of information using linking words. [W.3.1c, W.3.2c, ELD.PII.3.6]

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		de Soto. [RI.3.7, ELD.PI.3.6]		
Lesson 6	Small Group Reading: Chapter 6 “Coronado Reports to the King” Identify areas Francisco Vasquez de Coronado explored. [RI.3.7, ELD.PI.3.6]	Read-Aloud: “Francisco Vasquez de Coronado” Listen to “Francisco Vasquez de Coronado” and summarize facts about his explorations. [SL.3.4, ELD.PI.3.11]	Word Work: *Investigative* Write words using spelling patterns and rules for words with the /oo/ sound. [L.3.2f, ELD.PIII.3]	Exploration Chart Categorize and organize facts about the Spanish explorers based on reading and notes . [W.3.8, ELD.PI.3.10]
Lesson 7	Independent Reading: Chapter 7 “Spanish Settlements” Write an opinion paragraph about using facts from the reading. [RI.3.2, W.3.1a–d, ELD.PI.3.11]	Read-Aloud: Chapter 7 Spanish Settlements” Summarize facts about Spanish missions. [SL.3.4, ELD.PI.3.11]	Word Work: *Achievements* Build Sentences with Linking Words Use linking words for example to connect reasons and to connect ideas with categories of information. [W.3.1c, W.3.2c, ELD.PII.3.6]	Short Answer/Opinion Write an opinion of the Spanish explorers’ interactions and achievements. [W.3.1b, ELD.PI.3.11]
Pausing Point 1 (1 Day)	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**
Lesson 8	Small Group Reading: Chapter 8 “John Cabot” Compare and contrast the motivating factors and travel trajectories of John Cabot and Christopher Columbus. [RI.3.9, ELD.PIII.3]	Read-Aloud: “John Cabot” Compare and contrast the motivating factors and travel trajectories of John Cabot and Christopher Columbus. [RI.3.9, ELD.PI.3.6]	Introduce Comparative and Superlative Adjectives Apply suffixes *–er* and *–est* to make comparisons. [L3.1g, ELD.PI.3.4]	
Lesson 9	Close Reading: Chapter 8 “John Cabot” Closely read and correctly answer comprehension questions about John Cabot with supporting evidence from the text. [RI.3.10, ELD.PI.3.6]	Visual Discovery Interpret a painting illustrating John Cabot’s journey to find the Northwest Passage, using complete sentences and domain vocabulary. [RI.3.7, SL.3.1c–d, SL.3.3, ELD.PI.3.1]	**Spelling Assessment:** Students will apply spelling patterns to correctly spell words containing the /eu/ sound. [L.3.2e–f, ELD.PIII.3]	Introduce Opinion Writing Use examples from the chapter to support their opinions of whether or not the hardships of life as a sailor on Cabot’s crew would be worth the glory or adventure. [W.3.1a–b, ELD.PI.3.11]
Lesson 10	Partner Reading: Chapter 9 “Henry Hudson Determine cause and effect relationships between the events in the exploration and journey of Henry Hudson. [RI.3.3, RI.3.8, ELD.PI.3.6]	Read-Aloud: Chapter 9 “Henry Hudson” Evaluate the success of Henry Hudson’s explorations of North America. [RL.3.1, RL.3.3, ELD.PI.3.6] Compare the journeys and experiences of Henry Hudson to other explorers .[RI.3.9, ELD.PI.3.6]	Word Work: *Unfamiliar* Spelling Apply spelling patterns to correctly spell words containing the /f/ sound .[L.3.2e–f, ELD.PIII.3]	
Lesson 11	Partner Reading: Chapter 10 “Samuel de Champlain” Interpret information from the text to assign character traits to Samuel de	Read-Aloud: Chapter 10 “Samuel de Champlain” Describe the long-term effects of Champlain’s expeditions in North	Word Work: *Envisioned* Comparison and Superlative Adjectives Apply words more and most to comparative and	

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	Champlain. [RI.3.1, RI.3.6, ELD.PI.3.6]	America. [RI.3.8, ELD.PI.3.7] Evaluate and compare the success of European explorers in North America. [RI.3.9, ELD.PI.3.6]	superlative adjectives. [L.3.1g, ELD.PI.3.12]	
Lesson 12	Partner Reading: Chapter 11 "The Fur Trade and Samuel de Champlain" Explain the role of trading posts in the development of French colonies in present-day Canada. [RI.3.1, RI.3.3, ELD.PI.3.6]	Explorer Review Describe the discoveries and contributions of European explorers from Unit 9. [RI.3.7, ELD.PI.3.6]	Prefix Review Use the correct forms of words containing the prefixes *pro–* and *anti–* within a sentence. [L.3.4b, ELD.PI.3.12]	Opinion Writing Use examples from the unit to support their opinions of which explorer had the greatest success in North America. [W.3.1a–b, ELD.PI.3.11]
Lesson 13	Independent Reading: Chapter 12 "A History of People in North America" Explain the differing opinions on the origin of Europeans on North America. [RI.3.1, RI.3.3, ELD.PI.3.6]	Explorers Unit Review Describe the discoveries and contributions of European explorers from Unit 9. [RI.3.7, ELD.PI.3.6]	Dictionary Skills Demonstrate knowledge of how to properly use a dictionary to define words. [L.3.4d, ELD.PI.3.12]	Opinion Writing Use examples from the unit to support their opinions of which explorer had the greatest success in North America. [W.3.1a–b, ELD.PI.3.11]
Pausing Point 2	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**
Lesson 14	**Student Skills Assessment** Foundational Skills ***Optional Fluency Assessment** **[RF.3.4, ELD.PIII.3]**	Independent Reading Independently read an informational text. [RI.3.10, ELD.PI.3.6]	**Spelling Assessment** Apply spelling patterns to correctly spell words containing the /f/ sound. [L.3.2f, ELD.PII.3]	

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Unit 10: Colonial America (19 Days)

Reader*: Living in Colonial America*

This unit builds upon what students have learned about the exploration and settlement of North America by Native Americans and Europeans, and reviews what students may have already learned about the English colonies in North America. Students will learn more about the way in which the English colonies were established and how each developed a unique culture. Furthermore, students will learn details about the way in which the climate, geography, and motivations of the settlers influenced life in each of the thirteen colonies. Finally, students will hear a brief overview of the events leading to the signing of the Declaration of Independence, the Revolutionary War, and the establishment of the United States as its own nation.

Note: In this unit, students will hear about the role the tobacco industry played in the economic success of Jamestown, Virginia, and eventually the Southern region. You may wish to reiterate to students that smoking is an extremely unhealthy habit and that, by law, children are not allowed to use tobacco.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Whole Group: Chapter 1 "Introduction to *Living in Colonial America*" Ask and answer questions requiring literal recall and understanding of details of the "Introduction to Living in Colonial America." [RL.3.1, ELD.PI.3.6]	Core Connections Guest Speaker Ask and answer questions about colonial America from a speaker [SL.3.3, ELD.PI.3.5] Read-Aloud: "The English Colonies" Make predictions prior to "The English Colonies" about why Roanoke Island is called the Lost Colony based on the text heard thus far, and then compare the actual outcomes to predictions. [SL.3.1a, ELD.PI.3.3]	Word Work: *Established* Spelling Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with spelling patterns /ə/, /ə/ / + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/. [L.3.2f, ELD.PIII.3]	
Lesson 2	Partner Read/Whole Group: Chapter 2 "The First English Colony" Retell the story of the Lost Colony in their own words. [RL.3.2, ELD.PI.3.6]		Grammar: Mixed Review Form and use comparative and superlative adjectives. [L.3.1g, ELD.PI.3.12]	Introducing Narrative Writing Explain the basic parts of a narrative plot. [W.3.3, ELD.PI.3.10]
Lesson 3	Whole Group: Chapter 3 "Jamestown, Part I: A New Life" Ask and answer questions, orally or in writing, requiring literal recall and understanding of the details of "Jamestown, Part I: A New Life" by explicitly referring to the text. [RL.3.1, ELD.PI.3.6]	Read-Aloud: "The Founding of Jamestown" Make personal connections to the experience of setting sail on a voyage in "The Founding of Jamestown." [W.3.8, ELD.PII.3.10]	Introduce Prefixes Identify and use the meaning of prefixes *uni–, bi–, tri–,* and *multi–* [RF.3.3a, ELD.PIII.3] Adverbs that compare actions. Spelling: Blank Busters	
Lesson 4	Small Group: Chapter 5 "Jamestown, Part II: Hunting the Powhatan	Read-Aloud: Chapter 4 "Jamestown and the Powhatan"	Word Work: *Consequently* Adverbs That Compare Actions	

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	Way" Retell the story in their own words. [RL.3.2; ELD.PI.3.6]	Ask and answer questions in writing requiring literal recall and understanding of details. [RL.3.1; ELD.PI.3.6]	Form and use comparative and superlative adverbs. [L.3.1g; ELD.PII.3.3] Practice Prefixes Spelling: Word Sort	
Lesson 5	Independent Reading: Chapter 7 "Plantation Life" Determine the main idea of "Plantation Life"; recount the key details and explain how they support the main idea. [RI.3.2; ELD.PI.3.6]	Read-Aloud: Chapter 6 "Cash Crops, the Carolinas, and Slavery Determine the main idea; recount the key details and explain how they support the main idea. [RI.3.2; ELD.PI.3.6]	**Spelling Assessment:** Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with spelling patterns /ə/, /ə/ / + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/. [L.3.2f, ELD.PIII.3] Word Work: *Transformed*	Developing Characters Develop character(s) in a narrative story. [W.3.3; ELD.PI.3.10a]
Lesson 6	Whole Group: Chapter 8 "Early Days in Georgia" Ask and answer questions, in writing, requiring literal recall and understanding of the details by explicitly referring to the text. [RL.3.1; ELD.PI.3.6]	Read-Aloud: Chapter 9 "The Founding of Maryland and Georgia" Determine the main ideas and supporting details. [RI.3.1; ELD.PI.3.6]	Word Work: *Inevitable* Comparative and Superlative Adverbs Form and use comparative and superlative adverbs. [L.3.1g; ELD.PIII.3] Spelling	Dialogue Use dialogue in their writing to show the thoughts, feelings, and actions or reactions of characters. [W.3.3; ELD.PI.3.10a]
Lesson 7	Independent/Small Group: Chapter 10 "The Pilgrims, Part I: Arrival" Demonstrate preparedness for a discussion, having read and studied "The Pilgrims, Part I: Arrival," to explore content under discussion. [SL.1.3a, ELD.PI.3.1]	Read-Aloud: "Religious Freedom and the First Thanksgiving" Make predictions and then compare the actual outcomes to predictions. [SL.3.1a: ELD.PI.3.1]	Comparative and Superlative Adverbs Form and use comparative and superlative adverbs. [L.3.1g, ELD.PII.3.3]	Narrative Writing Sequence events in a narrative story. [W.3.3, ELD.PI.3.10.a]
Lesson 8	Small Group: Chapter 11 "The Pilgrims, Part II: Thanksgiving Celebration" Ask and answer questions, in writing, requiring literal recall and understanding by explicitly referring to the text. [RL.3.1, ELD.PI.3.6]	Read-Aloud: "Religious Freedom and the First Thanksgiving" Make predictions about "Religious Freedom and the First Thanksgiving" and then compare the actual outcomes to predictions. [SL.3.1a, ELD.PI.3.1]	Word Work: *Optimistic* Comparative and Superlative Adverbs Form and use comparative and superlative adverbs. [L.3.1g. ELD.PII.3.3] Spelling: Blank Busters	Writing a Conclusion Write a conclusion to a narrative story. [W.3.3, ELD.PI.3.10.a]
Lesson 9	Independent Reading: Chapter 13 "Puritan Life" Read a narrative about Puritan life and answer questions about the text. [RL.3.1, ELD.PI.3.6]	Read-Aloud: Chapter 12 "Religious Dissent in the New England Colonies" Compare and contrast the Pilgrims and the Puritans in "Religious Dissent and the New England Colonies." [RI.3.9, ELD.PI.3.5]	Word Work: *Dissenter*	Narrative Writing: Revising Revise a draft of a narrative story using a revision checklist. [W.3.3, W.3.5, ELD.PI.10a]
Pausing Point 1 (1 Day)	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**

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Lesson 10		Read-Aloud: Chapter 14 "The Middle Colonies" Ask and answer questions after reading a text about the Middle colonies. [RI.3.1, ELD.PI.3.6]	**Spelling Assessment** Spell words correctly using spelling patterns and rules for sound /oi/ [L.3.2f, ELD.PIII.3] Comparative and Superlative Adverbs in Sentences Write sentences using comparative and superlative Adverbs. [L.3.1g, ELD.PII.5]	Narrative Writing: Editing Publishing Complete editing and publishing narrative stories. [W.3.5, ELD.PI.10a]
Lesson 11	Partner Reading: Chapter 15 "The Quakers" Read and answer questions about the Quakers and the Lenni Lenape using evidence in the text. [RL.3.1, ELD.PI.3.6]	Read-Aloud: "Pennsylvania and the Quakers" Listen to and discuss a text about William Penn and the Quakers. [SL.3.2, ELD.PI.3.5]	Word Work: *Founding* Morphology Determine the meaning of words with prefixes *over–, mid–,* and *under–* [RF.3.3a, L.3.4b, ELD.PIII.3] Spelling Spell words correctly using spelling patterns and rules for the sound /ou/. [L.3.2f]	
Lesson 12	Independent Reading: Chapter 16 "Matthew, the Apprentice" Read a story and answer questions about a young apprentice in Colonial America [RL.3.1; ELD.PI.3.6]	Read-Aloud: "Colonial Life" Listen to a text about colonial life and compare and contrast colonial life with present day. [SL.3.2; ELD.PI.3.5]	Grammar Identify subject pronouns and pronoun antecedents. [L.3.1f; ELD.PIII.3]	Letter to Matthew's Father Write a letter in response to reading the story "Matthew, the Apprentice." [W.3.10; ELD.PI.3.10a]
Lesson 13	Partner Reading: Chapter 17 "Life on a Farm in the Middle Atlantic Colonies, Part I" Independent Reading: Chapter 18 "Life on a Farm in the Middle Atlantic Colonies, Part II" Read two texts and gather the main ideas and details about life on a farm in the Middle Atlantic colonies. [RL.3.2; W.3.8; ELD.PI.3.6]		Morphology Identify the meaning of words with prefixes *over–, mid–,* and *under–.* [RF.3.3a; L.3.4b; ELD.PIII.3]	Writing the Next Chapter: Research Conduct research to write a brief narrative about life in one of the thirteen colonies. [W.3.7; ELD.PI.3.10b]
Lesson 14		Read-Aloud: Chapter 19 "The Road to Revolution, Part I" Read and listen to a text about the beginnings of the American Revolution and identify cause and effect of certain events. [RI.3.3; ELD.PI.3.6]	Grammar Identify object pronouns in sentences. [L.3.1f; ELD.PIII.3]	Writing the Next Chapter: Drafting Write the next chapter to one of the stories about the colonies studied in the unit. [W.3.10; ELD.PI.3.2]

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Lesson 15	Read-Aloud: Chapter 20 "The Road to Revolution, Part II" Read and listen to a text about the beginnings of the American Revolution and identify the cause and effect of certain events. [RI.3.3, ELD.PI.3.6]	Writing the Next Chapter: Presenting Present and listen to stories written during the shared writing activity and pose questions to the presenter. [SL.3.3, ELD.PI.3.1]	**Spelling Assessment:** spell words correctly using the /ou/ sound [L.3.2f] Sayings and Phrases: *Actions speak louder than words.*	
Lesson 16	**Unit Assessment** ***Optional Fluency Assessment**	Sharing My Chapter Students will share their writing with a partner. [SL.3.4, ELD.PI.3.1]		My Next Chapter Write a narrative about one of the characters from Living in Colonial America. [W.3.3, W.3.10, ELD. PI.3.10a] [W.3.3, W.3.10]
Pausing Point 2 (1 Day)	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**
Pausing Point 3 (1 Day)	***Opportunity for enrichment and/or remediation in content and reading comprehension**	***Opportunity for enrichment and/or remediation in speaking and listening**	***Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling**	***Opportunity for enrichment and/or remediation in writing**

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Unit 11: Ecology (12 days)

Reader*: Introduction to Ecology*

The content of Unit 11 focuses on ecology. This unit will build upon what students have learned in earlier grades about animal habitats and taking care of the earth. Students will learn about food chains, the balance of nature, changes to the environment, and protecting the environment. Students will also read a biography of John Muir.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	**Assessment** End-of-Year Silent Reading Group Reading: Chapter 1: "Living Things and Their Habitats" Students will answer questions to demonstrate understanding of "Living Things and Their Habitats" referring explicitly to the text as the basis for the answers. [RI.3.1; ELD PI.3.6] Students will determine the meaning of general academic and domain-specific words and phrases relevant to living things and their habitats in "Living Things and Their Habitats." [RI.3.4; ELD.PI.3.6]		Introduce Spelling Words Students will use conventional spelling for words with the sound /aw/ spelled 'au', 'aw', 'al', 'ough', and 'augh'. [L.3.2f]	Partner Journals Students will introduce a topic and group related information together. [W.3.2a; ELD.PI.3.10] Students will develop the topic with facts, definitions, and details. [W.3.2b, ELD.PI.3.10]
Lesson 2	**Assessment** End-of-Year Silent Reading Reading: Chapter 2: "Food Chains" Students will read "Food Chains" answer questions (including *what* questions) to show their understanding of key details by referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6] Students will determine the meaning of general academic and domain-specific words relevant to food chains in "Food Chains." [RI.3.4; ELD.PI.3.6]			Partner Journals Students will introduce a topic and group related information together. [W.3.2a; ELD.PI.3.10] Students will develop the topic with facts, definitions, and details. [W.3.2b; ELD.PI.3.10]

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Lesson 3	**Assessment** Grammar Assessment Reading: “Producers, Consumers, and Decomposers” Students will answer questions to demonstrate understanding of "Producers, Consumers, and Decomposers" referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6] Students will determine the meaning of general academic and domain-specific words relevant to producers, consumers, and decomposers in "Producers, Consumers, and Decomposers." [RI.3.4; ELD.PI.3.6] **Optional Assessment** Word Reading in Isolation Assessment and/or Fluency Assessment	Morphology: *Review* Prefixes Students will identify and use the meaning of *uni–, bi–, tri–, multi–, over–, mid–* , and *under–.* [RF.3.3a; ELD.PI.3. 12b] Spelling: Blank Busters Students will use this week’s spelling words for adding suffixes *–s, –ed, –ing, –er,* and *–ly* to base words. [L.3.2e; ELD.PI.3.12b]	Partner Journals Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a; ELD.PI.3.10] Students will develop the topic with facts, definitions, and details. [W.3.2b; ELD.PI.3.10]
Lesson 4	**Assessment** Morphology Assessment “The Balance of Nature” Students will answer questions to demonstrate understanding of "The Balance of Nature" referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6] Students will determine the meaning of general academic and domain-specific words and phrases relevant to nature in "The Balance of Nature." [RI.3.4; ELD.PI.3.6]	Grammar: Practice Subject and Object Pronouns Students will use subject and object pronouns and explain their function in sentences. [L.3.1a; ELD.PII.3.4] Spelling Students will use conventional spelling for words with the sound /aw/ spelled ‘au’, ‘aw’, ‘al’, ‘ough’, and ‘augh’. [L.3.2f]	Partner Journals Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a; ELD.PI.3.10] Students will develop the topic with facts, definitions, and details. [W.3.2b; ELD.PI.3.10]
Lesson 5	“Natural Changes to the Environment” Students will answer questions to demonstrate understanding of "Natural Changes to the Environment" referring explicitly to the text as the basis for the answers. [RI.3.1, ELD PI.3.1] Students will determine the meaning of general academic and domain-specific words relevant to nature in "Natural Changes to the Environment."	**Language** Spelling Assessment Practice Subject and Object Pronouns Students will use subject and object pronouns and explain their function in sentences. [L.3.1a] Spelling: Practice Dictionary Skills Students will consult reference materials, including beginning dictionaries, as needed to	Partner Journals Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a] Students will develop the topic with facts, definitions, and details. [W.3.2b] Students will establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [W3.3a]

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	[RI.3.4]		check and correct spellings. [L.3.2g]	
Lesson 6	"Human Changes to the Environment" Students will answer questions to demonstrate understanding of "Human Changes to the Environment" referring explicitly to the text as the basis for the answers. [RI.3.1, ELD PI.3.6] Students will determine the meaning of general academic and domain-specific words relevant to the environment in "Human Changes to the Environment." [RI.3.4; ELD.PI.3.6]		Introducing Spelling Words Students will use conventional spelling for words with the sounds /oi/, /ou/, and /aw/ spelled 'oy', 'ou', 'ough', 'aw', 'oi', 'ow', and 'au'. [L.3.2f]	Partner Journals Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a; ELD.PI.3.10] Students will develop the topic with facts, definitions, and details. [W.3.2b; ELD.PI.3.10] Extension Extend Student Knowledge
Lesson 7	"Environment Damage Caused by Humans" Students will answer questions to demonstrate understanding of "Environmental Damage Caused by Humans" referring explicitly to the text as the basis for the answers. [RI.3.1; ELD PI.3.6] Students will determine the meaning of general academic and domain-specific words relevant to nature in "Environmental Damage Caused by Humans." [RI.3.4; ELD.PI.3.6]		Grammar: Practice Comparative and Superlative Adjectives and Adverbs Students will practice comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. [L.3.1g]	Partner Journals Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a; ELD.PI.3.10] Students will develop the topic with facts, definitions, and details. [W.3.2b; ELD.PI.3.10] Extension Extend Student Knowledge
Lesson 8	"Protecting the Environment" Students will answer questions to demonstrate understanding of "Protecting the Environment" referring explicitly to the text as the basis for the answers. [RI.3.1; ELD PI.3.6] Students will determine the meaning of general academic and domain-specific words relevant to nature in "Protecting the Environment." [RI.3.4; ELD.PI.3.6]	Brainstorm Solutions Students will explain their own ideas and understanding in light of the discussion. [SL3.1.d; ELD.PI.3.1]	Morphology: Review Prefixes Students will identify and use the meaning of *uni–, bi–, tri–, multi–, over–, mid–*, and *under–*. [RF.3.3a; ELD.PIII.3] Grammar Students will practice comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. [L.3.1g; ELD.PII.3.4] Spelling: Blank Busters Students will use this week's spelling words for adding suffixes *–s, –ed, –ing, –er,* and *–ly* to base	

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			words. [L.3.2e]	
Lesson 9	"John Muir" Students will answer questions to demonstrate understanding of "John Muir" referring explicitly to the text as the basis for the answers. [RI.3.1; ELD PI.3.6] Students will determine the meaning of general academic and domain-specific words relevant to nature in "John Muir." [RI.3.4; ELD.PI.3.6]	Project Preparation Explain their own ideas and understanding in light of the discussion. [SL3.1.d; ELD.PI.3.1]	Review Prefixes Students will identify and use the meaning of *uni–, bi–, tri–, multi–, over–, mid–*, and *under–*. [RF.3.3a; ELD.PIII.3] Spelling: Word Sort Students will use conventional spelling for words with the sounds /oi/, /ou/, and /aw/. [L.3.2f]	Write a Letter Students will capitalize appropriate words in titles. [L.3.2a; ELD.PI.3.10] Students will use commas in addresses. [L.3.2b; ELD.PI.3.10]
Lesson 10	Remediation and Enrichment Students will read and comprehend grade-level texts. [RI.3.10; ELD.PI.3.6]	Project Preparation Explain their own ideas and understanding in light of the discussion. [SL3.1.d; ELD.PI.3.9]	**Language** Spelling Assessment Grammar: Match Me if You Can Students will determine agreement between subjects and verbs. [L.3.1f; ELD.PII.3.3] Students will use commas and quotation marks in dialogue. [L.3.2c; ELD.PI.3.10] Spelling: Practice Dictionary Skills Students will consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.3.2g; ELD.PI.3.10]	
Lesson 11		Practice Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. [SL.3.4; ELD.PI.3.9] Students will speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [SL.3.6; ELD.PI.3.9]		
Lesson 12		Presentations Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and		

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	relevant, descriptive details, speaking clearly at an understandable pace. [SL.3.4; ELD.PI.3.9] Students will speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [SL.3.6; ELD.PI.3.9]	

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Scope and Sequence • Skills Strand • Grade 2

The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion.

Unit 1 (22–27 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Basic Code Spellings for /a/, /i/, /p/, /b/, /t/, /d/ Chaining: One-Syllable Short Vowel Words Whole Group Reading Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel Words
Lesson 2	Basic Code Spellings for /o/, /e/, /u/, /k/, /g/ Chaining: One-Syllable Short Vowel Words Whole Group Reading* Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel Words
Lesson 3	Basic Code Spellings for /k/, /j/, /v/, /f/, /h/, /l/ Chaining: One-Syllable Short Vowel Words Whole Group Reading* Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel Words
Lesson 4	Basic Code Spellings for /th/, /th/, /n/, /ng/, /sh/, /ch/ Chaining: One-Syllable Short Vowel Words Whole Group Reading* Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel Words
Lesson 5	Basic Code Spellings for /s/, /z/, /m/, /w/, /r/, /y/, /x/, /qu/ Chaining: One-Syllable Short Vowel Words Whole Group Reading* Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel Words
Lesson 6	Story Reading Assessment			Word Writing: Creating Compound Words

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 7	Story Reading Assessment Word Reading Assessment			Multi-Sentence Description Pictorial Representation
Lesson 8	Story Reading Assessment Word Reading Assessment			
Lesson 9	Story Reading Assessment Word Reading Assessment			Pictorial Representation Word Writing: Creating Compound Words
Lesson 10	Word Reading Assessment			Pictorial Representation Multi-Sentence Description
Lesson 11	Tricky Words: *the, he, she, we, be, me* Double Letter Spellings 'bb', 'cc', 'ck', 'dd', 'ff ', 'gg', 'll' Partner Reading		Spelling Words Introduction: *bandit, shelf, sprang, munch, picnic, think, wish, drift, box, she**	
Lesson 12	Tricky Words: *was, of, a** Double Letter Spellings 'mm', 'nn', 'pp', 'rr', 'ss', 'tt', 'zz'; Whole Group Reading Reading Comprehension: Order of Events			
Lesson 13	Two-Syllable Words Small Group Reading* Reading Comprehension: Multiple Choice			Word Writing: Two-Syllable Words with *–ing* Endings Response to Text: Sentence
Lesson 14	Tricky Words: *do, down, how, to* Tricky Spelling 'g' Small Group Reading			Word Writing: One- and Two-Syllable Words with 'g' > /g/ or /j/
Lesson 15	Tricky Spelling 'c' Small Group Reading		Spelling Assessment	Word Writing: One- and Two-Syllable Words with 'c' > /k/ or /s/
Lesson 16	Spelling Alternatives 'qu', 'wh', 'wr', 'kn' Whole Group Reading		Spelling Words Introduction: *snacking, mixing, smelling, running, kissing, buzzing, hitting, until, problem, how**	Word Writing: One-Syllable Words (with Cues)

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 17	Spelling Alternatives 'ge', 've' Tricky Words: *what, where, why, from** Whole Group Reading*			
Lesson 18	Tricky Words: *once, one* Spelling Alternatives 'se', 'ce', 'tch' Whole Group Reading*			
Lesson 19	Small Group Reading Reading Comprehension: Multiple Choice	Past Tense *–ed*		Word Writing: Two-Syllable Words with *–ed* Endings Response to Text: Sentences
Lesson 20	Tricky Spelling 's'		Spelling Assessment	Word Writing: One- and Two-Syllable Words with 's' > /s/ or /z/
Lesson 21	Tricky Spelling 'n' Tricky Words: *could, would, should* Partner Reading* Reading Comprehension: Multiple Choice		Spelling Words Introduction: *sand, sang, sank, hunt, hung, hunk, thin, thing, think, should**	Response to Text: Sentences
Lesson 22	Tricky Words: *there, said, says, word* Reading: Wiggle Cards	Skills Assessment	Spelling Assessment Dictation Identification Assessment	
Pausing Point	Reading: Wiggle Cards Chaining: One-Syllable Short Vowel Words Review: Sound Spelling, Digraphs, Spelling Alternatives, Tricky Words, Tricky Spellings	Review: Capitalization, Punctuation, Past Tense *–ed*		Word Writing: One- and Two-Syllable Words (with Cues)

*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

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Unit 2 (16–21 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Review: Basic Code Spellings for /ae/ and /ie/ Chaining: One-Syllable Words with Magic 'e' Ending Tricky Words: *I, you, your, street* Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Words Introduction: *yelled, yanked, slumped, limped, plopped, smiled, shrugged, liked, patted, you**	Response to Text: Sentences (with Citation) *
Lesson 2	Review: Basic Code Spellings for /oe/ and /ue/* Chaining: One-Syllable Words with Magic 'e' Ending Reading Two-Syllable Words Tricky Words: *my, by, have* Whole Group and Partner Reading			
Lesson 3	Basic Code Spellings /ee/ Chaining: One-Syllable Words with Magic 'e' Close Reading*			Response to Text: Multi-Sentence Description
Lesson 4	Tricky Words: *all, who* Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Quotation Marks Contractions		Handwriting: Quotations Response to Text: Sentences (with Citation)*
Lesson 5	Review: Tricky Spelling 'oo' Tricky Words: *no, go, so* Small Group Reading		Spelling Assessment	
Lesson 6	Tricky Words: *are, were, some*		Spelling Words Introduction: *smiling, racing, hoping, baking, inviting, confusing, tasting, competing, hopping, were**	Planning a Fictional Narrative *
Lesson 7	Basic Code 'ou' and 'ow' for /ou/			Drafting a Fictional Narrative (Whole Group)

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 8	Basic Code 'oi' and 'oy' for /oy/ *		Chaining: One-Syllable Words	Editing a Fictional Narrative (Whole Group)
Lesson 9	Close Reading Reading Comprehension: Multiple Choice	Quotation Marks Commas		Handwriting: Quotations Word Writing: One-Syllable Words (with Cues) Response to Text: Multi-Sentence Description (with Citation)
Lesson 10	Tricky Words: *they, their*+ Review: Basic Code Spellings for /er/ Partner Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Word and Sentence Writing: Two-Syllable Words with /er/ Endings (with Cues) Response to Text: Sentences (with Citation)
Lesson 11	Review: Basic Code Spellings for /or/ and /ar/ *	Quotation Marks Apostrophes	Spelling Words Introduction: *it's, that's, she's, isn't, aren't, wasn't, I'll, you'll, she'll, their**	Word Writing: One- and Two-Syllable Words (with Cues) Handwriting: Quotations *
Lesson 12	Close Reading*			Planning and Drafting a Narrative Book Report Response to Text: Multi-Sentence Description
Lesson 13	Partner Reading* Close Reading Reading Comprehension: Multiple Choice, Sequencing	Antonyms		Editing a Narrative Book Report Response to Text: Sentence
Lesson 14		Antonyms		Editing and Writing a Final Narrative Book Report
Lesson 15	Whole Group Reading	Apostrophes	Spelling Assessment	Response to Text: Fill-in-the-Blank, Multi-Sentence Description, Pictorial Representation
Lesson 16	Reading Comprehension Assessment Words Correct Per Minute Assessment		Dictation Identification Assessment	

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	Phonics & Reading	Grammar	Spelling	Writing
Pausing Point	Review: Sound Spelling, Tricky Words, Tricky Spelling Reading: Wiggle Cards, Two-Syllable Words Reading Comprehension: Yes/No Questions, Multiple Choice Independent Reading	Review: Quotation Marks	Chaining: One-Syllable Words Dictation Identification: One-Syllable Words	Review: Fictional Narrative Writing, Narrative Book Report Writing Word Writing: One- and Two-Syllable Words (with Cues) Sentence Writing Response to Text: Pictorial Representation, Multi-Sentence Description, Sentences

*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

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Unit 3 (25–30 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternatives for /ae/ Review: Tricky Words Whole Group Reading* *		Spelling Words Introduction: *sister, letter, expert, born, sports, short, mark, started, backyard, some**	*
Lesson 2	Spelling Alternatives for /ae/: 'a_e', 'ai', 'ay'* Partner Reading Reading Comprehension: Multiple Choice*			Word Writing: One- and Two-Syllable Words with 'ai', 'ay', or 'a_e' > /ae/ Response to Text: Sentences (with Citation)
Lesson 3	Spelling Alternatives for /ae/: 'a' Tricky Spelling 'a' Partner Reading* Reading Comprehension: Fill-in-the-Blank		Chaining	Word Writing: One- and Two-Syllable Words with /ae/ Sound Spelling (with Cues) Response to Text: Sentences (with Citation)
Lesson 4	Review: /s/ > 'c', 'ce' /; /j/ > 'g', 'ge' Tricky Spelling 'a' Close Reading Reading Comprehension: Fill-in-the-Blank			Response to Text: Venn Diagram
Lesson 5	Review: Spelling Alternatives		Spelling Assessment: /er/ , /ar/, /or/	Word and Sentence Writing: One- and Two-Syllable Words with 'a_e', 'a', 'ai', or 'ay' > /ae/
Lesson 6	Spelling Alternatives for /oe/ Whole Group and Small Group Reading* Reading Comprehension: Yes/No Questions*		Spelling Words Introduction: *page, germ, digit, gray, space, face, cell, center, carpet, are**	
Lesson 7	Spelling Alternatives for /oe/: 'oa', 'oe'* Chaining: One-Syllable Words	Common Nouns		Word and Sentence Writing: One- and Two-Syllable Words with 'oa', 'oe', or 'o_e' > /oe/, Nouns
Lesson 8	Spelling Alternatives for /oe/: 'o' Tricky Spelling 'o' Close Reading *			Word Writing: One- and Two-Syllable Words with 'o', 'oa', 'oe', 'o_e' Response to Text: Venn Diagram*

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 9	Review: 'kn' > /n/; 'wr' > /r/; 'wh' > /w/; Long Vowels Tricky Spelling 'o' Small Group Reading Reading Comprehension: Fill-in-the-Blank			Word Writing: Building Two-Syllable Words (with Cues)
Lesson 10	Review: Spelling Alternatives Small Group Reading Reading Comprehension: Fill-in-the-Blank		Spelling Assessment	Word Writing: One- and Two-Syllable Words with /oe/ Sound Spelling (with Cues)
Lesson 11	Spelling Alternatives for /ie/ Close Reading Reading Comprehension: Fill-in-the-Blank, Sequencing Events		Spelling Words Introduction: *knotted, knitting, knocked, wringing, wronged, whipped, whined, quitting, quacked, all**	Writing the Spelling Word Writing: One- and Two-Syllable Words (with Cues)
Lesson 12	Spelling Alternatives for /ie/: 'ie', 'i'	Common and Proper Nouns		Sentence Writing: Common and Proper Nouns
Lesson 13	Tricky Spelling 'i' Review: Spelling Alternatives Small Group Reading* Reading Comprehension: Fill-in-the-Blank*			Word Writing: One- and Two-Syllable Words with /ie/ Sound Spelling (with Cues) *
Lesson 14	Partner/Independent Reading	Capitalization Common and Proper Nouns		Word and Sentence Writing: Correcting Grammar (with Cues)*
Lesson 15	Dictation Decoding Assessment	Plural Nouns	Spelling Assessment	Word Writing: Plural Nouns
Lesson 16	Spelling Alternatives for /ue/ Partner Reading Reading Comprehension: Fill-in-the-Blank		Spelling Words Introduction: *under, noise, open, brave, cute, over, silence, close, scared, ugly, minus, last, foe, robber, road, subtract, final, rival, bandit, street**	Word Writing: One- and Two-Syllable Words (with Cues) *
Lesson 17	Spelling Alternatives for /ue/: 'u', 'u_e', 'ue' Reading Comprehension: Fill in the Blank	Antonyms and Synonyms Plural Nouns		Word Writing: One-, Two-, and Three-Syllable Words (with Cues), Plural Nouns

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 18	Review: Spelling Alternatives for /ue/: 'u', 'u_e', 'ue' Close Reading Reading Comprehension: Fill in the Blank			Word and Sentence Writing: One-, Two-, and Three- Syllable Words with /ue/ Sound Spelling (with Cues) Response to Tex: Adjectives *
Lesson 19	Spelling Alternatives for /aw/: 'aw', 'au' Close Reading Reading Comprehension: Multiple Choice (with Citation)			Response to Text: Sentence (with Citation)
Lesson 20	Spelling Alternatives for /aw/: 'augh' Close Reading		Spelling Assessment	Response to Text: Adjectives
Lesson 21	Review: Spelling Alternatives for /aw/ Reading Comprehension: Yes/No Questions*			Planning a Personal Narrative (Whole Group)* *
Lesson 22		Action Verbs		Planning and Drafting a Personal Narrative (Whole Group)*
Lesson 23		Action Verbs		Planning and Drafting a Personal Narrative (Independent) Sentence Writing*
Lesson 24				Edit and Rewrite a Personal Narrative (Independent) *
Lesson 25	Reading Comprehension Assessment Reading: Wiggle Cards	Noun and Verb Assessment	Dictation Identification Assessment	
Pausing Point	Review: Spelling Alternatives, Tricky Words Chaining: One- and Two-Syllable Words Reading Comprehension: Fill in the Blank, Yes/No Questions, Multiple Choice	Review: Nouns, Verbs, Synonyms and Antonyms	Chaining: One- and Two-Syllable Words Dictation: Long Vowel Words	Sentence Writing (with Cues) Word Writing: One-, Two-, and Three-Syllable Words (with Cues) Response to Text: Pictorial Representation, Sentences Narrative Writing

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Unit 4 (25–30 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternatives for /er/: 'er', 'ur', 'ir' Reading Comprehension: Yes/No Questions Review: Tricky Words		Spelling Words Introduction: *hawk, yarn, crawl, vault, haunted, causes, oil, spoiled, coin, cowboy, enjoy, destroy, moon, spool, cartoon**	
Lesson 2	Spelling Alternatives for /er/: 'er', 'ur', 'ir'* Reading Comprehension: Yes/No Questions Whole Group Reading			
Lesson 3	Spelling Alternative for /i/: 'y' Reading Comprehension: Yes/No Questions Fill in the Blank* Partner Reading*			Word Writing: One-, Two-, and Three-Syllable Words (with Cues)
Lesson 4	Spelling Alternatives for /ie/: 'i' in One-Syllable Words Reading Comprehension: Fill in the Blank Close Reading			Word Writing: One- and Two-Syllable Words (with Cues) Response to Text: Multi-Sentence Description
Lesson 5	Spelling Alternative for /ie/: 'igh' Partner Reading Reading Comprehension: Multiple Choice	Synonyms and Antonyms	Spelling Assessment	Word Writing: Synonyms and Antonyms (with Cues) Response to Text: Sentence
Lesson 6	Spelling Alternative for /ie/: 'y' Reading: Wiggle Cards Changing 'y' to 'i' and Adding *–es* Partner Reading		Spelling Words Introduction: *car, bar, store, chore, nerve, serve, stir, shirt, girl, bird, fur, hurt, turn, purse, all**	Word Writing: Plural Words
Lesson 7	Whole Group Reading	Singular and Plural Nouns		Word Writing: Plural Words Response to Text: Sentences
Lesson 8	Tricky Spelling 'o' Spelling Alternative for /oe/: 'o' in One-Syllable Words Reading Comprehension: Fill in the Blank Close Reading*	Action Verbs		Word Writing: One-Syllable Words Response to Text: Summary Paragraph*

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 9	Spelling Alternative for /oe/: 'ow' Tricky Spelling 'ow' Whole Group Reading	Nouns and Action Verbs		Word Writing: One-Syllable Words with 'ow' > /oe/ or /ow/
Lesson 10	Partner Reading	Regular and Irregular Singular and Plural Nouns	Spelling Assessment	Word and Sentence Writing: Plural Nouns Response to Text: Sentences
Lesson 11	Tricky Spelling 'e' Spelling Alternative for /ee/: 'e' Whole Group Reading *		Spelling Words Introduction: *below, yellow, elbow, rainbow, snow, sorrow, arrow, plow, flowers, growling, powder, shower, meow, chow, your**	
Lesson 12	*	Proper Nouns		Word and Sentence Writing: Proper Nouns Introduction to a Persuasive Writing
Lesson 13	*	Proper Nouns		Word and Sentence Writing: Proper Nouns Planning and Drafting a Persuasive Letter *
Lesson 14		Introduction of *to be* as a Verb		Word and Sentence Writing: Verb 'to be' Writing the Spelling Planning and Drafting a Persuasive Letter
Lesson 15	Close Reading		Spelling Assessment	Response to Text: Multi-Sentence Description Planning and Drafting a Persuasive Letter
Lesson 16	Partner Reading Reading Comprehension: Fill in the Blank		Spelling Words Introduction: *eve, complete, creek, week, meeting, she, we, fever, zero, pretend, squeak, meal, wheat, seal, people**	Word Writing: One-, Two-, Three-Syllable Words with /ie/ Sound Spelling Editing a Persuasive Letter
Lesson 17	Tricky Spelling 'y' Spelling Alternatives for /ee/: 'y', 'ey' Reading Comprehension: Fill in the Blank* Close Reading			Word Writing: One- and Two-Syllable Words (with Cues)* Response to Text: List

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 18	Tricky Spelling 'y' Changing 'y' to 'i' and Adding –es Small Group Reading Partner Reading* *			Word Writing: One-, Two-, and Three-Syllable Words with 'y' (with Cues), Nouns and Verbs *
Lesson 19	Small Group Reading Partner Reading	Present and Past Tense: *to be*		Word and Sentence Writing: *to be*
Lesson 20		Grammar Review	Spelling Assessment	Editing a Persuasive Letter
Lesson 21	Spelling Alternative for /aw/: 'a' + 'l' Reading Comprehension: Fill in the Blank* Whole Group Reading			Word Writing: One-, Two-, and Three-Syllable Words (with Cues)*
Lesson 22	Reading Comprehension Assessment Reading: Wiggle Cards	Grammar Assessment		Response to Text
Lesson 23	Oral Reading Fluency Assessment			
Lesson 24	Oral Reading Fluency Assessment Word Identification and Decoding Skills Assessment			
Lesson 25	Oral Reading Fluency Assessment			
Pausing Point	Review: Sound Spelling, Tricky Spelling Independent Reading Reading Comprehension: Fill in the Blank, Yes/No Questions	Review of Synonyms and Antonyms Review of Singular, Plural, Proper Nouns Review of Action Verbs	Dictation: High-Frequency Words	Word Writing: One-, Two-, and Three-Syllable Words (with Cues) Response to Text: Sentences

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Unit 5 (30–36 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternatives for /u/: 'o', 'ou', 'o_e' Alphabetical Order	Introduce Adjectives	Spelling Words Introduction: *quickly, slowly, daddy, neatly, funny, happy, ugly, angry, pretty, jelly, empty, grumpy, chilly, mommy, alphabet**	
Lesson 2	Spelling Alternative for /u/: 'o' Reading Comprehension: Fill in the Blank Whole Group Reading*			Word Writing: One- and Two-Syllable Words with 'u' or 'o' > /u/ *
Lesson 3	Spelling Alternative for /u/: 'o_e', 'ou' Partner Reading*	Adjectives		Word and Sentence Writing: Words with /u/ Sound Spelling *
Lesson 4	Close Reading *	Adjectives		Response to Text: Defining *well*
Lesson 5	Review: Spelling Alternatives for /u/ Partner Reading Reading Comprehension: Fill in the Blank, Multiple Choice		Spelling Assessment	Word Writing: Words with /u/ Sound Spelling (with Cues) Response to Text: Multi-Sentence Description
Lesson 6	Review: Spelling Alternatives for /u/ *	Subject and Predicate Alphabetical Order	Spelling Words Introduction: *knight, light, nearby, might, bright, trying, high, crying, sky, right, pry, drying, frightened, why, kingdom**	Response to Text: Parts of Speech (with Citation), Sentence or Story
Lesson 7	Spelling Alternatives for Schwa /ə/: 'a', 'e' Close Reading	Subject and Predicate		Response to Text: List, Sentences *
Lesson 8	Spelling Alternatives for /ə/: 'a', 'e' Whole Group Reading*		Dictation: One-, Two-, and Three-Syllable Words with /ə/ or /u/	Word Writing: One-, Two-, and Three-Syllable Words with /ə/ or /u/ Response to Text: Sentences, Parts of Speech
Lesson 9	Spelling Alternatives for /ə/: 'a', 'e' Small Group Partner Reading Reading Comprehension: Matching	Compound Subjects and Predicates Contractions		Response to Text: Summary Writing Words That Make Contractions *

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 10		Review: Parts of Speech Subject and Predicate	Spelling Assessment	Sentence Writing
Lesson 11	Spelling Alternatives for /ə/ + /l/: 'al', 'il', 'ul' Small Group/Partner Reading* *		Spelling Words Introduction: *field, achieve, niece, piece, relief, cookies, shield, grief, ladies, thief, yield, babies, kitties, movie, water**	Word Writing: Words with the 'ul, 'al', or 'il' Ending Response to Text: Sentences
Lesson 12	Review: Spelling Alternatives for /ə/ + /l/: 'al', 'il', 'ul' Reading Comprehension: Fill in the Blank	Review		Word Writing: One-, Two-, and Three-Syllable Words (with Cues) Sentence and Word Writing: Correcting Grammar
Lesson 13	Spelling Alternatives for /ə/ + /l/: 'el', 'le'* Review: Syllable Chunking Whole Group Reading			
Lesson 14	Review: Spelling Alternatives for /ə/ + /l/: 'el', 'le' Reading Comprehension: Fill in the Blank Close Reading	Review		Word Writing: One-, Two-, and Three-Syllable Words (with Cues) Response to Text: Parts of Speech, Sentence or Story
Lesson 15	Spelling Alternatives for /sh/ /ə/ /n/: 'tion' Reading Comprehension: Fill in the Blank Whole Group Reading		Spelling Assessment	Word Writing: Two- and Three-Syllable Words (with Cues) Response to Text: List, Sentences, Pictorial Representation
Lesson 16	Review: Spelling Alternatives for /sh/ /ə/ /n/: 'tion' Reading Comprehension: Fill in the Blank, Sequencing Events Close Reading *		Spelling Words Introduction: *yelled, symbol, yawn, yarn, system, sticky, yellow, cry, lying, yes, frying, energy, myth, satisfy, edge**	Word Writing: Two- and Three- Syllable Words (with Cues)
Lesson 17	*	Changing Action Verb Tense		Word Writing: Past Tense Verbs Writing a Different Ending

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 18	Partner Reading* Reading Comprehension: Matching	Review: Verb Tenses		Writing a Different Ending Response to Text: Sentence
Lesson 19	Review: Vowel Code	Changing Action Verb Tense		Sentence Writing: Future Tense Verbs Writing and Editing a New Ending
Lesson 20	Partner Reading		Spelling Assessment	Word Writing: Alphabetizing Response to Text: Sentences, Parts of Speech
Lesson 21	Tricky Spelling 'a'* Partner Reading		Spelling Words Introduction: *turtle, label, education, bundle, angel, inspection, pickle, gravel, motion, shuffle, jewel, question, cattle, fiction, schwa**	Word Writing: Words with the Tricky Spelling 'a' Response to Text: Sentences, Pictorial Representation
Lesson 22	Tricky Spelling 'e'* Reading Comprehension: Multiple Choice Partner Reading	Alphabetical Order		Response to Text: Sentences, Parts of Speech Word Writing: Words with the Tricky Spelling 'e'
Lesson 23	Tricky Spelling 'o'* Close Reading	Verb Review: Past, Present, Future Tense		Word Writing: Words with the Tricky Spelling 'o' Response to Text: List, Sentences
Lesson 24	Tricky Spelling 'o_e' Partner Reading Reading Comprehension: Matching	Subject and Predicate		Word Writing: Words with the Tricky Spelling 'o_e'* Response to Text: Summary
Lesson 25	Tricky Spelling 'ou' Whole Group Reading Reading Comprehension: Multiple Choice, Sequencing Events		Spelling Assessment	Word Writing: Words with the Tricky Spelling 'ou' Response to Text: Sentences
Lesson 26	Reading Assessment Alphabetizing	Grammar Assessment		
Lesson 27	Decoding Assessment Whole Group Reading Reading Comprehension: Sequencing Events Alphabetizing Assessment		Spelling Bee	Response to Text: Sentences Writing the Spelling

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 28	Individual Decoding Assessment Individual High-Frequency Word Assessment			
Lesson 29	Individual Decoding Assessment Individual High-Frequency Word Assessment			
Lesson 30	Individual Decoding Assessment Individual High-Frequency Word Assessment			
Pausing Point	Review: Tricky Spellings, Sound Spelling, Alphabetizing Reading Comprehension: Fill in the Blank, Yes/No Questions, Matching	Review	Dictation	Word Writing: One-, Two-, and Three-Syllable Words with Tricky Spellings Sentence Writing: Correcting Grammar

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Unit 6 (36–42 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternative for /f/: 'ph' Reading Comprehension: Fill in the Blank*	Review: Nouns, Adjectives, Verbs	Spelling Words Introduction: *noise, ferret, jolly, dolphin, night, whistle, ginger, graph, kneel, window, gentle, finish, wrinkle, western, margin, traffic, ripple, jungle, photo, Britain**	Word Writing: Multi-Syllabic Words (with Cues)
Lesson 2	Whole Group Reading Spelling Alternative for /f/: 'ph' Reading Comprehension: Yes/No Questions, Fill in the Blank*			Word Writing: One-, Two-, and Three-Syllable Words (with Cues) *
Lesson 3	Whole Group Reading Tricky Spelling 'ea' > /e/ Reading Comprehension: Fill in the Blank			Word Writing: One- and Two-Syllable Words (with Cues)
Lesson 4	Whole Group Reading			
Lesson 5	Tricky Words: *Great Britain, Europe, native, Americans, signature, war* Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	
Lesson 6	Partner Reading* Reading Comprehension: Multiple Choice (with Citation) Spelling Alternatives for /er/		Spelling Words Introduction: *after, birthday, burden, marker, informer, barber, swirling, furnace, parcel, organize, camera, thirteen, hamburger, ramparts, perform, difference, chirping, turtle, safari, war**	
Lesson 7	Whole Group Reading	Introducing Adverbs		Sentence Writing: Adverbs
Lesson 8	Whole Group Reading* Spelling Alternatives for /er/: 'ar' and 'or'	Adverbs	*	
Lesson 9	Small Group Reading Reading Comprehension: True/False*	Adverbs		Response to Text: Speech *

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 10		Complete vs. Incomplete Sentences	Spelling Assessment	Sentence Writing Response to Text: Parts of Speech
Lesson 11	Tricky Words: *imagine, soldier, Washington* Whole Group Reading* Reading Comprehension: True/False, Sequencing Events Spelling Alternatives for */k/*: 'ch'		Spelling Words Introduction: *revenge, nudge, direction, option, cottage, large, huge, fraction, action, addition, judge, locomotion, change, caption, fudge, attention, stations, range, Europe**	Word Writing: One-, Two-, and Three-Syllable Words with 'ch'
Lesson 12	Close Reading	Run-On Sentences Review: Adjectives, Adverbs		Sentence Writing: Correcting Grammar
Lesson 13	Tricky Word: *iron* Whole Group Reading Tricky Spelling 'i'			Word Writing: Words with Tricky Spelling 'i'
Lesson 14	Close Reading* Reading Comprehension: Multiple Choice, Fill in the Blank* Tricky Spelling 'i'			Word Writing: Multi-Syllabic Words (with Cues)*
Lesson 15	Tricky Word: *special* Whole Group Reading Reading Comprehension: Sequencing Events	Run-On Sentences	Spelling Assessment	Response to Text: Multi-Sentence Description Sentence Writing: Correcting Grammar
Lesson 16	Close Reading* Tricky Spelling 'i'		Spelling Words Introduction: *Madison, Washington, Dolley, monarchy, support, president, impressment, merchants, navy, troops, Congress, cannon, paved, battle, painting, British, death, hawks, march, Ironsides**	
Lesson 17	Tricky Word: *shoe* Whole Group Reading*	Building Sentences		Response to Text: Parts of Speech, Multi-Sentence Description Sentence Writing: Correcting Grammar
Lesson 18	Small Group/Independent Reading Reading Comprehension: Multiple Choice (with Citation)	Building Sentences		Sentence Writing

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 19	Tricky Word: *Fort McHenry* Whole Group Reading* Spelling Alternatives for /ə/			
Lesson 20	Partner Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Response to Text: Sentences (with Citation)
Lesson 21	Tricky Words: *early, whose, broad, bomb* Whole Group Reading* Reading Comprehension: True/False (with Citation), Fill in the Blank *		Spelling Words Introduction: *ransacked, ship, poem, construct, White House, commander, anthem, burned, harbor, rockets, dawn, stitching, flag, McHenry, giant, fifteen, stripes, brave, port, bomb**	Response to Text: Pictorial Representation Word Writing: One-, Two-, and Three-Syllable Words (with Cues)
Lesson 22	Close Reading			Identifying a Topic Sentence Sentence Writing Word Writing: Multi-Syllabic Words (with Cues)
Lesson 23	Whole Group Reading* Tricky Words: *Andrew, new*		Alphabetizing to the Second Letter	Response to Text: Sentences Writing Paragraphs
Lesson 24	Close Reading	Review: Capitalization and Punctuation		Sentence Writing: Correcting Grammar
Lesson 25	Whole Group Reading Reading Comprehension: Multiple Choice (with Citation), Fill in the Blank Spelling Alternative for /o/: 'a'		Spelling Assessment	Response to Text: Sentence Word Writing: Words with Initial 'w'
Lesson 26	Close Reading* Spelling Alternative for /o/: 'a' Reading Comprehension: Matching		Spelling Words Introduction: *general, peace, traders, drains, streak, mortar, treaty, river, orphan, defend, ragtag, soldiers, goods, fired, hickory, knotty, Mississippi, highways, proud, New Orleans**	

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 27	*The War of 1812* Reading Assessment Review: Tricky Spelling 'a'	Review: Capitalization and Punctuation	Correcting Spelling Errors	Response to Text: Parts of Speech, Multi-Sentence Description
Lesson 28	Review: Tricky Spelling 'a'		Alphabetizing to the Second Letter	Drafting a Report Word Writing: One-, Two-, and Three-Syllable Words (with Cues)
Lesson 29				Drafting a Report Topic Sentences and Concluding Sentences*
Lesson 30	Partner Reading		Spelling Assessment	Identifying Topic and Irrelevant Sentences
Lesson 31	Whole Group Reading			Response to Text: Taking Notes
Lesson 32	Whole Group Reading			Response to Text: Taking Notes
Lesson 33	Silent Reading Comprehension Assessment			Drafting a Report
Lesson 34	Optional Fluency Assessment			Drafting and Editing a Report
Lesson 35	Optional Word Reading in Isolation Assessment *			Editing and Writing a Report for Final Publication
Lesson 36	Optional Word Reading in Isolation Assessment			Editing and Writing a Report for Final Publication
Pausing Point	Review: Sound Spelling, Tricky Spelling Partner Reading Reading Comprehension: Multiple Choice	Review: Verbs and Adverbs, Complete Sentences, Run-On Sentences	Review: Weekly Spelling Words	Word Writing: Multi-Syllabic Words (with Cues) Sentence Writing: Correcting Grammar Paragraph Writing Response to Text: Sentences

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Scope and Sequence • Skills Strand • Grade 1

The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion.

Unit 1 (32–35 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sounds /p/, /k/, /g/, /n/, /a/ Spelled 'p'—'P', 'c'—'C', 'g'—'G', 'n'—'N', 'a'—'A' Chaining: One-Syllable Short Vowel Words			Handwriting 'a' 'A' 'p' 'P' 'n' 'N' 'c' 'C' 'g' 'G': Letters and Words
Lesson 2	Sounds /i/, /o/, /t/, /d/ Spelled 'i'—'I', 'o'—'O', 't'—'T', 'd'—'D'* Chaining: One-Syllable Short Vowel Words			Handwriting 'i' 'I' 'o' 'O' 't' 'T' 'd' 'D': Letters Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 3	Tricky Words: *a, I* Sounds /e/, /u/ Spelled 'e', 'u'	Identifying Nouns		Review: Handwriting—Letters Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 4	Sounds /m/, /f/, /v/ Spelled 'm'—'M', 'f'—'F', 'v'—'V'* Chaining: One-Syllable Short Vowel Words			Handwriting 'm' 'M' 'f' 'F' 'v' 'V': Letters Phrase Writing: One-Syllable Short Vowel Words (with Cues)
Lesson 5	Sounds /s/, /z/, /h/ Spelled 's'—'S', 'z'—'Z', 'h'—'H' Tricky Words: *no, so, of* Practice Reading Phrases		Large Card Chaining: One-Syllable Short Vowel Words	Handwriting 's' 'S' 'z' 'Z' 'h' 'H': Letters and Words
Lesson 6	Word Recognition Assessment Partner Reading			
Lesson 7	Reading Assessment Independent Reading			Vocabulary: Pictorial Representations
Lesson 8	Reading Assessment Independent Reading			Vocabulary: Pictorial Representations
Lesson 9	Reading Assessment Independent Reading			Vocabulary: Pictorial Representations
Lesson 10	Reading Assessment Independent Reading			Word Writing: Using Letters to Make Words

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 11	Sister Sounds /s/ and /z/, /f/ and /v/* Tricky Words: *is, to*		Chaining: One-Syllable Short Vowel Words	Review: Handwriting—Letters and Words
Lesson 12	Sounds /b/, /l/, /r/ Spelled 'b'—'B', 'l'—'L', 'r'—'R'		Chaining: One-Syllable Short Vowel Words	Handwriting 'b' 'B' 'l' 'L' 'r' 'R': Letters and Words Word Writing: One-Syllable Short Vowel CVC and CVCC Words (with Cues)
Lesson 13	Sounds /w/, /e/, /u/ Spelled 'w'—'W', 'e'—'E', 'u'—'U' Tricky Words: *all, some**		Chaining: One-Syllable Short Vowel Words	Handwriting 'w' 'W' 'e' 'E' 'u' 'U': Letters Word Writing: Tricky Words (with Cues)
Lesson 14	Tricky Words: *from, word* Reading Phrases	Identifying Nouns		Review: Handwriting—Letters and Words
Lesson 15	Sounds /j/, /y/ Spelled 'j'—'J', 'y'—'Y' Tricky Words: *are, have, were** Reading Phrases		Chaining: One-Syllable Short Vowel Words	Handwriting 'j' 'J' 'y' 'Y': Letters and Words
Lesson 16	Sounds /x/, /k/ Spelled 'x'—'X', 'k'—'K' Chaining: One-Syllable Short Vowel Words[t] Tricky Words: *one, once*		Chaining: One-Syllable Short Vowel Words[t]	Handwriting 'x' 'X' 'k' 'K': Letters and Words
Lesson 17	Sounds /ch/, /sh/ Spelled 'ch', 'sh' Chaining: One-Syllable Short Vowel Words Tricky Words: *do, two**	Identifying Nouns		Handwriting 'ch' 'sh': Letters and Words
Lesson 18	Sister Sounds /th/ and /th/* Chaining: One-Syllable Short Vowel Words Practice Reading Phrases and Sentences			Handwriting 'th': Letters and Words
Lesson 19	Tricky Words: *the, who* Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 20	Sounds /ng/, /qu/ Spelled 'ng', 'qu'* Tricky Words: *said, says* Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Handwriting 'ng' 'qu': Letters and Words Response to Text: Sentences
Lesson 21	Review: Vowel Sounds Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences
Lesson 22	Review: Consonant and Vowel Sounds Small Group Reading*	Identifying Nouns		
Lesson 23	Sounds /k/, /b/, /d/, /f/, /g/, /l/, /m/, /s/ Spelled 'ck', 'bb', 'dd', 'ff ', 'gg', 'll', 'ss' Small Group Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences
Lesson 24	Sounds /k/, /n/, /p/, /r/, /t/, /z/ Spelled 'cc', 'nn', 'pp', 'rr', 'tt', 'zz' Sound /k/ Spelled 'c', 'ck', 'k', 'cc'			Word Writing: One Syllable Short Vowel Words with Double-Letter Spellings (with Cues)
Lesson 25	Sister Sounds /s/ and /z/ Tricky Words: *was, when, why* *			
Lesson 26	Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice	Identifying Nouns*		Response to Text: Sentences
Lesson 27	Tricky Words: *where, what, which*	Review: Question Mark		
Lesson 28	Partner Reading Review: Tricky Words *			Response to Text: Sentences
Lesson 29	Tricky Words: *here, there*	Identifying Nouns Review: Question Mark	Dictation: One-Syllable Short Vowel Words	

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 30	Review: Letter Names Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice *		Dictation: One-Syllable Short Vowel Words with Double-Letter Spellings	Response to Text: Sentences
Lesson 31	Review: Tricky Words Partner Reading			Response to Text: Sentences
Lesson 32	Review: Tricky Words Partner Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences
Pausing Point	Review: Sound Spelling, Tricky Words, Alphabet Partner Reading* Practice Reading Phrases* Reading Comprehension: Multiple Choice		Chaining Dictation	Review: Handwriting—Letters Word and Phrase Writing: One-Syllable Short Vowel Words (with Cues) Response to Text: Sentences

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Unit 2 (19–22 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Vowel Digraph 'ee'* Demonstration Story Reading Comprehension: Multiple Choice			Handwriting 'ee': Letters and Words Response to Text: Sentences
Lesson 2	Chaining: One-Syllable Long Vowel Words Tricky Words: *he, she, be, me, we* Demonstration Story* Reading Comprehension: Multiple Choice	Identifying Proper Nouns		Response to Text: Sentences
Lesson 3	Vowel Digraph 'a_e' Small Group Reading*		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One-Syllable Words with Long Vowel Digraphs
Lesson 4	Review: Vowel Digraphs Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice		Chaining: One-Syllable Long Vowel Words	Response to Text: Sentences, Pictorial Representation
Lesson 5	Tricky Words: *they, their** Whole Group Reading Small Group Reading Reading Comprehension: Multiple Choice		Chaining: One-Syllable Long Vowel Words	Response to Text: Sentences
Lesson 6	Vowel Digraph 'i_e' Partner Reading *		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One-Syllable Words with Long Vowel Digraphs Response to Text: Sentences
Lesson 7	Review: Tricky Words Demonstration Story Small Group Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 8	Vowel Digraph 'o_e' *		Chaining: One-Syllable Long Vowel Words Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One-Syllable Words with Long Vowel Digraphs Handwriting 'o_e': Words
Lesson 9	Small Group Reading	Identifying Nouns	Chaining: One-Syllable Long Vowel Words	
Lesson 10	Tricky Words: *my, by* Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences *
Lesson 11	Review: Tricky Words Partner Reading Reading Comprehension: Multiple Choice *	Identifying Nouns	Chaining: One-Syllable Long Vowel Words	Word Writing: One-Syllable Words with Long Vowel Digraphs Response to Text: Sentences
Lesson 12	Vowel Digraph 'u_e' Demonstration Story*		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One-Syllable Words with Long Vowel Digraphs Response to Text: Sentences
Lesson 13	Partner Reading Reading Comprehension: Multiple Choice *		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One-Syllable Words with Long Vowel Digraphs Response to Text: Sentences
Lesson 14	Tricky Words: *you, your* Small Group Reading			
Lesson 15	Review: Tricky Words Demonstration Story* Review: Sound Spelling	Review: Identifying Nouns		
Lesson 16	Small Group Reading Review: Sound Spelling, Tricky Words	Review: Identifying Nouns		
Lesson 17	Partner Reading Reading Comprehension: Multiple Choice Reading: Wiggle Cards Review: Sound Spelling, Tricky Words*	Review: Identifying Nouns		Response to Text: Sentence, Pictorial Representation
Lesson 18	Word Recognition Assessment Reading: Wiggle Cards			

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 19 Pausing Point	Small Group Reading Review: Sound Spelling, Tricky Words* Partner Reading* Reading Comprehension: Multiple Choice	Assessment: Identifying Nouns Review: Identifying Nouns	 Chaining: One-Syllable Words Dictation: One-Syllable Words with Long Vowel Digraphs	 Review: Handwriting—Words with Vowel Digraphs, Tricky Words Word Writing: One-Syllable Words with Long Vowel Digraphs (with Cues) Response to Text: Sentences, Pictorial Representation

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Unit 3 (19–22 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /oo/ Spelled 'oo' Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Words Introduction: *same, green, stone, line, make, hide, seed, they**	Handwriting 'oo': Letters and Words Response to Text: Sentences (with Citation)
Lesson 2	Tricky Word *because* *		Dictation: One-Syllable Words	Planning a Fictional Narrative Response to Text
Lesson 3	Review: Sound /oo/ Partner Reading			Drafting a Fictional Narrative
Lesson 4	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Editing a Fictional Narrative Response to Text: Sentences (with Citation)
Lesson 5	Review: Tricky Words Sound /oo/ Spelled 'oo' *		Spelling Assessment	Handwriting 'oo': Letters and Words
Lesson 6	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Words Introduction: *frog, moth, quote, wood, took, spoon, tooth, why**	Planning and Drafting a Book Report Response to Text: Sentences (with Citation)
Lesson 7	Tricky Spelling 'oo'* Tricky Words: *could, should, would*			Editing a Book Report Word Writing: One-Syllable 'oo' Words (with Cues)
Lesson 8	Small Group Reading	Identifying Verbs		Publishing a Book Report Word Writing: One-Syllable Words (with Cues)
Lesson 9	Sound /ou/ Spelled 'ou' Small Group Reading			Handwriting 'ou': Letters and Words
Lesson 10	Tricky Word *down* Chaining: One-Syllable Words Whole Group Reading*	Identifying Verbs	Spelling Assessment	Word Writing: One-Syllable Words (with Cues) Vocabulary: Pictorial Representations
Lesson 11	Chaining: One-Syllable Words Reading: Wiggle Cards Review: Tricky Words Reading Comprehension: Yes/No Questions		Spelling Words Introduction: *brook, stood, booth, room, south, proud, shout, down*	Word Writing: One-Syllable Words (with Cues)

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 12	Sound /oi/ Spelled 'oi'* Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Handwriting 'oi': Letters and Words Response to Text: Sentences, Pictorial Representation (with Citation)
Lesson 13	Review: Sounds Small Group Reading	Identifying Past- and Present-Tense Verbs	Chaining: One-Syllable Words	
Lesson 14	Small Group Reading		Chaining: One-Syllable Words	Word Writing: One-Syllable Words
Lesson 15	Sound /aw/ Spelled 'aw' Reading: Wiggle Cards		Spelling Assessment	Handwriting 'aw': Letters and Sounds
Lesson 16	Review: Tricky Words* Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)	Identifying Present- and Past-Tense Verbs		Response to Text: Pictorial Representation
Lesson 17	Small Group/Partner Reading*		Chaining: One-Syllable Words	Word Writing: One-Syllable Words
Lesson 18	Review: Tricky Words Chaining: One-Syllable Words Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Word Writing: One-Syllable Words Response to Text: Sentences, Pictorial Representation (with Citation)
Lesson 19	Word Recognition Assessment Reading: Wiggle Cards Story Comprehension Assessment			Story Comprehension Assessment
Pausing Point	Review: Sound Spelling, Tricky Words, Words with Vowel Digraphs Practice Reading Phrases and Sentences Partner Reading Reading Comprehension: Multiple Choice (with Citation)	Review: Identifying Verbs, Identifying Nouns	Chaining: One-Syllable Words Dictation: One-Syllable Words, Phrases, and Sentences	Word Writing: One-Syllable Words, Tricky Words (with Cues) Review: Handwriting—Words with Double-Letter Consonant Sounds Response to Text: Sentences, Pictorial Representation (with Citation)

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Unit 4 (28–31 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /er/ Spelled ‘er’		Spelling Words Introduction: *Sunday*, *Monday*, *Tuesday*, *Wednesday*, *Thursday*, *Friday*, *Saturday**	
Lesson 2	Review: Sound /er/ Speller ‘er’* Whole Group Reading	Contractions		Word Writing: One-Syllable Words (with Cues)
Lesson 3	Small Group Reading Reading Comprehension: Multiple Choice (with Citation) Vowel Digraph Spellings	Contractions		Handwriting ‘er’: Letters and Words Word Writing: One-Syllable Words (with Cues) Response to Text: Sentences
Lesson 4	Medial Sounds Sound /ar/ Spelled ‘ar’* Whole Group Reading			Handwriting ‘ar’: Letters and Words
Lesson 5	Review: Medial Sounds Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment Dictation: One-Syllable Words with /er/ and /ar/	Word Writing: One-Syllable Words with /er/ and /ar/ Response to Text: Sentences (with Citation)
Lesson 6	Reading: Wiggle Cards	Contractions	Spelling Words Introduction: *sharp, fern, start, spoil, verb, shark, crawl, because**	Word Writing: One-Syllable Words (with Cues)
Lesson 7	Minimal Pairs Reading: Wiggle Cards Sound /or/ Spelled ‘or’ *		Two-Syllable Words	Handwriting ‘or’: Letters and Words *
Lesson 8	Two-Syllable Words Tricky Words: *yesterday*, *today*, *tomorrow* Small Group Reading*		Dictation: Tricky Words	Word Writing: Tricky Words
Lesson 9	Two-Syllable Words Small Group Reading Reading Comprehension: Multiple Choice	Identifying Nouns and Verbs	Dictation: One-Syllable Words with Digraph Vowel Sounds or an *r*-Controlled Syllable	Word Writing: One-Syllable Words with Digraph Vowel Sounds or an *r*-Controlled Syllable Response to Text: Sentences

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 10	Chaining: Two-Syllable Words Whole Group Reading* Reading Comprehension: Multiple Choice		Spelling Assessment	Response to Text: Sentences
Lesson 11	Chaining with Two-Syllable Words Reading: Wiggle Cards *		Spelling Words Introduction: *barking, carpet, zipper, perfume, border, morning, forest, today** Dictation: Two-Syllable Words (with Cues)	Word Writing: Two-Syllable Words (with Cues)
Lesson 12	Reading: Wiggle Cards Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Verb Identification: Present and Past Tense		Sentence Writing (with Cues) Response to Text: Fill-in-the-Blank, Sentence
Lesson 13	Small Group Reading *	Past, Present, and Future Verb Tenses		Word Writing: Two-Syllable, Past-Tense Verbs (with Cues)
Lesson 14	Clapping and Reading Two-Syllable Words Review: Vowel Sounds Reading: Wiggle Cards Small Group Reading Reading Comprehension: Multiple Choice			Word Writing: One- and Two-Syllable Words (with Cues) Response to Text: Sentences
Lesson 15	Partner Reading		Spelling Assessment Chaining: One-Syllable Words	Response to Text: Sentences
Lesson 16	Whole Group Reading	Verb Identification	Spelling Words Introduction: *sounded, lifted, pointed, parked, waved, grinned, tripped, have**	Response to Text: Sentences
Lesson 17	Small Group Reading	Identifying Nouns, Adjectives and Verbs		*
Lesson 18	Chaining: Two-Syllable Words with Endings –*ness* and –*less*[t] *	Using Adjectives	Chaining: One-Syllable Words[t]	
Lesson 19	Partner Reading	Past-Tense Verbs		Word Writing: Two-Syllable, Past-Tense Verbs (with Cues) Response to Text: Sentences

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 20	Review: Sounds /ar/ , /or/, and /er/		Spelling Assessment	Descriptive Writing: Planning Word Writing: Two-Syllable Words (with Cues)
Lesson 21	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Descriptive Writing: Drafting* Response to Text: Sentences
Lesson 22	* Identify Adjectives	Past-Tense Marker *–ed*		Descriptive Writing: Planning and Research Using Informational Text Word Writing: Two-Syllable, Past-Tense Verbs
Lesson 23	Small Group Reading *			Descriptive Writing: Drafting
Lesson 24	Review: Word Reading			Descriptive Writing: Editing Word Writing: Two-Syllable, Compound Words (with Cues)
Lesson 25	Small Group Reading	Grammar Assessment	Dictation Assessment	Dictation Assessment Descriptive Writing: Review
Lesson 26	Reading Comprehension Assessment Word Reading in Isolation Assessment			
Lesson 27	Reading Comprehension Assessment Word Reading in Isolation Assessment			
Lesson 28	Reading Comprehension Assessment Word Reading in Isolation Assessment			
Pausing Point	Review: Recognizing and Isolating Sounds, Tricky Words, Minimal Pairs Reading Phrases and Sentences Reading Decodable Stories*	Identifying Verbs and Adjectives in Phrases/Sentences Understanding Past, Present, and Future Tense	Dictation: One-Syllable Words Chaining: One-Syllable Words	Review: Handwriting—Letters and Words Word Writing: One- and Two-Syllable Words (with Cues) Response to Text: Sentences, Paragraph

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Unit 5 (22–25 days)*

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternatives ‘p’ and ‘pp’ for /p/	Plural Nouns Root Words	Spelling Words Introduction: *horn, porch, short, park, barns, herd, verb, said**	Word Writing: One-Syllable Singular and Plural Nouns (with Cues); Two-Syllable Words with *–ed* and *–ing* Endings
Lesson 2	Tricky Word *how* Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)	Plural Nouns		Word Writing: One-Syllable Singular and Plural Nouns (with Cues) Response to Text: Sentences (with Citation)
Lesson 3	Spelling Alternatives ‘b’ and ‘bb’ for /b/	Statements and Questions		Word Writing: Two-Syllable Words with *–ed* and *–ing* Endings (with Cues) Handwriting ‘?’ ‘.’: Marks and Sentences *
Lesson 4	Spelling Alternatives ‘c’ ‘k’ ‘cc’ ‘ck’ for /k/* Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Response to Text: Sentences (with Citation) *
Lesson 5	Spelling Alternatives ‘c’ ‘k’ ‘cc’ ‘ck’ for /k/	Root Words Statements and Questions	Spelling Assessment	Word Writing: Two-Syllable Words with *–ed* and *–ing* Endings (with Cues) Sentence Writing: Correcting Punctuation and Capitalization
Lesson 6	Spelling Alternatives ‘ch’ and ‘tch’ for /ch/ Small Group Reading		Spelling Words Introduction: *chips, much, catch, fetch, marsh, shine, flash, how**	Word Writing: One- and Two-Syllable Words (with Cues)
Lesson 7	Spelling Alternatives ‘g’ and ‘gg’ for /g/ Partner Reading Reading Comprehension: Multiple Choice (with Citation) *	Statements and Questions		Sentence Writing: Correcting Punctuation and Capitalization Response to Image Response to Text: Sentences, Pictorial Representation
Lesson 8	Spelling Alternatives ‘j’ ‘g’ ‘ge’ for /j/ Partner Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences, Pictorial Representation

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 9	Tricky Spelling 'g' for /g/ and /j/ Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Review: Plural Nouns*		Word Writing: One- and Two-Syllable Words with 'g' > /g/ or /j/ (with Cues) Response to Text: Sentences (with Citation)
Lesson 10	Review: Sound Spelling Small Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Response to Text: Paragraph
Lesson 11	Spelling Alternatives 't' 'tt' 'ed' for /t/ *	Statements, Questions, and Exclamations	Spelling Words Introduction: *jumping, jars, germ, gem, charged, fringe, magic, your**	Word Writing: One- and Two-Syllable Words with 't', 'tt', or 'ed' > /t/ (with Cues) Handwriting '!' '?' '.': Marks and Sentences
Lesson 12	Review: Sister Sounds Spelling Alternatives 'd' 'dd' 'ed' for /d/ Tricky Word *(stage)coach* Small Group Reading Reading Comprehension: Multiple Choice (with Citation) *			Word Writing: One- and Two-Syllable Words with 'd', 'dd', 'ed' > /d/ (with Cues) Response to Text: Sentences (with Citation)
Lesson 13	Spelling Alternatives 'f' 'ff' for /f/ Small Group Reading	Statements, Questions, and Exclamations		Word Writing: One- and Two-Syllable Words (with Cues) Handwriting '!' '?' '.': Marks and Sentences Response to Text: Fill-in-the-Blank, Sentence, Pictorial Representation (with Citation)
Lesson 14	Spelling Alternatives 'v' 've' for /v/ Tricky Word *picture* Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Statements, Questions, and Exclamations		Word Writing- One- and Two-Syllable Words (with Cues) Response to Text: Sentence (with Citation)
Lesson 15	Partner Reading		Spelling Assessment	Introduction to Opinion Writing

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 16	Spelling Alternatives 'r' 'rr' 'wr' for /r/		Spelling Words Introduction: *trucker, kitten, parked, duck, add, planned, offer, was**	Word Writing: One- and Two-Syllable Words with 'r', 'rr', 'wr' > /r/ (with Cues) Writing an Opinion Paragraph (Whole Group)
Lesson 17	Reading: Wiggle Cards Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Writing and Opinion Paragraph (Independent) Response to Text: Sentences (with Citation) *
Lesson 18	*	Sentence Building		Editing an Opinion Paragraph
Lesson 19	Spelling Alternatives 'l' 'll' for /ll/ Partner Reading			Word Writing: One-Syllable Words with 'l', 'll' > /l/ (with Cues)
Lesson 20	Reading: Wiggle Cards Review: Tricky Words Partner Reading*	Review: Adjectives	Spelling Assessment	Response to Text: Sentences (with Citation)
Lesson 21	Review: Two-Syllable Words Partner Reading Reading Comprehension: Multiple Choice (with Citation) *			Word Writing: Two-Syllable Words (with Cues) Response to Text: Sentences (with Citation)
Lesson 22	Word Recognition Assessment Partner Reading Reading Comprehension: Multiple Choice (with Citation)	Grammar Assessment		Response to Text Response to Text: Sentences (with Citation)
Pausing Point	Review: Sound Spelling, Tricky Words, Minimal Pairs, Sister Sounds, Tricky Spellings Partner Reading* Reading Comprehension: Multiple Choice (with Citation)	Review: Statements, Questions, and Exclamations; Building Sentences	Chaining: One- and Two-Syllable Words Dictation: One- and Two-Syllable Words	Review: Handwriting—Letters and Words Word Writing: One- and Two-Syllable Words (with Cues) Sentence Writing (with Cues) Response to Text: Sentences, Friendly Letter (with Citation)

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Unit 6 (25–28 days)*

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternative ‘c’ for /s/		Spelling Words Introduction: *swimming, rotten, hidden, batter, shredded, popping, nodded, their**	Introduction to Personal Narratives
Lesson 2	Tricky Spelling ‘c’ for /s/ and /k/			Planning a Personal Narrative (Whole Group)* Word Writing: One- and Two-Syllable Word with ‘c’ > /k/ or /s/ (with Cues)
Lesson 3	Review: Tricky Spelling ‘c’			Writing a Personal Narrative (Whole Group)
Lesson 4	Spelling Alternatives ‘ce’ ‘se’ for /s/			Planning and Writing a Personal Narrative (Individual) Word Writing: One-Syllable Words with ‘ce’ or ‘se’ > /s/ (with Cues)
Lesson 5			Spelling Assessment	Editing and Publishing a Personal Narrative
Lesson 6	Review: Tricky Spelling ‘c’, Spelling Alternatives for /s/ Whole Group Reading Reading Comprehension (with Citation)		Spelling Words Introduction: *sun, kiss, cent, prince, jazz, pigs, zip, here**	Response to Text: Sentence (with Citation)
Lesson 7	Small Group Reading*	Adjectives, Prepositions and Pronouns		Word Writing: Pronouns
Lesson 8	Review: Tricky Spelling ‘g’, Spelling Alternatives for /j/ Small Group Reading			Response to Text: Sentences (with Citation)
Lesson 9	Small Group Reading	Nouns and Pronouns		Word Writing: Pronouns, One-Syllable Words (with Cues)* Response to Text: Sentences (with Citation)
Lesson 10	Spelling Alternative ‘kn’ for /n/ Small Group Reading		Spelling Assessment	Response to Text: Sentences (with Citation) Word Writing: One- and Two-Syllable Word with ‘s’, ‘ss’, or ‘c’ > /s/ (with Cues)*

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 11	Review: Spelling Alternatives for /s/ and /n/ Small Group Reading		Spelling Words Introduction: *maps, mice, hammer, trimmed, skipped, scrub, space, could**	Word Writing: One- or Two-Syllable Words with 'n', 'nn', or 'kn' > /n/ (with Cues), One-Syllable Words with *–ed* and *–ing* Endings Response to Text: Sentences (with Citation)
Lesson 12	Review: Tricky Words Small Group Reading			Response to Text: Sentences (with Citation)
Lesson 13	Small Group Reading*	Nouns and Pronouns		Word Writing: Pronouns Response to Text: Sentences (with Citation)
Lesson 14	Small Group Reading	Building Sentences with Adjectives and Prepositions		Response to Text: Sentences (with Citation)
Lesson 15	Partner Reading	Review: Plural Nouns	Spelling Assessment	Word Writing: One-Syllable Plural Nouns (with Cues) Response to Text: Sentences (with Citation)
Lesson 16	Spelling Alternative 'wh' for /w/ Small Group Reading		Spelling Words Introduction: *knit, kneel, nose, center, nugget, running, winner, which**	Response to Text: Sentences (with Citation)
Lesson 17	Partner Reading		Spelling Dictation	Response to Text: Sentences (with Citation)
Lesson 18	Spelling Alternative 'n' for /ng/ Small Group Reading*			
Lesson 19	Tricky Spelling 'n' for /n/ and /ng/ Small Group Reading			Word Writing: One-Syllable Words with 'n' > /n/ or /ng/ (with Cues) Response to Text: Sentences (with Citation)
Lesson 20	Partner Reading	Review: Pronouns	Spelling Assessment	Response to Text: Sentences (with Citation)
Lesson 21	Review: Root Words and Endings Small Group Reading*			Word Writing: Two-Syllable Words with *–ed* or *–ing* Endings Response to Text: Sentences (with Citation)
Lesson 22	Small Group Reading		Spelling Dictation	Response to Text: Sentences (with Citation)

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 23	Tricky Word *cow* Small Group Reading *			Word Writing: One- and Two- Syllable Words (with Cues) Response to Text: Sentences (with Citation)
Lesson 24	Word Recognition Assessment Wiggle Cards Small Group Reading			Response to Text: Sentences (with Citation)
Lesson 25	Story Comprehension Assessment Wiggle Cards			Response to Text: Sentences (with Citation)
Pausing Point	Review: Sound Spelling, Tricky Words Partner Reading*	Review: Building Sentences with Adjectives and Prepositions, Pronouns		Word Writing: One- and Two-Syllable Words (with Cues) Planning and Drafting Descriptions Response to Text: Sentences (with Citation)

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Unit 7 (20–23 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternatives for /ae/ Reading: Wiggle Cards		Spelling Words Introduction: *fade, knocked, knitting, pitch, wrapper, hands, drinking, by**	Word Writing: One-Syllable Words with 'ai' and 'ay' > /ae/ (with Cues)
Lesson 2	Chaining: One-Syllable Words Whole Group Reading			Word Writing: One-Syllable Words with 'ai' and 'ay' > /ae/ (with Cues)*
Lesson 3	Small Group Reading	Review: Common, Proper and Plural Nouns		Response to Text: Sentences (with Citation)
Lesson 4	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Noun-Verb Agreement		Word Writing: Nouns and Verbs, One- and Two-Syllable Words (with Cues) Response to Text: Paragraph
Lesson 5	Reading Comprehension: Multiple Choice Small Group Reading*		Spelling Assessment	
Lesson 6	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Noun-Verb Agreement	Spelling Words Introduction: *rain, hair, explain, stay, stray, display, escape, your**	Word Writing: Nouns and Verbs (with Cues) Response to Text: Sentences (with Citation)
Lesson 7	Partner Reading	Commas in a Series		Response to Text: Sentences (with Citation), Friendly Letter
Lesson 8	Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Review: Root Words and Endings		Word Writing: Two-Syllable Words with *–ed* and *–ing* Endings Sentence Writing Response to Text: Sentence (with Citation)
Lesson 9	Partner Reading	Review: Punctuation*		Response to Text: Sentences (with Citation)
Lesson 10	Small Group Reading	Review: Punctuation	Spelling Assessment	
Lesson 11	Spelling Alternatives for /oe/ Small Group Reading		Spelling Words Introduction: *classmate, airplane, gain, brainstorm, railway, layer, playground, who**	Response to Text: Sentences (with Citation)
Lesson 12	Small Group Reading	Building Sentences with Conjunctions		Word Writing: One-Syllable Words with 'oa' > /oe/ or 'ai', 'ay' > /ae/ (with Cues) Response to Text: Sentences (with Citation)

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 13	Whole Group Reading			Response to Text: Sentences (with Citation), Pictorial Representation Instructional Writing: Introduction
Lesson 14	Small Group Reading*			Instructional Writing: Sequencing Steps
Lesson 15	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Response to Text: Sentences (with Citation) Instructional Writing: Giving Good Oral Instructions
Lesson 16	Partner Reading Reading Comprehension: Multiple Choice (with Citation)			Response to Text: Sentences (with Citation) Instructional Writing: Planning and Drafting
Lesson 17	Small Group Reading			Instructional Writing: Editing and Publishing
Lesson 18	Small Group Reading*	Noun-Verb Agreement Commas in a Series		Response to Text: Sentences (with Citation)
Lesson 19	Silent Reading Comprehension Assessment Reading: Wiggle Cards Small Group Reading			Response to Text: Sentences (with Citation)
Lesson 20	Fluency Assessment Reading: Wiggle Cards Small Group Reading			Response to Text: Sentences (with Citation)
Lesson 21	Word Reading in Isolation Assessment Reading: Wiggle Cards			Word Writing: One- and Two-Syllable Words (with Cues)
Pausing Point	Review: Spelling Alternatives Reading: Wiggle Cards Reading Comprehension: Multiple Choice	Review: Quotation Marks, Commas	Chaining: One-Syllable Words Dictation: Sounds, Words, Phrases, and Sentences	Word Writing: One- and Two-Syllable Words (with Cues)

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Scope and Sequence • Skills Strand • Kindergarten

The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion.

Unit 1 (10–13 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Awareness of Noises Left/Right Discrimination	Use Common Prepositions		Prewriting Skills: Drawing on a Vertical Surface
Lesson 2	Awareness of Noises Left/Right Discrimination	Use Common Prepositions		Prewriting Skills: Vertical Line*
Lesson 3	Awareness of Noises Left/Right Discrimination *	Use Common Prepositions		Prewriting Skills: Vertical Line
Lesson 4	Awareness of Noises Left/Right Discrimination Blending Pretest	Use Common Prepositions		Prewriting Skills: Horizontal Line*
Lesson 5	Awareness of Noises and Words* Left/Right Discrimination	Use Common Prepositions		Prewriting Skills: Circle*
Lesson 6	Awareness of Noises, Words, and Phrases*	Use Common Prepositions		Writing Strokes Pretest Prewriting Skills: Circle
Lesson 7	Awareness of Noises and Words Tracking Practice	Use Common Prepositions		Prewriting Skills: Diagonal Line*
Lesson 8	Awareness of Words	Use Common Prepositions		Prewriting Skills: Square; Vertical and Horizontal Lines—Review
Lesson 9	Awareness of Words *	Use Common Prepositions		Prewriting Skills: Triangle; Circle and Diagonal Line—Review
Lesson 10	Awareness of Words and Phrases Tracking Assessment*	Use Common Prepositions		Prewriting Skills Assessment
Pausing Point	Review: Awareness of Noises, Words, and Phrases Review: Directionality and Tracking			Review: Prewriting Skills

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Unit 2 (10–13 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Tracking Practice			Prewriting Skills: Cup*
Lesson 2	Blending Syllables and Sounds	Use Common Prepositions		Prewriting Skills: Hump*
Lesson 3	Blending Sounds into Words Differentiating Shapes	Use Common Prepositions		Prewriting Skills: Zigzag * *
Lesson 4	Blending Sounds into Words Beginning/End Recognition	Use Common Prepositions		Prewriting Skills: Wavy Line* *
Lesson 5	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: Spiral Handwriting: Own Name* *
Lesson 6	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: X, +* Handwriting: Own Name
Lesson 7	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: Loop Handwriting: Own Name* *
Lesson 8	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: Cane* Handwriting: Own Name
Lesson 9	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: Hook* Handwriting: Own Name
Lesson 10	Blending Sounds into Words Sound Blending Assessment *	Use Common Prepositions		Handwriting: Own Name Prewriting Skills Assessment
Pausing Point	Review: Syllable and Sound Blending, Blending Sounds into Words Review: Tracking			Review: Prewriting Skills Review: Handwriting—Own Name

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Unit 3 (14–17 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Sound /m/ Spelled 'm'	Use Common Prepositions		Handwriting 'm': Letter
Lesson 2	Sound /a/ Spelled 'a'	Use Common Prepositions		Handwriting 'a': Letter
Lesson 3	Sound /t/ Spelled 't' Chaining: One-Syllable Short Vowel Sounds	Use Common Prepositions		Handwriting 't': Letter
Lesson 4	Sound /d/ Spelled 'd' Chaining: One-Syllable Short Vowel Sounds *	Use Common Prepositions		Handwriting 'd': Letter
Lesson 5	Review: Oral Blending and Sound Spelling Chaining: One-Syllable Short Vowel Sounds[t]		Chaining: One-Syllable Short Vowel Sounds[t]	Review: Handwriting 'm', 'a', 't', 'd'—Letter
Lesson 6	Sound /o/ Spelled 'o' Chaining: One-Syllable Short Vowel Sounds *	Use Common Prepositions		Handwriting 'o': Letter Handwriting 'm', 'a', 't', 'd': Words*
Lesson 7	Sound /k/ Spelled 'c' Chaining: One-Syllable Short Vowel Sounds *	Use Common Prepositions		Handwriting 'c': Letter
Lesson 8	Sound /g/ Spelled 'g' Chaining: One-Syllable Short Vowel Sounds	Use Common Prepositions		Handwriting 'g': Letter
Lesson 9	Sound /i/ Spelled 'i' Chaining: One-Syllable Short Vowel Sounds*	Use Common Prepositions		Handwriting 'i': Letter and Word*
Lesson 10	Review: Oral Blending and Sound Spelling Chaining: One-Syllable Short Vowel Sounds[t] *	Use Common Prepositions	Chaining: One-Syllable Short Vowel Sounds[t]	Review: Handwriting 'm', 'a', 't', 'd', 'o', 'c', 'g', 'i'—Letters and Words*
Lesson 11	Chaining: One-Syllable Short Vowel Sounds[t] Reading Assessment *	Use Common Prepositions	Chaining: One-Syllable Short Vowel Sounds[t]	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 12	Chaining: One-Syllable Short Vowel Sounds[t] Reading Assessment	Use Common Prepositions	Chaining: One-Syllable Short Vowel Sounds[t]	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 13	Tricky Words: *one* and	Use Common	Circle Spelling: One-	Word Writing: One-

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
	two (*Picture Reader*) Reading Assessment *	Prepositions	Syllable Short Vowel VC and CVC Words	Syllable Short Vowel CVC Words (with Cues)
Lesson 14	Tricky Word: *three* (*Picture Reader*) Reading Assessment *	Use Common Prepositions	Stomp and Spell: One-Syllable Short Vowel CVC Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Pausing Point	Review: Oral Blending and Sound Spelling		Chaining: One-Syllable Short Vowel Sounds	Review: Handwriting—Letters and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

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[t] Chaining appears in both columns as both Chaining for Reading and Chaining for Spelling are practiced in this lesson.

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Unit 4 (15–18 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Sound /n/ Spelled 'n' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'n': Letter and Words
Lesson 2	Sound /h/ Spelled 'h'* Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'h': Letter and Words
Lesson 3	Sound /s/ Spelled 's' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 's': Letter and Words
Lesson 4	Sound /f/ Spelled 'f' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'f': Letter and Words*
Lesson 5	Practice Reading Words		Chaining: One-Syllable Short Vowel Words	
Lesson 6	Sound /v/ Spelled 'v'* Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'v': Letter and Words*
Lesson 7	Sound /z/ Spelled 'z'* Chaining: One-Syllable Short Vowel Words	Use Common Prepositions	Dictation: Sounds	Handwriting 'z', 'a', 'o', 'm', 't', 's', 'c': Letters
Lesson 8	Sound /p/ Spelled 'p'* Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'p': Letter and Words
Lesson 9	Sound /e/ Spelled 'e' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'e': Letter and Words
Lesson 10		Introduction to Phrases	Chaining: One-Syllable Short Vowel Words Dictation: Sounds*	
Lesson 11	Practice Reading Phrases Reading Assessment *		Chaining: One-Syllable Short Vowel Words Dictation: Sounds	Review: Handwriting 'm', 'n', 'h', 's', 'f', 'v', 'z', 'p', 'e'—Letters
Lesson 12	Demonstration Story Practice Reading Words Reading Assessment		Stomp and Spell	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 13	Demonstration Story Practice Reading Words* Reading Assessment		Dictation: Sounds	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 14	Tricky Word: *the* (*Picture Reader*) Practice Reading Words Reading Assessment		Dictation: Sounds	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 15	Tricky Word: *a* (*Picture Reader*) Phrases and Wiggle Cards Practice Reading Words* Reading Assessment		Spelling Hopscotch	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Pausing Point	Review: Segmenting and Sound Spelling Practice Reading Words and Phrases Demonstration Story		Dictation: Sounds and One-Syllable Short Vowel CVC Words	Review: Handwriting—Letters and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

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Unit 5 (16–19 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Sound /b/ Spelled 'b'* Sound /d/ Spelled 'd'*		Chaining: One-Syllable Short Vowel Words	Handwriting 'b': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 2	Sound /l/ Spelled 'l'*			Handwriting 'l': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 3	Sound /r/ Spelled 'r'			Handwriting 'r': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 4	Sound /u/ Spelled 'u'* Reading: Wiggle Cards			Handwriting 'u': Letter and Words* Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 5	Tricky Word: *blue* (*Picture Reader*)		Chaining: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 6	Sound /w/ Spelled 'w'		Chaining: One-Syllable Short Vowel Words	Handwriting 'w': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 7	Sound /j/ Spelled 'j'			Handwriting 'j': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 8	Sound /y/ Spelled 'y'* Tricky Word: *yellow* (*Picture Reader*)			Handwriting 'y': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 9	Sound /x/ Spelled 'x' *		Chaining: One-Syllable Short Vowel Words	Handwriting 'x': Letter and Words Phrase Writing: One-Syllable Short Vowel CVC Words (with Cues)

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 10	Spelling Alternative for /k/ Spelled 'k' Practice Reading Words		Chaining: One-Syllable Short Vowel Words	Handwriting 'k': Letter and Words Phrase Writing: One-Syllable Short Vowel VC and CVC Words (with Cues) Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 11	Tricky Word: *look* (*Picture Reader*)*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Dictation: Sounds Practice Spelling Words: Stomp and Spell	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 12	Reading Assessment *		Chaining: One-Syllable Short Vowel Words	Review: Handwriting 'b', 'l', 'r', 'u', 'w', 'k', 'y', 'x', 'j'—Letters
Lesson 13	Demonstration Story Practice Reading Words Reading Assessment	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Chaining: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 14	Demonstration Story Practice Reading Phrases Reading Assessment	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 15	Demonstration Story Reading Assessment	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 16	Demonstration Story Practice Reading Phrases* Reading Assessment	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Dictation: Sounds Practice Spelling Words: Spelling Hopscotch	
Pausing Point	Review: Sound Spelling		Chaining: One-Syllable Short Vowel Words Review: Dictation—Sounds	Word Writing: One-Syllable Short Vowel CVC Words (with Cues) Review: Handwriting—Letters and Words

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Unit 6 (15–18 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Alphabet/Letter Names (lowercase) Tricky Word: *I* (*Picture Reader*) Demonstration Story *	Use Question Words Capitalize the First Word in a Sentence/Pronoun I	Chaining: One-Syllable Short Vowel Words with Consonant Clusters	
Lesson 2	Alphabet/Letter Names Demonstration Story	Use Question Words Use Common Prepositions	Chaining Dictation: One-Syllable Short Vowel Words with Consonant Clusters	Word Writing: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs (with Cues)
Lesson 3	Alphabet/Letter Names* Sound /z/ spelled 's' Demonstration Story*	Form Plural Nouns by adding /s/ or /es/ Use Question Words Use Common Prepositions	Chaining: One-Syllable Short Vowel Words with Consonant Clusters	Word Writing: One-Syllable Short Vowel VC and CVC Words (with Cues)
Lesson 4	Sounds /s/ and /z/ Partner Reading	Form Plural Nouns by adding /s/ or /es/ Use Question Words		Word Writing: One-Syllable Short Vowel Words in which 's' > /s/ or /z/ (with Cues)*
Lesson 5	Alphabet/Letter Names Demonstration Story Small Group Reading *	Use Question Words Use Common Prepositions		
Lesson 6	Tricky Word: *are* (*Picture Reader*) *	/s/ and /z/ in Plural Nouns and Verbs	Chaining: One-Syllable Short Vowel CVC Words	
Lesson 7	Reading: Wiggle Cards Small Group Reading* *	Use Question Words	Chaining: One-Syllable Short Vowel CVC, CCVC, and CVCC Words	
Lesson 8	Demonstration Story Small Group Reading *	Use Question Words	Dictation: One-Syllable Short Vowel Words with Consonant Clusters	
Lesson 9	Rhyming Words Small Group and Partner Reading* *		Chaining: One-Syllable Short Vowel CVC, CCVC, and CVCC Words	
Lesson 10	Demonstration Story Small Group Reading* *	Use Question Words	Dictation: One-Syllable, Short-Vowel CVC, CCVC, and CVCC Words	

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 11	Review: Rhyming Words Tricky Word: *little* (*Picture Reader*)		Chaining: One-Syllable Short Vowel Words with Consonant Clusters	
Lesson 12	Demonstration Story Small Group and Partner Reading*	Use Question Words	Tap and Spell: One-Syllable, Short-Vowel CVC, CCVC, and CVCC Words	
Lesson 13	Review: Rhyming Words* Small Group and Partner Reading *	Use Question Words	Chaining: One-Syllable Short Vowel Words with Consonant Clusters	
Lesson 14	Demonstration Story Small Group Reading Review: Letter Names and Rhyming Words *	Use Question Words Use Common Prepositions		
Lesson 15	Review: Letter Names		Chaining: One-Syllable, Short-Vowel Words with Consonant Clusters	Word Writing: One-Syllable Short Vowel Words (with Cues)
Lesson 16	Demonstration Story Small Group and Partner Reading	Use Question Words	Dictation: One-Syllable, Short-Vowel CVC, CCVC, and CVCC Words	
Lesson 17	Assessment: Letter Names Assessment: Rhyming Words Assessment: Consonant Clusters Small Group and Partner Reading			Word Writing: One-Syllable Short Vowel Words (with Cues)
Pausing Point	Review: Sound Spelling, Letter Names, Rhyming Words* Demonstration Stories Partner Reading*		Chaining: One-Syllable Short Vowel Words with Digraphs Dictation: Words and Phrases	Word Writing: One-Syllable Short Vowel CVCC, CVCCC, and CCVCC Words (with Cues) Review: Handwriting—Letters and Words

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Unit 7 (17–20 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Sound /ch/ Spelled 'ch'			Handwriting 'ch': Letters and Words Word Writing: One-Syllable Short Vowel CCVCC and CVCCC Words (with Cues)
Lesson 2	Sound /sh/ Spelled 'sh'*		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting 'sh': Letters and Words
Lesson 3	Review: Sounds /ch/ Spelled 'ch' and /sh/ Spelled 'sh'* Tricky Word: *down* (*Picture Reader*) Reading: Wiggle Cards	Use Common Prepositions		
Lesson 4	Sound /th/ Spelled 'th'		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting 'th': Letters and Words
Lesson 5	Sound /<u>th</u>/ Spelled 'th'*			Handwriting 'th': Letters and Words
Lesson 6	Review: Sounds /ch/ Spelled 'ch', /sh/ Spelled 'sh', /th/ Spelled 'th', and /<u>th</u>/ Spelled 'th'		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting: One-Syllable Short Vowel Words Word Writing: One-Syllable Short Vowel Words with Digraphs (with Cues)
Lesson 7	Sound /qu/ Spelled 'qu' *		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting 'qu': Letters and Words
Lesson 8	Sound /ng/ Spelled 'ng'			Handwriting 'ng': Letters and Words Word Writing: One-Syllable Short-Vowel Words with Digraphs(with Cues)
Lesson 9	Tricky Word: *out* (*Picture Reader*) Practice: Segmenting into Phonemes Demonstration Story *	Use Question Words Use Common Prepositions		
Lesson 10	Demonstration Story Partner Reading	Use Question Words	Dictation Identification: One-Syllable Short Vowel CCVC, CVCC, and CCVCC Words	Handwriting: One-Syllable Short Vowel CCVC, CVCC, and CCVCC Words

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 11	Tricky Word: *of* (*Picture Reader*) Reading Assessment Demonstration Story Small Group and Partner Reading* *	Use Question Words Use Common Prepositions		
Lesson 12	Chaining: One-Syllable Short Vowel Words with Digraphs Reading Assessment Small Group and Partner Reading*			Word Writing: One-Syllable, Short-Vowel Words with Consonant Clusters and Digraphs (with Cues)
Lesson 13	Demonstration Story Partner Reading	Use Question Words	Chaining: One-Syllable Short Vowel Words with Digraphs	
Lesson 14	Reading Assessment Demonstration Story Small Group and Partner Reading*	Use Question Words		Word Writing: One-Syllable, Short-Vowel Words with Digraphs(with Cues)
Lesson 15	Reading Assessment Small Group and Partner Reading* *		Practice: Tap and Spell	Word Writing: One-Syllable, Short-Vowel Words with Consonant Clusters and Digraphs (with Cues)
Lesson 16	Reading: Wiggle Cards Practice Reading Words Reading Assessment Demonstration Story Small Group and Partner Reading	Use Question Words		Word Writing: One-Syllable, Short-Vowel Words with Consonant Clusters and Digraphs (with Cues)
Lesson 17	Review Tricky Words: *down*, *out*, *of* Practice Reading Phrases Reading Assessment Small Group and Partner Reading* *			

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Pausing Point	Review: Sounds Spelling Practice Reading Words and Phrases* Demonstration Stories Partner Reading*			Review: Handwriting—Letters and Words Word Writing: One-Syllable, Short-Vowel Words with Consonant Clusters and Digraphs(with Cues)

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Unit 8 (20–23 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Tricky Word: *funny* (*Picture Reader*)* Demonstration Story	Use Question Words Recognize End Punctuation		Word Writing: Tricky Word *funny** Generative Sentence Writing: Including Tricky Words Handwriting: Words Vocabulary: Pictorial Representations
Lesson 2	Tricky Words: *all* (*Picture Reader*) Small Group and Partner Reading	Use Question Words Recognize End Punctuation		Word Writing: Tricky Word *all** Generative Sentence Writing: Including Tricky Words
Lesson 3	Review: Tricky Words* Demonstration Story Small Group and Partner Reading	Use Question Words Recognize End Punctuation	Dictation: Tricky Words	Handwriting: Words, including Tricky Words Vocabulary: Pictorial Representations
Lesson 4	Review: Tricky Words, Rhyming Words Small Group and Partner Reading			
Lesson 5	Tricky Words: *from* (*Picture Reader*) Demonstration Story Partner Reading*	Use Question Words Recognize End Punctuation		Word Writing: One-Syllable Short Vowel Tricky Words (with Cues) Handwriting: Words Vocabulary: Pictorial Representations
Lesson 6	Demonstration Story Small Group and Partner Reading*	Use Question Words Recognize End Punctuation	Chaining: One Syllable Short Vowel Words with Initial or Final Digraphs and/or Clusters	Handwriting: Words Vocabulary: Pictorial Representations
Lesson 7	Small Group and Partner Reading		Dictation: One-Syllable Short-Vowel Words with Initial or Final Blends, Clusters, or Digraphs	Phrases Writing: Including One-Syllable Short Vowel Words with Digraphs (with Cues)
Lesson 8	Tricky Word: *was* (*Picture Reader*)* Demonstration Story Partner Reading	Use Question Words Recognize End Punctuation	Dictation: Tricky Words	Handwriting: Tricky Words
Lesson 9	Review: Tricky Words and Rhyming Words Practice Reading Phrases *			

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 10	Double-Letter Spellings for Consonant Sounds Chaining: One-Syllable Short-Vowel Words with Initial or Final Blends, Clusters, or Consonant Digraphs Demonstration Story*	Use Question Words Recognize End Punctuation		Word Writing: One Syllable Short Vowel Words with a Double Consonant Final Spelling (with Cues)
Lesson 11	Chaining: One-Syllable Short Vowel Words with Initial or Final Blends, Clusters, or Consonant Digraphs Partner Reading		Dictation: Tricky Words	
Lesson 12	Double-Letter Spellings for Consonant Sounds* Demonstration Story Whole Group Reading	Use Question Words Recognize End Punctuation		Vocabulary: Pictorial Representations
Lesson 13	Practice Reading Sounds, Words, and Sentences Demonstration Story* *	Use Question Words Recognize End Punctuation	Practice: Guess It and Spell It	Handwriting: Words Vocabulary: Pictorial Representations
Lesson 14	Practice Reading Phrases Partner Reading*			Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Lesson 15	Word Recognition Assessment Demonstration Story Whole Group Reading	Recognize End Punctuation		Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Lesson 16	Lowercase Letter Name Assessment Small Group/Partner Reading Practice: Rhyming Words Reading Assessment			Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Lesson 17	Tricky Word Assessment Demonstration Story Practice Reading Phrases Code Knowledge Diagnostic Assessment *	Recognize End Punctuation Use apostrophe –s to Determine Meaning		Handwriting: Words Vocabulary: Pictorial Representations

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 18	Partner Reading* Story Reading Assessment Code Knowledge Diagnostic Assessment			Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Lesson 19	Demonstration Story Small Group and Partner Reading*	Use Question Words		Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Lesson 20	Review: Rhyming Words Small Group and Partner Reading		Dictation: One-Syllable Short Vowel Words with Digraphs and Double-Letter Spellings for Consonant Sounds	Handwriting: Tricky Words
Pausing Point	Review: Tricky Words, Sound Spelling, Rhyming Words Partner Reading*		Dictation: Words and Phrases	Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues) Review: Handwriting—Double-Letter Spellings for Consonant Sounds, Words—Tricky Words

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Unit 9 (23–26 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Tricky Words: *when, word** Uppercase Letters: 'A', 'B', 'C', 'D'	Use Question Words		Handwriting 'A' 'B' 'C' 'D'; Tricky Words: Letters and Words*
Lesson 2	Tricky Words: *why, to* Whole Group Reading	Use Question Words Use Common Prepositions		Response to Text Vocabulary: Pictorial Representations
Lesson 3	Uppercase Letters: 'E' 'F' 'G' 'H' Small Group Reading	Use Question Words		Handwriting 'E' 'F' 'G' 'H'; Tricky Words: Letters and Words* Vocabulary: Pictorial Representations
Lesson 4	Review: Uppercase Letters Small Group and Partner Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Response to Text
Lesson 5	Tricky Words: *where, no*	Use Question Words		Sentence Writing (with Cues) Word Writing: Tricky Words (with Cues)
Lesson 6	Uppercase Letters: 'I' 'J' 'K' 'L' 'M' Whole Group Reading	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Handwriting 'I' 'J' 'K' 'L' 'M'; Tricky Words: Letters and Words* Response to Text Vocabulary: Pictorial Representations
Lesson 7	Tricky Words: *what, so* Uppercase Letters: 'N' 'O' 'P' 'Q' 'R'	Use Question Words		Handwriting 'N' 'O' 'P' 'Q' 'R'; Tricky Words: Letters and Words*
Lesson 8	Review: Tricky Words Small Group and Partner Reading*	Use Question Words	Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Consonant Digraphs Dictation: Letters	
Lesson 9	Review: Tricky Words Small Group and Partner Reading	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Word Writing: Tricky Words (with Cues) Response to Text

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 10	Tricky Word: *which* Uppercase Letters: 'S' 'T' 'U' 'V' 'W' Assessment: Tricky Word Recognition Small Group and Partner Reading*	Use Question Words		Handwriting 'S' 'T' 'U' 'V' 'W'; Tricky Words: Letters and Words Vocabulary: Pictorial Representations
Lesson 11	Review: Uppercase Letters Tricky Word: *once* Small Group and Partner Reading	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Response to Text *
Lesson 12	Uppercase Letters: 'X' 'Y' 'Z' Partner Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Handwriting 'X' 'Y' 'Z'; Tricky Words: Letters and Words Word Writing: Tricky Words (with Cues) Response to Text
Lesson 13	Tricky Words: *said, says* Small Group and Partner Reading	Use Question Words		Word Writing: Tricky Words
Lesson 14	Small Group and Partner Reading Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Review: Handwriting—Capital Letters Response to Text
Lesson 15	Reading: Wiggle Cards Practice Reading Sentences			Word Writing: Tricky Words (with Cues)
Lesson 16	Tricky Words: *were* Partner Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Response to Text Vocabulary: Pictorial Representations
Lesson 17	Tricky Words: *here, there** Whole Group Reading	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Word Writing: Tricky Words Response to Text Handwriting: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 18	Review: Tricky Words Small Group and Partner Reading*	Use Question Words	Dictation: Phrases	Word Writing: Tricky Words (with Cues) Handwriting: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 19	Small Group and Partner Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Handwriting '?' '.' '!' Response to Text
Lesson 20	Small Group and Partner Reading Practice Reading: Wiggle Cards Assessment: Tricky Word Recognition Assessment: Upper Case Letter Writing Assessment: Punctuation	Use Question Words		
Lesson 21	Small Group and Partner Reading Reading* Practice Reading: Wiggle Cards Reading Assessment	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Review: Handwriting—Capital Letters Handwriting: Tricky Words Sentence Writing (With Cues) Response to Text
Lesson 22	Whole Group Reading* Practice Reading: Wiggle Cards Reading Assessment	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Response to Text Handwriting: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 23	Partner Reading* Reading Assessment	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Sentence Writing (with Cues) Response to Text Handwriting: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Pausing Point	Review: Tricky Words, Uppercase Letters Partner Reading*		Review: Spelling Dictation	Response to Text Review: Handwriting—Capital Letters, Tricky Words Word Writing: Tricky Words (with Cues)

*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

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Unit 10 (29–32 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Sound /ee/ Spelled 'ee' Small Group and Partner Reading	Use Question Words		Handwriting 'ee': Letters and Words Handwriting: One-Syllable Short Vowel Words Vocabulary: Pictorial Representations
Lesson 2	Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One Syllable 'ee' Words (with Cues)* Response to Text
Lesson 3	Chaining: One-Syllable Long Vowel Words Tricky Words: *he, she, we* Small Group and Partner Reading	Use Question Words		
Lesson 4	Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Dictation: One-Syllable Words with /e/ and /ee/ sounds/spellings	Response to Text
Lesson 5	Tricky Words: *be, me* Whole Group Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text
Lesson 6	Reading: Wiggle Cards Review: Tricky Words		Dictation: Tricky Words	Response to Text Word Writing: Tricky Words, Long 'e' Words
Lesson 7	Sound /ae/ Spelled 'a_e' Small Group and Partner Reading*			Handwriting 'a_e': Words Writing the Spelling
Lesson 8	Tricky Words: *they, their* Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Large Card Chaining	Response to Text *

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 9	Whole Group Reading*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text Word Writing: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 10	Dictation Identification: One-Syllable Long and Short Vowel Words Partner Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One-Syllable Long Vowel Words (with Cues) Response to Text
Lesson 11	Sound /ie/ Spelled 'i_e' Small Group and Partner Reading*			Handwriting 'i_e': Words Word Writing: One-Syllable Long Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 12	Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One-Syllable Long Vowel Words (with Cues) Response to Text
Lesson 13	Tricky Word: *my* Small Group and Partner Reading	Use Question Words	Chaining: One-Syllable Short and Long Vowel Words with the Final *–e* Spelling	Word Writing: One-Syllable Long Vowel Words (with Cues)* Vocabulary: Pictorial Representations
Lesson 14	Practice: Reading Words with the Final *–e* Spelling Small Group and Partner Reading*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text
Lesson 15	Tricky Word: *by* Reading: Wiggle Cards Partner Reading *	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text Vocabulary: Pictorial Representations
Lesson 16	Review: Tricky Words *		Dictation: Tricky Words	Response to Text Word Writing: Tricky Words

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 17	Sound /oe/ Spelled 'o_e' Small Group and Partner Reading*	Use Question Words		Handwriting 'o_e': Words Vocabulary: Pictorial Representations
Lesson 18	Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One-Syllable Long Vowel Words (with Cues) Response to Text
Lesson 19	Review: Sound Spelling Partner Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text Word Writing: One-Syllable Short and Long Vowel Words Vocabulary: Pictorial Representations
Lesson 20	Dictation Identification: One-Syllable, Long-Vowel Words Small Group and Partner Reading	Use Question Words		Word Writing: One-Syllable Long Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 21	Small Group and Partner Reading*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Chaining: One-Syllable Long and Short Vowel Words	Response to Text
Lesson 22	Sound /ue/ Spelled 'u_e' Small Group and Partner Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Handwriting 'u_e': Words Word Writing: One-Syllable Short and Long Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 23	Tricky Words: *you, your* Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Chaining: One-Syllable Long Vowel Words with the Final *–e* Spelling	Response to Text *
Lesson 24	Whole Group Reading*	Use Question Words	Chaining: One-Syllable Long Vowel Words with the Final *–e* Spelling	Response to Text Word Writing: One-Syllable Short Vowel Words (with Cues)
Lesson 25	Reading: Wiggle Cards		Dictation: Tricky Words	Response to Text Word Writing: Tricky Words

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 26	End-of-the-Year Assessment: Word Reading Partner Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text Word Writing: One-Syllable Short and Long Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 27	Whole Group Reading* End-of-the-Year Assessment: Letter Sounds	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	End-of-the-Year Assessment: Sound Writing	End-of-the-Year Assessment: Sound Writing Response to Text Word Writing: One-Syllable Short and Long Vowel Words (with Cues)
Lesson 28	End-of-the-Year Assessment: Uppercase Letter Names Small Group and Partner Reading* End-of-the-Year Assessment: Letter Sounds	Use Question Words	Chaining: One-Syllable Long Vowel Words with the Final *–e* Spelling	End-of-the-Year Assessment: Writing Lowercase Letters
Lesson 29	Small Group and Partner Reading*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Chaining: One-Syllable Short and Long Vowel Words	Response to Text
Pausing Point	Review: Digraphs, Sound Spelling, Tricky Words Reading: Wiggle Cards Partner Reading*		Chaining: One-Syllable Long Vowel Words with the Final *–e* Spelling Dictation: One-Syllable Short and Long Vowel Words	Word Writing: One-Syllable Long Vowel Words (with Cues) Response to Text Handwriting: Tricky Words

*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

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Scope and Sequence • Knowledge Strand • Grade 2

The Knowledge strand of the Core Knowledge Language Arts program is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. Through introducing, presenting, and discussing read-alouds in each domain, teachers build students' listening and reading comprehension and oral language skills.

Each domain anthology is comprised of daily lessons, pausing points, a domain review, a domain assessment, and culminating activities.

- ***Pausing Points:*** *opportunities to review, reinforce, or extend the content taught thus far.*
- ***Domain Review:*** *an opportunity to review and reinforce the material (e.g., core content and vocabulary) in the domain in order to help students prepare for the domain assessment.*
- ***Domain Assessment:*** *evaluates students' understanding and retention of academic vocabulary words and the core content targeted in the domain. The results should guide review and remediation the following day(s).*
- ***Culminating Activities:*** *provide remediation and/or enrichment for individual students, small groups, or the whole class based on the results of the Domain Assessment.*

Table of Contents:

Domain 1: Fairy Tales and Tall Tales

Domain 2: Early Asian Civilizations

Domain 3: The Ancient Greek Civilization

Domain 4: Greek Myths

Domain 5: The War of 1812

Domain 6: Cycles in Nature

Domain 7: Westward Expansion

Domain 8: Insects

Domain 9: The U.S. Civil War

Domain 10: The Human Body

Domain 11: Immigration

Domain 12: Fighting for a Cause

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Fairy Tales and Tall Tales

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (12 Days)

This domain will introduce students to classic fairy tales and tall tales and the well-known lessons they teach. This domain will also lay the foundation for understanding stories in future grades. The first half of the Fairy Tales and Tall Tales *domain focuses on fairy tales and the second half of the domain focuses on tall tales and the elements of that genre.*

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions requiring literal recall and understanding of the details and/or facts of a literary read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a literary read-aloud* *Determine the meaning of unknown words and phrases in literary read-alouds and discussions* *Listen to and demonstrate understanding of literary read-alouds of appropriate complexity for Grades 2–3*	*Use agreed-upon rules for group discussions* *Carry on and participate in a conversation over at least six turns* *Produce complete sentences when appropriate*	*Identify real-life connections between words and their use* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts*	
Lesson 1: The Fisherman and His Wife	Describe illustrations of the sea in "The Fisherman and His Wife" Demonstrate familiarity with "The Fisherman and His Wife" Describe the characters, plot, and setting of "The Fisherman and His Wife" Identify common characteristics of fairy tales and the fairy tale elements of "The Fisherman and His Wife" Recount "The Fisherman and His Wife" and determine the central message, lesson, or moral Describe how the fisherman feels about asking for more wishes and how the fish feels about granting each wish in "The Fisherman and His Wife"	Summarize content and/or oral information presented by others by using the main events in "The Fisherman and His Wife" Build on others' talk in conversations by linking comments to the remarks of a partner about the characteristics of fairy tales Ask questions to clarify comprehension of the material presented in "The Fisherman and His Wife"	Identify the correct usages of antonyms *pleases* and *displeases* Word Work**:** *Displeases*	Rewrite "The Fisherman and His Wife" using new characters, a different setting, and different wishes and share writing with others

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: The Emperor's New Clothes	Describe the illustration of the prime minister looking at the nonexistent cloth in "The Emperor's New Clothes" and analyze his facial expression to determine what he was thinking Recount "The Emperor's New Clothes," and analyze the actions of the characters Describe how the people feel upon seeing the Emperor in his underwear in "The Emperor's New Clothes"	Prior to listening to The Emperor's New Clothes," review the characteristics of fairy tales Identify the setting and characters in "The Emperor's New Clothes" and then reenact the story using appropriate facial expressions and actions	Use sentence-level context as a clue to the meaning of the words *intelligent* and *invisible* Word Work**:** *Curious* Use the adjective *curious* appropriately in oral language	
Lesson 3: Beauty and the Beast, Part I	Compare and contrast orally characteristics of fairy tales in "The Fisherman and His Wife" and "The Emperor's New Clothes" Explain why the beast is described as "fearsome" in "Beauty and the Beast, Part I"	Prior to listening to "Beauty and the Beast, Part I," identify orally what they know and have learned about fairy tales Recount "Beauty and the Beast, Part I" through a sequence of events in the fairy tale	Determine the meanings of words, such as *misfortune*, by using the prefix *mis-* Word Work**:** *Fortune*	Write simple sentences describing a favorite scene in "Beauty and the Beast, Part I" and then sequence those scenes to retell the story
Lesson 4: Beauty and the Beast, Part II	Use evidence from "Beauty and the Beast, Part II" to describe how Beauty's feelings change during the fairy tale Recount **"**The Beauty and the Beast, Part II" and determine the central message, lesson, or moral Identify common characteristics of fairy tales and the fairy tale elements of "Beauty and the Beast, Part II"	Prior to listening to "Beauty and the Beast, Part II," orally predict from text heard thus far if the merchant will return to the castle or if one of the merchant's daughters will go in his place.	Explain the meaning of the common saying "better late than never" and use in appropriate contexts Word Work**:** *Constant* Use the adjective *constant* appropriately in oral language Multiple Meaning Word Activity: *Tunes* Sayings and Phrases: Better Late Than Never	
	Pausing Point (1 Day)			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: Paul Bunyan	Distinguish this fantasy from realistic text by explaining that some of the things in the story could not happen in real life and are exaggerations Identify tale tales as a type of fiction Identify characteristics of tall tales that are evident in "Paul Bunyan"	Describe a situation that contains exaggeration	Word Work**:** *Admiration* Form and use frequently occurring irregular plural nouns	With assistance, categorize and organize characteristics about the tall tale "Paul Bunyan" into a chart
Lesson 6: Pecos Bill	Compare and contrast orally the characteristics of tall tales in "Paul Bunyan" with the characteristics of tall tales in "Pecos Bill" using evidence from both stories Distinguish this fantasy from realistic text by explaining that some of the things in the story could not happen in real life Describe the setting of "Pecos Bill"	Prior to listening to "Pecos Bill," identify orally what they know and have learned about the characteristics of tale tales and examples of exaggeration in "Paul Bunyan"	Word Work**:** *Tame*	With assistance, categorize and organize characteristics about the tall tale "Pecos Bill" into a chart
Lesson 7: John Henry	Compare and contrast orally the characteristics of tall tales in "Paul Bunyan" with the characteristics of tall tales in "John Henry" Distinguish fantasy from realistic text by explaining that some of the things in the story could not happen in real life	Prior to listening to "John Henry," identify orally what they know and have learned about characteristics of tall tales Describe the parts of "John Henry" that could really happen and the parts that are exaggeration	Word Work: *Feats* Identify real-life connections between the word *challenge* and given activities Multiple Meaning Word Activity**:** *Tracks*	With assistance, categorize and organize characteristics about the tall tale "John Henry" into a chart
Lesson 8: Casey Jones	Identify the characteristics of tall tales in "Casey Jones" Identify how the text of the narrative read-aloud sounds different from "The Ballad of Casey Jones"	Prior to listening to "Casey Jones," identify orally what they know and have learned about tall tales and the main events in "Paul Bunyan," "John Henry," and "Casey Jones" Describe the parts of "Casey Jones" that could really happen and the parts that are exaggeration Build on others' talk in conversations by linking their comments about "Casey Jones" to a partners'	Word Work**:** *Legendary* Use the adjective *legendary* appropriately in oral language	With assistance, categorize and organize characteristics about the tall tale "Casey Jones" into a chart Create a Venn diagram to compare and contrast the characters Casey Jones and John Henry

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Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	comments		
Domain Review (1 Day)			
Domain Assessment (1 Day)			
Culminating Activities (1 Day)			

Early Asian Civilizations

14 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (18 Days)

This domain will introduce students to the continent of Asia and its two most populous countries, India and China. Students will learn about the early civilizations in India and China and how they were both able to form because of mighty rivers. Students will once again hear about the important features of early civilizations, to which they were introduced in the Grade 1 Early World Civilizations *domain. These features include the specialization of jobs such as farming, the establishment of cities and government, and the advent of other practices such as writing and religion.*

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud* *Determine the meaning of unknown words and phrases in informational read-alouds and discussions* *Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3*	*Use agreed-upon rules for group discussions* *Carry on and participate in a conversation over at least six turns* *Ask questions to clarify information about the topic in an informational read-aloud* *Retell (orally or in writing) important facts and information from an informational read-aloud* *Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification*	*Identify real-life connections between words and their use* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts*	
Lesson 1: The Indus River Valley, Part I	Explain the importance of geography of Asia in the development of ancient civilizations on that continent Describe the connection between the Himalayas and the start of Indus River Valley civilizations in ancient times	Prior to listening to "The Indus River Valley, Part I," orally review the key components of a civilization Recount important details from "The Indus River Valley, Part I" that demonstrate that communities in that region had characteristics of a civilization	Use word parts to determine the meaning of *overflow* in "The Indus River Valley, Part I" Word Work**:** *Fertile* Use the adjective *fertile* appropriately in oral language	Write two or three sentences describing an image of the Indus River Valley and explaining how the river and mountains depicted in the image affected the formation of ancient civilizations
Lesson 2: The Indus River Valley, Part II	Describe the connection between the Indus River and the city of Mohenjo-daro. Describe what is happening in an image of an ancient port city, and explain how the image helps clarify the text	Prior to listening to "The Indus River Valley, Part II," identify orally what they know and have learned about the importance of the Indus River and Himalayan Mountains in the development of a civilization Summarize the helpful and harmful effects of the Indus	Word Work**:** *Source*	With assistance, categorize and organize facts and information from "The Indus River Valley, Part II" in a Civilizations Chart

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
		River as they were described in "The Indus River Valley, Part II"		
Lesson 3: Hinduism	Describe the connection between Hinduism and ancient Asian civilizations Compare and contrast Hinduism and other world religions	Prior to listening to "Hinduism," review the role Asia's geography played in the formation of ancient civilizations on this continent Recount key details from "Hinduism" about the religion, such as the name of its followers, its sacred places, holy texts, and gods	Word Work: *Represents* Multiple Meaning Word Activity**:** *Club*	With assistance, categorize and organize facts and information from "Hinduism" in a Civilizations Chart and in a Comparison Chart pertaining to Hinduism and Buddhism
Lesson 4: The Tiger, the Brahman, and the Jackal	Recount details from "The Tiger, the Brahman, and the Jackal," an Indian folktale Describe how the tiger, the Brahman, the buffalo, the tree, and the jackal respond to challenges in "The Tiger, the Brahman, and the Jackal" Describe the setting of "The Tiger, the Brahman, and the Jackal" and connect it to India and Hinduism Identify examples of personification in "The Tiger, the Brahman, and the Jackal" Describe the overall structure of "The Tiger, the Brahman, and the Jackal" by sequencing images from the story	Prior to listening to "The Tiger, the Brahman, and the Jackal," identify orally what they know and have learned about Hinduism Identify characters and the setting and then perform a dramatization of "The Tiger, the Brahman, and the Jackal," using eye contact, appropriate volume, and clear enunciation Ask questions that begin with the word *who* to clarify comprehension of "The Tiger, the Brahman, and the Jackal"	Word Work**:** *Unjust* Use the adjective *unjust* appropriately in oral language	
Lesson 5: The Blind Men and the Elephant	Describe how each of the blind men in "The Blind Men and the Elephant" respond to challenges Describe how the rhyming words and phrases from "The Blind Men and the Elephant" supply rhythm and meaning in the poem	Prior to listening to "The Blind Men and the Elephant," identify orally what they know and have learned about "The Tiger, the Brahman, and the Jackal" Prior to listening to "The Blind Men and the Elephant," orally predict how the blind men will describe the elephant in the poem, and then compare the actual outcomes to predictions Summarize orally the objects to which each of the men compare parts of the elephant	Word Work**:** *Resembles* Use regular and irregular past tense verbs correctly in oral language	Write similes comparing a part of the elephant to another object, similar to the similes used in "The Blind Men and the Elephant"

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 6: Diwali	Describe the connection between Diwali and its customs to Hinduism	Prior to listening to "Diwali," identify orally what they know and have learned about Hinduism	Word Work**:** *Custom*	With guidance and support from adults and peers, write a description of an image from "Diwali" and strengthen writing as needed by revising and editing Share writing with others
Lesson 7: Buddhism	Describe the connection between religion and a civilization Use an image of Asoka directing good works to support and clarify the good works described in "Buddhism" Explain the connection between the suffering Siddhartha witnessed to the establishment of Buddhism	Prior to listening to "Buddhism," orally identify important aspects of Hinduism Identify how Siddhartha may have felt when he saw suffering outside his palace walls	Word Work: *Conquer* Multiple Meaning Word Activity**:** *Train*	With assistance, categorize and organize facts and information from "Buddhism" in a Civilizations Chart and in a Comparison Chart on religion
	Pausing Point (1 Day)			
Lesson 8: The Yellow and the Yangtze Rivers	Explain the importance of the Yellow and the Yangtze Rivers to the development of ancient Chinese civilizations Summarize information in "The Yellow and the Yangtze Rivers" that indicate that the ancient Chinese civilization had one or more key components of a civilization	Prior to listening to "The Yellow and the Yangtze Rivers," identify orally what they know and have learned about the formation of civilizations in ancient India Summarize orally the inventions developed by the people in ancient China that made farming easier Identify important facts about the Indus, Ganges, Yellow, and Yangtze Rivers	Word Work: *Sorrow*	With assistance, categorize and organize facts and information from "The Yellow and the Yangtze Rivers" in a Civilizations Chart

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: Paper, Writing, and Calligraphy	Describe contributions made by the people of ancient China with respect to writing Use images of Chinese various characters to clarify information presented in "Paper, Writing, and Calligraphy" about Chinese writing	Prior to listening to "Paper, Writing, and Calligraphy," identify orally the key components of a civilization Compare and contrast orally Chinese writing with written English Add drawings to descriptions of paper, writing, and calligraphy in ancient China to clarify ideas, thoughts, and feelings	Word Work: *Durable* Use the adjectives *durable* and *fragile* appropriately in oral language	With assistance, categorize and organize facts and information from "Paper, Writing, and Calligraphy" in a Civilizations Chart Plan an informative text that presents information from "Paper, Writing, and Calligraphy" Participate in a shared writing project on the topic of paper, writing, and calligraphy in ancient China
Lesson 10: The Magic Paintbrush	Identify "The Magic Paintbrush" as folktale and a work of fiction Recount details from "The Magic Paintbrush," a Chinese folktale, Describe how Ma Liang, the teacher, and the emperor respond to challenges in "The Magic Paintbrush" Describe the characters and plot of "The Magic Paintbrush" Summarize the sequence of events in "The Magic Paintbrush"	Prior to listening to "The Magic Paintbrush," identify orally review what they know and have learned about ancient China Add drawings to a summary of information heard in "The Magic Paintbrush" to clarify ideas, thoughts, and feelings	Word Work: *Praise*	Write an informative text that presents information from "Paper, Writing, and Calligraphy" Participate in a shared writing project on the topic of paper, writing, and calligraphy in ancient China
Lesson 11: The Importance of Silk	Describe contributions made by the people of ancient China with respect to the silk-making process Use images of the silk-making process to clarify information presented in "The Importance of Silk" Describe the connection between the Silk Roads and trade in ancient China	Prior to listening to "The Importance of Silk," identify orally what they know and have learned about ancient China Describe orally the steps involved in the production of silk	Word Work: *Emerge* and *Plunged*	Publish an informative text that presents information from "Paper, Writing, and Calligraphy" Participate in a shared writing project on the topic of paper, writing, and calligraphy in ancient China
Lesson 12: China's Great Wall	Describe the construction and significance of the Great Wall of China Ask *what* questions to demonstrate an understanding of "China's Great Wall"	Prior to listening to "China's Great Wall," identify orally what they know and have learned about important contributions made by the people of ancient China Recount a personal	Word Work: *Defense* Sayings and Phrases: Easier Said Than Done	With assistance, categorize and organize facts and information from "China's Great Wall" in a Somebody Wanted But So Then Chart

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
		experience involving the saying "easier said than done" with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences		
Lesson 13: Confucius	Describe the importance of Confucius's teachings Describe the connection between the situation in China at the time of Confucius's birth and his teachings later in life	Prior to listening to "Confucius," identify orally what they know and have learned about the Great Wall of China Ask *who* questions to demonstrate an understanding of "Confucius" Recount a personal experience involving the saying "practice what you preach" with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	Distinguish shades of meaning among the adjectives *willing*, *eager*, and *impatient* Word Work: *Eager* Use the adjective *eager* appropriately in oral language Sayings and Phrases: Practice What You Preach	Participate in a shared writing project on the topic of paper, writing, and calligraphy in ancient China Share with an audience an informative text that presents information from "Paper, Writing, and Calligraphy"
Lesson 14: Chinese New Year	Describe the significance, and the traditions associated with, the Chinese New Year Describe an image of fireworks and use the image to clarify information presented in "Chinese New Year" Compare and contrast Chinese New Year with New Year's celebrations in the United States	Prior to listening to "Chinese New Year," identify orally what they know and have learned about Diwali Distinguish important facts associated with Diwali and Chinese New Year	Use word parts to determine the meaning of words ending in the suffix *–uos* in "Chinese New Year" Word Work: *Prosperous*	
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (1 Day)			

The Ancient Greek Civilization

12 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (17 Days)

This domain will introduce students to an ancient civilization whose contributions can be seen in many areas of our lives today. Students will learn about the gods and goddesses of the ancient Greeks, the city-states of Sparta and Athens, and the philosophers Socrates, Plato, and Aristotle. They will learn about the first Olympic Games held in honor of Zeus, the significance of the battles of Marathon and Thermopylae, and the conquests of Alexander the Great. Students will also learn about the Greek contribution of democracy and how those ideas are used today in many governments, including our own.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *Determine the meaning of unknown words and phrases in informational read-alouds and discussions* *Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3*	*Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age* *Ask questions to clarify information about the topic in an informational read-aloud* *Retell (orally or in writing) important facts and information from a literary or informational read-aloud* *Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification*	*Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)*	
Lesson 1: The Ancient Greeks	Use an image of rugged Greek terrain to clarify the description of the land in the text Describe the connection between the rugged Greek terrain and the development of an ancient civilization in this land	Prior to listening to "The Ancient Greeks" review what they know and have learned about the key components of a civilization Describe unique aspects of the ancient Greek government	Use adjectives to describe the Greek land shown in an image Determine the meanings of words, such as *independently*, by using the prefix *in-* Word Work**:** *Independently*	With assistance, categorize and organize facts and information from "The Ancient Greeks" in a Civilization Chart
Lesson 2: Mount Olympus, Part	Describe how the gods and goddesses described in "Mount Olympus, Part I"	Prior to listening to "Mount Olympus, Part I," identify orally what they know and	Use adjectives to describe the gods and goddesses described in "Mount Olympus,	With assistance, categorize and organize facts and information from "Mount

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
I	respond to events and challenges Describe an image of the twelve thrones on Mount Olympus to clarify information presented in "Mount Olympus, Part I" Recount the story of the Olympian gods and goddesses from "Mount Olympus, Part I," using transition words like *first, next, then*, and *finally*	have learned about the ancient Greek civilization Build on comments from others when they are describing the gods and goddesses described in "Mount Olympus, Part I"	Part I" Word Work: *Summoned*	Olympus, Part I" in a Civilization Chart
Lesson 3: Mount Olympus, Part II	Use an image of Hermes hovering over the Greek landscape to clarify information presented in "Mount Olympus, Part II" Summarize the characteristics and powers of the gods and goddesses of the ancient Greeks Explain the connection between the powers possessed by the Greek gods and goddesses and things that occur in nature Recount the story of the Olympian gods and goddesses from "Mount Olympus, Part II," using transition words like *first, next, then,* and *finally*	Prior to listening to "Mount Olympus, Part II," identify orally what they know and have learned about Mount Olympus	Word Work**:** *Mission*	With assistance, categorize and organize facts and information from "Mount Olympus, Part II" in a Civilization Chart
Lesson 4: The Olympic Games	Determine the meaning of words such as *boundaries* and *compete* in connection with their use in "The Olympic Games" Explain the connection between the ancient Greeks and the modern Olympic games Compare and contrast the ancient Olympic Games with the modern games	Prior to listening to "The Olympic Games," identify orally what they know and have learned about the beliefs of the ancient Greeks and about key components of a civilization Identify orally significant contributions made by ancient Greeks such as Myron and Pindar Recount a personal	Word Work**:** *Grand* Use the adjective *grand* appropriately in oral language Sayings and Phrases: Where There's a Will, There's a Way	With assistance, categorize and organize facts and information from "The Olympic Games" in a Civilization Chart

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
		experience involving the saying "where there's a will, there's a way" with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences		
Lesson 5: All for Sparta	Explain how the information presented in "All for Sparta" provides information about the Spartan way of life Describe how Lysander reacted to turning seven years old and leaving his family to train as a soldier	Prior to listening to "All for Sparta," identify orally what they know and have learned about city-states and the ancient Greek civilization Summarize life in ancient Sparta	Use adjectives to describe life in Sparta Word Work: *Spartan* Create different types of sentences based on an image of Lysander leaving with Platon Build on remarks made by others in a conversation about an image of Lysander leaving with Platon	With assistance, categorize and organize facts and information from "All for Sparta" in a Civilization Chart
Lesson 6: Athens and the Olive Tree	Determine the meaning of words such as *shelter* in connection with their use in "Athens and the Olive Tree" Explain the connection between the city-state of Athens and the goddess Athena Describe the significance of olive trees to Athens	Prior to listening to "Athens and the Olive Tree," identify orally what they know and have learned about the gods and goddesses of ancient Greece	Word Work: *Ideal* Use the adjective *ideal* appropriately in oral language	With assistance, categorize and organize facts and information from "Athens and the Olive Tree" in a Civilization Chart
Lesson 7: Athens: The Birthplace of Democracy	Explain the connection between the ancient Greek civilization and democracy as a form of government Explain the origin of the idea of democracy	Prior to listening to "Athens: The Birthplace of Democracy," identify orally what they know and have learned about the city-states of Sparta and Athens Identify Myron's famous sculpture *The Discus Thrower*	Word Work: *Democracy*	With assistance, complete a T-Chart with important facts about Athens and Sparta to be used to write a paragraph that expresses an opinion Write a paragraph that expresses an opinion on whether they would prefer to live in Athens or Sparta
	Pausing Point (2 Days)			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 8: Marathon	Explain the significance of the Battle of Marathon	Prior to listening to "Marathon," identify orally what they know and have learned about the contributions the ancient Greeks made to modern-day civilizations Summarize the main events associated with the Battle of Marathon	Word Work**:** *Tribute*	Summarize the events described in "Marathon" in a Somebody Wanted But So Then Chart
Lesson 9: Thermopylae: The Persians Strike Again	Explain the significance of the Battle of Thermopylae	Prior to listening to "Thermopylae: The Persians Strike Again," identify orally what they know and have learned about the battle on the plains of Marathon Summarize the main events associated with the Battle of Thermopylae Clarify information about "Thermopylae: The Persians Strike Again" by asking questions that begin with *where*	Word Work**:** *Prefer* Multiple Meaning Word Activity: *Channel* Distinguish shades of meaning among closely related verbs, such as *prefer* and *like*	
Lesson 10: The Great Thinkers of Greece	Use an image of Aristotle to clarify information presented in "The Great Thinkers of Greece" Explain the importance of Aristotle's studies to science today Identify and describe the connections between famous Greek philosophers as presented in "The Great Thinkers of Greece"	Prior to listening to "The Great Thinkers of Greece," identify orally what they know and have learned about significant contributions made by the ancient Greeks Identify Siddhartha Guatama as one who had searched for and achieved enlightenment	Word Work**:** *Marvelous* Use the adjective *marvelous* appropriately in oral language Sayings and Phrases: Practice What You Preach	Plan a fictional narrative about someone living in the time of ancient Greece with characters, a setting, and a plot that includes a beginning, middle, and end Participate in a shared writing project for a fictional narrative With assistance, categorize and organize facts and information on the ancient Greek civilization
Lesson 11: Alexander the Great, Part I	Determine the meaning of words such as *conflicts* and *magnificent* in connection with their use in "Alexander the Great, Part I" Explain why Alexander is known as Alexander the Great	Prior to listening to "Alexander the Great, Part I," identify orally what they know and have learned about philosophy and Socrates, Plato, and Aristotle Summarize important events in the life of Alexander the Great	Use adjectives to describe Alexander Word Work**:** *Tame*	Draft a fictional narrative about someone living in the time of ancient Greece with characters, a setting, and a plot that includes a beginning, middle, and end Participate in a share writing project for a fictional narrative
Lesson 12:	Describe the origin of the	Prior to listening to "Alexander	Use adjectives to describe	Edit a fictional narrative about

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Alexander the Great, Part II	name "Alexander the Great" and its connection to the empire built by Alexander	the Great, Part II," identify orally what they know and have learned about Alexander the Great's early life Prior to listening to "Alexander the Great, Part II," orally predict what Alexander's greatest adventure will be and then compare the actual outcome to the prediction Summarize significant events in Alexander's life	Alexander the Great Determine the meanings of words, such as invader, by using the root word as a clue Word Work: *Invader*	someone living in the time of ancient Greece with characters, a setting, and a plot that includes a beginning, middle, and end Participate in a shared writing project for a fictional narrative
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (1 Day)			

Greek Myths

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

This domain builds on The Ancient Greek Civilization *domain and will introduce students to several well-known Greek myths and many well-known mythical characters. Students will learn that the ancient Greeks worshipped many gods and goddesses, and that the twelve they believed lived on Mount Olympus, the home of the gods, were the most powerful. Students will learn the definition of a myth: a fictional story, once thought to be true that tried to explain mysteries of nature and humankind. They will also learn about myths that include supernatural beings or events, and that myths give insight into the ancient Greek culture. Students will hear about Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, the Sphinx, and Hercules, among others.*

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a literary read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a literary read-aloud, including answering why questions that require recognizing cause/effect relationships* *Determine the meaning of unknown words and phrases in literary read-alouds and discussions* *Listen to and demonstrate understanding of literary read-alouds of appropriate complexity for Grades 2–3*	*Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age* *Ask questions to clarify information about the topic in a literary read-aloud* *Retell (orally or in writing) important facts and information from a literary read-aloud* *Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification*	*Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)*	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: The Twelve Gods of Mount Olympus	Identify how Leonidas feels about going to Olympia to see the races held in honor of Zeus Summarize the main events in "The Twelve Gods of Mount Olympus" Explain why Greek myths are considered fiction Compare and contrast Greek gods and humans	Prior to listening to "The Twelve Gods of Mount Olympus," review what they know about the ancient Greek civilization and about fiction and myths Summarize important facts about the Greek gods and goddesses described in "The Twelve Gods of Mount Olympus" Add drawings to descriptions of the Greek god Zeus to clarify ideas, thoughts, and feelings	Use sentence-level context clues to determine the meaning of the word *mortal* Word Work**:** *Spectators*	Write a journal entry about Zeus
Lesson 2: Prometheus and Pandora	Recount information from "Prometheus and Pandora," a Greek myth, and determine the central meaning of the myth Describe how Prometheus, Epimetheus, and Pandora respond to challenges in "Prometheus and Pandora" Identify how Pandora feels when all of the terrible things burst out of the box	Prior to listening to "Prometheus and Pandora," review information about Greek gods and goddesses Sequence the events described in "Prometheus and Pandora" Add drawings to descriptions of the myth "Prometheus and Pandora" to clarify ideas, thoughts, and feelings	Word Work**:** *Amusing* Use the adjective *amusing* appropriately in oral language	Write a journal entry about one of the characters described in "Prometheus and Pandora"
Lesson 3: Demeter and Persephone	Recount information from "Demeter and Persephone," a Greek myth, and determine the central message of the myth Describe how Persephone, Demeter, Hades, and Zeus respond to challenges in "Demeter and Persephone" Describe the characters and plot of "Demeter and Persephone," including how the beginning introduces the story Identify how Demeter feels when she realizes Persephone is missing	Prior to listening to "Demeter and Persephone," review information about Greek gods and goddesses and myths Add drawings to descriptions of the myth "Demeter and Persephone" to clarify ideas, thoughts, and feelings	Word Work**:** *Retrieve* Multiple Meaning Word Activity**:** *Pine*	Write a journal entry about one of the characters described in "Demeter and Persephone"
Lesson 4: Arachne the	Recount information from "Arachne the Weaver," a Greek myth, and determine	Prior to listening to "Arachne the Weaver," review information about Greek gods	Word Work: *Flattered* Identify real-life connections	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Weaver	the central message of the myth Describe how Arachne and Athena respond to challenges in "Arachne the Weaver" Describe the characters and plot of "Arachne the Weaver," including how the ending concludes the action Interpret information pertaining to Greece from a world map or globe and connect it to information learned in various Greek myths	and goddesses and myths Add drawings to descriptions of the myth "Arachne the Weaver" to clarify ideas, thoughts, and feelings	between the word *features* and its use	
Lesson 5: Theseus and the Minotaur	Determine the meaning of words such as *defeated* in connection with their use in "Theseus and the Minotaur" Recount information from "Theseus and the Minotaur," a Greek myth, and determine the central message of the myth Describe how Theseus, King Minos, Princess Ariadne, and King Aegeus respond to challenges in "Theseus and the Minotaur"	Prior to listening to "Theseus and the Minotaur," review information about Greek gods and goddesses and myths Sequence the events described in "Theseus and the Minotaur" Ask and answer *who* questions orally to gather information or deepen understanding of the information contained in "Theseus and the Minotaur"	Word Work**:** *Unraveling*	With assistance, categorize and organize facts and information from "Theseus and the Minotaur" in a Greek Myths Chart
Lesson 6: Daedalus and Icarus	Recount information from "Daedalus and Icarus," a Greek myth, and determine the central message of the myth Describe how Daedalus and Icarus respond to challenges in "Daedalus and Icarus" Identify how King Minos feels when he discovers Theseus escaped from the Labyrinth	Prior to listening to "Daedalus and Icarus," review information about Greek gods and goddesses and myths Recount a personal experience involving "cold feet" with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences Add drawings to descriptions of the myth "Daedalus and Icarus" to clarify ideas, thoughts, and feelings	Use adjectives correctly in oral language Word Work**:** *Proof* Sayings and Phrases: Cold Feet	Write a journal entry about the events described in "Daedalus and Icarus"
	Pausing Point (2 Days)			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: Hercules	Recount information from "Hercules," a Greek myth, and determine the central message of the myth Describe how Hercules responds to challenges in "Hercules" Identify how Hercules feels when he was feared by Greek citizens Use evidence from "Hercules" to support an opinion about whether or not Hercules is a hero	Prior to listening to "Hercules," review information about Greek gods and goddesses and myths Summarize deeds performed by Hercules in "Hercules"	Word Work: *Aimlessly* Use the adverb *aimlessly* appropriately in oral language	Plan a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure
Lesson 8: Other Adventures of Hercules	Recount information from "Other Adventures of Hercules," a Greek myth, and determine the central message of the myth Describe how Hercules and Atlas respond to challenges in "Other Adventures of Hercules" Identify how Hercules feels at the end of the story compared to how he felt at the beginning of the story	Prior to listening to "Other Adventures of Hercules," review information about Hercules from the previous read-aloud Prior to listening to "Other Adventures of Hercules," make predictions orally and then compare the actual outcomes to predictions Recount a personal experience involving "back to the drawing board" with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	Word Work: *Guidance* Sayings and Phrases: Back to the Drawing Board	Draft a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure
Lesson 9: Oedipus and the Riddle of the Sphinx	Recount information from "Oedipus and the Riddle of the Sphinx," a Greek myth, and determine the central message of the myth	Prior to listening to "Oedipus and the Riddle of the Sphinx," review information about Greek myths and riddles Summarize the riddle presented in "Oedipus and the Riddle of the Sphinx," and explain who solved the riddle	Word Work**:** *Insisted* Use the known root word insist as a clue to the meaning of the words *insistent* and *insistently*	Edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure With guidance and support from adults and peers, focus on information presented in the *Greek Myths* domain and strengthen writing as needed by revising and editing

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
				Share writing with others
Lesson 10: Atalanta and the Golden Apples	Recount information from "Atalanta and the Golden Apples," a Greek myth, and determine the central message of the myth Describe how Atalanta and Hippomenes respond to challenges in "Atalanta and the Golden Apples" Describe the characters and plot of "Atalanta and the Golden Apples," including how the ending concludes the story	Create audio recordings of student-written Greek myths Add drawings to descriptions of a scene from the myth "Atalanta and the Golden Apples" to clarify ideas, thoughts, and feelings	Word Work: *Resist*	Publish a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure With guidance and support from adults, explore a variety of digital tools to produce and publish a Greek myth Share writing with others
Domain Review (1 Day)				
Domain Assessment (1 Day)				
Culminating Activities (1 Day)				

The War of 1812

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (13 Days)

This domain will introduce students to an important period in the history of the United States—the time during the War of 1812. The War of 1812 is, perhaps, best remembered as the war that gave birth to "The Star-Spangled Banner." Students will also learn why the War of 1812 is often called America's second war for independence. Students will learn how the United States was affected by the Napoleonic Wars between France and Great Britain. They will learn about James and Dolley Madison, and their direct connection to the War of 1812. Students will learn about Great Britain's three-part plan to win back the United States. This includes attacks on Washington, D.C. and Baltimore, and the Battle of New Orleans. This domain will build the foundation for learning about Westward Expansion, The U.S. Civil War, *and* Immigration *later in Grade 2 as well as for learning about other periods of American history in later grades.*

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *Determine the meaning of unknown words and phrases in informational read-alouds and discussions* *Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3*	*Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age* *Ask questions to clarify information about the topic in an informational read-aloud* *Retell (orally or in writing) important facts and information from a literary or informational read-aloud* *Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification*	*Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)*	
Lesson 1: America in 1812, Part I	Describe the connection between a series of historical events such as the Revolutionary War and the War of 1812 Explain how the war between France and Great Britain affected the new United States	Prior to listening to "America in 1812, Part I," review what they know and have learned about American history prior to 1812 Ask questions to clarify information presented in "America in 1812, Part I"	Word Work: *Represent*	Recall information about persuasion from advertisements to prepare to write a persuasive speech

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: America in 1812, Part II	Describe the connection between a series of historical events such as the Napoleonic Wars and the War of 1812	Prior to listening to "America in 1812, Part II," identify what they know and have learned about the causes of the War of 1812 Identify additional causes of the War of 1812 Add drawings to an informational piece about James Madison to clarify ideas, thoughts, and feelings	Word Work**:** *Patience*	Write simple sentences about James Madison Plan a persuasive speech either for or against the War of 1812
Lesson 3: Mr. and Mrs. Madison	Describe the connection between James and Dolley Madison and what was happening in the United States in 1812	Prior to listening to "Mr. and Mrs. Madison," identify what they know and have learned about the causes of the War of 1812 Summarize the roles James Madison and Dolley Madison each played in 1812	Word Work: *Magnificent* Use the adjective *magnificent* appropriately in oral language Use the suffixes *–full* and *–less* to create new words	Write a persuasive speech for or against the War of 1812
Lesson 4: Another War Already?	Explain the reasons the author gives in "Another War Already?" for the point that waterways were important in the War of 1812	Prior to listening to "Another War Already?" identify what they know and have learned about James and Dolley Madison Present a persuasive speech, maintaining eye contact and speaking at an appropriate pace and volume	Word Work: *Economy*	With guidance and support, capture information about James and Dolley Madison on a T-Chart
	Pausing Point (2 Days)			
Lesson 5: The Attack on Washington, D.C.	Identify the main topic of the read-aloud "The Attack on Washington, D.C." Describe the connection between a series of historical events such as the attack on Washington, D.C., and the War of 1812 Sequence a series of events about the British attack on Washington, D.C. using the words *first*, *next*, *then*, and *last*	Prior to listening to "The Attack on Washington, D.C." identify what they know and have learned about the War of 1812 Interpret information presented, and then ask a question beginning with the word *what* to clarify information in "The Attack on Washington, D.C." Add drawings to an informational piece about Dolley Madison to clarify ideas, thoughts, and feelings	Word Work**:** *Quench*	Write simple sentences about Dolley Madison
Lesson 6: Broad Stripes	Explain the origin of "The Star-Spangled Banner"	Prior to listening to "Broad Stripes and Bright Stars,"	Word Work**:** *Inspired*	Write simple sentences about Francis Scott Key

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
and Bright Stars	Describe the connection between a series of historical events such as the Battle of Fort McHenry and "The Star-Spangled Banner"	identify what they know and have learned about the attack on Washington, D.C. Add drawings to an informational piece about Francis Scott Key to clarify ideas, thoughts, and feelings Sing or say "The Star-Spangled Banner"		
Lesson 7: The Battle After the War	Describe the connection between a series of historical events such as the Battle of New Orleans and the War of 1812 Compare and contrast the information about the Battle of New Orleans presented in "The Battle After the War" and "The Battle of New Orleans" song Evaluate the appropriateness of the title "The Battle After the War" based on information presented in the read-aloud	Prior to listening to "The Battle After the War," identify what they know and have learned about the Battle of Baltimore Explain why the War of 1812 is sometimes referred to as "America's second war for independence" Recount a personal experience with appropriate facts and relevant, descriptive details about an example of "where there's a will there's a way"	Word Work: *Astonished* Sayings and Phrases: Where There's a Will There's a Way	
Lesson 8: Peace and Pirates	Describe the connection between a series of historical events such as privateers and the War of 1812	Prior to listening to "Peace and Pirates," identify what they know and have learned about Andrew Jackson and the Battle of New Orleans Compare and contrast pirates and privateers during the War of 1812	Word Work: *Dejected* and *Jubilant* Distinguish shades of meaning among closely related adjectives, such as *happy*, *glad*, *joyful*, *upbeat*, *cheerful*	Participate in a shared research project about the War of 1812 Generate questions and seek information from multiple sources to answer questions about the War of 1812 With assistance, categorize and organize information within a domain to answer questions
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (1 Day)			

Cycles in Nature

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (14 Days)

This domain will introduce students to the many natural cycles that make life on Earth possible. Students will increase their knowledge of cycles in nature by learning more about seasonal cycles, and by beginning their study of flowering plants and trees, animal life cycles, and the importance of the water cycle. Students will also learn about the effect seasonal changes have on plants and animals. In addition, throughout this domain, students will gain exposure to poems by renowned authors Emily Dickinson and Robert Louis Stevenson. As students learn that all organisms experience the developmental stages of the life cycle, they will also learn how their growth and development relates to Earth's seasonal cycles and begin to understand how all organisms depend on Earth's limited water supply.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *Determine the meaning of unknown words and phrases in informational read-alouds and discussions* *Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3*	*Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age* *Ask questions to clarify information about the topic in an informational read-aloud* *Retell (orally or in writing) important facts and information from a literary or informational read-aloud* *Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification*	*Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)*	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: The Cycle of Daytime and Nighttime	Identify the main topic of "The Cycle of Daytime and Nighttime" Describe the connection between the earth's rotation and daytime and nighttime Interpret information from a diagram of the earth's rotation using the read-aloud "The Cycle of Daytime and Nighttime"	Prior to listening to "The Cycle of Daytime and Nighttime," identify orally what they know about different cycles in nature Explain the definition of a cycle and what causes night and day Identify and express whether they are able to feel the rotation of Earth	Word Work: *Stage*	
Lesson 2: The Reasons for Seasons	Describe the connection between the tilt of the earth as it orbits the sun and the seasons	Prior to listening to "The Reasons for Seasons," identify orally what they know and have learned about cycles and what causes night and day Summarize how Earth's movement creates the seasons	Word Work: *Tilt*	
Lesson 3: Four Seasons in One Year	Describe the connection between seasons in the Northern Hemisphere affect plants and animals	Prior to listening to "Four Seasons in One Year," identify orally what they know and have learned about Earth's rotation and revolution Explain how people adapt to winter and summer	Use knowledge of the meaning of individual words to predict the meanings of compound words such as *bedtime*, *notebook*, and *bathroom* Word Work: *Adapt*	With assistance, capture information from "Four Seasons in a Year" in a Northern Seasons Chart
Lesson 4: The Life Cycle of a Plant	Explain the connection between seasons and the life cycle of plants Sequence four to six pictures illustrating the life cycle of a flowering plant	Prior to listening to "The Life Cycle of a Plant," identify orally what they know and have learned about Earth's tilt and the seasons Ask and answer *what* questions orally to gather information or deepen understanding of the information contained in "The Life Cycle of a Plant"	Word Work: *Protective*	
Lesson 5: The Life Cycle of a Tree	Explain the connection between trees and life on Earth	Prior to listening to "The Life Cycle of a Tree," identify orally what they know and have learned about the life cycle of a plant Explain the difference	Word Work: *Germination*	Write a short piece on what it would be like to be a tree

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
		between deciduous and evergreen trees Describe the life cycle of a tree		
	Pausing Point (2 Days)			
Lesson 6: Which Came First, The Chicken or the Egg?	Explain the life cycle of a chicken	Prior to listening to "Which Came First, the Chicken or the Egg?", review information about the life cycle of trees and why they are important to life on Earth Describe the parts of an egg and the functions of each Build on the comments of others about the written summary of the life cycle of a chicken	Word Work: *Replenished*	Write simple sentences about the life cycle of a chicken from egg to egg With feedback from peers, strengthen writing as needed Share writings with others
Lesson 7: The Life Cycle of a Frog	Explain the process of metamorphosis in the life cycle of a frog Explain the connection between tadpoles and the cycles of the seasons	Prior to listening to "The Life Cycle of a Frog," identify orally what they know and have learned about the life cycles of plants, trees, and chickens Ask and answer *what* questions orally to gather information or deepen understanding of the information contained in "The Life Cycle of a Frog"	Use knowledge of the meaning of individual words to predict the meanings of compound words such as *frogspawn* Word Work: *Burrow*	Write an informational paragraph explaining the stages of the life cycle of a frog With guidance and support from adults and peers, focus on information presented in "The Life Cycle of a Frog" and strengthen writing as needed by revising and editing
Lesson 8: The Life Cycle of a Butterfly	Compare and contrast the life cycle of a chicken to the life cycle of a frog Sequence four to six pictures illustrating the life cycle of a butterfly	Prior to listening to "The Life Cycle of a Butterfly," identify orally what they know and have learned about cycles in nature Sequence the life cycles of chickens and frogs Describe the life cycle of a butterfly	Word Work: *Transparent*	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: The Water Cycle	Describe the water cycle Describe images of clouds and use them to clarify what is described in the text Explain the importance of precipitation	Prior to listening to "The Water Cycle," orally identify information they know about water Rehearse and perform "A Water Cycle Song"	Word Work: *Precipitation*	Participate in a shared research project to gather information about the water cycle
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (1 Day)			

Westward Expansion

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (13 Days)

This domain will introduce students to an important period in the history of the United States—the time of westward expansion during the 1800s. Students will learn why pioneers were willing and eager to endure hardships to move westward. Students will learn about important innovations in both transportation and communication during that period, which greatly increased the movement of people westward. More specifically, students will learn about Fulton's steamboat, the Erie Canal, the transcontinental railroad, and the Pony Express. Students will also come to understand the hardships and tragedies that Native Americans endured because of westward expansion. This domain will build the foundation for learning about The U.S. Civil War *and* Immigration *later in Grade 2 as well as for learning about other periods of American history in later grades.*

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *Determine the meaning of unknown words and phrases in informational read-alouds and discussions* *Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3*	*Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age* *Ask questions to clarify information about the topic in an informational read-aloud* *Retell (orally or in writing) important facts and information from a literary or informational read-aloud* *Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification*	*Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)*	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: Going West	Identify the main topic of "Going West" Describe the connection between a series of historical events such as colonial times and westward expansion Acknowledge differences in the points of view of the narrator of the read-aloud and the writer of a journal that is read during "Going West"	Prior to listening to "Going West," identify what they know about the history and geography of America prior to the early nineteenth century Explain some of the reasons people chose to move west at this time Describe the sights people saw while traveling on the Oregon Trail Ask questions to clarify directions for the Westward Expansion Quilt activity Draw pictures to represent details or information from "Going West"	Word Work: *Sights*	With assistance, create and interpret timelines related to colonial times and westward expansion Write simple sentences to represent details or information from "Going West" Share writing with others
Lesson 2: Mr. Fulton's Journey	Identify the main topic of "Mr. Fulton's Journey" by creating a quilt square Describe the connection between a series of historical events such as the invention of Fulton's steamboat and westward expansion	Prior to listening to "Mr. Fulton's Journey," identify what they know and have learned about people moving west Interpret information presented, and then ask a question beginning with the word who to clarify information in "Mr. Fulton's Journey" Draw pictures to represent details or information from "Mr. Fulton's Journey"	Word Work**:** *Voyage*	With assistance**,** create and interpret a timeline related to the invention of Fulton's steamboat and westward expansion Write simple sentences to represent details or information from "Mr. Fulton's Journey"
Lesson 3: The Journal of a Twelve-Year-Old on the Erie Canal	Compare and contrast the information presented in "The Journal of a Twelve-Year-Old on the Erie Canal" and in the song "The Erie Canal" Describe the connection between a series of historical events such as the Erie Canal and westward expansion	Prior to listening to "The Journal of a Twelve-Year-Old on the Erie Canal," retell the story of Robert Fulton and the invention of the steamboat Describe what life was like traveling on the Erie Canal in the mid-nineteenth century	Word Work*: Transport* Multiple Meaning Word Activity: *Board*	With assistance, create and interpret a timeline related to westward expansion and the Erie Canal
Lesson 4: The	Identify the main topic of	Prior to listening to "The	Use sentence-level clues to	With assistance, create and

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Story of Sequoyah	"The Story of Sequoyah" by creating a quilt square Describe the connection between a series of historical events such as the Cherokee writing and westward expansion	Story of Sequoyah," identify the advantages and disadvantages of travel by steamboat Draw pictures to represent details or information from "The Story of Sequoyah"	determine the meaning of words such as *skeptical* Word Work*: Create*	interpret a timeline related to Cherokee writing and westward expansion Write simple sentences to represent details or information from "The Story of Sequoyah" Share writing with others
Lesson 5: The Trail of Tears	Describe the connection between a series of historical events such as the Trail of Tears and westward expansion	Prior to listening to "The Trail of Tears," identify what they know and have learned about Sequoyah and the Cherokee Explain why the forced relocation of the Cherokee people is known as "The Trail of Tears" Draw pictures to represent details or information from "The Trail of Tears"	Use adjectives to describe the Trail of Tears Word Work*: Encountered*	With assistance, create and interpret a timeline related to the Trail of Tears and westward expansion Write simple sentences to represent details or information from "The Trail of Tears" Share writing with others
	Pausing Point (2 Days)			
Lesson 6: Westward on the Oregon Trail	Identify the main topic of "Westward on the Oregon Trail" Describe the connection between a series of historical events such as the Oregon Trail and westward expansion	Prior to listening to "Westward on the Oregon Trail," identify what they know and have learned about the forced relocation of the Cherokee people Summarize what life was like for settlers traveling west in wagon trains Rehearse and perform scenes from "Westward on the Oregon Trail" for an audience using eye contact, appropriate volume, and clear enunciation	Word Work**:** *Territory*	With assistance, create and interpret a timeline related to the Oregon Trail and westward expansion
Lesson 7: The Pony Express	Identify the main topic of "The Pony Express" by creating a quilt square Describe the connection between a series of historical events such as the Pony Express and westward expansion	Prior to listening to "The Pony Express," identify what they know and have learned about transportation and people moving westward Explain why the Pony Express lasted only 18 months Rehearse and perform	Word Work*: Endurance*	With assistance, create and interpret a timeline related to the Pony Express and westward expansion

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
		scenes from "The Pony Express" for an audience using eye contact, appropriate volume, and clear enunciation		
Lesson 8: Working on the Transcontinental Railroad	Identify the main topic of "Working on the Transcontinental Railroad" by creating a quilt square Describe the connection between a series of historical events such as the transcontinental railroad and westward expansion Acknowledge differences in the points of view of the narrator of the read-aloud and the writer of a journal that is read during "Working on the Transcontinental Railroad"	Prior to listening to "Working on the Transcontinental Railroad," identify what they know and have learned about the Pony Express Draw pictures to represent details or information from "Working on the Transcontinental Railroad"	Use word parts to determine meanings of words such as *transcontinental* Word Work*: Convenient* Create and use appropriately words using the prefix *un-*	With assistance, create and interpret a timeline related to the transcontinental railroad and westward expansion Write simple sentences to represent details or information from "Working on the Transcontinental Railroad" Share writing with others
Lesson 9: The Buffalo Hunters	Explain the connection between westward expansion and Native Americans living in the West	Prior to listening to "The Buffalo Hunters," identify what they know and have learned about the transcontinental railroad Summarize the different ways the settlers and the Lakota Sioux hunted bison Draw pictures to represent details or information from "The Buffalo Hunters"	Word Work*: Solemnly*	Write simple sentences to represent details or information from "The Buffalo Hunters" Share writing with others
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (1 Day)			

Insects

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (12 Days)

This domain will introduce students to the largest group of animals on Earth. Students will learn the characteristics of insects, the life cycles of insects, how insects can be categorized as solitary or social, and how insects are viewed as both helpful and harmful. For example, students will learn how insects are important to the process of pollination and in the production of honey, some cosmetics and even medicines. Students will gather the information they learn in a journal and will have the opportunity to further research questions and points of interest. Students will use the information gathered in their journals to plan, draft, and edit an informational narrative. This domain will lay the foundation for review and further study of the life cycles, habitats, and classifications of insects and other animals.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *Determine the meaning of unknown words and phrases in informational read-alouds and discussions* *Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3*	*Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age* *Ask questions to clarify information about the topic in an informational read-aloud* *Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud* *Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification*	*Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)*	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: Insects Everywhere!	Describe images of various habitats and use them to clarify the information presented in "Insects Everywhere!" Describe the connection between insects and their habitats	Prior to listening to "Insects Everywhere!" identify what they know and have learned about insects, habitats, and the life cycles of butterflies and other animals Recount a personal experience with insects with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences Add drawings to descriptions of insects to clarify ideas, thoughts, and feelings	Word Work: *Habitats* Sayings and Phrases**:** Eaten Out of House and Home	Generate questions and gather information from multiple sources to answer questions about insects Write a narrative about personal contact with an insect Share writing with others
Lesson 2: What Makes an Insect and Insect?	Compare and contrast insects and non-insects	Prior to listening to "What Makes an Insect and Insect?" identify how insects interact with their habitats Identify the body parts all insects have Add drawings to descriptions of insects and non-insects to clarify ideas, thoughts, and feelings	Word Work**:** *Microscopic*	Generate questions and gather information from multiple sources to answer questions about insects Write simple sentences describing something that is an insect and something that is not an insect Share writing with others
Lesson 3: Life Cycles of Insects	Describe the life cycles of insects	Prior to listening to "Life Cycles of Insects," identify what they know and have learned insects and the life cycle of a butterfly Describe the growth of humans as similar to either complete or incomplete metamorphosis Add drawings to descriptions of insect metamorphosis to clarify ideas, thoughts, and feelings	Word Work**:** *Progression*	Generate questions and gather information from multiple sources to answer questions about insects Write simple sentences describing insects using information presented in "Life Cycles of Insects" relating to metamorphosis Share writing with others
Lesson 4: Social Insects: Bees and Wasps	Use an image of the figure-eight dance pattern of a honeybee to clarify information presented in "Social Insects: Bees and Wasps" Describe the connections between honeybee workers, drones, and queen bees	Prior to listening to "Social Insects: Bees and Wasps," identify what they know and have learned about social and solitary insects Add drawings to descriptions of honeybees and wasps to clarify ideas, thoughts, and feelings	Word Work: *Cooperate* Multiple Meaning Word Activity**:** *Comb*	Generate questions and gather information from multiple sources to answer questions about insects Write simple sentences about honeybees and paper wasps Share writing with others

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	Compare and contrast the nests of honeybees and wasps			
Lesson 5: Social Insects: Ants and Termites	Describe the reasons or facts the author of "Social Insects: Ants and Termites" gives to support the statement that ants are social insects	Prior to listening to "Social Insects: Ants and Termites," present their Insects Journal entries on honeybees and paper wasps Describe jobs that ants and/or termites do that contribute to the colony Compare and contrast termites and ants	Word Work**:** *Destructive*	Plan an informational narrative from the perspective of an insect, including the setting, characters, and plot of the story
	Pausing Point (1 Day)			
Lesson 6: Insects that Glow and Sing	Use images of various insects to identify the narrator of the read-aloud at various points in "Insects that Glow and Sing" Explain the different ways insects communicate with one another using light or sound	Prior to listening to "Insects That Glow and Sing," identify what they know and have learned about insects Summarize the ways given insects communicate	Word Work: *Communicate* Use adverbs correctly in oral language	Draft an informational narrative from the perspective of an insect, including the setting, characters, and plot of the story
Lesson 7: Armored Tanks of the Insect World	Describe the reasons or facts the author of "Armored Tanks of the Insect World" gives to explain why beetles are the largest group of insects on Earth	Prior to listening to "Armored Tanks of the Insect World," identify what they know and have learned about the key characteristics of insects Describe the way beetles protect themselves	Word Work**:** *Mimicry*	Draft an informational narrative from the perspective of an insect, including the setting, characters, and plot of the story
Lesson 8: Friend or Foe?	Explain how humans and insects can be both helpful and harmful to each other Describe the relationship between humans and insects using evidence from "Friend or Foe?"	Prior to listening to "Friend or Foe?" identify what they know and have learned about the harmful and helpful aspects of insects Identify a cicada as a bug	Word Work**:** *Foe*	Edit an informational narrative from the perspective of an insect, including the setting, characters, and plot of the story With guidance and support from adults and peers, focus on the topic of insects and strengthen writing as needed by revising and editing
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (1 Day)			

The U.S. Civil War

11 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

This domain will introduce students to an important period in the history of the United States. Students will learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. They will learn about this war and how the end of the war also meant the end of slavery.

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *Determine the meaning of unknown words and phrases in informational read-alouds and discussions* *Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3*	*Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age* *Ask questions to clarify information about the topic in an informational read-aloud* *Retell (orally or in writing) important facts and information from a fiction or informational read-aloud* *Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification*	*Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)*	
Lesson 1: Harriet Tubman, Part I	Describe and discuss Harriet Tubman's childhood Describe what life was like for enslaved people Use a T-Chart to compare and contrast the slavery and freedom	Recall key details about westward expansion in the United States Discuss the concepts of freedom and liberty	Word Work: *Value*	WPS, categorize and organize information from the read-aloud to answer questions about what slavery was like in order to write a Civil War journal entry Using a combination of writing and drawing, create a journal entry Harriet Tubman's childhood
Lesson 2: Harriet Tubman, Part II	Describe how Harriet Tubman helped enslaved people gain their freedom Describe the Underground	Prior to listening to "Harriet Tubman, Part II," identify orally what students know and have learned from the previous read-aloud "Harriet	Word Work: *Value* Multiple Meaning Word Activity: *Flies*	Describe how Harriet Tubman helped enslaved people gain their freedom Describe the Underground

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	Railroad and why it was important Summarize the meaning of "Follow the Drinking Gourd," and explain its significance to enslaved Africans prior to the Civil War Compare and contrast the meaning of "Follow the Drinking Gourd" with the information about Harriet Tubman in the read-aloud	Tubman, Part I Prior to listening to "Harriet Tubman, Part II," predict orally whether Harriet Tubman fights for and wins her freedom, and then compare the actual outcome to the prediction Identify the Underground Railroad as a network of people, not an actual train, that helped get people from the South to the North		Railroad and why it was important Summarize the meaning of "Follow the Drinking Gourd," and explain its significance to enslaved Africans prior to the Civil War Compare and contrast the meaning of "Follow the Drinking Gourd" with the information about Harriet Tubman in the read-aloud
Lesson 3: The Controversy over Slavery	Compare and contrast the North and South in the years prior to the Civil War Identify and describe abolitionists, including Frederick Douglass, Wendell Philips, and Susan B. Anthony Describe the events at Harpers Ferry Use a T-Chart to organize information from the read-aloud	Describe the connection between "Follow the Drinking Gourd" and the Underground Railroad	Word Work**:** *Economy*	Using a combination of writing and drawing, create a journal entry about the differences between the North and the South in the years prior to the Civil War.
Lesson 4: Abraham Lincoln	Explain Lincoln's views on slavery Describe the Lincoln-Douglas debate and why it was important Describe the connection between a series of historical events in Abraham Lincoln's life, the effect of these events on his views of slavery, and how his views changed the views of others in the read-aloud "Abraham Lincoln"	Use the T-Chart to compare and contrast the North and the South Identify Abraham Lincoln and Stephen Douglas as political rivals with different views on slavery	Word Work**:** *Expand* Vocabulary Instructional Activity: *Issue*	Using a combination of drawing and writing, write a journal entry about Abraham Lincoln and his views on slavery
Lesson 5: The Division of the United States	Interpret information from a map and map key to understand which states belonged to the Union and	Prior to listening to "The Division of the United States," orally identify what students know and have learned about	Word Work: *Confederacy* and *Union*	Using a combination of drawing and writing, write a journal entry about the differences between the

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	which belonged to the Confederacy Interpret information from a timeline to sequence some of the important events surrounding the U.S. Civil War Explain why the South seceded from the Union and how President Lincoln felt about the secession	Abraham Lincoln, the North and the South, and differing views regarding slavery Prior to listening to "The Division of the United States," orally predict whether the country is pulled apart by differing views on slavery, and then compare the actual outcome to the prediction		Union and the Confederacy
	Pausing Point (2 Days)			
Lesson 6: The War Begins	Identify the reasons the author of the read-aloud gives for the Civil War being longer and bloodier than the North anticipated Identify and describe key terms including, the Battle of Manassas and Stonewall Jackson	Using an illustration, identify and describe Fort Sumter and its importance in the Civil War	Word Work: *Civilians* Syntactic Awareness Activities: *Speech Registers* Sayings and Phrases: "Easier Said Than Done"	
Lesson 7: Robert E. Lee	Compare and contrast the Union and the Confederacy at the Battle of Gettysburg Describe Robert E. Lee and why he was important during the Civil War	Explain the significance of the First Battle of Manassas in the Civil War	Word Work: *Advisors*	Use a SWBST Chart to retell the story of Robert E. Lee Using a combination of drawing and writing, write a journal entry about the Robert E. Lee and his role in the Civil War
Lesson 8: Clara Barton	Explain why Clara Barton became known as "the Angel of the Battlefield" Describe Clara Barton's role in the Civil War Describe the impact of Clara Barton's work in other countries and in the foundation of the Red Cross Use a timeline to identify and describe important events during the Civil War	Describe the role of Robert E. Lee in the Civil War	Word Work: *Wounded*	Using a combination of drawing and writing, write a journal entry about Clara Barton and her contributions both during and after the Civil War

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: The Emancipation Proclamation	Explain why Abraham Lincoln is remembered as a courageous president Describe the Emancipation Proclamation and why it was important Interpret information from the Timeline to understand when the Emancipation Proclamation was written relative to when the American Red Cross was established	Prior to listening to "The Emancipation Proclamation," identify orally what they know and have learned about Clara Barton	Word Work**:** *Abolished*	Using a combination of drawing and writing, write a journal entry about the significance of the Emancipation Proclamation
Lesson 10: Ulysses S. Grant	Compare and contrast the Union and Confederate armies Compare and contrast Ulysses S. Grant and Robert E. Lee	Prior to listening to "Ulysses S. Grant," orally identify what they know and have learned about Robert E. Lee	Word Work**:** *Defeat* Multiple Meaning Word Activity**:** *Post*	Using a combination of drawing and writing, write a journal entry comparing and contrasting Ulysses S. Grand and Robert E. Lee
Lesson 11: The End of the War	Compare and contrast the North and the South at the end of the Civil War Identify and describe some of the heroes of the Civil War, including Abraham Lincoln, Harriet Tubman, and Clara Barton Describe some of the changes that took place after the Civil War Discuss how the Civil War bred a new generation of inventors and scientists Interpret information from the Timeline to understand how key events in the Civil War relate to one another	Prior to listening to "The End of the War," orally identify what students know and have learned about the U.S. Civil War Prior to listening to "The End of the War," orally predict how the U.S. Civil War ends, and what happens afterward, and then compare the actual outcome to the prediction	Word Work**:** *United*	Using a combination of drawing and writing, write a journal entry about the end of the Civil War Compile all the journal entries into a book and add a cover with a title, author's name, and illustration
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (1 Day)			

The Human Body

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

This domain covers a number of topics regarding the human body. This domain first covers concepts regarding cells and how cells form the building blocks of life on Earth. Students are then taught how collections of cells form tissues, and tissues form organs, and finally how organs work within the various body systems. Students then hear about the digestive and excretory systems. They will learn the fundamental parts and functions of these two body systems. Finally, this domain focuses on the importance of good nutrition and how to eat a well-balanced diet.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *Determine the meaning of unknown words and phrases in informational read-alouds and discussions* *Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3*	*Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age* *Ask questions to clarify information about the topic in an informational read-aloud* *Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud* *Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification*	*Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)*	
Lesson 1: The Amazing Human Body	Identify the function of various body parts Explain why the author calls the human body "the human machine"	Prior to listening to "The Amazing Human Body," orally identify what they know and have learned about the human body and nutrition	Word Work: *Systems* Explain the meaning of the saying "keep your fingers crossed" and use in appropriate contexts	Independently write a journal entry describing the five senses
Lesson 2: Anton van Leeuwenhoek	Describe Anton van Leeuwenhoek's important discovery	Prior to listening to "Anton van Leeuwenhoek," orally identify what they know and have learned about the human body and the five	Word Work: *Observations*	Independently write a journal entry identifying Anton van Leeuwenhoek and describing his important discovery

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
		senses		Practice using a magnifying glass and draw what they see
Lesson 3: Cells and Tissues	Describe the cells, tissues, and the connection between them	Prior to listening to "Cells and Tissues," orally identify what they know and have learned about the human body and Anton van Leeuwenhoek In groups, identify types of tissue and what they do	Word Work: *Functions*	Independently write a journal entry describing cells and tissues
Lesson 4: Organs	Describe the cells, tissues, organs, and the connection between them	Prior to listening to "Organs," orally identify what they know and have learned about cells and tissues	Word Work: *Nourish* Multiple Meaning Word: *Tissue*	Independently categorize and organize information showing the connection between various body parts
	Pausing Point (2 Days)			
Lesson 5: The Digestive System	Identify the organs of the digestive system and explain their functions Sequence the parts of the digestive process using Image Cards	Prior to listening to "The Digestive System," orally identify what they know and have learned about the connection between cells, tissues, organs, and systems Ask and answer *what* questions orally, requiring literal recall and understanding of the details or facts from the read-aloud	Word Work: *Absorb*	Independently write a journal entry describing the digestive system
Lesson 6: The Excretory System	Identify the organs of the excretory system and explain their functions Compare and contrast the digestive and excretory systems Explain the importance of drinking water, using evidence to support their statement	Prior to listening to "The Excretory System," orally identify what they know and have learned about the parts of the digestive system	Word Work: *Toxic*	Independently write a journal entry describing the excretory system
Lesson 7: Nutrients	Identify six nutrients that are essential for good health, what they help your body do, and foods that contain them	Prior to listening to "Nutrients," orally identify what they know and have learned about nutrients	Word Work: *Essential* Identify and use adverbs to modify verbs in appropriate contexts	Independently draw foods they ate for breakfast and categorize according to the nutrients they contain Independently write a journal entry, providing examples of the four main nutrients and describing how to keep the body healthy

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 8: A Well-Balanced Diet	Explain why the author argues they should eat mostly produce Analyze various meals to determine how healthy they are	Prior to listening to "Nutrients," orally identify what they know and have learned about nutrients and examples of each In small groups, present an example of a well-balanced diet to the class	Word Work: *Variety* Multiple Meaning Word: *Skip*	
Lesson 9: A Healthy Human Body	Identify the main purpose of "A Healthy Human Body" Identify ways to keep the body healthy	Prior to listening to "Nutrients," orally identify what they know and have learned about human body systems and how to keep them healthy Ask and answer *what* questions orally, requiring literal recall and understanding of the details or facts from the read-aloud	Word Work: *Recovery* Explain the meaning of the saying "get up on the wrong side of the bed" and use in appropriate contexts	Independently write a paragraph in a journal describing a day in which they practice many healthy habits
	Domain Review (2 Days)			
	Domain Assessment (1 Day)			
	Culminating Activities (1 Day)			

Immigration

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (17 Days)

This domain will introduce students to the concept of immigration in the United States, an especially important topic because the United States is often referred to as a country of immigrants. Students will learn about the biggest wave of immigration to the United States, which occurred between 1880 and 1920. They will discover why people immigrated, what factors pushed them from their homelands and pulled them to the United States, and why many immigrants settled in particular cities or regions upon their arrival. These basic facts about immigration will help students further their awareness of U.S. history. Learning about immigration in the United States is also an opportunity for students to find out more about their family history and what brought them and/or their ancestors to the United States.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *Determine the meaning of unknown words and phrases in informational read-alouds and discussions* *Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3*	*Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age* *Ask questions to clarify information about the topic in an informational read-aloud* *Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud* *Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification*	*Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)*	
Lesson 1: E Pluribus Unum	Explain the meaning of *e pluribus unum* and why people immigrate Identify push and pull factors that have encouraged people to come to the United States	Prior to listening to "E Pluribus Unum," orally identify what they know and have learned about the United States prior to 1880	Use word parts to determine the meaning of the unknown Latin phrase *e pluribus unum* Word Work: *Factors*	Individually write and illustrate information about immigration Share their writing with a partner
Lesson 2: A Little Giant	Explain why Charles Steinmetz immigrated to	Prior to listening to "A Little Giant Comes to America,"	Word Work: *Opportunity*	Individually write and illustrate information about immigration

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Comes to America	America and describe his impact	orally identify what they know and have learned about from where and why people immigrate		
Lesson 3: Life in the City	Describe the lives of immigrants living in major U.S. cities Compare and contrast immigrants lives in the United States with their lives in their home countries Explain the reasons the author gives to support his or her statement	Prior to listening to "Life in the City," orally identify what they know and have learned about from where and why people immigrate	Word Work: *Traditional*	Individually write and illustrate information about the lives of immigrants in major U.S. cities
Lesson 4: From Ireland to New York City	Explain why the United States was known as "the land of opportunity" Identify push and pull factors that have encouraged people to come to the United States	Prior to listening to "From Ireland to New York City," orally identify what they know and have learned about from where and why people immigrate	Word Work: *Afford* Identify and generate adjectives	Individually write and illustrate information about Irish immigration to the United States
Lesson 5: Gold Mountain	Explain the push and pull factors of Chinese immigration in the 1880s–1920s Describe the lives of Chinese immigrants to the United States Compare the immigrant lives in the United States	Prior to listening to "Gold Mountain," orally identify what they know and have learned about from where and why people immigrate, and their lives in 1880s–1920s	Word Work: *Exhausting* and *Refreshing* Explain the meaning of the saying "turn over a new leaf" and use in appropriate contexts	Individually write and illustrate information about Chinese immigration to the United States
Lesson 6: A Land of Opportunity	Explain why some immigrants settled in the Midwest, and what life was like for them Evaluate the title of the read-aloud	Prior to listening to "A Land of Opportunity," orally identify what they know and have learned about why the United States was known as "the land of opportunity" Make and confirm predictions about what life was like for immigrants to the Midwest	Word Work: *Supported* Multiple Meaning Word: *Land*	Individually write and illustrate information about immigration to the Midwest
	Pausing Point (3 Days)			
Lesson 7: A Mosaic of Immigrants	Explain how the United States is a mosaic of immigrants Identify push factors of immigration to the United States in the 1880s–1920s	Prior to listening to "A Mosaic of Immigrants," orally identify what they know and have learned about immigration in the 1880s–1920s	Word Work: *Settlers*	Individually, plan a fictional narrative letter describing life as a new immigrant to the United States

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
		Perform the actions of a settler, using eye contact, appropriate volume, and clear enunciation		
Lesson 8: Becoming a Citizen	Explain what a citizen is Describe how someone becomes a naturalized citizen of the United States	Prior to listening to "Becoming a Citizen," orally identify what they know and have learned about immigration Perform the actions of a settler, using eye contact, appropriate volume, and clear enunciation	Word Work**:** *Naturalized Citizen*	Individually, draft a fictional narrative letter describing life as a new immigrant to the United States Share their letters with a partner or the class
Lesson 9: We the People	Explain the importance of the Constitution and Bill of Rights to the United States and its citizens	Prior to listening to "We the People," orally identify what they know and have learned about the U.S. government	Understand the meaning of the prefix *dis–* and use it in appropriate contexts Word Work**:** *Disagreement*	As a class, draft a classroom constitution outlining the rules that govern it Individually explain in writing the importance of the Constitution and Bill of Rights in the United States
Lesson 10: Immigration and Citizenship	Explain the rights and responsibilities of U.S. citizens Contrast life in the United State with life if the Constitution did not guarantee certain freedoms	Prior to listening to "We the People," orally identify what they know and have learned about the U.S. Constitution Identify similarities and differences in the experiences of immigrants in different parts of the United States Listen to and perform "The Star-Spangled Banner" with appropriate volume and clear enunciation	Word Work**:** *Guaranteed*	As a class, brainstorm a list of rights and responsibilities of all U.S. citizens Individually identify similarities and differences in the experiences of immigrants in different parts of the United States
	Domain Review (2 Days)			
	Domain Assessment (1 Day)			
	Culminating Activities (1 Day)			

Fighting for a Cause

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (17 Days)

This domain will introduce students to several ordinary people who stood up for what they believed in and who fought for a cause, even when faced with immeasurable odds. Students will learn how members of very powerful groups have often excluded members of other groups from exercising certain rights. They will learn about some key historical figures who fought for various causes such as the abolition of slavery, the right for women to vote, and the welfare of migrant workers. These historical figures also had an impact on the ability of others in our nation to exercise their individual rights. Students will understand the connection between ideas and actions, and how ordinary people can do extraordinary things, changing people's awareness throughout an entire country.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *Determine the meaning of unknown words and phrases in informational read-alouds and discussions* *Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3*	*Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age* *Ask questions to clarify information about the topic in an informational read-aloud* *Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud* *Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification*	*Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)*	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: People Who Fought for a Cause	Describe the reasons the author gives to support the statement that the people in this domain made the world a fairer place Identify seven individuals who fought for a cause Describe how words and phrases supply meaning in poems, including free verse poems	Prior to listening to "People Who Fought for a Cause," orally identify what they know and have learned about human and civil rights	Explain the meanings of *fighting* and *cause* and use in appropriate contexts Word Work: *Courage* Explain the meaning of *achievement* and use in appropriate contexts	As a class, explore the structure and form of free verse poetry
Lesson 2: Susan B. Anthony: An Advocate for Women's Rights	Explain the connection between Susan B. Anthony and women's rights Describe how words and phrases supply meaning in a free verse poem about Susan B. Anthony	Prior to listening to "Susan B. Anthony: An Advocate for Women's Rights," orally identify what they know and have learned about civil rights, discrimination, and Susan B. Anthony	Word Work: *Ballots*	As a class, organize facts and information from "Susan B. Anthony: An Advocate for Women's Rights" into a timeline Individually, brainstorm, plan, draft, and share a free verse poem in which they express an opinion about Susan B. Anthony's achievements
Lesson 3: Eleanor Roosevelt: A Voice for Human Rights	Explain the connection between Eleanor Roosevelt and the fight for human rights Describe how words and phrases supply meaning in a free verse poem about Eleanor Roosevelt	Prior to listening to "Eleanor Roosevelt: A Voice for Human Rights," orally identify what they know and have learned about civil rights, Susan B. Anthony, and Abraham Lincoln	Word Work: *Admirable*	As a class, organize facts and information from "Eleanor Roosevelt: A Voice for Human Rights" into a timeline Individually, brainstorm, plan, draft, and share a free verse poem in which they express an opinion about Eleanor Roosevelt's achievements
Lesson 4: Mary McLeod Bethune: A Dedicated Teacher	Explain how Mary McLeod Bethune improved the lives of African American girls Describe how words and phrases supply meaning in a free verse poem about Eleanor Roosevelt	Prior to listening to "Mary McLeod Bethune: A Dedicated Teacher," orally identify what they know and have learned about Susan B. Anthony and Eleanor Roosevelt Ask and answer *what* questions orally, requiring literal recall and understanding of the details or facts from the read-aloud	Word Work: *Proud* Multiple Meaning Word Activity: *Pool*	As a class, organize facts and information from "Mary McLeod Bethune: A Dedicated Teacher" into a timeline Individually, brainstorm, plan, draft, and share a free verse poem in which they express an opinion about Mary McLeod Bethune's achievements
Lesson 5: Jackie Robinson: Champion of Equality	Explain the connection between Jackie Robinson and the fight for civil rights in sports Describe how words and	Prior to listening to "Jackie Robinson: Champion of Equality," orally identify what they know and have learned about Mary McLeod Bethune	Word Work: *Challenge*	With a partner, complete a Somebody Wanted But So Then chart of summarize how Mary McLeod Bethune helped African American girls

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	phrases supply meaning in a free verse poem about Jackie Roosevelt			As a class, organize facts and information from "Jackie Robinson: Champion of Equality" into a timeline Individually, brainstorm, plan, draft, and share a free verse poem in which they express an opinion about Jackie Robinson's achievements
	Pausing Point (2 Days)			
Lesson 6: Rosa Parks: The Mother of the Civil Rights Movement	Explain the connection between Rosa Parks and the fight for civil rights Describe how words and phrases supply meaning in a free verse poem about Rosa Parks	Prior to listening to "Rosa Parks: The Mother of the Civil Rights Movement," orally identify what they know and have learned about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, and Jackie Robinson	Word Work: *Boycott* Multiple Meaning Word Activity: *Chapter*	As a class, organize facts and information from "Rosa Parks: The Mother of the Civil Rights Movement" into a timeline Individually, brainstorm, plan, draft, and share a free verse poem in which they express an opinion about Rosa Parks's achievements
Lesson 7: Martin Luther King Jr.: Defender of the Dream	Explain the connection between Martin Luther King, Jr. and the fight for civil rights Identify the main purpose of "Martin Luther King: Defender of the Dream" Describe how words and phrases supply meaning in a free verse poem about Martin Luther King, Jr.	Prior to listening to "Martin Luther King: Defender of the Dream," orally identify what they know and have learned about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, and Rosa Parks	Word Work: *Extraordinary*	As a class, organize facts and information from "Martin Luther King: Defender of the Dream" into a timeline Individually, brainstorm, plan, and draft a free verse poem in which they express an opinion about Martin Luther King, Jr.'s achievements
Lesson 8: Cesar Chavez: Protector of Workers' Rights	Explain the connection between Cesar Chavez and the fight for human rights for farmworkers Describe how words and phrases supply meaning in a free verse poem about Rosa Parks	Prior to listening to "Cesar Chavez: Protector of Workers' Rights," orally identify what they know and have learned about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, and Martin Luther King, Jr.	Word Work: *Plight* Create conversations between partners in oral language	As a class, organize facts and information from "Cesar Chavez: Protector of Workers' Rights" into a timeline Individually, brainstorm, plan, draft, and share a free verse poem in which they express an opinion about Cesar Chavez's achievements
Lesson 9: Celebrating Those Who Fought for a Cause	Describe the facts that support the author's statements about the subjects of this domain Describe how words and phrases supply meaning in a free verse poem	Prior to listening to "Cesar Chavez: Protector of Workers' Rights," summarize the achievements of Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, and Martin Luther King, Jr.	Word Work: *Obstacles*	With a partner, edit and then individually publish a free verse poem in which they express an opinion about an activist's achievements

Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Domain Review (1 Day)			
Domain Assessment (1 Day)			
Culminating Activities (2 Days)			

Scope and Sequence • Knowledge Strand • Grade 1

The Knowledge strand of the Core Knowledge Language Arts program is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. Through introducing, presenting, and discussing read-alouds in each domain, teachers build students' listening and reading comprehension and oral language skills.

Each Teacher Guide is comprised of daily lessons, pausing points, a domain review, a domain assessment, and culminating activities.

- ***Pausing Points:*** *opportunities to review, reinforce, or extend the content taught thus far.*
- ***Domain Review:*** *an opportunity to review and reinforce the material (e.g., core content and vocabulary) in the domain in order to help students prepare for the domain assessment.*
- ***Domain Assessment:*** *evaluates students' understanding and retention of academic vocabulary words and the core content targeted in the domain. The results should guide review and remediation the following day(s).*
- ***Culminating Activities:*** *provide remediation and/or enrichment for individual students, small groups, or the whole class based on the results of the Domain Assessment.*

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Domain 10: A New Nation: American Independence
Domain 11: Frontier Explorers

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Fables and Stories

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

This domain will introduce students to fables and stories that have delighted generations of people. By listening to these classics, students will increase their vocabulary and reading comprehension skills, learn valuable lessons about ethics and behavior, become familiar with the key elements and parts of a story, and acquire cultural literacy.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions requiring literal recall and understanding* *Ask and answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud* *Describe characters, settings, and events in a story using illustrations and key details* *Demonstrate understanding of literary read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Carry on and participate in a conversation in small and large groups through multiple exchanges* *Use agreed-upon rules for group discussion* *Ask and answer questions requiring literal recall and understanding* *Clearly describe people, places, and things with key details* *Produce complete sentences when appropriate*	*Use correct grammar and word choice while speaking or writing* *Determine the meaning of unknown and multiple-meaning words using an array of strategies including sentence-level context and support from adults* *Demonstrate understanding of word meanings by sorting into categories and identifying real-life connections between words and their use* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts*	*Participate in group writing projects to answer questions and further explore read-aloud topics*
Lesson 1: The Boy Who Cried Wolf	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Boy Who Cried Wolf" Describe how the shepherd boy in "The Boy Who Cried Wolf" is lonely at the beginning of the fable Explain that "The Boy Who Cried Wolf" is fiction and why Retell the fable "The Boy Who Cried Wolf" including key details	Perform the story "The Boy Who Cried Wolf" for an audience using eye contact, appropriate volume, and clear enunciation	Word Work: *Startled*	As a class, record important information from "The Boy Who Cried Wolf" on a Story Map

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: The Maid and the Milk Pail	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Maid and the Milk Pail" Explain how the milkmaid's feelings changed from the beginning to the end of "The Maid and the Milk Pail" Retell the fable "The Boy Who Cried Wolf" including key details	Prior to listening to "The Maid and the Milk Pail," identify orally what they know and have learned about fables	Word Work: *Balanced*	As a class, record important information from "The Maid and the Milk Pail" on a Story Map As a class, create a Somebody Wanted But So Then chart to summarize the events of "The Maid and the Milk Pail"
Lesson 3: The Goose and the Golden Eggs	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Goose and the Golden Eggs" Identify that the farmer in the fable "The Goose and the Golden Eggs" is greedy Orally compare and contrast the milkmaid in "The Maid and the Milk Pail" with the farmer in "The Goose and the Golden Eggs" Identify the beginning, middle, and end of "The Goose and the Golden Eggs" orally by discussing with a peer	Prior to listening to "The Goose and the Golden Eggs," identify orally what they know and have learned about fables and geese	Word Work: *Greedy*	As a class, record important information from "The Goose and the Golden Eggs" on a Story Map Independently (with oral support from a partner), identify the beginning, middle, and end of "The Goose and the Golden Eggs" in writing by illustrating the events
Lesson 4: The Dog in the Manger	Describe the plausible and made-up actions of the animals in "The Dog in the Manger" Identify characters, setting, plot, and moral and explain those terms as they apply to "The Dog in the Manger" Describe the feelings of the oxen in the fable "The Dog in the Manger"	Clarify information about "The Dog in the Manger" by asking questions that begin with *why* Prior to listening to "The Dog in the Manger," identify orally what they know and have learned about fables	Word Work: *Budge*	As a class, record important information from "The Dog in the Manger" on a Story Map As a class, create a Personification Chart to categorize things that animals can and cannot do and understand personification

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: The Wolf in Sheep's Clothing	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Wolf in Sheep's Clothing" Explain that "The Wolf in Sheep's Clothing" is personified and how	Prior to listening to "The Wolf in Sheep's Clothing," identify orally what they know and have learned about fables	Word Work: *Disguise* Explain the meaning of "a wolf in sheep's clothing" and use in appropriate contexts Orally use determiners, such as *a* and *the,* and apply them accurately	As a class, record important information from "The Wolf in Sheep's Clothing" on a Story Map
Lesson 6: The Fox and the Grapes	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Fox and the Grape" Retell "The Fox and the Grapes" by sequencing pictures illustrating key events	Prior to listening to "The Fox and the Grapes," identify orally what they know and have learned about fables Clarify information about "The Fox and the Grapes" by asking questions that begin with *what* Add a drawing to clarify a description of a favorite fable	Word Work: *Bunch* Explain the meaning of the common phrase "sour grapes" and use in appropriate contexts	As a class, record important information from "The Fox and the Grapes" on a Story Map Draw a picture to represent a scene from a favorite fable, and write or dictate the moral in their own words
	Pausing Point (2 Days)			
Lesson 7: The Little Half-Chick (Medio Pollito)	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Little Half-Chick" Explain why other characters refused to help Medio Pollito	Prior to listening to "The Little Half-Chick," distinguish literary from informational text Clarify directions by asking classmates about the order in which they should perform the task of drawing the beginning, middle, and end of "The Little Half-Chick (Medio Pollito)"	Word Work: *Waste* Explain the meaning of "do unto others as you would have them do unto you" and use in appropriate contexts	Independently, record important information from "The Wolf in Sheep's Clothing" on a Story Map (optional) Independently, arrange the beginning, middle, and end of "The Little Half-Chick (Medio Pollito)" based on multistep, oral directions As a class, continue adding to the Personification Chart to categorize things that animals can and cannot do and understand personification
Lesson 8: The Crowded, Noisy House	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Crowded, Noisy House" Predict and confirm predictions of the rabbi's advice to the man Explain the title of the story and how it relates to the moral	Prior to listening to "The Crowded, Noisy House," identify orally what they know and have learned about folktales	Word Work: *Advice*	In small groups, record important information from "The Crowded, Noisy House" on a Story Map Independently, draw a picture showing the moral of "The Crowded, Noisy House"

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: The Tale of Peter Rabbit	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Tale of Peter Rabbit"	Prior to listening to "The Tale of Peter Rabbit," identify orally what they know and have learned about folktales and rabbits	Word Work: *Mischief*	Independently, record important information from "The Tale of Peter Rabbit" on a Story Map (optional) As a class, retell "The Tale of Peter Rabbit" using a Somebody Wanted But So Then chart and by crafting a paragraph Independently, draw an illustration for the Peter Rabbit retelling (optional)
Lesson 10: All Stories Are Anansi's	Identify characters, setting, plot, and moral and explain those terms as they apply to "All Stories Are Anansi's" Categorize things that animals can and cannot do to understand personification Retell "All Stories Are Anansi's" including key details and demonstrating understanding of the central message	Prior to listening to "The Tale of Peter Rabbit," identify orally what they know and have learned about fiction stories and spiders Clarify information about "All Stories Are Anansi's" by asking questions that begin with *who* Perform "All Stories Are Anansi's" for an audience using eye contact, appropriate volume, and clear enunciation	Word Work: *Satisfied*	Independently, record important information from "All Stories Are Anansi's" on a Story Map (optional)
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

The Human Body

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 days)

This domain provides students with a basic introduction to the human body. They will explore and make discoveries about their own bodies. Students will be introduced to a network of body systems, comprised of organs that, together, perform vital jobs. Students will learn about the fundamental parts and functions of five body systems: skeletal, muscular, digestive, circulatory, and nervous. This domain also focuses on care and maintenance of the human body. Students will learn how germs can cause disease, and how to help stop the spread of germs.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions requiring literal recall and understanding of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions, including answering why questions that require recognizing cause/effect relationships and describing the connection between different pieces of information or illustrations in a text* *Ask and answer questions about unknown words and phrases in read-alouds and discussions* *Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Carry on and participate in a conversation in small and large groups through multiple exchanges* *Ask and answer questions to clear up any confusion about the texts* *Use agreed-upon rules for group discussion* *Ask and answer questions requiring literal recall and understanding* *Clearly describe people, places, and things with key details* *Produce complete sentences when appropriate*	*Use correct grammar and word choice while speaking or writing* *Determine the meaning of multiple-meaning words using an array of strategies including sentence-level context and support from adults* *Demonstrate understanding of word meanings by identifying real-life connections between words and their use* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts*	*Write informational texts individually and as a class, relying on information learned during read-alouds and using drawings to clarify ideas when appropriate*
Lesson 1: Everybody Has a Body	Identify and explain key details from "Everybody Has a Body," including that the human body is a network of systems	Prior to listening to "Everybody Has a Body," identify orally what they know and have learned about how their bodies work	Word Work: *Systems* Multiple Meaning Word Activity: *Organs*	As a class, generate questions and gather information to add to a KWL Chart As a class, explore informational paragraphs and craft an introductory sentence for one

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: The Body's Framework	Identify and explain key details from "The Body's Framework," including the skeletal system	Prior to listening to "The Body's Framework," identify orally what they know and have learned about the human body as a network of systems	Word Work: *Support*	As a class, generate questions and gather information to add to a KWL Chart Individually, draw and write about the skeletal system As a class, craft a body sentence about the skeletal system for an informational paragraph
Lesson 3: Marvelous Moving Muscles	Identify and explain key details from "Marvelous Moving Muscles," including the muscular and skeletal systems	Prior to listening to "Marvelous Moving Muscles," identify orally what they know and have learned about the human body as a network of systems and the skeletal system specifically	Word Work: *Voluntary*	As a class, generate questions and gather information to add to a KWL Chart Individually, draw and write about the muscular system As a class, craft a body sentence about the muscular system for an informational paragraph
Lesson 4: Chew, Swallow, Squeeze, and Churn	Identify and explain key details from "Chew, Swallow, Squeeze, and Churn," including the digestive system	Prior to listening to "Chew, Swallow, Squeeze, and Churn," identify orally what they know and have learned about the skeletal and muscular systems	Word Work: *Digestion*	As a class, generate questions and gather information to add to a KWL Chart Individually, draw and write about the digestive system As a class, craft a body sentence about the digestive system for an informational paragraph
Lesson 5: The Body's Superhighway	Identify and share facts from a poem about the body systems Identify and explain key details from "The Body's Superhighway," including the circulatory system	Prior to listening to "The Body's Superhighway," identify orally what they know and have learned about the skeletal, muscular, and digestive systems	Word Work: *Heart*	As a class, generate questions and gather information to add to a KWL Chart Individually, draw and write about the circulatory system As a class, craft a body sentence about the circulatory system for an informational paragraph

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 6: Control Center: The Brain	Identify and share facts from a poem about the body systems Identify and explain key details from "Control Center: The Brain," including the nervous system	Prior to listening to "Control Center: The Brain," identify orally what they know and have learned about the skeletal, muscular, digestive, and circulatory systems as well as the five senses	Word Work: *Nerves*	As a class, generate questions and gather information to add to a KWL Chart Individually, draw and write about the nervous system As a class, craft a body sentence about the nervous system and a concluding sentence for an informational paragraph
	Pausing Point (2 Days)			
Lesson 7: Dr. Welbody's Heroes	Identify and explain key details from "Dr. Welbody's Heroes," including that germs can cause disease and the importance of vaccination in preventing disease Compare the discoveries of Edward Jenner and Louis Pasteur	Prior to listening to "Dr. Welbody's Heroes," identify orally what they know and have learned about germs	Explain the meaning of *germs* and *vaccines* and use in appropriate contexts Word Work: *Diseases*	As a class, create a Somebody Wanted But So Then chart to retell the story of Louis Pasteur and the rabies vaccine
Lesson 8: Five Keys to Health	Identify and explain key details from "Five Keys to Health," including the importance of exercise, cleanliness, a balanced diet, rest, and regular checkups	Prior to listening to "Five Keys to Health," brainstorm ways to stay healthy	Word Work: *Healthy* Multiple Meaning Word Activity: *Brush* Explain the meaning of *nutritious* and use in appropriate contexts	As a class, record a brainstorm list of ways to stay healthy Individually, draw a picture and write a sentence about one of the five keys to health Share drawings and sentences with a partner
Lesson 9: The Pyramid Pantry	Identify and explain key details from "The Pyramid Pantry," including the food groups and the importance of a balanced diet	Prior to listening to "The Pyramid Pantry," identify orally what they know and have learned about five keys to good health	Word Work**:** *Nutrients* Explain the meaning of "an apple a day keeps the doctor away" and use in appropriate contexts	Individually, categorize and organize facts, information, and images of a balanced diet in a graphic organizer
Lesson 10: What a Complicated Network!	Identify and explain key details from "What a Complicated Network!," including the body systems and five keys to health	Prior to listening to "What a Complicated Network!" identify orally what they know and have learned about the body's five systems Perform a poem with movements about the interconnectedness of body systems for an audience, using eye contact, appropriate volume, and clear enunciation	Word Work**:** *Complicated*	Individually, write about why it is important to understand their complicated bodies

Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Domain Review (1 Day)			
Domain Assessment (1 Day)			
Culminating Activities (2 Days)			

Different Lands, Similar Stories

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

This domain will introduce students to themes in folktales that have been told to children for generations, using variations from different lands or countries. By listening to these stories, students will increase their vocabulary and reading comprehension skills, be exposed to different places and cultures from around the world, and learn valuable universal lessons.

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a literary read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a literary read-aloud, including answering why questions that require recognizing cause/effect relationships* *Use narrative language to describe (orally or in writing) characters, setting, things, events, actions, a scene, or facts from a literary read-aloud* *Demonstrate understanding of the central message or lesson in folktales* *Compare and contrast similar stories from different cultures to identify similarities and differences* *Demonstrate understanding of literary read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age* *Produce complete sentences when appropriate to task and situation* *Ask questions to clarify information about the topic in a literary or informational read-aloud*	*Use correct grammar and word choice while speaking or writing* *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies* *Demonstrate understanding of word relationships and nuances in word meanings* *Identify real-life connections between words and their use (e.g., note places at home that are cozy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)*	*Retell stories, identifying characters, setting, plot, and conflict* *Sequence events in stories* *Compare and contrast fairy tales and folktales to identify similarities and differences in stories* *Participate in group and independent writing projects to answer questions and further explore read-aloud topics*

Lesson 1: Cinderella	Identify characters, setting, and events in "Cinderella" Explain how the story might have been different if Cinderella's stepmother was nice to her	Prior to listening to "Cinderella," identify story elements, including characters, setting, plot, and conflict	Word Work: *Worthy* Identify the meaning of *instructions* and use it in appropriate contexts	Retell "Cinderella," identifying characters, setting, plot, and conflict
Lesson 2: The Girl with the Red Slippers	Compare and contrast similar stories from different cultures, "Cinderella" and "The Girl with the Red Slippers" Retell "The Girl with the Red Slippers" using sequenced pictures illustrating events in the story	Prior to listening to "The Girl with the Red Slippers," identify details about "Cinderella" Discuss personal responses to choosing a favorite fairy tale Describe characters, settings, an/or events as depicted in drawings of "The Girl with the Red Slippers"	Word Work**:** *Cautiously*	Draw and describe an event from the beginning, middle, or end of "The Girl with the Red Slippers"
Lesson 3: Billy Beg	Compare and contrast similar stories from different cultures, "Cinderella," "The Girl with the Red Slippers," and "Billy Beg"	Prior to listening to "Billy Beg," identify details about story elements in "Cinderella" and "The Girl with the Red Slippers"	Word Work**:** *Monstrous*	Compare and contrast similar stories from different cultures using a Venn diagram
Lesson 4: Tom Thumb	Describe the unique experiences of the main character in "Tom Thumb" Demonstrate understanding of the central message or lesson in "Tom Thumb"	Perform "Tom Thumb" for an audience using eye contact, appropriate volume, clear enunciation	Demonstrate understanding of the meaning of "apple of my eye" Word Work**:** *Commotion* Explain the meaning of "there's no place like home" and use in appropriate contexts	
Lesson 5: Thumbelina	Identify how the mole's treatment of Thumbelina might make her feel Compare and contrast similar stories from different cultures, "Tom Thumb" and "Thumbelina" Demonstrate understanding of the central message or lesson in "Thumbelina"	Prior to listening to "Thumbelina," identify details about "Tom Thumb" Discuss personal responses to choosing a favorite folktale	Word Work**:** *Scarcely*	Compare and contrast similar stories from different cultures using a Venn diagram

Lesson 6: Issun Boshi: One-Inch Boy	Compare and contrast similar stories from different cultures, "Tom Thumb," "Thumbelina," and "Issun Boshi: One-Inch Boy" Demonstrate understanding of the central message or lesson in "Issun Boshi: One-Inch Boy"	Prior to listening to "Issun Boshi: One-Inch Boy," identify details about "Tom Thumb" and "Thumbelina" Describe characters, settings, and events as depicted in drawings of the middle of different folktales, "Tom Thumb," "Thumbelina," and "Issun Boshi: One-Inch Boy"	Word Work**:** *Deeds*	Draw and describe details from the middle of a folktale, "Tom Thumb," "Thumbelina," or "Issun Boshi: One-Inch Boy"
	Pausing Point (2 Days)			
Lesson 7: Little Red Riding Hood	Identify the consequences of the main character's actions in "Little Red Riding Hood" Demonstrate understanding of the central message or lesson in "Little Red Riding Hood" Retell "Little Red Riding Hood" using sequenced pictures illustrating events in the story	Describe characters, settings, and events as depicted in drawings of one of the scenes from "Little Red Riding Hood"	Word Work**:** *Cherished*	Draw and describe an event from the beginning, middle, or end of "Little Red Riding Hood"
Lesson 8: Hu Gu Po	Compare and contrast similar stories from different cultures, "Little Red Riding Hood" and "Hu Gu Po" Demonstrate understanding of the central message or lesson in "Hu Gu Po"	Prior to listening to "Hu Gu Po," identify details about folktales and "Little Red Riding Hood"	Word Work**:** *Cunning*	Compare and contrast similar stories from different cultures using a Venn diagram
Lesson 9: Tselane	Compare and contrast similar stories from different cultures, "Little Red Riding Hood," "Hu Gu Po," and "Tselane" Demonstrate understanding of the central message or lesson in "Tselane"	Prior to listening to "Tselane," identify details about "Little Red Riding Hood" and "Hu Gu Po"	Word Work: *Fright* Syntactic Awareness Activity: Demonstratives *this, that, these,* and *those*	Compare and contrast similar stories from different cultures using a Venn diagram
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Early World Civilizations

16 Lessons, Pausing Points, Domain Review, Domain Assessment, and Culminating Activities (23 Days)

This domain will introduce students to the development of early civilizations by examining the fundamental features of civilizations, including the advent of farming, establishment of cities and government, and creation of other practices, such as writing and religion. It should be noted that the word civilization*, as used in this domain, is not meant to convey a value judgment but to indicate that a group of people collectively established and shared these practices. Starting in the ancient Middle East, students will study Mesopotamia. They will learn about the importance of the Tigris and Euphrates Rivers, the development of cuneiform as the earliest-known form of writing, the first codification of laws known as the Code of Hammurabi, and the significance of gods and goddesses in the "cradle of civilization." Students will then explore ancient Egypt and be able to compare and contrast Mesopotamia and Egypt. They will learn about the importance of the Nile River; the use of hieroglyphs; the rise of pharaohs, including Tutankhamun and Hatshepsut; the building of the Sphinx and pyramids; and the significance of mummification and the afterlife for ancient Egyptians. Students will also be introduced to three world religions, Judaism, Christianity, and Islam.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *Ask and answer questions about unknown words and phrases in informational read-alouds and discussions* *Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age* *Produce complete sentences when appropriate to task and situation* *Ask questions to clarify information about the topic in a literary or informational read-aloud*	*Use correct grammar and word choice while speaking or writing* *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies* *Demonstrate understanding of word relationships and nuances in word meanings* *Identify real-life connections between words and their use (e.g., note places at home that are cozy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)*	*Use graphic organizers to record and organize information from read-alouds and to compare and contrast information* *Participate in group and independent writing projects to answer questions and further explore read-aloud topics*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: A Father and His Son in Mesopotamia	Explain the importance of the Euphrates and Tigris Rivers to Mesopotamia	Describe an illustration of a desert and the land in Mesopotamia	Demonstrate understanding of the meaning of *ancient* Word Work**:** *Trade* Multiple Meaning Word Activity: *Banks*	Record information about key components of the Mesopotamian civilization (farming, cities) in a chart using images and details from the read-aloud
Lesson 2: Writing in Mesopotamia	Describe the importance of writing in Mesopotamia Compare and contrast Mesopotamian writing with writing today	Prior to listening to "Writing in Mesopotamia," identify the importance of canals in Mesopotamia and describe how people use writing	Word Work: *Symbols* Explain the meaning of "the golden rule" and use in appropriate contexts	Record information about key components of the Mesopotamian civilization (writing, leaders) in a chart using images and details from the read-aloud
Lesson 3: The Religion of Babylon	Explain the religious beliefs and practices of people in Mesopotamia Describe an illustration of a ziggurat and use images and details in "The Religion of Babylon," to check and support comprehension of the read-aloud	Prior to listening to "The Religion in Babylon," use images to identify key components of the civilization of Mesopotamia and listen to an introduction to religion in Mesopotamia	Word Work: *Religion*	Record information about key components of the Mesopotamian civilization (religion) in a chart using images and details from the read-aloud Write a sentence about a detail from "The Religion of Babylon" and add a drawing to support the sentence
Lesson 4: The Hanging Gardens of Babylon	Identify changes in the city of Babylon over time Describe illustrations of a caravan of travelers and the Hanging Gardens of Babylon and use images and details in "The Hanging Gardens of Babylon" to check and support comprehension of the read-aloud Identify who is narrating "The Hanging Gardens of Babylon" at various points in the read-aloud Explain why Mesopotamia is called the "cradle of civilization" Create a class timeline to depict changes in Babylon over time	Prior to listening to "The Hanging Gardens of Babylon," use images to identify key components of the civilization of Mesopotamia	Demonstrate understanding of the meaning of *cradle*, *polytheistic* Word work: *Caravan*	
	Pausing Point 1 (1 Day)			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: People of the Nile	Explain the importance of the Nile River to the Egyptians Explain why ancient Egypt is called "the gift of the Nile" Describe an illustration of crops growing along the Nile River and use images and details in "People of the Nile" to check and support comprehension of the read-aloud and confirm predictions Compare and contrast the importance of rivers in Mesopotamia and ancient Egypt	Prior to listening to "People of the Nile," describe an illustration of a desert and make predictions about similarities and differences between the civilizations of Mesopotamia and ancient Egypt	Word Work: *Flooding*	Record information about key components of the ancient Egyptian civilization (farming) in a chart using images and details from the read-aloud Draw and write a story that takes place along the Nile River
Lesson 6: Writing in Ancient Egypt	Describe the importance of writing in ancient Egypt Describe pictures of hieroglyphs Compare and contrast writing in Mesopotamia and writing in ancient Egypt Follow directions to write a word using hieroglyphics	Prior to listening to "Writing in Ancient Egypt," describe an illustration from the previous read-aloud related to the Nile River Describe personal connections to writing	Word Work: *Accurately*	Record information about key components of the ancient Egyptian civilization (writing) in a chart using images and details from the read-aloud
Lesson 7: Amon-Ra and the Gods of Ancient Egypt	Explain the religious beliefs and practices of the ancient Egyptians Describe pictures of Egyptian gods and use images and details in "Amon-Ra and the Gods of Ancient Egypt" to check and support comprehension of the read-aloud Compare and contrast gods/goddesses in ancient Egypt and Mesopotamia	Prior to listening to "Amon-Ra and the Gods of Ancient Egypt," use images to describe key components of the ancient Egyptian civilization	Explain the meaning of *polytheistic* Word Work: *Depicted* Explain the meaning of *specific* and *completely* and use in appropriate contexts	Record information about key components of the ancient Egyptian civilization (religion) in a chart using images and details from the read-aloud
Lesson 8: Approaching the Great Pyramid	Explain the significance of pyramids	Prior to listening to "Approaching the Great Pyramid," describe the religious beliefs and practices of ancient Egyptians	Explain the meaning of *polytheistic*, *pharaoh* Word Work: *Treasure* Multiple Meaning Word Activity: *Steps*	Compare and contrast pyramids in ancient Egypt and ziggurats in Mesopotamia using a Venn diagram

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: The Sphinx	Describe how the pyramids were built and explain the significance of the Great Sphinx Confirm predictions about "The Sphinx" Compare and contrast building something in ancient times and building something today Compare and contrast the pyramids and the Great Sphinx	Prior to listening to "The Sphinx," use images and details from the previous read-aloud to retell the story of Djoser's first pyramid and predict what will happen in the read-aloud	Word Work: *Visible* Syntactic Awareness Activity: Subject pronouns *I, you*, *he*, *she*, *we*, *they*	Describe how the pyramids were built and explain the significance of the Great Sphinx Confirm predictions about "The Sphinx" Compare and contrast building something in ancient times and building something today Compare and contrast the pyramids and the Great Sphinx
Lesson 10: The Story of Hatsheput	Make and confirm predictions about the pharaoh Hatshepsut Explain why Hatshepsut was an important pharaoh and how Hatshepsut differed from other leaders/rulers in ancient Egypt Compare and contrast leaders in ancient Egypt and leaders in Mesopotamia	Prior to listening to "The Sphinx," use images and details from previous read-aloud to describe key components of the ancient Egyptian civilization, structures build by the ancient Egyptians, and leaders in Mesopotamia and make predictions about the why the leader in the next read-aloud was different from other leaders	Demonstrate understanding of *pharaoh* Word Work: *Tradition*	Record information about key components of the ancient Egyptian civilization (leaders) in a chart using images and details from the read-aloud Retell the story of Hatshepsut's life and efforts to become pharaoh using a graphic organizer
Lesson 11: Tutankhamun, The Golden Pharaoh, Part I	Identify key details about the pharaohs of ancient Egypt Explain the importance of Howard Carter's work as an archaeologist Use a timeline of pharaohs of ancient Egypt to identify key details about pharaohs	Prior to listening to "Tutankhamun, The Golden Pharaoh, Part I," use images and details from the previous read-aloud to retell the story of Hatshepsut and describe the job of pharaohs	Explain the meaning of *treasure* Word Work: *Archaeologist*	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 12: Tutankhamun, The Golden Pharaoh, Part II	Identify key details about the pharaohs of ancient Egypt Confirm predictions about "Tutankhamun, The Golden Pharaoh, Part II" Explain the importance of Howard Carter's work as an archaeologist Identify and describe key components of the civilizations of Mesopotamia and ancient Egypt	Prior to listening to "Tutankhamun, The Golden Pharaoh, Part II," identify key details about Howard Carter's search for King Tut's tomb. and predict what Howard Carter found	Word Work: *Triumph*	Write an informational paragraph describing key components of civilizations
	Pausing Point 2 (2 Days)			
Lesson 13: Three World Religions	Identify the names of three world religions Describe pictures of the Western Wall, the Church of the Holy Sepulchre, and the Dome of the Rock and use images and details in "Three World Religions" to check and support comprehension of the read-aloud Explain why Canaan was called "the promised land"	Prior to listening to "Three World Religions," identify key details about the religious beliefs and practices of people in Mesopotamia and ancient Egypt and identify the names of religious groups today	Demonstrate understanding of *poly–* and *mono–* Explain the meaning of *monotheistic*, *polytheistic* Word Work: *Faithful*	Record information about three world religions in a chart using images and details from the read-aloud
Lesson 14: Judaism	Identify key information about Judaism Describe pictures of a sculpture of Moses, a synagogue entrance, honey and apples, and a menorah and use images and details in "Judaism" to check and support comprehension	Prior to listening to "Judaism," identify details about the story of Abraham	Word Work: *Synagogue*	Record information about Judaism in a chart using images and details from the read-aloud
Lesson 15: Christianity	Identify key information about Christianity Compare and contrast information about Judaism and Christianity	Prior to listening to "Christianity," identify key information about Judaism	Demonstrate understanding of *monotheistic* Word Work: *Miracle*	Record information about Christianity in a chart using images and details from the read-aloud

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 16: Islam	Identify key information about Islam Compare and contrast information about Judaism, Christianity, and Islam Confirm predictions about "Islam"	Prior to listening to "Islam," identify key information about Judaism and Christianity and predict whether or not Islam has a key figure	Word Work: *Fast*	Record information about Islam in a chart using images and details from the read-aloud
	Domain Review (2 Days)			
	Domain Assessment (1 Day)			
	Culminating Activities (1 Day)			

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Early American Civilizations

11 Lessons, Pausing Points, Domain Review, Domain Assessment, and Culminating Activities (17 Days)

The domain includes a study of the fundamental features of the Maya, Aztec, and Inca civilizations, including farming, the establishment of cities and government, as well as religion. Students will be encouraged to compare and contrast each of these societies and their elements.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions requiring literal recall and understanding of an informational read-aloud* *Identify the main topic and retell key details of a text* *Answer questions that require making interpretations, judgments, or giving opinions, including answering why questions that require recognizing cause/effect relationships and describing the connection between different pieces of information or illustrations in a text* *Ask and answer questions about unknown words and phrases in read-alouds and discussions* *Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Carry on and participate in a conversation in small and large groups through multiple exchanges* *Use agreed-upon rules for group discussion* *Ask and answer questions requiring literal recall and understanding* *Clearly describe people, places, and things with key details* *Produce complete sentences when appropriate*	*Use correct grammar and word choice while speaking or writing* *Determine the meaning of multiple-meaning words using an array of strategies including sentence-level context and support from adults* *Demonstrate understanding of word meanings by sorting into categories and identifying real-life connections between words and their use* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts*	*Write informational texts in a group setting, relying on information learned during read-alouds*
Lesson 1: The Maya: A Harvest and a Hurricane	Distinguish that read-aloud "The Maya: A Harvest and a Hurricane" describes events from long ago Explain the importance of farming to the ancient Maya As a class, create and interpret a timeline showing the peak of the Mayan civilization	Prior to listening to "The Maya: A Harvest and a Hurricane," identify orally what they know and have learned about early world civilizations and the location of the Americas on a globe or world map	Word Work: *Harvest* Explain the meaning of "The more the merrier" and use in appropriate contexts	As a class, categorize and organize information about aspects of the Maya culture into a civilization chart Independently, write a phrase or sentence about the Maya and farming

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: The Maya: Journey to Baakal	Identify and explain key details from "The Maya: Journey to Baakal" pertaining to the religion of the ancient Maya	Prior to listening to "The Maya: Journey to Baakal," identify orally what they know and have learned about farming and the ancient Maya, and where the Maya lived	Word Work: *Thrilled*	As a class, categorize and organize information about aspects of the Maya culture into a civilization chart Independently, write a phrase or sentence about the religion of the ancient Maya As a class, explore the parts of an informational paragraph in preparation for writing own
Lesson 3: The Maya: King Pakal's Tomb	Identify and explain key details from "The Maya: King Pakal's Tomb" pertaining to the cities and leaders of the ancient Maya Compare and contrast orally the leaders and pyramids from the Mayan culture with those in the Egyptian culture	Prior to listening to "The Maya: King Pakal's Tomb," identify orally what they know and have learned about the religion of the ancient Maya, and where the Maya lived While listening to "The Maya: King Pakal's Tomb," orally predict what will happen in the next read-aloud	Word Work: *Constructing*	As a class, categorize and organize information about aspects of the Maya culture into a civilization chart Independently, write phrases or sentences about the cities and leaders of the ancient Maya Illustrate important details about the culture of the ancient Maya
Lesson 4: The Maya: The Festival of the First Star	Identify and explain key details from "The Maya: The Festival of the First Star" pertaining to a celebration of the ancient Maya Compare and contrast orally and in writing cultural elements of the Maya	Prior to listening to "The Maya: The Festival of the First Star," identify orally what they know and have learned about the cities and leaders of the ancient Maya, where the Maya lived, and festivals Compare the predictions students made in the previous lesson with the outcome in this read-aloud	Word Work: *Accurate*	As a class, categorize and organize information about aspects of the Maya culture into a civilization chart In small groups, write informational paragraphs using information recorded on the civilization chart and in sentences during previous lessons
	Pausing Point 1 (1 Day)			
Lesson 5: The Aztec: The Legend of the Eagle and the Serpent	Identify and explain key details from "The Aztec: The Legend of the Eagle and the Serpent" pertaining to the religion of the Aztec Retell a legend by sequencing pictures illustrating it As a class, add to and interpret a timeline showing the peak of the Aztec civilization	Prior to listening to "The Aztec: The Legend of the Eagle and the Serpent," identify orally what they know and have learned about folktales	Word Work: *Awe*	As a class, categorize and organize information about aspects of the Aztec culture into a civilization chart Independently, write phrases or sentences about the religion of the Aztec

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 6: The Aztec: The Floating Gardens of Xochimilco	Identify and explain key details from "The Aztec: The Floating Gardens of Xochimilco" pertaining to farming and the Aztec Describe an illustration that depicts Aztec farming with *chinampas* Compare and contrast the farming methods of the ancient Maya with those of the Aztec	Prior to listening to "The Aztec: The Floating Gardens of Xochimilco," retell an Aztec legend and identify the location of the Aztec	Word Work: *Stationary* Identify and accurately use object pronouns orally	As a class, categorize and organize information about aspects of the Aztec culture into a civilization chart Independently, write phrases or sentences about farming and the Aztec
Lesson 7: The Aztec: In the Palace of an Emperor	Identify and explain key details from "The Aztec: In the Palace of an Emperor" pertaining to Aztec leaders Compare and contrast a leader of the Aztec with a leader of the ancient Maya	Prior to listening to "The Aztec: In the Palace of an Emperor," identify orally what they know and have learned about the civilizations of the Maya and Aztec and their locations While listening to the read-aloud, orally predict what will happen in the next	Word Work: *Emperor*	As a class, categorize and organize information about aspects of the Aztec culture into a civilization chart Independently, write phrases or sentences about the leaders and cities of the Aztec Illustrate important details about the culture of the Aztec
Lesson 8: The Aztec: Cortés's Letter	Identify and explain key details from "The Aztec: Cortés's Letter"	Prior to listening to "The Aztec: Cortés's Letter," compare the predictions students made in the previous lesson with the outcome and identify the location of the Aztec compared to Europe	Identify description words in a read-aloud Word Work: *Enormous*	As a class, explore and identify the parts of a letter As a class, categorize and organize information about aspects of the Aztec culture into a civilization chart In small groups, write informational paragraphs using information recorded on the civilization chart and in sentences during previous lessons
	Pausing Point 2 (1 Day)			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: The Inca: Who Were the Inca?	As a class, add to and interpret a timeline showing the peak of the Inca civilization Identify and explain key details from "The Inca: Who Were the Inca?" pertaining to Incan leaders Identify and explain key details from "The Legend of Viracocha" pertaining to the Incan religion	Prior to listening to "The Inca: Who Were the Inca?," identify the location of the Inca, Aztec, and Maya	Word Work: *Possessions*	As a class, categorize and organize information about aspects of the Incan culture into a civilization chart Independently, write phrases or sentences about Incan leaders and religion
Lesson 10: The Inca: The Runner	Identify and explain key details from "The Inca: The Runner" Identify and explain key details from "Survival in the Andes: The Taclla" pertaining to Incan farming	Prior to listening to "The Inca: The Runner," make a prediction based on previous read-alouds and then compare the actual outcome to the prediction, and locate the Inca	Word Work: *Forbidden*	As a class, categorize and organize information about aspects of the Incan culture into a civilization chart Independently, write phrases or sentences about Incan farming
Lesson 11: The Inca: Machu Picchu—A Lucky Discovery	Identify and explain key details from "The Inca: Machu Picchu—A Lucky Discovery" Compare and contrast orally and in writing cultural elements of the Maya, the Aztec, and the Inca	Prior to listening to "The Inca: Machu Picchu—A Lucky Discovery," identify orally what they know and have learned about the location of the Inca	Word Work: *Trek*	As a class, add to and interpret a timeline showing when Hiram Bingham discovered Machu Picchu As a class, categorize and organize information about aspects of the Aztec culture into a civilization chart As a class, write a phrase or sentence about Incan cities In small groups, write informational paragraphs using information recorded on the civilization chart and in sentences during previous lessons
	Domain Review (1 day)			
	Domain Assessment (1 day)			
	Culminating Activities (2 days)			

Astronomy

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (13 Days)

In this domain, students will be introduced to the solar system—our home in space. They will learn that Earth, the planet on which we live, is just one of many different celestial bodies within the solar system. They will learn how the sun, the stars, the moon, and other planets relate to the earth (given its position in space). In the early read-alouds, students will learn that the sun is a star and a source of light, heat, and energy for the earth. They will also learn about the earth's orbit around the sun, and how the earth's own rotation on its axis leads to the phenomenon of day and night. The second half of this domain is focused on the history of space exploration and the missions to the moon. Students will learn about NASA, the Space Race, the Apollo missions, and what it takes to be an astronaut.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions requiring literal recall and understanding of an informational read-aloud* *Identify the main topic and retell key details of a text* *Answer questions that require making interpretations, judgments, or giving opinions, including answering why questions that require recognizing cause/effect relationships and describing the connection between different pieces of information or illustrations in a text* *Ask and answer questions about unknown words and phrases in read-alouds and discussions* *Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Carry on and participate in a conversation in small and large groups through multiple exchanges* *Use agreed-upon rules for group discussion* *Ask and answer questions requiring literal recall and understanding* *Clearly describe people, places, and things with key details* *Produce complete sentences when appropriate*	*Use correct grammar and word choice while speaking or writing* *Determine the meaning of multiple-meaning words using an array of strategies including sentence-level context and support from adults* *Demonstrate understanding of word meanings by identifying real-life connections between words and their use* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts*	*In writing, answer questions and further explore read-aloud topics*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: Introduction to the Sun and Space	Identify and explain key details from "Introduction to the Sun and Space," including distinguishing between the earth's atmosphere and outer space Describe the sun, relying on text and an illustration from "Introduction to the Sun and Space"	Prior to listening to "Introduction to the Sun and Space," identify orally what they know and have learned about outer space and the location of the earth within space Clarify information about "Introduction to the Sun and Space" by asking questions that begin with *what*	Sort words into categories to gain of sense of the concepts of atmosphere and outer space Word Work: *Gas*	With assistance, categorize and organize information about what things are located in Earth's atmosphere and what things are located in outer space Independently in a journal, record observations and facts about outer space, adding drawings to clarify information
Lesson 2: The Earth and the Sun	Identify and explain key details from "The Earth and the Sun," including describing what causes day and night	Prior to listening to "Introduction to the Sun and Space," distinguish orally between earth's atmosphere and outer space Demonstrate what causes day and night using relevant details and expressing ideas clearly	Word Work: *Rotates* Explain the meanings of "AM" and "PM" and use in appropriate contexts	As a class, create and add relevant information to an Idea Web describing the sun Draw a picture and write a phrase or sentence describing what causes day and night
Lesson 3: Stars	Identify and explain key details from "Stars," including describing the appearance of stars Identify the words used to describe stars in the poems, Star Light, Star Bright" and "The Star" Compare and contrast informational and literary texts about stars	Prior to listening to "Stars," identify orally what they know and have learned about Earth, planets, and stars Recite a nursery rhyme, "Star Light, Star Bright"	Word Work: *Dusk* and *Dawn*	As a class, create and add relevant information to an Idea Web describing stars Independently in a journal, record observations and facts comparing and contrasting informational and literary texts about stars, adding drawings to clarify information With assistance, categorize and organize information about what things can be seen at dusk
Lesson 4: Stargazing and Constellations	Identify and explain key details from "Stargazing and Constellations," including major constellations and important discoveries by astronomers	Prior to listening to "Stargazing and Constellations," identify orally what they know and have learned about stars	Word Work: *Ancient* Explain the meaning of "hit the nail on the head" and use in appropriate contexts	In small groups, create a model of a constellation Independently in a journal, record observations and facts about stargazing and constellations

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: The Moon	Identify and explain key details from "The Moon," including the appearance and four phases of the moon Explain why some of the traditional stories or sayings people have about the moon are incorrect	Prior to listening to "The Moon," identify orally what they know and have learned about constellations and major discoveries by astronomers Use a moon dial to answer literal questions about the moon	Word Work: *Clockwise* and *Counterclockwise* Identify and accurately use the conjunction *because* orally in appropriate contexts	As a class, create and add relevant information to an Idea Web describing the moon Identify the four phases of the moon
	Pausing Point (2 Days)			
Lesson 6: History of Space Exploration and Astronauts	Identify and explain key details from "History of Space Exploration and Astronauts," including the experiences of the first astronauts Describe the connection between the United States and the Soviet Union with respect to the Space Race	Prior to listening to "History of Space Exploration and Astronauts," make oral predictions and then compare the actual outcomes to predictions	Word Work**:** *Launch*	As a class, explore the parts of an opinion statement in preparation for writing own Independently in a journal, record their imaginary experiences as astronauts, writing opinion statements
Lesson 7: Exploration of the Moon	Identify and explain key details from "Exploration of the Moon," including describing the first moon landing Describe the connection between unmanned and manned missions to the moon	Prior to listening to "Exploration of the Moon," identify orally what they know and have learned about space exploration and astronauts Make personal connections to the concerns the first astronauts may have felt before heading in to space, and about what they would see, do, or feel if they went to the moon as an astronaut	Word Work**:** *Determined* Identify and accurately use possessive pronouns orally in appropriate contexts	Independently in a journal, record their imaginary experiences as astronauts, writing opinion statements
Lesson 8: The Solar System, Part I	Identify and explain key details from "The Solar System, Part I," including the inner planets of our solar system	Prior to listening to "The Solar System, Part I," identify orally what they know and have learned about the difference between planets and stars Sing a song to help recall the planets (in order) in our solar system	Word Work: *Abundant*	As a class, categorize and organize information about Mercury, Venus, Earth, and Mars in a Planets Chart Independently in a journal, record facts about the inner planets

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: The Solar System, Part II	Identify and explain key details from "The Solar System, Part I," including the outer planets of our solar system	Prior to listening to "The Solar System, Part I," identify orally what they know and have learned about the inner planets of our solar system Sing a song to help recall the planets (in order) in our solar system	Word Work: *Categorize*, *Inner*, and *Outer*	As a class, categorize and organize information about Jupiter, Saturn, Uranus, and Neptune in a Planets Chart Independently in a journal, record facts about the outer planets
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

The History of the Earth

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (14 Days)

In this domain, students will learn about the geographical features of the earth's surface. They will also learn about the inside of the earth and characteristics of its various layers. Students will learn about the shape of the earth, the North and South Poles, and the equator. Students will also learn the names of the layers of the earth—the crust, the mantle, and the core—and characteristics of each layer. Students will learn how occurrences such as volcanoes and geysers give information about the layers of the earth. Students will also learn about minerals, types of rock that make up the earth, fossils and dinosaurs. Students will learn that all of these aspects of the earth help scientists understand the history of the earth.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *Ask and answer questions about unknown words and phrases in informational read-alouds and discussions* *Use illustrations and details in an informational read-aloud to describe its key ideas* *Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age* *Ask questions to clarify information about the topic in a literary or informational read-aloud* *Produce complete sentences when appropriate to task and situation*	*Use correct grammar and word choice while speaking or writing* *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies* *Demonstrate understanding of word relationships and nuances in word meanings* *Identify real-life connections between words and their use (e.g., note places at home that are cozy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)*	*Write informative/explanatory texts, naming the topic and supplying some facts about* *Participate in group and independent writing projects to answer questions and further explore read-aloud topics*
Lesson 1: Our Home, Earth	Identify features of the earth	Prior to listening to "Our Home, Earth," explain where they live as it relates to planet Earth using a chart for support	Word Work: *Surface* Multiple Meaning Word Activity**:** *Stick*	Draw and write about features of the earth

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: The Earth Inside-Out, Part I	Identify the layers of the earth and describe the crust	Prior to listening to "The Earth, Inside-Out, Part I," describe the layers of the earth	Demonstrate understanding of the prepositions *in*, *on*, *above* Word Work**:** *Layer* Explain the meaning of *varies* and use in appropriate contexts	With assistance, write a letter about the earth's crust
Lesson 3: The Earth Inside-Out, Part II	Describe the mantle and the core of the earth Describe a picture of a volcano and use images and details in "The Earth Inside-Out, Part II" to check and support comprehension of the read-aloud Identify and differentiate between the layers of the earth	Prior to listening to "The Earth, Inside-Out, Part II," identify the layers of the earth and identify the difference between things that are solid, liquid, and gas	Word Work**:** *Solid* Syntactic Awareness Activity: Conjunction *and*	
Lesson 4: The Earth Inside-Out, Part III	Describe volcanoes and geysers With assistance, identify similarities and differences between volcanoes and geysers	Prior to listening to "The Earth, Inside-Out, Part III," use an image to describe a volcano and distinguish between magma and lava	Demonstrate understanding of the meaning of *hot spot*, *lava*, *geyser*, *faithful* Word Work**:** *Destructive*	
	Pausing Point (2 Days)			
Lesson 5: Minerals	Describe the minerals in the earth Describe a picture of rocks and use images and details in "Minerals" to check and support comprehension of the read-aloud	Prior to listening to "Minerals," explain the importance of rocks in geology	Word Work: *Characteristics*	Create an idea web to record and organize information about minerals
Lesson 6: The Three Types of Rocks	Identify three types of rocks With assistance, use a graphic organizer to describe the three types of rocks	Prior to listening to "The Three Types of Rocks," explain how heat, pressure, and time affect the earth	Word Work**:** *Sediments*	

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: Fossils	Explain how fossils provide information about the history of the earth Compare and contrast the work of paleontologists and geologists	Prior to listening to "Fossils," describe characteristics of some features of the earth	Word Work**:** *Preserved* Syntactic Awareness Activity: Conjunction *or*	With assistance, write a letter about fossils
Lesson 8: Dinosaurs	Explain how people know about dinosaurs Describe and compare and contrast images of dinosaurs and use images and details in "Dinosaurs" to check and support comprehension	Prior to listening to "Dinosaurs," describe how paleontologists and fossils are related and use images to describe fossils	Word Work**:** *Extinct* Multiple Meaning Word Activity: *Plate*	With assistance, write a letter about dinosaurs
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Animals and Habitats

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

This domain will introduce students to the wonder of the natural world, focusing on the interconnectedness of all living things with their physical environment and with one another. Students will learn what a habitat is and will also learn to identify specific types of habitats and their related characteristics. They will learn to recognize different plants and animals as being indigenous to specific habitats and will begin to develop an understanding of several fundamental principles of nature. They will learn, for example, that animals and plants typically live in those habitats to which they are best suited, often developing unique characteristics or features that enable them to specifically adapt to the climate and conditions of a given environment. They will also be introduced to simple classifications of animals according to the types of food they eat and will begin to understand the notion of a food chain. Students will also learn about habitat destruction caused by nature and humans, as well as endangered and extinct species.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *Describe the connection between two individuals, events, ideas, or pieces of information in an informational read-aloud* *Ask and answer questions about unknown words and phrases in informational read-alouds and discussions* *Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age* *Ask questions to clarify information about the topic in a literary or informational read-aloud* *Produce complete sentences when appropriate to task and situation*	*Use correct grammar and word choice while speaking or writing* *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies* *Demonstrate understanding of word relationships and nuances in word meanings* *Identify real-life connections between words and their use (e.g., note places at home that are cozy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)*	*Write informative/explanatory texts, naming the topic and supplying facts about the topic* *Participate in group and independent writing projects to answer questions and further explore read-aloud topics*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: What Is a Habitat?	Explain what a habitat is Describe pictures of different habitats and use images and details in "What Is a Habitat?" to check and support comprehension of the read-aloud	Prior to listening to "What Is a Habitat?," distinguish between living and nonliving things using images Identify characteristics of a particular habitat	Explain the meaning of *living* and *nonliving* and use in appropriate contexts Explain the meaning of *habitat* and use in appropriate contexts Word Work: *Shelter*	
Lesson 2: Animals of the Arctic Habitat	Identify characteristics of Arctic habitats Describe a picture of the Arctic tundra habitat and a picture of an Arctic fox and use images and details in "Animals of the Arctic Habitat" to check and support comprehension of the read-aloud	Prior to listening to "Animals of the Arctic Habitat," explain what a habitat is and describe various habitats	Explain the meaning of *exposed* Word Work: *Adapted*	Write about and draw characteristics of Arctic habitats in a Habitat Journal
Lesson 3: Animals of the Sonoran Desert Habitat	Identify characteristics of the desert habitat Describe a picture of a saguaro cactus and use images and details in "Animals of the Sonoran Desert Habitat" to check and support comprehension of the read-aloud Confirm predictions about "Animals of the Sonoran Desert Habitat" Compare and contrast the Arctic and the Sonoran Desert habitats Categorize animals as herbivores, carnivores, or omnivores	Prior to listening to "Animals of the Sonoran Desert Habitat," identify characteristics of Arctic habitats, describe a picture of a desert, and predict how animals in the Arctic and animals in the desert might be similar and different	Demonstrate understanding of the meaning of *adapted* Word Work: *Camouflage* Explain the meaning of *herbivore*, *carnivore*, *omnivore* and use in appropriate contexts	Write about and draw characteristics of the Sonoran desert habitat in a Habitat Journal

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 4: Animals of the East African Savanna Habitat	Identify characteristics of the grassland habitat Describe images of a grassland habitat and use images and details in "Animals of the East African Savanna Habitat" to check and support comprehension Compare and contrast the grassland habitat with Arctic and desert habitats Describe the relationship between animals in a food chain using images and details from the read-aloud	Prior to listening to "Animals of the East African Savanna Habitat," compare and contrast Arctic habitats and the desert habitat to identify similarities and differences between them	Explain the meaning of *savanna*, *camouflage* Demonstrate understanding of the meaning of *herbivore*, *carnivore*, *omnivore*, *coexist* Word Work: *Hardy*	Write about and draw characteristics of the grassland habitat in a Habitat Journal
	Pausing Point (2 Days)			
Lesson 5: Animals of the Temperate Deciduous Forest Habitat	Identify characteristics of the temperate deciduous forest habitat Compare and contrast the temperate deciduous forest habitat with the Arctic, desert, and grassland habitats	Prior to listening to "Animals of the Temperature Deciduous Forest Habitat," explain what a forest is	Explain the meaning of *temperate*, *deciduous*, *temperature deciduous forest*, *omnivores*, *carnivores* Demonstrate understanding of the meaning of *camouflage* Word Work: *Store* Multiple Meaning Word Activity: *Bark*	Write about and draw characteristics of the temperature deciduous forest habitat in a Habitat Journal
Lesson 6: Animals of the Tropical Rainforest Habitat	Explain how the tropical rainforest habitat is similar to the temperature deciduous forest habitat Compare and contrast the tropical rainforest habitat and the temperate deciduous forest habitat	Prior to listening to "Animals of the Tropical Rainforest Habitat," describe characteristics of the temperature deciduous forest habitat	Explain the meaning of *equator*, *habitat*, *omnivore*, *tropical rainforest* Demonstrate understanding of the meaning of *adapted* Word Work: *Canopy* Syntactic Awareness Activity: Conjunction *but*	Write about and draw characteristics of the tropical rainforest habitat in a Habitat Journal
Lesson 7: Animals of the Freshwater Habitat	Identify characteristics of the freshwater habitat Describe a picture of a bullfrog and use images and details in "Animals Freshwater Habitat" to check and support comprehension of the read-aloud	Prior to listening to "Animals of the Freshwater Habitat," identify different habitats using images and distinguish between land and water habitats	Demonstrate understanding of the meaning of *adapated* Word Work: *Float* Explain the meaning of "a fish out of water" and use in appropriate contexts	Write about and draw characteristics of the freshwater habitat in a Habitat Journal

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 8: Animals of the Saltwater Habitat	Identify characteristics of the saltwater habitat Compare and contrast the saltwater habitat and the freshwater habitat Compare and contrast the Pacific Ocean saltwater habitat to the Arctic Ocean saltwater habitat	Prior to listening to "Animals of the Saltwater Habitat," describe characteristics of the freshwater habitat and distinguish between fresh water and salt water	Demonstrate understanding of the meaning of *salt*, *predator*, *blubber*, *adapted* Word Work**:** *Shallow* Accurately identify *shallow/deep, cool/warm*, and *dark*/light as antonyms, and provide other examples of common antonyms	Write about and draw characteristics of the saltwater habitat in a Habitat Journal
Lesson 9: Habitat Destruction and Endangered Species	Explain why and how habitat destruction can cause extinction Create an idea web to record and organize information about endangered species	Prior to listening to "Habitat Destruction and Endangered Species," describe animal adaptations	Demonstrate understanding of the meaning of *adapted*, *extinct*, *endangered species* Explain the meaning of *scavenger*, *endangered species* Word Work: *Destroy*	
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Fairy Tales

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

This domain will introduce students to fairy tales that have been favorites with children for generations. Students will learn about the elements of fairy tales that distinguish them as a unique type of fiction that still has the elements of character, plot, and setting that are found in other types of fiction. Reading these fairy tales will help first-grade students develop a strong foundation for the understanding of other fictional stories in later grades.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions requiring literal recall and understanding* *Ask and answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud* *Describe characters, settings, and events in a story using illustrations and key details* *Demonstrate understanding of literary read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Carry on and participate in a conversation in small and large groups through multiple exchanges* *Use agreed-upon rules for group discussion* *Ask and answer questions requiring literal recall and understanding* *Clearly describe people, places, and things with key details* *Produce complete sentences when appropriate*	*Use correct grammar and word choice while speaking or writing* *Determine the meaning of unknown and multiple-meaning words using an array of strategies including sentence-level context and support from adults* *Demonstrate understanding of word meanings by sorting into categories and identifying real-life connections between words and their use* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts*	*Participate in group writing projects to answer questions and further explore read-aloud topics*
Lesson 1: Sleeping Beauty	Identify the elements of fairy tales (settings, characters, fantasy, problems and solutions, and happy endings) and explain those terms as they apply to "Sleeping Beauty" Describe how various characters feel at different points in the story	Prior to listening to "Sleeping Beauty," identify orally what they know and have learned about fairy tales	Word Work: *Wisdom* Explain the meaning of the saying "the land of Nod" and use in appropriate contexts	As a class, categorize and organize information about fairy tales in Elements of Fairy Tales charts for "Cinderella" and "Sleeping Beauty" Write a sentence about the setting of "Sleeping Beauty"

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: Rumpelstiltskin	Distinguish fantasy from realistic text by reviewing how certain events in the story "Sleeping Beauty" could have happened in real life Identify the elements of fairy tales and explain those terms as they apply to "Rumpelstiltskin" Describe in detail a character from "Sleeping Beauty" Compare and contrast similarities and differences between "Rumpelstiltskin" and "Sleeping Beauty"	Prior to listening to "Rumpelstiltskin," identify orally what they know and have learned about characteristics of fairy tales In small groups, perform as characters from the story "Rumpelstiltskin" using eye contact, appropriate volume, and clear enunciation	Word Work: *Succeed*	As a class, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for "Rumpelstiltskin" Record answers to prompts about the elements of fairy tales
Lesson 3: Rapunzel	Distinguish fantasy from realistic text by reviewing how certain events in the story "Rumpelstiltskin" could not have happened in real life Identify the elements of fairy tales and explain those terms as they apply to "Rapunzel"	Prior to listening to "Rapunzel," identify orally what they know and have learned about characteristics of "Sleeping Beauty" and Venn diagrams	Word Work: *Delight*	As a class, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for "Rapunzel" Independently, compare and contrast similarities and differences between "Sleeping Beauty," "Rumpelstiltskin," and "Rapunzel" in a Venn diagram
Lesson 4: The Frog Prince, Part I	Identify the elements of fairy tales and explain those terms as they apply to "The Frog Prince, Part I"	Prior to listening to "The Frog Prince, Part I," identify orally what they know and have learned about frogs, fairy tales, and how princes are depicted in fairy tales While listening to "The Frog Prince, Part I" orally predict what will happen in the next part of the read-aloud	Word Work: *Retrieved* Identify and accurately use the conjunction *so* orally in appropriate contexts	Working together but recording independently, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for "The Frog Prince"

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: The Frog Prince, Part II	Distinguish fantasy from realistic text by reviewing how certain events in the story "The Frog Prince" could not have happened in real life Identify the elements of fairy tales and explain those terms as they apply to "The Frog Prince, Part II"	Prior to listening to "The Frog Prince, Part II," retell the first part of the story While listening to "The Frog Prince, Part II," confirm predictions	Word Work: *Contented* Multiple Meaning Word Activity: *Bowl*	Working together but recording independently, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for "The Frog Prince"
	Pausing Point (2 Days)			
Lesson 6: Hansel and Gretel, Part I	Distinguish fantasy from realistic text by reviewing how certain events in the story "The Frog Prince" could have happened in real life Identify the elements of fairy tales and explain those terms as they apply to "Hansel and Gretel, Part I"	Prior to listening to "Hansel and Gretel, Part I," identify orally what they know and have learned about the characteristics of fairy tales While listening to "Hansel and Gretel, Part I" orally predict what will happen in the next part of the read-aloud	Word Work: *Comforted*	As a class, explore the parts of a fictional narrative As a class, categorize and organize information comparing characters in fairy tales in a Heroic and Evil Character Comparison Chart Independently, write a sentence describing a hero from a fairy tale
Lesson 7: Hansel and Gretel, Part II	Distinguish fantasy from realistic text by reviewing how certain events in the story "Hansel and Gretel" could have happened in real life Identify the elements of fairy tales and explain those terms as they apply to "Hansel and Gretel, Part II" Independently, sequence events to retell the fairy tale, "Hansel and Gretel"	Prior to listening to "Hansel and Gretel, Part II," retell the first part of the story While listening to "Hansel and Gretel, Part II," confirm predictions	Word Work: *Creep*	As a class, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for "Hansel and Gretel" Independently, plan a fictional narrative retelling
Lesson 8: Jack and the Beanstalk, Part I	Distinguish fantasy from realistic text by reviewing how certain events in the story "Hansel and Gretel" could (not) have happened in real life Identify the elements of fairy tales and explain those terms as they apply to "Jack and the Beanstalk, Part I"	Prior to listening to "Jack and the Beanstalk, Part I," identify orally what they know and have learned about the characteristics of fairy tales While listening to Jack and the Beanstalk, Part I" orally predict what will happen in the next part of the read-aloud	Word Work: *Precious*	As a class, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for "Jack and the Beanstalk" Independently, draft a fictional narrative retelling

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: Jack and the Beanstalk, Part II	Distinguish fantasy from realistic text by reviewing how certain events in the story "Jack and the Beanstalk" could not have happened in real life Identify the elements of fairy tales and explain those terms as they apply to "Jack and the Beanstalk, Part II"	Prior to listening to "Jack and the Beanstalk, Part II," retell the first part of the story While listening to "Jack and the Beanstalk, Part II," confirm predictions	Word Work: *Rudely* and *Politely*	As a class, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for "Jack and the Beanstalk" Independently, edit and publish (optional) a fictional narrative retelling
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

A New Nation: American Independence

12 Lessons, Pausing Points, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

In this domain, students will hear about when and how our country, the United States of America, started. They will be introduced to many historical figures and events as the story unfolds of how the thirteen colonies determined and gained their independence from Britain to become the United States of America.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions requiring literal recall and understanding of an informational read-aloud* *Identify the main topic and retell key details of a text* *Answer questions that require making interpretations, judgments, or giving opinions, including answering why questions that require recognizing cause/effect relationships and describing the connection between different pieces of information or illustrations in a text* *Ask and answer questions about unknown words and phrases in read-alouds and discussions* *Distinguish between information provided by illustrations and that provided by words* *Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 1–3* *Activate prior knowledge related to a text*	*Carry on and participate in a conversation in small and large groups through multiple exchanges* *Use agreed-upon rules for group discussion* *Ask and answer questions requiring literal recall and understanding* *Clearly describe people, places, and things with key details* *Produce complete sentences when appropriate*	*Use correct grammar and word choice while speaking or writing* *Determine the meaning of multiple-meaning words using an array of strategies including sentence-level context and support from adults* *Demonstrate understanding of word meanings by identifying real-life connections between words and their use* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts*	*In writing, answer questions and further explore read-aloud topics*
Lesson 1: The New World	Identify and explain key details from "The New World," including the first English settlements in America Order events sequentially to show time progression	Prior to listening to "The New World," identify what they know and have learned about where and how the thirteen colonies were formed	Word Work: *Settlements*	Independently record information about the thirteen colonies from the read-aloud

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: A Taxing Time: The Boston Tea Party	Identify and explain key details from "A Taxing Time: The Boston Tea Party," including describing the Boston Tea Party Order events sequentially to show time progression Describe the Boston Tea Party by examining a picture	Prior to listening to "A Taxing Time: The Boston Tea Party," retell the story of the first English settlements in America	Word Work: *Goods*	As a class, write captions describing the Boston Tea Party for a Picture Gallery
Lesson 3: The Shot Heard Round the World	Identify and describe key details from "The Shot Heard Round the World," including events leading to the Revolutionary War	Prior to listening to "The Shot Heard Round the World," retell the story of the Boston Tea Party	Word Work: *Volunteers* Explain the meaning of the saying "let the cat out of the bag" and use in appropriate contexts	In small groups, use a graphic organizer to summarize the read-aloud
Lesson 4: Declaring Independence	Identify and describe key details from "Declaring Independence," including the Declaration of Independence Describe the Second Continental Congress by examining a picture	Prior to listening to "Declaring Independence," retell the story of the significant events leading to the Revolutionary War	Word Work: *Independent*	In small groups, write captions describing the Second Continental Congress for a Picture Gallery
Lesson 5: The Legend of Betsy Ross	Identify and retell "The Legend of Betsy Ross" Order events sequentially to show time progression	Prior to listening to The Legend of Betsy Ross," retell the story of the significant events leading to the Revolutionary War	Word Work: *Alternating*	Independently, color the American flag and write a sentence about it Share writing with others, responding to questions and suggestions to strengthen writing
	Pausing Point 1 (1 Day)			
Lesson 6: George Washington, Commander in Chief	Identify and describe key details from "George Washington, Commander in Chief," including the contributions of George Washington Describe the contributions of George Washington by examining a picture	Prior to listening to "George Washington, Commander in Chief," retell the story of the significant events in the founding of the United States	Word Work: *Struggled*	Independently, write captions describing contributions of George Washington for a Picture Gallery

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: Will This War Never End?	Identify and describe key details from "Will This War Never End?" including the contributions of George Washington	Prior to listening to "Will This War Never End?" retell the story of the significant events in the founding of the United States Perform "Yankee Doodle" with appropriate volume, and clear enunciation	Word Work: *Confident* Identify and accurately use action words in the past and present in appropriate contexts orally	Independently, record an answer to a question about the Revolutionary War
Lesson 8: A Young Nation Is Born	Identify and describe key details from "A Young Nation Is Born" including the contributions of George Washington Order events sequentially to show time progression	Prior to listening to "A Young Nation Is Born" retell the story of the contributions of George Washington to the founding of the United States Perform "Yankee Doodle" with appropriate volume, and clear enunciation	Word Work: *President* Explain the meaning of the saying "there's no place like home" and use in appropriate contexts Identify and accurately use action words in the past, present, and future in appropriate contexts orally	Independently, record an answer to a prompt about the contributions of George Washington
Lesson 9: Never Leave Until Tomorrow What You Can Do Today	Identify and describe key details from "Never Leave Until Tomorrow What You Can Do Today" including the contributions of Benjamin Franklin Describe the contributions of Benjamin Franklin by examining a picture	Prior to listening to "Never Leave Until Tomorrow What You Can Do Today" retell the story of the contributions of George Washington to the founding of the United States	Word Work: *Almanac* Explain the meaning of the saying "never leave until tomorrow what you can do today" and use in appropriate contexts	Independently, draw a picture showing something an almanac may be used to do and write a sentence about it Independently, write captions describing contributions of Benjamin Franklin for a Picture Gallery
Lesson 10: Building a Nation with Words and Ideas	Identify and describe key details from "Building a Nation with Words and Ideas" including the contributions of Thomas Jefferson Describe the contributions of Thomas Jefferson by examining a picture	Prior to listening to "Building a Nation with Words and Ideas" describe the contributions of Benjamin Franklin to the founding of the United States	Word Work: *Anniversary* Explain the meaning of the saying "never leave until tomorrow what you can do today" and use in appropriate contexts	Independently, write captions describing contributions of Thomas Jefferson for a Picture Gallery
	Pausing Point 2 (1 Day)			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 11: Liberty and Justice for ALL?	Identify and describe key details from "Liberty and Justice for ALL?" including the contributions of enslaved Africans, Native Americans, and women during the evolution from colonies to independence	Prior to listening to "Liberty and Justice for ALL?" describe the contributions of the Founding Fathers	Word Work: *Equally*	As a class, organize information about the contributions of enslaved Africans, Native Americans, and women As a class, explore informational paragraph writing Independently, plan an informational paragraph
Lesson 12: What Do a Flag, a Bell, and an Eagle Have in Common?	Identify and describe key details from "What Do a Flag, a Bell, and an Eagle Have in Common?" including the significance of several U.S. symbols	Prior to listening to "What Do a Flag, a Bell, and an Eagle Have in Common?" describe the contributions of various groups	Word Work: *Symbols*	Independently, draft an informational paragraph
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

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Frontier Explorers (11–15 days)

11 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (17 Days)

In this domain, students will learn about the American frontier and the explorers that played an important role in the westward expansion of the United States. Students will review the development of the thirteen colonies and the Revolutionary War. They will learn about the difficulty of crossing the Appalachian Mountains and will be introduced to Daniel Boone and the role he played in westward expansion. Students will also learn about the presidency of Thomas Jefferson and the explorers he sent out west to gather information to bring back east. Students will be introduced to key people and events that played a role in the early westward expansion of the United States.

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *Describe the connection between two individuals, events, ideas, or pieces of information in an informational read-aloud* *Ask and answer questions about unknown words and phrases in informational read-alouds and discussions* *Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age* *Ask questions to clarify information about the topic in a literary or informational read-aloud* *Produce complete sentences when appropriate to task and situation*	*Use correct grammar and word choice while speaking or writing* *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies* *Demonstrate understanding of word relationships and nuances in word meanings* *Identify real-life connections between words and their use (e.g., note places at home that are cozy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)*	*Use graphic organizers to record and organize information* *Participate in group and independent writing projects to answer questions and further explore read-aloud topics*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: Daniel Boone and the Opening of the West	Describe Daniel Boone and the Appalachian Mountains Correctly sequence information about Daniel Boone on a timeline of events in the history of North America Describe why the Appalachian Mountains were a barrier for settlers	Prior to listening to "Daniel Boone and the Opening of the West," create a timeline to correctly sequence events in the history of North America using images and background knowledge	Word Work: *Barrier*	
Lesson 2: Crossing the Appalachian Mountains	Describe Daniel Boone's adventures as a trailblazer	Prior to listening to "Crossing the Appalachian Mountains," describe the challenges of crossing the Appalachian Mountains and identify cardinal directions	Demonstrate understanding of the meaning of *trailblazer* Word Work: *Pioneers* Multiple Meaning Word Activity: *Pass*	With assistance, use a graphic organizer to analyze the actions of Daniel Boone
Lesson 3: Jefferson and Monroe	Explain why Thomas Jefferson wanted to buy the city of New Orleans Describe an image of Napoleon Bonaparte and use images and details in "Jefferson and Monroe" to check and support comprehension Identify the Appalachian Mountains, the Mississippi River, and the Rocky Mountains on a map of the United States	Prior to listening to "Jefferson and Monroe," describe the connection between Daniel Boone and the Appalachian Mountains, identify geographic features of the United States, and correctly sequence information about Thomas Jefferson on a timeline of events in the history of North America	Word Work: *Mouth* Syntactic Awareness Activity: Sentence Types	
Lesson 4: The Louisiana Purchase	Explain the significance of the Louisiana Territory and the Louisiana Purchase Distinguish between the United States before and after the purchase of the Louisiana Territory using a map	Prior to listening to "The Louisiana Purchase," explain the importance of the Mississippi River to the United States	Demonstrate understanding of the meaning of *mouth* Word Work: *Purchase* Multiple Meaning Word Activity: *Letter*	Write about the importance of the Louisiana Purchase to the United States using information from the read-aloud
	Pausing Point (2 Days)			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: Lewis and Clark	Explain the reasons that Lewis and Clark went on their expedition Correctly sequence information about Lewis and Clark on a timeline of events in the history of North America	Prior to listening to "Lewis and Clark," identify events leading up to the Louisiana Purchase and correctly sequence information about the Louisiana Purchase on a timeline of events in the history of North America	Word Work: *Brave* Demonstrate understanding of the meaning of *route*	
Lesson 6: Lewis and Clark: The Journey Begins	Describe the beginning of Lewis and Clark's expedition Act out Lewis and Clark's final preparations and the day they set out for their expedition and make predictions about what will be found on the expedition	Prior to listening to "Lewis and Clark: The Journey Begins," identify what Lewis and Clark's three tasks were using images for support	Word Work: *Expedition*	
Lesson 7: Discovery and Danger on the Prairie	Describe Lewis and Clark's encounters with Native Americans Track Lewis and Clark's progress on a map of the United States Record information about the tasks Lewis and Clark have accomplished	Prior to listening to "Discovery and Danger on the Prairie," identify geographic features of the United States and explain how Lewis and Clark prepared for their expedition	Demonstrate understanding of the meaning of *discover*, *danger* Word Work: *Honored*	
Lesson 8: Sacagawea	Describe how Sacagawea came to be part of Lewis and Clark's expedition Track Lewis and Clark's progress on a map of the United States Record information about the tasks Lewis and Clark have accomplished	Prior to listening to "Sacagawea," identify geographic features of the United States and describe the tasks Lewis and Clark have accomplished so far	Word Work: *Protection*	
Lesson 9: Red Cedars and Grizzly Bears	Describe additional things Lewis and Clark encountered related to the tasks they were asked to accomplish Track Lewis and Clark's progress on a map of the United States Record information about the tasks Lewis and Clark have accomplished	Prior to listening to "Red Cedars and Grizzly Bears," identify geographic features of the United States and describe the tasks Lewis and Clark have accomplished so far	Demonstrate understanding of the meaning of "keep a sharp eye out for" Word Work: *Record*	

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 10: Rivers and Mountains	Explain why Lewis and Clark were unable to accomplish the last task Track Lewis and Clark's progress on a map of the United States Record information about the tasks Lewis and Clark have accomplished and the task they were unable to accomplish	Prior to listening to "Rivers and Mountains," identify geographic features of the United States and describe the tasks Lewis and Clark have accomplished so far	Demonstrate understanding of the meaning of *translator* Word Work: *Dull*	
Lesson 11: To the Pacific and Back	Describe the end of Lewis and Clark's expedition Confirm predictions about "To the Pacific and Back"	Prior to listening to "To the Pacific and Back," identify geographic features of the United States, describe the tasks Lewis and Clark accomplished and the task they were unable to accomplish, and predict how Lewis and Clark's expedition will end	Demonstrate understanding of the meaning of *success* Word Work: *Contentment*	Write an informational paragraph summarizing Lewis and Clark's expedition using information recorded about the tasks they accomplished and the task they were unable to accomplish
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Scope and Sequence • Knowledge Strand • Kindergarten

The Knowledge strand of the Core Knowledge Language Arts program is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. Through introducing, presenting, and discussing read-alouds in each domain, teachers build students' listening and reading comprehension and oral language skills.

Each domain Teacher Guide is comprised of daily lessons, pausing points, a domain review, a domain assessment, and culminating activities.

- ***Pausing Points:*** *opportunities to review, reinforce, or extend the content taught thus far.*
- ***Domain Review:*** *an opportunity to review and reinforce the material (e.g., core content and vocabulary) in the domain in order to help students prepare for the domain assessment.*
- ***Domain Assessment:*** *evaluates students' understanding and retention of academic vocabulary words and the core content targeted in the domain. The results should guide review and remediation the following day(s).*
- ***Culminating Activities:*** *provide remediation and/or enrichment for individual students, small groups, or the whole class based on the results of the Domain Assessment.*

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Nursery Rhymes and Fables

12 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

This domain will introduce students to nursery rhymes and fables that have been favorites with children for generations. Students will learn about classic rhymes like "Twinkle, Twinkle, Little Star," "Jack and Jill," and "Hickory, Dickory, Dock," and characters such as Humpty Dumpty and Little Miss Muffet. S*tudents will also listen to some well-known fables, which will help students identify the elements of this genre, learn new vocabulary words, and recognize different types of fiction.*

	Text Analysis / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g.,* who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a literary read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a literary read-aloud, including answering* why *questions that require recognizing cause/effect relationships* *WPS, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a literary read-aloud* *WPS, ask and answer questions about unknown words in literary read-alouds and discussions* *Listen to, understand, and recognize a variety of texts* *Describe characters, setting, things, events, actions, a scene, or facts from a read-aloud* *Actively engage in literary read-alouds and associated activities*	*Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.)* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in a literary read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1A: Roses Are Red	Listen to and demonstrate familiarity with "Roses Are Red"	WPS, identify characteristics of nursery rhymes	Word Work**:** *Sweet*	
Lesson 1B: Ring Around the Rosie	Listen to and demonstrate familiarity with "Ring Around the Rosie" WPS, dramatize the events of the text in proper sequence	Recite "Ring Around the Rosie"	Word Work: *Ring*	Produce a drawing to compare and contrast the two nursery rhymes

	Text Analysis / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2A: Rain, Rain, Go Away	Identify features of a main character in a nursery rhyme Discuss personal responses to rain and rainy days in connection to the text	Describe familiar things, such as rain, adding detail WPS	Identify and generate rhyming words	
Lesson 2B: It's Raining, It's Pouring	Identify the main character in a text Distinguish between realistic and make-believe texts	Recall specific details about a text	Recite "Rain, Rain, Go Away" Explain the meaning of the saying, "it's raining cats and dogs" and use in appropriate contexts	Draw the main characters in two nursery rhymes
Lesson 3A: Jack Be Nimble	WPS, dramatize the text's key events in the proper sequence		Word Work**:** *Nimble* Identify and generate rhyming words	
Lesson 3B: Little Jack Horner	WPS, dramatize the text's key events in the proper sequence Distinguish between realistic and make-believe texts	Recite nursery rhymes	Identify and generate rhyming words	
Lesson 4A: Jack and Jill	Predict events in the read aloud and review predictions after the read aloud WPS, retell key details about the characters and events from "Jack and Jill"	Use illustrations to make predictions about a text	Word Work: *Fetch*	
Lesson 4B: Little Miss Muffet	WPS, retell key details about the characters and events from "Little Miss Muffet"	Describe familiar things, such as cottage cheese and spiders, and WPS, provide additional detail	Word Work**:** *Frightened*	
Lesson 5A: This Little Pig Went to Market	WPS, identify the main topic and retell key details about the characters and events from "This Little Pig Went to Market" Categorize this text as "make-believe" because pigs cannot talk or go to the market	Describe familiar things, such as pigs, and WPS, provide additional detail Identify animals as typical characters in nursery rhymes	Word Work**:** *Market*	
Lesson 5B: One, Two, Buckle My Shoe	WPS, retell key events in the proper sequence WPS, compare and contrast similarities and differences between two nursery rhymes		Identify and generate rhyming words	Draw the events in a nursery rhyme in the correct sequence
Lesson 6A: Star Light, Star Bright	WPS, identify the main topic and retell key details about the characters and events	Describe familiar things, such as stars, and WPS, provide additional detail	Identify and generate rhyming words	

	Text Analysis / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	from "Star Light, Star Bright"			
Lesson 6B: Twinkle, Twinkle, Little Star	WPS, identify the main topic and retell key details about the characters and events from "Twinkle, Twinkle, Little Star" WPS, compare and contrast similarities and differences between two nursery rhymes	Recite a nursery rhyme	Word Work**:** *Wonder* Identify and generate rhyming words	
	Pausing Point (1 Day)			
Lesson 7A: Hickory, Dickory, Dock	Identify and discuss the main characters and key events in a text Identify and discuss the use of nonsense words in nursery rhymes	Describe familiar things, such as clocks, and WPS, provide additional detail	Identify repetition in a nursery rhyme	
Lesson 7B: Diddle, Diddle, Dumpling	Identify and discuss the main characters and key events in a text	Describe familiar things, such as bedtime routines, and WPS, provide additional detail	Identify repetition in a nursery rhyme	
Lesson 8A: Little Bo Peep	Identify and discuss the main characters and key events in a text Compare and contrast two characters in two different nursery rhymes	Describe familiar things, such as sheep, and WPS, provide additional detail Discuss background knowledge (from previous read alouds) related to the text	Identify and generate rhyming words	
Lesson 8B: Little Boy Blue	Recall and describe actions of characters in a nursery rhyme WPS, compare and contrast similarities and differences between the characters in nursery rhymes read to date	Recite a nursery rhyme	Identify and generate rhyming words	
Lesson 9A: Baa, Baa, Black Sheep	Identify and discuss the main characters and key events in a text Discuss the difference between a text that is realistic and one that is make-believe	Prior to listening to "Baa, Baa, Black Sheep," identify what they know about sheep	Identify and discuss the term dialogue Recite and dramatize the nursery rhyme	
Lesson 9B: Humpty Dumpty	Identify and discuss the main characters and key events in a text Categorize this text as "make-believe" because eggs	Use illustrations to make predictions about a text	Identify and generate rhyming words	

	Text Analysis / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	cannot talk			
Lesson 10: The Lion and the Mouse	WPS, retell and dramatize the events in the proper sequence Demonstrate understanding of story structure (beginning, middle, end) Identify and discuss the moral of the fable.	Identify and discuss characteristics of a fable Describe familiar things, such as lions and mice, and WPS, provide additional detail	Word Work**:** *Disturbed*	Create a drawing of the main characters from the fable
Lesson 11: The Dog and His Reflection	Retell the fable "The Dog and His Reflection" by sequencing three pictures illustrating events of the story in proper order Identify and discuss the moral of the fable. Categorize this text as "make-believe" because dogs cannot talk	Describe familiar things, such as mirrors, and WPS, provide additional detail Demonstrate an understanding of the word *reflection*	Word Work**:** *Feast*	
Lesson 12: The Hare and the Tortoise	Predict events of the read aloud and review predictions after the read aloud Identify and discuss the moral of the fable Explain that "The Hare and the Tortoise" is make-believe because animals cannot talk and do not have races	Describe familiar things, such as hares and tortoises, and, WPS, provide additional detail	Word Work: *Boasting* Multiple Meaning Word Activity: *Break* Syntactic Awareness Activity: *Race*	
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (1 Day)			

The Five Senses

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (12 Days)

This domain will be one of many that will follow in subsequent grade levels in which students will broaden their knowledge of the human body. An exploration of the senses also requires students to make observations and then use language to describe those observations, both of which are key skills in the scientific process. Later lessons will also address what happens if the senses of sight and hearing do not function properly.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions requiring literal recall and understanding* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud* *WPS, ask and answer questions about unknown words in informational read-alouds and discussions* *Actively engage in informational read-alouds and associated activities*	*Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.)* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in an informational read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1: My Senses Are Amazing	Use illustrations to discuss details learned from the text about the five senses	WPS, describe familiar things, such as the five senses, and provide additional details	Word Work**:** *Harm* Sort common objects into categories such as sight, hearing, smell, taste, and touch to gain a sense of the concepts the categories represent	Present information about the five senses by using a combination of drawing, dictating, and writing
Lesson 2: The Sense of Sight	WPS, identify the main topic and retell key details about the sense of sight and eyes from "The Sense of Sight"	Prior to listening to "The Sense of Sight," identify what they know about the five senses WPS, describe familiar things, such as colors and shapes seen in the classroom, and provide additional detail	Word Work**:** *Protect* Sayings and Phrases: **"**Look Before You Leap"	Present information about the sense of sight by using a combination of drawing and dictating
Lesson 3: The Sense of	WPS, identify the main topic and retell key details about	Prior to listening to "The Sense of Hearing," identify	Word Work**:** *Invisible* Categorize and organize loud	Present information about loud sounds and soft sounds

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Hearing	the sense of hearing and ears from "The Sense of Hearing"	what they know about the sense of sight, and eyes WPS, describe familiar things, such as sounds they hear, and provide additional detail Provide additional detail to descriptions of loud and soft sounds by adding drawings to the descriptions	sounds and soft sounds to gain a sense of the concepts the categories represent	by drawing pictures of common objects that make those sounds With assistance, organize loud sounds and soft sounds as described in the read-aloud
Lesson 4: The Sense of Smell	WPS, identify the main topic and retell key details about the sense of smell and nose from "The Sense of Smell" Compare and contrast the sense of smell and the sense of sight	Prior to listening to "The Sense of Smell," identify what they know about the senses of sight and hearing, and eyes and ears WPS, describe familiar places and things, such as a scent associated with their favorite place, and provide additional detail	Word Work: *Scents* Sayings and Phrases: "Better Safe Than Sorry" Sort common objects into the categories "pleasant odors" and "unpleasant odors" Demonstrate understanding of the adjective *pleasant* by relating it to its opposite *unpleasant*	With assistance, categorize and organize pleasant and unpleasant odors as described in the read-aloud
Lesson 5: The Sense of Taste	WPS, identify the main topic and retell key details about the sense of taste and mouth from "The Sense of Taste"	Prior to listening to "The Sense of Taste," identify what they know about the senses of sight, hearing, and smell; and eyes, ears, and nose WPS, describe familiar things, such as a favorite taste, and provide additional detail Provide additional detail about categories of taste by adding drawings to descriptions of four types of taste	Word Work: *Flavorful* Sort foods into categories to gain a sense of the concepts the categories represent	Present information about the sense of taste by using a combination of drawing, dictating, and writing about four different tastes: sweet, salty, bitter, and sour With assistance, organize foods into categories
Lesson 6: The Sense of Touch	WPS, identify the main topic and retell key details about the sense of touch and skin from "The Sense of Touch"	Prior to listening to "The Sense of Touch," identify what they know about the senses of sight, hearing, smell, and taste; and eyes, ears, nose, and mouth	Word Work: *Texture* Multiple Meaning Word Activity: *Skin*	
	Pausing Point (1 Day)			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: Ray Charles	WPS, identify the main topic and retell key details about the life of Ray Charles and blindness from "Ray Charles" Explain that "Ray Charles" is a realistic text because it is a biography of the life of Ray Charles WPS, sequence four to six pictures about Ray Charles's life (as presented in the text)	Prior to listening to "Ray Charles," identify what they know about the five senses Provide additional detail about the life of Ray Charles by adding drawings to a timeline of significant events in his life	Word Work: *Remarkable*	With assistance, organize facts about the life of Ray Charles by creating and interpreting a timeline depicting significant events in his life Present information about significant events in the life of Ray Charles through a combination of drawing, dictating, and writing
Lesson 8: Helen Keller	WPS, identify the main topic and retell key details about the life of Helen Keller and blindness and deafness from "Helen Keller" Explain that "Helen Keller" is a realistic text because it is a biography of the life of Helen Keller WPS, sequence four to six pictures about Helen Keller's life (as presented in the text)	Prior to listening to "Helen Keller," identify what they know and have learned about biographies Provide additional detail about the life of Helen Keller by adding drawings to a timeline of significant events in her life	Word Work: *Sensations*	With assistance, organize facts about the life of Helen Keller by creating and interpreting a timeline depicting significant events in her life Present information about significant events in the life of Helen Keller through a combination of drawing, dictating, and writing
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (1 Day)			

Stories

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (14 Days)

This domain will introduce students to classic stories that have been favorites with children for generations. Students will acquire an understanding of the elements of a story including characters, plot, and setting as well as develop an awareness of language to help them become both better writers and readers.

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g.,* who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a literary read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a literary read-aloud, including answering* why *questions that require recognizing cause/effect relationships* *WPS, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a literary read-aloud* *WPS, ask and answer questions about unknown words in literary read-alouds and discussions* *Listen to, understand, and recognize a variety of texts* *Describe characters, setting, things, events, actions, a scene, or facts from a read-aloud* *Actively engage in literary read-alouds and associated activities*	*Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.)* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in a literary read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Ask questions beginning with* who, what, where, when, why, *or* how *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1: Chicken Little	Use illustrations (such as that of an acorn) to discuss details or key points from the text WPS, identify the main topic and retell key details about the characters and events from "Chicken Little" Explain that "Chicken Little" is fiction because the sky cannot fall and animals		Word Work**:** *Sly*	WPS, use a combination of drawing, dictating, and writing to narrate the events of "Chicken Little"

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	cannot talk Retell the story "Chicken Little" by identifying the beginning, middle, and end events of the story in proper sequence			
Lesson 2: The Three Little Pigs	While listening to "The Three Little Pigs," orally predict what will happen in the read-aloud based on pictures and text heard thus far WPS, identify the main topic and retell key details about the characters and events from "The Three Little Pigs" Retell the story "The Three Little Pigs" by sequencing four pictures of story events	Describe familiar things, such as straw, sticks, and bricks, and WPS, provide additional detail	Word Work: *Blazing*	WPS, use a combination of drawing, dictating, and writing to narrate the events of "The Three Little Pigs"
Lesson 3: The Three Billy Goats Gruff	WPS, retell key details about the characters and events from "The Three Billy Goats Gruff" Retell the story "The Three Billy Goats Gruff," including identifying the characters and setting, placing beginning, middle, and end events in the proper sequence	Prior to listening to "The Three Billy Goats Gruff," identify what they know and have learned about character, setting, and plot	Word Work: *Longed*	WPS, use a combination of drawing, dictating, and writing to narrate the events of "The Three Billy Goats Gruff"
Lesson 4: The Wolf and the Seven Little Kids	Describe an illustration of the wolf at the door in "The Wolf and the Seven Little Kids," using the illustration to check and support comprehension of the read-aloud WPS, retell key details about the events from "The Wolf and the Seven Little Kids" Explain that "The Wolf and the Seven Little Kids" is fiction because animals cannot talk and do not live in houses Retell the folktale "The Wolf and the Seven Little Kids" by sequencing four pictures illustrating events of the story in proper sequence Describe the role of an author and illustrator in a fiction text	Prior to listening to "The Wolf and the Seven Little Kids," identify what they know and have learned about folktales	Word Work: *Terrified*	WPS, use a combination of drawing, dictating, and writing to narrate the events of "The Wolf and the Seven Little Kids"

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: The Bremen Town Musicians	WPS, retell key details about the events from "The Bremen Town Musicians" Explain that "The Bremen Town Musicians" is fiction because animals cannot talk or play in bands	Prior to listening to "The Bremen Town Musicians," identify what they know and have learned about folktales, and animal sounds (donkey, cat, dog, and rooster)	Word Work: *Musician* Identify new meanings for the familiar word *play*, and apply them accurately	WPS, create a two-columned chart illustrating things animals do in real life and things animals cannot do in real life With assistance, organize actions as described in the read-aloud into categories
	Pausing Point (1 Day)			
Lesson 6: Momotaro, Peach Boy	WPS, retell key details about the events from "Momotaro, Peach Boy" Explain that "Momotaro, Peach Boy" is fiction because monsters are make-believe	Prior to listening to "Momotaro, Peach Boy," identify what they know and have learned about folktales, heroes, and Japan Describe familiar people, such as heroes, in detail and WPS, provide additional detail	Word Work: *Swooped*	Create a drawing to present information about a character and to demonstrate understanding of what a hero is, by identifying the hero and supplying details from the text
Lesson 7: The Story of Jumping Mouse, Part I	WPS, compare and contrast what characters in different read-alouds want While listening to "The Story of Jumping Mouse, Part I," orally predict what will happen in the read-aloud based on the text heard thus far WPS, retell key details about the events from "The Story of Jumping Mouse, Part I" WPS, compare and contrast the journeys of characters in different read-alouds	Prior to listening to "The Story of Jumping Mouse, Part I," identify what they know and have learned about folktales	Word Work: *Perilous*	WPS, create a graphic organizer to analyze the actions of characters
Lesson 8: The Story of Jumping Mouse, Part II	WPS, retell key details about the events from "The Story of Jumping Mouse, Part II"	Prior to listening to "The Story of Jumping Mouse, Part II," identify what they know and have learned about folktales, character, setting, and plot	Word Work: *Misused*	Create a drawing to present an opinion on a favorite character from a read-aloud, by identifying the favorite character and including details to support the choice of character
Lesson 9: Goldilocks and the Three Bears	WPS, retell key details about the events from "Goldilocks and the Three Bears" Explain that "Goldilocks and the Three Bears" is fiction because bears do not act like people	Prior to listening to "Goldilocks and the Three Bears," identify orally what they know and have learned about bears, such as what they eat, where they live, and where they sleep Describe familiar things, such as bears and their habits, and WPS, provide additional detail	Word Work: *Suddenly* Sayings and Phrases: "Do Unto Others as You Would Have Them Do Unto You"	Create drawings to present information about the read-aloud, by identifying the character, setting, and plot and supplying detail from the text

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 10: Tug-of-War	WPS, retell key details about the events from "Tug-of-War"	Prior to listening to "Tug-of-War," identify a trickster tale as a type of fiction and explain how to play the game tug-of-war	Word Work**:** *Foolishness* Vocabulary Instructional Activity: *Finally*	Use a combination of drawing, dictating, and writing to compare and contrast characters in "Tug-of-War," by using a Venn diagram and creating drawings supported with detail
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (1 Day)			

Plants

11 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (17 Days)

*By listening to the read-alouds in this domain, students will acquire a fundamental understanding of the parts of plants and how they grow. They will learn what plants need in order to stay alive and will be introduced to the concepts of the life cycle of plants, pollination, and photosynthesis. This basic knowledge about plants will lay the foundation for a broader understanding of ecology and the interdependence of all living things, topics that will be addressed in other Kindergarten domains (*Farms *and* Taking Care of the Earth*), as well as in subsequent grades.*

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g.,* who, what, where, when*) requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering* why *questions that require recognizing cause/effect relationships* *WPS, ask and answer questions about unknown words in informational read-alouds and discussions* *WPS, identify the main topic and retell key details from the read-aloud* *Actively engage in informational and literary read-alouds and associated activities*	*Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.)* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in an informational read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1: Introduction to Plants	Describe images of living things in "Introduction to Plants," using the images to check and support comprehension of the read-aloud Compare and contrast two different types of plants; and animals and plants	Prior to listening to "Introduction to Plants," identify living things and nonliving things	Sort common objects into living and nonliving categories Word Work: *Soil* Multiple Meaning Word Activity: *Plants*	Create a drawing with sufficient detail of the things that are important to a plant's survival

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: Plant Parts	Use illustrations (such as that of a sunflower) to discuss details or key points from the text	Prior to listening to "Plant Parts," identify what they know and have learned about living things and what living things need to survive	Sort common objects into living and nonliving categories to gain a sense of the concepts the categories represent Word Work: *Survival*	Use a combination of drawing, dictating, and writing to identify the parts of a plant
Lesson 3: The Life Cycle of a Plant	Describe the connection between the parts of the plant and the life cycle of a plant Describe illustrations of the phases of a plant's life cycle, using the illustrations to check and support comprehension of the read-aloud	Prior to listening to "The Life Cycle of a Plant," identify what they know and have learned about the parts of a plant	Word Work: *Mature* Vocabulary Instructional Activity: *Cycle*	Create a drawing with sufficient detail of a plant's life cycle
Lesson 4: The Gigantic Turnip	Use images (such as that of a turnip plant) to discuss details or key points from the text Explain that "The Gigantic Turnip" is fiction because turnips cannot grow to the size described in the story WPS, sequence four pictures about a turnip's life cycle (as presented in the text)	Prior to listening to "The Gigantic Turnip," identify what they know and have learned about gardens	Word Work: *Gigantic*	WPS, use a combination of drawing, dictating, and writing to sequence the phases of a turnip's life cycle
	Pausing Point (2 Days)			
Lesson 5: Polly the Honeybee's Flower Tour	Describe the process of pollination, and the connection between plant parts and their functions Describe an image of Polly and a flower to identify the flower's petals in "Polly the Honeybee's Flower Tour," using the image to check and support comprehension of the read-aloud Define and use new words, such as *pollination*, from the read-aloud and the discussion about "Polly the Honeybee's Flower Tour"	Prior to listening to "Polly the Honeybee's Flower Tour," identify what they know and have learned about the parts of a plant, particularly flowers	Word Work: *Pollination*	
Lesson 6: The Fruits of Polly's Labor	Describe images of fruits and their seeds in "The Fruits of Polly's Labor," using the images to check and support comprehension of the read-aloud Describe the connection	Prior to listening to "The Fruits of Polly's Labor," identify what they know and have learned about the parts of a plant and the process of pollination	Word Work: *Produce* Multiple Meaning Word Activity: *Pit*	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	between fruits and seeds, and explain why seeds are important Compare and contrast different fruits and their seeds			
Lesson 7: Johnny Appleseed	WPS, identify the main topic and retell key details from "Johnny Appleseed" Sequence and describe seven pictures illustrating events in "Johnny Appleseed" (as presented in the text)	Prior to listening to "Johnny Appleseed," identify what they know and have learned about seeds, flowers, and fruit	Word Work: *Eventually* Use temporal language to express story events in sequential order	WPS, use a combination of drawing, dictating, and writing to narrate the events of "Johnny Appleseed"
Lesson 8: Deciduous Trees	WPS, identify the main topic and retell key details from "Deciduous Trees" Define and use new words, such as *deciduous*, from the read-aloud and the discussion about "Deciduous Trees" Use images (such as that of a an apple tree during different seasons) to discuss details or key points from the text	Prior to listening to "Deciduous Trees," use images to identify deciduous trees and evergreen trees	Word Work: *Bare* Vocabulary Instructional Activity: *Year*	Use a combination of drawing, dictating, and writing to explain the seasonal changes of deciduous trees
Lesson 9: Evergreen Trees	WPS, identify the main topic and retell key details from "Evergreen Trees" Define and use new words, such as *evergreen*, from the read-aloud and the discussion about "Evergreen Trees" Compare and contrast deciduous trees (from the previous read-aloud) and evergreen trees (from this read-aloud)	Prior to listening to "Evergreen Trees," use images to identify what they know and have learned about deciduous trees	Word Work: *Deciduous* and *Evergreen*	Create a drawing with sufficient detail of an evergreen tree
Lesson 10: Plants and People	Describe an image of fruits and vegetables in "Plants and People," using the image to check and support comprehension of the read-aloud WPS, describe the connection between plants, their parts, and the ways plants are important to people	Prior to listening to "Plants and People," identify what they know and have learned about fruit and what parts of fruit people eat	Word Work: *Bouquet*	
Lesson 11: George Washington	Describe an illustration from "Johnny Appleseed" prior to listening to "George	Prior to listening to "George Washington Carver," identify what they know and have	Word Work: *Crops* Sayings and Phrases: "Great Oaks from Little Acorns	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Carver	Washington Carver," using the illustration to check and support comprehension of the read-aloud WPS, identify the main topic and retell key details from "George Washington Carver" Evaluate and select read-alouds or stories on the basis of personal choice for rereading	learned about Johnny Appleseed	Grow"	
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Farms

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

This domain will introduce students to several farm animals as well as to crops that people grow on farms. Students will learn how farmers raise and care for farm animals. You should have already taught the Plants *domain, so students will make the connection that animals need food, water, and space to live and grow—just as plants do. Students will understand the importance of farms as a source of food and other products people use. They will also become familiar with the classic story "The Little Red Hen," which introduces the seasonal rhythm of planting, growing, and harvesting.*

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *WPS, ask and answer questions about unknown words in informational read-alouds and discussions* *Actively engage in informational and literary read-alouds and associated activities*	*Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in an informational read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1: Old MacDonald Has a Farm	Describe and discuss why farms are important	Describe familiar places, such as farms and, WPS, provide additional detail	Word Work: *Tools* Recite and sing "Old MacDonald Had a Farm"	
Lesson 2: With a Moo, Moo Here	WPS, identify and describe key details about cows in "With a Moo, Moo Here" Describe and discuss important details about how cattle are raised	Describe familiar things, such as cows and, WPS, provide additional detail WPS, use a KWL Chart to record and categorize information about cows	Word Work: *Grazing*	Create a drawing with sufficient detail about cows

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 3: And a Cluck, Cluck There	WPS, identify and describe key details about chickens from "And a Cluck, Cluck There" Describe and discuss important details about how chickens are raised Compare and contrast chickens with other familiar birds	Describe familiar things, such as chickens and, WPS, provide additional detail WPS, use a KWL Chart to record and categorize information about chickens	Explain the meaning of the saying, "the early bird gets the worm" and use in the appropriate contexts Word Work: *Collects* Multiple Meaning Word Activity: *Feed* Sayings and Phrases: "The Early Bird Gets the Worm"	
Lesson 4: Here an Oink, There an Oink	WPS, identify and describe key details about pigs from "Here an Oink, There an Oink" Describe and discuss important details about how pigs are raised WPS, compare and contrast similarities and differences between pigs and cows	Describe familiar things, such as pigs and, WPS, provide additional detail WPS, use a KWL Chart to record and categorize information about pigs	Word Work: *Valuable*	Create a drawing with sufficient detail about pigs
Lesson 5: Everywhere a Baa, Baa	WPS, identify and describe key details about sheep from "Everywhere a Baa, Baa" Describe and discuss important details about how sheep are raised Identify important products, such as wool, that are provided by sheep WPS, compare and contrast similarities and differences between sheep and pigs	Describe familiar things, such as sheep and, WPS, provide additional detail WPS, use a KWL Chart to record and categorize information about sheep	Word Work: *Responsibilities* Multiple Meaning Word Activity: *Pen* Vocabulary Instructional Activity: *Male/Female*	
	Pausing Point (2 Days)			
Lesson 6: All Kinds of Crops	Explain the importance of crops Describe where food products come from and distinguish between animal products and crops	Review and discuss where food products come from WPS, use a KWL Chart to record and categorize information about food products	Word Work: *Produce*	Create a drawing that shows one type of food product that comes from an animal and one type of food product that comes from a crop

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: Little Red Hen	WPS, use narrative language to describe characters and events from "The Little Red Hen" While listening to "The Little Red Hen," orally predict what will happen in the read-aloud based on text and illustrations, and then compare the actual outcome to the prediction Describe and discuss the moral of the fable. WPS, dramatize "The Little Red Hen," including characters, and beginning, middle, and end events in the proper sequence	Describe familiar things, such as chickens and, WPS, provide additional detail WPS, use a KWL Chart to record and categorize information about hens	Word Work: *Ripe*	Retell the fable by sequencing six pictures illustrating events in "The Little Red Hen"
Lesson 8: The Seasons of Farming	Identify and describe the events that take place in the different farming seasons (e.g., planting, harvesting, etc) Describe the farming jobs associated with each season	Review and discuss the four seasons	Word Work: *Pests*	Use a combination of drawing, dictating, and writing to explain the farming jobs associated with each season
Lesson 9: From Farm to Market	Describe how food is grown, processed, and packaged for people to buy in stores	Review and discuss the importance of crops and the steps a farmer takes to produce food	Word Work: *Spoil*	Sequence four pictures illustrating the steps to get food from farm to market
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Native Americans

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (14 Days)

The Native Americans *domain introduces students to the broad concept that indigenous people lived on the continents of North and South America long before European explorers visited and settled in this area. Students will learn that there were many different tribes of Native Americans, and that each tribe had its own way of eating, dressing, and living, depending on where it lived. Students will learn about three tribes in depth: the Lakota Sioux of the Great Plains region, and the Wampanoag and the Lenape, both of the Eastern Woodlands region. They will learn how different geographical regions influenced lifestyles, and that each Native American group has its own distinctive culture. The last read-aloud focuses on Native Americans today.*

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g.,* who, what, where, when*) requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering* why *questions that require recognizing cause/effect relationships* *WPS, ask and answer questions about unknown words in informational read-alouds and discussions* *WPS, identify the main topic and retell key details from the read-aloud* *Actively engage in informational and literary read-alouds and associated activities*	*Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.)* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in an informational read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: Introduction to Native Americans	WPS, describe the connection among the cultures of various Native American tribes WPS, describe an illustration of Native American dress and use pictures accompanying "Introduction to Native Americans" to support understanding of the read-aloud Compare and contrast different types of shelter, clothing, food, and transportation used by various tribes	Prior to listening to "Introduction to Native Americans," identify orally what they have learned about Native American tribes Discuss how weather in different geographical regions affects types of clothing, food, and shelter	Word Work: *Shelter*	WPS, use a graphic organizer to categorize information about Native American environment, clothing, food, and shelter
Lesson 2: The Lakota Sioux and the Buffalo	WPS, explain and describe the importance of buffalo to the Lakota Sioux culture WPS, use illustrations to describe important aspects of the Lakota Sioux way of life	Identify and describe the Great Plains region of the United States Describe familiar things, such as buffalo and, WPS, provide additional detail	Word Work: *Agile*	WPS, use a graphic organizer to categorize information about the clothing, food, and shelter of the Lakota Sioux
Lesson 3: Where's Winona?	WPS, describe the connection between the buffalo and the nomadic lifestyle of the Lakota Sioux Describe the daily life of a main character from a literary text	Use a graphic organizer to review key details about the Lakota Sioux	Word Work: *Mischief* Sayings and Phrases: "Practice Makes Perfect"	WPS, use a graphic organizer to categorize information about the clothing, food, and shelter of the Lakota Sioux Use a combination of drawing, dictating, and writing to present information about the Lakota Sioux culture

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 4: Little Bear Goes Hunting	Describe the daily life of a main character from a literary text Describe key details about the buffalo hunt and its importance in Lakota Sioux culture as depicted in the read-aloud WPS, describe the connection between the buffalo and the nomadic lifestyle of the Lakota Sioux WPS, compare and contrast the jobs males and females have in a Lakota Sioux tribe	Prior to listening to "Little Bear Goes Hunting," review orally what students have learned about Lakota Sioux culture	Word Work: *Succulent* Multiple Meaning Word Activity: *Plain* Syntactic Awareness Activity: *Asking Questions*	
	Pausing Point (2 Days)			
Lesson 5: Bear, Gull, and Crow	WPS, describe the characters in "Bear, Gull, and Crow" Identify types of food eaten by the Wampanoag and compare them to the food eaten by the Lakota Sioux WPS, describe the connection between the Wampanoag's environment and their non-nomadic lifestyle Use illustrations and textual clues to make predictions about the meaning of the word *appanaug* Distinguish "Bear, Gull, and Crow" as a make-believe text rather than a realistic text	Describe familiar things, such as clams and, WPS, provide additional detail Identify and describe the region of New England in the United States	Word Work: *Feast*	WPS, use a graphic organizer to categorize information about the clothing, food, and shelter of the Wampanoag
Lesson 6: The Lenape, The People of the Seasons	WPS, compare and contrast the activities of the Lenape during different seasons WPS, using a graphic organizer, compare and contrast the environment, clothing, food, and shelter of the Native American tribes covered in this domain	WPS, use a graphic organizer to review key information about the Wampanoag	Word Work: *Cozy*	WPS, use a graphic organizer to categorize information about the clothing, food, and shelter of the Lenape

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: A Native American Alphabet	WPS, compare and contrast different types of Native American dwellings WPS, use illustrations in "A Native American Alphabet" to support understanding of the read-aloud Compare and contrast the cultures of different Native American tribes	Prior to listening to "A Native American Alphabet," identify and describe the geographic location of each tribe, and compare and contrast the various locations	Word Work: *Moccasins*	Draw three items from the read-aloud and orally describe their importance
Lesson 8: Native Americans Today	WPS, describe the connection between the culture of Native American tribes from thousands of years ago and Native Americans in the United States today Compare and contrast characteristics of different Native American tribes Describe how Native Americans keep their culture alive today	Prior to listening to "Native Americans Today," identify orally what they know and have learned about Native American tribes	Word Work: *Traditions*	Design and create their own totem pole
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Kings and Queens

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (14 Days)

In the Kings and Queens domain, students will listen to read-alouds about kings and queens and royal families. Both the fiction and nonfiction selections will build students' understanding of the responsibilities, lifestyle, and customs associated with royalty throughout history. Many of the fictional rhymes, poems, and stories in this domain are classic, well-loved tales, including King Midas and the Golden Touch, The Princess and the Pea, Cinderella, and Snow White and the Seven Dwarfs.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g.,* who, what, where, when*) requiring literal recall and understanding of the details and/or facts of an informational or literary read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational or literary read-aloud, including answering* why *questions that require recognizing cause/effect relationships* *WPS, ask and answer questions about unknown words in informational or literary read-alouds and discussions* *Actively engage in informational and literary read-alouds and associated activities*	*Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1: What Are Kings and Queens?	WPS, identify and recall facts and key details from "What Are Kings and Queens?" WPS, describe illustrations in "What are Kings and Queens?," using the illustrations to check and support comprehension of the read-aloud	Prior to listening to "What Are Kings and Queens?," identify what they already know about kings and queens	Word Work: *Royal* Multiple Meaning Word Activity**:** *Rules*	Create a drawing with sufficient detail of a king or queen using information from the read-aloud "What Are Kings and Queens?"
Lesson 2: The Royal Family	WPS, discuss personal responses to family life and connect those to the life of a royal family WPS, define and use new words, such as *advantages*, from the read-aloud and the	Prior to listening to "The Royal Family," identify orally what they know and have learned about kings and queens"	Demonstrate understanding of the noun *advantage* by relating it to its opposite, *disadvantage* Word Work**:** *Advantages* Vocabulary Instructional	Create a drawing with sufficient detail of a royal family that illustrates the information from "The Royal Family" With assistance, categorize and organize facts and

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	discussion about "The Royal Family" WPS, describe an illustration of a royal wedding in "The Royal Family," using the illustration to check and support comprehension of the read-aloud WPS, identify the reasons the author gives to support the point that there are advantages and disadvantages to being part of a royal family		Activity: *Reign*	information about the royal family
Lesson 3: King Midas and the Golden Touch	Identify characters and major events in "King Midas and the Golden Touch" WPS, describe an illustration of King Midas and Marygold in "King Midas and the Golden Touch," using the illustration to check and support comprehension of the read-aloud Explain that "King Midas and the Golden Touch" has realistic elements and fantasy elements WPS, sequence six pictures illustrating events in the story "King Midas and the Golden Touch"	Prior to listening to "King Midas and the Golden Touch," identify what they know and have learned about Greece and gold	Word Work**:** *Treasures*	WPS, use a combination of drawing, dictating, and writing to narrate the events of "King Midas and the Golden Touch"
Lesson 4: Old King Cole	WPS, identify and describe characters in "Old King Cole" WPS, describe an illustration of Old King Cole in "Old King Cole," using the illustration to check and support comprehension of the read-aloud	Prior to listening to "Old King Cole," identify orally what they know and have learned about kings and queens	Word Work: *Merry*	Use a combination of drawing, dictating, and writing with sufficient detail to identify and provide information about the main character in "Old King Cole"
Lesson 5: Sing a Song of Sixpence	WPS, identify and describe characters and major events in "Sing a Song of Sixpence" WPS, define and use new words, such as *dainty*, from the read-aloud and the discussion about "Sing a Song of Sixpence"	Prior to listening to "Sing a Song of Sixpence," identify what they know and have learned about England and rhyming words	Word Work**:** *Dainty*	Use a combination of drawing, dictating, and writing with sufficient detail to identify and provide information about the main characters in "Sing a Song of Sixpence"

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	Pausing Point (2 Days)			
Lesson 6: The Princess and the Pea	WPS, describe the role of an author of a book WPS, identify and describe characters and major events in "The Princess and the Pea" Explain that "The Princess and the Pea" has realistic elements and fantasy elements WPS, describe the characters, setting, and plot for "The Princess and the Pea"	Prior to listening to "The Princess and the Pea," identify what they know and have learned about royal families	Word Work: *Graceful*	Use a combination of drawing, dictating, and writing with sufficient detail to identify the characters, setting, and plot of "The Princess and the Pea"
Lesson 7: Cinderella	WPS, describe the role of an author of a book WPS, describe the characters, setting, and plot of "Cinderella" Discuss personal responses to being treated unfairly and connect those to the way Cinderella was treated Explain that "Cinderella" has realistic elements and fantasy elements WPS, describe illustrations in "Cinderella," using the illustrations to check and support comprehension of the read-aloud WPS, sequence six pictures illustrating events in the fairy tale "Cinderella"	Prior to listening to "Cinderella," identify what they already know about the concept of fairness	Word Work: *Tattered* Multiple Meaning Word Activity: *Ball*	WPS, use a combination of drawing, dictating, and writing to narrate the events of "Cinderella"
Lesson 8: Snow White and the Seven Dwarfs	WPS, describe the characters, setting, and plot for "Snow White and the Seven Dwarfs" WPS, describe illustrations in "Snow White and the Seven Dwarfs," using the illustrations to check and support comprehension of the read-aloud WPS, sequence six pictures illustrating events in the fairy tale "Snow White and the Seven Dwarfs"	Prior to listening to "Snow White and the Seven Dwarfs," identify what they know and have learned about kings and queens	Word Work: *Stomped*	WPS, use a combination of drawing, dictating, and writing to narrate the events of "Snow White and the Seven Dwarfs"

Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Domain Review (1 Day)			
Domain Assessment (1 Day)			
Culminating Activities (2 Days)			

Seasons and Weather

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

This domain will introduce students to the concept of weather. Students will learn that different regions of Earth experience different characteristic weather patterns throughout the year. They will also learn that we can think about a year and the related weather patterns in terms of four seasons: winter, spring, summer, and autumn. Students will also learn why knowing about the weather is important, and how weather affects our daily lives and activities.

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *WPS, ask and answer questions about unknown words in informational read-alouds and discussions* *WPS, identify the main topic and retell key details from the read-aloud* *Actively engage in informational and literary read-alouds and associated activities*	*Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.)* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in an informational read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1: What's the Weather Like?	Identify the four seasons and describe the different types of weather that occur in each Use a map to identify different regions of the world and describe the weather characteristics of each	Discuss the purpose of a calendar and how it's used	Word Work: *Characteristics* Multiple Meaning Word Activity: *Seasons*	WPS, observe the weather daily, and use a combination of drawing, writing, and dictating to create a Weather Diary
Lesson 2: Winter	Identify and describe the characteristics of winter Describe how winter affects clothing, food choices, and daily activities Understand that different geographical regions	Prior to listening to "Winter," identify orally what students know about the four seasons and what they have learned about winter, including how winter is different from the other seasons	Word Work: *Frigid*	WPS, observe the weather and use a combination of drawing and writing to create an entry in a Weather Diary WPS, use the internet to learn about weather in other countries

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	experience winter differently Identify and describe holidays that take place during winter			
Lesson 3: Spring	Identify and describe the characteristics of spring Describe how spring affects clothing, food choices, and daily activities Understand that different geographical regions experience spring differently Identify and describe holidays that take place during spring Compare and contrast characteristics of winter and spring	Prior to listening to "Spring," identify orally what students know about the four seasons, what they have learned about spring, including how spring is different from the other seasons	Word Work: *Gradually* Sayings and Phrases: "April Showers Bring May Flowers"	WPS, observe the weather and use a combination of drawing and writing to create an entry in a Weather Diary WPS, use the internet to learn locate images and information for the Weather Diary WPS, identify any patterns in weather that have occurred recently WPS, orally predict what the weather will be like tomorrow
Lesson 4: Summer	Identify and describe the characteristics of summer Describe how summer affects clothing, food choices, and daily activities Understand that different geographical regions experience spring differently Identify and describe holidays that take place during summer Compare and contrast characteristics of winter, spring, and summer	Compare and contrast the characteristics of winter and spring Identify the calendar months that correspond to each season	Word Work: *Distinct*	WPS, observe the weather and use a combination of drawing and writing to create an entry in a Weather Diary WPS, use the internet to learn locate images and information for the Weather Diary WPS, identify and discuss any patterns in weather that have occurred in the last three days WPS, orally predict what the weather will be like tomorrow
Lesson 5: Autumn	Identify and describe the characteristics of autumn Describe how autumn affects clothing, food choices, and daily activities Understand that different geographical regions experience autumn differently Identify and describe holidays that take place during autumn Compare and contrast characteristics of winter, spring, summer, and autumn	Compare and contrast the characteristics of winter, spring, and summer Identify the calendar months that correspond to each season	Word Work: *Progresses* Multiple Meaning Word Activity: *Fall*	Create a detailed drawing of the four seasons
	Pausing Point (3 Days)			
Lesson 6: The Grasshopper	Identify and describe the	Recall and describe the characteristics of each of the	Word Work: *Last*	Put four illustrations of the seasons in the correct

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
and the Ants	characteristics of a fable. Retell the sequence of events in the fable Discuss how the seasons correspond to the main events in the fable Discuss the moral of the fable Explain that "The Grasshopper and the Ants" is make-believe because animals cannot really talk, sing, and dance like people	four seasons Describe the role of an author and illustrator in a literary text	Syntactic Awareness Activity: *Who*	sequence and share orally with the class
Lesson 7: Safety in Storms	Describe the characteristics of a thunderstorm Explain how to stay safe in dangerous weather	Review the four seasons and discuss the concept of safety	Word Work**:** *Severe*	WPS, observe the weather and use a combination of drawing and writing to create an entry in a Weather Diary WPS, identify and discuss any patterns in weather that have occurred in the last three days WPS, orally predict what the weather will be like tomorrow Draw a picture of a thunderstorm and what someone should do during bad weather
Lesson 8: Meteorology	Identify and describe key meteorological terms Describe why weather predictions are important	Discuss the terms meteorology and meteorologist	Word Work**:** *Warning*	WPS, students use their Weather Diaries to draw a weather prediction and present a weather report to the class
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Columbus and the Pilgrims

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

This domain will introduce students to the first voyage of Columbus, and the voyage of the Pilgrims some 128 years later. The read-alouds focus on the similarities and differences between the voyages of Columbus and the Pilgrims and how they both led to interactions between Europeans and Native Americans. This domain also reinforces basic geography concepts, including the locations of the different continents.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g.,* who, what, where, when*) requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *WPS, ask and answer questions about unknown words in informational read-alouds and discussions* *Actively engage in informational read-alouds and associated activities*	*Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: The Spice Seekers	WPS, describe the connection between the desire of Europeans for spices and their travel to Asia WPS, use images accompanying "The Spice Seekers" to check and support understanding of the read-aloud Distinguish "The Spice Seekers" as a read-aloud that describes events that happened long ago and not one that describes contemporary or current events WPS, identify the reasons the author of the read-aloud titled the read-aloud "The Spice Seekers"	Prior to listening to "The Spice Seekers," compare and contrast contemporary travel with travel long ago, and identify what they know and have learned about maps	Word Work**:** *Spices*	WPS, categorize information from "The Spice Seekers" to answer questions about the connection between the desire of Europeans for spices and the search for alternate routes to Asia
Lesson 2: Ferdinand and Isabella	WPS, describe an illustration of Columbus, King Ferdinand, and Queen Isabella and use the pictures accompanying "Ferdinand and Isabella" to check and support understanding of the read-aloud WPS, recall facts about Columbus and identify key details from "Ferdinand and Isabella"	Prior to listening to "Ferdinand and Isabella," identify what they know and have learned about why Europeans wanted to travel to Asia and why they needed to find a new route Add drawings to descriptions of Columbus to provide additional detail	Word Work: *Victorious*	Use a combination of drawing, dictating, and writing to present information from "Ferdinand and Isabella" about Columbus and provide some detail about the topic
Lesson 3: 1492	WPS, describe the connection between various signs, such as seaweed and birds, and Columbus's proximity to land WPS, identify the reasons the author of the read-aloud titled the read-aloud "1492"	Prior to listening to "1492," identify what they know and have learned about why Europeans traveled to Asia and needed to find a new route and why Columbus proposed this new route	Word Work**:** *Shore*	Use a combination of drawing, dictating, and writing to present information from "1492" about Columbus and his voyage, and provide some detail about the topic

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 4: Not the Indies	WPS, describe an illustration of native people watching Columbus and use pictures accompanying "Not the Indies" to check and support understanding of the read-aloud WPS, identify the place where Columbus landed and differentiate it from the place where he thought he had landed WPS, describe the connection between what Columbus called the native people he found on the island and the land on which he thought he landed	Prior to listening to "Not the Indies," identify what they know and have learned about Columbus and his voyage	Word Work: *Courage* Multiple Meaning Word Activity: *Chest*	Create a drawing with sufficient detail that illustrates the information from "Not the Indies"
Lesson 5: Further Adventures of Christopher Columbus	WPS, recall facts from "Further Adventures of Christopher Columbus" WPS, describe the connection between Columbus and the American holiday Columbus Day	Prior to listening to "Further Adventures of Christopher Columbus," identify what they know and have learned about Columbus and his voyage	Word Work: *Ashamed*	Use a combination of drawing, dictating, and writing to present information from "Further Adventures of Christopher Columbus" about one of Columbus's voyages and provide some detail about the topic
	Pausing Point (2 Days)			
Lesson 6: Colonies in Native American Lands	WPS, describe an illustration of British ships heading to establish the Jamestown settlement and use pictures accompanying "Colonies in Native American Lands" to check and support understanding of the read-aloud WPS, describe the connection between the Separatists' dissatisfaction with King James and their pilgrimage to the New World	Prior to listening to "Colonies in Native American Lands," identify what they know and have learned about Columbus's voyages	Word Work: *Disappointed*	With assistance, categorize and organize facts about Columbus and the Pilgrims into a timeline to answer questions
Lesson 7: The Voyage of the Mayflower	WPS, describe the connection between the Separatists and the Pilgrims WPS, describe the Pilgrims' journey on the *Mayflower*	Prior to listening to "The Voyage of the *Mayflower*," identify what they know and have learned about the Separatists	Word Work: *Glory* Ask questions beginning with the word *what* about images from the read-alouds	Use a combination of drawing, dictating, or writing to present information learned in "The Voyage of the *Mayflower*"
Lesson 8: The Wampanoag	WPS, identify the main topic of "The Wampanoag" as the first interaction between the	Prior to listening to "The Wampanoag," recall what they learned about Native	Word Work: *Fascinated*	With assistance, categorize and organize facts about the Pilgrims into a timeline to

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	Pilgrims and the Wampanoag WPS, describe the connection between the Pilgrims and the Wampanoag	Americans and identify what they know and have learned about the Pilgrims		answer questions Use a combination of drawing, dictating, or writing to present information learned in "The Wampanoag"
Lesson 9: Thanksgiving	WPS, describe an illustration of the First Thanksgiving and use pictures accompanying "Thanksgiving" to check and support understanding of the read-aloud Recall important facts and information from "Thanksgiving" WPS, describe the connection between the First Thanksgiving and the contemporary American Thanksgiving holiday	Prior to listening to "Thanksgiving," identify what they know and have learned about the Pilgrims and the Wampanoag that may be related to the specific topic to be read aloud	Word Work: *Celebration*	Use a combination of drawing, dictating, and writing to present information learned in "Thanksgiving"
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Colonial Towns and Townspeople

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

This domain will continue students' journey as they learn more about the early history of our country. Students already learned in the Columbus and the Pilgrims *domain that the Pilgrims came to America from England to seek religious freedom. The setting for* Colonial Towns and Townspeople *is more than 150 years later, after the colonies had been firmly established. These read-alouds will acquaint students with what daily life was like for the people who lived during these times, and how very different it was from students' own present-day experiences. This background knowledge will help set the stage for an in-depth understanding in later grades of specific historical events that also took place during colonial times. During these years, America evolved from a small group of dependent British colonies to a growing, independent nation.*

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g.,* who, what, where, when*) requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering* why *questions that require recognizing cause/effect relationships* *WPS, ask and answer questions about unknown words in informational read-alouds and discussions* *WPS, identify the main topic and retell key details from the read-aloud* *Actively engage in informational and literary read-alouds and associated activities*	*Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.)* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in an informational read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1: The Country Family	Identify and describe different types of chores done on a farm in colonial times Compare and contrast life in colonial times to life today	Describe the concept of chores Understand the importance of towns in colonial times Identify key historical events on a timeline	Word Work**:** *Country*	WPS, use a Venn Diagram to categorize and organize facts and information comparing colonial life to life today Draw an example of an item used in colonial times and an item used today
Lesson 2: A Trip to Town	Identify and describe different types of tradespeople in colonial times Compare and contrast jobs	Describe and discuss the term tradespeople Discuss the importance of	Word Work**:** *Everyday* Multiple Meaning Word Activity**:** *Trade*	Use a combination of drawing and writing to show a farmer trading something from his farm for something in town

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	today and jobs in colonial towns Compare and contrast a trip to town during colonial times and a trip to town today	tradespeople in colonial times		
Lesson 3: The Bread Makers: Millers and Bakers	Use key details from the read-aloud to describe the bread-making process Describe and discuss the role of millers and bakers in colonial times While listening to "The Bread Makers: Millers and Bakers," predict what will happen in the read-aloud based on text heard thus far, and then compare the actual outcome to the prediction	Review the concept of bartering Use a Venn Diagram to compare tradespeople from colonial times to tradespeople today Describe familiar things, such as bread and, WPS, provide additional detail	Word Work: *Customers*	Sequence pictures illustrating the steps in the bread-making process Use the sequencing activity to retell the steps in the bread-making process and encourage the use of temporal words, such as *first*, *next*, and *last*
Lesson 4: The Cloth Makers: Spinners and Weavers	Describe how cloth was made in colonial times Identify and describe the role of spinners and weavers in colonial times	Describe familiar things, such as clothing and, WPS, provide additional detail Use a KWL Chart to categorize information about cloth and clothing Describe the differences between where people got their clothing in colonial times and where they get their clothing today	Word Work**:** *Garments*	WPS, use a Know-Wonder-Learn Chart to categorize and organize information about how clothing was made, what it was made of, and how it was made
Lesson 5: Dressmakers, Tailors, Hatters, and Cobblers	Identify the types of tradespeople associated with making clothing Describe the jobs and tools required to make clothing WPS, discuss the spinners and weavers from the previous read-aloud and connect them to the dressmakers, tailors, hatters, and cobblers	Identify and describe difference between buying clothes in colonial times and buying clothes today	Word Work**:** *Measure*	WPS, use a KWL Chart to categorize information about dressmakers, tailors, hatters, and cobblers Use singing and motions to dramatize the read-aloud
Lesson 6: The Elves and the Shoemaker	WPS, use narrative language to describe characters and setting of "The Elves and the	Prior to listening to "The Elves and the Shoemaker," identify the four tradespeople covered in "Dressmakers,	Word Work**:** *Thrilled*	Use a combination of drawing, dictating, and writing to present information about

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	Shoemaker" While listening to "The Elves and the Shoemaker," predict what will happen in the read-aloud based on text heard thus far, and then compare the actual outcome to the prediction Identify "The Elves and The Shoemaker" as a fictional story about a cobbler in contrast to the informational text in the previous lesson	Tailors, Hatters, and Cobblers" and the garments or accessories they made Compare and contrast people who sell clothes today and those who sold clothing long ago		four different tradespeople
	Pausing Point (2 Days)			
Lesson 7: The House Builders: Bricklayers, Masons, and Carpenters	WPS, describe the connection between the tradespeople in the read-aloud who built houses in colonial times Describe how houses were built in colonial times Compare and contrast the tradespeople in the read-aloud (bricklayers, masons, and carpenters)	Identify the types of material used to build houses and the names of the corresponding tradespeople Compare and contrast houses in colonial times to houses today	Word Work: *Patiently* Sayings and Phrases: "Better Safe Than Sorry"	WPS, dramatize the process of building a house in colonial times
Lesson 8: The Blacksmith	WPS, discuss the materials used to make homes in Colonial America from the previous read-aloud and connect those to the tradesperson in "The Blacksmith" Describe the job of a blacksmith and why it was important Compare and contrast blacksmiths and other colonial tradespeople	Identify and describe the tradespeople who made houses in colonial times Identify the blacksmith as a tradesperson	Word Work**:** *Essential* Multiple Meaning Word: *Iron* Syntactic Awareness Activity: *Where*	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: The Little Gray Pony	WPS, identify the characters, setting, and plot in their retelling of the story "The Little Gray Pony" Using illustrations and textual clues, make predictions about events in the story WPS, retell the story "The Little Gray Pony," including the characters, setting, and events of the story in proper sequence (using temporal words *first*, *next*, *later*, and *finally*)	Recall key information about the blacksmith and identify coal as an important fuel	Word Work: *Merry*	Use a combination of drawing, dictating, and writing to present the main events of the story in the correct sequence, using narrative terms like beginning, middle, and end Exchange drawings with a partner and add details based on peer feedback
Lesson 10: Stone Soup	Describe how different tradespeople helped the soldiers in the story WPS, use narrative language to describe the characters, setting, and events from "Stone Soup" Explain that "Stone Soup" is a fictional story about colonial tradespeople in contrast to the informational text in earlier lessons	Discuss the job of a soldier Describe how townspeople helped soldiers in colonial times	Word Work: *Sympathy*	Draw a simple shop sign for six colonial tradespeople With guidance and support, add details to strengthen drawing or writing, as needed
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Taking Care of the Earth

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

This domain will introduce students to the importance of being environmentally aware individuals. Students will learn that the best way to conserve Earth's natural resources is to practice the three Rs of conservation—reduce, reuse, and recycle. By studying conservation, students will become familiar with the earth's natural resources and will begin to recognize how people's actions affect the environment in which we live. Students will learn specifically about land, water, and air pollution as well as the water cycle, the journey of trash from its creation to its burial in a landfill, and the steps in the recycling and composting processes. Practical examples of how students can help take care of the earth are included throughout the domain.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *WPS, ask and answer questions about unknown words in informational read-alouds and discussions* *Actively engage in informational read-alouds and associated activities*	*Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc).* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in a read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1: Introducing the Earth	WPS, describe an image of Earth and use pictures accompanying "Introducing the Earth" to check and support understanding of the read-aloud WPS, describe the three things that make up the earth Explain that "Introducing the Earth" is realistic text because we really do depend on Earth's land, water, and air to survive, but it is fantasy because the earth doesn't have feelings or talk	Prior to listening to "Introducing the Earth," identify what they know about Earth and how to take care of the planet	Word Work: *Responsibility* Multiple Meaning Word Activity: *Earth*	With assistance, categorize and organize facts and information about what they know, wonder, and would like to learn about taking care of the earth Use a combination of drawing, dictating, and writing to identify the three things that make up the earth

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: Garbage	WPS, identify the main topic and retell key details from "Garbage" Prior to listening to "Garbage," orally predict where garbage goes after it is thrown out, based on text heard thus far, and then compare the actual outcome to the prediction WPS, put image cards of what happens to garbage in the proper sequence to demonstrate understanding of the read-aloud	Prior to listening to "Introducing the Earth," identify what they know and have learned about Earth and the three things that make up the earth Describe familiar things, such as garbage and, WPS, provide additional detail	Word Work: *Hazardous*	Dictate what happens to garbage in the proper sequence, using the temporal words *first*, *then*, *next*, *later*, and *finally*
Lesson 3: Natural Resources	WPS, identify the main topic and retell key details from "Natural Resources" WPS, describe the connection between natural resources and everyday items that are made from those resources	Prior to listening to "Natural Resources," identify what they have learned about taking care of the earth	Word Work**:** *Conserve*	
Lesson 4: Reduce, Reuse, Recycle	WPS, compare and contrast an image of a green field and blue sky and an image of a landfill WPS, identify the main topic and retell key details from "Reduce, Reuse, Recycle" WPS, describe the connection between natural resources and the importance of reducing, reusing, and recycling	Prior to listening to "Reduce, Reuse, Recycle," identify what they learned about garbage and natural resources Ask questions to clarify directions for Interactive Illustrations following "Reduce, Reuse, and Recycle" Add drawings to descriptions of how to conserve a natural resource to provide additional detail	Word Work: *Reduce* Vocabulary Instructional Activity: *Symbol*	Create a drawing of a natural resource, naming the topic and providing some details With guidance and support, respond to questions and suggestions from peers and add details to a drawing of a natural resource
Lesson 5: Recycle! Recycle! Recycle!	WPS, identify the main topic and retell key details from "Recycle! Recycle! Recycle!" WPS, describe recycling and what happens at a recycling center in proper sequence	Prior to listening to "Recycle! Recycle! Recycle!," identify what they learned about conserving natural resources	Word Work**:** *Solution* Sayings and Phrases: "A Place for Everything, and Everything in Its Place"	Use a combination of drawing, dictating, and writing with sufficient detail to identify and describe one step in the recycling process

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 6: Composting	WPS, identify the main topic and retell key details from "Composting" WPS, describe the steps for composting in the proper sequence Discuss personal responses to whether their family composts and connect that to the family in the read-aloud "Composting" While listening to "Composting," orally predict where leftover food goes and what happens after a tomato is picked, based on text heard thus far, and then compare the actual outcome to the prediction	Prior to listening to "Composting," identify what they learned about taking care of the earth and recycling	Word Work: *Compost*	WPS, use a combination of drawing, dictating, and writing to recount the steps for composting in the proper sequence, including what items can and cannot be composted
	Pausing Point (2 Days)			
Lesson 7: Pollution	WPS, orally compare and contrast pictures of a clean beach and a dirty beach WPS, identify the main topic and retell key details from "Pollution" WPS, describe the three types of pollution from the read-aloud	Prior to listening to "Pollution," identify what they learned about taking care of the earth	Word Work: *Toxic* Multiple Meaning Word Activity: *Litter*	With assistance, update facts and information about what they know, wonder, and would like to learn about taking care of the earth
Lesson 8: Air Pollution	Use images to discuss details or key points from the text WPS, identify the main topic and retell key details from "Air Pollution" WPS, describe the connection between pollution and people	Prior to listening to "Pollution," identify what they learned about pollution	Word Work: *Global*	Create a drawing with sufficient detail about air pollution using information from the read-aloud "Air Pollution"

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: Willy the Water Drop	While listening to "Willy the Water Drop," orally predict what comes out of the wastewater pipe, based on text heard thus far, and then compare the actual outcome to the prediction Use images to discuss details or key points from the text Compare and contrast fresh water, salt water, and wastewater	Prior to listening to "Willy the Water Drop," identify what they know and have learned about water	Word Work**:** *Supply*	Use a combination of drawing, dictating, and writing with sufficient detail to identify and describe one type of water
Lesson 10: Goodbye from Good Old Earth	Use images to discuss details or key points from the text Describe the connection between pollution and everyday things people can do to take care of the earth	Prior to listening to "Goodbye from Good Old Earth," identify what they know and have learned about taking care of the earth, and air and water pollution	Word Work: *Effort*	With WPS, update facts and information in a chart about what they learned about taking care of the earth and use it to answer questions Use a combination of drawing, dictating, and writing to present information about one type of pollution and a possible solution With guidance and support from adults, explore a variety of digital tools to produce and publish a class book, "Reduce, Reuse, Recycle" Participate in shared research and writing project to create a class book, "Reduce, Reuse, Recycle"
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Presidents and American Symbols

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

This domain explores the lives and legacies of five famous presidents and introduces students to several national symbols, including the American flag, the Statue of Liberty, the White House, and Mount Rushmore. Students begin by hearing about the branches of the government, what a president is, what a president does, and how a person becomes president. Students should have learned about monarchies in the Kings and Queens *domain prior to this domain, providing useful background knowledge on forms of government. By the end of this domain, students will be able to make a comparison between a king and a president.*

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g.,* who, what, where, when*) requiring literal recall and understanding of the details and/or facts of an informational or literary read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational or literary read-aloud, including answering why questions that require recognizing cause/effect relationships* *WPS, ask and answer questions about unknown words in informational or literary read-alouds and discussions* *Actively engage in informational or literary read-alouds and associated activities*	*Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc).* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in a read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1: The Home of the President: Washington, D.C.	WPS, identify the main topic and retell key details from "The Home of the President: Washington, D.C." WPS, describe the connection between the president, Congress, and the Supreme Court WPS, compare and contrast kings and presidents	Prior to listening to "The Home of the President: Washington, D.C.," identify what they know about kings and queens	Word Work**:** *Liberties* Sayings and Phrases: "A Dog Is a Man's Best Friend"	With assistance, categorize and organize facts and information from "The Home of the President: Washington, D.C." to answer questions about kings and presidents

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: A Dishonest Story About an Honest Man	WPS, describe an illustration of George Washington and use pictures accompanying "A Dishonest Story About an Honest Man" to check and support understanding of the read-aloud Distinguish the legend of George Washington and the cherry tree as fantasy and not a true story Retell important facts and information from "A Dishonest Story About an Honest Man"	Prior to listening to "A Dishonest Story About an Honest Man," identify what they know and have learned about Washington, D.C. and the president	Word Work: *Respect*	Use a combination of drawing, dictating, and writing to retell the legend of George Washington and the cherry tree
Lesson 3: A Clever General	WPS, describe the connection between George Washington and Henry Knox WPS, use images accompanying "A Clever General" to check and support understanding of the read-aloud	Prior to listening to "A Clever General," identify what they know and have learned about the Pilgrims and colonies	Word Work: *Clever*	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed Use a combination of drawing, dictating, and writing to retell the legend of George Washington and the cherry tree With guidance and support from adults, explore a variety of digital tools to produce and publish the retelling of the legend of George Washington and the cherry tree
Lesson 4: George Washington	WPS, describe an illustration of George Washington and use pictures accompanying "George Washington" to check and support understanding of the read-aloud WPS, identify the main topic and retell key details from "George Washington" Describe the connection between George Washington and the presidency	Prior to listening to "George Washington," identify what they know and have learned about George Washington	Word Work: *Monarchy*	With assistance, categorize and organize facts and information about George Washington into a timeline depicting significant points in his life
Lesson 5: Thomas Jefferson	WPS, compare and contrast Thomas Jefferson and John Adams WPS, identify the reasons Thomas Jefferson gives to	Prior to listening to "Thomas Jefferson," identify what they know and have learned about George Washington and the Founding Fathers	Word Work: *Independence* Multiple Meaning Word Activity: *Turn*	Create a drawing with sufficient detail to present information about Thomas Jefferson

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	support his view that the colonists needed to start a new country WPS, describe an image of the Statue of Liberty and use pictures accompanying "Thomas Jefferson" to check and support understanding of the read-aloud			
	Pausing Point (3 Days)			
Lesson 6: Abraham Lincoln	Use images (such as that of a Abraham Lincoln) to discuss details or key points from the text WPS, describe the connection between slavery and the U.S. Civil War	Prior to listening to "Abraham Lincoln," identify what they know and have learned about George Washington and Thomas Jefferson	Word Work**:** *Serious*	Create a drawing with sufficient detail to present information about Abraham Lincoln With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed
Lesson 7: Teddy Roosevelt	WPS, describe a picture of young Theodore Roosevelt watching President Lincoln's funeral procession and use illustrations accompanying "Teddy Roosevelt" to check and support comprehension of the read-aloud WPS, describe the connection between Theodore Roosevelt's love of the outdoors and his accomplishments as president to conserve and protect nature	Prior to listening to "Teddy Roosevelt," identify what they know and have learned about George Washington, Thomas Jefferson, and Abraham Lincoln	Word Work: *Expert*	WPS, use a combination of drawing, dictating, and writing to retell significant events in the life of Theodore Roosevelt (as presented in the text)
Lesson 8: Barack Obama	WPS, describe an image of Barack Obama on the night of his election and use pictures accompanying "Barack Obama" to check and support understanding of the read-aloud WPS, compare and contrast Barack Obama and other American presidents	Prior to listening to "Barack Obama," identify what they know and have learned about the accomplishments of George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt Add drawings to descriptions of a favorite president to provide additional detail	Word Work**:** *Accomplishment* Sayings and Phrases: "Where There's a Will, There's a Way"	Use a combination of drawing, dictating, and writing to compose an opinion piece about the president they most admire and why With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: Carving Mount Rushmore	WPS, describe an image of Mount Rushmore, and use pictures accompanying "Carving Mount Rushmore" to check and support understanding of the read-aloud WPS, describe the connection between Mount Rushmore and George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt	Prior to listening to "Carving Mount Rushmore," identify what they know and have learned about George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, and Barack Obama	Word Work: *Determined*	Use a combination of drawing, dictating, and writing to present information about Mount Rushmore and supply some details about the topic
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Math Expressions Fifth Grade Pacing Calendar and Standards Alignment

- Non-Math Teaching days

First Introduction of Standard

Instructional Days	1	2	3	4	5			6	7	8	9	10			11	12	13	14	15			16	17	18	19	20			21	22	23
Sept.								Unit 1							Unit 1							Unit 1								
Oct.	Unit 1							Unit 1 Test		Unit 2					Unit 2							Unit 2							Unit 2		
Nov.	Unit 2							Unit 2 Test							Unit 3							Unit 3									
Dec.	Unit 3							Unit 3							Unit 3							Unit 3 Test									
Jan.			Unit 4					Unit 4							Unit 4							Unit 4							Unit 4 Test		
Feb.	Unit 5							Unit 5							Unit 5							Unit 5 Test									
March	Unit 6							Unit 6							Unit 6							Unit 6									
April	Unit 6 Test							Unit 7							Unit 7							Unit 7 Test									
May	Unit 8							Unit 8							Unit 8							Unit 8								Unit 8	
June	Unit 8 Test																													

Unit 1 (20 days)	Unit 2 (17 days)	Unit 3 (23 days)	Unit 4 (18 days)	Unit 5 (16 days)	Unit 6 (18 days)	Unit 7 (12 days)	Unit 8 (26 days)
Addition & Subtraction with Fractions Students add and subtract fractions and mixed numbers. They represent the addition and subtraction of fractions with unlike denominators as equivalent problems with like denominators.	**Addition & Subtraction with Decimals** Students extend their understanding of the base-ten system to decimals. They observe that the process of composing and decomposing a base-ten unit is the same for decimals as for whole numbers and the same methods of recording operations work can be used with decimals.	**Multiplication & Division with Fractions** Students extend work with multiplication and fractions and explore fractions and division. Visual models and real world situations are used throughout the unit to illustrate important fraction concepts.	**Multiplication with Whole Numbers and Decimals** This unit emphasizes the shifting of digits when multiplying with decimals. Students multiply with numbers greater than 1 and less than 1 using the traditional algorithm. Fluency for multiplying multidigit whole numbers begin.	**Division with Whole Numbers and Decimals** Students extend their understanding of division to include 2-digit divisors. They also explore dividing with decimal numbers. They solve real world problems and interpret remainders in the contexts of the problems.	**Operations and Problem Solving** This unit focuses on interpreting problems and representing them. It emphasizes the problem solving process and problem types using whole numbers, fractions, and decimals.	**Algebra, Patterns, and Coordinate Graphs** Students read, write, simplify, and evaluate algebraic expressions using the Order of Operations. They explore patterns and relationships, and plot and locate points in the coordinate plane.	**Measurement & Data** Students convert units within the same measurement system using both multiplication and division. They review perimeter and area and explore the concept of volume of a rectangular prism. Students also classify and draw polygons according to properties. They begin to formulate the idea of a hierarchy of quadrilateral properties.

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Math Expressions Fifth Grade Pacing Calendar and Standards Alignment

- Non-Math Teaching days

First Introduction of Standard

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Addition & Subtraction with Fractions **Cluster: Use equivalent fractions as a strategy to add and subtract fractions.** Big Idea #1- Equivalent Fractions 5.NF.A.1 5.NF.A.2 Big Idea #2- Addition and Subtraction of Fractions 5.NF.A.1 5.NF.A.2 5.MD.B.2 **Consider moving Unit 8 Cluster 2 to the beginning of the school year.**	**Addition & Subtraction with Decimals** **Cluster: Understand the place value system.** Big idea #1- Read and Write Whole Numbers and Decimals 5.NBT.A.1 5.NBT.A.3a and b **Cluster: Perform operations with multi-digit whole numbers and with decimals to hundredths.** Big Idea #2- Addition and Subtraction 5.NBT.B.7 5.MD.A.1 **Cluster: Understand the place value system.** Big Idea #3- Round and Estimate with Decimals 5.NBT.A.3b 5.NBT.A.4 5.NBT.B.7	**Multiplication & Division with Fractions** **Cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.** Big Idea #1- Multiplication with Fractions 5.NF.B.4a and b 5.NF.B.5a and b 5.NF.B.6 Big Idea #2- Multiplication Links 5.NF.A.1 5.NF.A.2 5.NF.B.4a 5.NF.B.5a and b 5.NF.B.6 Big Idea #3- Division with Fractions 5.NF.A.1 5.NF.A.2 5.NF.B.3 5.NF.B.4a 5.NF.B.5a and b 5.NF.B.6 5.NF.B.7a and b and c 5.MD.B.2	**Multiplication with Whole Numbers and Decimals** **Cluster: Perform operations with multi-digit whole numbers and with decimals to hundredths.** Big Idea #1- Multiplication with Whole Numbers 5.NBT.A.1 5.NBT.A.2 5.NBT.B.5 5.NBT.B.7 Big Idea #2- Multiplication with Decimal Numbers 5.NF.B.5a and b 5.NBT.A.1 5.NBT.A.2 5.NBT.A.3b 5.NBT.A.4 5.NBT.B.5 5.NBT.B.7	**Division with Whole Numbers and Decimals** **Cluster: Perform operations with multi-digit whole numbers and with decimals to hundredths.** Big Idea #1- Division with Whole Numbers 5.NBT.B.6 Big Idea #2- Division with Decimal Numbers 5.NBT.A.2 5.NBT.A.3b 5.NBT.B.5 5.NBT.B.6 5.NBT.B.7 5.NF.B.5a	**Operations and Problem Solving** **Cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.** Big Idea #1- Equations and Problem Solving 5.NBT.A.4 5.NBT.B.5 5.NBT.B.6 5.NBT.B.7 5.NF.A.1 5.NF.A.2 5.NF.B.4a and b 5.NF.B.6 5.NF.B.7a and b and c Big Idea #2- Comparison Word Problems 5.NBT.B.5 5.NBT.B.6 5.NBT.B.7 5.NF.A.2 5.NF.B.5a and b **Cluster: Write and interpret numerical expressions.** Big Idea #3- Problems with More than One Step 5.OA.A.1 5.NBT.B.5 5.NBT.B.6 5.NBT.B.7 5.NF.A.2 5.NF.B.3 5.NF.B.6 5.NF.B.7c	**Algebra, Patterns, and Coordinate Graphs** **Cluster: Write and interpret numerical expressions** Big Idea #1- Algebraic Reasoning and Expressions 5.OA.A.1 5.OA.A.2 **Cluster: Analyze patterns and relationships. Graph points on the coordinate plane to solve real-world and mathematical problems.** Big Idea #2- Patterns and Graphs 5.OA.A.1 5.OA.A.2 5.OA.B.3 5.G.A.1 5.G.A.2	**Measurement & Data** **Cluster: Convert length measurement units within a given measurement system. Relate length, area, and volume.** Big Idea #1- Measurement and Data 5.MD.A.1 5.MD.B.2 **Cluster: Convert liquid volume, mass, and weight measurement units within a given measurement system. Represent and interpret data.** Big Idea #2- Liquid Volume, Mass, and Weight 5.NF.B.4b 5.MD.C.3a and b 5.MD.C.4 5.MD.C.5a and b and c **Cluster: Classify two-dimensional figures into categories based on their properties.** Big Idea #3- Classify Geometric Figures 5.MD.C.3 5.MD.C.5b 5.G.B.3 5.G.B.4

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Math Expressions First Grade Pacing Calendar and Standards Alignment

- Non-Math Teaching days

First Introduction of Standard

Instructional Days	1	2	3	4	5			6	7	8	9	10			11	12	13	14	15			16	17	18	19	20			21	22	23
Sept.								Unit 1							Unit 1							Unit 1								
Oct.	Unit 1 Test							Unit 2							Unit 2							Unit 2							Unit 2		
Nov.	Unit 2							Unit 2 Test							Unit 3							Unit 3								
Dec.	Unit 3							Unit 3							Unit 3 Test							Unit 4								
Jan.			Unit 4					Unit 4							Unit 4							Unit 4							Unit 4		
Feb.	Unit 4 Test							Unit 5							Unit 5							Unit 5								
March	Unit 5							Unit 5 Test							Unit 6							Unit 6								
April	Unit 6							Unit 6 Test							Unit 7							Unit 7								
May	Unit 7							Unit 7							Unit 7 Test							Unit 8								
June	Unit 8 Test																													

Unit 1 (16 days)	Unit 2 (24 days)	Unit 3 (19 days)	Unit 4 (24 days)	Unit 5 (19 days)	Unit 6 (15 days)	Unit 7 (23 days)	Unit 8 (10 days)
Partners and Number Patterns Through 10 This unit focuses on the 1-more and 1-less pattern, first with counting numbers, then with finding partners, and finally with addition and subtraction.	**Addition and Subtraction Strategies** Children begin to recognize addition and subtraction problem types and write equations to represent addition and subtraction situations. They discuss different types of equations, decide if they are true or false, and develop strategies for adding and subtracting within 10.	**Unknown Numbers in Addition and Subtraction** This unit focuses on unknown partners represented as both addition and subtraction situations. Children adapt strategies for finding an unknown total to finding an unknown partner. They write both equations and answers with labels for story problems.	**Place Value Concepts** Children explore tens and ones grouping using physical groupings and math drawings. Activities provide repeated experience I n building two-digit numbers with strong visual support. Children extend place value concepts to add with 1- and 2-digit numbers.	**Place Value Situations** This unit extends the strategies children have for unknown partners in addition and subtraction situations. Problem types, models, and drawings are all woven together in this unit so children can access prior knowledge as they work with greater numbers.	**Comparisons and Data** Children organize, represent, and interpret data. They build on what they know about comparing numbers to develop comparison statements for a set of data, and solve comparison story problems.	**Geometry, Measurement, and Equal Shares** Children distinguish between defining and non-defining attributes of shapes, and compose shapes. They also learn important basic concepts about length measurement. Measuring time units is also included.	**Two-Digit Addition** In this unit, children use modelling skills, place value, and addition concepts to add with 2-digit numbers when grouping a ten is and is not required.

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Math Expressions First Grade Pacing Calendar and Standards Alignment ▢ **- Non-Math Teaching days** **First Introduction of Standard**

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Partners and Number Patterns Through 10 **Cluster: Represent and solve problems involving addition and subtraction.** Big Idea #1- Numbers through 10 1.OA.A.1 1.OA.C.5 **Cluster: Add and subtract within 20.** Big Idea #2- Patterns with Partners Through 10. 1.OA.A.1 1.OA.B.3 1.OA.C.5 1.OA.C.6 1.OA.D.8	**Addition and Subtraction Strategies** **Cluster: Work with addition and subtraction equations.** Big Idea #1- Represent Addition Situations 1.OA.A.1 1.OA.C.6 1.OA.D.7 **Cluster: Understand and apply properties of operations and the relationship between addition and subtraction.** Big Idea #2- Solve Addition Equations 1.OA.B.3 1.OA.C.5 1.OA.C.6 1.OA.D.8 **Cluster: Addition and Subtraction within 20.** Big Idea #3- Solve Subtraction Equations 1.OA.A.1 1.OA.C.6 1.OA.D.7 1.OA.D.8 **Cluster: Work with addition and subtraction equations** Big Idea #4- Equation Exploration 1.OA.A.1 1.OA.C.6 1.OA.D.7 1.OA.D.8	**Unknown Numbers in Addition and Subtraction** **Cluster: Represent and solve problems involving addition and subtraction** Big Idea #1- Counting On with Addition Situations 1.OA.A.1 1.OA.C.5 1.OA.C.6 1.OA.D.8 **Cluster: Add and subtract within 20.** Big Idea #2- Counting On with Subtraction Situations 1.OA.A.1 1.OA.B.4 1.OA.C.5 1.OA.C.6 1.OA.D.8 **Cluster: Understand and apply properties of operations and the relationship between addition and subtraction.** Big Idea #3- Mixed Story Problems 1.OA.A.1 1.OA.B.4 1.OA.C.5 1.OA.C.6 1.OA.D.7 1.OA.D.8	**Place Value Concepts** **Cluster: Extend the counting sequence** Big Idea #1- Tens and Teens 1.OA.A.1 1.OA.B.3 1.OA.C.5 1.OA.C.6 1.OA.D.8 1.NBT.A.1 1.NBT.B.2a and b and c 1.NBT.B.3 1.NBT.C.5 **Cluster: Understand Place Value** Big Idea #2- Place Value to 100 1.OA.C.5 1.OA.C.6 1.OA.D.8 1.NBT.A.1 1.NBT.B.2a and b and c 1.NBT.B.3 1.NBT.C.4 **Cluster: Use place value understanding and properties of operations to add and subtract.** Big Idea #3- Addition Strategies 1.OA.C.5 1.OA.C.6 1.NBT.A.1 1.NBT.B.2a and b and c 1.NBT.B.3 1.NBT.C.4	**Place Value Situations** **Cluster: Represent and solve problems involving addition and subtraction.** Big Idea #1- Teen Solution Methods 1.OA.A.1 1.OA.A.2 1.OA.B.3 1.OA.B.4 1.OA.C.5 1.OA.C.6 1.OA.D.8 **Cluster: Use place value understanding and properties of operations to add and subtract.** Big Idea #2- Find Patterns and Relationships 1.OA.A.1 1.OA.A.2 1.OA.C.6 1.NBT.A.1 1.NBT.B.2C 1.NBT.C.4 1.NBT.C.5 1.NBT.C.6	**Comparisons and Data** **Cluster: Represent and interpret data.** Big Idea #1- Represent and Compare Data 1.OA.A.1 1.OA.A.2 1.OA.C.6 1.MD.C.4 **Cluster: Represent and solve problems involving addition and subtraction.** Big Idea #2- Compare Problem Types 1.OA.A.1 1.OA.A.2 1.OA.C.6 1.MD.C.4	**Geometry, Measurement, and Equal Shares** **Cluster: Tell and write time.** Big Idea #1- Tell and Write Time 1.OA.C.6 1.MD.B.3 **Cluster: Reason with shapes and attributes.** Big Idea #2- Shapes and Equal Shares 1.OA.C.6 1.G.A.1 1.G.A.2 1.G.A.3 **Cluster: Measure lengths indirectly and by iterating length units.** Big Idea #3- Measure and Order by Length 1.OA.C.6 1.MD.A.1 1.MD.A.2 1.MD.B.3 1.G.A.3	**Two-Digit Addition** **Cluster: Use place value understanding and properties of operations to add and subtract.** Big Idea #1- Add 2-Digit Numbers 1.OA.C.6 1.NBT.B.3 1.NBT.C.4 1.NBT.C.6

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Math Expressions Fourth Grade Pacing Calendar and Standards Alignment

- Non-Math Teaching days

First Introduction of Standard

Instructional Days	1	2	3	4	5			6	7	8	9	10			11	12	13	14	15			16	17	18	19	20			21	22	23
Sept.								Unit 1							Unit 1							Unit 1								
Oct.	Unit 1							Unit 1 Test		Unit 2					Unit 2							Unit 2							Unit 2		
Nov.	Unit 2							Unit 2							Unit 2 Test							Unit 3									
Dec.	Unit 3							Unit 3							Unit 3							Unit 3 Test									
Jan.			Unit 4					Unit 4							Unit 4							Unit 4							Unit 4		
Feb.	Unit 4 Test							Unit 5							Unit 5							Unit 5									
March	Unit 5 Test							Unit 6							Unit 6							Unit 6									
April	Unit 6 Test							Unit 7							Unit 7							Unit 7									
May	Unit 7							Unit 7 Test		Unit 8					Unit 8							Unit 8							Unit 8		
June	Unit 8 Test																													

Unit 1 (20 days)	Unit 2 (26 days)	Unit 3 (17 days)	Unit 4 (20 days)	Unit 5 (13 days)	Unit 6 (16 days)	Unit 7 (19 days)	Unit 8 (19 days)
Place Value and Multidigit Addition and Subtraction Students use place value to compare and round multidigit numbers. They use place value concepts and grouping and ungrouping methods to add and subtract multidigit numbers.	**Multiplication with Whole Numbers** Students use place value, area models, and numerical methods to multiply one-digit numbers by two-, three-, and four-digit numbers. They also solve two-digit by two-digit multiplication problems.	**Division with Whole Numbers** Students adapt methods they learned for multiplying to divide with whole numbers. They interpret quotients and remainders in the context of real world problems.	**Equations and Word Problems** Students write and solve equations to solve real world problems involving addition, subtraction, multiplication, and division. They also find factors and multiples of whole numbers, and identify and extend numerical and geometric patterns.	**Measurement** Students develop their understanding of U.S. Customary and metric measurement units, including converting from larger units to smaller units. Students apply their knowledge to area and perimeter formulas.	**Fraction Concepts and Operations** This unit introduces basic fraction concepts and building fractions from unit fractions. Students apply fraction concepts to add and subtract fractions and mixed numbers with like denominators and multiply whole numbers by fractions.	**Fractions and Decimals** Students compare fractions with like and unlike denominators. They model related fractions, mixed numbers, and decimals.	**Geometry** Students classify and draw angles, triangles, and quadrilaterals. They identify and draw parallel and perpendicular lines, as well as lines of symmetry in geometric figures.

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Math Expressions Fourth Grade Pacing Calendar and Standards Alignment

- Non-Math Teaching days

First Introduction of Standard

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Place Value and Multi-digit Addition and Subtraction **Cluster: Generalize place value understanding for multi-digit whole numbers.** Big Idea#1- Place Value to One Million 4.NBT.A.1 4.NBT.A.2 4.NBT.A.3 **Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic** Big Idea #2- Addition with Greater Numbers 4.OA.A.3 4.NBT.A.3 4.NBT.B.4 4.MD.A.2 **Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic** Big Idea #2- Subtraction with Greater Numbers 4.NBT.A.2 2.NBT.A.3 4.NBT.B.4 4.MD.A.2	**Multiplication with Whole Numbers** **Cluster: Generalize place value understanding for multi-digit whole numbers.** Big Idea #1- Multiplication with Tens and Hundreds 4.NBT.A.1 4.NBT.B.5 **Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic** Big Idea #2- Multiply by One-Digit Numbers 4.OA.A.3 4.NBT.A.2 4.NBT.A.3 4.NBT.B.5 4.MD.A.2 Big Idea #3- Multiplication with Two-Digit Numbers 4OA.A.3 4.NBT.A.2 4.NBT.B.5 Big Idea #4- Multiplication with Thousands 4.OA.A.3 4.NBT.A.2 4.NBT.A.3 4.NBT.B.5 4.MD.A.2	**Division with Whole Numbers** **Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic** Big Idea #1- Dividing Whole Numbers 4.NBT.B.6 **Cluster: Generalize place value understanding for multi-digit whole numbers.** Big Idea #2- Division Issues and Word Problems 4.OA.A.3 4.NBT.A.3 4.NBT.B.6	**Equations and Word Problems** **Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic** Big Idea #1- Reasoning and Solving Problems 4.NBT.B.4 4.NBT.B.5 4.NBT.B.6 4.MD.A.2 **Cluster: Use the four operations with whole numbers to solve problems** Big Idea #2- Comparison Word Problems 4.OA.A.1 4.OA.A.2 Big Idea #3- Problems with More Than One Step 4.OA.A.3 **Cluster: Gain familiarity with factors and multiples. Generate and analyse patterns.** Big Idea #4- Analyzing Patterns 4.OA.A.1 4.OA.A.2 4.OA.A.3 4.OA.B.4 4.OA.C.5 4.NBT.B.4 4.NBT.B.5 4.NBT.B.6 4.MD.A.2	**Measurement** **Cluster: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.** Big Idea #1- Converting Measurements 4.MD.A.1 4.MD.A.2 4.MD.B.4 Big Idea #2- Perimeter and Area 4.MD.A.1 4.MD.A.2 4.MD.A.3	**Fraction Concepts and Operations** **Cluster: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.** Big Idea #1- Fractions with Like Denominators 4.NF.A.2 4.NF.B.3a and b and d 4.NF.B.4a 4.MD.A.2 Big Idea #2- Mixed Numbers with Like Denominators 4.NF.A.2 4.NF.B.3a and b and c and d 4.MD.A.2 4.MD.B.4 Big Idea #3- Multiply Fractions and Whole Numbers 4.NF.A.2 4.NF.B.3a and b and c and d 4.nf.b.4a	**Fractions and Decimals** **Cluster: Extend understanding of fraction equivalence and ordering** Big Idea #1- Comparing Fractions 4.NF.A.2 **Cluster: Represent and interpret data.** Big Idea #2- Equivalent Fractions 4.NF.A.1 4.NF.A.2 4.NF.C.5 4.MD.B.4 **Cluster: Understand decimal notation for fractions, and compare decimal fractions.** Big Idea #3- Understand Decimals 4.NF.A.1 4.NF.A.2 4.NF.C.6 4.NF.C.7 4.MD.A.2 4.MD.B.4	**Geometry** **Cluster: Geometric measurement: understand concepts of angle and measure angles.** Big Idea #1- Measuring and Drawing Angles 4.MD.C.5a and b 4.MD.C.6 4.MD.C.7 4.G.A.1 **Cluster: Draw and identify lines and angles, and classify shapes by properties of their lines and angles** Big Idea #2- Triangles and Angle Measurement 4.MD.C.6 4.MD.C.7 4.G.A.1 4.G.A.2 Big Idea #3- Analyzing Quadrilaterals 4.G.A.1 4.G.A.2 Big Idea #4- Analyzing Polygons 4.OA.C.5 4.G.A.1 4.G.A.2 4.G.A.3

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Math Expressions Kindergarten Pacing Calendar and Standards Alignment

-Non-Math Teaching Days

First Introduction of Standard

Instructional Days	1	2	3	4	5			6	7	8	9	10			11	12	13	14	15			16	17	18	19	20			21	22	23
Sept.															Unit 1							Unit 1								
Oct.	Unit 1							Unit 1							Unit 1							Unit 1 Test							Unit 2		
Nov.	Unit 2							Unit 2							Unit 2							Unit 2									
Dec.	Unit 2							Unit 2							Unit 2 Test							Unit 3									
Jan.			Unit 3					Unit 3							Unit 3							Unit 3							Unit 3		
Feb.	Unit 3							Unit 3							Unit 3 Test							Unit 4									
March	Unit 4							Unit 4							Unit 4							Unit 4									
April	Unit 4							Unit 4 Test							Unit 5							Unit 5									
May	Unit 5							Unit 5							Unit 5							Unit 5									
June	Unit 5 Test																													

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Understand Numbers 1 – 10 Children develop counting and cardinality skills for 1-10. By using objects and making drawings they represent numbers and develop perceptual subitizing. Children learn to write the numbers 1- 10. Addition and subtraction within 5 is introduced and numbers through 10 compared. Children learn to identify circles, squares, and rectangles and use attributes to sort and compare these two-dimensional shapes.	**5- Groups in Numbers 6- 10** Children continue their study of numbers from 1 to 10 and simple shapes. They build on their knowledge of numbers 1 through 10 to understand the numbers 6- 10 as composed of a 5-group and some ones. They explore number order, the +1 and -1 relationships, and partners for the numbers 1- 10. Children learn to use the attributes of triangles and hexagons.	**Teen Numbers as Tens and Ones** Children develop counting and cardinality skills for numbers 11- 20 and learn to show teen numbers as tens and some more ones. They deepen their understanding of addition and subtraction, develop conceptual subitizing and fluency with 5, tell and solve addition and subtraction story problems, and show expressions that represent the problems. Children compose new shapes with two-dimensional shapes.	**Partners, Problem Drawings, and Tens** Children continue to develop skills with addition and subtraction, telling story problems and representing them with drawings, expressions, and equations. Children decompose numbers within 10 by finding partners. Children identify, describe, and name three-dimensional shapes including cubes, cones, cylinders, and spheres as well as describe relative positions of shapes.	**Consolidation of Concepts** Children deepen their understanding of addition and subtraction story problems, analysing problems and solutions. They compare groups and numerals. Children are introduced to and compare the measureable attributes of length, height, weight, and capacity.

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Math Expressions Kindergarten Pacing Calendar and Standards Alignment -Non-Math Teaching Days

First Introduction of Standard

Understand Numbers 1 – 10

Cluster: Count to tell the number of objects
Big Idea #1- Counting and Cardinality 1- 5
K.CC.B.4.a and b

Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Big Idea #2- Adding, Subtracting, and Comparing Through 5
K.CC.A.2 K.CC.B.4.a and b
K.CC.C.6 K.OA.A.1 K.G.A.1
K.G.A.2 K.G.A.3 K.G.B.4
K.G.B.5 K.MD.B.3

Cluster: Know number names and the count sequence
Big Idea #3- Show Number 1- 10
K.CC.A.3 K.CC.B.4.a and b
K.CC.B.5 K.CC.C.6 K.OA.A.1
K.OA.A.2

Cluster: Compare numbers
Big Idea #4- Practice Numbers 1 Through 10
K.CC.A.1 K.CC.B.4.a and b
K.CC.A.3 K.CC.B.5 K.CC.C.6
K.G.A.1 K.G.A.2 K.G.A.3
K.G.B.4 K.G.B.5

5- Groups in Numbers 6- 10

Cluster: Count to tell the number of objects
Big Idea #1- Using 5-Groups
K.CC.A.1 K.CC.A.2 K.CC.A.3
K.CC.B.4.a and b K.CC.4.c
K.CC.B.5 K.OA.A.1 K.OA.A.2
K.OA.A.3 K.OA.A.5

Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
Big Idea #2-
K.CC.A.1 K.CC.A.2 K.CC.A.3
K.CC.B.4.a and b and c
K.CC.B.5 K.CC.C.6 K.OA.A.1
K.OA.A.2 K.OA.A.3 K.OA.A.4
K.OA.A.5

Cluster: Count to tell the number of objects
Big Idea #3- Practice Numbers 1- 10, the + Pattern
K.CC.A.1 K.CC.A.2 K.CC.A.3
K.CC.B.4.a and b and c
K.CC.B.5 K.OA.A.1 K.OA.A.2
K.OA.A.3 K.OA.A.4 K.OA.A.5
K.MD.B.3 K.G.A.1 K.G.A.2
K.G.B.4

Big Idea #4- Numbers 1- 10, the – Pattern
K.CC.A.1 K.CC.A.2 K.CC.A.3
K.CC.B.4.a and c K.CC.B.5
K.OA.A.1 K.OA.A.2 K.OA.A.3
K.OA.A.4 K.MD.B.3 K.G.A.1
K.G.A.2 K.G.B.4

Teen Numbers as Tens and Ones

Cluster: Know number names and the count sequence
Big Idea #1- Partners of 5 and 6
K.CC.A.1 K.CC.A.2 K.CC.A.3
K.CC.B.4.a and b and c
K.CC.B.5 K.OA.A.1 K.OA.A.2
K.OA.A.3 K.OA.A.5 K.NBT.A.1
K.G.A.2 K.G.B.6

Cluster: Identify and describe shapes
Big Idea #2- Classifying
K.CC.A.2 K.CC.A.3 K.CC.B.5
K.CC.B.4.b and c K.CC.C.6
K.CC.C.7 K.OA.A.1 K.OA.A.2
K.OA.A.5 K.MD.B.3 K.G.A.1
K.G.A.2

Cluster: Work with numbers 11- 19 to gain foundations for place value
Big Ideas #3- Tens in Teen Numbers
K.CC.A.3 K.CC.B.4.c K.CC.B.5
K.CC.C.7 K.OA.A.1 K.OA.A.2
K.OA.A.3 K.OA.A.5 K.NBT.A.1

Big Idea #4- Build Teen Numbers
K.CC.A.3 K.CC.B.4.b K.CC.B.5
K.OA.A.1 K.OA.A.3 K.OA.A.5
K.NBT.A.1 K.MD.B.3 K.G.A.1
K.G.A.2 K.G.B.4

Partners, Problem Drawings, and Tens

Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
Big Idea #1- Story Problems and Equations
K.CC.A.3 K.CC.B.4.a and b and c
K.CC.B.5 K.OA.A.1 K.OA.A.2
K.OA.A.3 K.OA.A.4 K.OA.A.5
K.NBT.A.1 K.MD.B.3

Cluster: Count to tell the number of objects
Big Idea #2- Practice with Comparing
K.CC.A.3 K.CC.B.4.a and b and c
K.CC.B.5 K.CC.C.6 K.CC.C.7
K.OA.A.1 K.OA.A.2 K.OA.A.3
K.OA.A.4 K.NBT.A.1

Cluster: Classify objects and count the number of objects in categories. Identify and describe shapes.
Big Idea #3- Equations and Teen Numbers
K.CC.A.1 K.CC.A.2 K.CC.A.3
K.CC.B.4.a and b and c
K.CC.C.6 K.CC.C.7 K.OA.A.1
K.OA.A.2 K.OA.A.3 K.OA.A.4
K.OA.A.5 K.NBT.A.1 K.MD.B.3
K.G.A.1 K.G.A.2 K.G.A.3
K.G.B.4

Cluster: Analyze, compare, create, and compose shapes
Big Idea #4- Equations for Partners
K.CC.A.1 K.CC.A.3 K.CC.B.5
K.CC.B.4.a and b K.CC.C.6
K.CC.C.7 K.OA.A.1 K.OA.A.2
K.OA.A.3 K.OA.A.4 K.OA.A.5
K.NBT.A.1 K.MD.B.3 K.G.A.1
K.G.A.2 K.G.A.3 K.G.B.4
K.G.B.5 K.G.B.6

Consolidation of Concepts

Cluster: Work with 11- 19 to gain foundations for place value.
Big Idea #1- More Partners of 10
K.CC.A.1 K.CC.A.3
K.CC.B.4.a
K.CC.B.5 K.OA.A.1 K.OA.A.2
K.OA.A.3 K.OA.A.4 K.OA.A.5
K.NBT.A.1

Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Big Idea #2- Number 1 Through 20
K.CC.A.1 K.CC.A.3
K.CC.B.4.c K.CC.B.5 K.OA.A.1
K.OA.A.2 K.OA.A.3 K.OA.A.4
K.OA.A.5 K.NBT.A.1

Cluster: Compare numbers
Big Idea #3- More Teen Numbers and Partners
K.CC.A.1 K.CC.A.2 K.CC.A.3
K.CC.B.4.c K.CC.B.5 K.CC.C.6
K.CC.C.7 K.OA.A.1 K.OA.A.2
K.OA.A.3 K.OA.A.4 K.OA.A.5
K.NBT.A.1

Cluster: Describe and compare measureable attributes
Big Idea #4- More Story Problems and Equations
K.CC.A.3 K.CC.B.4.c K.CC.B.5
K.CC.C.6 K.CC.C.7 K.OA.A.1
K.OA.A.2 K.OA.A.3 K.OA.A.4
K.OA.A.5 K.NBT.A.1 K.MD.A.1
K.MD.A.2

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Math Expressions Second Grade Pacing Calendar and Standards Alignment

-Non-Math Teaching days

First Introduction of Standard

Instructional Days	1	2	3	4	5			6	7	8	9	10			11	12	13	14	15			16	17	18	19	20			21	22	23
Sept.								Unit 1							Unit 1							Unit 1									
Oct.	Unit 1							Unit 1							Unit 1							Unit 1 Test		Unit 2					Unit 2		
Nov.	Unit 2							Unit 2							Unit 2							Unit 2									
Dec.	Unit 2 Test		Unit 3					Unit 3							Unit 3							Unit 3									
Jan.			Unit 3					Unit 3 Test		Unit 4					Unit 4							Unit 4							Unit 4		
Feb.	Unit 4							Unit 4							Unit 4							Unit 4									
March	Unit 4 Test							Unit 5							Unit 5							Unit 5									
April	Unit 5							Unit 5 Test		Unit 6					Unit 6							Unit 6									
May	Unit 6							Unit 6							Unit 6 Test		Unit 7					Unit 7								Unit 7	
June	Unit 7 Test																													

Unit 1 (29 days)	Unit 2 (23 days)	Unit 3 (16 days)	Unit 4 (31 days)	Unit 5 (17 days)	Unit 6 (22 days)	Unit 7 (12 days)
Addition and subtraction Within 20 Children review making a ten to extend their fluency with addition and subtraction to totals through 20. Children solve all the types of word problems they are expected to master in Grade 2.	**Addition Within 200** Children use place value concepts to add numbers within 200 and they begin working toward fluency of addition within 100.They work with money: pennies, nickels, and dimes.	**Length and Shapes** Children begin using rulers to determine lengths**.** They learn about two- and three-dimensional shapes. They use their measurement skills to collect and organize data as they display measurements on line plots. They analyse measurements given in different units to learn the relationship between the size of a measuring unit and the number of units.	**Subtract 2-Digit Numbers** Children extend their work with money to include quarters and dollars. They use place value concepts to subtract numbers within 200 and begin working toward fluency of subtraction within 100. They solve all problem types from Unit 1, now using number within 200.	**Time, Graphs, and Word Problems** Children learn to tell and write time to five minutes, using A.M. and P.M. They also learn how to make and read picture graphs and bar graphs. They then use the information in graphs to solve *Put Together/Take Apart* and *Compare* word problems.	**3-Digit Addition and Subtraction** Children extend their understanding of place value and of addition and subtraction to numbers within 1,000. They now solve addition and subtraction word problems with totals up to 1,000.	**Arrays, Equal Shares, and Adding or Subtracting Lengths** Children are introduced to arrays. They then use their measurement skills to partition rectangles into rows and columns to determine equal shares. They extend their understanding of equal shares using paper folding and drawings. They then solve word problems about addition and subtraction of lengths and show these operations on a number line diagram.

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Math Expressions Second Grade Pacing Calendar and Standards Alignment

-Non-Math Teaching days

First Introduction of Standard

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Addition and subtraction Within 20 **Cluster: Add and subtract within 20.** Big Idea #1- Strategies for Addition and Subtraction 2.OA.A.1 2.OA.B.2 2.OA.C.3 2.NBT.A.2 2.NBT.B.5 2.NBT.B.6 2.NBT.B.9 **Cluster: Represent and solve problems involving addition and subtraction** Big Idea #2- Addition and Subtraction Situations 2.OA.A.1 2.OA.B.2 **Cluster: Work with equal groups of objects to gain foundations for multiplication.** Big Idea #3- More Complex Situations 2.OA.A.1 2.OA.B.2 2.OA.C.3	**Addition Within 200** **Cluster: Understand place value.** Big Idea #1- Use Place Value 2.OA.A.1 2.OA.B.2 2.NBT.A.1b 2.NBT.A.2 2.NBT.A.3 2.NBT.A.4 2.NBT.B.5 2.NBT.B.7 2.NBT.B.8 2.NBT.B.9 **Cluster: Use place value understanding and properties of operations to add and subtract.** Big Idea #2- Add 2-Digit Numbers 2.OA.A.1 2.OA.B.2 2.NBT.A.1b 2.NBT.B.6 2.NBT.B.7 2.NBT.B.9 **Cluster: Work with Time and Money** Big Idea #3- Money and Fluency for Addition Within 100. 2.OA.A.1 2.NBT.A.1a 2.NBT.A.2 2.NBT.A.4 2.NBT.B.5 2.NBT.B.6 2.NBT.B.7 2.MD.C.8	**Length and Shapes** **Cluster: Measure and estimate lengths in standard units.** Big Idea #1- Lengths and Shapes 2.OA.B.2 2.MD.A.1 2.MD.A.3 2.MD.A.4 2.G.A.1 **Cluster: Measure and estimate lengths in standard units.** Big Idea #2- Estimate, Measure, and Make Line Plots 2.NBT.A.4 2.NBT.B.5 2.MD.A.1 2.MD.A.2 2.MD.A.3 2.MD.A.4 2.MD.D.9 2.G.A.1	**Subtract 2-Digit Numbers** **Cluster: Work with time and money.** Big Idea #1- Totals of Mixed Coins and Bills 2.NBT.B.7 2.MD.C.8 **Cluster: Use place value understanding and properties of operations to add and subtract.** Big Idea #2- Multi-digit Subtraction Strategies 2.OA.A.1 2.OA.B.2 2.NBT.A.1a and b 2.NBT.B.5 2.NBT.B.7 2.NBT.B.9 2.MD.C.8 **Cluster: Use place value understanding and properties of operations to add and subtract** Big Idea #3- Word Problems: Addition and Subtraction Within 100 2.OA.1 2.OA.B.2 2.NBT.A.1a 2.NBT.A.2 2.NBT.B.5 2.NBT.B.6 2.NBT.B.7 2. NBT.B.9 2.MD.A.1 2.MD.A.3 2.MD.A.4 2.MD.B.5 2.MD.C.8	**Time, Graphs, and Word Problems** **Cluster: Work with time and money** Big Idea #1- Time 2.NBT.A.2 2.MD.C.7 2.G.A.3 **Cluster: Represent and interpret data.** Big Idea #2- Picture Graphs 2.OA.A.1 2.OA.B.2 2.MD.D.10 **Cluster: Represent and interpret data.** Big Idea #3- Bar Graphs 2.OA.A.1 2.OA.B.2 2.OA.C.4 2.NBT.A.4 2.NBT.B.5 2.MD.D.10	**3-Digit Addition and Subtraction** **Cluster: Understand place value.** Big Idea #1- Understanding Numbers to 1,000 2.NBT.A.1a and b 2.NBT.A.2 2.NBT.A.3 2.NBT.A.4 2.NBT.B.5 2.NBT.B.7 2.NBT.B.8 2.NBT.B.9 2.MD.C.8 **Cluster: Use place value understanding and properties of operations to add and subtract.** Big Idea #2- Adding to 1,000 2.OA.A.1 2.NBT.B.5 2.NBT.B.7 2.NBT.B.9 **Cluster: Use place value understanding and properties of operations to subtract.** Big Idea #3- 3-Digit Subtraction 2.OA.A.1 2.NBT.B.5 2.NBT.B.7 2.NBT.B.9 **Cluster: Use place value understanding and properties of operations to add and subtract** Big Idea#4- 3-Digit Addition and Subtraction 2.OA.A.1 2.NBT.B.4 2.NBT.B.5 2.NBT.B.7 2.NBT.B.9	**Arrays, Equal Shares, and Adding or Subtracting Lengths** **Cluster: Reason with shapes and their attributes.** Big Idea #1- Arrays and Equal Shares 2.OA.A.3 2.NBT.B.4 2.MD.A.1 2.G.A.1 2.G.A.2 2.G.A.3 **Cluster: Relate addition and subtraction to length.** Big Idea #2- Relate Addition and Subtraction to Length 2.OA.A.1 2.OA.C.4 2.NBT.B.5 2.NBT.B.6 2.MD.B.5 2.MD.B.6

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Math Expressions Third Grade Pacing Calendar and Standards Alignment - Non-Math Teaching days/ Holidays **First Introduction of Standard**

Instructional Days	1	2	3	4	5			6	7	8	9	10			11	12	13	14	15			16	17	18	19	20			21	22	23
Sept.								Unit 1							Unit 1							Unit 1									
Oct.	Unit 1							Unit 1							Unit 1							Unit 1 Test							Unit 2		
Nov.	Unit 2							Unit 2							Unit 2							Unit 2									
Dec.	Unit 2 Test		Unit 3					Unit 3							Unit 3							Unit 3									
Jan.			Unit 3					Unit 3							Unit 3							Unit 3 Test		Unit 4					Unit 4		
Feb.	Unit 4							Unit 4							Unit 4							Unit 4									
March	Unit 4 Test							Unit 5							Unit 5							Unit 5									
April	Unit 5							Unit 5 Test			Unit 6				Unit 6							Unit 6									
May	Unit 6							Unit 6 Test							Unit 7							Unit 7								Unit 7	
June	Unit 7 Test																													

Unit 1 (30 days)	Unit 2 (22 days)	Unit 3 (25 days)	Unit 4 (26 days)	Unit 5 (17 days)	Unit 6 (17 days)	Unit 7 (13 days)
Multiplication and Division with 0-5, 9, & 10 Students learn how to use a variety of practice materials and routines to practice basic multiplications and divisions. They also learn how to use different strategies for multiplying and dividing, how multiplication and division are related and how to use math drawings and equations to represent and solve word problems.	**Multiplication and Division with 6, 7, 8 and Multiply with Multiples** Students learn multiplications and divisions with 6s, 7s, and 8s, while continuing to practice the rest of the multiplications and divisions covered in Unit 1. The lessons for 6s, 7s, and 8s multiplications focus on strategies for finding the products using multiplications they know. This unit also focuses on word problems.	**Multidigit Addition and Subtraction** Students review place value and rounding numbers to estimate and check reasonableness of answers. They also practice addition and subtraction with multidigit numbers.	**Fractions, Time, and Data** Student build fractions from unit fractions and explore fractions as part of a whole. They compare fractions with either the same denominator or same numerator. Students read and create graphs and display data. They use fractions to solve measurement problems and solve problems involving time and elapsed time.	**Measurement and Fractions** Students compare area and perimeter and solve area and perimeter problems. They find equivalent fractions and solve problems involving fractions.	**Write Equations to Solve Word Problems** Students solve one- and two- step addition, subtraction, multiplication, and division problems involving unknown addends and factors.	**Measurement and Polygons** Students solve problems to find liquid volume, capacity, and weight and mass of objects. They analyse and classify triangles and quadrilaterals.

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Math Expressions Third Grade Pacing Calendar and Standards Alignment ▢ **- Non-Math Teaching days/ Holidays** **First Introduction of Standard**

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Multiplication and Division with 0-5, 9, and 10 **Cluster: Represent and solve problems involving multiplication and division** Big Idea #1- Meanings of Multiplication and Division: 5s and 2s 3.OA.A.1 3.OA.A.2 3.OA.A.3 3.OA.A.4 3.OA.B.5 3.OA.B.6 3.OA.C.7 3.OA.D.9 **Cluster: Solve problems involving the four operations, and identify and explain patterns in arithmetic** Big Idea #2- Patterns and strategies : 9s and 10s 3.OA.A.1 3.OA.A.2 3.OA.A.3 3.OA.A.4 3.OA.B.6 3.OA.C.7 3.OA.D.9 **Cluster: Understand properties of multiplication and the relationship between multiplication and division** Big Idea #3- Strategies for Factors and Products: 3s and 4s 3.OA.A.1 3.OA.A.2 3.OA.A.3 3.OA.A.4 3.OA.B.5 3.OA.B.6 3.OA.C.7 3.OA.D.9 3.MD.C.5 a and b 3.MD.C.7a, b, c, and d **Cluster: Understand properties of multiplication and the relationship between multiplication and division** Big Idea #4- Multiply with 1 and 0 3.OA.A.1 3.OA.A.2 3.OA.A.3 3.OA.A.4 3.OA.B.5 3.OA.B.6 3.OA.C.7 3.OA.D.9	**Multiplication and Division with 6s, 7s, 8s and multiply with Multiples of 10** **Cluster: Multiply and divide within 100.** Big Idea #1- The Remaining Multiplications 3.OA.A.1 3.OA.A.2 3.OA.A.3 3.OA.A.4 3.OA.B.6 3.OA.C.7 3.OA.D.9 3.MD.C.5 a and b 3.MD.C.7 a and b **Cluster: Represent and solve problems involving multiplication and division** Big Idea #2- Problem Solving and Multiples of 10 3.OA.A.1 3.OA.A.2 3.OA.A.3 3.OA.A.4 3.OA.B.6 3.OA.C.7 3.OA.D.9 3.NBT.A.3	**Multidigit Addition and Subtraction** **Cluster: Use place value understanding and properties of operations to perform multidigit arithmetic** Big Idea#1- Understand Place Value and Rounding 3.NBT.A.1 3.NBT.A.2 Big Idea #2- Addition and Subtraction Strategies and Group to Add 3.NBT.A.1 3.NBT.A.2 **Cluster: Represent and interpret data** Big Idea #3- Ungroup to Subtract 3.OA.D.8 3.OA.D.9 3.NBT.A.1 3.NBT.A.2	**Fractions, Time, and Data** **Cluster: Develop understanding of fractions as numbers. Represent and interpret data.** Big Idea #1- Fraction Concepts 3.NF.A.1 3.NF.A.2a and b 3.NF.A.3c and d 3.G.A.2 3.MD.B.4 **Cluster: Solve problems involving measurement and estimation** Big Idea #2- Time 3.MD.A.1 **Cluster: Represent and interpret data** Big Idea #3 Pictographs, Bar Graphs, and Line Plots 3.OA.A.3 3.NBT.A.2 3.MD.A.1 3.MD.B.3 3.MD.B.4	**Measurement and Fractions** **Cluster: Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Geometric measurement: recognize perimeter** Big Idea #1- Area and Perimeter 3.MD.C.5 a and b 3.MD.C.6 3.MD.C.7a, b, c, and d 3.MD.D.8 3.G.A.1 **Cluster: Develop understanding of fractions as numbers** Big Idea #2- Equivalent Fractions 3.NF.A.1 3.NF.A.2a and b 3.NF.A.3a, b, c, and d 3.G.A.2	**Write Equations To Solve Word Problems** **Cluster: Use place value understanding and properties of operations to perform multi digit arithmetic** Big Idea #1- Types of Word Problems 3.OA.A.3 3.OA.A.4 3.NBT.A.1 3.NBT.A.2 **Cluster: Solve problems involving the four operations, and identify and explain patterns in arithmetic** Big Idea #2- Solve two Step Word Problems 3.OA.A.3 3.OA.D.8 3.NBT.A.1 3.NBT.A.2	**Measurement and Polygons** **Cluster: Solve problems involving measurement and estimation** Big Idea #1- Capacity, Weight, and Mass 3.OA.A.3 3.MD.A.2 3.MD.B.4 **Cluster: Reason with shapes and their attributes** Big Idea #2- Analysing Triangles and Quadrilaterals 3.G.A.1 3.G.A.2

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Grade
Earth Science
Physical Science
Life Science

PK

Observing Nature
SC1.1 | SC1.2 | SC2.1 | SC2.2 | SC3.1 | SC4.1 | SC5.1

K

Trees & Weather
K-ESS2-1 | K-ESS2-2 | K-ESS3-1 | K-ESS3-2 | K-PS3-1 | K-LS1-1 | K-2 ETS1-2

Materials & Motion
K-PS2-1 | K-PS2-2 | K-PS3-1 | K-PS3-2 | K-ESS3-3 | K-2 ETS1-1 | K-2 ETS1-2 | K-2 ETS1-3

Animals Two by Two
K-LS1-1 | K-ESS2-2 | K-ESS3-1

1

Air & Weather
1-ESS1-1 | 1-ESS1-2 | K-ESS2-1 | K-ESS3-3 | 2-PS1-1 | K-2 ETS1-1 | K-2 ETS1-2 | K-2 ETS1-3

Sound & Light
1-PS4-1 | 1-PS4-2 | 1-PS4-3 | 1-PS4-4 | K-2 ETS1-1 | K-2 ETS1-2 | K-2 ETS1-3

Plants & Animals
1-LS1-1 | 1-LS1-2 | 1-LS3-1 | K-2 ETS1-2

2

Pebbles, Sand & Silt
2-ESS1-1 | 2-ESS2-1 | 2-ESS2-2 | 2-ESS2-3 | 2-PS1-1 | 2-PS1-2 | K-2 ETS1-1 | K-2 ETS1-2 | K-2 ETS1-3

Solids & Liquids
2-PS1-1 | 2-PS1-2 | 2-PS1-3 | 2-PS1-4 | K-2 ETS1-1 | K-2 ETS1-2 | K-2 ETS1-3

Insects & Plants
3-LS1-1 | 2-LS2-1 | 2-LS2-2 | 2-LS4-1 | K-2 ETS1-1 | K-2 ETS1-2 | K-2 ETS1-3

3

Water & Climate
3-ESS2-1 | 3-ESS2-2 | 3-ESS3-1 | 2-ESS2-3 | 2-PS1-1 | 3-5 ETS1-1 | 3-5 ETS1-2 | 3-5 ETS1-3

Motion & Matter

3-PS2-1 | 3-PS2-2 | 3-PS2-3 | 3-PS2-4 | 3-5 ETS1-1 | 3-5 ETS1-2 | 3-5 ETS1-3

Structures of Life

3-LS1-1 | 3-LS2-1 | 3-LS3-1 | 3-LS3-2 | 3-LS4-1 | 3-LS4-2 | 3-LS4-3 | 3-LS4-4

4

Soils, Rocks, and Landforms

4-ESS1-1 | 4-ESS2-1 | 4-ESS2-2 | 4-ESS3-1 | 4-ESS3-2 | 3-5 ETS1-1 | 3-5 ETS1-2

Energy

3-PS2-3 | 4-PS3-1 | 4-PS3-2 | 4-PS3-3 | 4-PS3-4 | 4-PS4-1 | 4-PS4-2 | 4-PS4-3 | 3-5 ETS1-1 | 3-5 ETS1-2 | 3-5 ETS1-3

Environments

4-LS1-1 | 4-LS1-2 | 3-LS4-2 | 3-LS4-4 | 5-ESS3-1

5

Earth & Sun

5-ESS1-1 | 5-ESS1-2 | 5-ESS2-1 | 5-ESS2-2 | 5-ESS3-1 | 5-PS1-1 | 5-PS2-1 | 3-5 ETS1-2 | 3-5 ETS1-3

Mixtures & Solutions

5-PS1-1 | 5-PS1-2 | 5-PS1-3 | 5-PS1-4 | 3-5 ETS1-1 | 3-5 ETS1-2 | 3-5 ETS1-3

Living Systems

5-LS1-1 | 5-LS2-1 | 4-LS1-2 | 5-PS3-1 | 5-ESS2-1 | 5-ESS3-1

Here's an updated **curriculum map** for **Kindergarten through Fifth Grade**, incorporating the **Michigan Social Studies Standards** alongside the **TCI Social Studies Alive! curriculum**:

Kindergarten – Me and My World

- **Big Ideas**: Understanding self, family, and community.
- **Key Topics**: Rules, responsibilities, geography basics, cultural awareness.
- **Michigan Standards Alignment**:
- **Civics & Government**: K.C1.0.1 – Identify rules in the classroom and explain their importance.
- **Geography**: K.G1.0.1 – Recognize maps and globes as representations of places.
- **History**: K.H1.0.1 – Identify personal history and family traditions.

Grade 1 – My School and Family

- **Big Ideas**: Expanding understanding of community and relationships.
- **Key Topics**: School and family roles, traditions, basic economics.
- **Michigan Standards Alignment**:
- **Civics & Government**: 1.C1.0.1 – Explain the need for rules and laws in a community.
- **Geography**: 1.G1.0.1 – Use maps to describe places in the community.
- **Economics**: 1.E1.0.1 – Identify goods and services in the local economy.

Grade 2 – My Community

- **Big Ideas**: Exploring local communities and their functions.
- **Key Topics**: Government, local economy, geography, cultural diversity.
- **Michigan Standards Alignment**:
- **Civics & Government**: 2.C1.0.1 – Describe how local government helps communities.
- **Geography**: 2.G1.0.1 – Identify human and physical characteristics of places.
- **Economics**: 2.E1.0.1 – Explain how people earn money and make economic choices.

Grade 3 – Our Community and Beyond

- **Big Ideas**: Connecting communities to broader regions.
- **Key Topics**: State history, government, geography, economics.
- **Michigan Standards Alignment**:
- **Civics & Government**: 3.C1.0.1 – Explain the structure of Michigan's government.
- **Geography**: 3.G1.0.1 – Use maps to describe Michigan's regions.
- **History**: 3.H1.0.1 – Describe key events in Michigan's history.

Grade 4 – Regions of Our Country

- **Big Ideas**: Understanding U.S. regions and their characteristics.
- **Key Topics**: Geography, state economies, cultural differences.
- **Michigan Standards Alignment**:

- **Civics & Government**: 4.C1.0.1 – Explain the rights and responsibilities of U.S. citizens.
- **Geography**: 4.G1.0.1 – Compare and contrast U.S. regions.
- **Economics**: 4.E1.0.1 – Analyze how regional economies function.

Grade 5 – The Western Hemisphere

- **Big Ideas**: Expanding to global perspectives.
- **Key Topics**: U.S. history, government, geography, economics.
- **Michigan Standards Alignment**:
- **Civics & Government**: 5.C1.0.1 – Describe the principles of democracy in the U.S.
- **Geography**: 5.G1.0.1 – Identify major landforms and climates in the Western Hemisphere.
- **History**: 5.H1.0.1 – Explain key events in early American history.

Unit	Video Name	SEL Competency
1Welcome to MTW!	Welcome to MTW	
	Emotion Motion	Self-Awareness
2 Identifying & Recognizing Emotions	Emotional Building Blocks	Self-Awareness
	Emotional Building Blocks A-I	Self-Awareness
3 Identifying & Recognizing Emotions	Emotional Building Blocks J-R	Self-Awareness
	Emotional Building Blocks S-Z	Self-Awareness
4 Identifying & Recognizing Emotions	Deep Freeze	Self-Awareness
	Frozen	Social Awareness
5 Practicing Our Emogers	10 Emogers	Self-Management
	Emoger #1: Tighten and Release	Self-Management
6 Practicing Our Emogers	Emoger #2: Count to 10	Self-Management
	Emoger #3: Breathe 5 Times	Self-Management
7 Identifying & Recognizing Emotions	Freeze Please	Self-Awareness
	Saving Faces	Self-Awareness Social Awaren
8 Identifying & Recognizing Emotions	Emogometer	Self-Awareness
	The Guessing Gaze	Self-Awareness
9Review!	Teacher Show	Self-Awareness

9Review!	Student Show	Self-Management
	Circle of Friends	Self-AwarenessSocial Awaren
10 Promoting Safety and Kindness	Wooly Bully	Responsible Decision Making
	The Oooh Aaah Song	Self-Management
11 Communicating and Managing Emotions	Mindful Morning	Self-Management
12 Identifying & Recognizing Emotions	Emotion Motion	Self-Awareness
	The Icebox	Self-AwarenessSocial Awaren
13 Managing Our Impulses	Check My Impulse	Self-Management
	Kid's Parade	Self-ManagementSocial Aware
14 Identifying & Recognizing Emotions	Emotional Building Blocks	Self-Awareness
	Emotional Building Blocks A-I	Self-Awareness
15 Identifying & Recognizing Emotions	Emotional Building Blocks J-R	Self-Awareness
	Emotional Building Blocks S-Z	Self-Awareness
	Let's Do the Statuesque	Social Awareness
16 Building Our Connections	What's the Diff?	Social Awareness
17 Practicing Our Emogers	Emoger #4: Walk Away Quietly	Self-Management
	Emoger #5: Smile, Give a Hug or a Fist Bump	Self-Management
18 Practicing Our Emogers	Emoger #6: Drink a Glass of Water	Self-Management
	Welcome to Krypton	Self-Awareness Self-Management

19 Developing a Growth Mindset	Sweet Potato	Self-Awareness
	The Big Mess	Self-Management Self-Awareness
20 Building Our Connections	Give Me The Ball	Relationship Skills
	Wavy Gravy	Relationship Skills
21 Becoming Active Listeners	Merry Go Round	Self-Awareness Social Awareness
	The Groove Train	Relationship SkillsSocial Aware
22 Practicing Our Emogers	Emoger #7 - Look for Help	Relationship SkillsSelf-Manage
	Emoger #8 - Active Listening	Relationship Skills
23 Promoting Safety and Kindness	High Way To Help 1-2	Relationship Skills
24 Becoming Active Listeners	Mirror Mirror	Relationship SkillsSocial Aware
	Miles of Smiles	Relationship Skills
25 Managing Our Impulses	The Do As I Dooz	Self-AwarenessSocial Awaren
	Mention Attention	Self-ManagementRelationship
26 Promoting Safety and Kindness	The Name Circle	Social Awareness
	Emoger #9: Meet in the Middle	Relationship Skills
27 Practicing Our Emogers	The Peace Sign	Relationship Skills
	10 Emogers	Self-Management
28 Building Our Connections	Sweet Potato	Self-Awareness
	Circle of Friends	Self-AwarenessSocial Awaren
29Review!	Teacher Show	Social Awareness

29Review!	Student Show	Relationship Skills
30 Practicing Our Emogers	Emoger #10: Put Yourself in Someone Else's Shoes 1-3	Relationship Skills Self-Management
31 Communicating and Managing Emotions	The Name Circle	Social Awareness
	Circle of Trust	Social Awareness
	Tradition Trading	Social Awareness
32Cultivating Empathy	What's the Diff?	Social Awareness
33 Promoting Safety & Kindness	Give Me The Ball	Relationship Skills
	Wavy Gravy	Relationship Skills
34 Developing a Growth Mindset	Anything’s Possible	Self-ManagementSelf-Awaren
	The Clap Trap	Self-Management
35 Managing Our Impulses	Mention Attention	Self-ManagementRelationship
	Kid’s Parade	Self-ManagementSocial Aware
36Review!	Teacher Show	Self-Management
	Student Show	Self-Awareness

Objectives	Creative Practice
Welcome to MTW	
Define what an emotion is and describe why understanding our emotions is important.	Movement
Define 26 Emotional Vocabulary Words. Describe how we are feeling using emotional vocabulary words.	Movement
Identify and explore 9 Emotional Vocabulary Words. Describe how we are feeling using emotional vocabulary words. Describe examples of people, places and things that make us feel said emotions.	Movement
Identify and explore 9 Emotional Vocabulary Words. Describe how we are feeling using emotional vocabulary words. Describe examples of people, places and things that make us feel said emotions.	Movement
Identify and explore 8 Emotional Vocabulary Words. Describe how we are feeling using emotional vocabulary words. Describe examples of people, places and things that make us feel said emotions.	Movement
Recognize how our emotions can be experienced physically. Describe what causes our basic emotions.	Movement
Describe ways we can identify how other people are feeling via body language, active listening, facial expression, etc. Identify and describe how others are feeling.	Movement
Identify how we can use emotional management strategies. Describe what it means to manage our emotions. Describe how we can select an emotional management strategy for specific situations.	Movement
Identify how we can use the emotional management strategy: Tighten and Release.	Movement
Identify how we can use the emotional management strategy: Count to 10.	Movement
Identify how we can use the emotional management strategy: Breathe 5 Times.	Circle Formation
Recognize and label our basic emotions.	Movement
Understand how different situations make us feel different ways. Recognize that the same situation makes different people feel different ways.	Movement
Recognize that emotions vary in intensity. Recognize and label the intensity of an emotion we are experiencing. Describe what causes our basic emotions.	Movement
Recognize and label our basic emotions. Describe what causes our basic emotions.	Group Work
3 choices (select 3 videos out of a selection of Self-Awareness focused content)	Movement

3 choices (select 3 videos out of a selection of Self-Management focused content)	Movement
Create a sense of trust and safety in our classroom. Describe what a safe space looks and feels like. Describe what we can do if we feel like we're in an unsafe situation.	Circle Formation & Movement
Define and describe examples of bullying. Explain how bullying makes us feel (both the bully and the person being bullied). Describe what we can do if we are being bullied or see someone being bullied.	
Practice strategies for managing our emotions. Recognize how to know when we need an emotional management strategy.	Movement
Describe situations when people have helped us. Describe why they helped us. Describe situations when we have helped others. Describe why we helped them.	Movement
Define what an emotion is and describe why understanding our emotions is important.	Movement
Identify and describe how others are feeling.	Movement
Define what an impulse is and provide examples. Describe impulses we have trouble controlling.	
Practice managing our behavior by acknowledging the different ways we can communicate and express ourselves.	Movement
Define 26 Emotional Vocabulary Words. Describe how we are using emotional vocabulary words.	Movement
Identify and explore 9 Emotional Vocabulary Words. Describe how we are feeling using emotional vocabulary words.	Movement
Identify and explore 9 Emotional Vocabulary Words. Describe how we are feeling using emotional vocabulary words.	Movement
Identify and explore 8 Emotional Vocabulary Words. Describe how we are feeling using emotional vocabulary words.	Movement
Identify and describe how others are feeling.	Group Work & Movement
Identify and explore some of the commonalities we share with one another. Identify and explore some of the ways we are unique are from one another. Describe reasons why being different from one another is good.	Movement
Identify how we can use the emotional management strategy: Walk Away Quietly.	Movement
Identify how we can use the emotional management strategy: Smile, Give a Hug or a Fist Bump.	Movement & Partner Work
Identify how we can use the emotional management strategy: Drink a Glass of Water	Movement
Recognize how situations can impact our feelings.	Movement & Multi-Day

Define strength. Identify and describe our personal strengths.	Circle Formation & Movement
Describe growth mindset. Identify how using a growth mindset can help us respond to challenges.	Movement
Define kindness. Understand the impact it has on ourselves and others.	Circle Formation & Movement
Identify and describe how others are feeling.	Movement & Partner Work
Describe what a safe space looks and feels like. Describe what we can do if we feel like we're in an unsafe situation	Circle Formation & Movement
Practice what active listening looks like, sounds like and feels like.	Circle Formation & Movement
Identify reasons why we might need to ask for help. Identify people we can ask for help. Describe the characteristics of these people. Identify and practice appropriate ways we can ask for help.	Group Work
Define what active listening is and why it is important. Describe what active listening looks like, sounds like and feels like.	Partner Work
Identify when and how we can help others. Explain how understanding others' emotions can help us know when and how we can help them.	Multi-Day
Practice what active listening looks like, sounds like and feels like.	Movement & Partner Work
Describe what active listening looks like, sounds like and feels like.	Circle Formation & Movement
Practice controlling our impulses.	Movement
Practice controlling our impulses.	Movement & Partner Work
Identify and explore some of the commonalities we share with one another. Identify and explore some of the ways we are unique are from one another.	Circle Formation & Movement
Introduce one new strategy we can use to resolve conflict. Describe which conflict resolution strategies we can use in particular situations.	Partner Work & Movement
Define and explain examples of what a conflict is. Explain 2 strategies we can use to resolve a conflict.	
Identify how we can use emotional management strategies. Describe what it means to manage our emotions. Describe how we can select an emotional management strategy for specific situations.	Movement
Define strength. Identify and describe our personal strengths.	Circle Formation & Movement
Create a sense of trust and safety in our classroom. Describe what a safe space looks and feels like. Describe what we can do if we feel like we're in an unsafe situation.	Circle Formation & Movement
3 choices (select 3 videos out of a selection of Social Awareness focused content)	Group Work or Movement

3 choices (select 3 videos out of a selection of Relationship Skills focused content)	Group Work or Partner Work
Define what a perspective is. Identify different perspectives we could have on the same situation. Explain why it is important to listen to and value different perspectives. Identify ways to voice our opinion/perspective in respectful ways.	Movement & Multi-Day
Identify and explore some of the commonalities we share with one another. Identify and explore some of the ways we are unique are from one another.	Circle Formation & Movement
Identify and describe how others are feeling.	Circle Formation & Movement
Explain a tradition from our family or culture.	Partner Work
Identify and explore some of the commonalities we share with one another. Identify and explore some of the ways we are unique are from one another. Describe reasons why being different from one another is good.	Movement
Define kindness. Understand the impact it has on ourselves and others.	Circle Formation & Movement
Identify and describe how others are feeling.	Movement & Partner Work
Define what a challenge is. Identify challenges that might stop us from reaching a goal.	Movement
Describe growth mindset. Identify how using a growth mindset can help us respond to challenges.	Partner Work
Practice controlling our impulses.	Movement & Partner Work
Practice managing our behavior by acknowledging the different ways we can communicate and express ourselves.	Movement
3 choices (select 3 videos out of a selection of Self-Management focused content)	Movement
3 choices (select 3 videos out of a selection of Self-Awareness focused content)	Group Work or Movement

Unit	Video Name	SEL Competency
1 Welcome to MTW!	Welcome to MTW	
	Emotion Motion	Self-Awareness
2 Identifying & Recognizing Emotions	Emotional Building Blocks	Self-Awareness
	Emotional Building Blocks A-I	Self-Awareness
3 Identifying & Recognizing Emotions	Emotional Building Blocks J-R	Self-Awareness
	Emotional Building Blocks S-Z	Self-Awareness
4 Identifying & Recognizing Emotions	Deep Freeze	Self-Awareness
	Frozen	Social Awareness
5 Practicing Our Emogers	10 Emogers	Self-Management
	Emoger #1: Tighten and Release	Self-Management
6 Practicing Our Emogers	Emoger #2: Count to 10	Self-Management
	Emoger #3: Breathe 5 Times	Self-Management
7 Identifying & Recognizing Emotions	Freeze Please	Self-Awareness
	Making Faces	Self-Awareness
8 Identifying & Recognizing Emotions	Emogometer	Self-Awareness
	The Guessing Gaze	Self-Awareness
9Review!	Teacher Show	Self-Awareness
	Student Show	Self-Management
10 Promoting Safety and Kindness	Circle of Friends	Self-AwarenessSocial Awaren
	Wooly Bully	Responsible Decision Making

11 Communicating and Managing Emotions	The Oooh Aaah Song	Self-Management
	Mindful Morning	Self-Management
12 Identifying & Recognizing Emotions	Saving Faces	Self-AwarenessSocial Awaren
	The Icebox	Self-AwarenessSocial Awaren
13 Managing Our Impulses	Check My Impulse	Self-Management
	Kid's Parade	Self-ManagementSocial Aware
14 Identifying & Recognizing Emotions	Emotional Building Blocks	Self-Awareness
	Emotional Building Blocks A-I	Self-Awareness
15 Identifying & Recognizing Emotions	Emotional Building Blocks J-R	Self-Awareness
	Emotional Building Blocks S-Z	Self-Awareness
16 Building Our Connections	Let's Do the Statuesque	Social Awareness
	What's the Diff?	Social Awareness
17 Practicing Our Emogers	Emoger #4: Walk Away Quietly	Self-Management
	Emoger #5: Smile, Give a Hug or a Fist Bump	Self-Management
18 Practicing Our Emogers	Emoger #6: Drink a Glass of Water	Self-Management
	Welcome to Krypton	Self-Awareness Self-Management
19 Developoing a Growth Mindset	Anything's Possible	Self-ManagementSelf-Awaren
	The Big Mess	Self-Management Self-Awareness
20 Buildling Our Connections	Give Me The Ball	Relationship Skills
	Wavy Gravy	Relationship Skills
21 Becoming Active Listeners	Merry Go Round	Self-Awareness Social Awareness
	The Groove Train	Relationship SkillsSocial Awar
22 Practicing Our Emogers	Emoger #7 - Look for Help	Relationship Skills Self-Management
	Emoger #8 - Active Listening	Relationship Skills

23 Promoting Safety and Kindness	The Help Line 1-2	Relationship Skills
24 Becoming Active Listeners	Mirror Mirror	Relationship SkillsSocial Awar
	Miles of Smiles	Relationship Skills
25 Managing Our Impulses	The Do As I Dooz	Self-AwarenessSocial Awaren
	Mention Attention	Self-ManagementRelationship
26 Practicing Our Emogers	The Name Circle	Social Awareness
	Emoger #9: Meet in the Middle	Relationship Skills
27 Practicing Our Emogers	The Peace Sign	Relationship Skills
	10 Emogers	Self-Management
28 Building Our Connections	Potato Toss	Self-ManagementSelf-Awaren
	Circle of Friends	Self-AwarenessSocial Awaren
29Review!	Teacher Show	Social Awareness
	Student Show	Relationship Skills
30 Practicing Our Emogers	Emoger #10: Put Yourself in Someone Else's Shoes 1-3	Relationship Skills Self-Management
31 Communicating and Managing Emotions	The Name Circle	Social Awareness
	Circle of Trust	Social Awareness
32 Cultivating Empathy	Tradition Trading	Social Awareness
	What's the Diff?	Social Awareness
33 Promoting Safety & Kindness	Give Me The Ball	Relationship Skills
	Wavy Gravy	Relationship Skills
34 Managing Our Impulses	Mention Attention	Self-ManagementRelationship
	Kid’s Parade	Self-ManagementSocial Awar

35 Developing a Growth Mindset	The Big Mess	Self-Management Self-Awareness
	The Clap Trap	Self-Management
36Review!	Teacher Show	Self-Management
	Student Show	Self-Awareness

Objectives

Welcome to MTW

Define what an emotion is and describe why understanding our emotions is important.

Define 26 Emotional Vocabulary Words.
Describe how we are feeling using emotional vocabulary words.

Identify and explore 9 Emotional Vocabulary Words.
Describe how we are feeling using emotional vocabulary words.
Describe examples of people, places and things that make us feel said emotions.

Identify and explore 9 Emotional Vocabulary Words.
Describe how we are feeling using emotional vocabulary words.
Describe examples of people, places and things that make us feel said emotions.

Identify and explore 8 Emotional Vocabulary Words.
Describe how we are feeling using emotional vocabulary words.
Describe examples of people, places and things that make us feel said emotions.

Recognize how our emotions can be experienced physically.
Describe what causes our basic emotions.

Describe ways we can identify how other people are feeling via body language, active listening, facial expression, etc. Identify and describe how others are feeling.

Identify how we can use emotional management strategies. Describe what it means to manage our emotions. Describe how we can select an emotional management strategy for specific situations.

Identify how we can use the emotional management strategy: Tighten and Release.

Identify how we can use the emotional management strategy: Count to 10.

Identify how we can use the emotional management strategy: Breathe 5 Times.

Recognize and label our basic emotions.

Describe examples of people, places and things that make us feel said emotions

Recognize that emotions vary in intensity.
Recognize and label the intensity of an emotion we are experiencing.
Describe what causes our basic emotions.

Recognize and label our basic emotions. Describe what causes our basic emotions.

3 choices (select 3 videos out of a selection of Self-Awareness focused content)

3 choices (select 3 videos out of a selection of Self-Management focused content)

Create a sense of trust and safety in our classroom.
Describe what a safe space looks and feels like.
Describe what we can do if we feel like we're in an unsafe situation.

Define and describe examples of bullying.
Explain how bullying makes us feel (both the bully and the person being bullied).
Describe what we can do if we are being bullied or see someone being bullied.

Practice strategies for managing our emotions.
Recognize how to know when we need an emotional management strategy.

Describe situations when people have helped us.
Describe why they helped us.
Describe situations when we have helped others.
Describe why we helped them.

Understand how different situations make us feel different ways.
Recognize that the same situation makes different people feel different ways.
Identify and describe how others are feeling.

Define what an impulse is and provide examples.
Describe impulses we have trouble controlling.

Practice managing our behavior by acknowledging the different ways we can communicate and express ourselves.

Define 26 Emotional Vocabulary Words.
Describe how we are using emotional vocabulary words.

Identify and explore 9 Emotional Vocabulary Words.
Describe how we are feeling using emotional vocabulary words.

Identify and explore 9 Emotional Vocabulary Words.
Describe how we are feeling using emotional vocabulary words.

Identify and explore 8 Emotional Vocabulary Words.
Describe how we are feeling using emotional vocabulary words.
Identify and describe how others are feeling.

Identify and explore some of the commonalities we share with one another.
Identify and explore some of the ways we are unique are from one another.
Describe reasons why being different from one another is good.

Identify how we can use the emotional management strategy: Walk Away Quietly.

Identify how we can use the emotional management strategy: Smile, Give a Hug or a Fist Bump.

Identify how we can use the emotional management strategy: Drink a Glass of Wate

Recognize how situations can impact our feelings.

Identify how using a growth mindset can help us respond to challenges.
Describe growth mindset.

Identify how using a growth mindset can help us respond to challenges.
Describe growth mindset.

Define kindness. Understand the impact it has on ourselves and others.
Identify and describe how others are feeling.

Describe what a safe space looks and feels like
Describe what we can do if we feel like we're in an unsafe situation

Practice what active listening looks like, sounds like and feels like.

Identify reasons why we might need to ask for help.
Identify people we can ask for help.
Describe the characteristics of these people.
Identify and practice appropriate ways we can ask for help.

Define what active listening is and why it is important.
Describe what active listening looks like, sounds like and feels like.

Identify when and how we can help others.
Explain how understanding others' emotions can help us know when and how we can help them.

Practice what active listening looks like, sounds like and feels like.

Describe what active listening looks like, sounds like and feels like.

Practice controlling our impulses.
Practice controlling our impulses.
Identify and explore some of the commonalities we share with one another.
Identify and explore some of the ways we are unique are from one another.
Introduce one new strategy we can use to resolve conflict.
Describe which conflict resolution strategies we can use in particular situations.
Define and explain examples of what a conflict is.
Explain 2 strategies we can use to resolve a conflict.
Identify how we can use emotional management strategies.
Describe what it means to manage our emotions.
Describe how we can select an emotional management strategy for specific situations.
Define strength. Identify and describe our personal strengths.
Review! Create a sense of trust and safety in our classroom.
Describe what a safe space looks and feels like.
Describe what we can do if we feel like we're in an unsafe situation.

3 choices (select 3 videos out of a selection of Social Awareness focused content)

3 choices (select 3 videos out of a selection of Relationship Skills focused content)

Define what a perspective is.
Identify different perspectives we could have on the same situation.
Explain why it is important to listen to and value different perspectives.
Identify ways to voice our opinion/perspective in respectful ways.
Identify and explore some of the commonalities we share with one another.
Identify and explore some of the ways we are unique are from one another.

Identify and describe how others are feeling.

Explain a tradition from our family or culture.
Identify and explore some of the commonalities we share with one another.
Identify and explore some of the ways we are unique are from one another.
Describe reasons why being different from one another is good.

Define kindness. Understand the impact it has on ourselves and others.

Identify and describe how others are feeling.

Practice controlling our impulses.
Practice managing our behavior by acknowledging the different ways we can communicate and express ourselves.

Describe growth mindset. Identify how using a growth mindset can help us respond to challenges.

Describe growth mindset.
Identify how using a growth mindset can help us respond to challenges.

3 choices (select 3 videos out of a selection of Self-Management focused content)

3 choices (select 3 videos out of a selection of Self-Awareness focused content)

Creative Practice

Movement

Movement

Movement

Movement

Movement

Movement

Movement

Movement

Movement

Movement

Movement

Circle Formation

Movement

Movement

Group Work

Movement

Movement

Circle Formation & Movement

Movement

Movement

Movement

Movement

Movement

Movement

Movement

Movement

Movement

Group Work & Movement

Movement

Movement

Movement & Partner Work

Movement

Movement & Multi-Day

Movement

Movement

Circle Formation & Movement
Movement & Partner Work

Circle Formation & Movement

Circle Formation & Movement

Group Work

Partner Work

Multi-Day

Movement & Partner Work

Circle Formation & Movement

Movement

Movement & Partner Work

Circle Formation & Movement

Partner Work

Movement

Circle Formation & Movement

Circle Formation & Movement

Group Work or Movement

Group Work or Partner Work

Movement & Multi-Day

Circle Formation & Movement

Circle Formation & Movement

Partner Work

Movement

Circle Formation & Movement

Movement & Partner Work

Movement & Partner Work

Movement

Movement

Partner Work

Movement

Group Work or Movement

Unit	Video Name	SEL Competency
1 Welcome to MTW!	Welcome to MTW	
	The Name Circle	Social Awareness
2 Identifying & Recognizing Emotions	Emotional Building Blocks	Self-Awareness
	10 Emogers	Self-Management
3 Identifying & Recognizing Emotions	Emotional Building Blocks A-I	Self-Awareness
	Emotional Building Blocks J-R	Self-Awareness
4 Identifying & Recognizing Emotions	Emotional Building Blocks S-Z	Self-Awareness
	Emotion Motion	Self-Awareness
5 Promoting Safety & Kindness	Move The Needle	Self-AwarenessSocial Awaren
	Hello Me	Relationship SkillsSelf-Awaren
6 Practicing Our Emogers	Emoger #1: Tighten and Release	Self-Management
	Emoger #2: Count to 10	Self-Management
7 Practicing Our Emogers	Emoger #3: Breathe 5 Times	Self-Management
	Emoger #4: Walk Away Quietly	Self-Management
8 Practicing Our Emogers	Emoger #5: Smile, Give a Hug or a Fist Bump	Self-Management
	Emoger #6: Drink a Glass of Water	Self-Management

9 Practicing Our Emogers	Emoger #7: Look for Help	Relationship Skills Self-Management
	Emoger #8: Active Listening	Relationship Skills
	Emoger #9: Meet in the Middle	Relationship Skills
10 Practicing Our Emogers	Emoger #10: Put Yourself in Someone Else's Shoes 1-3	Relationship Skills Self-Management
	Teacher Show	Self-Awareness
11 Communicating and Managing Emotions	Deep Freeze	Self-Awareness
	The Oooh Aaaah Song	Self-Management
12 Identifying & Recognizing Emotions	Emogometer	Self-Awareness
	The Guessing Gaze	Self-Awareness
13 Promoting Safety and Kindness	Wooly Bully	Responsible Decision Making
	Mindful Morning	Self-Management
14 Identifying & Recognizing Emotions	Making Faces	Self-Awareness
	The Icebox	Self-AwarenessSocial Awaren
15 Identifying & Recognizing Emotions	Frozen	Social Awareness
	The Feel Wheel	Self-AwarenessSocial Awaren
16 Building Our Connections	Let's do the Statuesque	Social Awareness
	Making the Rounds	Social Awareness
17Review!	Teacher Show	Social Awareness
	Student Show	Self-Management

18 Building Our Connections	The Groove Train	Relationship SkillsSocial Awar
	Wavy Gravy	Relationship Skills
19 Managing Our Impulses	Check My Impulse	Self-Management
	The Do As I Dooz	Self-AwarenessSocial Awaren
20 Exploring Our Strengths, Interests and Skills	The Like List	Self-AwarenessSocial Awaren
	Parts of Me	Social AwarenessSelf-Awaren
21 Cultivating Empathy	Circle of Friends	Self-AwarenessSocial Awaren
	Time For Reflection	Social Awareness
22 Building Our Connections	All of the Above 1-3	Relationship Skills Self-Awareness
23 Promoting Safety and Kindness	The Help Line 1-2	Relationship Skills
24 Cultivating Empathy	What's the Diff?	Social Awareness
	Tradition Trading	Social Awareness
25 Developing a Growth Mindset	Welcome to Krypton	Self-Awareness Self-Management
	GOOOOOOAL	Self-Management
26 Becoming Active Listeners	Mirror Mirror	Relationship SkillsSocial Awar
	Class Clown	Relationship Skills
27 Promoting Safety and Kindness	Can-flict 1-3	Relationship Skills

28 Promoting Safety and Kindness	Give Me The Ball	Relationship Skills
	Miles of Smiles	Relationship Skills
29 Communicating and Managing Emotions	The Name Circle	Social Awareness
	Circle of Trust	Social Awareness
	The Meltdown	Self-AwarenessSelf-Managem
30 Identifying & Recognizing Emotions	Face Off	Social Awareness
	Trading Faces	Social Awareness
31 Developing a Growth Mindset	Merry Go Round	Self-Awareness Social Awareness
	Putting Down Roots	Responsible Decision Making
32 Becoming Active Listeners	The Discombulate	Relationship SkillsSelf-Manage
	Playdar	Relationship SkillsSelf-Awaren
33 Managing Our Impulses	The Coordinator	Self-Management
	Crossing Guard	Self-AwarenessSelf-Managem
34 Managing Our Impulses	Don't Look Now	Self-Awareness Self-Management
	We're Emoging	Self-Management
35 Developing a Growth Mindset	The Clap Trap	Self-Management
	The Sculpture Garden	Self-ManagementSelf-Awaren
36Review!	Teacher Show	Relationship Skills
	Student Show	Responsible Decision Making

Objectives	Creative Practice
Welcome to MTW	
Identify and explore some of the commonalities we share with one another. Identify and explore some of the ways we are unique are from one another.	Circle Formation & Movement
Define 26 Emotional Vocabulary Words. Describe how we are feeling using emotional vocabulary words.	Movement
Describe what it means to manage our emotions. Identify how we can use emotional management strategies. Describe how we can select an emotional management strategy for specific situations.	Movement
Identify and explore 9 Emotional Vocabulary Words. Describe how we are feeling using emotional vocabulary words. Describe examples of people, places and things that make us feel said emotions.	Movement
Identify and explore 9 Emotional Vocabulary Words. Describe how we are feeling using emotional vocabulary words. Describe examples of people, places and things that make us feel said emotions.	Movement
Identify and explore 8 Emotional Vocabulary Words. Describe how we are feeling using emotional vocabulary words. Describe examples of people, places and things that make us feel said emotions.	Movement
Define what an emotion is and describe why understanding our emotions is important.	Movement
Define our needs and wants. Identify examples of needs and wants that we see in our day to day lives. Identify how our reactions might be similar or different depending on if we don't get something we need versus if we don't get something we want.	Group Work & Movement
Recognize and label our basic emotions. Describe ways we can identify how other people are feeling .	Circle Formation & Movement
Identify how we can use the emotional management strategy: Tighten and Release.	Movement
Identify how we can use the emotional management strategy: Count to 10.	Movement
Identify how we can use the emotional management strategy: Breathe 5 Times.	Circle Formation
Identify how we can use the emotional management strategy: Walk Away Quietly.	Movement
Identify how we can use the emotional management strategy: Smile, Give a Hug or a Fist Bump.	Movement & Partner Work
Identify how we can use the emotional management strategy: Drink a Glass of Water	Movement

Identify how we can use the emotional management strategy: Look for help. Identify reasons why we might need to ask for help. Identify people we can ask for help. Describe the characteristics of these people. Identify and practice appropriate ways to ask for help.	Group Work
Define what active listening is and why it is important. Describe what active listening looks like, sounds like and feels like.	Partner Work
Introduce one new strategy we can use to resolve conflict. Describe which conflict resolution strategies we can use in particular situations.	Partner Work
Define what a perspective is. Identify different perspectives we could have on the same situation. Explain why it is important to listen to and value different perspectives. Identify ways to voice our opinion/perspective in respectful ways.	Movement & Multi-Day
3 choices (select 3 videos out of a selection of Self-Awareness focused content)	Movement or Group Work
Recognize how our emotions can be experienced physically. Describe what causes our basic emotions.	Movement
Practice strategies for managing our emotions. Recognize how to know when we need an emotional management strategy.	Movement
Recognize that emotions vary in intensity. Recognize and label the intensity of an emotion we are experiencing. Describe what causes our basic emotions.	Movement
Recognize and label our basic emotions. Describe what causes our basic emotions.	Group Work
Define and describe examples of bullying. Explain how bullying makes us feel (both the bully and the person being bullied). Describe what we can do if we are being bullied or see someone being bullied.	
Describe situations when people have helped us. Describe why they helped us. Describe situations when we have helped others. Describe why we helped them.	Movement
Describe examples of people, places and things that make us feel said emotions	Movement
Identify and describe how others are feeling.	Movement
Describe ways we can identify how other people are feeling via body language, active listening, facial expression, etc. Identify and describe how others are feeling.	Movement
Understand how different situations make us feel different ways. Recognize that the same situation makes different people feel different ways.	Movement
Identify and describe how others are feeling.	Group Work
Describe reasons why being different from one another is good.	Circle Formation
3 choices (select 3 videos out of a selection of Social Awareness focused content)	Movement
3 choices (select 3 videos out of a selection of Self-Management focused content)	Movement

Practice what active listening looks like, sounds like and feels like.	Circle Formation & Movement
Identify and describe how others are feeling.	Movement & Partner Work
Define what an impulse is and provide examples. Describe impulses we have trouble controlling. Practice controlling our impulses.	Movement
Identify things we like: people, places, things and activities. Describe how we know we dislike something. Identify things we dislike. Describe how our likes and dislikes can change over time.	Partner Work and Pen & Paper
Identify and explore some of the commonalities we share with one another. Identify and explore some of the ways we are unique are from one another.	Circle Formation & Movement
Describe what a safe space looks and feels like. Describe what we can do if we feel like we're in an unsafe situation. Identify the characteristics of a safe situation and the characteristics of an unsafe situation.	Circle Formation & Movement
Identify different ways we can express our emotions.	Circle Formation & Group Work
Identify appropriate ways to join a group Practice using appropriate ways to join a group	Multi-Day
Identify when and how we can help others. Explain how understanding others' emotions can help us know when and how we can help them. Identify reasons why we might need to ask for help. Identify and describe people we can ask for help.	Multi-Day
Identify and explore some of the commonalities we share with one another. Identify and explore some of the ways we are unique are from one another. Describe reasons why being different from one another is good.	Movement
Explain a tradition from our families or cultures. Explain one tradition we experience. Identify ways that our traditions are similar. Identify ways that our traditions are different.	Partner Work
Recognize how situations can impact our feelings.	Movement & Multi-Day
Define what a goal is and describe how we work to achieve our goals. Identify a personal goal. Describe action steps/a plan/strategies to reach our goals.	Pen & Paper
Practice what active listening looks like, sounds like and feels like.	Movement & Partner Work
Identify examples of positive behavior and negative behavior. Describe ways that positive and negative behavior impacts other people.	Partner Work
Define and explain examples of what a conflict is. Review 2 strategies we can use to resolve a conflict.	Movement Multi-Day

Define kindness. Understand the impact it has on ourselves and others. Describe appropriate ways to let other people know they are important to us and that we care about them. Explain why it's important to let other people know we care about them.	Circle Formation & Movement
Explain how our emotions impact those around us. Describe times when someone else's emotions impacted us.	Circle Formation & Movement
Identify and explore some of the commonalities we share with one another. Identify and explore some of the ways we are unique are from one another.	Circle Formation & Movement
Identify and describe how others are feeling.	Circle Formation & Movement
Practice strategies for managing our emotions. Recognize and label our basic emotions. Describe what causes our basic emotions.	Movement
Identify different ways we can express our emotions.	Circle Formation & Movement
Identify different ways we can express our emotions.	Circle Formation & Movement
Describe what a safe space looks and feels like Describe what we can do if we feel like we're in an unsafe situation	Circle Formation & Movement
Explain things that we do on a daily basis to take care of our individual wellbeing. Explain things we do on a daily basis to take of our community.	Circle Formation
Recognize how practicing active listening and using self-regulation can help us follow complex instructions. Define mistake and failure. Explain why it is important not to be afraid of failure. Identify mistakes that we have made in the past and what we might have learned from them.	Movement
Practice what active listening looks like, sounds like, and feels like. Identify appropriate ways to join a group. Practice using appropriate ways to join a group.	Group Work & Movement
Practice controlling our impulses.	Movement
Practice controlling our impulses.	Movement
Practice controlling our impulses.	Group Work
Identify emotional management strategies we use in different situations. Describe what it means to manage our emotions.	Movement
Describe growth mindset. Identify how using a growth mindset can help us respond to challenges. Define what a challenge is. Identify challenges that might stop us from reaching a goal.	Partner Work
Identify ways others have helped us develop resilience. Define strength. Identify and describe our personal strengths.	Partner Work
3 choices (select 3 videos out of a selection of Relationship Skills focused content)	Partner Work or Circle Formation & Movement
3 choices (select 3 videos out of a selection of Responsible Decision Making focused content)	Circle Formation & Movement

Unit	Video Name	SEL Competency
1 Welcome to MTW!	Welcome to MTW	
	The Name Circle	Social Awareness
2 Identifying & Recognizing Emotions	Emotional Building Blocks	Self-Awareness
	10 Emogers	Self-Management
3 Identifying & Recognizing Emotions	Emotional Building Blocks A-I	Self-Awareness
	Emotional Building Blocks J-R	Self-Awareness
4 Identifying & Recognizing Emotions	Emotional Building Blocks S-Z	Self-Awareness
	Emotion Motion	Self-Awareness
	Deep Freeze	Self-Awareness
5 Promoting Safety & Kindness	Move The Needle	Self-AwarenessSocial Awarer
	Circle of Friends	Self-AwarenessSocial Awarer
6 Practicing Our Emogers	Emoger #1: Tighten and Release	Self-Management
	Emoger #2: Count to 10	Self-Management
	Emoger #3: Breathe 5 Times	Self-Management
7 Practicing Our Emogers	Emoger #4: Walk Away Quietly	Self-Management
	Emoger #5: Smile, Give a Hug or a Fist Bump	Self-Management
	Emoger #6: Drink a Glass of Water	Self-Management

8 Practicing Our Emogers	Emoger #7: Look for Help	Relationship Skills Self-Management
	Emoger #8: Active Listening	Relationship Skills
	Emoger #9: Meet in the Middle	Relationship Skills
9 Practicing Our Emogers	Emoger #10: Put Yourself in Someone Else's Shoes 1-3	Relationship Skills Self-Management
10Review!	Teacher Show	Self-Awareness
	Student Show	Self-Management
11 Communicating and Managing Emotions	Making Faces	Self-Awareness
	The Guessing Gaze	Self-Awareness
	Emogometer	Self-Awareness
12 Promoting Safety and Kindness	Classtopia	Responsible Decision Making
	Bye Bye Bully	Social Awareness
13 Promoting Safety and Kindness	Nicely Nicely	Relationship Skills
	Miles of Smiles	Relationship Skills
	Give Me The Ball	Relationship Skills
14 Communicating and Managing Emotions	The Meltdown	Self-AwarenessSelf-Manager
	The Oooh Aaah Song	Self-Management

	We're Emoging	Self-Management
	Frozen	Social Awareness
15 Identifying & Recognizing Emotions	The Feel Wheel	Self-AwarenessSocial Awarer
	The Icebox	Self-AwarenessSocial Awarer
	The Like List	Self-AwarenessSocial Awarer
16 Exploring Our Strengths, Interests and Skills	What's Your Thing?	Self-AwarenessRelationship S
	Skill Stills	Self-Awareness
17 Becoming Active Listeners	Hear Me Out 1-2	Self-AwarenessSocial Awarer
	The Groove Train	Relationship SkillsSocial Awa
	An Appreciation Circle	Relationship Skills
18 Building Our Connections	R-E-S-P-E-C-T	Social AwarenessRelationshi
	Picture Perfect	Relationship Skills
19 Managing Our Impulses	Check My Impulse	Self-Management
	The Do As I Dooz	Self-AwarenessSocial Awarer
	Don't Look Now	Self-AwarenessSelf-Manager
20 Cultivating Empathy	Parts of Me	Social AwarenessSelf-Awarer
	Someone Else's Shoes 1-2	Social Awareness
	The Hero Sandwich	Relationship Skills
21 Cultivating Empathy	Day at the Museum	Relationship Skills
22 Building Our	The Rock Paper Scissors Bowl	Relationship Skills

Connections	Let Them In	Relationship SkillsSelf-Aware
23 Promoting Safety and Kindness	Mindful Morning	Self-AwarenessSocial Aware
	The Help Line 1-2	Relationship Skills
	What's The Diff?	Social Awareness
24 Cultivating Empathy	The Culture Club	Relationship SkillsSocial Awa
	Love Letters	Self-Management
25 Developing a Growth Mindset	GOOOOOOAL	Self-Management
26 Building Our Connections	Wavy Gravy	Relationship Skills
	Let's Do the Statuesque	Social Awareness
	Mirror Mirror	Relationship SkillsSocial Awa
27 Promoting Safety and Kindness	Can-flict 1-3	Relationship Skills
	The Locals	Social Awareness
28Review!	Teacher Show	Social Awareness
	Student Show	Relationship Skills
29 Communicating and Managing Emotions	Merry Go Round	Self-AwarenessSocial Aware
	The Name Circle	Social Awareness
	Circle of Trust	Social Awareness
30 Identifying & Recognizing Emotions	Face Off	Social Awareness
	Trading Faces	Social Awareness
31 Developing a Growth Mindset	Welcome to Krypton	Self-AwarenessSelf-Manager
	The Sculpture Garden	Self-ManagementSelf-Aware

32 Becoming Active Listeners	The Discombulate	Relationship SkillsSelf-Manag
	Playdar	Relationship SkillsSelf-Awarer
33 Managing Our Impulses	The Coordinator	Self-Management
	Crossing Guard	Self-Awareness Self-Manage
	The Clap Trap	Self-Management
34 Developing a Growth Mindset	The Self Safari	Self-Management
	Messing Up Up Up	Self-Management
35 Developing a Growth Mindset	Mistake Erase	Responsible Decision Making
	Live and Learn	Responsible Decision Making
36Review!	Teacher Show	Self-Management
	Student Show	Responsible Decision Making

Objectives	Creative Practice
Welcome to MTW	
Identify and explore some of the commonalities we share with one another. Identify and explore some of the ways we are unique from one another.	Circle Formation & Movement
Define 26 Emotional Vocabulary Words. Describe how we are feeling using emotional vocabulary words.	Movement
Describe what it means to manage our emotions. Identify how we can use emotional management strategies. Describe how we can select an emotional management strategy for specific situations	Movement
Identify and explore 9 Emotional Vocabulary Words. Describe how we are feeling using emotional vocabulary words. Describe examples of people, places and things that make us feel said emotions.	Movement
Identify and explore 9 Emotional Vocabulary Words. Describe how we are feeling using emotional vocabulary words. Describe examples of people, places and things that make us feel said emotions.	Movement
Identify and explore 8 Emotional Vocabulary Words. Describe how we are feeling using emotional vocabulary words. Describe examples of people, places and things that make us feel said emotions.	Movement
Define what an emotion is and describe why understanding our emotions is important.	Movement
Recognize how our emotions can be experienced physically. Describe what causes our basic emotions.	Movement
Define our needs and wants. Identify examples of needs and wants that we see in our day to day lives. Identify how our reactions might be similar or different depending on if we don't get something we need versus if we don't get something we want.	Group Work & Movement
Describe what a safe space looks and feels like. Describe what to do if we feel like we're in an unsafe situation.	Circle Formation & Movement
Identify how we can use the emotional management strategy: Tighten and Release.	Movement
Identify how we can use the emotional management strategy: Count to 10.	Movement
Identify how we can use the emotional management strategy: Breathe 5 Times.	Circle Formation
Identify how we can use the emotional management strategy: Walk Away Quietly.	Movement
Identify how we can use the emotional management strategy: Smile, Give a Hug or a Fist Bump.	Movement & Partner Work
Identify how we can use the emotional management strategy: Drink a Glass of Water	Movement

Identify how we can use the emotional management strategy: Look for help. Identify reasons why we might need to ask for help. Identify people we can ask for help. Describe the characteristics of these people. Identify and practice appropriate ways to ask for help.	Group Work
Identify how we can use the emotional management strategy: Active Listening	Partner Work
Define and explain examples of what a conflict is. Review 2 strategies we can use to resolve a conflict.	Movement & Partner Work
Identify how we can use the emotional management strategy: Put yourself in Someone Else's Shoes. Define what a perspective is. Identify different perspectives we could have on the same situation. Explain why it is important to listen to and value different perspectives. Identify ways to voice our opinion/perspective in respectful ways.	Movement & Multi-Day
3 choices (select 3 videos out of a selection of Self-Awareness focused content)	Circle Formation or Movement
3 choices (select 3 videos out of a selection of Self-Management focused content)	Circle Formation or Movement
Describe examples of people, places and things that make us feel said emotions	Movement
Recognize and label our basic emotions. Describe what causes our basic emotions.	Group Work
Recognize that emotions vary in intensity. Recognize and label the intensity of an emotion we are experiencing. Describe what causes our basic emotions.	Movement
Identify positive features of our classroom community and how we can contribute to the community we want. Identify ways we can contribute to our community to make it a safer place.	Pen & Paper
Define bullying and describe what it can feel like to be bullied. Describe ways that we can support each other. Discuss ways that rules & group norms help keep us safe and influence our behavior.	Pen & Paper
Explain why it's important to express our appreciation to others. Express appreciation to someone important to us. Define appreciation.	Pen & Paper
Explain how our emotions impact those around us. Describe times when someone else's emotions impacted us.	Circle Formation & Movement
Define kindness. Understand the impact it has on ourselves and others. Describe the positive qualities of a friend, family member or trusted adult.	Circle Formation & Movement
Practice strategies for managing our emotions. Recognize and label our basic emotions. Describe what causes our basic emotions.	Movement
Practice strategies for managing our emotions. Recognize how to know when we need an emotional management strategy.	Movement

Identify emotional management strategies we use in different situations. Describe what it means to manage our emotions.	Movement
Describe ways we can identify how other people are feeling via body language, active listening, facial expression, etc. Identify and describe how others are feeling.	Movement
Explain how different situations make us feel different ways. Recognize that the same situation makes different people feel different ways.	Movement
Identify and describe how others are feeling. Identify different ways we can respond to the feelings of others.	Movement
Define an interest. Create a list of things that interest us. Create a list of interests we would like to explore.	Partner Work and Pen & Paper
Identify and describe one of our skills to one of our classmates. Explore our skills further by engaging in a conversation about them. Define a skill. Create a list of skills that you already have and a list of skills you would like to develop.	Partner Work and Pen & Paper
Define a skill. Create a list of skills that you already have and a list of skills you would like to develop.	Pen & Paper
Practice what active listening looks like, sounds like, and feels like. Identify different ways we can respond to the feelings of others.	Multi-Day
Practice what active listening looks like, sounds like and feels like.	Circle Formation & Movement
Define appreciation.	Circle Formation
Explain why it's important to express our appreciation to others. Express appreciation to someone important to us. Define appreciation.	Partner Work
Describe the positive qualities of a friend, family member or trusted adult.	Pen & Paper
Define what an impulse is and provide examples. Describe impulses we have trouble controlling. Describe why impulses might get in our way when trying to achieve our goals.	
Practice what active listening looks like, sounds like and feels like.	Movement
Practice controlling our impulses.	Group Work
Identify and explore some of the commonalities we share with one another. Identify and explore some of the ways we are unique are from one another.	Circle Formation & Movement
Identify two different perspectives you could have on the same situation.	Multi-Day
Define what empathy is. Describe examples of how we can show one another empathy. Explain ways we can show empathy for one another. Explain why empathy is important.	Pen & Paper
Define what a perspective is. Identify two different perspectives we could have on the same situation. Explain why it is important to listen to and value different perspectives. Identify ways to voice our opinions/perspectives in respectful ways.	Group Work
Explain how we can support and encourage one another to join a group. Identify appropriate strategies and communication skills we can use when working in large and small groups.	Partner Work

Identify appropriate ways to join a group. Practice using appropriate ways to join a group.	Group Work & Movement
Describe situations when people have helped us. Describe why they helped us. Describe situations when we have helped others. Describe why we helped them.	Movement
Identify when and how we can help others. Explain how understanding other's emotions can help us know when and how we can help them.	Multi-Day
Identify and explore some of the commonalities we share with one another. Identify and explore some of the ways we are unique are from one another. Identify two different perspectives you could have on the same situation.	Movement
Explain one tradition we experience. Identify ways that our traditions are similar. Identifying ways that our traditions are different. Define culture and ethnicity. Explain where our families are from and how this makes us unique.	Partner Work and Pen & Paper
Define what a goal is and describe how we work to achieve our goals. Identify a personal goal. Describe the action steps/plan/strategies we can use to reach our goals.	Movement
Identify a personal goal we would like to achieve based off our interests or skills. Describe action steps/a plan/strategies we can use to reach our goal. Identify an academic goal we would like to achieve based off our interests or skills. Describe action steps/plan/strategies we can use to reach our goal.	Pen & Paper
Identify and describe how others are feeling.	Movement & Partner Work
Identify and describe how others are feeling.	Group Work
Practice what active listening looks like, sounds like and feels like.	Movement & Partner Work
Introduce one new strategy we can use to resolve conflict. Describe which conflict resolution strategies we can use in particular situations.	Movement Multi-Day
Describe a long-term project we can start to benefit our community.	Group Work
3 choices (select 3 videos out of a selection of Social Awareness focused content)	Movement, Group Work, or Partner Work
3 choices (select 3 videos out of a selection of Relationshiip Skills focused content)	Pen & Paper
Describe what a safe space looks and feels like Describe what we can do if we feel like we're in an unsafe situation	Circle Formation
Identify and explore some of the commonalities we share with one another. Identify and explore some of the ways we are unique are from one another.	Circle Formation & Movement
Identify and describe how others are feeling.	Circle Formation & Movement
Identify different ways we can express our emotions.	Circle Formation & Movement
Identify different ways we can express our emotions.	Circle Formation & Movement
Recognize how situations can impact our feelings.	Movement & Multi-Day
Identify ways others have helped us develop resilience. Define strength. Identify and describe personal strengths. Identify ways to celebrate personal strengths and the strengths of others .	Partner Work & Movement

Recognize how practicing active listening and using self-regulation can help us follow complex instructions. Define mistake and failure. Explain why it is important not to be afraid of failure. Identify mistakes that we have made in the past and what we might have learned from them.	Movement
Practice what active listening looks like, sounds like and feels like. Practice using appropriate strategies for joining a group.	Group Work & Movement
Practice controlling our impulses.	Movement
Practice controlling our impulses.	Movement
Describe growth mindset. Identify how using a growth mindset can help us respond to challenges.	Partner Work
Describe how our challenges affect our emotions. Identify ways to cope with challenges.	Circle Formation & Movement
Define mistake and failure. Explain why it is important not to be afraid of failure. Identify mistakes that we have made in the past and what we might have learned from them.	Movement
Define mistake and failure. Explain why it is important not to be afraid of failure. Identify mistakes that we have made in the past and what we might have learned from them.	Movement and Pen & Paper
Explain what it means to take responsibility for something. Explain why it's important to take responsibility for our mistakes. Identify our favorite mistake from this school year and explain why.	Pen & Paper
3 choices (select 3 videos out of a selection of Self-Management focused content)	Movement or Partner Work
3 choices (select 3 videos out of a selection of Responsible Decision Making focused content)	Circle Formation, Movement or Pen & Paper

Unit	Video Name	SEL Competency
1 Welcome to MTW!	Welcome to MTW	
	The Name Circle	Social Awareness
2 Understanding and Communicating Emotions	Emotional Building Blocks	Self-Awareness
	10 Emogers	Self-Management
3 Developing Positive Connections	Play Date	Responsible Decision Making
	New Kids on the Block	Relationship Skills
4 Understanding and Communicating Emotions	Emotional Building Blocks A-H	Self-Awareness
	Emotional Building Blocks I-P	Self-Awareness
	Emotional Building Blocks Q-Z	Self-Awareness
5 Understanding and Communicating Emotions	Glad Libs	Self-Awareness
	Deep Freeze	Self-Awareness
6 Practicing Our Emogers	Emoger #1: Tighten and Release	Self-Management
	Emoger #2: Count to 10	Self-Management
	Emoger #3: Breathe 5 Times	Self-Management
7 Practicing Our Emogers	Emoger #4: Walk Away Quietly	Self-Management
	Emoger #5: Smile, Give a Hug or a Fist Bump	Self-Management
	Emoger #6: Drink a Glass of Water	Self-Management

8 Practicing Our Emogers	Emoger #7: Look for Help	Relationship Skills Self-Management
	Emoger #8: Active Listening	Relationship Skills
	Emoger #9: Meet in the Middle	Relationship Skills
9 Practicing Our Emogers	Emoger #10: Put Yourself in Someone Else's Shoes 1-3	Relationship Skills Self-Management
	America's Got Emogers	Self-Management
10 Practicing Our Emogers	10 Emogers	Self-Management
	Teacher Show	Self-Awareness
11 Understanding and Communicating Emotions	Doubting Letter	Self-Management
	The Me List	Self-Awareness
	Classtopia	Responsible Decision Making Relationship Skills
12 Promoting Safety and Kindness	Nicely Nicely	Relationship Skills
	Bye Bye Bully	Social Awareness
13 Expanding Our Perspectives	Group Ku 1-4	Relationship Skills
14 Working Effectively with Others	Haiku This World 1-4	Responsible Decision Making
	Frozen	Social Awareness
15 Understanding and Communicating Emotions	The Feel Wheel	Self-Awareness Social Awareness
	The Emo Show	Social Awareness Responsible Decision Making

	The Like List	Self-AwarenessSocial Awaren
16 Exploring Our Strengths, Interests and Skills	Stretch It Out	Self-Awareness Social Awareness
	What's Your Thing?	Self-AwarenessRelationship S
	I'm Into It	Self-Awareness
17 Developing Positive Connections	The Friend Ship	Relationship Skills
	Kudos!	Relationship Skills
18 Promoting Safety and Kindness	R-E-S-P-E-C-T	Social Awareness Relationship Skills
	Knitting Nicely	Relationship Skills
	Unity in the Community	Social Awareness
19 Review!	Teacher Show	Self-Awareness
	Student Show	Self-Management
	The Danceathon	Self-Awareness
20 Understanding and Communicating Emotions	Expressway	Self-Awareness Social Awareness
	What's the 5-7-5?	Self-Awareness
	My Ku	Self-Awareness Social Awareness
21 Cultivating Empathy	The Hero Sandwich	Relationship Skills

	Day at the Museum	Relationship Skills
22 Working Effectively with Others	Hot Potato	Self-Awareness
	Pass the Mime	Relationship Skills
	The Rock Paper Scissors Bowl	Relationship Skills
23 Developing a Growth Mindset	The Beatbox	Self-Management
	Take Your Impulse	Self-Management
	Movement GPS	Social Awareness
24 Building Leadership Skills	Up With the Cup	Responsible Decision Making
	Body Language	Self-Management Self-Awareness
	The Leader Shop	Self-Management
25 Building Leadership Skills	Love Letters	Self-Management
	GOOOOOOAL	Self-Management
26 Practicing Our Emogers	Superpower Hour	Self-Management
	We're Emoging	Self-Management
	The Pat on the Backs	Social Awareness

27 Working Effectively with Others	Zombie Zoo	Relationship Skills
	The Locals	Social Awareness
28 Review!	Teacher Show	Social Awareness
	Student Show	Relationship Skills
29 Understanding and Communicating Emotions	Circle of Trust	Social Awareness
	In Us We Trust	Social Awareness Self-Awareness
30 Understanding and Communicating Emotions	The Daily News	Social Awareness
	The Trust Bus	Social Awareness Relationship Skills
	Go To Your Corner	Social Awareness
31 Developing a Growth Mindset	Letter from Krypton	Self-Management Self-Awareness
	The Sculpture Garden	Self-Management Self-Awareness
32 Building Leadership Skills	Care Fully	Social Awareness Relationship Skills
	My Compliments	Social Awareness
33 Expanding Our Perspectives	The Culture Club	Relationship SkillsSocial Awar
	Common Ground	Social Awareness
34 Developing a Growth Mindset	The Win Win	Self-Awareness Relationship Skills
	Mistake Erase	Responsible Decision Making

35 Developing a Growth Mindset	A Me Memo	Self-Management Responsible Decision Making
	Live and Learn	Responsible Decision Making
36 Review!	Teacher Show	Self-Management
	Student Show	Responsible Decision Making

Objectives	Creative Practice
Welcome to MTW	
Identify and describe how others are feeling.	Circle Formation & Movement
Define 26 Emotional Vocabulary Words. Describe how we are feeling using emotional vocabulary words.	Movement
Describe what it means to manage our emotions. Identify how we can use emotional management strategies. Describe how we can select an emotional management strategy for specific situations.	Movement
Describe what a safe space looks and feels like. Practice creating a safe and welcoming space for ourselves and each other. Identify the characteristics of a safe situation and the characteristics of an unsafe situation . Describe what we can do if we feel like we're in an unsafe situation.	Circle Formation & Movement
Brainstorm ways we can welcome and talk to new students.	Movement & Partner Work
Identify and explore 8 Emotional Vocabulary Words. Describe how we are using emotional vocabulary words. Describe examples of people, places, and things that make us feel said emotions.	Movement
Identify and explore 8 Emotional Vocabulary Words. Describe how we are using emotional vocabulary words. Describe examples of people, places, and things that make us feel said emotions.	Movement
Identify and explore 10 Emotional Vocabulary Words. Describe how we are using emotional vocabulary words. Describe examples of people, places, and things that make us feel said emotions.	Movement
Describe examples of people, places and things that make us feel said emotions	Partner Work
Recognize how our emotions can be experienced physically. Describe what causes our basic emotions .	Movement
Identify how we can use the emotional management strategy: Tighten and Release.	Movement
Identify how we can use the emotional management strategy: Count to 10.	Movement
Identify how we can use the emotional management strategy: Breathe 5 Times.	Circle Formation
Identify how we can use the emotional management strategy: Walk Away Quietly. Identify when and how to help others.	Movement
Identify how we can use the emotional management strategy: Smile, Give a Hug or a Fist Bump.	Movement & Partner Work
Identify how we can use the emotional management strategy: Drink a Glass of Water.	Movement

Identify how we can use the emotional management strategy: Look for Help.	Group Work
Identify how we can use the emotional management strategy: Active Listening.	Partner Work
Identify how we can use the emotional management strategy: Meet in the Middle.	Movement & Partner Work
Identify how we can use the emotional management strategy: Put yourself in Someone Else's Shoes.	Movement & Multi-Day
Describe how to select an emotional management strategy for specific situations. Describe what it means to manage our emotions. Identify how we can use emotional management strategies. Describe how we can select an emotional management strategy for specific situations. 3 choices (select 3 videos out of a selection of Self-Awareness focused content)	Movement
Develop positive self-talk as a way to manage our emotions.	Group Work and Pen & Paper
Identify and share our personal learning needs. Identify and describe reasons why school is challenging for us.	Pen & Paper
Describe a long term project we can start to benefit our community.	Pen & Paper
Explain why it's important to express our appreciation to others. Express our appreciation to someone important to us.	Pen & Paper
Define bullying and describe what it can feel like to be bullied. Describe ways that we can support each other. Discuss ways that rules & group norms help keep us safe and influence our behavior.	Pen & Paper
Identify and describe different ways we can contribute to our community, both as an individual and as a group.	Group Work, Multi-Day and Pen & Paper
Identify ways we can contribute to our community to make it a safer place.	Group Work, Movement, & Multi-Day
Describe ways we can identify how other people are feeling via body language, active listening, facial expression, etc. Identify and describe how others are feeling.	Movement
Explain how different situations make us feel different ways. Recognize that the same situation makes different people feel different ways.	Movement
Recognize and practice how we can communicate how we are feeling with body language.	Group Work & Movement

Define an interest. Create a list of things that interest us. Create a list of interests we would like to explore.	Pen & Paper & Partner Work
Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective.	Movement
Identify and describe one of our skills to one of our classmates. Explore our skills further by engaging in a conversation about them. Define a skill. Create a list of skills that you already have and a list of skills you would like to develop.	Partner Work and Pen & Paper
Create a list of things that interest us. Create a list of interests you would like to explore.	Circle Formation
Identify appropriate ways to join a group. Practice using appropriate ways to join a group. Recognize how to support and encourage one another to join a group.	Movement & Partner Work
Describe the positive qualities of a friend, family member or trusted adult.	
Explain why it's important to express our appreciation to others. Express our appreciation to someone important to us. Define appreciation.	Partner Work
Define appreciation.	Circle Formation & Movement
Identify and describe community and how it is important to us. Identify and describe how community influences what we do.	Partner Work and Pen & Paper
3 choices (select 3 videos out of a selection of Self-Awareness focused content)	Movement or Partner Work
3 choices (select 3 videos out of a selection of Self-Management focused content)	Circle Formation or Movement
Describe how we prefer to express our emotions. Explain why.	Movement
Practice demonstrating and sharing how we feel. Recognize how others are feeling. Describe how we prefer to express our emotions. Explain why.	Movement
Practice new ways to express our emotions. Practice expressing our emotions through words using poetry. Describe how we prefer to express our emotions.	Pen & Paper
Practice new ways to express our emotions. Practice showing empathy for one another. Identify ways to respond to our peers to show we respect their opinions and perspectives.	Group Work & Movement
Define what empathy is. Describe examples of people showing one another empathy. Explain ways we can show empathy for one another. Explain why empathy is important.	Pen & Paper

Define what a perspective is. Identify two different perspectives we could have on the same situation. Explain why it is important to listen to and value different perspectives. Identify ways to voice our opinions/perspectives in respectful ways.	Group Work
Explain how active listening prepares us to respond respectfully. Identify and practice expressing our emotions. Identify ways we can respond to our peers to show we respect their opinions and perspectives.	Circle Formation & Movement
Identify appropriate strategies and communication skills we can use when working in large and small groups.	Partner Work
Define what an impulse is and provide examples. Describe impulses we have trouble controlling. Explain how practice helps us reach our goals and improve. Describe something we've practiced for in the past and/or identify something we would like to spend our time practicing for. Describe why impulses might get in our way when trying to achieve our goals.	Movement
Define community. Describe the things that you appreciate about the communities you belong to. Explain things that we do on a daily basis to take care of our individual wellbeing. Explain things we do on a daily basis to take of our community.	Movement
Describe what a safe space looks and feels like. Practice creating a safe and welcoming space for ourselves and each other. Identify the characteristics of an unsafe situation. Describe what we can do if we feel like we're in an unsafe situation.	Group Work
Identify challenges that might stop us from reaching a goal. Identify ways we can overcome challenges. Identify and describe our personal strengths. Create a list of things that interest us. Create a list of interests you would like to explore.	Movement
Describe how to select an emotional management strategy for specific situations.	Movement
Define what a goal is and describe how we work to achieve our goals. Identify a personal goal. Describe the action steps/plan/strategies we can use to reach our goals.	Movement
Identify a personal goal we would like to achieve based off our interests or skills. Describe action steps/a plan/strategies we can use to reach our goal. Identify an academic goal we would like to achieve based off our interests or skills. Describe action steps/a plan/strategies we can use to reach our goal.	Pen & Paper
Recognize how situations can impact our feelings.	Movement & Partner Work
Identify and share an emotional management strategy we can use in specific situations. Describe how to select an emotional management strategy for specific situations.	Movement
Describe the positive qualities of one of our friends, family members, or trusted adults. Share the positive qualities we've identified with one of our friends, family members or a trusted adult.	Circle Formation

Define and explain examples of conflict. Describe which conflict resolution strategies we can use in a particular situation. Describe the different possible outcomes from the different strategies.	Movement & Partner Work
Describe a long-term project we can start to benefit our community. Identify and explore some of the commonalities we share with one another. Identify and explore some of the ways we are unique are from one another.	Group Work
3 choices (select 3 videos out of a selection of Social Awareness focused content)	Movement, Partner Work, or Pen & Paper
3 choices (select 3 videos out of a selection of Relationshiip Skills focused content)	Group Work, Movement, Partner Work, or Pen & Paper
Identify and describe how others are feeling.	Circle Formation & Movement
Identify and practice expressing our emotions. Identify and describe how others are feeling. Identify different ways we can respond to the feelings of others. Practice responding to the feelings of others in a variety of ways.	Circle Formation & Movement
Explain how our emotions impact those around us. Describe times when someone else's emotions impacted us.	Group Work & Movement
Identify and practice expressing our emotions. Identify and describe how others are feeling. Explain how our emotions impact those around us. Describe times when someone else's emotions impacted us.	Circle Formation & Movement
Define what empathy is. Describe examples of people showing one another empathy. Explain ways we can show empathy for one another. Explain why empathy is important.	Movement
Define what a challenge is. Identify challenges that might stop us from reaching a goal. Define strength. Identify and describe our personal strengths.	Pen & Paper
Describe resilience. Identify how resilience can help us respond to challenges. Describe growth mindset. Identify how using a growth mindset can help us respond to challenges.	Partner Work & Movement
Explain things that we do on a daily basis to take care of our individual wellbeing. Explain things we do on a daily basis to take of our community.	Movement
Identify ways we can celebrate our personal strengths and the strengths of others.	Partner Work
Explain one tradition we experience. Identify ways that our traditions are similar. Identify ways that our traditions are different.	Pen & Paper
Explain where our families are from and how this makes us unique. Describe one tradition we experience within our personal cultures. Define culture and ethnicity.	Movement
Define accomplishments. Identify and describe our personal accomplishments. Identify ways to celebrate our personal accomplishments and the accomplishments of others.	Circle Formation
Define mistake and failure. Explain why it is important not to be afraid of failure. Identify mistakes that we have made in the past and what we might have learned from them.	Movement and Pen & Paper

Develop positive self-talk as a way to manage our emotions. Define what a challenge is. Identify challenges that might stop us from reaching a goal.	Partner Work
Explain what it means to take responsibility for something. Explain why it's important to take responsibility for our mistakes. Identify our favorite mistake from this school year and explain why.	Pen & Paper
3 choices (select 3 videos out of a selection of Self-Management focused content)	Group Work, Movement, or Pen & Paper
3 choices (select 3 videos out of a selection of Responsible Decision Making focused content)	Circle Formation, Group Work, Movement, or Pen & Paper

Unit	Video Name	SEL Competency
1 Welcome to MTW!	Welcome to MTW	
	The Name Circle	Social Awareness
2 Understanding and Communicating Emotions	Emotional Building Blocks	Self-Awareness
	10 Emogers	Self-Management
3 Developing Positive Connections	Play Date	Responsible Decision Making
	New Kids on the Block	Relationship Skills
	Emotional building Blocks A-H	Self-Awareness
4 Understanding and Communicating Emotions	Emotional Building Blocks I-P	Self-Awareness
	Emotional Building Blocks Q-Z	Self-Awareness
5 Practicing Our Emogers	Re-Emoging 1	Self-Management
	Re-Emoging 2	Self-Management Social Awareness
	Re-Emoging 3	Self-Management
	Re-Emoging 4	Self-Management Relationship Skills
6 Practicing Our Emogers	Re-Emoging 5	Self-Management Responsible Decision Making
	America's Got Emogers	Self-Management
7 Understanding and Communicating Emotions	Emogometer	Self-Awareness
	Emotions3	Self-Awareness

	Glad Libs	Self-Awareness
8 Developing Positive Connections	Lie To Me 1-3	Social Awareness Relationship Skills
9 Expanding Our Perspectives	Drawing Closer 1-3	Social Awareness Relationship Skills
10 Expanding Our Perspectives	The Fill-Ins 1-5	Self-Awareness Social Awareness
11 Understanding and Communicating Emotions	Teacher Show	Self-Awareness
	Doubting Letter	Self-Management
	The Me List	Self-Awareness
	Up With the Cup	Responsible Decision Making
12 Promoting Safety and Kindness	The Locals	Social Awareness
	Bully Be Gone	Social Awareness
	Trophy Case	Social Awareness Relationship Skills
13 Expanding Our Perspectives	Group Ku 1-4	Relationship Skills
14 Working Effectively with Others	Haiku This World 1-4	Responsible Decision Making
15 Understanding and Communicating Emotions	Deep Freeze	Self-Awareness
	Frozen	Social Awareness
	Superpower Hour	Self-Management

16 Exploring Our Strengths, Interests and Skills	The Like List	Self-Awareness Social Awareness
	Stretch It Out	Self-Awareness Social Awareness
	Kudos!	Relationship Skills
17 Developing Positive Connections	The Ask It Basket	Self-Awareness Relationship Skills
	The Friend Ship	Relationship Skills
	Eyeball to Eyeball	Relationship Skills
18 Promoting Safety and Kindness	R-E-S-P-E-C-T	Social Awareness Relationship Skills
	Knitting Nicely	Relationship Skills
	Tag Lining	Relationship Skills
19 Building Leadership Skills	DIY	Responsible Decision Making
	Student Show	Self-Management
20 Understanding and Communicating Emotions	The Danceathon	Self-Awareness
	What's the 5-7-5?	Self-Awareness
	My Ku	Self-Awareness Social Awareness
21 Cultivating Empathy	The Hero Sandwich	Social Awareness Relationship Skills
	Day at the Museum	Relationship Skills
22 Working Effectively With	Hot Potato	Self-Awareness
	Pass the Mime	Relationship Skills

Others	Odds and Ends	Relationship Skills
	X Marks The Spot	Self-Management
23 Developing a Growth Mindset	Sloganeering	Self-Management Social Awareness
	Mistake Erase	Responsible Decision Making
24 Building Leadership Skills	Movement GPS	Social Awareness
	Bowl Me Over	Social Awareness
	Moving to Curious City	Self-Management Self-Awareness
	Love Letters	Self-Management
25 Building Leadership Skills	GOOOOOOAL	Self-Management
26 Exploring Our Strengths, Interests and Skills	Bio Pic 1-5	Self-Awareness Self-Management
	The Pat on the Backs	Social Awareness
27 Working Effectively with Others	Zombie Zoo	Relationship Skills
	Spy Kid	Social Awareness Responsible Decision Making
28 Review!	Teacher Show	Self-Awareness
	Student Show	Self-Management

29 Understanding and Communicating Emotions	Circle of Trust	Social Awareness
	In Us We Trust	Social Awareness Self-Awareness
30 Understanding and Communicating Emotions	The Trust Bus	Social Awareness Relationship Skills
	Go To Your Corner	Social Awareness
31 Developing a Growth Mindset	Letter from Krypton	Self-Management Self-Awareness
	The Sculpture Garden	Self-Management Self-Awareness
	We're Emoging	Self-Management
	The Beatbox	Self-Management
32 Managing Our Impulses	Take Your Impulse	Self-Management
	The Buzz	Self-Management Responsible Decision Making Relationship Skills
33 Expanding Our Perspectives	The Culture Club	Relationship Skills Social Awareness
	Common Ground	Social Awareness
	Live and Learn	Responsible Decision Making
34 Developing a Growth Mindset	My Compliments	Social Awareness
	The Win Win	Self-Awareness Relationship Skills

35 Exploring Our Strengths, Interests and Skills	What's Your Jigsaw? 1-4	Self Awareness
	Teacher Show	Relationship Skills
36 Review!	Student Show	Responsible Decision Making

Objectives	Creative Practice
Welcome to MTW	
Identify and describe how others are feeling.	Circle Formation & Movement
Define 26 Emotional Vocabulary Words. Describe how we are feeling using emotional vocabulary words.	Movement
Identify how we can use an emotional management strategy. Describe how to select an emotional management strategy for specific situations.	Movement
Describe what a safe space looks and feels like. Practice creating a safe and welcoming space for ourselves and each other. Identify the characteristics of an unsafe situation. Describe what we can do if we feel like we're in an unsafe situation.	Circle Formation & Movement
Brainstorm ways we can welcome and talk to new students.	Movement & Partner Work
Identify and explore 8 Emotional Vocabulary Words Describe how we are feeling using emotional vocabulary words. Describe examples of people, places, and things that make us feel said emotions.	Movement
Identify and explore 8 Emotional Vocabulary Words Describe how we are feeling using emotional vocabulary words. Describe examples of people, places, and things that make us feel said emotions.	Movement
Identify and explore 10 Emotional Vocabulary Words Describe how we are using emotional vocabulary words. Describe examples of people, places, and things that make us feel said emotions.	Movement
Identify how we can use the emotional management strategies.	Movement
Identify how we can use the emotional management strategies.	Movement
Identify how we can use the emotional management strategies.	Movement
Identify how we can use the emotional management strategies.	Movement & Partner Work
Identify how we can use the emotional management strategies.	Movement
Describe how to select an emotional management strategy for specific situations.	
Identify, recognize and name our personal complex emotions. Practice selecting an emotional management strategy. Describe how to select an emotional management strategy for specific situations.	
Identify, recognize and name our personal complex emotions. Recognize when we are feeling more than one emotion at a time.	Pen & Paper & Partner Work

Describe examples of people, places and things that make us feel said emotions.	Partner Work
Identify appropriate strategies and communication skills we can use when working in large and small groups.	Group Work & Multi-Day
Identify ways we can respond to our peers to show we respect their opinions and perspectives.	Group Work, Multi-Day, and Pen & Paper
Describe situations that make us feel the way we want to feel. Identify two different perspectives we could have on the same situation. Explain why it is important to listen to and value different perspectives. Identify ways to voice our opinion/perspective in respectful ways.	Multi-Day, Partner Work, Pen & Paper
3 choices (select 3 videos out of a selection of Self-Awareness focused content)	Movement or Pen & Paper
Develop positive self-talk as a way to manage our emotions.	Group Work and Pen & Paper
Identify and share our personal learning needs. Identify and describe reasons why school is challenging for us.	Pen & Paper
Describe what a safe space looks and feels like. Practice creating a safe and welcoming space for ourselves and each other. Identify the characteristics of an unsafe situation. Describe what we can do if we feel like we're in an unsafe situation.	Group Work
Describe a long-term project we can start to benefit our community.	Group Work
Define bullying and describe what it can feel like to be bullied. Describe ways that we can support each other. Discuss ways that rules & group norms help keep us safe and influence our behavior.	Pen & Paper
Identify ways you can contribute to your community to make it a safer place.	Circle Formation
Identify and describe different ways we can contribute to our community, both as an individual and as a group. Develop a plan to help improve behavior in your group or class.	Group Work, Multi-Day, and Pen & Paper
Identify and describe different ways we can contribute to our community, both as an individual and as a group.	Group Work, Multi-Day, and Pen & Paper
Recognize how our emotions can be experienced physically. Describe how we prefer to express our emotions. Explain why. Describe what causes our basic emotions.	Movement
Describe ways we can identify how other people are feeling via body language, active listening, facial expression, etc. Identify and describe how others are feeling.	Movement
Identify and practice expressing our emotions. Describe how to select an emotional management strategy for specific situations.	Movement & Partner Work

Define an interest. Create a list of things that interest us. Create a list of interests we would like to explore. Define a skill. Create a list of skills that we already have and a list of skills we would like to develop.	Pen & Paper & Partner Work
Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective.	Movement
Demonstrate appropriate ways to show our appreciation to others. Explain behaviors or actions that help you keep friends. Identify ways we can build positive relationships with our peers.	
Create a list of things that interest us. Create a list of interests you would like to explore.	Partner Work
Identify appropriate ways we can join a group. Practice using appropriate strategies we can use to join a group. Recognize how to support and encourage one another to join a group.	Movement & Partner Work
Explain behaviors or actions that help you keep friends. Identify ways to build positive relationships with your peers.	Circle Formation, Movement, and Partner Work
Explain why it's important to express appreciation to others. Express appreciation to someone important to you. Identify ways we can build positive relationships with our peers. Define appreciation.	Partner Work
Define appreciation.	Circle Formation & Movement
Demonstrate the ability to actively listen to others.	Group Work, Movement, and Pen & Paper
Identify appropriate strategies and communication skills we can use when working in large and small groups.	Group Work, Movement, and Pen & Paper
3 choices (select 3 videos out of a selection of Self-Management focused content)	Group Work and Pen & Paper
Describe how we prefer to express our emotions. Explain why.	Movement
Practice new ways to express our emotions. Practice expressing our emotions through words using poetry. Identify different ways people can express their emotions.	Pen & Paper
Practice new ways to express your emotion. Practice showing empathy for one another. Identify ways to respond to our peers to show we respect their opinions and perspectives.	Group Work & Movement
Define what empathy is. Describe examples of people showing one another empathy. Explain ways we can show empathy for one another. Explain why empathy is important.	Pen & Paper
Define what a perspective is. Identify two different perspectives we could have on the same situation. Explain why it is important to listen to and value different perspectives. Identify ways to respond to and voice our opinions/perspectives in respectful ways.	Group Work
Explain how active listening prepares us to respond respectfully. Identify and practice expressing our emotions.	Circle Formation & Movement
Identify ways we can respond to our peers to show we respect their opinions and perspectives.	Movement

Practice working together as a team. Reflect on the strategies that helped us accomplish our shared goal.	Movement & Partner Work
Describe growth mindset. Identify how using a growth mindset can help us respond to challenges	Pen & Paper
Identify how practicing positive self-talk can help us respond to challenges. Describe growth mindset. Identify how using a growth mindset can help us respond to challenges.	Group Work & Movement
Identify our favorite mistake from this school year and explain why. Describe one tradition we experience within our personal cultures.	Movement and Pen & Paper
Define community. Describe the things that we appreciate about the communities we belong to. Identify ways you can contribute to your community to make it a safer place.	Movement
Explain how our emotions impact those around us Describe times when someone else's emotions impacted us	Pen & Paper & Partner Work
Identify personal skills and interests that we would like to develop.	Group Work and Pen & Paper
Define what a goal is and describe how we work to achieve our goals. Identify a personal goal. Describe the action steps/plan/strategies we can use to reach our goals.	Movement
Identify a personal goal we would like to achieve based off our interests or skills. Describe action steps/a plan/strategies we can use to reach our goal. Identify an academic goal we would like to achieve based off our interests or skills. Describe action steps/a plan/strategies we can use to reach our goal.	Pen & Paper
Identify and express one's hopes, dreams, goals, challenges, strengths, and supports. Define accomplishments. Identify and describe our personal accomplishments. Identify ways to celebrate our personal accomplishments and the accomplishments of others. Define strength. Identify and describe our personal strengths.	Multi-Day, Partner Work, and Pen & Paper
Describe the positive qualities of one of our friends, family members, or trusted adults. Share the positive qualities we've identified with one of our friends, family members or a trusted adult.	Circle Formation
Describe which conflict resolution strategies we can use in a particular situation. Describe the different possible outcomes from the different strategies.	Movement & Partner Work
Define what it means to be dishonest. Identify ways that dishonest behavior can impact us and the people around us.	Circle Formation
3 choices (select 3 videos out of a selection of Self-Awareness focused content)	Movement or Partner Work
3 choices (select 3 videos out of a selection of Self-Management focused content)	Movement

Identify and describe how others are feeling. Identify different ways we can respond to the feelings of others. Practice responding to the feelings of others in a variety of ways.	Circle Formation & Movement
Identify and practice expressing our emotions. Identify and describe how others are feeling. Identify different ways we can respond to the feelings of others. Practice responding to the feelings of others in a variety of ways.	Circle Formation & Movement
Identify and practice expressing our emotions. Identify and describe how others are feeling. Identify appropriate strategies and communication skills we can use when working in large and small groups .	Circle Formation & Movement
Define what empathy is. Describe examples of people showing one another empathy. Explain ways we can show empathy for one another. Explain why empathy is important.	Movement
Define what a challenge is. Identify challenges that might stop us from reaching a goal.	Partner Work and Pen & Paper
Describe resilience. Identify how resilience can help us respond to challenges. Define strength. Identify and describe personal strengths.	Movement & Partner Work
Identify and share an emotional management strategy for specific situations.	Movement
Describe why impulses might get in our way when trying to achieve our goals.	Movement
Describe why impulses might get in our way when trying to achieve our goals.	
Demonstrate the ability to actively listen to others. Explain how active listening prepares us to respond respectfully.	
Explain one tradition we experience. Identify ways that our traditions are similar. Identify ways that our traditions are different.	Pen & Paper & Partner Work
Explain where our families are from and how this makes us unique. Describe one tradition we experience within our personal cultures. Identify and explore some of the commonalities we share with one another. Identify and explore some of the ways we are unique from one another. Define culture and ethnicity.	Movement
Explain what it means to take responsibility for something. Explain why it's important to take responsibility for our mistakes.	Pen & Paper
Identify ways to celebrate our personal strengths and the strengths of others. Define strength. Identify and describe personal strengths.	Partner Work
Define accomplishments. Identify and describe our personal accomplishments. Identify ways we can celebrate personal accomplishments and the accomplishments of others.	Circle Formation

Define, identify, and share your passions with others. Describe an interest. Create a list of things that interest us. Create a list of interests we would like to explore.Define a skill. Create a list of skills that we already have and a list of skills we would like to develop.	Multi-Day, Pen & Paper & Partner Work
3 choices (select 3 videos out of a selection of Relationshiip Skills focused content)	Circle Formation, Movement, Partner Work, or Pen & Paper
3 choices (select 3 videos out of a selection of Responsible Decision Making focused content)	Circle Formation, Group Work, Movement, or Pen & Paper

Unit	Activity Name	SEL Competency	Objectives	Creative Practice
1 Welcome to MTW	Welcome to MTW		Welcome to MTW	
	Practice Your Path	Social Awareness Self-Awareness	How can we build this community?	
	10 Emogers	Self-Management	Review emotional management strategies. Practice selecting an emotional management strategy. Describe how to select an emotional management strategy for specific situations.	
2 Building Community	The Me List	Self-Awareness	Identify and share personal learning needs. Discuss how family members, friends, teachers, or other trusted adults can support us in positive ways.	Pen & Paper
	It's a Stretch	Self-Awareness Social Awareness	Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective.	Movement
	The Third Degree	Social Awareness Relationship Skills	Create a sense of psychological classroom safety by building an awareness of our classmates' strengths, challenges, goals, and preferences. Share the positive qualities we've identified in our friends, family members, or trusted adults with each other.	
3 Understanding and Communicating Emotions	The Pendulum	Self-Management Self-Awareness	Analyze positive and negative consequences of expressing our emotions in different settings.	Partner Work & Pen & Paper
	Emotions3	Self-Awareness	Identify, recognize and name our personal complex emotions. Recognize when we are feeling more than one emotion at a time. Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers.	Pen & Paper & Partner Work
	Re-Emoging	Self-Management	Discuss emotion management strategies we have used in the past and that we can use when new challenges arise.	
4 Developing Positive Connections	Practice Your Path	Self-Awareness Relationship Sk	How would you rate yourself at active listening? What is one time you can practice active listening today?	
	Clap Town	Self-Management Relationship Skills Responsible Decision Making	Demonstrate the ability to actively listen to others. Explain how active listening prepares us to respond respectfully.	Circle Formation, Partne Work & Movement
5 Exploring Our Strengths, Interests and Skills	Practice Your Path	Self-Awareness	What is something that makes you happy? How do you express your happiness?	
	Mini-class	Self-Awareness	Demonstrate basic self advocacy academically and socially.	Partner Work
6 Developing Positive Connections	Match Maker	Social Awareness Relationship Skills	Identify the common experiences we possess between each other. Identify the diversity of experiences we possess between each other. Consider ways we can take care of ourselves and others. Explain how to support and encourage one another to join a group.	Movement
	Quest For Questions	Social Awareness Relationship Skills	Appreciate the questions and perspectives of others. Brainstorm ways we can welcome and talk to new students.	Movement and Pen & Paper
	The Move This	Relationship Skills	Demonstrate the ability to actively listen to others. Demonstrate an understanding of the value of having a diversity of perspectives across our school, community and in both face to face and online settings.	Circle Formation
7 Understanding and Communicating Emotions	Emogometer	Self-Awareness	Identify, recognize and name our personal complex emotions. Practice selecting an emotional management strategy. Describe how to select an emotional management strategy for specific situations.	
	The Shake Off	Self-Awareness Self-Management	Identify and recognize a range of personal emotions. Practice an emotional management strategy to shake off unwanted feelings.	Movement
	Emoger #11: Take Action	Self-Awareness	Demonstrate ability to advocate for our needs in both academic and social settings.	Group Work & Movement
8 Building Community	Practice Your Path	Self-AwarenessSocial Awarenes	Complete the sentence: "If you really knew me..."	
	Cornering	Social Awareness Relationship Skills	Identify and describe reasons why school is challenging for us. Demonstrate empathy through an understanding of others' feelings and acknowledgment of their perspective. Describe how we prefer to express our emotions. Explain why.	Movement
9 Exploring Our Strengths, Interests and Skills	What's Your Jigsaw? 1-4	Self-Awareness Social Awareness	Define, identify, and share your personal skill clusters. Celebrate an interest, create a list of things that interest us. Create a list of interests we would like to explore. Define a skill. Create a list of skills that we already have and list of skills we would like to develop.	Multi-Day and Pen & Paper
	Teacher Show	Self-Management	3 choices (select 3 videos out of a selection of Self-Management focused content)	Circle Formation & Movement
10 Working Towards Goals	Goalie	Self-Management Responsible Decision Making	Explain how practice helps us reach our goals and improve.	Pen & Paper
	Up The Stairs	Self-Management Responsible Decision Making	Recognize the value of short-term and long-term goals for success in school and our personal lives.	Group Work & Movement
	Odds and Ends	Relationship Skills	Practice working together as a team. Reflect on the strategies that helped us accomplish our shared goal.	Movement & Partner Work
11 Understanding and Communicating Emotions	The Situation 1-3	Self-Management	Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers	Multi-Day & Partner Work
	On Location	Self-Management	Demonstrate an understanding that emotions may vary based on the situation, including people and places.	Partner Work
12 Managing Our Impulses	Take Your Impulse	Self-Management	Describe why impulses might get in our way when trying to achieve our goals.	
	Chaplaining 1-2	Relationship Skills	Recognize the value of considering the diversity of perspectives when making decisions or problem-solving. Demonstrate the ability to actively listen to others.	Group Work & Multi-Day
	The Zip Drive	Self-Management	Practice controlling our impulses.	Circle Formation
13 Building Community	Dis-emrcape	Responsible Decision Making Relationship Skills	Define community. Describe the things that you appreciate about the communities you belong to. Explain things that we do on a daily basis to take care of our individual well being. Explain things we do on a daily basis to take of our community.	Group Work and Pen & Paper
	At Your Service	Self-Management Responsible Decision Making	Define civic engagement. Consider ways we can support and be of service to others. Define what a challenge is. Identify challenges that might stop us from reaching a goal.	Partner Work
	Bully Be Gone	Social Awareness	Identify unwanted teasing or bullying behaviors. Identify strategies we can use to stand up to bullying. Define bullying and describe what it can feel like to be bullied. Identify differences between a positive relationship and a negative relationship. Describe what we can do if we find ourselves in a negative relationship.	Pen & Paper
14 Expanding Our Perspectives	Welcomly	Relationship Skills Self-Awareness	Explain how to support and encourage one another to join a group.	Group Work & Movement
	Changelings	Self-Awareness Social Awareness	Recognize the value of having a diversity of perspectives across our school, community and in both face to face and online settings. Demonstrate respect when our perspectives and opinions may differ.	Movement & Partner Work
	Kid's Court	Relationship Skills	Use verbal and nonverbal strategies to resolve group conflict. Identify and use a variety of strategies to solve conflict.	Partner Work
15 Expanding Our Perspectives	The Fill-ins 1-5	Self-Awareness Social Awareness	Demonstrate an understanding of how emotions may vary based on the situation, including people and places and events.	Multi-Day, Partner Work, and Pen & Paper
16 Promoting Safety and Kindness	Practice Your Path	Relationship Skills	How do you support your friends?	
	Cup Runneth Over	Relationship Skills	Explain behaviors or actions that help you keep friends. Identify ways to build positive relationships with your peers.	
17 Building Community	Practice Your Path	Social Awareness	Who do you most look up to? Why?	
	The Hero Sandwich	Social Awareness Relationship Skills	Define what empathy is. Describe examples of people showing one another empathy. Explain ways we can show empathy for one another. Explain why empathy is important.	Pen & Paper
18 Building Leadership Skills	SIY	Responsible Decision Making	Identify appropriate strategies and communication skills we can use when working in large and small groups.	Group Work, Movement, and Pen & Paper
	Student Show	Self-Awareness	3 choices (select 3 videos out of a selection of Self-Awareness focused content)	Partner Work or Pen & Paper
19 Working Effectively with Others	Our Bi-tention 1-3	Relationship Skills	Describe which conflict resolution strategies we can use in a particular situation Describe the different possible outcomes from the different strategies.	Multi-Day & Partner Work
20 Developing a Growth Mindset	Practice Your Path	Self-AwarenessSelf-Managemen	What is something kind that you can do for yourself each day?	
	Put a Stamp on It	Self-Management Responsible Decision Making	Define what a challenge is. Identify challenges that might stop us from reaching a goal.	Group Work, Movement, and Pen & Paper
21 Building Leadership Skills	The Pat on the Backs	Social Awareness	Share the positive qualities you've identified with your friend, family member or trusted adult.	Circle Formation
	Sloganeering	Self-Management Social Awareness	Identify how practicing positive self-talk can help us respond to challenges. Describe growth mindset. Identify how using a growth mindset can help us respond to challenges.	Group Work & Movement
	Jinx!	Responsible Decision Making Relationship Skills	Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on our strengths.	Group Work & Circle Formation
22 Building Leadership Skills	Spy Kid	Social Awareness Responsible Decision Making	Define what it means to be dishonest. Identify ways that dishonest behavior impacts ourselves and the people around us.	Circle Formation
	Knot Me	Responsible Decision Making	Explain what it means to take responsibility for something. Explain why it's important to take responsibility for our mistakes.	Group Work & Movement
	Tap Out	Social Awareness Responsible Decision Making	Describe specific situations where we can use emotional management strategies. Describe how we can select an emotional management strategy for specific situations.	Movement & Partner Work
23 Cultivating Empathy	Your Number's Up	Social Awareness	Define stereotype and identify a few common stereotypes about ourselves and our classmates. Discuss ways that stereotypes can have a negative effect on others.	Pen & Paper
	Map Making	Social Awareness	Explain where our families are from and how this makes us unique. Describe one tradition we experience within our personal cultures. Discuss how factors like our backgrounds and traditions can influence decision making. Define culture and ethnicity.	Group Work and Pen & Paper
	Unity in the Community	Social Awareness Responsible Decision Making	Identify ways we can contribute to our community to make it a safer place.	Pen & Paper
24 Exploring Our Strengths, Interests and Skills	Welcome to Hope Town	Responsible Decision Making	Describe a long term project we can start to benefit our community.	Group Work and Pen & Paper
	Da Post	Self-Awareness Self-Management	Reflect on what we appreciate. Practice expressing our appreciation. Explain why it's important to express our appreciation to others. Define appreciation.	Partner Work
	Moving to Curious City	Self-Management Self-Awareness	Identify personal skills and interests that we would like to develop.	Pen & Paper & Group Work
25 Exploring Our Strengths, Interests and Skills	Practice Your Path	Self-Awareness	What is the best compliment you've ever received? How did it make you feel? Why?	
	Breaking the Mold	Self-Awareness Responsible Decision Making	Recognize how an understanding of our personal interests, characteristics and strengths can help us accomplish personal goals.	Partner Work, Pen & Paper
26 Understanding and Communicating Emotions	The Ango Tango	Self-Awareness Self-Management Relationship Skills	Communicate our emotions safely and authentically using a variety of modalities. Describe how we can support each other as peers.	Group Work & Movement
	Body Lingo 1-3	Relationship Skills Self-Awareness	Identify the physiological sensations associated with different emotions. Demonstrate the ability to actively listen to others.	Group Work, Movement, and Multi-Day
27 Practicing Our Emogers	Froze Zen 1-3	Self-Management Relationship Skills	Identify a conflict and describe how we managed our emotions and resolved the conflict. Describe which conflict resolution strategies we can use in a particular situation. Describe the different possible outcomes from the different strategies.	Movement, Multi-Day, & Partner Work
	Teacher Show	Relationship Skills	3 choices (select 3 videos out of a selection of Relationship Skills focused content)	Group Work or Movement
28 Understanding and Communicating Emotions	Haiku Bye Ku	Self-Awareness Social Awareness	Explore different ways we can express emotions. Practice expressing our emotions through words using poetry. Describe how you prefer to express your emotions. Explain why.	Pen & Paper
	Haiku-Cicle	Social Awareness Relationship Skills	Demonstrate empathy through an understanding of others' feelings and acknowledgment of their perspective. Describe how we prefer to express our emotions. Explain why.	Group Work & Movement
29 Building Leadership Skills	Practice Your Path	Responsible Decision Making	How can you help accomplish your goals if you get stuck?	
	The Way to Go's	Relationship Skills	Identify ways we can respond to our peers to show we respect their opinions and perspectives.	Pen & Paper
30 Practicing Our Emogers	We're Emoging 1-5	Self Management	Identify, recognize, and name personal complex emotions. Practice selecting an emotional management strategy. Describe how to select an emotional management strategy for specific situations.	Movement & Multi-Day
31 Working Effectively with Others	The Rumble 1-2	Social Awareness Relationship Skills	Identify verbal and nonverbal strategies we can use to resolve conflict.	Group Work, Multi-Day & Movement
	The Zip Drive (20mga)	Social Awareness Relationship Skills	Demonstrate the ability to actively listen to others. Demonstrate an understanding of the value of having a diversity of perspectives.	Circle Formation
32 Building Leadership Skills	The Scoreboard	Self-Management	Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on strengths. Describe something we've practiced for in the past and/or identify something we would like to spend time practicing for.	Pen & Paper
	You and Me Memo	Self-Awareness Responsible Decision Making	Recognize and implement strategies to help us learn from challenges and setbacks.	Pen & Paper, Partner Work
	The Rank and File	Responsible Decision Making	Identify a personal goal we would like to achieve based off our interests or skills. Describe action steps/a plan/strategies we can use to reach our goal. Explain how practice helps us reach our goals and improve.	Movement and Pen & Paper
33 Understanding and Communicating Emotions	The Showbot	Social Awareness	Demonstrate our understanding of verbal and nonverbal cues presented by others. Recognize when the verbal and nonverbal cues correspond to the feelings expressed by others.	Group Work & Movement
	Freeze Frame	Self-Awareness Social Awareness	Demonstrate an understanding of verbal and nonverbal cues presented by others. Recognize when the verbal and nonverbal cues correspond to the feelings expressed by others.	Group Work & Movement
	Circle of Trust	Self-Awareness Social Awareness	Identify, recognize, and name our personal complex emotions. Identify different ways we can respond to the feelings of others. Practice responding to the feelings of others in a variety of ways.	Circle Formation & Movement
34 Building Community	Haikoul 1-5	Social Awareness	Recognize our social and emotional needs and the social and emotional needs of others around us. Identify the behaviors and solutions to help us in meeting those needs. Develop a plan to help improve behavior in your group or class.	Group Work, Multi-Day, and Pen & Paper
	Just Gestures 1-3	Responsible Decision Making	Recognize our social and emotional needs and the social and emotional needs of others around us. Identify the behaviors, goals, and solutions to help us in meeting those needs. Explain behaviors or actions that help you keep friends. Identify ways to build positive relationships with your peers.	Circle Formation, Movement, and Multi-Day
35 Exploring Our Strengths, Interests and Skills	Bio Pic 1-5	Self-Awareness Responsible Decision Making	Identify and express our hopes, dreams, goals, challenges, strengths, and supports. Define strength. Identify and describe our personal strengths. Identify ways we celebrate personal strengths and the strengths of others. Define accomplishments. Identify and describe personal accomplishments. Identify ways to celebrate personal accomplishments and the accomplishments of others.	Multi-Day, Partner Work, and Pen & Paper
	Student Show	Social Awareness	3 choices (select 3 videos out of a selection of Social Awareness focused content)	Movement, or Pen & Paper
36Review!	Teacher Show	Responsible Decision Making	3 choices (select 3 videos out of a selection of Responsible Decision Making focused content)	Group Work, Partner Work, or Pen & Paper

Unit	Video Name	Comptency
1 Welcome to MTW!	Welcome to MTW	
	Practice Your Path	Social Awareness Self-Awarene
	10 Emogers	Self-Management
2 Developing Positive Connections	Hanging Out in the Corner 1-3	Social Awareness
3 Understanding and Communicating Emotions	The Me List	Social Awareness
	It's a Stretch	Self-Awareness Social Awareness
	Emotions3	Self-Awareness
	Practice Your Path	Self-Awareness Relationship Sl
4 Practicing Our Emogers	Re-Emoging	Self-Management
	Clap Town	Self-Management Relationship Skills Responsible Decision Making
5 Building Community	Match Maker	Social Awareness Relationship Skills
	Practice Your Path	Social Awareness Relationship
	Quest For Questions	Social Awareness Relationship Skills
6 Developing Positive Connections	Practice Your Path	Self-Awareness
	The T Team	Self-Awareness Social Awareness
	Move The Movement	Social Awareness
7 Understanding and Communicating	Practice Your Path	Self-Awareness
	The Pendulum	Self-Management Self-Awareness

Emotions	Emoger #11: Take Action	Self-Management
8 Discovering Our Strengths, Interests, and Passions	Practice Your Path	Self-Awareness Social Awareness
	Self Portraits	Self-Awareness
	Miniclass	Self-Awareness
9 Discovering Our Strengths, Interests, and Passions	What's Your Jigsaw? 1-4	Self-Awareness Social Awareness
10 Understanding and Communicating Emotions	Taking Out the Garbage	Responsible Decision Making
	On Location	Self-Management
	The Shake Off	Self-Awareness Self-Management
	Practice Your Path	Self-Management
11 Working Towards Goals	The Scoreboard	Self-Management
	Goalie	Self-Management Responsible Decision-Making
12 Building Community	Haikuul 1-5	Social Awareness
13 Strengthening Empathy	The Assume Room 1-3	Social Awareness
14 Expanding Our Perspectives	Checking I.D. 1-3	Social Awareness Relationship Skills
	Practice Your Path	Responsible Decision Making
15 Building Community	Unity in the Community	Social Awareness Responsible Decision Making
	At Your Service	Self-Management Responsible Decision Making
	Practice Your Path	Relationship Skills
16 Developing Positive Connections	Support Report	Self-Management
	Da Posit	Self-Awareness Self-Management
	Practice Your Path	Social Awareness

17 Strengthening Empathy	The Hero Sandwhich	Social Awareness Relationship Skills
	Putting Us in a Corner	Social Awareness Relationship Skills
Mid-Year Student Check in	The Check In	Self-Awareness
18 Building Leadership Skills	DIY	Responsible Decision Making
	Student Show	Self-Management
19 Navigating Conflict & Group Dynamics	Our Bitration 1-3	Relationship Skills
	Practice Your Path	Self-Awareness Self-Management
20 Expanding Our Perspectives	Unfamiliar Territory	Responsible Decision Making
	Sloganeering	Self-Management Social Awareness
	Practice Your Path	Responsible Decision Making Self-Awareness
21 Working Towards Goals	Tap Out	Social Awareness Responsible Decision Making
	The Rank and File	Responsible Decision Making
22 Expanding Our Perspectives	Checking I.D. 4-6	Social Awareness Relationship Skills
	The Live Feed	Responsible Decision Making Relationship Skills
23 Strengthening Empathy	Your Number's Up	Social Awareness
	The Third Degree	Social Awareness Relationship Skills
24 Discovering Our	Practice Your Path	Responsible Decision Making Self-Awareness

Discovering Our Strengths, Interests and Passions	Moving to Curious City	Self-Management Self-Awareness
	Jinx!	Responsible Decision Making Relationship Skills
	Welcomly	Relationship Skills Self-Awareness
25 Navigating Conflict & Group Dynamics	Changelings	Self-Awareness Social Awareness
	Kid's Court	Relationship Skills
26 Understanding and Communicating Emotions	The Ango Tango	Self-Awareness Self-Management Relationship Skills
	Body Lingo 1-3	Relationship Skills
	Practice Your Path	Responsible Decision Making
27 Cultivating Resilience	The Way to Go's	Relationship Skills
	Take Your Impulse	Self-Management
28 Practicing Our Emogers	We're Emoging 1-5	Self-Management
	Practice Your Path	Self-Awareness
29 Navigating Conflict & Group Dynamics	Froze Zen 1-3	Self-Management Relationship Skills
30 Understanding and Communicating Emotions	Practice Your Path	Self-Awareness Self-Management
	The Showbot	Social Awareness
	Circle of Trust	Self-Awareness Social Awareness
31 Expanding Our Perspectives	Checking I.D. 7-9	Social Awareness Relationship Skills
	Practice Your Path	Self-Awareness
32 Building Leadership Skills	You and Me Memo	Self-Awareness Responsible Decision Making
	Knot Me	Responsible Decision Making
	Practice Your Path	Self-Awareness Self-Management

33 Building Leadership Skills	The Zip Drive	Self-Management
	The Zip Drive (20mgs)	Social Awareness Relationship Skills
34 Practicing Our Emogers	The Rumble 1-2	Social Awareness Relationship Skills
35 Discovering Our Strengths, Interests, and Passions	Bio Pic 1-5	Self-Awareness Responsible Decision Making
36 Review!	Teacher Show	Responsible Decision Making
	Student Show	Self-Awareness

Objectives

How can we build this community?

Demonstrate an understanding of the relationship between our thoughts, emotions, and behaviors. Apply emotional management strategies to manage our responses to emotions and behaviors. Describe how to select an emotional management strategy for specific situations.

Demonstrate respect for differences and similarities between social and cultural groups.

Identify and share our personal learning needs. Discuss how family members, friends, teachers, or other trusted adults can support us in positive ways.

Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspectives.

Identify, recognize and name our personal complex emotions. Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers.

How would you rate yourself at active listening? What is one time you can practice active listening today?

Demonstrate an understanding of the relationship between our thoughts, emotions, and behaviors. Apply emotional management strategies to manage our responses to emotions and behaviors. Describe how to select an emotional management strategy for specific situations.

Practice active listening. Acknowledge the diversity of perspectives that may be present when analyzing a situation. Recognize the value of taking the diversity of perspectives into account when making decisions or problem-solving.

Identify the common experiences we possess between each other. Identify the diversity of experiences we possess between each other. Consider ways we can take care of ourselves and others.

How can we show respect for similarities and differences among us?

Appreciate the questions and perspectives of others. Brainstorm ways we can welcome and talk to new students.

What is something that makes you happy? How do you express your happiness?

Demonstrate an understanding of how emotions may vary based on the situation, including people and places and events.

Recognize and describe the value of considering the needs of our larger community to foster civic-mindedness. Identify opportunities and ways to contribute to our school and the larger community.

What are good questions we can ask to help us understand our feelings better?

Analyze positive and negative consequences of expressing our emotions in different settings.

Demonstrate ability to advocate for our needs in both academic and social settings.

Complete the sentence: “If you really knew me...”

Recognize how an understanding of our personal interests, characteristics and strengths can help us accomplish personal goals.
Demonstrate basic self advocacy academically and socially.

Define, identify, and share our passions with others. Recognize how an understanding of our personal interests, characteristics and strengths can help us accomplish personal goals.

Apply honesty, respect and compassion to our decision making processes.

Recognize that social cues are based on the expectations of our environment, and can change based upon context.

Identify and recognize a range of personal emotions. Practice an emotional management strategy to shake off unwanted feelings.

When you are feeling discouraged, what inspires you? Who do you turn to for support and inspiration?

Demonstrate understanding of how to monitor progress towards a goal by developing checkpoints, and adjusting plan of action as needed.

Explain how practice helps us reach our goals and improve.

Recognize our social and emotional needs and the social and emotional needs of others around us. Identify the behaviors and solutions to help us in meeting those needs. Recognize an area of need in our community or school and identify solutions to meet that need. Engage in an activity to improve school, home, or community.

Demonstrate respect for differences and similarities between social and cultural groups.

Demonstrate an understanding of the value of having a diversity of perspectives.

What is one thing you can do to change your school's culture in a positive way?

Identify opportunities and ways we can contribute to our school and larger community.

Define civic engagement. Recognize ways we can be of service to others.
Recognize how our personal needs may be different from the needs of a group. Identify strategies we can use to balance the needs of ourselves and groups.

How do you support your friends?

Identify school, family and community resources that may assist us in achieving a goal.

Reflect on what we appreciate. Practice expressing our appreciation.

Who do you most look up to? Why?

Define what empathy is. Describe examples of people showing one another empathy. Explain ways we can show empathy for one another. Explain why empathy is important.

Demonstrate inclusiveness in relationship building. Demonstrate empathy through an understanding of others' feelings and acknowledgment of their perspective. Describe how we prefer to express our emotions. Explain why.

Video helping students reflect on their independent work thus far, consider who it impacts, and stay motivated.

Identify a new self-management strategy. Acknowledge the diversity of perspectives that may be present when analyzing a situation. Recognize the value of taking the diversity of perspectives into account when making decisions or problem-solving.

3 choices (select 3 videos out of a selection of Self-Management focused content)

Describe which conflict resolution strategies we can use in a particular situation.
Describe the different possible outcomes from the different strategies.

What does the phrase "Comfort zone" mean to you? What do you learn when you move beyond it?

Recognize that new opportunities or unfamiliar situations may require productive struggle.

Identify how practicing positive self-talk can help us respond to challenges.
Describe growth mindset. Identify how using a growth mindset can help us respond to challenges.

What strategies do you use to get better at something?

Describe specific situations where we can use emotional management strategies. Identify the type of information needed to support and solve academic and social challenges.

Develop strategies to help us recognize some of the challenges that impact our ability to make positive decisions. Demonstrate use of strategies to minimize the influence of factors that impact our ability to make positive decisions.

Demonstrate an understanding of the value of having a diversity of perspectives.

Demonstrate understanding of the value of positive and responsible behavior on social and digital media. Recognize the impact of personal behavior on social and digital media on interpersonal relationships. Demonstrate respect for others and human dignity virtually and in person.

Demonstrate knowledge of how stereotypes may be unconscious.
Identify the impacts of positive and negative stereotypes of a group and how these may lead to discrimination and prejudice.

Recognize the value of having a diversity of perspectives across our school, community and in both face to face and online settings. Demonstrate respect when our perspectives and opinions may differ.

If you could learn something new, what would you choose?

Set a short-term academic or personal goal with action steps to help us succeed.

Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on our strengths.

Explain how to support and encourage one another to join a group.

Demonstrate an understanding of the value of having a diversity of perspectives. Demonstrate respect when our perspectives and opinions may differ.

Recognize how acknowledging the diversity of perspectives and opinions can help us prevent conflict. Demonstrate appropriate verbal and non-verbal communication skills we can use to help resolve conflict.

Identify effective strategies we can use to manage emotions, thoughts, and behaviors. Practice using self-management strategies to help reframe our thoughts and behaviors.

Identify the physiological sensations associated with different emotions. Demonstrate the ability to actively listen to others.

How can you help accomplish your goals if you get stuck?

Practice providing constructive feedback to peers to strengthen verbal and non-verbal communication skills and build personal connections.

Identify effective strategies for managing our emotions, thoughts, and behaviors. Practice using self-management strategies to help reframe our thoughts and behaviors.

Identify, recognize, and name personal complex emotions. Practice selecting an emotional management strategy. Practice using Self-Management strategies to help reframe thoughts and behaviors.

How do your feelings during a conflict affect how you respond?

Identify a conflict and describe how we managed our emotions and resolved the conflict. Describe which conflict resolution strategies we can use in a particular situation. Describe the different possible outcomes from the different strategies.

What is something kind that you can do for yourself each day?

Demonstrate an understanding of verbal and nonverbal cues presented by others, and when these correspond to the feelings expressed by others.

Demonstrate an understanding of how emotions may vary based on the situation, including people and places and events.

Demonstrate an understanding of the value of having a diversity of perspectives.

What is the best compliment you've ever received? How did it make you feel? Why?

Recognize and implement strategies to help us learn from challenges and setbacks.

Explain what it means to take responsibility for something. Explain why it's important to take responsibility for our mistakes.

Think back to the beginning of the year. How have you grown since then?

Practice controlling impulses. Demonstrate the ability to actively listen to others. Demonstrate an understanding of the value of having a diversity of perspectives.

Practice controlling our impulses. Demonstrate the ability to actively listen to others. Demonstrate an understanding of the value of having a diversity of perspectives.

Identify verbal and nonverbal strategies we can use to resolve conflict.

Identify and express our hopes, dreams, goals, challenges, strengths and supports. Identify the value of participating in new opportunities to expand our knowledge, perspectives, and experiences.

3 choices (select 3 videos out of a selection of Responsible Decision Making focused content)

3 choices (select 3 videos out of a selection of Self-Awareness focused content)

Creative Practice

Movement

Pen & Paper

Movement

Pen & Paper

Circle Formation, Movement & Partner Work

Movement

Movement and Pen & Paper

Group Work & Movement

Group Work and Pen & Paper

Partner Work & Pen & Paper

Group Work & Movement

Pen & Paper

Partner Work

Multi-Day and Pen & Paper

Pen & Paper

Partner Work

Movement

Pen & Paper

Pen & Paper

Group Work, Multi-Day, and Pen & Paper

Movement & Multi-Day

Movement, Multi-Day, and Pen & Paper

Pen & Paper

Partner Work

Partner Work and Pen & Paper

Partner Work

Pen & Paper

Movement

Group Work, Movement, and Pen & Paper

Multi-Day & Partner Work

Partner Work

Group Work & Movement

Movement & Partner Work

Movement and Pen & Paper

Movement, Multi-Day, and Pen & Paper

Movement and Pen & Paper

Pen & Paper

Pen & Paper

Group Work & CIrcle Formation

Group Work, Movement, Partner Work,
and Pen & Paper

Movement & Partner Work

Partner Work

Group Work & Movement

Movement & Multi-Day

Pen & Paper

Group Work

Circle Formation & Multi-Day

Multi-Day, Partner Work & Movement

Group Work & Movement

Circle Formation & Movement

Movement, Multi-Day, and Pen & Paper

Partner Work and Pen & Paper

Group Work & Movement

Circle Formation

Group Work

Group Work & Movement

Multi-Day, Partner Work, Pen & Paper

Pen & Paper or Movement

Pen & Paper or Partner Work

Unit	Video Name	Comptency
1 Welcome to MTW!	Welcome to MTW	
	Practice Your Path	Social Awareness Self-Awarer
	10 Emogers	Self-Management
2 Developing Positive Connections	Hanging Out in the Corner 1-3	Social Awareness
	The Me List	Social Awareness
3 Understanding and Communicating Emotions	Woke Up	Self-AwarenessSelf-Managem
	Emotions 3	Self-Awareness
4 Practicing Our Emogers	Practice Your Path	Self-Awareness Relationship S
	Re-Emoging	Self-Management
	Cross Words	Relationship Skills
5 Building Community	Wind Takes Away	Social Awareness
	Practice Your Path	Social Awareness Relationshi
	The Answer Ants	Social AwarenessRelationshi
6 Developing Positive Connections	Practice Your Path	Self-Awareness
	The T Team	Self-AwarenessSocial Awaren
	Move The Movement	Social Awareness
7 Understanding and Communicating Emotions	Practice Your Path	Self-Awareness
	Yes to the Stress	Self-Management
	Emoger #11: Take Action	Self-Management
8	Practice Your Path	Self-AwarenessSocial Awaren

Discovering Our Strengths, Interests, and Passions	Self Portraits	Self-Awareness
	The Glad Hatter	Self-Awareness
9 Discovering Our Strengths, Interests, and Passions	Emotion Notions 1-3	Self-Management
10 Understanding and Communicating Emotions	Taking Out the Garbage	Responsible Decision Making
	On Location	Self-Management
	The Shake Off	Self-AwarenessSelf-Managem
	Practice Your Path	Self-Management
11 Working Towards Goals	Goal Tending	Responsible Decision Making
	The Scoreboard	Self-Management
	Practice Your Path	Self-Awareness
12 Expanding Our Perspectives	Peeling Labels	Social Awareness
	My PowerPoints	Responsible Decision Making
13 Strengthening Empathy	The Assume Room 1-3	Social Awareness
14 Expanding Our Perspectives	Checking I.D. 1-3	Social Awareness Relationshi
	Practice Your Path	Responsible Decision Making
15 Building Community	At Your Service	Self-Management Responsible Decision Making
	Action Figures	Self-Management
	Practice Your Path	Relationship Skills
16 Developing Positive Connections	Support Report	Self-Management
	Da Posit	Self-AwarenessSelf-Managem
	Practice Your Path	Social Awareness

17 Strengthening Empathy	Putting Us In A Corner	Social AwarenessRelationship
	Follow The Follower	Responsible Decision-Making
Mid-Year Student Check in	The Check In	Self-Awareness
18 Building Leadership Skills	DIY	Responsible Decision Making
	Student Show	Self-Management
19 Navigating Conflict & Group Dynamics	Conflictionary 1-3	Relationship Skills
20 Expanding Our Perspectives	Practice Your Path	Self-Awareness Self-Manager
	Branching Out	Self-Management Responsibl
	Unfamiliar Territory	Responsible Decision Making
21 Working Towards Goals	Practice Your Path	Responsible Decision Making
	Tap Out	Social Awareness Responsible Decision Making
	The Rank and File	Responsible Decision Making
22 Expanding Our Perspectives	Checking I.D.4-6	Social Awareness Relationshi
	The Live Feed	Responsible Decision MakingI
23 Strengthening Empathy	What's My Brand?	Social Awareness
	The Happy Place	Self-AwarenessSocial Awaren
24 Discovering Our Strengths, Interests and Passions	Practice Your Path	Responsible Decision MakingS
	Count Me Down 1-3	Self-AwarenessSocial Awaren
	Practice Your Path	Self-Management

25 Cultivating Resilience	Out the Doubts 1	Self-Awareness
	A Feel Freeze 1	Self-AwarenessSocial Awaren
26 Understanding and Communicating Emotions	Sync Up	Relationship Skills
	Body Lingo 1-3	Relationship Skills
	Practice Your Path	Responsible Decision Making
27 Cultivating Resilience	The Positronic	Self-ManagementResponsible
	Your Problem Pallette.	Self-Management
28 Practicing Our Emogers	We're Emoging 1-5	Self-Management
	Practice Your Path	Self-Awareness
29 Navigating Conflict & Group Dynamics	Master Plaster	Self-ManagementRelationship
	The Association Station	Social Awareness
	Practice Your Path	Self-AwarenessSelf-Managem
30 Understanding & Communicating Emotions	The Showbot	Social Awareness
	The Suppose Pose	Self-Awareness Social Awareness
31 Expanding Our Perspectives	Checking I.D. 7-9	Social Awareness Relationshi
32 Discovering Our Strengths, Interests and Passions	A Few of My Favorite Things 1-4	Self-Awareness
	Practice Your Path	Self-AwarenessSelf-Managem
33 Building Leadership Skills	Make it Count	Responsible Decision Making
	The Launch Pad	Social AwarenessResponsible
34	Letter Writing	Self-Awareness

Cultivating Resilience	Caped Crusaders	Self-Management
	The Machine Shop	Self-Management
	Out the Doubts 2	Social Awareness
35 Building Leadership Skills	A Feel Freeze 2	Self-AwarenessSocial Awaren
	A Feel Freeze 3	Self-AwarenessSocial Awaren
36Review!	Teacher Show	Social Awareness
	Student Show	Self-Awareness

Objectives

Welcome to MTW

How can we build this community?

Demonstrate an understanding of the relationship between our thoughts, emotions, and behaviors. Apply emotional management strategies to manage our responses to emotions and behaviors. Describe how to select an emotional management strategy for specific situations.

Demonstrate respect for differences and similarities between social and cultural groups.

Identify and share our personal learning needs. Discuss how family members, friends, teachers, or other trusted adults can support us in positive ways.

Practice self-awareness and mindfulness to calm ourselves and focus attention on a task. Demonstrate an understanding of the relationship between our thoughts, emotions and behaviors. Apply emotional management strategies to manage our responses to emotions and behaviors.

Identify, recognize and name personal complex emotions. Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers.

How would you rate yourself at active listening? What is one time you can practice active listening today?

Demonstrate an understanding of the relationship between our thoughts, emotions and behaviors. Apply emotional management strategies to manage our responses to emotions and behaviors.

Interact on social and digital media responsibly.

Demonstrate empathy by recognizing and acknowledging the feelings and experiences of others.

How can we show respect for similarities and differences among us?

Appreciate the questions and perspectives of others.

Brainstorm ways we can welcome and talk to new students.

What is something that makes you happy? How do you express your happiness?

Demonstrate an understanding of how emotions may vary based on the situation, including people and places and events.

Recognize and describe the value of considering the needs of our larger community to foster civic-mindedness.

Identify opportunities and ways to contribute to our school and the larger community

What are good questions we can ask to help us understand our feelings better?

Recognize how developing a plan can help address our challenges.

Implement a plan of action to help address our challenges based on our strengths and the support of others.

Demonstrate ability to advocate for our needs in both academic and social settings.

Complete the sentence: “If you really knew me…”

Describe how an understanding of our personal interests, characteristics and strengths can help us accomplish personal goals.

Demonstrate ability to advocate for our needs across multiple settings and situations

Demonstrate an understanding of the relationship between our thoughts, emotions, and behaviors. Apply emotional management strategies to manage our responses to emotions and behaviors.

Demonstrate honesty, respect and compassion when making responsible decisions.

Recognize how expressing our emotions in different settings may result in a positive or negative consequence.

Identify, recognize and name our personal, complex emotions.

Practice an emotional management strategy to shake off unwanted feelings.

When you are feeling discouraged, what inspires you? Who do you turn to for support and inspiration?

Practice setting goals and intentions for ourselves. Identify key steps to achieve our goals. Identify the type of information needed to support and solve academic and social challenges.

Demonstrate understanding of how to monitor progress towards a goal by developing checkpoints, and adjusting plan of action as needed.

What is the best compliment you've ever received? How did it make you feel? Why?

Practice using self-management strategies to help reframe thoughts and behaviors.

Recognize how developing a plan can help address challenges.

Implement a plan of action to help address challenges based on our strengths, and the support of others.

Demonstrate respect for differences and similarities between social and cultural groups.

Demonstrate an understanding of the value of having a diversity of perspectives.

Demonstrate respect when our perspectives and opinions may differ.

What is one thing you can do to change your school's culture in a positive way?

Define civic engagement. Recognize ways that we can be of service to others.

Recognize how our personal needs may be different from the needs of a group.

Identify strategies for balancing the needs of ourselves and groups.

Demonstrate ability to advocate for our needs in both academic and social settings.

How do you support your friends?

Identify the appropriate resources within our families, schools, and community that can help us achieve a goal.

Reflect and share what we are grateful for. Practice identifying and setting intentions for ourselves for the day. Identify effective strategies for managing emotions, thoughts, and behaviors.

Who do you most look up to? Why?

Demonstrate inclusiveness in relationship building.

Identify opportunities and ways we can contribute to our school and the larger community. Demonstrate safe practices when making decisions that impact ourselves and others.

Video helping students reflect on their independent work thus far, consider who it impacts, and stay motivated.

Identify a new self-management strategy. Acknowledge the diversity of perspectives that may be present when analyzing a situation. Recognize the value of taking the diversity of perspectives into account when making decisions or problem-solving.

3 choices (select 3 videos out of a selection of Self-Management focused content)

Describe which conflict resolution strategies we can use in a particular situation. Describe the different possible outcomes from the different strategies. Demonstrate positive communication skills to exchange ideas and negotiate solutions to conflicts with others. Recognize when and how to seek support from others when we are dealing with an interpersonal conflict.

What does the phrase “Comfort zone” mean to you? What do you learn when you move beyond it?

Identify personal skills and interests that we would like to develop. Set a short-term academic or personal goal with action steps to help us succeed.

Recognize that new challenges and opportunities may require productive struggle.

What strategies do you use to get better at something?

Describe specific situations where we can use emotional management strategies. Identify the type of information needed to support and solve academic and social challenges.

Practice setting goals and intentions for ourselves. Identify key steps to achieve our goals. Practice self-management strategies to maintain our focus.

Demonstrate an understanding of the value of having a diversity of perspectives. Demonstrate respect when our perspectives and opinions may differ.

Demonstrate understanding of the value of positive and responsible behavior on social and digital media. Recognize the impact of personal behavior on social and digital media on interpersonal relationships. Demonstrate respect for others and human dignity virtually and in person.

Demonstrate knowledge of how stereotypes may be unconscious. Discuss how the positive or negative stereotypes we might have about an individual or group can be unconscious and may lead to discrimination and prejudice.

Engage in new opportunities to expand one’s knowledge and experiences. Demonstrate positive communication skills to exchange ideas and negotiate solutions to conflicts with others. Recognize when and how to seek support from others when we are dealing with an interpersonal conflict.

If you could learn something new, what would you choose?

Recognize how an understanding of our personal interests, characteristics and strengths can help us accomplish personal goals. Recognize the value of short-term and long-term goals for success for school and our personal lives.

How can we help each other turn negative beliefs into positive ones?

Recognize the value of reframing our negative thoughts and engaging in positive self talk in our ability to manage challenges.

Recognize and describe the value of exploring our unique and collective curiosities about the world. Recognize and describe the value of considering the needs of our larger community to foster civic-mindedness. Identify opportunities and ways to contribute to our school and the larger community.

Practice our verbal and non-verbal communication skills to build personal connections.

Identify the physiological sensations associated with different emotions.

Demonstrate the ability to actively listen to others.

How can you help accomplish your goals if you get stuck?

Define resilience. Practice positively re-framing a situation to promote resiliency.

Recognize and implement strategies to help us learn from challenges and setbacks.

Practice using self-management strategies to reframe thoughts and behaviors.

Identify, recognize and name personal complex emotions. Practice selecting an emotional management strategy. Practice using self-management strategies to help reframe thoughts and behaviors.

How do your feelings during a conflict affect how you respond?

Identify a conflict and describe how we managed our emotions and resolved the conflict. Describe which conflict resolution strategies we can use in a particular situation. Describe the different possible outcomes from the different strategies.

Demonstrate empathy by recognizing and acknowledging the feelings and experiences of others.

What is something kind that you can do for yourself each day?

Demonstrate an understanding of verbal and nonverbal cues presented by others, and when these correspond to the feelings expressed by others.

Practice taking the perspective of others. Consider how others might perceive our behavior. Reflect on how we see ourselves, how we think others see us, and how we would like to be seen.

Demonstrate an understanding of the value of having a diversity of perspectives.

Demonstrate respect when our perspectives and opinions may differ.

Describe how an understanding of our personal interests, characteristics and strengths can help us accomplish personal goals.

Think back to the beginning of the year. How have you grown since then?

Develop strategies to help us recognize some of the challenges that impact our ability to make positive decisions. Demonstrate use of strategies to minimize the influence of factors that impact our ability to make positive decisions.

Identify our talents, skills, and passions and connect them to a need we see in our community or world. Identify the value of participating in new opportunities to expand our knowledge, perspectives, and experiences.

Recognize and implement strategies to help us learn from challenges and setbacks.

Demonstrate how to reframe a challenge or setback we have experienced into a new opportunity.

Practice using self-management strategies to reframe thoughts and behaviors.

Acknowledge the diversity of perspectives that may be present when analyzing a situation.

Recognize an area of need in our community or school and identity solutions toward meeting that need.

Identify things about ourselves, our peers, and our community that we honor and wish to maintain. Demonstrate respect for others and human dignity virtually and in person.

3 choices (select 3 videos out of a selection of Social Awareness focused content)

3 choices (select 3 videos out of a selection of Self-Awareness focused content)

Creative Practice

Movement, Multi-Day

Pen & Paper

Movement

Pen & Paper & Partner Work

Partner Work

Circle Formation & Movement

Movement and Pen & Paper

Group Work & Movement

Group Work and Pen & Paper

Pen & Paper & Partner Work

Group Work & Movement

Pen & Paper

Partner Work

Multi-Day, Partner Work, and Pen & Paper

Pen & Paper

Partner Work

Movement

Circle Formation and Pen & Paper

Pen & Paper

Partner Work

Pen & Paper

Movement & Multi-Day

Movement, Multi-Day, and Pen & Paper

Partner Work

Group Work & Movement

Partner Work and Pen & Paper

Partner Work

Movement

Circle Formation & Movement

Group Work, Movement, and
Pen & Paper

Partner Work or Pen & Paper

Multi-Day, Partner Work, and
Pen & Paper

Group Work

Partner Work

Movement & Partner Work

Movement and Pen & Paper

Movement, Multi-Day, and
Pen & Paper

Movement and Pen & Paper

Group Work and Pen & Paper

Group Work & Partner Work

Multi-Day, Pen & Paper,
Movement & Partner Work

Partner Work and Pen & Paper

Group Work & Multi-Day

Movement & Partner Work

Movement & Multi-Day

Group Work

Partner Work and Pen & Paper

Circle Formation & Multi-Day

Partner Work & Movement

Group Work & Movement

Group Work & Movement

Group Work & Multi-Day

Movement, Multi-Day, and Pen & Paper

Multi-Day and Pen & Paper

Pen & Paper

Group Work & Movement

Movement

Movement

Group Work & Movement

Group Work and Movement

Group Work & Multi-Day

Group Work & Multi-Day

Circle Formation, Movement or Partner Work

Group Work, Partner Work, or Pen & Paper

Unit	Video Name	Competency
1 Welcome to MTW!	Welcome to MTW	
	Practice Your Path	Social Awareness Self-Aware
	10 Emogers	Self-Management
2 Developing Positive Connections	Hanging Out in the Corner 1-3	Social Awareness
	The Me List	Social Awareness
3 Understanding and Communicating Emotions	Woke Up	Self-Awareness Self-Management
	Emotions3	Self-Awareness
4 Practicing Our Emogers	Practice Your Path	Self-Awareness Relationship
	Re-Emoging	Self-Management
	Cross Words	Relationship Skills
	Wind Takes Away	Social Awareness
5Building Community	Practice Your Path	Social Awareness Relationshi
	The Answer Ants	Social Awareness Relationship Skills
	Practice Your Path	Self-Awareness
6 Developing Positive Connections	The T Team	Self-Awareness Social Awareness
	Move The Movement	Social Awareness
7 Understanding and Communicating Emotions	Practice Your Path	Self-Awareness
	Yes to the Stress	Self-Management
	Emoger #11: Take Action	Self-Management
8	Practice Your Path	Self-AwarenessSocial Awarer

8 Discovering Our Strengths, Interests, and Passions	Self Portraits	Self-Awareness
	The Glad Hatter	Self-Awareness
	Practice Your Path	Self-Awareness Self-Management
9 Discovering Our Strengths, Interests, and Passions	The Selfie Stick	Self-Awareness
	What Chapter Are You On?	Self-Awareness Responsible Decision Making
10 Understanding and Communicating Emotions	Refrigerator Magnets	Self-Awareness Self-Management
	On Location	Self-Management
	The Shake Off	Self-Awareness Self-Management
	Practice Your Path	Self-Management
11 Working Towards Goals	Goal Tending	Responsible Decision Making
	The Scoreboard	Self-Management
	Practice Your Path	Self-Awareness
12 Expanding Our Perspectives	Label Fabels	Social Awareness
	Better Letters	Self-Awareness Responsible Decision Making
13 Strengthening Empathy	The Assume Room 1-3	Social Awareness
14 Expanding Our Perspectives	Checking I.D.1-3	Social Awareness Relationship Skills
	Practice Your Path	Responsible Decision Making
15 Building Community	At Your Service	Self-Management Responsible Decision Making
	Social Working	Social Awareness
	Practice Your Path	Relationship Skills

16 Developing Positive Connections	Support Report	Self-Management
	Da Posit	Self-Awareness Self-Management
17 Building Community	Down Pat	Relationship Skills Responsible Decision Making
	And Action! 1-3	Social Awareness
Mid-Year Student Check in	The Check In	Self-Awareness
18 Building Leadership Skills	DIY	Responsible Decision Making
	Student Show	Self-Awareness
	Release the Pressure	Relationship Skills
19 Navigating Conflict & Group Dynamics	Pin Your Opinion	Relationship Skills Social Awareness
	Let's Get Uncomfortable	Relationship Skills
20 Expanding Our Perspectives	Practice Your Path	Self-Awareness Self-Manage
	Change Agent	Responsible Decision Making
	Branching Out	Self-Management Responsible Decision Making
	Practice Your Path	Responsible Decision Making Self-Awareness
21 Working Towards Goals	My Entourage	Self-Management Responsible Decision Making
	Playing Goalie	Self-Management Responsible Decision-Making
22 Expanding Our Perspectives	Checking I.D.4-6	Social Awareness Relationship Skills

	The Live Feed	Responsible Decision Making Relationship Skills
23 Strengthening Empathy	What's My Brand?	Social Awareness
	The Happy Place	Self-Awareness Social Awareness
24 Discovering Our Strengths, Interests and Passions	Practice Your Path	Responsible Decision Making
	Count Me Down 1-3	Self-Awareness Social Awareness
	Practice Your Path	Self-Management
25 Cultivating Resilience	Out the Doubts 1	Self-Awareness
	A Feel Freeze 1	Self-Awareness Social Awareness
26 Understanding and Communicating Emotions	Sync Up	Relationship Skills
	Body Lingo 1-3	Relationship Skills
	Practice Your Path	Responsible Decision Making
27 Cultivating Resilience	The Positronic	Self-Management Responsible Decision Making
	The Why Photo	Self-Management
28 Practicing Our Emogers	We're Emoging 1-5	Self-Management
	Practice Your Path	Self-Awareness
29 Navigating Conflict & Group Dynamics	Making History	Self-Management
	Diss the Appointment	Self-Management
	Practice Your Path	Self-AwarenessSelf-Managen
30 Understanding &	The Showbot	Social Awareness

Communicating Emotions	The Suppose Pose	Self-Awareness Social Awareness
31 Expanding Our Perspectives	Checking I.D. 7-9	Social Awareness Relationship Skills
	Lane Changing	Self-Management Responsible Decision-Making
32 Building Leadership Skills	Who Are You?	Self-Awareness
	Tap Out	Social Awareness Responsible Decision Making
	Practice Your Path	Self-AwarenessSelf-Managen
33 Cultivating Resilience	Make it Count	Responsible Decision Making
	The Launch Pad	Social Awareness Responsible Decision Making
	Co-Pilots	Social Awareness
34 Building Leadership Skills	Cause Play	Self-Awareness
	Caped Crusaders	Self-Management
	Out the Doubts 2	Social Awareness
35 Building Leadership Skills	A Feel Freeze 2	Self-Awareness Social Awareness
	Masterminds	Responsible Decision Making
36 Review!	Teacher Show	Responsible Decision Making
	Student Show	Social Awareness

Objectives	Creative Practice
Welcome to MTW	
How can we build this community?	
Demonstrate an understanding of the relationship between our thoughts, emotions, and behaviors. Apply emotional management strategies to manage our responses to emotions and behaviors. Describe how to select an emotional management strategy for specific situations.	
Demonstrate respect for differences and similarities between social and cultural groups.	Movement
Identify and share our personal learning needs. Discuss how family members, friends, teachers, or other trusted adults can support us in positive ways.	Pen & Paper
Practice self-awareness and mindfulness to calm ourselves and focus attention on a task. Demonstrate an understanding of the relationship between our thoughts, emotions, and behaviors. Apply emotional management strategies to manage our responses to emotions and behaviors.	Movement
Identify, recognize and name personal complex emotions. Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers.	Pen & Paper
How would you rate yourself at active listening? What is one time you can practice active listening today?	
Demonstrate an understanding of the relationship between our thoughts, emotions, and behaviors. Recognize how expressing emotions in different settings may result in positive or negative consequences.	
Interact on social and digital media responsibly.	Partner Work
Demonstrate empathy by recognizing and acknowledging the feelings and experiences of others.	Circle Formation & Movement
How can we show respect for similarities and differences among us?	
Appreciate the questions and perspectives of others. Brainstorm ways we can welcome and talk to new students.	Movement and Pen & Paper
What is something that makes you happy? How do you express your happiness?	
Demonstrate an understanding of how emotions may vary based on the situation, including people and places and events.	Group Work & Movement
Recognize and describe the value of considering the needs of our larger community to foster civic-mindedness. Identify opportunities and ways to contribute to our school and the larger community.	Group Work and Pen & Paper
What are good questions we can ask to help us understand our feelings better?	
Recognize how developing a plan can help address our challenges. Implement a plan of action to help address our challenges based on our strengths and the support of others.	Pen & Paper
Demonstrate ability to advocate for our needs in both academic and social settings.	Group Work & Movement
Complete the sentence: “If you really knew me…”	

Recognize how an understanding of our personal interests, characteristics and strengths can help us accomplish personal goals.	Pen & Paper
Demonstrate ability to advocate for our needs across multiple settings and situations.	Partner Work
What is one thing you're proud of today?	
Recognize how an understanding of our personal interests, characteristics and strengths can help us accomplish personal goals.	Pen & Paper
Describe how an understanding of our personal interests, experiences, characteristics and strengths can help us accomplish personal goals.	Pen & Paper
Identify, recognize, and name our personal and complex emotions. Practice using self-management strategies to help reframe thoughts and behaviors.	Group Work and Pen & Paper
Analyze positive and negative consequences of expressing emotions in different settings.	Partner Work
Identify and recognize a range of personal emotions. Practice an emotional management strategy to shake off unwanted feelings.	Movement
When you are feeling discouraged, what inspires you? Who do you turn to for support and inspiration?	
Practice setting goals and intentions for ourselves. Identify key steps to achieve our goals. Identify the type of information needed to support and solve academic and social challenges.	Circle Formation and Pen & Paper
Demonstrate an understanding of how to monitor progress towards a goal by developing checkpoints, and adjusting plan of action as needed.	Pen & Paper
What is the best compliment you've ever received? How did it make you feel? Why?	
Practice using self-management strategies to help reframe thoughts and behaviors.	Group Work and Pen & Paper
Recognize and implement strategies to help us learn from challenges and setbacks.	Partner Work and Pen & Paper
Demonstrate respect for differences and similarities between social and cultural groups.	Movement & Multi-Day
Demonstrate an understanding of the value of having a diversity of perspectives. Demonstrate respect when our perspectives and opinions may differ.	Movement, Multi-Day, and Pen & Paper
What is one thing you can do to change your school's culture in a positive way?	
Define civic engagement. Recognize ways that we can be of service to others. Recognize how our personal needs may be different from the needs of a group. Identify strategies for balancing the needs of ourselves and groups.	Partner Work
Identify opportunities and ways we can contribute to our school and larger community.	Pen & Paper
How do you support your friends?	

Identify the appropriate resources within our families, schools, and community that can help us achieve a goal.	Partner Work and Pen & Paper
Reflect and share what we are grateful for. Practice identifying and setting intentions for ourselves for the day. Identify effective strategies for managing emotions, thoughts, and behaviors. Practice using self-management strategies to help reframe thoughts and behaviors.	Partner Work
Demonstrate the ability to actively listen to others. Demonstrate an understanding of the value of having a diversity of perspectives across our school, community, and in both face-to-face and online settings.	Circle Formation
Recognize and describe the value of considering the needs of our larger community to foster civic-mindedness. Identify opportunities and ways to contribute to our school and the larger community.	Group Work & Multi-Day
Video helping students reflect on their independent work thus far, consider who it impacts, and stay motivated	
Identify a new self-management strategy. Acknowledge the diversity of perspectives that may be present when analyzing a situation. Recognize the value of taking the diversity of perspectives into account when making decisions or problem-solving.	Group Work, Movement, and Pen & Paper
3 choices (select 3 videos out of a selection of Self-Awareness focused content)	Pen & Paper or Movement
Demonstrate use of effective strategies to navigate and manage social pressures.	Partner Work
Demonstrate an understanding of the value of having a diversity of perspectives across our school, community and in both face to face and online settings.	Movement and Pen & Paper
Demonstrate positive communication skills to exchange ideas and negotiate solutions to conflicts with others. Recognize when and how to seek support from others when we are dealing with an interpersonal conflict.	Partner Work
What does the phrase “Comfort zone” mean to you? What do you learn when you move beyond it?	
Demonstrate ability to manage transitions and adapt to change in school and personal situations.	Pen & Paper
Identify personal skills and interests that we would like to develop. Set a short-term academic or personal goal with action steps to help us succeed.	Group Work
What strategies do you use to get better at something?	
Identify the appropriate resources within our families, schools, and community that can help us achieve a goal.	Group Work and Pen & Paper
Recognize and implement strategies to help us learn from challenges and setbacks. Practice self-management strategies to maintain our focus.	Group Work and Pen & Paper
Demonstrate an understanding of the value of having a diversity of perspectives. Demonstrate respect when our perspectives and opinions may differ.	Movement, Multi-Day, and Pen & Paper

Demonstrate an understanding of the value of positive and responsible behavior on social and digital media. Recognize the impact of personal behavior on social and digital media on interpersonal relationships. Demonstrate respect for others and human dignity virtually and in person.	Movement and Pen & Paper
Demonstrate knowledge of how stereotypes may be unconscious. Discuss how the positive or negative stereotypes we might have about an individual or group can be unconscious and may lead to discrimination and prejudice.	Group Work and Pen & Paper
Engage in new opportunities to expand one's knowledge and experiences. Demonstrate positive communication skills to exchange ideas and negotiate solutions to conflicts with others. Recognize when and how to seek support from others when we are dealing with an interpersonal conflict.	Group Work & Partner Work
If you could learn something new, what would you choose?	
Recognize how an understanding of our personal interests, characteristics and strengths can help us accomplish personal goals. Recognize the value of short-term and long-term goals for success for school and our personal lives.	Multi-Day, Pen & Paper & Partner Work
How can we help each other turn negative beliefs into positive ones?	
Recognize the value of reframing our negative thoughts and engaging in positive self talk in our ability to manage challenges.	Partner Work and Pen & Paper
Recognize and describe the value of exploring our unique and collective curiosities about the world. Recognize and describe the value of considering the needs of our larger community to foster civic-mindedness. Identify opportunities and ways to contribute to our school and the larger community.	Group Work & Multi-Day
Practice our verbal and non-verbal communication skills to build personal connections.	Movement & Partner Work
Identify the physiological sensations associated with different emotions. Demonstrate the ability to actively listen to others.	Movement & Multi-Day
How can you help accomplish your goals if you get stuck?	
Define resilience. Practice positively re-framing a situation to promote resiliency. Recognize and implement strategies to help us learn from challenges and setbacks.	Group Work & Movement
Describe how an understanding of our personal motivations can help us accomplish goals. Describe how an understanding of our personal interests, characteristics and strengths can help us accomplish personal goals.	Group Work
Identify, recognize, and name personal complex emotions. Practice selecting an emotional management strategy. Practice using self-management strategies to help reframe thoughts and behaviors.	Circle Formation & Multi-Day
How do your feelings during a conflict affect how you respond?	
Demonstrate an understanding of the relationship between our thoughts, emotions, and behaviors. Apply emotional management strategies to manage our responses to emotions and behaviors.	Pen & Paper
Identify effective strategies for managing emotions, thoughts, and behaviors.	Partner Work & Movement
What is something kind that you can do for yourself each day?	
Demonstrate an understanding of verbal and nonverbal cues presented by others and when these correspond to the feelings expressed by others.	Group Work & Movement

Practice taking the perspective of others. Consider how others might perceive our behavior. Reflect on how we see ourselves, how we think others see us, and how we would like to be seen.	Group Work
Demonstrate an understanding of the value of having a diversity of perspectives. Demonstrate respect when our perspectives and opinions may differ.	Movement, Multi-Day, and Pen & Paper
Recognize the value of short-term and long-term goals for success for school and our personal lives.	Group Work
Identify things about ourselves, our peers, and our community that we honor and wish to maintain. Demonstrate respect for others and human dignity virtually and in person.	Group Work & Movement
Describe specific situations where we can use emotional management strategies. Identify the type of information needed to support and solve academic and social challenges.	Movement & Partner Work
Think back to the beginning of the year. How have you grown since then?	
Develop strategies to help us recognize some of the challenges that impact our ability to make positive decisions. Demonstrate the use of strategies to minimize the influence of factors that impact our ability to make positive decisions.	Pen & Paper
Identify the value of participating in new opportunities to expand our knowledge, perspectives, and experiences.	Group Work & Movement
Recognize and describe the value of considering the needs of our larger community to foster civic mindedness.	Group Work and Pen & Paper
Identify things about ourselves, our peers, and our community that we honor and wish to maintain. Demonstrate respect for others and human dignity virtually and in person.	Pen & Paper & Group Work
Demonstrate how to reframe a challenge or setback we have experienced into a new opportunity.	Movement
Acknowledge the diversity of perspectives that may be present when analyzing a situation. Demonstrate ability to advocate for our needs in both academic and social settings.	Group Work and Movement
Recognize an area of need in our community or school and identity solutions toward meeting that need.	Group Work
Demonstrate honesty, respect and compassion when making responsible decisions. Demonstrate safety when making decisions that impact ourselves and others.	Movement, Group Work & Partner Work
3 choices (select 3 videos out of a selection of Responsible Decision Making focused content)	Movement, Pen & Paper, or Circle Formation
3 choices (select 3 videos out of a selection of Social Awareness focused content)	Movement, Pen & Paper or Group Work

Unit	Video Name	Competency
1 Welcome to MTW!	Welcome to MTW	
	Practice Your Path	Social Awareness Self-Awarene
	Tell Me More	Self-Awareness
2 Building Community	Movemento	Social Awareness
	Change Agents	Social AwarenessRelationship S
3 Establishing Accountable	The Positive Pivot	Self-ManagementResponsible D
	Account Ability	Relationship SkillsResponsible D
4 Developing Positive Connections	Practice Your Path	Social Awareness Relationship
	Team Webwork	Relationship Skills
5 Mastering Our Emotions	Practice Your Path	Self-Awareness
	Pants on Fire	Self-Awareness Self-Management
6 Working Through Stress	The De-Stress Express	Self-Management
	Address the Stress	Self-Awareness Self-Manageme
7 Developing Positive Connections	Practice Your Path	Relationship Skills
	Re-Tweeting	Relationship Skills
8 Defining Our Purpose	Practice Your Path	Self-Awareness
	Pick Six	Self-AwarenessResponsible Dec
9 Mastering Our Emotions	Practice Your Path	Self-Management
	Fear Fighters	Self-ManagementResponsible D
10 Establishing Accountable	Practice Your Path	Responsible Decision Making S
	Prove Your Pivot	Responsible Decision Making Self-Management
11 Expanding Our Perspectives	Not So Odd Couple 1-3	Social Awareness
	Practice Your Path	Responsible Decision Making
12Elevating Empathy	Walk This Way	Social Awareness
	Mojoy	Relationship SkillsResponsible D
13 Defining Our Purpose	Practice Your Path	Self-Awareness Self-Manageme
	In Verse	Self-AwarenessSocial Awarenes
14 Defining Our Purpose	Write On	Responsible Decision Making
	The Dream Circle	Self-Management Responsible Decision Making
15 Building Resilience	Practice Your Path	Self-Management
	Lane Changing	Self-Management
16 Navigating Conflict & Group Dynamics	De-Fuse	Relationship Skills
	Plenty in Twenty	Relationship Skills
17 Mastering Our Emotions	Newsies	Self-AwarenessSelf-Managemer
	The Shake Off	Self-Awareness Self-Management
Mid-Year Student Check-in	The Check In	
18 Building Resilience	Practice Your Path	Self-ManagementSelf-Awarenes
	What Do You Expect?	Self-Management
19 Working Through Stress	Woke Up	Self-Awareness Self-Manageme
	Nerve Agent	Self-ManagementSelf-Awarenes
20 Navigating Conflict & Group Dynamics	Practice Your Path	Self-Awareness
	The Peace Train	Relationship SkillsResponsible D
21 Cultivating	Practice Your Path	Responsible Decision Making

Cultivating Leadership	At Your Service	Social Awareness
22 Building Resilience	Limit Less 1	Self-Awareness Self-Manageme
	Practice Your Path	Self-Awareness Self-Manageme
23 Defining Our Purpose	Through the Looking Glass	Social Awareness Self-Awareness
	Team Portraits	Self-Awareness
24 Cultivating Leadership	Practice Your Path	Social Awareness Responsible
	Cliff Hanger	Social Awareness
25 Cultivating Leadership	Issuing Answers	Responsible Decision Making Relationship Skills
	Limit Less 2	Social Awareness
26 Building Resilience	Practice Your Path	Self-Awareness
	Failure Fest	Self-Management Responsible Decision Making
27 Navigating Conflict & Group Dynamics	Rant-O-Rama	Relationship SkillsSelf-Managen
	To Whom it May Concern	Social Awareness
	Practice Your Path	Self-Management
28 Establishing Accountable Practices	Solvation Station	Responsible Decision Making R
29 Building Resilience	Power Outage	Responsible Decision Making
	Buddy Boost	Social Awareness
30 Expanding Our Perspectives	The 360 Pivot	Responsible Decision Making
	Circle of Trust	Self-Awareness Social Awareness
31 Cultivating Leadership	What's Your Dealio?	Responsible Decision Making Relationship Skills
	What's Your Big Dealio?	Responsible Decision Making Relationship Skills
32 Developing Positive Connections	Abnormal	Social Awareness
	The Post Office	Relationship Skills Responsible Decision Making
33 Working Through Stress	Practice Your Path	Self-Awareness Self-Manageme
	Worry Words	Self-AwarenessSelf-Manageme
	The Flip It	Self-Awareness

34 Building Resilience	Obstacle Course	Self-Awareness Responsible Decision Making
35 Expanding Our Perspectives	The Team Machine	Self-Management
	Can You Hear Me Now?	Relationship Skills
36 Defining Our Purpose	The Cause Machine 1-4	Responsible Decision Making
	Student Show	Self-Management

Objectives

Welcome to MTW

How can we build this community?
Demonstrate an understanding of the impact that emotions can have on others in our

Demonstrate understanding of the impact that emotions can have on others in our

Recognize the value of having a diversity of perspectives across our school and

identify our response to a current situation or challenge. Demonstrate use of

Develop strategies we can use to empower and encourage ourselves and others.

Maintain positive and healthy relationships with others

How can we show respect for similiarities and differences among us?
Identify commonalities between ourselves and our peers.

Demonstrate active participation in a positive network of personal, school, and

What are good questions we can ask to help us understand our feelings better?
Recognize how our thoughts and behavior may be impacted by our self doubt or self

Practice using self-management strategies to help reframe our thoughts and

Recognize how the way an emotion is expressed can impact the outcome of a

particular situation

How do you support your friends?
Develop strategies we can use to empower and encourage ourselves and others.

Maintain positive and healthy relationships with others

What is the best compliment you ever received?
Identify our personal strengths. Recognize how we can use our strengths to form a

positive mindset. Demonstrate understanding of the importance of personal

How does the way we think about something that happens affect how we feel about it?
Recognize stressors in our environment and how our bodies respond to these

stressors. Demonstrate an understanding of how to develop a plan that addresses

What is one social emotional skill you'd like to get better at?
Identify and utilize appropriate resources and individuals in our school and personal

Recognize and address explicit or implicit personal biases toward an individual or

group. Demonstrate an understanding of the impact of an explicit or implicit personal

What is one thing you can do to change your school's culture in a positive way?
Recognize the value of the unique contributions and perspectives of various social and

Establish connections with our peers and adults through positive interactions and

What does the phrase "Comfort zone" mean to you? What do you learn when you

identify and recognize a range of personal emotions. Demonstrate an understanding

identify opportunities to promote and expand our personal knowledge, perspectives,

Recognize individuals and groups in our school, family, and community that can help

When you are feeling discouraged, what inspires you? Who do you turn to for support

Demonstrate an understanding of how to evaluate progress toward achieving a

Apply conflict management strategies to manage difficult situations and maintain a

Apply constructive feedback to strengthen connections with others and achieve

Recognize how events in our school, community, and larger environment may impact

identify and recognize a range of personal emotions.

Engaging our emotional responses to

Video helping students reflect on their independent work thus far, consider who it

impacts, and stay motivated

What is the most challenging thing you've ever done?
Demonstrate an understanding of how reflecting on our successes can help us reframe

Practice mindful self-awareness and visualization strategies to manage and process

Recognize how events in our school, community, and larger environment may impact

our emotions. Identify appropriate strategies for managing our emotional responses to

How do your feelings in a conflict affect how you respond?
Practice analyzing conflicts to find common ground. Demonstrate an understanding of

the value of being an active member of society where perspectives, opinions, and

What impact would you hope to have on people?

Define civic engagement. Recognize ways that we can be of service to others. Identify steps that can be taken by an individual to build a respectful community.

Practice reframing our limiting beliefs about ourselves to build on personal strengths.

What is one thing you're proud of today?

Demonstrate empathy by exploring and encouraging compassion in ourselves and in others.

Acknowledge how our personal strengths can help us reach our personal and academic goals.

Why is it important for many people to contribute when solving a problem?

Demonstrate use of positive problem-solving skills to balance both individual and group needs. Demonstrate the ability to take an active role in the community and identify a strategy to address a need of our school community or society at large as an active member of society and agent of change.

Practice identifying and reframing our limiting beliefs about the community or world to create a new perspective. Recognize the responsibilities individuals have as active

What advice would you give to your younger self?

Practice anticipating our challenges and developing contingency plans.

Apply conflict management strategies to manage difficult situations and maintain personal safety where there may be the potential for intimidation or violence. Seek

Recognize the value of kindness and how we can show gratitude toward others.

What different ways can you come up with to overcome barriers?

Acknowledge a challenge we are currently facing. Find supportive ways to help our peers address the challenges. Acknowledge the diversity of perspectives that may be present when analyzing a situation.

Recognize the value of diverse perspectives when making decisions or problem-solving.

Recognize the value of productive struggle as an opportunity to experience personal growth. Demonstrate an understanding of the value of considering our actions and experiences from the past to inform our future decisions.

Recognize how verbal and behavioral cues may influence the feelings of others.

Acknowledge how our actions may appear to others.

Demonstrate the use of a process for making effective decisions when dealing with academic, personal, and social challenges and situations.

Identify how our emotions impact our personal wellbeing.

Demonstrate empathy by exploring and encouraging compassion in ourselves and in others.

Identify a strategy to address a need of our school community or society at large as an active member of society and agent of change.

Identify a strategy to address a need of our school community or society at large as an active member of society and agent of change. Recognize and plan for future transitions.

Recognize the impact that societal and cultural norms have on personal interactions. Demonstrate our ability to respond appropriately to social cues based on the societal and cultural norms of a particular setting.

Demonstrate positive and responsible behavior on social and digital media.

Recognize the impact of our personal behavior on social and digital media on interpersonal relationships.

What is something kind that you can do for yourself each day?

Identify a new self-management strategy. Demonstrate use of a process for making effective decisions when dealing with academic, personal, and social challenges and situations. Support and achieve common goals with others through positive interactions and communication strategies.

Recognize what we value by identifying and exploring our passions and beliefs.

Identify current challenges and strategies we can use to manage the emotions brought on by those challenges. Develop a plan to address challenges that builds on personal strengths. Demonstrate ability to advocate for our needs across multiple settings and situations.

Demonstrate the use of self-management strategies to minimize the influence of factors that impact our ability to make positive decisions at school, at home, or in the community with peers. Implement a decision-making process to solve complex situations including academic and social challenges. Demonstrate the ability to persevere through challenges to achieve our long-term goal.

Identify steps that can be taken by an individual to build a respectful community.

Identify and explore our personal passions and curiosities. Recognize the impact that our passions could have on our direct community and the world. Recognize and acknowledge the passions of others. Acknowledge how our personal strengths can help us reach our personal and academic goals.

3 choices (select 3 videos out of a selection of Self-Management focused content)

Creative Practice

Partner Work
Movement and Pen & Paper

Partner Work and Pen & Paper
Group Work, Movement, and
Pen & Paper

Pen & Paper

Partner Work and Pen & Paper
Pen & Paper
Partner Work and Pen & Paper

Movement and Pen & Paper

Pen & Paper

Pen & Paper

Partner Work and Pen & Paper
Multi-Day & Partner Work

Circle Formation & Movement
Partner Work

Group Work and Pen & Paper
Pen & Paper
Group Work

Group Work
Partner Work
Partner Work and Pen & Paper
Movement
Movement

Partner Work
Movement
Group Work & Movement

Movement & Partner Work

Partner Work
Pen & Paper

Pen & Paper
Group Work & Movement

Circle Formation
Group Work
Pen & Paper

Group Work and Pen & Paper
Partner Work
Partner Work and Pen & Paper

Group Work

Pen & Paper

Partner Work and Pen & Paper

Movement

Circle Formation & Movement

Group Work

Group Work

Partner Work

Movement and Pen & Paper

Movement & Partner Work

Movement, Partner Work, and
Pen & Paper

Movement & Partner Work

Group Work

Partner Work

Group Work, Movement, and Multi-Day

Group Work or Movement

SCHEDULE 7-3

STAFF RESPONSIBILITIES

Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule. The Academy may use noncertified individuals to teach as follows:

(a) A classroom teacher in any grade a faculty member who is employed full-time by the state public university and who has been granted institutional tenure, or has been designated as being on tenure track, by the state public university, and

(b) In any other situation in which a school district is permitted under this act to use noncertificated teachers.

All administrators or other person whose primary responsibility is administering instructional programs or as a chief business official shall meet the certification and continuing education requirements as described in MCL 380.1246.

Administrator and Teacher Evaluation Systems. The Academy Board shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that complies with sections 1249 and 1250 of the Code. If the Academy enters into an agreement with an Educational Service Provider, then the Academy Board shall ensure that the Educational Service Provider adopts a performance evaluation system that complies with this section.

Performance Evaluation System Commencing with the 2013-2014 School Year. If the Academy Board adopts and implements for all teachers and school administrators a performance evaluation system that complies with section 1249(7) of the Code, then the Academy Board is not required to implement a performance evaluation system that complies with section 1249(2) and (3). If the Academy enters into an agreement with an Educational Service Provider, then the Academy Board shall ensure that the Educational Service Provider adopts a performance evaluation system that complies with this section.

Parent Notification of Ineffective Teacher Ratings. Beginning with the 2015-2016 school year and continuing on during the term of this Contract, if a pupil is assigned to be taught by a teacher who has been rated as ineffective on his or her 2 most recent annual year-end evaluations under section 1249, the Academy Board shall notify the pupil's parent or legal guarding that the pupil has been assigned to a teacher who has been rated as ineffective on the teacher's 2 most recent annual year-end evaluations. The notification shall be in writing and shall be delivered to the pupil's parent or legal guardian by U.S. mail not later than July 15th immediately preceding the beginning of the school year for which the pupil is assigned to the teacher, and shall identify the teacher who is the subject of the notification.

Teacher and Administrator Job Performance Criteria. The Academy Board shall implement and maintain a method of compensation for its teachers and school administrators that includes job performance and job accomplishments as a significant factor in determining compensation and additional compensation earned and paid in accordance with Applicable Law. The assessment of job performance shall incorporate a rigorous, transparent, and fair evaluation system that evaluates a teacher's or school administrator's performance at least in part based upon data on student growth as measured by assessments and other objective criteria. If the Academy enters into an agreement with an Educational Service Provider, then the Academy Board shall ensure that the Educational Service Provider complies with this section.

Schedule 7-3

Description of Staff Responsibilities

Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule. The Academy may use noncertified individuals to teach as follows:

(a) A classroom teacher in any grade a faculty member who is employed full-time by the state public university and who has been granted institutional tenure, or has been designated as being on tenure track, by the state public university, and

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additional compensation earned and paid in accordance with Applicable Law. The assessment of job performance shall incorporate a rigorous, transparent, and fair evaluation system that evaluates a teacher's or school administrator's performance at least in part based upon data on student growth as measured by assessments and other objective criteria. If the Academy enters into an agreement with an Educational Service Provider, then the Academy Board shall ensure that the Educational Service Provider complies with this section.

Job Title: Superintendent
Employed by: Contracted Management Company

POSITION OVERVIEW

The ideal applicant must enjoy children and create a school climate where staff and students are excited to show up and put their best foot forward, socially and academically. The Old Mission Peninsula School (OMPS) Superintendent will partner with the Principal to fully utilize the unique campus, and the strength of the community to foster a comprehensive learning experience for all learners. If you have a history of building relationships and driving results, this is the job for you! The Superintendent leads implementation and maintenance of clear operational systems that allow the Principal and teachers to focus on teaching and learning, and enables a supportive school environment. The Superintendent therefore, will be an individual who embraces structure, innovation, and continuous improvement, and relishes the challenge of finding ways to work smarter and in a cost-efficient manner. The Superintendent will oversee the school's office and building operations. She/he will work closely and collaboratively with the Principal, teachers, Old Mission Peninsula Education Foundation, Grand Valley State University, (the Charter Authorizing Agent) the community and other valuable stakeholders.

RESPONSIBILITIES

Leadership: The Superintendent is a critical member of our school leadership team, along with the Principal, ensuring that the school achieves ambitious academic outcomes. The Superintendent will supervise members of the Operations team; provide coaching and professional development to all direct reports, and develop leadership talent from within. The Superintendent will report on all areas of operations to the Board of Directors.

School Development: Maintain a welcoming environment that engages families and communities. Lead school's annual effort to enroll new students and meet annual enrollment goals – including strategic planning, developing school-based marketing and messaging materials, canvassing, waitlist management, and registrations, and re-register current students each spring/summer.

Finance & Purchasing: Ensure that OMPS is supported by high quality, cost-effective operational support in the areas of facilities, to include food service, janitorial, and other non instructional areas. Oversee school finances: create discretionary budget, manage purchasing, monitor spending, and ensure strict adherence to the school's fiscal procedures. Manage relationships and negotiate services and contracts as it relates to all vendors. Aggressively

monitor and maintain usage and cost data for operations related activities and make recommendations for improvement. Evaluate resource allocation related to all areas of oversight, particularly in the review and projection of facilities and personnel expenditures.

Human Resources: Responsible for payroll and benefits administration. Secure substitute teachers.

Facilities: Keep the school's physical plant –both inside and out – in good repair and supervise engineer and custodians. Ensure the highest standard of safety for students and staff.

Compliance: Responsible for all areas of compliance including: health and safety laws, Asbestos awareness coordinator, teacher licensure and fingerprinting, city and state education mandates, and all federal and state workplace regulations.

Technology: Oversee purchasing and maintenance of student and teacher computing devices and other hardware & software. Ensure that technology infrastructure supports the operational and academic function.

Student Information and Reporting: Manage student information system, generate progress reports & report cards, and coordinate with stakeholders on data analysis and reporting.

Logistics: Plan and coordinate logistics for school calendar/schedule, parent meetings, special events, and field lessons.

REQUIREMENTS/QUALIFICATIONS

- Positive attitude with an interest in education or the non-profit sector
- Bachelor's degree from an accredited institution
- 4 years of work experience, with 2 years of management experience in a school or fast paced entrepreneurial environment, preferred
- Strong project management skills
- Meet or be working toward state requirements for the School Administrator Certificate
- Manage multiple priorities, and to prioritize tasks appropriately
- Excellent oral and written communication skills
- Evidence of strong interpersonal skills
- Able to solve problems in a complex, at times ambiguous, and fast-moving environment
- Comfort with giving and receiving constructive feedback
- Lifelong learner
- Meticulous attention to detail
- Proven ability to meet deadlines
- High level of comfort with financial oversight and budgeting
- Strong technology skills: proficient with Microsoft Office (Word, Excel, PowerPoint) & Google Drive (Docs, Sheets, Slides), and able to quickly learn how to use new programs/systems
- Demonstrated passion for, and commitment to, the OMPS mission

- Occasional evening and weekend availability

STATEMENT OF NON-DISCRIMINATION

OMPS is committed to a policy of equal treatments for all individuals applying for employment. OMPS does not discriminate on the basis of race, color, gender, sexual orientation, national or ethnic background.

Job Title: Principal
Employed by: Contracted Management Company

The role of the Director of Academics is to provide a specific leadership role dedicated to facilitating academic performance for all students at Old Mission Peninsula School. With undivided attention to academics the Principal's primary responsibilities include observing, coaching, and providing feedback to the teaching staff.

Primary Responsibilities:

- Develop and implement an innovative, high-quality, creative educational program, that sets high expectations for every student
- Serve on the recruitment committee for the school providing key input focused on academic achievement
- Set ambitious school goals for student achievement and performance and hold staff members accountable for achieving results
- Oversee all state testing and any other school-wide testing
- Complete all state required School Improvement reporting through the ASSIST platform
- Build and foster relationships with all OMPS stakeholders including students, staff, faculty, families, funders, board members, and the community
- Foster a welcoming school climate that supports both student and staff success
- Work as part of school leadership team to manage student behavior and oversee disciplinary actions
- Promote a culture of continuously improving teaching practice through professional development and collaborative planning amongst the faculty and staff
- Coach, develop and grow leaders from within the organization, giving opportunities for staff to develop new skills in leadership and improve their craft
- Use data to inform practice and drive decision-making and instruction at the school
- Oversee and monitor that Expeditionary Learning-inspired curriculum is integrated into lesson design and delivery
- Schedule and deliver professional development
- Provide training for effective classroom management
- Monitor Special Education students in various settings and provide feedback
- Monitor lesson plans to prescribed template
- Facilitate wing and grade level meetings as assigned
- Coach and support a consistent student discipline program

What it means to work at Old Mission Peninsula School:

- Being an active leader as we develop our school culture and environment
- Having extraordinarily high expectations for all students, staff, and faculty
- Working diligently to provide results for our students
- Working with a diverse student body
- Welcoming all who are interested our school
- Being challenged to examine your work in order to increase student achievement
- Engaging in a deep and meaningful way with the parents/guardians of all students
- Being supported by your peers, school leadership, School Board and the community

Qualifications:

- Passionate about success for all OMPS students
- Aligned with OMPS vision and mission statements
- Meet or be working toward state requirements for the School Administrator Certificate
- Master's degree (M.A.) or equivalent; or four to ten years related experience and/or training; or equivalent combination of education and experience
- Two to three years of teaching experience/or related work within a Michigan public school
- Ability to establish and maintain effective working relationships with students, peers, parents and community
- Responsible in completing tasks and problem solving
- Demonstrates organizational skills
- Demonstrates vision for continuous improvement in school academics and learning

Job Title: Office Manager
Employed by: Contracted Management Company

The Office Manager position is critical to the operation of the school and the duties are many and varied. The Office Manager will often be the first impression of the school so it is imperative that he/she ensures that visitors and callers are made to feel welcome. We envision our school as a caring learning community and we want visitors and callers to feel this when they enter or call our school. The Office Manager will staff the office/welcome center, providing friendly, positive, prompt, assistance to students, parents, staff and visitors. He/she will play an integral role in creating a positive environment. The Office Manager must respect the confidentiality of students, student records and staff at all times. The Office Manager will assist teachers with monitoring of students as needed. This might include helping to walk students to the playground, calling the parents of a sick child, or covering a classroom temporarily in the event of an unexpected staffing gap. The following is a general list of the responsibilities of the position. The Office Manager reports to the Director of Operations.

Primary Responsibilities:

- Support the vision and mission of Old Mission Peninsula School
- Maintain and update record-keeping at the school

- Maintain student counts, student database and student master schedule
- Maintain emergency contacts
- Maintain job applications, marketing materials, event calendars, including community events held at the school
- Support building security policies and procedures
- Assist with and conduct school/building tours
- Assist with marketing and promotion of the school including providing information about the school to new and prospective students
- Perform receptionist duties
- Answer phones, transfers calls, respond to inquiries and take messages
- Maintain and update student/staff directories
- Assist with scheduling meetings for staff, students and parents
- Assist in scheduling and preparing materials for school board meetings and PTO meetings
- Assist with copying, faxing, data entry supporting office operations including monitoring use and supplies for equipment
- Responsible to ensure strong communication to students and families
- Point of contact and coordinator for Old Mission Peninsula Education Foundation (OMPEF) services (IT services and building related services such as heating, cooling, plumbing vendors, etc.)
- Provide support for Superintendent (analytical, administrative, presentation preparation, scheduling, etc.)
- Maintain building calendar to be coordinated with OMPEF activities that are held at the school building
- Assist with staff appreciation activities
- Support open, growth-minded environment

<u>What it means to work at Old Mission Peninsula School:</u>

- Being an active participant as we develop our school culture and environment
- Working diligently to provide results for our students
- Working with a diverse student body
- Welcoming all who are interested in our school
- Engaging in a deep and meaningful way with the parents/guardians of all students
- Being supported by your peers, school leadership, School Board and the Community

<u>Qualifications</u>:

- Genuinely enjoy students
- Ability to adapt to constantly changing needs and appropriately prioritize work
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community

• Proficient in Microsoft office products including Word, Excel and PowerPoint • Ability to word process and utilize a database accurately
• Ability to perform math including fractions, percentages, weighted averages and/or ratios • Demonstrated ability to communicate and work effectively with staff, students and parents
• Demonstrated ability to work well in teams
• Ability to provide website maintenance and updates, preferred
• Associate Degree or higher preferred

Job Title: Teacher
Employed by: Contracted Management Company

A founding teacher at Old Mission Peninsula School (OMPS) is responsible for the education of each student assigned to his or her class, and is responsible for working with students, parents, other teachers and staff, and the school leadership toward achieving the mission and goals of OMPS. A Classroom Teacher is responsible for teaching all core academic disciplines including English Language Arts curriculum, social studies, science and mathematics with enthusiasm and passion. Teachers must embrace, and are responsible to fully implement the EL inspired curriculum, maintain current achievement level information and use data to implement research based strategies that provide an optimal learning experience for each student. Teachers should embrace a growth mindset, a culture of collaboration and lifelong learning. Classroom teachers report to the Principal.

<u>Primary Responsibilities</u>:

- Support the vision and mission of Old Mission Peninsula School.
- Model enthusiasm for learning.
- Implement the principles and components inspired by the mission and vision.
- Strategically plan the year's learning objectives.
- Work with Special Education staff to plan for and meet the needs of students with Individual Education Plans (IEPs) and English Language Learners (ELLs). Differentiate instruction and provide accommodations and supports as needed. Actively seek to improve knowledge and skills to better address the needs of special education students and ELLs.
- Develop and revise clear criteria and standards for quality work and regularly examine student work to ensure that it meets increasingly higher standards of quality. • Conduct ongoing assessment of student work using multiple assessment tools including anecdotal records, performance assessments with rubrics, exams, and individualized assessments as appropriate. Use assessment data to plan for instruction and to set short and long-range goals. Ensure collection and submission of data.
- Regularly analyze student data to improve instruction and make program recommendations and improvements.
- Uphold and support the school-wide discipline policies.

• Meet/plan regularly to ensure consistency of program and curriculum implementation. • Actively participate in Professional Development meetings and contribute to sessions by sharing ideas, student work, offering and accepting feedback, and facilitating some sessions or discussions.
• Conduct conferences with parents for the purpose of sharing results and making recommendations.
• Support parents in understanding the instructional approach at OMPS through regular communication.
• Record grades, report attendance, complete report cards, and access online educational materials as directed.
• Assist the School Leadership in other duties as requested.

Our ideal candidate:

• Believes that great teaching can transform the world and that perseverance pays off • Believes that all students can achieve at the highest levels
• Is a strategic thinker and proactive, creative, problem-solver
• Effectively balances the larger vision and plan for the school with ensuring the day-to day operations
• Thrives in a forward-thinking, changing, and continually growing environment • Is a team player
• Is able to take risks to do what is best for students
• Has excellent communication and interpersonal skills
• Is willing to grow professionally through further academic studies

What it means to work at Old Mission Peninsula School:

• Being an active participant as we develop our school culture and environment • Engaging in significant curriculum development work
• Working hard to provide results for our students
• Working with a diverse student body
• Welcoming all who are interested our school
• Being challenged to examine your work in order to increase student achievement • Engaging in a deep and meaningful way with the parents/guardians of all students • Having extraordinarily high expectations for all students, staff, and faculty • Being supported by your peers, school leadership, School Board and the community

Qualifications:

• Bachelor's Degree and appropriate Teaching Certificate/Licensure
• Demonstrated ability to communicate and work effectively with parents • Demonstrated ability to adapt to individual's specific needs
• Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff and community

• Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles
• Demonstrated ability to evaluate tests and measurements of achievement •
Demonstrated ability to work effectively as a team member

Job Title: Special Education Teacher
Employed by: Contracted Management Company

The Special Education Teacher at Old Mission Peninsula School is a versatile individual who specializes in working with students with disabilities and their families to maximize their potential. He/she is responsible for working with students, parents, other teachers and staff, and the school leadership toward achieving the mission and goals of OMPS. A Special Education Teacher must embrace, and are responsible to fully support the curriculum, maintain current achievement level information and use data to implement research based strategies that provide an optimal learning experience for each student. Special Education Teachers should embrace a growth mindset, a culture of collaboration and lifelong learning. Special Education Teachers report to the Principal.

Primary Responsibilities:
• Model enthusiasm for learning
• Provide direct and indirect instruction
• Provide long and short-term planning that addresses individual needs of students •
Evaluate students' progress
• Teach a multi-model approach
• Prepare written documentation accurately and submit in a timely manner • Effectively communicate with regular education teachers, parents and administrators to facilitate the IEP procedure
• Effectively consult with parents, students, teachers and administration •
Support the vision and mission of Old Mission Peninsula School
• Work with General Education staff to plan for and meet the needs of students with Individual Education Plans (IEPs)
• Assist staff in differentiating instruction and providing accommodations and supports as needed
• Actively seek to improve knowledge and skills to better address the needs of special education students
• Work with General Education staff to develop and revise clear criteria and standards for quality work and regularly examine student work to ensure that it meets increasingly higher standards of quality for students with IEPs
• Work with the General Education staff to plan/conduct ongoing assessment of student work using multiple assessment tools including anecdotal records, performance assessments with rubrics, exams, and individualized assessments as appropriate
• Use assessment data to plan for instruction and to set short and long-range goals •

Regularly analyze student data to improve instruction and make program recommendations and improvements
• Uphold and support the school-wide discipline policies
• Meet/plan regularly to ensure consistency of program and curriculum implementation • Actively participate in Professional Development meetings and contribute to sessions by sharing ideas, student work, offering and accepting feedback, and facilitating some sessions or discussions
• Maintain privacy of student records and information
• Assist the School Leadership in other duties as requested

Our ideal candidate:
• Believes that great teaching can transform the world and that perseverance pays off • Believes that all students can achieve at the highest levels
• Is a strategic thinker and proactive, creative, problem-solver
• Effectively balances the larger vision and plan for the school with ensuring the day-to day operations
• Thrives in a forward-thinking, changing, and continually growing environment • Is a team player
• Is able to take risks to do what is best for students
• Has excellent communication and interpersonal skills
• Is willing to grow professionally through further academic studies

What it means to work at Old Mission Peninsula School:
• Being an active participant as we develop our school culture and environment • Engaging in significant curriculum development work
• Working hard to provide results for our students
• Working with a diverse student body
• Welcoming all who are interested our school
• Being challenged to examine your work in order to increase student achievement • Engaging in a deep and meaningful way with the parents/guardians of all students • Having extraordinarily high expectations for all students, staff, and faculty • Being supported by your peers, school leadership, School Board and the community

Qualifications:
• Bachelor's Degree and appropriate Teaching Certificate/Licensure
• Michigan Special Education Certification
• Demonstrated ability to communicate and work effectively with parents • Demonstrated ability to adapt to individual's specific needs
• Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff and community
• Demonstrated ability to utilize varied teaching methodologies to accommodate students'

unique learning styles
- Demonstrated ability to evaluate tests and measurements of achievement
- Demonstrated ability to work effectively as a team member

Job Title: Instructional Aide
Employed by: Contracted Management Company

The Instructional Aide will provide assistance and support under the direct supervision of a certified or licensed teacher, as needed.

The Instructional Aide's responsibilities include but are not limited to:
- Assist with oversight and technical operations of computer laboratories
- Assist with physical care tasks and health-related activities as appropriate
- Assist students with behavioral/management needs
- Assist with technical preparation and production of media programs
- Conduct parental involvement activities
- Read to and play audio-visual materials for children
- Assist with proctoring examinations and other related tasks
- Assist with correcting test papers, recording grades, maintaining files, and preparing statistical
- reports
- Manage records, materials, and equipment
- Supervise students
- Assist the School Leadership in other duties as requested

Our ideal candidate:
- Believes that great teaching can transform the world and that perseverance pays off.
- Is a proactive and strategic thinker, creative problem-solver
- Believes that all students can achieve at the highest levels.
- Can effectively balance the larger vision and plan for the school with ensuring the day-to day
- operations are sound
- Thrives in a forward-thinking, changing, and continually growing environment
- Is a team player
- Is not afraid to take risks to do what is best for students
- Has excellent communication and interpersonal skills
- Willing to grow professionally through further academic studies

What it means to work at Old Mission Peninsula School:
- Being an active participant as we develop our school culture and environment
- Engaging in significant curriculum development work

• Working hard to provide results for our students
• Working with a diverse student body
• Welcoming all who are interested our school
• Being challenged to examine your work in order to increase student achievement • Engaging in a deep and meaningful way with the parents/guardians of all students. • Having extraordinarily high expectations for all students, staff, and faculty. • Being supported by your peers, school leadership, School Board and the community.

Qualifications

- Complete at least two years of study at an institution of higher education (equal to 60 semester hours); or
- Obtain an associate's degree (or higher); or
- Meet a rigorous standard of quality and demonstrate, through passage of an approved formal state academic assessment in the following areas:
    - Knowledge of, and the ability to assist in, instructing reading, writing, and mathematics; or
    - Knowledge of, and the ability to assist in, instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.
- Demonstrated ability to communicate and work effectively with parents • Demonstrated ability to adapt to individuals specific needs
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff and community
- Demonstrated ability to work effectively as a team member

SCHEDULE 7-4

METHODS OF ACCOUNTABILITY AND PUPIL ASSESSMENT

SCHEDULE 7-4

Grand Valley State University shall evaluate the success of the Academy by considering multiple areas of performance. Criteria that the Grand Valley State University Charter Schools Office will use in its evaluation shall include, but not be limited to, the performance of the Academy in the areas of student performance, board governance, organizational performance, compliance reporting, facility conditions, fiscal strength and reporting and other pertinent performance data, as required by federal and state law, the authorizing contract, or desired by the authorizer for review.

Included in this evaluation shall be the requirements of Article VI Section 6.5 of the authorizing agreement, which states:

Section 6.5. Methods of Accountability and Pupil Assessment. In addition to those set forth in this Section 6.5, the Academy shall evaluate its pupils' work based on the assessment strategies identified in the Schedules. The Academy shall also assess pupil using all applicable testing that the Code or the Contract requires. The Academy shall provide the University Charter Schools Office with copies of reports, assessments, and test results concerning the following:

a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the University Charter Schools Office;

b) an assessment of the Academy's student performance at the end of each academic school year or at such other times as the University Board may reasonably request;

c) an annual education report in accordance with the Code;

d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration or a program of testing approved by the University Charter Schools Office Director; and

e) all tests required under Applicable Law.

The University Board may use such reports, assessments and test results in making its decision to suspend, terminate, or not issue a new contract at the end of the Contract, or revoke the Contract.

Date: April 18th, 2025

Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the OMPS Board of Directors at a properly noticed open meeting held on the 18th day of April, 2025, at which a quorum was present.

Board Secretary

SCHEDULE 7-5

ACADEMY'S ADMISSION POLICIES AND CRITERIA

ADMISSION OF STUDENTS

Reference: MCL 380.502(3)(e)(iii); MCL 380.504

The Board of Directors will allow students who reside in Michigan, regardless of their citizenship or immigration status to enroll in the Academy in accordance with limits established by the Board of Directors. The Board shall meaningfully communicate material information about enrollment requirements and procedures with parents, including parents who have limited proficiency in English. Access to information regarding enrollment requirements and procedures shall be available on the Academy's web site. Because space is limited, each student must enroll each year. Preferences will be in writing and given to:

A. pupils who were enrolled in the Academy in the immediately preceding school year;

B. siblings of enrolled students;

C. children of a person who is employed by or at the Academy or who is on the Board of Directors of the Academy.

When maximum enrollment for a grade has been reached, applicants shall be placed on a waiting list and admitted on the basis of a lottery system.

The School Leader shall develop Administrative Procedures for the proper implementation of this policy.

Adopted 8/30/18

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SCHEDULE 7-6

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

2025-2026 School Calendar

July 2025

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Symbols Key

- Staff Professional Development
- No School
- Half Day Dismissal at 11:30
- Student Count Day
- Parent/Teacher Conferences

August 2025

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August

26-27	Staff Professional Development
28	Teacher Work Day

September 2025

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

September

1	No School - Labor Day
2	First Day of School - 1/2 Day Dismissal

October 2025

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October

1	Count Day
17	1/2 Day for Students - Full Day for Staff
21, 23	Parent/Teacher Conferences

November 2025

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

November

4	No School for Students - PD for Staff
25	End of First Trimester
26-28	No School - Thanksgiving Break

December 2025

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

December

22-31	No School - Holiday Break

January 2026

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January

2	Holiday Break Continues
5	School Resumes

February 2026

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

February

11	Count Day
20, 23	Winter Break - No School

March 2026

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March

10, 12	Parent/Teacher Conferences
10	End of Second Trimester
27-31	Spring Break

April 2026

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April

1, 2, 3	Spring Break Continues
6	School Resumes

May 2026

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May

25	No School - Memorial Day

June 2026

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June

11	Last Day of School with 1/2 Day Dismissal
11	End of Third Trimester, and completes 180 Instructional Days, 1098 instructional hours

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SCHEDULE 7-7

AGE/GRADE RANGE OF PUPILS ENROLLED

AGE OR GRADE RANGE FOR PUPILS TO BE ENROLLED

The Academy will enroll students in PK through eighth grade that are age appropriate.

SCHEDULE 7-8

ADDRESS AND DESCRIPTION OF PROPOSED PHYSICAL PLANT; LEASE OR DEED FOR PROPOSED SITE; OCCUPANCY CERTIFICATE

Schedule 7-8: Address and Building Description
Old Mission Peninsula School

Address: 2699 Island View Road, Traverse City, Michigan 49686

Description:

Old Mission Peninsula School (OMPS) leases a 38,355 sq. foot School Building from the Old Mission Peninsula Education Foundation (OMPEF). The facility is a brick 1 story building with 16 classrooms, administrative office space, a library, a cafeteria, and a gymnasium. The campus has outdoor facilities including 2 playgrounds, a track, a soccer field, a baseball field, frog pond with amphitheater, hardwood forest and parking lot. The overall property is approximately 15.5 acres.

The property and building have housed OMPS since 2018, and the grounds and structure are jointly maintained according to the lease by both OMPS and OMPEF.

The School Building is located on the Old Mission Peninsula, a narrow landmass projecting approximately 16 miles into Grand Traverse Bay. The township varies from 1 to 3 miles in width and contains approximately 42 miles of Great Lakes shoreline. The Township is a largely a rural and agricultural community that extends northwards from the urban area of Traverse City within Grand Traverse County.

FIRST AMENDMENT TO LEASE AGREEMENT

This **First Amendment to Lease Agreement** (this "**First Amendment**") is made and entered into as of May 20, 2025, by and between **Old Mission Peninsula Education Foundation**, a Michigan nonprofit corporation ("**Lessor**"), and **Old Mission Peninsula School**, a Michigan nonprofit public school academy ("**Lessee**").

RECITALS

WHEREAS, the parties entered into that certain Lease Agreement effective as of July 1, 2021 (the "**Lease**"), pursuant to which Lessor leased to Lessee the premises commonly known as the Old Mission Peninsula School located at 2699 Island View Road, Traverse City, Michigan;

WHEREAS, Article 2.2 of the Lease provides for an automatic renewal term under certain conditions, with an annual rent not to exceed five percent (5%) of the Per Pupil Foundation Allowance;

WHEREAS, the parties desire to amend the Lease to clarify and modify the renewal term and related rent provisions;

NOW, THEREFORE, in consideration of the mutual covenants contained herein and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

1. Amendment to Article 2.2 – Term Extension

Article 2.2 of the Lease is hereby deleted in its entirety and replaced with the following:

"2.2 Extension Term. The Term shall automatically renew for an additional term of three (3) Lease Years (the "Extension Term") commencing on July 1, 2025 and expiring on June 30, 2028, provided that the Charter for Lessee is renewed by Grand Valley State University. During the Extension Term, Annual Rent shall be equal to four percent (4%) of the Per Pupil Foundation Allowance line item within the approved OMPS General Operating Budget for each fiscal year (July 1 to June 30). This rate shall remain flat for each of the three (3) Lease Years in the Extension Term. Unless otherwise agreed to by both parties in writing, following the expiration of the Extension Term, the Lease shall continue on a month-to-month basis at a rate of five percent (5%) of the Per Pupil Foundation Allowance, subject to all other terms and conditions of the Lease."

2. No Other Amendments

Except as expressly amended herein, all other terms, covenants, and conditions of the Lease shall remain in full force and effect.

3. Counterparts

This First Amendment may be executed in any number of counterparts, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument.

4. No Brokers

Each party represents and warrants to the other that it has not dealt with any broker, agent, or finder in connection with this First Amendment, and no broker, agent, or finder is entitled to any commission or fee in connection herewith. Each party shall indemnify, defend, and hold harmless the other from and against any claims for commissions or fees by any broker, agent, or finder claiming to have acted on behalf of such party in connection with this First Amendment.

IN WITNESS WHEREOF, the parties have executed this First Amendment as of the date first written above.

LESSEE:
Old Mission Peninsula School

By: _____
Name: Shaina LaFond
Title: President, OMPS Board of Directors

LESSOR:
Old Mission Peninsula Education Foundation

By: _____
Name: Christopher A Radu
Title: President

LEASE
Old Mission Peninsula School

THIS LEASE is entered into the 21st day of July, 2021 with an effective date of July 1, 2021, by and between OLD MISSION PENINSULA EDUCATIONAL FOUNDATION, a Michigan nonprofit corporation ("**Lessor**"), and OLD MISSION PENINSULA SCHOOL, a Michigan Public School Academy ("**Lessee**").

RECITALS

Lessee desires to lease the Premises from Lessor on the terms set forth in this Lease, and use the Premises for its charter school program.

Basic Lease Definitions. The following defined terms will be used throughout this Lease:

1. **Lease Date** means July 1, 2021.

2. **Lessor** means Old Mission Peninsula Education Foundation or its successors in interest.

3. **Lessor Notice Address** means OMPEF, 2699 Island View Rd., Traverse City, MI 49686.

4. **Lessee** means Old Mission Peninsula School.

5. **Lessee Notice Address** means 2699 Island View Rd., Traverse City, MI 49686.

6. **Premises** means the real estate located in the Traverse City, Grand Traverse County, Michigan, described on Exhibit "A" attached hereto, and all improvements located thereon.

7. **Term** means Four (4) Lease Years.

8. **Lease Year** means the period beginning on July 1st and ending on June 30th of the following calendar year.

9. **Commencement Date** means July 1, 2021.

10. **Expiration Date** means June 30, 2025, unless automatically renewed pursuant to the terms herein.

11. **Annual Rent** means the following percentages of the Per Pupil Foundation Allowance line item within the approved OMPS General Operating Budget for each July 1 to June 30 fiscal year of the school. The rent payment amount for each year will be determined by July 1 of each year according to the Per Pupil Foundation Allowance line total in the initial approved budget. An adjustment to the rent payment may occur after the spring OMPS General Operating Budget Amendment to reflect any changes to the Per Pupil Foundation Allowance line total, and a final adjustment may occur after the final OMPS General Operating Budget Amendment to reflect any changes to the Per Pupil Foundation

Allowance line total. As the final adjustment will come at the close of the year, any payment due will be paid with a single adjustment payment separate of regular monthly rent payments. The percentages below represent a schedule for each of the four (4) years of the lease term:

2% of per pupil state aid funding in 2021-2022
2.75% of per pupil state aid funding in 2022-2023
3.5% of per pupil state aid funding in 2023-2024
4.25% of per pupil state aid funding in 2024-2025

12. **Monthly Installment of Annual Rent** means the percentage amounts as defined by the Annual Rent for a given year, to be paid in eight (8) monthly installments from October of each year through May of each year, with the first payment due on the last day of the month starting in October and ending in May of each year.

13. **Real Estate Taxes** means: (i) real estate taxes; (ii) ad valorem taxes; (iii) general, special, ordinary, or extraordinary assessments; (iv) water and sewer charges; (v) taxes based on the receipt of rent, other than federal, state, and local income taxes; and (vi) any other federal, state, or local charge that may now or later be imposed, levied, or assessed against the Premises.

14. **Insurance** means all insurance expenses paid or incurred in connection with the Premises, including commercial general liability, property, fire, casualty, extended coverage, worker's compensation, elevator, boiler and machinery, war risk, or any other insurance carried in good faith by Lessor or required by Lessor's mortgagee.

15. **Utilities** means all utility expenses paid or incurred in connection with the Premises, including charges for electricity, gas, steam, water, and sewer.

16. **Designated Use** means use of Premises for a public school and related activities.

17. **Applicable Laws** means all statutes, codes, ordinances, administrative rules, regulations, and orders or directives of any governmental authority.

NOW, THEREFORE, in consideration of the mutual covenants set forth in this Lease, Lessor and Lessee agree as follows:

ARTICLE 1

Premises

1.1 Lessor leases the Premises to Lessee. Lessee has inspected the Premises and is satisfied with their condition. Lessor must make reasonable efforts to deliver possession of the Premises on the Commencement Date. Lessor is not liable for damages for failure to deliver possession on the Commencement Date, and the validity of the Lease will not be impaired by such failure.

ARTICLE 2

Term

2.1 The Term means Four (4) Lease Years. The term commences on the Commencement Date and expires on the Expiration Date unless otherwise terminated or extended as provided in this Lease.

2.2 The Term shall automatically renew for an additional Term of Three (3) Years, provided the Charter Contract for OMPS is renewed by Grand Valley State University, and with Annual Rent increasing to not more than 5% of the Per Pupil Foundation Allowance in the approved OMPS General Operating Budget for each July 1 to June 30 fiscal year of the school, unless either party provides written notice of termination to the other party at least twelve months prior to the Expiration Date.

ARTICLE 3

Rent

3.1 Beginning on the Commencement Date, Lessee will pay Lessor the Annual Rent, which will be paid by eight (8) monthly installments from October of each year through May of each year to the order of Lessor, by the last day of each calendar month, at Lessor's office or any other place that Lessor designates in writing. Any Rent that is not received within twenty (20) days after its due date will bear interest at One Percent (1%) of the Monthly Installment amount per month. If the Commencement Date is other than the first day of a calendar month, the Monthly Installment of Annual Rent for the partial first calendar month of the Term will be prorated on a daily basis and paid on the Commencement Date.

3.2 In the event Lessee requires capital improvements to the Premises for its use, the Lessor and Lessee shall agree in writing to a lease amendment prior to making any capital improvements.

ARTICLE 4

Use and Occupancy

4.1 Lessee shall use the Premises solely for operating a public school and uses incidental thereto. Lessee shall not use or allow the use of the Premises for any unlawful purpose, nor shall Lessee allow the Premises to be used in violation of any public ordinance, rule or regulation, or in violation of any certificate of occupancy or certificate of compliance covering or affecting the Premises, or any part thereof. Lessee shall not suffer any act to be done or any condition to exist on the Premises or any part thereof which may in law constitute a nuisance, public or private, or which may make void or voidable any insurance with respect thereto.

4.2 Lessee shall not commit any waste, damage, or injury of or to the Premises or the fixtures

or any part thereof and shall take all reasonable precautions and actions to prevent others from committing any of the foregoing.

4.3 Unless this Lease is terminated or Lessee is evicted in accord with Michigan law, Lessor will not disturb Lessee's quiet enjoyment of the Premises or unreasonably interfere with Lessee's Designated Use of the Premises.

4.4 The parties agree that Lessor, upon written approval from Lessee, may make use of certain space on the Premises to provide for daycare, before and after school programs, summer camp, foundation and school fundraising, and educational and community benefit purposes. Lessor may use the Premises for such purposes if there is adequate space, appropriate background checks, fire and safety requirements have been met, insurance coverage for such use in the amounts set forth in Article 7 are in place, costs of cleanup and maintenance will be paid by Lessor. Such use may not interfere with the normal educational environment for students or the Lessee's ability to provide the educational services and programs to its students. If such use by Lessee shall exceed two weeks, the parties shall execute a separate sublease to govern the use.

ARTICLE 5

Utilities/Services

5.1 Charges for utilities, including without limitation gas, electricity, light, heat, water, sewage and telephone or other communication services, are the responsibility of the Lessee.

5.2 Lessee shall have the right to use the utility services which are presently existing on the Premises. Lessor shall not be required to furnish any service to the Premises, including but not limited to heat, water and power. The Lessor shall not be liable for any failure of water supply or electric current or any service by any utility, for injury to persons, including death, or damage to property resulting from steam, gas, electricity, water, rain or snow which may flow or leak from any part of the Premises or from any pipes, appliances or plumbing works from the street or subsurface or from any other place, or for interference with light or other easements, however caused, except if due to the affirmative negligence of the Lessor.

5.3 If the existing services are required to be modified or replaced for any reason by any utility company or authorized agency, governmental or otherwise, then Lessee shall comply with the same at its own cost and shall save Lessor harmless therefrom.

5.4 Except as otherwise expressly provided in this Lease, Lessor shall have no obligation to provide any services to Lessee with respect to the Premises.

5.5 Charges related to the typical operational use/routine maintenance/general wear-and-tear/basic replacement for the gas, electrical, light, heat, water, and sewage equipment are the responsibility of the Lessee. These charges include, but are not limited to:

- HVAC mechanical systems (boiler/air handlers/air conditioners)
- Water suppression system

- Hot water heaters
- Well pumps/water purification
- Septic system
- Lighting/electric controllers
- Security system
- Lighting

It is expected that the Lessee shall routinely service and maintain the Premises, all equipment, and fixtures to be in good working order. Any fixtures damaged on the Premises shall be repaired and/or replaced by the Lessee. Fixtures includes, but not limited to:

- Windows/doors
- Roof drains/water remediation
- Toilets, sinks, faucets, drinking fountains
- Interior/exterior lighting
- Classroom projectors
- Gymnasium scoreboard
- Playground equipment
- Signage

5.6 Charges related to the complete replacement and/or major repair of the gas, electrical, light, heat, water, and sewage equipment and systems shall be the responsibility of the Lessor.

Charges related to the replacement and/or major repair of the Premises and the building's internal/exterior structure are the responsibility of the Lessor. These charges include, but are not limited to:

- Roof
- Exterior brickwork/fascia
- Windows/doors
- Roads, parking lots, sidewalks

These charges, if higher than the Annual Rent for the respective Lease Year, shall be shared between the Lessee and the Lessor and agreed upon in writing prior to making any improvements.

ARTICLE 6

Taxes

6.1 The Lessee agrees to pay prior to the penalty date all taxes and special assessments and other similar charges which shall be levied on or assessed against the Premises during the term, and to save the Lessor harmless from the payment thereof. Taxes for the first and last year of the term or any extension or renewal thereof shall be prorated on the basis of the fiscal period for which such tax is assessed. Lessee may in good faith and at its own expense contest the imposition and collection of any tax or assessment, in the Lessor's name, if necessary, and during the period of such contest Lessee shall not be deemed to be in default hereunder for

failure to pay such contested amount.

6.2 If at any time after any tax, assessment or similar charge so charged or assessed against said Premises shall become due or payable and Lessee shall neglect or fail to pay the same, Lessor may pay the same at any time thereafter, and the amount of any and all such payments so made by Lessor shall be and is hereby declared to be so much additional and further rent for Premises due from and payable by Lessee, with the next installment of rent due thereunder.

6.3 At the termination of this Lease by lapse of time or otherwise, all taxes due and payable by Lessee under the provisions of this Article 6 shall be paid by Lessee including any unpaid installments of special assessments levied during the term of this Lease.

6.4 Upon demand of Lessor within ninety (90) days after the date any tax, charge, assessment or imposition referred to in this Article 6 is payable by Lessee, Lessee shall provide to Lessor official receipts of the appropriate taxing authority or other proof satisfactory to Lessor of the payment of such tax, charge, assessment, or imposition.

ARTICLE 7

Insurance

7.1 Lessee must maintain in effect a commercial general liability insurance policy providing coverage for the Premises, including without limitation all common areas, with policy limits of the greater of (a) $1 Million per occurrence and $2 Million aggregate, with a $4 Million umbrella aggregate, exclusive of defense costs and without any provision for a deductible or self-insured retention or (b) limits as required by Grand Valley State University as the School's authorizer.

7.2 Lessee must maintain in effect a property insurance policy on a special cause of loss form covering Lessee's personal property, trade fixtures, and improvements to their full replacement cost, without deduction for depreciation. The insurance must include reimbursement for extra expenses incurred as the result of damage or destruction to all or a part of the Premises.

7.3 All insurance policies that Lessee is required to maintain must be written by carriers who are authorized to write insurance in Michigan and have an AM Best Company rating of not less than A-. Any commercial general liability policy that Lessee is required to maintain will (a) name Lessor as an additional insured using ISO form CG 20 26 11 85 or its equivalent without modification; (b) be endorsed to provide that it will not be canceled or materially changed for any reason except on 30 days' prior written notice to Lessor; (c) provide coverage to Lessor whether or not the event giving rise to the claim is alleged to have been caused in whole or in part by the acts, omissions, or negligence of Lessor; (d) all policies must be primary, with the policies of Lessor being excess secondary, and noncontributing; and (e) Lessee shall reinstate any aggregate limit that is reduced because of losses paid to below 75 percent of the limit required by this Lease. Lessor and Lessee will require their property insurance policies to include a clause or an endorsement allowing Lessor and Lessee to release each other from any liability to each other or anyone claiming through or under them by way of subrogation or otherwise, for

any loss resulting from risks insured against. If any policy that Lessee is required to maintain is written on a claims-made insurance form, each policy must have a retroactive date that is not later than the Commencement Date. Furthermore, if insurance coverage is written on a claims-made basis, Lessee's obligation to provide insurance will be extended for an additional period equal to the statute of limitations for such claims on the Expiration Date, plus one year. Insurance may be provided in the form of blanket insurance policies covering properties in addition to the Premises or entities in addition to Lessee. All blanket policies must provide that the overall aggregate limit of liability that applies to Lessor or the Premises is independent from any overall or annual aggregate that applies to other entities or properties.

7.4 At Lessor's option, Lessee must deliver either certificates of insurance or the original policies to Lessor before the Commencement Date, together with receipts evidencing payment of the premiums. Lessee must deliver certificates of renewal for the policies to Lessor not less than thirty (30) days before their expiration dates.

7.5 This Lease requires Lessee to obtain insurance to cover any claim for loss resulting from fire or other casualty. Lessor and Lessee will each look to its own insurance for the recovery of insured claims. Lessor and Lessee release one another from insured claims. Lessor and Lessee waive any right of recovery of insured claims by anyone claiming through them, by way of subrogation or otherwise, including their respective insurers. This release and waiver remains effective despite either party's failure to obtain insurance in accord with this Lease. If either party fails to obtain insurance, it bears the full risk of its own loss.

ARTICLE 8

Fire or Other Casualty

8.1 Lessee must give Lessor notice of fire or other casualty on the Premises. In addition to the written notice, Lessee must immediately and with all diligence attempt to contact Lessor by all means available, including telephone, pager, fax, and e-mail, to inform Lessor of the casualty. If the Premises are damaged or destroyed by fire or other casualty, Lessor may terminate this Lease by notice to Lessee. The notice of termination must be given within thirty (30) days after the occurrence of the casualty. If the notice of termination is not given within that period, this termination option will lapse and no longer be effective. Within thirty (30) days after the notice of termination has been given, Lessee must surrender the Premises to Lessor. After the surrender, each party is released from any further obligations under this Lease, except all Rent accruing through the surrender date must be paid in full. Lessee has no obligation to pay any Rent accruing after the surrender date. If Lessor does not exercise this option within the designated period, Lessor must diligently proceed to repair and restore the Premises to its condition before the casualty.

ARTICLE 9

Care of Premises

9.1 The Lessee will keep the Premises and all other property leased hereunder in good condition and repair, and will yield and deliver up the same at the expiration of the term in as good a condition as when taken, reasonable use and wear thereof excepted. Lessee shall also maintain all portions of the Premises and adjoining areas in a clean and orderly condition, free of dirt, rubbish, snow, ice and unlawful obstructions. The Lessee may not make any repairs, alterations, additions, changes or improvements to the Premises without the prior consent of Lessor. All such repairs, alterations, changes or improvements shall be completed and maintained in good workmanlike condition, free and clear of all liens and encumbrances arising out of such work.

9.2 Lessor shall have the right to enter upon the Premises for the purpose of making any repairs thereto and performing any work thereon which may be necessary by reason of Lessee's failure to make any such repairs or perform any such maintenance work as provided herein. Except in case of emergency, the privilege and right of entry shall be exercised at reasonable times and at reasonable hours. Lessee shall pay the cost of any such repairs and maintenance work to Lessor, upon demand therefor and upon submission of satisfactory evidence of Lessor's payment of such costs which sums shall be deemed additional rent hereunder.

ARTICLE 10

Indemnification

10.1 Lessee will indemnify and defend Lessor against all claims for bodily injury or property damage relating to the Premises. The claims covered by this indemnification include all claims for bodily injury or property damage relating to (a) the condition of the Premises; (b) the use or misuse of the Premises by Lessee or its agents, contractors, or invitees; or (c) any event on the Premises, whatever the cause. Lessee's indemnification does not extend to liability for damages resulting from the sole or gross negligence of Lessor or from Lessor's intentional misconduct.

10.2 Each party hereto, for itself and its respective successors and assigns (including any person, firm or corporation which may become subrogated to any of its rights), waives any and all rights and claims for recovery against the other party, and its officers, employees, agents, and assigns, or any of them, on account of any loss or damage to any of its property insured under any valid and collectible insurance policy or policies, to the extent of any recovery collectible under such insurance. Notwithstanding the foregoing, this waiver shall not be applicable if it has the effect of invalidating any insurance coverage of Lessor or Lessee.

ARTICLE 11

Compliance With Statutes

11.1 Lessee agrees that it will comply with all statutes, police, sanitary, building, and fire rules, regulations, and instructions, and municipal ordinances, relating to or affecting the use of

the Premises; and agrees to reimburse Lessor for any damages or penalties suffered because of Lessee's noncompliance with any such rules, regulations, instructions, ordinances, or statutes.

11.2 Lessee agrees that it will comply with and keep the Premises in compliance with the Fair Housing Amendments Act of 1988, the Americans with Disabilities Act of 1990, and any other Federal, State or local statute, law, ordinance, code, rule, regulation, order or decree regulating, relating to, or imposing liability or standards of conduct relating to barrier-free access or access of the handicapped or disabled to the Premises (collectively, "**Access Laws**"). The Lessee hereby indemnifies the Lessor and agrees to hold the Lessor harmless from and against all losses, liabilities, damages, injuries, costs, expenses and claims of any and every kind whatsoever paid, incurred or suffered by, or asserted against, the Lessor for violations or alleged violations of the Access Laws relating the Premises.

ARTICLE 12

Assignment And Sub-Letting

12.1 Lessee shall not assign, transfer or sub-let the Premises or any part thereof or any interest hereunder without first obtaining the written consent of the Lessor.

ARTICLE 13

Default

13.1 Lessee shall be in default upon occurrence of any of the following events:

A. Failure by Lessee in the payment of any rent or other charge provided for herein on the day it becomes due and payable.

B. Failure by Lessee or suffered by Lessee of any of the other covenants or conditions of this Lease required to be kept or performed by Lessee (other than payment of rent or other charges required by the terms of the Lease).

C. Lessee's becoming insolvent, as that term is defined by any federal or state law or regulation (the "**Insolvency Laws**"); the appointment of a receiver or custodian for all or a substantial portion of Lessee's property or assets; the institution of a foreclosure action upon all or a substantial portion of Lessee's real or personal property; the filing of a voluntary petition under the provisions of the Bankruptcy Code or Insolvency Laws; the filing of an involuntary petition against Lessee as the subject debtor under the Bankruptcy Code or Insolvency Laws, which is either not dismissed within sixty (60) days of filing, or results in the issuance of an order for relief against the debtor, whichever is later; or Lessee's making or consenting to an assignment for the benefit of creditors or a common law composition of creditors, or if the Lessee's leasehold interest herein shall be levied on execution (collectively an "**Event of Bankruptcy**").

D. Expiration or discontinuance for any reason of the Charter Contract granted to Lessee by its authorizer (the "**Charter**").

13.2 In the event of default, Lessor may in addition to any other remedy, re-enter into and repossess the Premises and all other property leased hereunder and remove the Lessee and every other occupant, and may relet the Premises or any part thereof for any term, either shorter, longer, or the same, at a higher, lower, or the same rental, making such alterations as may be necessary, without working a termination of this lease, provided, however, that Lessor at its option may in any of such events, terminate this lease effective on the date specified in written notice from Lessor to Lessee.

13.3 If the Lessor shall, on any such default by the Lessee, obtain possession of the Premises by re-entry, summary proceedings, or otherwise, the Lessee shall pay to Lessor all expenses incurred in obtaining possession of the Premises, all expenses and commissions which may be paid in and about the letting of the same, and all other damages resulting from Lessee's default.

13.4 No termination of this Lease pursuant to this section or repossession of the Premises or any part thereof or of any other property leased hereunder shall relieve Lessee of its liabilities and obligations under this Lease, all of which shall survive any such termination or repossession and, if the Premises or any part thereof shall not have been relet, Lessee shall pay to Lessor as and for liquidated and agreed current damages the then present value of the rent and other sums and charges to be paid by Lessee until what would have been the end of the term in the absence of such termination or repossession. If the Premises shall have been relet, Lessee shall pay the Lessor, as and for liquidated and agreed current damages for Lessee's default, the present value of the equivalent of the amount of the rent and such other sums and other charges as would be payable under this Lease by Lessee if this Lease were still in effect, less the present value of the net proceeds, if any, of the reletting effected pursuant to the provisions hereof, after deducting all of Lessor's expenses in connection with such reletting, including, without limitation, all repossession costs, brokerage and management commissions, operating expenses, legal expenses, reasonable attorneys' fees, alteration costs and expenses of preparation of such reletting. Exercise of any remedy hereunder by Lessor shall not exclude the right to exercise any other remedy hereunder.

13.5 The Lessor, as defined in this Lease, includes successors in interest. The term is intended to refer to the owner of the Premises at the time in question. If the Premises are sold, the new owner will automatically be substituted as the Lessor.

13.6 If Lessor fails to perform this Lease and as a result Lessee recovers a money judgment against Lessor, the judgment will be satisfied out of the execution and sale of Lessor's interest in the Premises or by garnishment against the rents or other income from the Premises. Lessor is not liable for any deficiency. This section constitutes Lessee's sole and exclusive remedy for breach.

13.7 Conditioned solely on the sale of the Premises, Lessee agrees to the following release in favor of its then former lessor. Effective on the first anniversary of the date on which Lessee is given notice of the sale, Lessee releases its former lessor from all claims except those expressly

preserved in this section. This release is intended to be broadly construed for the benefit of the former lessor and includes (a) all claims regarding the performance of this Lease; (b) all claims for bodily injury or property damage relating to the Premises; and (c) all claims in any other way relating to the Lease, the Premises, or the lessor-lessee relationship. However, this release does not extend to any claim filed in a court of appropriate jurisdiction within one year of the date of sale or to any claim for bodily injury or property damage resulting from the former lessor's gross negligence.

13.8 No waiver by either party hereto of any breach of any of the terms of this Lease shall be deemed to be a waiver of any other or subsequent breach.

13.9 Lessee may terminate this Lease, without cost or penalty to the Lessee, in the event that the Lessee is required to close the Premises covered by this Lease (i) pursuant to a notice issued by the Michigan Department of Education under Section 507 of the Code, MCL 380.507; or (ii) pursuant to a reconstitution by the University pursuant to Section 507 of the Code, MCL 380.507 and the Charter. The Lessor shall have no recourse against the Lessee or the University Board for implementing the site closure or reconstitution. Nothing in this Section 13.9 shall prevent the Lessor from receiving lease payments owed prior to site closure or reconstitution, or relieve the Lessee from paying any costs or expenses owed under this Lease prior to site closure or reconstitution.

ARTICLE 14

Curing Of Lessee's Defaults

14.1 If Lessee shall at any time fail to make any payment or perform any act on its part to be made or performed hereunder, then Lessor without notice to Lessee, except when other notice is expressly provided for in this Lease and without waiving or releasing Lessee from the obligations of Lessee contained in this Lease, may (but shall be under no obligation to) make such payment or perform such act, and may enter upon the Premises for any such purpose, and take all such actions thereon as may be necessary therefor.

14.2 All sums to be paid by Lessor and all costs and expenses incurred by Lessor in connection with the performance of any such act, together with any consequential damages Lessor may suffer by reason of the failure of Lessee to make such payment or perform such act, and counsel fees incurred by Lessor in connection therewith or in enforcing its rights hereunder, shall be paid by Lessee to Lessor on demand as additional rent hereunder.

14.3 Lessee agrees to hold Lessor harmless from any inconvenience or interference with Lessee's operation of its business as a result of Lessor having to cure a default of Lessee hereunder.

ARTICLE 15

Remedies Not Exclusive; Waiver

15.1 Each of the rights, remedies and benefits provided by this Lease are cumulative, and are not exclusive of any other of said rights, remedies and benefits, or of any other rights, remedies and benefits allowed by law.

15.2 One or more waivers of any covenant or condition by Lessor will not be construed as a waiver of a further or subsequent breach of the same covenant or condition, and the consent or approval by Lessor to or of any act by Lessee requiring Lessor's consent or approval will not be deemed to waive or render unnecessary Lessor's consent to or approval of any subsequent similar act by Lessee.

ARTICLE 16

Surrender

16.1 Upon the termination of this Lease, Lessee shall quit and surrender the Premises and all property leased hereunder, broom clean, to Lessor without delay and in good order, condition and repair, ordinary wear and tear excepted, free and clear of all lettings and occupancies, (except those previously approved by Lessor), and free and clear of all liens and encumbrances, except that part of the Premises which have been taken through eminent domain, if any, after the delivery hereof, without any payment therefor by Lessor. Any personal property owned by Lessee or other occupant of the property which shall remain on the Premises after the termination of this Lease, and the removal of Lessee or such other occupant from the Premises, may at the option of Lessor, be deemed to have been abandoned and may be disposed of without accountability, as Lessor may see fit, without prejudice to the rights of any such other occupant as against the Lessee.

16.2 If Lessee remains in possession of the Premises after the Expiration Date with the consent of Lessor, it will occupy the Premises as a holdover Lessee on a month-to-month basis. Lessor may withhold its consent to holdover in its sole discretion. If Lessor consents to the holdover, Lessee is subject to all the provisions of this Lease to the extent that they can be applicable to a month-to-month tenancy, except that the Monthly Installment of Annual Rent will be 125% the Monthly Installment of Annual Rent payable during the last month of the Term. This covenant does not preclude Lessor from recovering damages if Lessee fails to timely deliver possession of the Premises after termination of the holdover, nor does it establish any right to extend or renew the Term. If Lessee holds over after the expiration of the Term without Lessor's consent, Lessee is liable for all damages resulting from the holdover. It is expressly within the contemplation of the parties that such damages may include (a) the reasonable rental value of the Premises; (b) any damages arising from the loss of any sale, lease, or refinancing of the Premises; (c) and any lost profits incurred by Lessor.

ARTICLE 17

Eminent Domain

17.1 If all or any part of the Premises shall be taken by any governmental authority under power of eminent domain, or by private purchase in lieu thereof, all damages awarded for such taking shall belong to and be the property of the Lessor, whether such damages shall be awarded as compensation for the taking of or diminution in value to the leasehold or the fee of the Premises and Lessee hereby irrevocably assigns to Lessor any award or payment to which Lessee may become entitled as a result thereof, provided, however, that the Lessee shall be entitled to receive from such governmental authority compensation for its fixtures and personal property so taken.

17.2 In the event that only a part of the Premises are so taken, and the part not so taken cannot be completed as an architectural unit for the use described in paragraph 4.1 hereof, Lessee shall have the option to terminate this lease by serving written notice of termination on the Lessor within sixty (60) days after the taking.

ARTICLE 18

Notices

18.1 All notices and communications required under this lease shall be served personally or by registered or certified mail on the Lessor and on Lessee at the address indicated on page 1 hereof, or at such other address as may be designated in writing to the other party hereto by notice in accordance with this paragraph.

ARTICLE 19

Construction Liens

19.1 Lessee will not create nor permit to be created, or to remain and will promptly discharge, at its sole cost and expense, any lien, encumbrance or charge upon the Premises or any part thereof, or upon Lessee's leasehold interest therein, except such as are created by Lessor or the first mortgagee.

ARTICLE 20

Environmental Matters

20.1 Lessee shall not use or store any Hazardous Materials (as defined in Paragraph 20.2) on the Premises, except in compliance with all applicable federal, state and local laws and ordinances.

20.2 To the extent directly related to the conduct of Lessee, Lessee's use of the Premises, or

the operation of its business thereon, Lessee shall defend, indemnify and hold harmless Lessor, its employees, agents, officers and directors, from and against any claims, demands, penalties, fines, liabilities, settlements, damages, costs or expenses of whatever kind or nature, known or unknown, contingent or otherwise, arising out of, or in any way related to, (1) the presence, disposal or release of any Hazardous Materials on, over, under, from or affecting the Premises or the soil, water, vegetation, buildings, personal property, persons or animals on the Premises; (2) any personal injury (including wrongful death) or property damage (real or personal) arising out of or related to such Hazardous Materials existing on the Premises; (3) any lawsuit brought or threatened, settlement reached or government order relating to such Hazardous Materials existing on the Premises; and/or (4) any violation of laws, orders, regulations, requirements or demands of government authorities which are based upon or in any way related to such Hazardous Materials existing on the Premises including, without limitation, reasonable attorney's and consultant's fees, investigation and laboratory fees, court costs and litigation expenses. For purposes of this Lease, "**Hazardous Materials**" includes, without limitation, any flammable explosives, radioactive materials, hazardous materials, hazardous wastes, hazardous or toxic substances or related materials defined in the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended (42 U.S.C. Section 9601, et seq.), the Hazardous Materials Transportation Act, as amended (49 U.S.C. Section 1801, et seq.), the Resource Conservation and Recovery Act, as amended (42 U.S.C. Section 6901, et seq.), the Leaking Underground Storage Tank Act (MCLA Section 299.831 et seq.); and in the regulations adopted and publications promulgated pursuant to those Acts, or any other federal, state or local governmental law, ordinance, rule, or regulation.

20.3 Lessee shall promptly notify Lessor as soon as it knows of or suspects that any Hazardous Material has been released or that there is a threatened release on the Premises and it shall take such action at its sole expense and with due diligence, as is necessary to ensure timely compliance with all legislative requirements. Lessor shall promptly notify Lessee as soon as it knows or suspects any Hazardous Material has been released or that there is a threatened release on or in the Building and Lessor shall take such action at its sole expense and with due diligence, as is necessary to ensure timely compliance with all legislative requirements.

20.4 The provisions of this Article 20 shall be in addition to any and all obligations and liabilities of Lessee and Lessor may have to each other at common law, and shall survive the expiration and termination of the Lease for any reason.

ARTICLE 21

Subordination; Estoppel Certificates

21.1 Lessee agrees that Lessor may choose to make this Lease subordinate or paramount to any mortgages, trust deeds and ground or underlying leases now or hereafter affecting the Premises and to any and all advances to be made thereunder or to be secured thereby, and to the interest and charges thereon, and all renewals, replacements and extensions thereof, provided the mortgagee, Lessor or trustee named in any such mortgages, trust deeds or leases agrees to recognize the lease of Lessee in the event of foreclosure if Lessee is not in default. Lessee will

execute promptly any instrument or certificate that Lessor may request to confirm such subordination, and hereby irrevocably appoints Lessor as Lessee's attorney-in-fact to execute such instrument or certificate on its behalf. Notwithstanding the foregoing, Lessee's possession of the Premises under this Lease shall not be disturbed by the mortgagee or other party unless Lessee breaches any of the provisions of this Lease and Lessee's right to possession is lawfully terminated.

21.2 Lessee, within ten (10) days after request (at any time or times) by Lessor, will execute and deliver to Lessor an estoppel certificate proposed by Lessor identifying the Commencement Date and expiration date of this Lease and state that this Lease is unmodified and in full force and effect, or is in full force and effect as modified, stating the modifications, and stating that Lessee does not claim that Lessor is in default in any way, or listing any such claimed defaults. The certificate also will confirm the amount of monthly installments of net rent payable hereunder and additional rent, if any, as of the date of the certificate, the date to which the rent has been paid in advance, and the amount of any security deposit or pre-paid rent. If Lessee fails to deliver the executed certificate to Lessor within the ten (10) day period, the occurrence of the proposed certificate will be deemed conclusively confirmed.

21.3 Upon the receipt of a notice from the Lessor, the Lessee agrees to pay all such sums owing under this Agreement directly to the account or party specified in such notice.

ARTICLE 22

Right of First Refusal

22.1 Lessor agrees to give Lessee the right of first refusal on any purchase of the Premises during the Lease term. If Lessor receives a bona fide written offer from any party to purchase all or part of the Premises, Lessor shall send Lessee a copy of the offer and notify Lessee of its intent to accept it. Lessee shall have the right for sixty (60) days to match the terms of the offer, in writing. If Lessee does not elect to match the offer in writing within sixty (60) days, Lessor may then sell the Premises to the first offeror, provided the sale is on the conditions specified in the contract sent to Lessee.

ARTICLE 23

Brokers

23.1 Lessor and Lessee each represent and warrant to the other that neither of them has contacted a broker, finder or similar person in connection with this Lease, and each party shall defend, indemnify and hold the other harmless from and against all liability, cost and expense, including reasonable attorneys' fees, incurred as a consequence of any claim asserted by a person alleging to have dealt with one of the parties hereto in connection with this lease.

ARTICLE 24

General

24.1 References in this Lease to persons, entities and items have been generalized for ease of reading. Therefore, references to a single person, entity or item will also mean more than one person, entity or thing whenever such usage is appropriate (for example, "Lessee" may include, if appropriate, a group of persons acting as a single entity, or as Lessees-in-common). Similarly, pronouns of any gender should be considered inter- changeable with pronouns of other genders.

24.2 All agreements and obligations of Lessee under this Lease are joint and several in nature. Any waiver or waivers by Lessor of any of the provisions of this Lease will not constitute a waiver of any later breach of that provision, and any consent or approval given by Lessor with respect to any act, neglect or default by Lessee will not waive or make unnecessary Lessor's consent or approval with respect to any later similar act, neglect or default by Lessee.

24.3 Topical headings appearing in this Lease are for convenience only. They do not define, limit or construe the contents of any paragraphs or clauses.

24.4 This Lease can be modified or amended only by a written agreement signed by Lessor and Lessee. This Lease is binding on successors and assigns.

24.5 All provisions of this Lease are and will be binding on the heirs, executors, administrators, personal representatives, successors and assigns of Lessor and Lessee.

24.6 The laws of the State of Michigan will control in the construction and enforcement of this Lease.

24.7 Lessee's obligations, and right to possession, under the terms of this Lease are contingent upon Lessor's delivery of the Premises in condition suitable for occupancy as a public charter school (including fire marshal approval), and execution of the Charter contract between the Lessee and its authorizer.

ARTICLE 25

Authority of Parties

25.1 Lessee and each person executing this Lease on its behalf warrant and represent to Lessor that (a) Lessee is validly organized, existing, and authorized to do business under Michigan law; (b) Lessee has full power and lawful authority to enter into this Lease; and (c) the execution of this Lease by the individual who has signed below is legally binding on Lessee in accordance with its terms.

25.2 Lessor and each person executing this Lease on its behalf warrant and represent to Lessor that (a) Lessor is validly organized, existing, and authorized to do business under Michigan law;

(b) Lessor has full power and lawful authority to enter into this Lease; and (c) the execution of this Lease by the individual who has signed below is legally binding on Lessor in accordance with its terms.

IN WITNESS WHEREOF, the parties hereto have executed this Lease as of the day and year first above written.

LESSOR:
Old Mission Peninsula Education Foundation
a Michigan nonprofit corporation

By: Mary G. Peters

Printed Name: MARY G. PETERS

Its: Vice-President

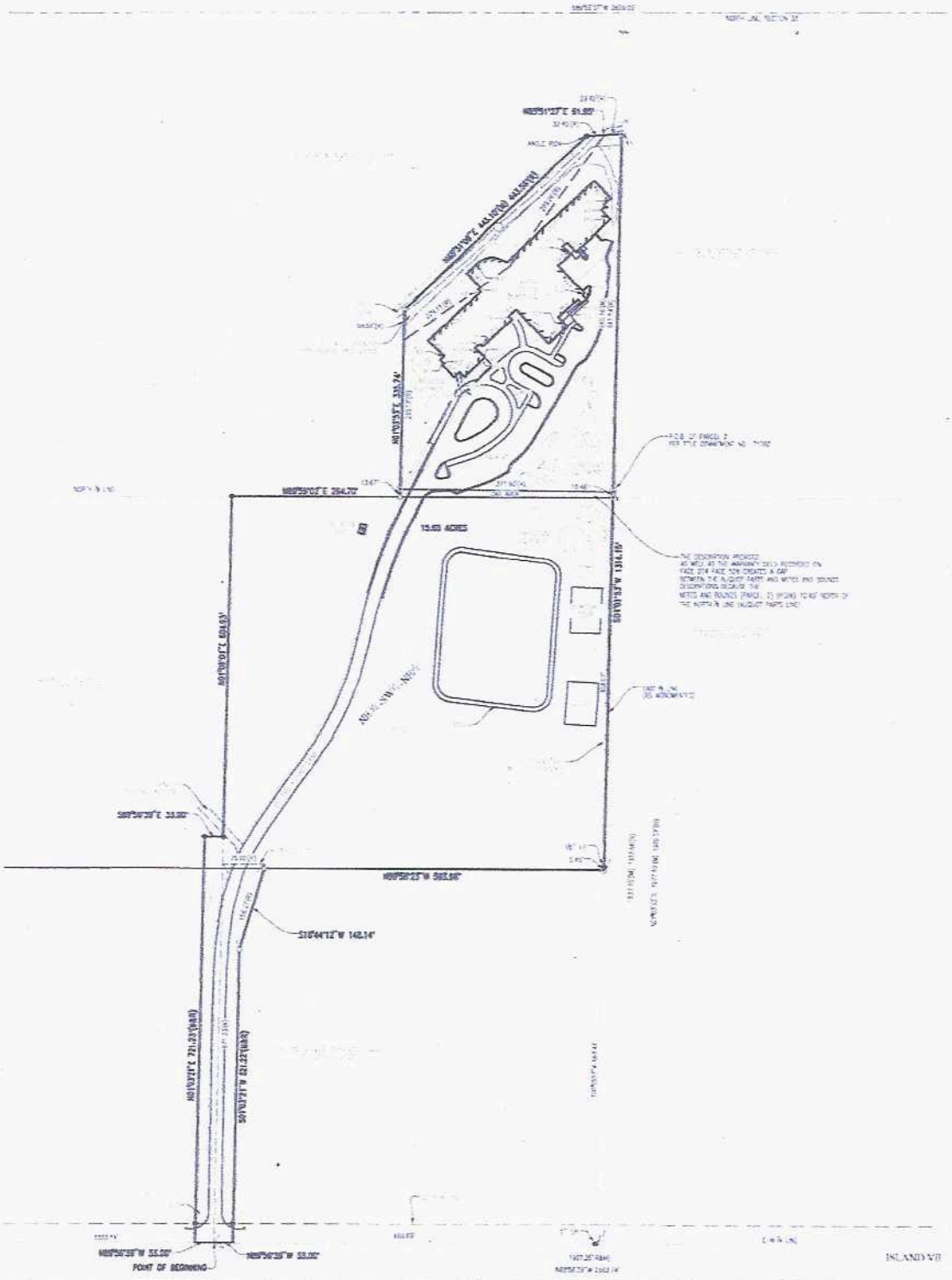
LESSEE:
Old Mission Peninsula School

By: A Igra

Printed Name: Amanda Igra

Its: Board President

EXHIBIT A
LEASE DESCRIPTION



CERTIFICATE OF USE AND OCCUPANCY

PERMANENT

Michigan Department of Labor & Economic Growth
Bureau of Construction Codes & Fire Safety/Building Division
P. O. Box 30254
Lansing, MI 48909
(517) 241-9317

Building Permit No. LB022258
Old Mission Peninsula School
2735 Island View Road
Traverse City, Michigan
Grand Traverse County

The above named building of Use Group E and Construction Type 2B is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1972, AS AMENDED, BEING §125.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 110.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.

Charles E Curtis

August 15, 2006

Larry Lehman, Chief
Charles E. Curtis, Assistant Chief
Building Division